

<b>Title of example</b>	Assessment in a nursery class
<b>Centre submitting example</b>	St Mary's Church of England Primary School
<b>Local authority/local area</b>	Barnet
<b>Background details to the practice</b>	
<p>Vicky is originally from New Zealand and qualified there 10 years ago. When she moved to England she did the Overseas Trained Teacher Programme to achieve Qualified Teacher Status in England. She has been teaching in Early Years for 6 years in both Reception and Nursery. St Mary's Church of England Primary School is a two form entry school and the nursery is currently full. They currently run two 15 hour sessions per week, one in the morning from 9-11.30am with a top up day from 9am-2pm or an afternoon session 1-3.30pm with a top up day from 10.30am-3.30pm.</p> <p>This case study shows how a graduates knowledge of a child's development along with their pedagogical knowledge is used within a nursery setting to assess children in order to ensure their learning needs are met.</p>	
<b>About the practice</b>	
<p>Before the children begin nursery they are all visited at home to help prepare them for nursery and to help with the transition process. When the children begin nursery they are observed for a few weeks and a settling in observation is carried out which focuses a lot on the child's social development and their self-help skills. For example how they interact with other children, how they cope with leaving their parents/carer, can they use the toilet independently etc. After around three weeks the parents are invited in for a meeting to discuss how their child has settled into nursery, how the parents are feeling and how else the setting can support their child. For example if after three weeks the child is still upset during their session without their parents they would discuss other strategies to help the child settle in, such as shorter hours. At the end of the first half term the nursery team meet to discuss each child individually and they use Early Years Outcome to see where the children are with their learning and development in the seven areas of learning. Using this information the teaching staff then plans the differing support that the children may need. For example if a child needs support with their communication and language skills, activities will be planned to support them and help them develop. Or if the child has a high achievement then the planning will reflect the support that is being put in for that child or a group of children. This assessment allows specifically targeted support to be put in place for each child. The planning in the nursery is very child-centred as all the planning is based on their observations of the children during the week to enable them to plan around their interests and needs. Each half term the nursery team meet to discuss each child individually and track their progress using Early Years Outcomes. This makes all the staff fully aware of where each child is in their stage of development and makes sure that all children are prioritised for. This communication between the staff is vital to ensure that everyone know where each child and what support they need to continue to make good progress. During the school year continuous observations are made of each child and they also have focus weeks where their parents are invited in to discuss where they are with their learning. As well as these parent meetings they also have teacher parent evenings as well in order to discuss where the child is at with their learning and development and what their next steps are.</p>	
<b>Evidence and evaluation of difference to children and families</b>	

The children's progress is carefully tracked over the whole year and the planning reflects this. All the children make good progress with their learning which can be seen in the progression from the beginning to the end of the year using tracking based on the Early Years Outcomes.

***Contact details for more info***

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