



Planning, Assessment and Evaluation Policy



Rationale

To ensure that the centre programme is implemented in ways that meets the learning and development needs of children. Staff and management will discuss the learning and development needs of each child, in partnership with families/whanau. They will identify learning goals and use these to plan, evaluate and improve the curriculum. This will support our centre focus and individual planning as well as promote an easy transition to school.

Te Whāriki

Belonging - Goal 1

Connecting links with the family and wider world are affirmed and extended.

Procedures

Educators will strive to review policies on an annual basis.

1. Staff and management will have meetings every 3rd Wednesday to discuss planning and evaluate the curriculum. Our planning process involves noticing (through observations - written, informal, photos, conversations), recognising (identifying children's strengths and interests) and responding (planning to extend children's interests so that they can grow into competent, confident learners).
2. The planning process will involve:
 - a) Core curriculum: This is provided daily and relates to the environment. Staff are involved and it includes areas of play and learning, settling and transition processes, routines, group and individual work. Examples of key areas of play are: puzzles, art, playdough, water, sand, blocks, family play, science and nature, early maths and literacy.
 - b) Emergent Curriculum: This focuses on children's strengths and interests. It relates to incidental and spontaneous events, discussions and conversations. We will provide resources, activities, discussion opportunities and experiences to develop learning in these areas.
 - c) Planned Curriculum: This can be staff or child initiated through observations and records. We will observe the children, record events and evaluate the programme and then develop teaching strategies from our results.
3. Samples of work from the children are named, saved and placed in Storypark and the children's profiles which are available for them and their parents and caregivers to view at all times.
4. Evidence of learning will be recorded with photographs, learning stories, anecdotes, on wall displays and planning boards, in communication with parents (verbally and in newsletters), in evaluations, on self-review plans and in planning albums.
5. Appropriate links will be made throughout the planning process to Te Whāriki and other relevant learning theories.