

Polasaithe

Naíonra Céimeanna Beaga

Polasaí 10: Breathnóireacht agus Measúnú ar Pháistí / Child Observations and Assessment



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Breathnóireacht agus Measúnú ar Pháistí

Chun pleanáil, ullmhú agus eagrú le haghaidh cúram ar ardchaighdeán, caithfidh daoine fásta breathnú ar pháistí, athbhreithniú agus measúnú a dhéanamh ar an gcuraclam go rialta agus taifid chórasacha a choimeád.

Léiriú Intinne:

Athníonn an seirbhís seo gur uilis úsáideach í an bhreathnóireacht agus go gcuireann sé ar chumas na foirne an curaclam a phleanáil chun freastal ar shainriachtanais na bpáistí. “Assessment is the ongoing process of collecting, documenting, reflecting on, and using information to develop rich portraits of children as learners in order to support and enhance their future learning” “Aistear, Creachuracclam na Luath-Óige.

Polasaí agus Nós Imeachta:

Breathnóidh an fhoireann ar conas a ghlacann na páistí leis na gníomhaíochtaí chun meastóireacht a dhéanamh ar na gníomhaíochtaí agus na hachmhainní atá ar fáil agus chun cinntiú go bhfuil siad ag freastal ar riachtanais na bpáistí uile. Is éard atá i gceist le breathnóireacht ná féachaint ar na páistí agus éisteacht leo, agus úsáid a bhaint as an eolas a bailíodh chun cur lena gcuid foghlamtha agus forbartha.

Breathnuithe/ Measúnú

Chun an cuspóir sin a bhaint amach, déanfar na nithe seo a leanas:

- Eolas a thabhairt do thuismitheoirí/chaomhnoirí maidir leis an gcóras breathnóireachta ag seisiúin eolais do thuismitheoirí sula dtosaíonn an páiste sa Naíonra.
- Cuir an príomhoibrí a bheidh ag obair lena bpáiste in aithne do gach thuismitheoir
- Smaoinigh ar gach gné d’fhorbairt agus d’fhoghlaim agus measúnú á dhéanamh ar pháiste.

- Ba chóir go mbeadh an measúnú bunaithe ar bhreathnuithe mionsonraithe ar na rudaí a dhéanann agus a dheireann na páistí.
- Is eolas fíorasach ar chóir a chur sna taifid scríofa
- Ba chóir breathnóireacht a dhéanamh go rialta agus ba chóir iad a roinnt le tuismitheoirí/caomhnóirí ag agallaimh phleanáilte agus ag aon am den bhliain ar iarraidh.
- Cinntiú go bhfuil taifid á gcoimeád ag an seirbhís in áit slán, go dtí go mbeidh bliain is fiche d’aois slánaithe ag an leanbh.
- Ba chóir go mbeadh an fhoireann feasach ar a luachanna agus a gcreidiúintí féin agus ba chóir go gcinnteoidís go bhfuil siad ag breathnú agus ag measúnú go neamhchlaonta.

Breathnuithe a Thaifeadadh agus a Dhoiciméadú:

Cuireann taifeadadh breathnuithe agus measúnú le caighdeán eispéireas na bpáistí, tacaíonn sé lena bhforbairt agus cabhraíonn sé leis an tseirbhís iad a choimeád slán.

Is é an tOibrí Bunriachtanach a dhéanfaidh an bhreathnóireacht seo.

éadfar nótaí scríofa, scéalta, grianghraif, píosa scannáin, agus samplaí de rudaí a dhéanann, a dhéanann agus a dheireann an páiste (mar shampla: múnlaí, dealbha, pictiúir, tionscadail, ráitis nó freagairtí scríofa síos) a bheith san áireamh sa doiciméid

Úsáideann daoine fásta agus páistí an fhianaise seo chun dul chun cinn agus éachtaí a chéiliúradh, agus chun na céad chéimeanna eile ina gcuid foghlamtha a phleanáil. Chomh maith leis sin, cuireann doiciméadú ar cumas an duine fásta agus/ nó an páiste eolas a roinnt le tuismitheoirí/caomhnóirí. Cabhraíonn sé sin le tuismitheoirí cur le taithí an pháiste ón Naíonra agus iad sa bhaile, agus sa bhealach seo déantar an fhoghlaim níos taitneamhaí agus níos rathúla. I gcás roinnt páistí, tugann an doiciméadú eolas ríthábhachtach a chabhraíonn le riachtanais speisialta oideachais a shainiú, le tacaíochtaí cuí a chur ar bun, agus le hathbhreithniú a dhéanamh ar thionchar na n-idirghabhálacha sin.

Rúndacht:

Tá sé tábhachtach go gcuimhnítear gur féidir tuairiscí a úsáid ar chúiseanna eile chomh maith le heolas a roinnt le tuismitheoirí/caomhnóirí. Ba chóir go dtabharfaí aird chuí ar phrionsabal na nAchtanna um Shaoráil Faisnéise agus na nAchtanna um Chosaint Sonraí nuair atá tuairiscí á dtiomsú. Ba chóir aon cheisteanna ar an ábhar sin a dhíriú ar an mBainisteoir.

Caithear rúndacht a chaomhnú i scríobh tuairiscí agus i roinnt eolais an t-am ar fad ach amháin in imthosca a bhaineann le Cosaint Leanaí. Ba chóir dul i gcomhairle leis an mBainisteoir maidir le haon saincheisteanna. Is féidir le sárú rúndachta Próiseas araíonachta a agairt.

Breathnaigh ar an bPolasaí agus Nós Imeachta Rúndachta, más é do thoil é

Child Observations and Assessments

In order to plan, prepare and organise for good quality care, adults need to observe children, review and evaluate the curriculum regularly and maintain systematic records.

Statement of Intent:

This service recognises that observation is a useful tool and enables staff plan the curriculum to meet the individual needs of children.

“Assessment is the ongoing process of collecting, documenting, reflecting on, and using information to develop rich portraits of children as learners in order to support and enhance their future learning”
Aistear, the Early Childhood Curriculum framework.

Policy and Procedure:

By observing how children respond to activities, staff will be able to evaluate if the activities and resources they have provided meet the needs of all the children.

Observation involves watching and listening to children and using the information gathered through this to enhance their learning and development.

Observations/Assessment:

In order to achieve this we will:

- Give parents/guardians information on observation system at parent’s information sessions before the child starts in the Preschool.
- Introduce each parent to their child’s main worker.
- All aspects of development and learning should be considered when assessing children.
- Assessment must be based on detailed observations of what children do and say.
- Written records should contain factual information.
- Carry out observations on a regular basis and share these with parents/guardians at planned interviews and at any time of the year on request.
- Ensure records are kept by the service in a secure place, until the child will have reached the age of twenty-one.
- The staff members should be aware of their own values and beliefs and ensure they are observing and assessing impartially.

Recording and Documenting Observations:

Recording observations and making assessments contributes to the quality of children's experiences, supports their development and helps to keep them safe.

The child's Key Worker will carry out these observations.

Documentation can include written notes, stories, photographs, video footage, and samples of what children make, do and say, such as models, sculptures, pictures, paintings, projects, scribed comments, responses, or statements. Adults and children use this evidence of learning to celebrate progress and achievement, and to plan the next steps in learning. Documentation also enables the adult and/or children to share information with parents/guardians. This can help parents/guardians to build on children's Naíonraexperiences while at home, and so make learning more enjoyable and successful. In the case of some children, documentation provides critical information in helping to identify special educational needs, in putting appropriate supports in place, and in reviewing the impact of these interventions.

Confidentiality:

It is important to remember that reports may be used for other reasons than just sharing information with parents/guardians. Due regard should be given to the Principle of the Freedom of Information Acts and the Data Protection Acts when compiling reports. Any queries on this matter should be directed to the Manager.

Confidentiality in report writing and sharing information must be maintained at all times except in Child Protection circumstances. The Manager should be consulted regarding any issues. A breach of confidentiality may invoke the Disciplinary Procedure.

Please refer to Confidentiality Policy and Procedure.