

## Assessment

### Category: Early Years

#### Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children's Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

#### **Version Control:**

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## Assessment

"By identifying more closely what we want children to learn and how best children learn we can enhance the range of learning opportunities and try to ensure that, whatever setting children attend, they have an equal access to broad and balanced learning experiences."  
(Realising the Ambition – Being Me)

Assessment in nursery should support children to access the provision and make progress across all aspects of the curriculum.

It should be appropriate and focussed to ensure that children's skills, prior knowledge and learning needs are considered.

Assessment should enable and motivate learners to develop to their fullest across the curriculum.

Assessment should take place through the observation of play and activities throughout the nursery session, it involves gathering, reflecting on and evaluating evidence of learning and progress.

It should be supportive of the children and provide evidence that will identify progress, knowledge and skills.

Assessment should also allow children to discuss their learning and identify interests and next steps.

Children's development and progress should be regularly discussed with the parents/carers and the child should be involved in this process in order to share their learning as well as identifying next steps.

Assessment in the nursery setting may take the form of:

- Written observations (O)
- Individual activities (IA)
- Group activities (GA)
- Mind maps (MM)
- Circle/Story time (CT)
- Learning Walls (LW)
- Personal Learning Journals (PLJs)

Realising the Ambition – Being Me, endorses the need for ELC settings to *provide 'an environment which encourages inquiry and invites discussion and exploration with interesting objects to talk about and explore, stimulating conversation and curiosity'.*



## **ELIPS**

e-LIPS (early Language in Play Settings) is a screening tool to support staff to make and record observations about a child's language development. It is designed to be inclusive of every preschool child regardless of whether they have a specific language disorder or are in the process of being referred.

It should be completed by nursery staff approximately 6 weeks after their start date then repeated prior to the child leaving nursery and transitioning to school. Staff should complete the assessment through observing the child at play and noting the language they use in each setting.

The scores given should reflect 'real time' observations being made rather than relying on memory.

e-LIPS was designed as a screening tool and is not suitable for diagnosing speech and language or behavioural problems. A more detailed follow up would be necessary if you were concerned about a child's progress. Plans should be made to support these children to improve better outcomes for them. Where appropriate, this should be a multiagency approach with parents/carers and the child at the heart of any discussions and plans to support the child.

"Parents and carers know and understand their child best. As the child's first educators, parents and carers are key partners in supporting their child's learning. As pedagogical leaders, it is essential that we develop positive relationships with parents and carers and work closely alongside them and value their contributions."

(Realising the Ambition – Being Me)