



WILLOW CLOSE PRESCHOOL ASSESSMENT AND REPORTING POLICY

- **Belonging, Being & Becoming (The Early Years Learning Framework) and Reflect Respect Relate documents form the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning to attain the Learning Outcomes – use of these documents indicates and reflects children's current abilities, needs and interests. Information on children is collected via:**
 - Parent comments including questionnaire at beginning of kindergarten.
 - Documented anecdotal observations
 - Photographs
 - 'work' samples
 - Assessment tools eg language of problem solving
 - Input from support agencies (ie Adelaide Hills Community Health - Service, private and DECD speech pathologists/psychologists, Occupational Therapists, Disability S.A., Inclusive Directions, Novita, Child Development Units)

- **Our programme/planning cycle is fortnightly. The programme/curriculum is reported to parents and community via:**
 - Notice board in front foyer
 - Newsletters
 - Curriculum notice board in entrance and curriculum book.
 - Director's Report - presented at each Governing Council Meeting
 - Informal and formal conversations
 - Displays around centre including photographs of children's work, children's 'work' samples etc.

- **Individual children's progress is reported to parents via:**
 - Informal conversations - a time can always be set aside for more
 - detailed conversations with parents on request
 - Children's portfolios
 - Picture/photographic displays
 - Individual learning plans - developed for children and shared with parents
 - A written Interim Report at the end of the child's first full term at kindergarten.
 - A written Summative Report at the end of the child's time at kindergarten

- **Children with Additional Needs:**
 - All children who have been identified as having additional needs have an Individual Learning Plan that is regularly reviewed with families, centre staff, support workers/agencies and DECD Intervention Services personnel. Children with complex needs and those attending the Inclusive Preschool Programme will have a Negotiated Education Plan that is developed in kindergarten and continues to be part of their support planning during the school years.

Reviewed and revised July 2016