**Assessment and Planning Policy**

Linked to National Quality Framework 2017

***Quality Area 1- Educational Program and Practice***

**1.1 Program- The educational program enhances each child’s learning and development**

1.1.1 Approved learning Framework

Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

1.1.2 Child-centred

Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

1.1.3 Program learning opportunities

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.

**1.2 Practice- Educators facilitate and extend each child’s learning and development**

1.2.1 Intentional teaching

Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

1.2.2 Responsive teaching and scaffolding

Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.

1.2.3 Child directed learning

Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.

**1.3 Assessment and planning- Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.**

1.3.1 Assessment and planning cycle

Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection

1.3.2 Critical reflection

Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.

1.3.3 Information for families

Families are informed about the program and their child’s progress.

 ***Quality area 4– Staffing arrangements***

**4.1 Staffing arrangements- Staffing arrangements enhance children’s learning and development.**

4.1.1 Organisation of educators

The organisation of educators across the service supports children’s learning and development.

4.1.2 Continuity of staff

Every effort is made for children to experience continuity of educators at the service.

**4.2 Professionalism- Management, educators and staff are collaborative, respectful and ethical.**

4.2.1 Professional collaborations

Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognizing each other’s strengths and skills.

4.2.2 Professional standards

Professional standards guide practice, interactions and relationships.

***Quality Area 5—Relationships with children***

**5.1 Relationships between educators and children- Respectful and equitable relationships are maintained with each child.**

5.1.1 Positive educator to child interactions

Responsive and meaningful interactions build trusting relationships, which engage and support each child to feel secure, confident and included.

5.1.2 Dignity and right of the child

The dignity and rights of every child are maintained

**5.2 Relationships between children- Each child is supported to build and maintain sensitive and responsive relationships.**

5.2.1 Collaborative

Children are supported to collaborate, learn from and help each other

5.2.2 Self-regulation

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

 **7.2 Leadership- Effective leadership builds and promotes a positive organisational culture and professional learning community**

7.2.1 Continuous improvement

There is an effective self-assessment and quality improvement process in place

7.2.2 Educational leadership

The educational leader is supported and leads the development and implementation of the educational program and assessment and planning

7.2.3 Development of professionals

Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development

**Regulation 73, 74, 75, 76, 111, 118 155, 156, 177(1)(a), 178(1)(a)**

**Law 138, 168**

**Policy**

Assessment and program cycle is used by educators ongoing, with the support of the Educational Leader. The relationship with families is paramount as is working with other professionals to ensure a full picture of the child is seen. Programs are designed in a way that enhance and extend the individual child in their learning and development.

The planning cycle can include observations, analysis of learning, documentation, planning, implementation and reflection.

**Implementation**

Educators are guided and supported with regards to knowledge about the EYLF and curriculum. In house mentoring and Educational Leader have been acknowledged as best source of teaching and supporting. The centre however has many professional text books and online access for educators to continue to scaffold their learning. Educators are encouraged to access professional learning and guide one another through reflective discussions.

Some questions that educators are encouraged to think about are

* How effective, meaningful and relevant were the: observations, analysis, responsiveness, intentional teaching and planned program
* What do I know about this child: current knowledge, strengths, interests, skills, abilities and culture
* How will I utilise the curriculum including routines, interactions, indoor/outdoor environments, group projects and investigations to support children’s learning and wellbeing.
* What are my intentions for furthering learning and development?
* What experiences will I provide?
* Analysis – what does this tell me about what and how the child is learning?
* What do I need to record to make learning visible?

(Questions cited from Element 1.3.1 Assessment and planning cycle, Guide to National Quality Framework, 2017)

*Analysing learning* – in the context of Early Childhood, this means to assess learning. The process must be referred to using the Early Years Learning Framework.

As part of the educators role they need to;

* Understand the context of the service and how the service’s statement of philosophy guides their decision making – making the philosophy visible in practice
* Collect information in different ways. The information collected will be about each child’s learning , knowledge, strengths, ideas, culture, abilities, interests and goals. This is inclusive of families and other people in the child’s life. All of which attribute to the individuality of the child.
* Reflect and analyse each child to help identify progress and continued learning which is then shared with family members and others to assist in future goals and learning and development
* Think wisely and conscientiously about strategies and experiences for individuals
* Think about ways to support group goals and how to achieve them
* Extend emerging learning, strengths, abilities and interests
* Constantly be following up and recording conversations with families
* Connecting to community and events around us.
* Implement planned experiences that have been guided by communication, observations, analysis and respond to “teachable moments” in a timely fashion. This means promptly identifying an opportunity and support emerging strengths, abilities and interests
* Review and reflect on participation and the program as a whole. Who is the program for?

**Observation, reflection and analysis**

Determine the extent to which each child is progressing towards the learning outcomes and identify what might be their impending progress

Ensure sufficient information has been collected. In doing so this ensure an accurate record of their participation, what they know, can do and understand

Individual educators must ensure that their Pedagogical practices are appropriate for the service context and the philosophy of the service.

Plan for each child’s future learning as well the group.

Reflect and review the effectiveness of the learning experiences, environments and approaches.

Identify children who may benefit form additional support. How can the service provide support? Can the service assist families to access specialist help?

**Documentation**

Why do we document?

Documentation of children’s experiences and their responses to the environment makes learning visible to children, educators and families. It promotes shared learning and collaboration.

Documentation promotes relationships between children, educators and families and demonstrates professionalism. It also enables the assessment and planning cycle to be visible to educators and families.

**Dialogue**

The type of dialogue/communication that should be occurring at all times must be connected to the effectiveness of the methods used to document. Are these methods identifying knowledge, strengths, ideas, culture, abilities, interests, relationships, learning and participation over time. How are we encouraging input from families and contribution. Our discussions need be with each and the Educational Leader to ensure we are all supported and understand the steps of the planning cycle. We must discuss strategies that record the child’s voice.

**How to make assessments and planning visual**

The planning cycle and documentation needs to be available and accessible to families and children. Children need to feel they can share their day and evenst of that day/week with their families or special people.

The documentation must be appropriate to the child’s age and throughout the time the child is in attendance at the service.

Examples of the children’s learning is represented; displayed, photographed, recorded, documented in sensitive and respectful ways.

Documentation needs to legible, and grammatically correct. Children’s names need to be spelt correctly and dated for future reference.

The styles of documentation will change with time and educators so this policy is not about what ways we are currently documenting but instead focusing on the need to document and the scope of documentation.

**Critical reflection**

What does this mean?

* Responses
* Feelings
* Decision making
* Influences
* Perspectives

When we reflect we are thinking about all aspects of the program, the principles that guide the program, the practices we use and the learning outcomes (EYLF). This drives the cycle of programming and planning and implementation.

Educational Leaders support Educators to become increasingly thoughtful about their work, styles of anaylsis, actions, motivations, and ways to explore different approaches every day.

Critical reflection is ongoing, it never stops. It is a dynamic process that supports professional practice, this refers to inclusive practice as well. Reflecting guides educators and therefore supports a holistic and communicative environment where staff feel at ease and included in every day decision making about the children in their care. It also involves closely examining all aspects of events and experiences with a focus on equity, inclusion and diversity.

Some questions to consider…………..

* How do we currently examine our practices and decision-making, and identify improvements as well as successes?
* Have we considered which children may be advantaged and whether any child is disadvantaged?
* How do we use the approved learning framework/s to help us reflect?
* How are we creating opportunities for conversations, debates, and collaborative inquiries as a team, ensuring that all voices are heard and responded to with respect?
* Hat questions do I have about my work/ What am I challenged by? What am I curious about? What am I confronted by?
* What strategies do I use to demonstrate that I value diversity and work to ensure all children have opportunities to fully participate in the program?

**Families**

Assessing and planning is simply not possible without the inclusion of families.

The service supports educators to recognise the benefits of quality education and care to both families and the service. Outcomes are best achieved when we work in partnership. Communication and consultation is accessible, meaningful and useful.

Verbal communication is by far and away the most easiest and quickest way to inform families of their child’s participation and progress. Written and or visual documentation must be provided whenever possible and this information must be meaningful and understandable.

The Educational program must always be accessible and visible for families, understandable and meaningful. Programs can take on many forms and be presented in many ways.

***Source***

Early Years Learning Framework

Guide to National Quality Standards 2017

Theories into practice (A.Nolan and B.Raban, 2015)

Including one, including all (L.Roffman and T.Wanerman, 2011)

Socially strong Emotionally secure – Educator Edition (N.Bruce and K.Cairone, 2012)

50 Fantastic idea for involving parents (M.Sargent, 2013)

The Early Years Learning Framework in practice (B.Raban and K,Margetts. 2nd edition, 2010)

Your complete guide to the Early years learning outcomes; Curriculum Kids (S, Kyretses and L,Caplan, 2014)

Continuity of Learning; Dept of Education, 2014

Intentional teaching (A,Houghton, 2013

**Review**

**The policy will be reviewed annually**

**The review will be conducted by:**

* **Management**
* **Employees**
* **Families**
* **Interested parties**

**October 2017**