



Te Reanga Childcare

ASSESSMENT POLICY

RATIONALE

Te Reanga Childcare is highly committed to providing a sound educational environment which is focused on implementing the New Zealand Curriculum Te Whaariki. Te Reanga takes pride in providing learning experiences for all children to build on their existing knowledge and which will encourage them to develop a love of learning to become lifelong learners.

PURPOSE

Assessment is the gathering of relevant information, which captures learning and plots the progress of a child's individual strength and/or interest, weaving theory with practice to support and enhance a child's contributions to our centre. For the purpose of group and individual assessment we use the cycle below.



NOTICE

Teachers collaboratively, through communication with colleagues and whanau, collate evidence which enables them to capture and identify children's interests of learning.

We do this by:

- Gathering information
- Communication with Te Reanga's community by questioning, listening and discussing
- Parents contribute their voice to children's home contact book by writing notes, adding photo's and parents share information with the teachers this will also be documented by the teacher.
- Incidental observations and learning stories.
- Photos
- Watching and listening to children
- Under two's daily books

RECOGNISING

Recognise what the children are learning by exploring interests beyond the surface. Observe for children repeating actions, processing information and developing working theories.



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We do this by:

- Discussion/reflection.
- Breaking down to interests and strengths.
- Sharing information.
- Plan for possible learning experiences for children and teachers. (self assessment Children).
- Knowing our children well and having strong reciprocal relationships with the families
- All teachers contributing learning stories and incidentals for all the children

RESPONDING

Teachers will take the opportunities to enhance learning and promote growth through the use of teaching strategies and planning-for group learning and individual learning. Children will be the decision makers of level of engagement throughout their learning moments.

We do this by:

- Providing opportunities to enhance learning.
- Scaffolding
- Schema's
- Peer tutoring-tuakana ↔ teina.
- Constructs new knowledge-children and teachers
- Exploring children's interests beyond the surface.
- Learning dispositions

DOCUMENTATION

Te Reanga Childcare has a strong commitment to building reciprocal relationships by engaging our centre whanau in the children's learning journey. We will share this in such a way that learning and teaching is made visible throughout the centre environment.

We do this by:

- Sharing our learning with community.
- Photo display wall.
- Verbal exchanges/relationships.
- Newsletters-celebrations.
- Home contact books
- Under two's daily books
- Wall posters of events/ visitors



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PROCEDURES

Group Planning

- Formal planning for groups will happen at fortnightly staff meetings.
- All teachers will contribute to providing a centre environment which supports, strengthens and extends children's learning.
- Teachers will provide fun, simulating and challenging opportunities throughout the day that supports the planning.
- All teachers will contribute to the documentation of the children's learning and sharing these wonderful moments with the children, parents, caregivers and whanau. Group planning and learning will be documented in individuals home contact books.

Individual Assessment

- Key teachers will focus on their individual children using data gathered from staff and community. This will be documented in individuals home contact books.
- The child's teacher will contribute formal documentation that shares where children are at currently with their learning and achievements with other teachers on a regular basis at staff meetings and with parents.
- Learning/achievement celebrated through individual learning stories and photo's.
- Staff will contribute experiences that will encourage growth that explores individual's interests beyond the surface yet allow individuals to further their learning journey at their own speed.
- Teachers will recognise that actions a child repeats has a purpose and the children are processing information to gain a greater understanding. (Schema theory)
- Teachers will communicate effectively with families about the individual ways in which children progress through developmental stages (as they are ready).
- Teachers will revisit, articulate and document learning in home contact books to show a picture over time of children's unique learning journeys.
- Staff will share their knowledge about children at staff meetings. This will be documented in children's books a minimum of 3 times per year.

LAST REVIEWED: October 2015

DATE PASSED: November 2016

SIGNATURE _____

MANAGEMENT COMMITTEE MEMBER