



Riverside

EDUCARE

Programme Assessment and Evaluation Policy

Rationale:

To ensure we regularly assess and evaluate to celebrate and support each child's learning and development. Our programme reflects the principles, strands, goals and learning outcomes from Te Whāriki.

Te Whāriki:

"Assessment makes valued learning visible. Kaiako use assessment to find out about what children know and can do, what interests them, how they are progressing, what new learning opportunities are suggested and where additional support may be required" (MoE, 2017, p. 63)

Procedure:

- Teachers use a narrative approach in assessing children's learning.
- Planning has no time limit, reflects children's interest and can be as short or as long as their interest.
- Teachers will use a method of noticing critical moments in children's learning, recognising the learning and analysing it, responding with planning to expand the learning and revisiting the learning as it emerges at a later time. Teachers will plan for individual children's learning.
- Teachers will ensure that, in general, children who attend 5 days a week have at least 7 stories per term, 3 days a week 5 stories per term and those attending 5 mornings a week would have 4 stories per term.
- The programme will be developed from the interests and dispositions teachers have observed using the narrative approach.
- Teachers will be encouraged to make use of opportunities for professional development and to keep up to date with current theories and trends.
- All learning stories will be entered onto Story Park as well as being printed off for the child's own Learning Journey Book. These books will contain meaningful examples of the child's learning, illustrating interests, strengths, progress and learning dispositions. This may be through narratives both individual and group, meaningful pieces of artwork and photos. Parents are encouraged to contribute to these, through their own narratives and parents voice.
- Learning Journey Books are kept in each classroom in the centre. They are available for children and parents to access and can be taken home to share with others.
- Parents are informed of new narratives and are encouraged to read them and respond through "parents voice" contributions which are then included in the child's book.
- Teachers are provided with non contact time to collate assessment, planning and evaluation material.

- Teachers will encourage children to share their learning journey books with others so that children come to see themselves as competent and confident learners and communicators.
- Staff meet on a regular basis to discuss current narratives and to plan future experiences based on these.

Date Reviewed: Oct 2021