

Assessment and Planning

RATIONALE

To ensure that assessment and planning is consistent with the Te Whāriki 2017, and demonstrates an understanding of children's learning, their interests, their whānau, and life contexts.

To ensure the activities, routines, experiences, interactions and daily happenings at Fingerprints Christian Preschool reflect current theory and practice, within a Christian framework.

To outline expectations of teachers at Fingerprints Christian Preschool, and ensure opportunities for children and their family/whānau to be involved in planning, assessment, and implementation.

PURPOSE

To implement practices that allow staff to notice children's interests, recognise dispositions and learning, respond in ways that promote and extend meaningful learning and development and revisit learning with children and whānau.

To ensure that these practices and the process are effective, meaningful and manageable for the staff team and whānau.

To ensure that planning and evaluation, both formal and informal, links to the principles, strands and goals of Te Whāriki 2017 and Licensing Criteria within a Christian framework, together with Fingerprints learning priorities.

PRACTICE

Planning happens throughout the day, both formal (written) and informal (spontaneous, minute by minute and planning in action). Our planning process provides opportunities for staff, children and parents/whānau to contribute to and direct learning outcomes. Our planning will demonstrate an understanding of each child, his/her family and links to the community. Our assessment and planning is underpinned by a strong understanding of current theory and learning principles and practices.

Individual Assessment and Planning -

Each staff member is involved in the assessment process for every child, this is achieved through a regular review of each child during staff meetings and through informal conversations between staff/whānau on and off the floor.

Learning Journals/Portfolios - When a child enrolls at Fingerprints they are assigned a Portfolio teacher. A portfolio teacher is responsible for;

- « keeping the child's portfolio book up to date
- « undertaking ongoing analysis of learning (shared assessment practice among kaiako),
- « compiling and communicating a plan, together with colleagues, to support future learning, and

« on a regular basis - sharing insights and progress of learning with parents/whānau.

Typically this expectation is achieved through the writing of learning stories, celebratory stories, group stories and the collation of appropriate evidence of children's work to document significant learning and achievement. These stories are compiled in a google slide in a google drive account specifically for Fingerprints Learning Journals and then printed in a hard copy book form Learning Journal, which is shared with tamariki and whānau and accessible in the preschool (on a bookshelf). In addition, each child's area of focus for learning is recorded on an Individual Planning Sheet, which kaiako discusses together and contributes feedback from whānau.

Learning Stories may be either an 'observational story' or an 'area of focus for learning story'.

« 'Observational stories' are stories that depict and analyse significant observations or interactions with the child and are used to highlight possible learning focuses or dispositions. A review of individual observation stories over time may reveal a strong focus for learning.

« 'Area of focus for learning/dispositional stories' prompt discussion (at team meetings) for the individual goals/plan for a child. They will typically be based on a disposition and/or strands of Te Whāriki. Focus for learning stories will form the basis for collaborative conversations with the child, parents/whānau and the teaching team. The teacher (together with the teaching team) will collect evidence of learning outcomes around the focus/individual plan. This evidence is likely to be in the form of an observational story or linked to a previous story at a later date. The focus areas are detailed in the Individual Planning Sheet and will be regularly reviewed at staff meetings as a basis for planning with results recorded in the Staff Meeting minutes and the Individual Planning Sheet.

Celebratory Stories are a record of how birthdays and other significant events are celebrated and recognised at Fingerprints. Celebratory stories should include at least one story every year that has a strong link to a biblical principle or story, to preserve these for future learning reflecting the preschools Christian character/Karaitiana kaupapa.

Group Stories are included when they are relevant to a child's learning or when a significant centre/community/group activity occurs.

Other Evidence may include paintings/pictures, group-time work and other evidence of a child's involvement or effort. To be displayed in the body of the portfolio this evidence should be significant to a child's learning and annotated appropriately (otherwise it may be placed in a pocket to be created at the back of the portfolio). Other evidence may include time samples, analysis of what the child can do at home or at the centre and material and analysis that creates a sense of belonging, involvement and identity. Other evidence also includes the parent's voice.

Learning journals are created in a google docs system, supported by templates from TW(2017).

Portfolios are allocated equally among staff using the following guides.

- « Centre Director **may be** responsible for a low number of portfolio books
- « Full time certified teachers - A maximum of 14 portfolios is targeted
- « Part time certified teachers - Carry a maximum of a 120% load determined by
Number of days/5*120%.
- « Part time In-training teachers - Carry a 100% load determined by Number of
days/5*100% (maximum 10)
- « Teacher aide - In discussion/agreement there may be portfolio allocation.

If the guidelines above are to be exceeded the relevant staff member must be consulted and agree to the additional portfolio allocation. Portfolio teachers are allocated $\frac{1}{4}$ hour non contact per child each week to complete portfolios. Management will endeavour to protect the weekly non-contact time of each teacher in the event that there is sufficient notification of leave. In the instance of sick leave interfering with non-contact time the given weeks non-contact may be forfeited. Although children are allocated one portfolio teacher, all kaiako are responsible for writing assessment stories for all children who attend preschool. This is in order to consolidate the multiple voices/perspectives of kaiako as they observe children's learning. Portfolios will be reviewed by management at least once a year to ensure all teachers are meeting the goals outlined above.

In training staff will receive additional support and more regular review of portfolios to assist in training and ensure valid links are being made between observations, learning and planning for outcomes.

Group Planning

Holiday Programme, hui and transition to school programme are discussed and planned both by individual kaiako and as a team on a regular basis. Parents and whanau are spoken to individually as children turn 4 and this is shared informally with other kaiako. This will be displayed on a notice board, in children's profile books and on our Facebook page.

Centre Wide Planning

Each term the teaching team will also focus on a Biblical theme as decided in the annual plan. This strongly implements our karaitiana kaupapa, Christian philosophy, the stories we want to pass on to our Mokapuna. This will be presented in many forms incorporating drama, music, dance and storytelling. Our Karaitiana kaupapa is deeply embedded in how we approach our assessment practices, coming from the understanding that God created each person and our world. Fingerprints Kaiako, respect and honour all cultures, languages and religions represented in our community. Our bicultural heritage is also a natural part of our Karaitiana Kaupapa and is recognised within assessment practices, planning and tikanga. Fingerprints teachers aim to build an environment where each child has an opportunity to reach their God given potential and be all that God created them to be. We also stand on the biblical principle of parents as first teachers, therefore, working alongside whanau and parents to grow and develop our tamariki, cognitively, physically and spiritually.

An explanation of the biblical topic will be displayed on a notice board and evidence will be collected to show how we (the teaching team, parents/whānau and tamariki) are presenting this. This theme is seen as a learning journey for us all, a community of learners in God's world. The teaching team will use hui/meeting, group-times and

individual opportunities to build knowledge, grow faith and strengthen the child's self worth and importance to God. Teaching topics will be displayed and seen within learning journals.

Documenting Interests of the Children on a daily basis

We have now implemented a reflection sheet to be used on a daily basis. Kaiako documents information and interests of tamariki, whānau and child's voice and information for colleagues that will extend future learning opportunities and inform curriculum planning. Any photos or evidence is added to this folder and any ideas or suggestions for further extension or set ups can be suggested by individual Kaiako in order to support their team.

A private facebook page and a record of activities, is used to record and share daily events with parents/whānau.

These daily photos also help prompt children to revisit their learning.

GUIDING DOCUMENTS: Reg 43, C1-13

Approved by:

Centre Director: *Hilary Henderson*

Date: December 2021

Service Provider

Contact Person: *Aaron Donaldson*

Date: December 2021

Reviewed: December 2021

To be reviewed: December 2023

Incorporate the following material from ERO Self Review next time in this policy
Assessment and identity

- Assessment builds children's identity as a successful learner.
- Assessment acknowledges the social and cultural worlds, and ways of learning of all children.
- Assessment supports the development of a strong Ma-ori identity in Ma-ori children, through reflecting Ma-ori perspectives of the child, their world and their place in the world.
- Ma-ori children's cultural capital is acknowledged and valued and their learning achievements are celebrated.
- Assessment practices value and respond to Pacific cultures, knowledge and ways of learning.

Assessment processes

- Assessment information:
 - focuses on enhancing dispositional learning, as well as skills and ways of knowing
 - shows deepening and the increasing complexity of children's learning
 - reflects the complexity of children's relationships with people, places and things
 - reflects a credit-based approach that pays attention to children's strengths, interests and dispositions
 - is available to the children so that they can revisit and share their learning with others.
- Ongoing observation of children in everyday activities builds a picture of what children know, understand, feel, are interested in, and can do.
- Assessment includes multiple perspectives that enhance the interpretation and analysis of learning.

Assessment purpose

- Teachers use a range of approaches for different assessment purposes; including:
 - to understand and support children's learning and development
 - to identify progress and achievement
 - to identify and diagnose children's capabilities and where additional support may be needed
 - to evaluate how well the curriculum is helping the service to achieve its outcomes.
- Assessments illustrate and support continuity in learning and demonstrate children's progress in a range of contexts.
- Assessment practices provide parents and whānau with a way of contributing to their children's learning.

Curriculum planning

- Teachers analyse assessment information to understand children's learning pathways and then plan to continue and strengthen them.
- Information from individual and group assessment is used to plan the curriculum.
- Planning is driven by evidence-based formative assessment, for individual and groups of children.

1 Is this policy working?

To a high degree yes, parent voice is still a struggle however.

2 Does it match our practice?

In the whole yes

3 Is it supported by research?

yes , after PD on this topic and inquiry [Centre Inquiry/Internal review 2020/2021](#)