

# Severn Beach Preschool System of Observation, Assessment and Planning.

The SOAPy way: Clean, efficient and effective. 😊

In response to the revised EYFS 2021, we have revised our system of observations, assessments and planning.

Having researched different possibilities we have decided to adopt the BEYA OPAL system alongside online Learning Journals.

We will continue to use the Development Matters (2021) curriculum guidance to aid assessment and measure progress in areas not covered by OPAL.

The system works as follows...

1. Each child is assigned a key person.
2. The child is assessed on entry through a conversation with parents and our own observations and a starting point is recorded.
3. Each child then has a 'Spotlight' month where their progress made and needs are considered based on professional judgement, observations made and parental discussions. These needs are planned for during their spotlight month. A report is written and next steps are decided. Assessments are made with reference to the 7 areas of learning and Characteristics of Effective Learning.
4. Each month we will have a team planning meeting where we will discuss the spotlight children for that month so we all know what we are doing and why.
5. If there are any additional needs or concerns arising then the child may need an SEN plan. This will be decided between the Key Person and the SENDCo. All SEN plan targets are shared with the team.
6. These plans are reviewed by the child's key person 2 months later.
7. Spotlight months are set according to the child's birthday. Six months after their birthday they have another Spotlight month.
8. Short observations (stories) on the children are recorded on an online learning platform and parents are encouraged to contribute to this.
9. The manager tracks the children's progress and any patterns of need are identified so provision can be reflected upon and any concerns are noted at the earliest opportunity.
10. Between the age of 2 and 3 a Two Year Check is done. This will take place generally in their Spotlight month and replace the Spotlight report that month.
11. As the children move on to school a 'transition to school' document is written and shared with the receiving school.
12. Any concerns that arise in between spotlight months will be addressed at that time.

