



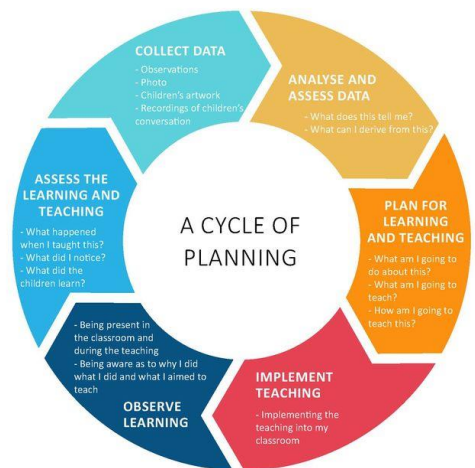
Adelaide Miethke Preschool

Assessment and Reporting Agreement

At enrolment	
	Speech & Language Parent questionnaire reviewed with DfE Speech Pathologist.
Term 1	
	Parent questionnaire – Child’s interests and goals
	Parent Chats offered to families of children going to school mid-year
	Documentation of learning shared with families via email & portfolio
	Early Term 1 – Snapshots of Learning that provide information about program & routines
	Focus children established and parents informed of child’s key teacher
	Teachers develop individual learning goals for each child
	Portfolios sent home – week 8
Term 2	
	Individual Learning Plans developed and sent to families – week 1 & 2
	Parent Chats offered for families with child’s key teacher – week 3
	Documentation of learning shared with families via email & portfolio
	Portfolios sent home – week 8
Term 3	
	Documentation of learning shared with families via email & portfolio
	Portfolios sent home – week 8
Term 4	
	Documentation of learning shared with families via email & portfolio
	Statements of Learning compiled by key teacher and shared with families – Week 6 & 7
	Families return signed copy of Statement of Learning – Week 7 & 8
	Statement of Learning sent to child’s school – Week 9

Documentation of Learning

- All educators take written observation and photographs of children’s learning and engagement in the program. These are used during fortnightly planning sessions to support the development of our teaching and learning program through a cycle of planning.
- Over the year educators will use observations, photos and shared reflections to formally document children’s learning in Learning Snapshots and piece of Pedagogical Documentation.
- These pieces are more formal evidence of the child’s learning and will be published and included in the child’s portfolio and emailed to families. These pieces may have a particular learning focus such as literacy or numeracy. Families can expect to receive 2 - 3 pieces of formal documentation each term (in term 1, 2 & 3).
- Children’s portfolios will also include drawings, paintings, photos and other pieces of work collected during the year to show evidence of their participation in the learning program.
- Each child’s Individual Learning Plans and Statement of Learning will be documented on the agreed template.
- Learning Snapshots and other Pedagogical Documentation may be published using the agreed template or another format paying attention to the agreed elements of these documents.



Focus children

- Each teacher will take responsibility for a group of focus children. Groups will be established early in Term 1 reflecting developing friendships and group connections. Key teachers will be responsible for documenting the ILP, Statement of Learning, conducting Parent Chats and liaising with families as needed.
- Groupings of focus children –
 - Full time Teacher - Half of all children enrolled – up to 38 children
 - Part time Teacher and Director - Quarter of all children enrolled – up to 19 children each.
- Learning Snapshots and other Pedagogical Documentation may be documented by any of our educators.