

Early Level

How do we ensure that processes for ..., assessment ... are manageable and effective in improving learning and teaching?

- ✓ Staff should be skilled in writing **high quality observations**. (Link to [remote CLPL observational practice](#))
*“A young child’s voice is interpreted by our observations of their actions, emotions and words. These **observations are central to assessment** and inform us what children need.”* (RTA, p.46)
- ✓ **Planned, protected time allocated** within teams to allow for observation to be carried out.
- ✓ A clear assessment and progression framework in place to give staff **the tools to help them analyse their observations and the language to describe children’s progress**. (Link to [remote CLPL assessment and progression framework](#))
- ✓ **Focus child observations analysis** – This may be in the form of a focus child approach or an analysis of an individual child’s observations over the session to identify where child is at in their development and learning and what their next steps are / might be. Next steps should not be decided on an individual observation but on analysis of a series of observations e.g., as part of a focus child approach.
“We need to observe children across the learning environment, indoors and outdoors, and not make assessments or come to conclusions based on a single observation.” *Observing Young Children (Louis 2022), p5*
- ✓ **Moderation** of observations and discussions around the analysis of them in relation to judgements around assessment and progression will give confidence in planning next steps.