**Assessment at Weoley**

**Impact**

Assessment at Weoley Castle Nursery School

We have high expectations for all children to achieve their potential and make progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills are secured and embedded so the children attain highly and are fully prepared for Primary School and beyond. In order to judge the impact our curriculum has on children’s learning and development, we use a variety of strategies.

**Formative Assessment**

We have developed a system of effective and meaningful assessment of children’s learning and development that does not involve spending extensive amounts of time gathering evidence. Instead, we spend time with the children engaged in meaningful interactions. We assess children through daily observation, conversations with parents and by knowing each child well, knowing what they can do, what they know, what they can remember and what they need next. We use this information to plan for what comes next and how that can be best achieved. This may be appropriate for the next day’s learning, the next week’s learning or the very next interaction or moment. We use the curriculum progression document as a guide, and the knowledge of the children to complement that. We have structures in place that enable us to regularly discuss children as a team and with their families.

**Summative Assessment**

Each child has a summative assessment baseline (within 4 weeks of joining), and again each term (maximum of 4 times annually). The purpose of the assessments is to identify children’s current levels of development so we can understand and plan for what they require and how best to achieve that. We carefully analyse patterns in areas of learning and across various pupil groups. This helps us to identify whether any of our intended curriculum has been learnt, both at an individual level and at a cohort level. We use Development Matters as a supportive guide for our developmental assessment programme. We identify whether children are ‘on track’ or ‘not on track’ to meet their age-related expectation at the end of the academic year so they are prepared for their next stage in learning, whether that be Primary School or the next year group. We use assessment information, both summative and formative, to measure the impact of our curriculum over time. Assessment information is shared with governors

**Values**

The impact of our curriculum will also be measured by how effectively it helps our children develop into well rounded individuals, who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and grow into responsible citizens. As a Rights Respecting School, children will value themselves and others as individuals, and celebrate differences.

**Moderation**

We moderate summative assessments within school and across schools. We moderate judgements by digging deeper into individual children’s progress, identifying what their Key Worker knows about them and how they know that, as well as moderating cohort patterns within school and across other Maintained Nursery Schools and other providers. Moderation often results in sharing good practice as well as identifying solutions to barriers.

**Gathering Feedback**

Throughout the year, we gather feedback from both parents and staff. Feedback gathered from staff helps us to measure the effectiveness of our curriculum. Feedback from parents helps us to measure the impact of the overall curriculum and the service that our families receive. Analysis of the data helps us to identify areas we can improve on, what parents see as strengths of the school and helps us to recognise what is having a positive impact and how we can build on that.

**Governance**

The role of our governors is to support and challenge our thinking and practice to ensure the children get the best possible education. Our link governors for safeguarding and SEND regularly visit the school. The curriculum committee have been consulted and involved in deciding on our intent, creating our curriculum to meet the needs of the children and monitoring the effectiveness of the curriculum. Governors ask questions, raise issues and queries, and hold leaders to account. The impact of our curriculum at Weoley Castle Nursery School, is that our children receive the early foundations and building blocks for each area of learning and our children are well prepared for the next phase of their education.

Autumn Term 1&2

Spring Term 1&2

Summer Term 1&2

Target setting

 Online learning platform assessment

Follow up Wellcomm/SOGS when appropriate

IEP reviews

Toilet plans reviews

Parent questionnaires

Planning reviews

Moderation

Reports

 Target setting

 Online learning platform assessment

Follow up Wellcomm/SOGS when appropriate

 IEP reviews

Toilet plans reviews

Parent questionnaires

Planning reviews

Moderation

Baseline assessment

Wellcomm

Schedule of Growing skills

Online learning platform assessment

Observations

Writing assessment?

Target setting

Home visit

Family baseline?

Self-esteem indicators

IEP reviews

Toilet plans reviews

Parent questionnaires

Planning reviews

Moderation