



The new montessori pre-school

**The Methodist Church, Tarring Road, Worthing BN11 4ET**  
Call: 01903 535 412 Email: [info@thenewmontessoripreschool.org.uk](mailto:info@thenewmontessoripreschool.org.uk)

## Policy for Record Keeping

Our pre-school aims to maintain accurate records on all our children attending our setting in a positive way, understanding that knowledge about a child comes from a mix of observing and communication with the child in day to day interactions and information from other sources such as discussion with parents, family and other settings.

Our pre-school implements a **year plan** providing a brief outline of what activities/special occasions/health and safety responsibilities/key person timetable/parent helper and projects are expected to happen within that year.

Our pre-school implements a **term plan** describing the projects and activities that are going to be worked on. This plan is flexible as our ethos to follow the child's development and learning is of higher priority.

Our pre-school implements a **weekly plan** informing our practitioners of the subjects to be covered in our classrooms, where a staff member is allocated, which visitors/students/parent helper are in our classrooms. Each key person will have already put in place their children's developments and interest for that session.

To develop a clear and concise view of our children's development and learning our pre-school has put into place:

1. On the child's initial visits we have the opportunity to gather information from the parents and the child.  
This may include: Favorite things at home. People the child's life that they like to talk or hear about (i.e. family, friends, pets etc). The routines of the child (i.e. sleeping, eating, toileting, who will bring and collect the child, other settings attended etc). How the child communicates. Any additional needs/ specific requirements. Involvement with other agencies. Information on the emotions of the child (i.e. what makes them happy, sad, angry, scared etc). Anything else the parents feel you might need to know about.
2. Observing the child over the first 6 to 12 weeks, referring to the Montessori curriculum and using the '**2 year old progress check**' or an '**Early assessment review**' (as a snapshot of the child's position on the learning map) aids future planning for the child in tandem with step 1.
3. Invite parent in to discuss the '**2 year old progress check**' or an '**Early assessment review**' in the form of a **progress visits**. Providing the parents/careers with a copy of their **Progress Summary and Early assessment review**.

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Ongoing observation and recording

4. Continuing observation (using various formats) of the child in the setting helps to ensure that the planning reflects the themes and commitments of the EYFS in all areas of learning.
5. Over the coming terms there needs to be: Reflection on the child's access to experiences and on the learning that is taking place. Reflection upon and inclusion of the contributions of parents and the child. Ongoing observational assessments made and transferred to summary notes or cross referenced with the learning journal/other observations.
6. Each term all children are to have a **Periodical summary-Assessment Review** produced by the child's key person and a copy to be given to the parents/carers of the child.  
Analyze the information to identify what it tells us about the progress of individual children and groups of children.  
Analyze the information to identify what it tells us about the curriculum and experiences we are providing.  
Using the summary notes/learning journal information to inform the **next steps slips** and sheets at regular intervals appropriate to the child.
7. Review the progress made over the period of time since the last review with the parents, child and other key adults involved in the setting. Review the documentation in place including the learning journal, ILP and previous next steps slips. Review the practice offered to support the child including the role of the adults, the involvement of other agencies, strategies implemented to support the learning and development needs of the child. Review the provision including the workshops offered, the inclusion of additional resources and how the environment supports the learning and development needs of the child

Our pre-school achieves this by:

Through identifying children most in need of support appropriate planning can be implemented and involvement of the parents sought if outside agencies need to be utilized. Liaising with other agencies that are involved with the child is beneficial to planning provision. (the parents' permission must be sought).

Our pre-school will keep all our children's/parents information in the child's learning journal and can be accessed easily to inform all. The information is useful to inform provision to help the child feel welcome and aid security through links to a familiar environment.

Our pre-school understands that developing leadership skills in tracking children's progress and using progress data is an important strand in quality development, as well as promoting individual children learning effective. Tracking helps our practitioners/managers to have evidence to include objective statement in self-evaluation and raise aspirations of improvement. Managers have a key role to play in

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supporting and improving quality through assessment by establishing systems, supporting staff and analysing information to:

- Track progress for individual children and use that progress summary to identify next steps and communicate with others.
- Involve parents and partners professionals in understanding and supporting children's progress
- Ensure the accuracy of evaluations of children's progress
- Use progress information to support transition as children move on into other settings
- Compile progress summaries for groups of children and identify any gaps in learning for individuals or groups
- Plan and implement changes to meet identified needs.

Our pre-school ensures that all children's development and learning is reviewed each term using the EYFS and the progress of each individual child and using those reviews to inform how best to support children's further development is a key priority to our pre-school.

Our pre-school will use various methods to reviewing and enhance our children's development.

- Gathering- information on children's learning and development
- Using-information to support children's learning and development
- Summarising information to track children's progress
- Using summary information to support children progress
- Leading for quality-conclusion

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