



The new montessori pre-school

The Methodist Church, Tarring Road, Worthing BN11 4ET

Call: 01903 535 412 Email: 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 keypersons timetable, training, students, special occasions, events & parent help, the projects, and activities that are going to be worked on by our children. This plan is flexible as our ethos to follow the child's development and learning is of a higher priority.
- Our pre-school implements a daily plan informing our practitioners of the subjects to be covered in our classrooms, focus key children, 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:

- On the child's initial visits, we have the opportunity to gather information from the parents and the child. Our pre-school uses a 'Settling-in Plans' document to assess where the child's development and learning is, this document and the information gleaned will form part of the child's 2-year-old progress check. The document also informs our managers where in our curriculum the child should begin.
- Parents are given a 'All about me' document that may include information on: Favorite things at home. People in 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. They are also asked to fill in a Parent Consultations & baseline on our My Montessori Child database system.
- Observing the child over the first 6 to 12 weeks, referring to the Montessori curriculum and using the '2-year-old progress check', 'EYFS progress check' &

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Development Matters Practitioners review the child's progress and provide parents with a short-written summary or directed to our My Montessori Child site for updates, of their child's developments in the prime areas the progress identifies the child's strengths and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners develop a targeted plan to support the child's future learning and development involving parents other professionals as appropriate.

- Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. Invite parent in to discuss the **"EYFS Parent Profile"** in the form of a **progress visit**. Practitioners should encourage parents and or careers to share information from the progress visit with other relevant professionals, including health visitors and any new staff of any new provision the child may transfer to. Providing the parents/careers with a hard copy of their EYFS Parent profile or directing them to our My Montessori Child site and the Parents Page.
- When a child stays at our pre-school until they are five years old The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception is to be fulfilled.
- On completion of the Early Years Foundation Stage children over five years old naturally moves on THE EARLY LEARNING GOALS which promotes the learning and development of the child through a variety of rich experiences that are crucial to the child's development, from understanding simple sentences to playing with friends. Practitioner/Teachers will then make a holistic judgment, drawing on their knowledge of the child and their own expert professional judgement about the child's development in readiness for Year 1.
- In the final term in which the child reaches five, and no later than 30 June in that term, an EYFS Profile is completed for each child. This includes those children who, but exception, complete the EYFS in an OFSTED registered setting and who are due to start school in year 1 in the following academic year. The Profile (Early Years Foundation Stage Profile (EYFSP)) provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. The profile will reflect the practitioner's own knowledge and professional judgement of the child to inform discussions with parents and careers, and any other adults whom the teacher, parent or carer judges, can offer a useful contribution. Practitioners will indicate whether children are meeting expected levels of development, or if they have not yet reached expected levels (emerging). This is the EYFS Profile.
- Reception teachers or early years practitioners where the Profile has been completed for a child who has remained in Ofsted registered early years provision may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

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- Early years providers must report EYFS Profile results to local authorities upon request.

Learning & Development

Observation

- 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.
- 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. Reflection and evidence provided on schemas. Ongoing observational assessments made and transferred to summary notes or cross referenced with the learning journal/other observations.
- Each term all parents can request a hard copy of their child's development for the recent term, or they can go into the My Montessori data base system and review all their child's observations and learning.

Assessment

- 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**.
- 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, and previous next steps.
- 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.

Planning

- 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/parent's information on the My Montessori Child and can be accessed easily through the parent page. 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 effectively. Tracking helps our practitioners/managers to have evidence to include objective

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statement in self-evaluation and raise aspirations of improvement. Managers have a key role to play in 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 partner's 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 review 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

Our pre-school understands that on-going formative observations planning & assessment is at the heart of effective early years childcare. Using this precious information to understand how the child is developing, learning, and growing enables our practitioners to best support, extend, interact and understand each individual child. Taking into account that each child has its own distinctive pathway of development and learning involves many elements interlaced together to create a truly cosmic form of education.

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