

ASSESSMENT, PLANNING AND EVALUATION POLICY

RATIONALE

As kaiako, it is vital that we regularly assess and evaluate, to celebrate and support the learning and development of each tamaiti. We believe all tamariki should have opportunities to learn across all five strands of our national early childhood education curriculum Te Whāriki and to pursue their strengths and interests in depth. Assessment makes valued learning visible for each tamaiti and the group as a whole, supporting curriculum planning and enhancing learning.

TE WH**Ā**RIKI

***Principle of empowerment/ Whakamana:*** The early childhood curriculum empowers tamariki to learn and grow.

***Principle of holistic development/ Kotahitanga:*** The early childhood curriculum reflects the holistic way tamariki learn and grow.

Licensing Criteria for Early Childhood Education & Care Services 2008

Curriculum: Professional Practice

* **C2:** The service curriculum is informed by assessment, planning, and evaluation (documented and undocumented) that demonstrates an understanding of children's learning, their interests, whānau, and life contexts.
* **C4:** The practices of adults providing education and care demonstrate an understanding of children's learning and development, and knowledge of relevant theories and practice in early childhood education.

PROCEDURES

 Assessment, planning, and evaluation demonstrates and reflects an understanding of tamariki learning, their interests, whānau. and life contexts, and is also based on observations of what tamariki can do and their development.

 Each tamaiti has a discovery book and an online portfolio which documents their engagement with the curriculum over time.

 Key kaiako are responsible for supporting and documenting the learning and development for a key group of tamariki. They are responsible for collating and presenting learning stories, anecdotal stories, artworks, and photos within their discovery books and online portfolio. These books are available to tamariki, mātua, whānau, and caregivers to show the journey of learning and development of their tamaiti at Flying Kiwi Preschool.

 Narrative forms of assessment are used across all teams at Flying Kiwi Preschool. Core elements in this formative assessment process include identifying learning, progress to date, possible next steps, and whether additional support is required. More information on our assessment framework can be found in the Flying Kiwi Preschool Quality Documentation of Children's Learning resource.

 Kaiako aim to support and challenge the learning of all tamariki by providing a rich array of learning experiences, and interactions that reflect their learning interests based on assessment.

 Planning is developed and implemented collaboratively by the kaiako involved with each developmental age group. Planning for toddlers is primarily based on their own individual interests. Older groups of tamariki will be planned for individually as well as in a group.

 Flying Kiwi Preschool planning ensures that the strengths and interests of tamariki are being supported individually as well as within a group.

 Mātua and whānau are encouraged to share learning experiences from home and contribute to individual discovery books, assessment and planning decisions through discussion and written contributions.

 Tamariki are encouraged to revisit their own learning by having access to their own individual discovery books, group discovery books and through displays at their own eye level. Their capacity to assess their own progress and dictate their own learning goals, is valued.

 Appropriate links are made to Te Whāriki and other relevant development and learning theories in assessment. Kaiako demonstrate in their teaching practice an understanding of children's learning and development, and knowledge of relevant theories and practice in early childhood education.

 Curriculum planning foci have no time limit; they reflect the interests of the tamariki and can be as short or as long as the interest lasts.

 At regular planning meetings each team identifies learning needs, evaluates as a group, and reflects on their own teaching practice to support priorities for learning.

 Kaiako will provide one celebration of learning and development summary for each individual tamaiti annually. These are formed from observations and discussions with whānau following mātua kaiako conversations/whānau kaiako kōrero.

* Mātua and whānau can view the documented learning of their tamaiti through Storypark, the online communication system. This is a secure site and permission to use it will be gained from mātua on enrolment.