

Assessment

We follow the child assessment policies contained in the general framework of the revised British National Curriculum, which is an ongoing year-round process, reflected in daily reports, quarterly reports and the end-of-school report. The evaluation is done on a daily basis by noticing what the child has learned or what he or she can actually accomplish.

Evaluation of the observation:

The observation process that teachers make throughout the school year is the practice of checking children and listening to them to see how they develop, what they like to do and what they learn through the games and experiences offered. It is important that parents and all female employees share what they know about these three things so that they can determine whether the child's development is at the expected stage, whether resources such as toys and equipment are suitable for the child and focus on what to do in the future to support the child in developing new interests, learning new skills and gaining new knowledge.

Continuous evaluation

It is an assessment that is made several times during the period of time spent by the child in kindergarten, and this type is interested in measuring the extent to which children understand the knowledge and experience they have studied, the skills they have acquired while in kindergarten, and are used to learn and strengthen the skills of children and organize additional efforts to address weaknesses.

Reliable and accurate evaluation at the end of EYFS is based on the following principles:

- The evaluation depends mainly on the teacher's knowledge of the child.

- Knowledge is mostly gained from observation and interaction in a range of daily activities and events.

- What a child can do is assessed continuously and independently in a range of daily situations.
- Effective evaluation provides a comprehensive view of a child's learning and development.
- Accurate assessments take into account contributions from a range of perspectives including the child, his or her parents and other related adults.

Observation assessment

Bright Minds kindergarten teachers use observational assessment to understand children's learning. This is by monitoring children in daily activities and events, observing their experiences and demonstrating their own knowledge, skills and understanding. Observation assessment is the most accurate way to build an accurate picture of children's development and learning. The observation assessment does not require long breaks from interaction with children, or excessive written recording. It is likely to have conversations with words or sign language with children about their current activities and interests.

Evaluation based on understanding the development of the child:

Based on evaluation information to develop a plan related to each child's learning experiences and based on encouraging them, the evaluation is distinct when children are given the opportunity to present their understanding, learning and development in a range of situations and situations. Therefore, we have to create an environment rich in education and a balance in different areas of education, and it is important that these areas contain:

- Respect for every child as an individual.
- Estimating the effort, attention and purpose of children is one of the most

important factors for successful education.

- When parameters measure the effectiveness of evaluation, they should pay attention to the following:
 - The development of children from the biological and cultural aspect and its impact on how to support learning.
 - Planning that ensures an appropriate, stimulating and interesting approach.
 - Provide an environment that enables the successful learning and care of all children.
 - The need to understand precisely the general framework of the first founding phase (EYFS) in being able to gather correct and accurate information that makes sense.
 - The importance of high-quality adult interaction is sensitive and adaptable to the individual needs of children and able to enhance learning.
 - The successful implementation of these aspects of teaching assets and the provision of teachers for careful, reliable and consistent assessment of children will enable learning.

Profile (EYFS):

During the last year of the first constituent phase and we conduct a (formative) assessment to support the learning and growth of each child. When compiling the profile, they should review the evidence collected in order to rule on each child.

- Best description of the expected level of development at the end of (EYFS expected)
- Has not yet reached the expected level of development at the end of (EYFS below the expected level)
- Exceeds the expected level of development at the end of EYFS beyond the expected level)