

### 3. POLICY: ASSESSMENT, PLANNING & EVALUATION

#### Aim

To ensure that Learning Journey's for each child are developed and evaluated; identifying individual needs, strengths and goals, encompassing both Montessori and Te Whāriki principles.

#### 3.1 Individual Planning

- 3.1.1 Teachers continually gather information on children to enable them to assess, plan for and evaluate individual children's needs on a regular basis. Throughout the process children's learning priorities are revised as appropriate. Information is gathered through:
  - 3.2.1.1 Documented observations during class time
  - 3.2.1.2. Formal and informal discussions with parents, colleagues
  - 3.2.1.3 Information supplied on **Your Child's Journey to Learning** form
  - 3.2.1.4 Samples of work undertaken
  - 3.2.1.5. Photos and videos
  - 3.2.1.6 The children themselves
- 3.1.2 Teachers observe, notice, recognise and respond to develop a learning priority that relates to the goals and strands of Te Whariki.
- 3.1.3 Teachers then implement planning to progress the child's learning using specific teaching strategies and individual or group learning experiences.
- 3.1.5 The effectiveness of the planned programme is revisited and evaluated.
- 3.1.6 Based on the evaluation children's priorities are revised as required.

#### 3.2 Documentation of Individual Learning Journey

- 3.2.1 In consultation with parents, teachers plan for each child in their online profile books (educa)
  - 3.3.1.1. Learning journey which include notice, recognise, respond, learning priority, revisit and evaluation
  - 3.3.1.2. The learning priorities assist the child to reach his/her goals
  - 3.3.1.3. Observations of the child from teachers, parents, whānau, other peers
  - 3.3.1.4. Montessori activities and the purpose behind the activity
  - 3.3.1.5. Other relevant information relating to Te Whariki goals and standards
- 3.2.2 Parents have continuous access to their child's online profile book.

#### 3.3 Planning Time

- 3.3.1 Teachers continually observe, notice, recognise and respond to the child's learning.
- 3.3.2 Regular planning meetings are scheduled.

#### 3.4 Professional Development

- 3.4.1 Montessori Children's House Wanaka has a professional development budget (reviewed annually) to allow staff to keep up to date with current theories and practices.

### **3.5 Parent Participation**

- 3.5.1 Parents are encouraged to attend parent communication evenings where they can discuss and have input into their child's learning journey.
- 3.5.2 Parents are informed of their child's learning journey through educa (online profile system), daily conversations, parent communication evenings, newsletters, emails, Facebook, social media and the notice board.
- 3.5.3 We strongly encourage parents to share any relevant information or concerns regarding their child with a teacher. Although teachers may not always be available during session time, parents are always welcome to make an appointment to talk with teachers about their child's progress.