Assessment & Progress Tracking Policy

Policy Title: Assessment & Progress Tracking Policy
Responsible Person: Nursery Manager (Academic Lead)
Supporting Staff: Class Teachers, Arabic Teacher, SENCO, Key Workers, Support Staff
Policy Start Date: 1st September,2025
Review Date: 1st September,2027

1. Policy Statement

Assessment is central to the teaching and learning process at Wonder Whiz Kids Nursery. It ensures:

- Every child's progress is monitored effectively.
- Teachers are informed to plan appropriate next steps.
- Parents are engaged in understanding their child's development.
- The nursery meets EYFS learning goals and KHDA inspection requirements.

Assessment at WWN is continuous, inclusive, and holistic, covering cognitive, social, physical, and emotional development, as well as language and cultural learning, including Arabic.

2. Aims of Assessment

- To identify each child's starting points (baseline).
- To monitor and track progress across all seven EYFS areas.
- To identify learning needs early, including for SEN/EAL children.
- To inform curriculum planning and individualised teaching.
- To provide evidence of achievement for parents and KHDA.
- To celebrate children's learning and successes.

3. Types of Assessment & Implementation

3.1 Baseline Assessment

- Conducted within the first four weeks of joining.
- Covers Prime Areas: C&L, PD, PSED.

- Includes:
  - Observation of physical skills (gross and fine motor).
  - Interaction and language comprehension.
  - Social skills, independence, and self-care.
- Outcome: Individual child profiles shared with parents.

3.2 Formative Assessment (Ongoing)

- Daily observations during play, structured activities, and routine.
- Recorded in Learning Journals (digital or paper).
- Notes include:
  - Skills demonstrated
  - Interests and curiosities
  - Emotional and social responses
  - Any learning challenges
- Teachers use these observations to plan next steps, scaffold learning, and modify activities.

3.3 Summative Assessment

- Conducted at the end of each term.
- Evaluates progress against EYFS Early Learning Goals (ELGs).
- Includes:
  - Literacy & numeracy milestones
  - Communication skills
  - Physical development achievements
  - Personal, social, emotional growth
  - Cultural knowledge and Arabic language
- Outcomes used for:
  - Termly parent reports
  - Planning interventions
  - KHDA compliance records

4. Assessment Across EYFS Learning Areas

4.1 Communication & Language (C&L)

- Observation focus: Listening, attention, speaking, vocabulary expansion.
- Activities for assessment: Storytelling, show-and-tell, circle time, rhymes.
- Tracking: Notes on vocabulary growth, sentence formation, clarity of expression.

4.2 Physical Development (PD)

- Gross motor skills: Running, jumping, climbing, coordination.
- Fine motor skills: Cutting, drawing, threading, writing tools.

- Observation tools: Checklists, photographs, milestone grids.

4.3 Personal, Social & Emotional Development (PSED)

- Observation focus: Independence, collaboration, self-regulation.
- Activities: Group tasks, role play, turn-taking, conflict resolution.
- Assessment: Behaviour tracking sheets, emotional reflection logs.

4.4 Literacy

- FS1: Pre-writing, letter recognition, phonemic awareness.
- FS2: Phonics blending, reading simple texts, writing sentences.
- Assessment tools: Literacy checklists, reading journals, writing samples.

4.5 Mathematics

- Counting, number recognition, shapes, patterns, basic operations.
- Observation activities: Number games, sorting tasks, cooking measurement activities.
- Tracking: Weekly numeracy grids linked to EYFS ELGs.

4.6 Understanding the World (UTW)

- Cultural awareness, scientific exploration, environment, technology.
- Activities: Nature walks, themed projects, cultural festivals.
- Assessment: Observations, photo evidence, child-led discussions.

4.7 Expressive Arts & Design (EAD)

- Creativity, imagination, music, dance, art, and role play.
- Observation focus: Use of materials, idea generation, collaboration.
- Tracking: Art portfolios, music performance logs, teacher notes.

4.8 Arabic & Islamic Education

- Assessment: Listening, speaking, basic reading & writing skills.
- Differentiated tracking for native and non-native learners.
- Integration with UAE culture (National Day, Ramadan, Eid, calligraphy).

<u>5. Inclusion & SEN Assessment</u>

- SENCO ensures children with special needs have Individual Education Plans (IEPs).
- Progress is monitored weekly and reviewed termly with parents.
- Tools: Modified learning outcomes, visual aids, multi-sensory materials.
- EAL learners: Progress in English recorded alongside Arabic learning.

6. FS2 Reading & Writing Assessment

- Phonics assessments: Blending, segmenting, sound recognition.
- Reading logs: Guided reading notes, comprehension checks.
- Writing portfolios: Sentence formation, handwriting, storytelling.
- Progress tracked against Early Learning Goals for school readiness.

7. Grouping & Assessment of Learning

- Small groups for targeted literacy, numeracy, and Arabic instruction.
- Mixed-ability groups to encourage peer learning.
- 1:1 support for children requiring additional help.
- Observation focus: Social engagement, leadership, collaborative problem-solving.

8. Assessment of Afternoon & Camp Activities

- Creative clubs, sports, arts, and seasonal camps also monitored.
- Skills tracked:
    - Creativity
    - Physical coordination
    - Cultural knowledge
    - Collaboration & communication
- Documented in Learning Journals alongside daily classroom observations.

9. Tracking & Documentation

- Learning Journals: Comprehensive records with photographs, observations, and child reflections.
- Digital Portfolios: Optional platform for parent access.
- Progress Trackers: Colour-coded grids for each EYFS area.
- Parent Feedback: Integrated into planning, goal setting, and reporting.

10. Reporting to Parents & KHDA

- Parents: Termly progress reports, parent-teacher conferences, informal updates.

- KHDA: Evidence of assessment processes, individual child progress, interventions, and curriculum alignment.

11. Roles & Responsibilities

- Nursery Manager: Oversight of all assessment practices; ensures KHDA compliance.
- Class Teachers: Conduct daily observations, maintain learning journals, plan next steps.
- Arabic Teacher: Monitors Arabic language development and cultural understanding.
- SENCO: Oversees inclusion, tracks SEN progress, develops IEPs.
- Support Staff: Assist with observation, documentation, and child engagement.
- Parents: Partners in the assessment process.

12. Monitoring & Review

- Internal lesson observations and audit of records.
- Monthly staff meetings to discuss children's progress.
- Annual policy review to align with KHDA updates and best practice.
- Continuous staff training on assessment techniques and EYFS updates.