

Assessment, Tracking and Evaluation



At Lake View Nursery, assessment is an essential part of understanding and supporting each child's learning and development. It helps practitioners plan meaningful next steps, identify additional needs early, and ensure all children are progressing in line with our curriculum intent.

Starting Points and Baseline Assessment

When a child starts at Lake View, we gather starting point information through "All About Me" forms, settling-in sessions, and parent/carer conversations. Where possible, we also liaise with previous settings or professionals.

- A **baseline assessment** is completed by the child's key person on **Tapestry** within the first **8 weeks** of starting.
- In the **Baby Room**, this focuses on the **Prime Areas** of learning, while the **Toddler and Preschool Rooms** include a brief overview of the **Specific Areas** as well.

Ongoing Monitoring -Monthly Areas of Concern

Each month, staff review each child's development and log their professional judgement in relation to each area of learning:

- **Babies and toddlers:** Prime Areas only
- **Preschool:** Prime and Specific Areas
- **Children with SEN:** Updated **as needed**

Staff use observations, knowledge of the child, and the **EYFS (2021) Observation Checkpoints** to determine if a child may be at risk of delay.

- Each area is marked as: **No Concern**, **Review**, or **Concern**.
- "Review" or "Concern" entries require a **written reflection** outlining the issue and planned support.
- These concerns must be reflected in **weekly planning** and discussed during room meetings. Discussions are documented in meeting minutes and stored securely by management.
- Any concerns are flagged by the key person and may lead to targeted actions such as parent discussions, referrals, or adaptations to planning.
- If there is an **ongoing concern**, this is always **shared with parents**, and practitioners work in partnership with families to plan appropriate next steps and support.

Checkpoints and Next Steps

Every child at Lake View Nursery will have a **checkpoint sheet** specific to the room they are currently in. These sheets are aligned with **seven key ambitions** unique to each room,

designed to support the child's development and smooth transition to the next stage. These ambitions follow a clear **progress route** throughout the nursery.

- After the baseline is complete, children begin **termly checkpoint assessments**. For example, if a baseline is completed in **July**, checkpoints begin the **following term (September)**.
- Each term, the child's key person completes a checkpoint sheet with a **manager**.
- From this, **three personalised next steps** are agreed and used to inform the child's individual planning and support.
- A **new checkpoint sheet** will be started each time a child moves into a new room.
- Checkpoints are not fixed targets but developmental ambitions. Children are not expected to have achieved all of them before moving rooms.

Each term, the child's **key practitioner** will review the checkpoint sheet, ticking off statements where they have seen clear, consistent evidence of development within the setting. These observations, along with practitioner knowledge of child development, will inform the creation of **three individual next steps** for each child.

Every room will maintain a **folder** containing:

- All current checkpoint sheets for the children in that room.
- A **master list of next steps** for all children, to support **planning and provision** tailored to current developmental needs.

At the end of each term, a **copy of the child's checkpoint sheet** along with their **three personalised next steps** will be uploaded to **Tapestry** as a **termly report** for parents. This keeps families informed and involved in their child's progress and supports strong partnerships between home and nursery.

Two-Year Progress Check

At approximately **2.5 years**, children receive a formal **Two-Year Progress Check**, focusing on the **Prime Areas**.

- The check is completed on Tapestry and shared with parents, who are encouraged to give a copy to their **Health Visitor**.
- A copy of the Health Visitor's version is requested where possible.

Transition to School

In the final term before school, each child receives a **transition report** summarising their development and school readiness.

- Reports are shared with both parents and the child's receiving school. Checkpoint sheets will also be sent to the primary school.
- **Transition meetings** are arranged where appropriate to ensure a smooth move into Reception.

Tracking

Each term, we track the **areas of concern** across the setting.

- This tracking helps identify any areas of learning with a high number of children logged as **“Review”** or **“Concern”**.
- Monitoring trends supports teams in recognising **gaps in provision** and adjusting **continuous provision** and **group planning** accordingly.

All children are tracked through this process, with particular attention paid to the following **vulnerable groups**:

- 2-year funded children
- Early Years Pupil Premium (EYPP)
- English as an Additional Language (EAL)
- Multi-lingual families
- Premature children
- Special Educational Needs and Disabilities (SEND)

Each room maintains a **vulnerable group sheet** to help staff give additional focus where needed in their planning and observations.

Observation

Observations form part of our daily practice to share a snippet of the child’s day.

- Staff aim to upload **at least one observation for every two sessions** a child attends.
- Observations inform planning, checkpoint reviews, and help identify next steps.

When a child joins, families are invited to join **Tapestry**, our online learning journal. Parents are encouraged to complete an **“All About Me”** form via Tapestry (paper copies are available if preferred).

- Tapestry is used to share observations, the **care diary** (for babies and toddlers), and formal reports including **Baselines, Termly Checkpoints and Next Steps** and **Two-Year Checks**.
 - In Preschool, daily care is shared **verbally** at handover.
 - Use of Tapestry is **optional**, parents can opt out by informing senior management.
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Evaluation

The **management team** regularly carry out **unannounced checks** in all rooms to evaluate the quality of planning and observations.

- They monitor that each area of learning is being consistently covered, every child is being planned for, and that observations are being completed regularly and meaningfully.
- **Tapestry spot checks** are also carried out to monitor observation frequency, quality, and review the logging of areas of concern.

Review and Oversight

- Managers support staff in completing accurate assessments and setting next steps.
- All assessment processes are aligned with our **curriculum intent** and progression model.
- This policy is reviewed regularly to ensure that our assessment system remains **effective, manageable, and child-focused**.