



Learning Assessment Policy and Procedure

Rationale:

To document the assessment and evaluation of children's learning and development to a high standard of quality, ensuring positive learning outcomes for all children.

Objectives:

- To provide a quality learning environment for all children based on an emergent curriculum.
- To ensure appropriate learning and assessment for individual and groups of children.
- To document and assess learning as it happens.
- To give children, parents and whānau a voice
- To follow parent aspirations

Procedure:

1. When a child enrolls at Kidiwise Early Learning Centre they will receive a named spiral bound profile book. This will include their photo, an introduction of who they are, an aspirations sheet filled in by parents, a mihimihi, a sheet detailing what the book involves and how to use it and a story detailing their settling period.
2. A teacher will be assigned to set children. They are responsible for observing and assessing their learning and development for the term. Anecdotal assessments (learning stories) will be recorded during weekly non-contact.
3. Learning stories will include **what happened, what learning occurred, what next, parents voice** an empty **revisit/review** space, the date and teachers name who wrote it.
4. Staff will sit with children when stories are glued in with the child who owns it, to strengthen feelings of belonging and contribution.
5. Staff are responsible for filling in their revisit/review sections when appropriate (at the latest, after a month) Children can sit with staff and contribute to their assessment and revisit recordings.
6. Spiral bound books are designed to be interactive and include children's voices. They are a living document which can include hand written entries, artefacts for instance: photos taken by children of their work, models, show and tell items, etc.; tickets; pamphlets; leaves; flowers; art; etc.
7. Every time something is added to a profile book it should be sent home or shown to parents. They are designed for parent contribution. If a parent writes a reply, we can write a reply back.
8. A planning meeting will be held every second month. Teachers will analyse individual children's learning. They will then base individual planning on what they observe children are interested in doing, learning about, skills, dispositions and schemas they are developing and parent aspirations.
9. Each full time child should have at least one anecdotal story documenting their learning per month.