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Welsh Government
Consultation Document

Draft assessment arrangements for funded non-maintained nursery settings

Date of issue: 30 September 2022
Action required: 23 December 2022

Overview

From 1 September 2022, the relevant education providers will have a legal duty to make and implement assessment arrangements to support children's progression within their adopted curriculum. All practitioners must assess, in relation to their adopted curriculum, the abilities and aptitudes of children to determine:

- the next steps in their progression
- the learning and teaching needed to make that progress.

In this instance the relevant education providers are

- a provider of funded non-maintained nursery education

In addition, within six weeks of a child entering an education setting, practitioners must make arrangements for assessing their:

- skills and capabilities in both literacy and numeracy
- well-being, to include physical, social and emotional development.

The detail of what settings must do in relation to assessment is set out in the Education (Arrangements for Assessing in the Curriculum for Wales) Regulations 2022 ("the 2022 Regulations"). The 2022 Regulations are made under section 56 of the Assessment and Curriculum (Wales) Act 2021 ("the 2021 Act"). Regulation 3(6) of the 2022 Regulations provides that a provider of funded non-maintained nursery education may adopt for the purposes of that regulation the assessment arrangements published by the Welsh Ministers under regulation 9 instead of designing the provider's own ongoing assessments. The regulation places the Welsh Ministers under a duty to publish those assessment arrangements.

The term "a provider of funded non-maintained nursery education" has the meaning given to it by section 80(2) of the 2021 Act. This means that such a provider must either design the provider's own assessment arrangements or adopt those published by the Welsh Ministers under regulation 9 of the 2022 Regulations.

We are consulting on the proposed Welsh Minister assessment arrangements for regulation 9 of the 2022 Regulations. These have been developed to support practitioners in funded non-maintained nursery settings to fulfil this legal duty.

The draft assessment arrangements have been developed by practitioners through co-construction that has been supported by other experts. This consultation forms part of the co-construction process. It provides an opportunity for all practitioners and other stakeholders to offer input that will support the further development of the assessment arrangements.

This consultation will end on 23 December 2022 after which all responses will be considered and analysed independently, as well as by practitioners and others involved in the co-construction process. The assessment arrangements will be refined following the feedback analysis and will form part of the Curriculum for Wales Framework.

How to respond

You can submit your response by midnight on 23 December 2022, in any of the following ways:

- Complete our [online form](#)
- Download, complete our consultation response form and email it to: CurriculumforWales@gov.wales
- Please include the reference number **WG45925** in the subject of your email
- Download, complete our consultation response form and post to the address stated below.

Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

The Curriculum for Wales framework guidance at: <https://hwb.gov.wales/curriculum-for-wales>

An easy read version at <https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-easy-read/>

Supporting transition from current arrangements to Curriculum for Wales at <https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/supporting-transition-from-the-current-arrangements-to-curriculum-for-wales/>

Supporting materials for curriculum, assessment, and evaluating learner progress at <https://hwb.gov.wales/curriculum-for-wales/supporting-materials-for-curriculum-assessment-and-evaluating-learner-progress/>

Curriculum for funded non-maintained nursery settings at <https://hwb.gov.wales/curriculum-for-wales/curriculum-for-funded-non-maintained-nursery-settings>

The consultation documents can be accessed from the Welsh Government's website at gov.wales/consultations

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This document is also available in [Welsh](#)



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The Welsh Government will be data controller for any personal data you provide as part of your response to the consultation. Welsh Ministers have statutory powers they will rely on to process this personal data which will enable them to make informed decisions about how they exercise their public functions. Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (e.g. a research organisation or a consultancy company). Any such work will only be undertaken under contract. Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing. You should also be aware of our responsibilities under Freedom of Information legislation.

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

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- to (in certain circumstances) data portability
- to lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

For further details about the information the Welsh Government holds and its use, or if you want to exercise your rights under the UK GDPR, please see contact details below:

Data Protection Officer:
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Data.ProtectionOfficer@gov.wales

The contact details for the Information Commissioner's Office are:
Wycliffe House
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Tel: 01625 545 745 or
0303 123 1113
Website: <https://ico.org.uk/>

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1. Introduction

These assessment arrangements has been developed through co-construction by practitioners, for practitioners. It draws on expertise from across the non-maintained sector, and on the views of experts in the field of child development and early education. It is designed to be used in conjunction with the [curriculum for funded non-maintained nursery settings](#). You are not obligated to adopt these and free to design your own assessment arrangements for the purposes of the 2022 Regulations.

These assessment arrangements recognise that every child is unique and that their development is rapid between birth and 5 years of age. It supports holistic development by keeping the developmental needs of children at the forefront of pedagogical practice. It supports the assessment of children's progress at the very beginning of the 3 to 16 learning continuum, to ensure they have the best possible start on their learning journey.

This assessment arrangements are expressed from the viewpoint of the practitioner and outlines the key principles and purposes of assessment and is designed to support progression for the individual child. It provides a clear direction for future assessment arrangements, including key processes such as:

- developing a shared understanding of progression
- transition along the 3 to 16 continuum
- communicating and engaging with parents and carers

The assessment arrangements take account of the statutory [Supporting learner progression: assessment guidance](#) to which all practitioners must have regard when making arrangements for assessing children.

2. Who should use these assessment arrangements?

These assessment arrangements are for the providers of funded non-maintained nursery education. Funded non-maintained nursery education is defined in section 80 of the Curriculum and Assessment (Wales) Act 2021 as nursery education that is provided:

- (i) by a person other than the governing body of a maintained school or maintained nursery school
- (ii) under arrangements made between that person and a local authority in Wales, in the exercise of its duty to secure nursery education under [section 118](#) of the School Standards and Framework Act 1998 (c 31)
- (iii) in consideration of financial assistance provided by the authority under the arrangements

Nursery education is also defined in that section to mean full-time or part-time education suitable for children who have not attained compulsory school age. While these assessment arrangements are aimed at the providers of funded non-maintained education it would be of benefit to the teaching practitioners involved in the provision of nursery education in such settings. We appreciate that in practice it will, primarily, be used by the following persons:

- managers, leaders and practitioners of non-maintained nursery settings that are funded to deliver early education in Wales
- early years advisory teachers, or those in equivalent roles in local authorities and regional consortia, who support settings in the planning and delivery of early education
- other organisations who provide professional support to non-maintained nursery settings
- managers, leaders and practitioners of non-maintained nursery settings that are not funded to deliver early education, but that are required, under the National Minimum Standards for Regulated Childcare, to deliver practice in line with the statutory curriculum requirements

3. What do the assessment arrangements include?

All providers of funded non-maintained nursery education have a legal duty¹ to make and implement assessment arrangements to support children's progression within their adopted curriculum. We must assess, in relation to our adopted curriculum, the abilities and aptitudes of children in order to determine:

- the next steps in their progression
- the learning and teaching needed to make that progress

In addition, within six weeks of a child receiving funded nursery education we must make arrangements for assessing children's

- skills and capabilities in both literacy and numeracy
- well-being, to include physical, social and emotional development

These assessment arrangements will support us to:

- understand progression in children's learning
- apply the principles of progression in practice
- develop a shared understanding of progression across our setting
- use observation to inform provision that supports children to make progress
- know about and implement initial and ongoing assessment arrangements

¹ This legal duty is put in place by virtue of section 56 of the Curriculum and Assessment (Wales) 2021 and by virtue of the Regulations made under that section. The current regulations are the Education (Arrangements for Assessing in the Curriculum for Wales) Regulations 2022.

4. Progression

Supporting children to make progress is at the heart of the [curriculum for funded non-maintained nursery settings](#). We should use the developmental pathways to inform our planning of learning experiences that support children's progress. We should provide opportunities for children to develop and apply emerging cross-curricular skills in meaningful contexts. When we plan for and assess children's progress, we should also keep in mind the characteristics of the [four purposes of Curriculum for Wales](#) and use them in a way that is appropriate to their stage of development. We should ensure that our assessments are purposeful and support children's well-being and progress.

Progression in learning refers to the process of developing and improving children's skills and knowledge over time. We know that progress is unique to every child and is often linked to high levels of well-being, levels of involvement and positive [dispositions to learning](#). As each child develops at their own pace, we should allow for a variety of diversions, stops and spurts in their learning journey. Understanding how children make progress should inform assessment arrangements as part of our planning and practice. Our approach to planning should allow time, space and freedom for the developing child to consolidate learning with opportunities to revisit and refine emerging knowledge and skills within and across the five developmental pathways.

4.1 Principles of progression

The curriculum for funded non-maintained nursery settings is underpinned by five mandatory principles of progression, which are:

- Increasing effectiveness
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and the disciplines within the [areas of learning and experience \(Areas\)](#)
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts

These principles of progression are interconnected; they describe what it means for children to make progress and the types of [capacities](#) and behaviours we should assess. Children show progress by demonstrating an increase in the breadth and depth of their knowledge, their understanding, skills and [capacities](#), as they become more confident and independent. As children make progress, they should begin to make links across their learning and development in new and challenging contexts, enabling them to realise the four purposes of the curriculum through the developmental pathways.

When assessing children's progress, we should use the principles of progression alongside the [curriculum for funded non-maintained nursery settings](#) to:

- understand what progression looks like within and across the five developmental pathways
- plan engaging and developmentally appropriate learning experiences
- inform our observations of children’s well-being and learning progress
- develop a range of assessment approaches to ensure progress is being made
- contribute to creating a shared understanding of progression through [professional dialogue](#)

4.2 Applying the principles of progression for children aged 3 and 4

The principles of progression describe the learning journey for all 3 to 16-year-olds. The text below shows how these principles can be applied in developmentally appropriate ways to support our assessment of the learning and progress of younger children.

Increasing effectiveness	What this looks like for children aged 3 and 4
<p>As learners progress, they become increasingly effective at learning in a social and work-related context. As they become increasingly effective, they are able to seek appropriate support and independently identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation.</p>	<p>Children become increasingly confident, capable and independent learners. They display a curious approach to their play with increasing levels of involvement and engagement. They are able to communicate more effectively and develop their attention and listening skills in a variety of contexts. Given time and support, they build emotional resilience and develop relationships to express and recognise their own and others’ feelings.</p>

<p>Increasing breadth and depth of knowledge</p>	<p>What this looks like for children aged 3 and 4</p>
<p>Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin the different statements of what matters. They see the relationships between these and use them to further shape, make sense of and apply knowledge. This consolidates their understanding of concepts.</p>	<p>Children begin to explore a range of concepts. They develop their emerging understanding through trial and error. They begin to make connections to new learning, and to think and act more efficiently. They follow their own interests, thinking and schema to make sense of the world around them and to extend and consolidate their understanding.</p>
<p>Deepening understanding of the ideas and disciplines within the Areas</p>	<p>What this looks like for children aged 3 and 4</p>
<p>Holistic approaches are particularly important in early learning as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress, they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the four purposes and the statements of what matters.</p>	<p>Children develop a depth and breadth of knowledge and skills within and across the developmental pathways. They show higher levels of engagement and involvement across a wide range of appropriate, authentic experiences. They begin to demonstrate some of the characteristics of the four purposes in their play and exploration.</p>
<p>Refinement and growing sophistication in the use and application of skills</p>	<p>What this looks like for children aged 3 and 4</p>
<p>Learners need to develop a range of skills, including physical, communication, cognitive and Area-specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor skills, communicative skills and social skills. They also develop the skills of evaluating and organising information in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.</p> <p>Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.</p>	<p>Children benefit from time and opportunity to explore, refine and consolidate their problem-solving, communication, physical and social skills in authentic play-based learning. Children demonstrate their understanding of concepts in a variety of familiar and new contexts. They communicate their thinking through actions, gestures and words.</p>

Making connections and transferring learning into new contexts	What this means for children aged 3 and 4
Learners should make connections, with increasing independence, across learning within an Area, between Areas and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply and use previously acquired knowledge and skills in different, unfamiliar and challenging contexts.	Children begin to make connections through their exploration of the immediate world around them. They develop their emergent thinking by following their fascinations and curiosity. They begin to make choices and decisions within their familiar play. As their confidence and independence grows, they begin to apply their skills and knowledge to unfamiliar contexts. Over time and with support they make necessary adjustments to meet the challenges and opportunities of new situations.

4.3 Developing a shared understanding of progression

To develop a shared understanding of progression, we should explore and discuss the principles of progression and how they relate to children aged 3 and 4 in our setting. Ongoing **professional dialogue** within and between settings is central to our building and maintaining a shared understanding of progression for all children. Engaging in **professional dialogue** provides opportunities for us to:

- reflect on our understanding of progression and how it is linked to our curriculum, feeding into planning, assessment, self-evaluation and improvement processes
- develop, share and compare our practice with other settings

Professional dialogue must take place within our setting, to ensure a shared understanding across the setting. It should take place:

- with relevant stakeholders
- between our setting and local settings, to support coherence in the understanding of progression and effective transitions
- between our setting and other settings where possible (for example in local or regional networks, or a separate group established for collaborative working)
- between our setting and schools, particularly to facilitate effective transition

We must ensure that the outcomes of **professional dialogue** inform our learning and teaching practices. We should be clear on the progress we want children to make during their time with us. Discussions with parents and carers support our deeper understanding of a child's holistic development. Discussions within our setting and with other settings and schools should support consistency of understanding and expectations across the sector. This shared understanding across settings supports smooth transition and should ensure continuity of progression.

Professional discussions help us to evaluate whether our expectations for children are realistic and sufficiently challenging and whether any external advice and support is required.

Leaders of funded non-maintained nursery settings must put arrangements in place to enable all of those involved in learning and teaching within the setting to participate in [professional dialogue](#) around progression. They should also:

- allocate staff to participate in [professional dialogue](#) with schools into which children transition to support a shared understanding of progression²
- support staff to engage in regular professional learning to deepen their professional discussions

4.4 Involving parents, carers and children in supporting progress³

We should build positive relationships with parents and carers and involve them in ongoing purposeful and meaningful conversations about their child's development. We should work together to support children's learning and development within and outside the setting environment.

We should share information with parents and carers about:

- children's general well-being in the setting
- the progress their child is making
- children's future progression needs
- how progress can be supported at home

We should do this regularly, in an accessible manner, to maximise engagement opportunities with parents and carers. It is important that information and feedback can be easily understood, and it should be concise and jargon-free. This information may be shared verbally, via digital platforms, face-to-face and/or in written format.

We should summarise children's progress regularly and share information focusing on both a child's overall well-being and the gains made, while also identifying any particular needs. Information on any support, interventions or additional needs should be shared in line with additional learning needs (ALN) guidance and policies⁴. We should consider and include other relevant people where appropriate.

² It is the responsibility of schools to invite settings to participate in professional dialogue.

³ See also [Supporting learner progression: assessment guidance](#)

⁴ As set out in [the Additional Learning Needs Code for Wales 2021](#)

We should find opportunities in our daily interactions to notice, celebrate and encourage children’s individual and unique progression in sensitive and meaningful ways. Effective observation should enable us to analyse what we see and hear, and to respond in ways that will help children make progress and understand their progress.

4.5 Key considerations for meaningful professional dialogue

As leaders, we should implement and monitor appropriate and robust arrangements to support professional dialogue within the setting and with other professionals. We should consider the following opportunities for engagement.

At a setting level	Engage at local, regional and national level
<ul style="list-style-type: none"> • Regular parent and carer conversations • Regular professional conversations with key partners • Transition meetings between home, settings and schools • Person-centred planning⁵ meetings, where applicable • Frequent whole staff meetings, practitioner meetings, room/team meetings and meetings with any relevant stakeholders • Effective observation arrangements, including: <ul style="list-style-type: none"> – formal and informal opportunities to share observations in order to reflect on children’s progress – use of videos as support to our understanding of progression – monitoring of planning, using observation of children’s needs 	<ul style="list-style-type: none"> • Participate in local, regional and national events • Continue existing networking relationships to discuss progression and to share good practice • Establish new networking relationships to discuss progression • Use outcomes of discussions to improve understanding and inform self-evaluation processes and improvement plans • Work with the local authority/regional consortia and engage with professional learning opportunities • Engage with the National Network for Curriculum Implementation

⁵ As set out in [the Additional Learning Needs Code for Wales 2021](#)

5. Assessment⁶

The curriculum for funded non-maintained nursery settings reminds us that assessment should not be a tick list or a one-off event and should be indistinguishable from learning and teaching. The curriculum prompts us to take account of children learning at their own pace and in their preferred learning environment. We should assess children's emotional, social, cognitive and physical development within and across the five developmental pathways. Effective assessment should support us to identify children who may need either extra support or challenge. The temptation for us to rush through skills, knowledge and experiences can have an adverse effect on the next stage of learning. At every stage of development, we should remain focused on the present needs of the child and not those of the coming years.

Assessment has three main roles in the process of enabling progression:

- supporting the individual child on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual progress over time
- understanding group progress in order to reflect on practice

5.1 Ongoing assessment

We should use our ongoing assessment to measure and document how children grow, develop and learn. The reliability of our ongoing assessments is dependent upon the quality of our interactions and of the learning experiences and environments we create. Assessments should be manageable and proportionate to individual children's needs. Assessment arrangements should steer away from a 'one size fits all' approach, allowing for the uneven progress that we can expect from individual children.

Ongoing assessment provides valuable information, which should be used to:

- communicate and engage with parents and carers
- celebrate children's learning
- support the progress of each child and of groups of children
- provide information for next steps, which may include revisiting, consolidating or challenging learning
- inform planning for learning and teaching

⁶ See also [Supporting learner progression: assessment guidance](#)

Assessment of children aged 3 and 4 should be routinely made through observation; it should be part of our day-to-day practice and inform the way we plan for our children. Assessing progress may happen in an instant or over a longer period. Assessment is formalised when our observations are shared with others, validated and recorded.

6. The role of observation in initial and ongoing assessment

The purpose of observational assessment is to determine where children are on their learning journey. Observation helps us to find out what motivates, interests and engages young children. It helps us to recognise their levels of involvement, their emotional states, their friendships, knowledge, skills and **competencies**. We should use observation to assess children's knowledge, skills and dispositions through a combination of child-led and practitioner-supported experiences. This helps us to establish where the child is in their learning, where they need to go next and what needs to be done to get them there, taking account of any barriers to their learning.

We should observe children throughout the day, indoors and outdoors, in solitary and collaborative play and as part of familiar daily routines such as mealtimes and interactions with parents and carers. These contexts help us to build a holistic picture of the child and how they respond in a range of situations and with different people. Our observations should record children's progress against the curriculum on offer, including, but not limited to, children's well-being (to include physical, social and emotional development), and their skills, knowledge and **competencies** in literacy and numeracy, over time.

There are a range of ways we can observe children to support our understanding of their learning and progress to inform our planning. These include:

- spontaneous observations of something significant
- observations for a specific length of time and over a period of time
- observations that assess developmental progress
- planned observations on identified aspects of learning and development

6.1 Written observations

As part of our ongoing assessment arrangements, written observations should be purposeful and manageable and not solely used to gather evidence. We should always keep the individual child in mind when considering what is significant and noteworthy to record. This should not be an overly time-consuming process.

We can choose from a broad range of formats to help us capture and assess a child's learning and development, including:

- learning stories
- short narratives
- pen portraits

- learning journals
- short annotations
- digital apps/platforms/software

There will be occasions where we need to share information and seek advice based on our analysis of what we have observed over a period of time. Our observations can be used to support these discussions and/or referral processes for children with ALN. In these instances, we may collate our observations into a required report format.

6.2 Using video recordings

Recording play and play-based learning is a useful way of supporting us to evaluate and assess children's learning. It can be used effectively to gain a shared understanding of learning and progress. If we choose to record, we should ensure that it is done sensitively so that it does not become a distraction to children's play. We may share the recordings with parents, carers and other professionals when and where appropriate. We may also share the recordings with children to support their self-reflection.

6.3 Enabling adults

To observe and assess learning effectively, we should be emotionally available and intrigued by the child's thinking during play. There will be times when we choose to stand back, to observe and listen, allowing play to develop. We do this as we recognise that our involvement or intervention might be unwelcome and/or inhibit play. Sharing our observations within a safe and supportive environment will help us to learn from each other, drawing on each other's strengths and raising awareness of any **unconscious bias** we may hold.

The curriculum for funded non-maintained nursery settings explains the process of effective observation and how it can support assessment. The cyclical process of 'notice, analyse and respond' should be part of our day-to-day decision-making when considering whether, when and how to respond to children's learning. As enabling adults, we should notice, analyse and respond to children's learning in ways which inform our assessments.

6.4 Notice

Fundamental to our observations is the belief that we are undertaking observations to gain rich knowledge of children's holistic development. We should be mindful that observation shouldn't be a barrier to interaction and that interactions should not be barriers to noticing. Observations can be spontaneous or planned. We should take notice of:

- what children are interested in or curious about
- how they approach resources and spaces
- how they communicate and interact with others

We should take note of children's levels of confidence, resilience, independence and competence and any significant changes to these. Children may respond to practitioners differently and in different situations. We should ensure that we approach our observations with an open mind and are willing to share observations with others to discuss what we see and hear objectively. These discussions should provide more comprehensive observations of individual children.

6.5 Analyse

We should interpret what we see and hear and decide whether the observation is significant and therefore noteworthy. We should consider whether we have learned something new about the child or whether it has reinforced something we already knew.

As we interpret what we have seen and heard, we should consider what it could mean for that particular child, in relation to their:

- knowledge
- skill development
- concept development
- schemas or schematic learning
- [dispositions to learning](#) in different situations
- progress or any difficulties they may be experiencing

When we reflect on this analysis, it should be rooted in our knowledge of the child's linguistic and cultural background, child development and the curriculum on offer. There will be times when we act on our observations instantaneously as we notice [teachable moments](#). In this instance, we may use a narrative description to relay to the child the learning that has taken place.

6.6 Respond

Based on our analysis of our observations, we can make decisions about what to do next to support children's progress. This may include decisions about whether, when and how to interact; whether to make adaptations to the learning environment and how to enrich experiences further.

If we decide to join in or support play, we should recognise that we could interrupt children’s thinking and problem-solving when they are fully engaged. There may be opportunities to enhance and extend learning through **teachable moments**. We may choose to model a skill, offer a resource, introduce vocabulary, use open questions to support thinking, or engage in sustained shared thinking on something of interest to the child.

When considering skills and concept development, we should plan opportunities for children to refine, consolidate or master those skills and concepts, as next steps need not be linear. Allowing children time to **wallow** in their learning during periods of uninterrupted play will support them to consolidate and refine their thinking. We should make the most of children’s interests and **fascinations** within the environment and experiences to engage them authentically in their learning.

In summary

Observational assessment should:	Observational assessment should not
<ul style="list-style-type: none"> • capture what children can do and how they learn 	<ul style="list-style-type: none"> • focus on perceived gaps in learning
<ul style="list-style-type: none"> • contribute to building a holistic picture of the learner and understanding the progress made over time 	<ul style="list-style-type: none"> • categorise or label children
<ul style="list-style-type: none"> • form part of day-to-day practice 	<ul style="list-style-type: none"> • be a one-off event or a series of tasks
<ul style="list-style-type: none"> • be unobtrusive 	<ul style="list-style-type: none"> • interrupt authentic learning and play
<ul style="list-style-type: none"> • include analysis of our observations 	<ul style="list-style-type: none"> • be used solely as an accountability measure
<ul style="list-style-type: none"> • inform learning and teaching 	<ul style="list-style-type: none"> • be separate from learning and teaching
<ul style="list-style-type: none"> • be meaningful and useful 	<ul style="list-style-type: none"> • be onerous and time-consuming
<ul style="list-style-type: none"> • be a shared responsibility 	<ul style="list-style-type: none"> • be the responsibility of one adult alone
<ul style="list-style-type: none"> • include child and parent/carer perspectives 	<ul style="list-style-type: none"> • be completed in isolation

7. Initial assessment arrangements

Initial assessment arrangements are an important first step in the ongoing assessment process. Our initial assessment arrangements should include the views of parents and carers to help build a picture of each child's unique set of skills and knowledge, alongside their culture and background. We should use this knowledge to inform our assessments. The initial assessments must take place within six weeks of a child receiving funded nursery education and must be suitable for children of differing ages, abilities and aptitudes. Ideally, children should be observed by more than one practitioner, and we should share observations and collaborate to ensure robust and rounded assessments. The arrangements must include assessments of children's:

- skills and capabilities in both literacy and numeracy
- well-being, to include physical, social and emotional development

These first steps should help us to develop an understanding of individual children, including identifying their strengths, areas of improvement and where more focus or support is needed. We should use this information to plan teaching and learning in line with the curriculum on offer.

We know that sometimes joining a new setting can be unsettling for young children. We should not rush to make assessments but allow children the time they need to settle and provide us with time to nurture strong relationships.

The initial assessment arrangements should be child-centred and developmentally appropriate to help us to find out what children know and can do. We should make unobtrusive observations over the first six weeks following their entry into education. These arrangements should not prevent us from interacting with children or taking opportunities to teach. We should ensure we record our observations in a concise and manageable way that works well for our setting. Some children may attend more than one setting and we should work closely with the other setting to share relevant information. Professional discussions contribute to our shared understanding of individual children's strengths, needs and interests. They should support us to make decisions about how best to help children to make progress. Effective initial assessments can support us to identify children who may need extra support through early intervention or challenge. We may need to seek support and advice from external agencies, which may include requests for us to complete additional assessments.

At the end of the first six weeks, we should collate and summarise the assessment information and share it with key partners.

These initial assessment arrangements are presented as a series of questions for us to consider as we observe children in our setting during the first six weeks. These questions are exemplified with descriptions of the types of behaviours what we may notice in terms of children's development, learning and progress during play and daily routines. The descriptions are expressed from the viewpoint of the child and are presented in columns to support us to identify each child's unique starting point and to articulate progression. It is important to remember children

may display a range of behaviours and **competencies** which may extend across more than one column, so we should use the descriptions in their entirety to determine each child’s starting point.

The descriptions are not exhaustive or intended to be used as a tick-list, rather we should use them to guide our collective observations to make assessments of children’s progress.

7.1 Assessing literacy skills development

Children’s early literacy skills are underpinned by their speech, language and communication development. Effective assessment should identify a child’s competence in speech, language and communication. We should be confident in our knowledge of the stages of development so that we can accurately assess children’s literacy skills to support their progress. There are a number of risk factors which may impact a child’s long-term speech, language and communication needs. These include physiological factors⁷, family and environmental factors⁸, and communication factors⁹. We should take a holistic view of the child’s literacy skills and consider these risk factors to make an informed decision about the next steps for each individual child.

To get an accurate picture of literacy skills, a child’s competence in both the language of the home and the setting should be considered. We know that skills learnt in one language support the acquisition of other languages and that a child’s home language should not be a barrier to accurate assessment. Where necessary, we can use other relevant assessment tools and resources to support our assessments.

Consider	Initially:	As I develop:
How well do I show that I attend and listen?	<ul style="list-style-type: none"> • I may need a physical or verbal cue for you to gain my attention. • I may be able to focus on one experience at a time and may need adult support to shift my attention. • I may begin to listen with growing attention. 	<ul style="list-style-type: none"> • I may be able to turn my attention independently to listen to others. • I may be able to continue my play while listening to others.
How well do I show I understand language?	<ul style="list-style-type: none"> • I may respond to and follow simple instructions or suggestions, either verbally or non-verbally. 	<ul style="list-style-type: none"> • I may respond appropriately to increasingly complex information, instructions and questions. • I may begin to ask questions to clarify my understanding.

⁷ Examples of physiological factors include hearing, birth gender and temperament.

⁸ Examples of family and environmental factors include family history of speech language and communication needs, socio-economic status and the quality of interactions within the family.

⁹ Examples of communication factors include babbles, gestures and vocabulary.

How well do I join in with stories, songs and rhymes?	<ul style="list-style-type: none"> • I may show interest in a story, song or rhyme, for example I may move closer to be able to listen. • I may choose to sing or perform familiar songs and rhymes during my play. 	<ul style="list-style-type: none"> • I may begin to join in with actions, sounds, simple words or show enjoyment. • I may anticipate and join in with familiar parts of predictable stories, songs and rhymes.
How well do I interact with others?	<ul style="list-style-type: none"> • I may interact with others either verbally or non-verbally, responding to cues, using my body language, eye gaze or gestures such as pointing. • I may talk to others about things that interest me. 	<ul style="list-style-type: none"> • I may begin to develop my understanding of the rules of conversation, for example I may take turns when communicating with adults and other children. • I may begin to communicate with others to sustain play. I may also show an interest in others' play and join in.
How well do I show my understanding of concepts and vocabulary?	<ul style="list-style-type: none"> • I may begin to show an understanding of concepts through my play, for example I may explore 'heavy' and 'light' in sand play. • I may begin to use appropriate vocabulary during daily routines, in my play and when listening and responding to others. 	<ul style="list-style-type: none"> • I may begin to use a wider range of vocabulary and apply it in different contexts.
How well do I make myself understood?	<ul style="list-style-type: none"> • I may begin to use a range of ways to communicate with others, for example facial expressions, gestures, vocalisations, signing, or visual clues. • I may initiate and engage in conversation using single words or short phrases to make myself understood. 	<ul style="list-style-type: none"> • I may begin to use increasingly complex sentences to express myself. • I may begin to speak clearly and be understood by unfamiliar adults.
How well am I building my vocabulary?	<ul style="list-style-type: none"> • I may begin to use nouns, verbs and adjectives with increasing accuracy in my play and exploration. 	<ul style="list-style-type: none"> • I may use words and phrases from stories, songs and rhymes in different play contexts. • I may begin to use increasingly sophisticated vocabulary, for example I may use more than one word for a concept, such as 'small', 'little', 'tiny'.
How well do I show an interest in books and other reading materials?	<ul style="list-style-type: none"> • I may choose books and other reading materials, that are of interest to me, either with the support of an adult or independently. 	<ul style="list-style-type: none"> • I may be able to explore and handle books and reading materials appropriately, for example I may realise some books contain stories and some contain information. • I may respond to and/or recall familiar stories through symbolic play, for example using props. • I may begin to retell key events in familiar stories.

		<ul style="list-style-type: none"> • I may begin to make connections between stories or books and experiences in my life.
How well do I notice symbols in my environment?	<ul style="list-style-type: none"> • I may show an awareness of symbols around me and begin to make connections between them and my own experiences. • I may begin to recognise similarities and differences between symbols. 	<ul style="list-style-type: none"> • I may begin to recognise my name in different contexts, for example on my coat peg and during self-registration. • I may show that I understand there is a difference between illustrations and text, and between letters and numerals. • I may recognise my friends' names and understand that some start with the same letter.

How well do I use marks to communicate?	<ul style="list-style-type: none"> • I may notice other people making marks and may show that I am beginning to realise that marks can carry meaning. • I may show an understanding that there is a difference between what I draw and what I write. • I may begin to show an interest in writing my name. Initially, I may represent it with marks, or a few letter-like shapes. 	<ul style="list-style-type: none"> • I may begin to imitate marks in my play and choose the tools, resources or materials I need. My marks may begin as scribbles and then develop to include intentional lines, shapes and symbols. • I may use my drawings and marks to retell my experiences. • I may begin to write my name with increasing accuracy. • I may begin to use my emergent marks to label things of interest to me, for example 'potatoes' in the garden, or 'keep out' in the block area.
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7.2 Assessing numeracy skills development

Children develop an understanding of mathematical language, concepts and skills through multi-sensory play and authentic experiences. We should recognise that mathematics is everywhere and is much more than just number. We should take a holistic approach to mathematical development and recognise that there are elements of maths and numeracy within all five developmental pathways.

We should observe children during daily play as they engage with open-ended, authentic resources to support their understanding of mathematical concepts in everyday life. We should use our observations to inform **teachable moments**, which may include modelling appropriate mathematical language and skills throughout the day, in real-life contexts, to help children develop their **conceptual understanding** and **strategic competence**. We should observe children working through the process of problem-solving and allow them the time to observe, explore, investigate and experiment. This problem-solving process should be valued as an end in itself and may not always result in an outcome or answer.

Consider:	Initially:	As I develop:
How well do I follow familiar routines?	<ul style="list-style-type: none"> • I may be able to follow a clear and consistent daily routine, or parts of a routine, with support, for example washing my hands before eating a snack or putting on my wellies before going to play outside. • I may understand the sequence of events but might need support to carry out the task. • With support, I may be able to make the link between cause and effect. • I may be developing my sequencing skills, for example I may start to link play together by bathing the doll before putting the doll to bed, or I may make playdough cakes and pretend to put them in the oven. • I may be able to recall the main events from stories during my play. 	<ul style="list-style-type: none"> • I may be able to follow a clear and consistent daily routine, with growing independence. • I may understand the sequence of events and be able to carry out the task, with growing independence. • I may be more confident in making the link between cause and effect. • I may be able to recall the main events from stories during my play and I may start to use small-world resources to represent the characters, for example the three little pigs.
How well do I notice and recognise similarities and differences?	<ul style="list-style-type: none"> • I may need support to be able to match objects and sort, for example in putting things back where they belong during '<i>Amser tacluso</i>'. • I may recognise that some things are the same, for example at snack time I may notice that another child has the same fruit as me. • I may begin making collections of the same objects during my play. • I may recognise when something is different or the odd one out. 	<ul style="list-style-type: none"> • I may be able to match objects and sort, with growing independence, for example during '<i>Amser tacluso</i>', I may put things back where they belong, with little or no support. • I may be able to generalise and make collections of things that are similar, for example I may collect all of the vehicles or all the animals. • I may recognise when something is different or the odd one out and may be able to describe similarities and differences between things.

<p>Do I notice symbols in my environment and begin to recognise that they carry meaning?</p>	<ul style="list-style-type: none"> • I may participate in representational play, for example realising that the doll can be a baby. • I may recognise my name and other symbols within the environment, for example my name on my coat peg or signs that show how many children can play in an area. • I may begin to assign meaning to symbols and marks that I make, using a variety of tools, including digital media, for example I may attempt to write my name or create simple tally charts to record collections and hold up fingers to indicate an amount. • I may start to draw pictures as a record of a story or sequence of events that I am re-telling. 	<ul style="list-style-type: none"> • I may start to realise that small-world resources can represent the real thing. • I may make marks that correspond to amounts, for example, I may record three billy goats with three circular marks. • I may begin to notice that photographs, drawings and environmental print can carry meaning. • I may begin show that I understand there is a difference between letters and numerals.
<p>How well am I developing understanding of simple mathematical concepts through my play?</p>	<ul style="list-style-type: none"> • I may begin exploring mathematical concepts through my play, for example the concept of 'full' by filling and emptying containers in the water tray. • I may begin developing my understanding of size, shape, position and measures, for example when playing with blocks, I may compare structures and add more blocks to make my tower taller. • I may begin to develop my understanding of the concept of 'more', for example I may know when I need to dig for more mud to make a pie and find more conkers to decorate it. • I may show awareness of simple concepts of time such as 'before and after', for example I may understand that I should wash my hands after playing in the mud or put my coat on before I go outside. • I may begin to use my understanding of mathematical concepts to solve problems, for example I may find a longer plank to bridge a gap or if I cannot find a longer plank, I may push the crates closer together to make the gap smaller. 	<ul style="list-style-type: none"> • I may start to transfer my understanding of mathematical concepts in different areas and with different objects. • I may develop my understanding of size, shape, position and measures with growing sophistication, for example I may use bigger blocks at the base of my tower to make sure that it doesn't fall over.

<p>How well do I understand quantity?</p>	<ul style="list-style-type: none"> • I may show an understanding of when I have lots of items or objects. • I may start to recognise when there is not enough of something, for example not enough wellies for every child or not enough playdough left to make another cake. • I may begin to show awareness of ‘too many’, for example I may have too many cars to fit in the garage. • I may be developing my understanding of one-to-one correspondence, for example giving a plate to every child at snack time. • I may begin to understand that I need to make space if there is not enough room, for example moving so that my friend can sit down next to me so that we can look at a book together. • I may begin to realise that anything can be counted as part of my play, not just objects, for example steps and claps. 	<ul style="list-style-type: none"> • I may start to compare quantities, for example I may notice when someone has more strawberries than I have or I may notice I have fewer cars than my friend. • I may be able to attribute numbers to quantities, for example I may choose four chinks for myself and three friends. • My understanding of one-to-one correspondence may develop further, for example I may be able to count the number of children and then select enough cups for them all. I may begin to realise that if another child joins the group, I will need to get one more cup. • I may develop a better understanding of the conservation of number, for example if I have counted three pinecones, I know that there are three and I don’t need to count them again.
<p>How well am I developing an understanding of pattern?</p>	<ul style="list-style-type: none"> • I may recognise patterns in my environment, for example spots on a ladybird or stripes on a zebra in a picture book. • I may respond to auditory patterns, for example dancing along to a beat or drumming with a spoon on a saucepan. • I may be able to sequence events in a logical order, for example putting socks on before shoes or knowing that I am collected after the ‘Hwyl Fawr’ song. 	<ul style="list-style-type: none"> • I may begin to recognise that patterns and sequences can grow, for example I can stack the cups in order from the biggest to the smallest or know that after I am collected, I will go home, have lunch and then go to the park. • I may begin to recognise repeating patterns and sequences, for example I may put leaves and flowers in a repeating pattern onto a skewer in the mud kitchen.

7.3 Assessing physical development

Physical development is important for every aspect of a child’s life and for their opportunities for learning. It is especially important when assessing children’s development that we consider the overlap between a child’s emotional, social, cognitive and physical development. Throughout the early years, children acquire and develop their movement and physical skills holistically and across all areas of the developmental pathways.

Consider:	Initially:	As I develop:	As my development continues:
How well do I engage in physical activities?	<ul style="list-style-type: none"> I may show an interest in or initiate movement and/or physical play, for example running around or jumping in puddles. 	<ul style="list-style-type: none"> I may spend extended periods of time engaged in specific aspects of physical play, for example riding a bike, digging or kicking a ball. 	<ul style="list-style-type: none"> I may extend my physical play using additional resources, or by experimenting with different movements.
How confident am I in my physical play?	<ul style="list-style-type: none"> I may take time to look at the environment and watch others before I have a go myself. I may need support to take part or access play opportunities. 	<ul style="list-style-type: none"> I may begin to use trial and error as I explore my physical abilities. I may show determination to challenge myself physically and I may embrace a wider range of physical experiences. 	<ul style="list-style-type: none"> I may become increasingly motivated to take risks and rely less on the encouragement from others.
How well do I show body awareness in my movements?	<ul style="list-style-type: none"> I may begin to explore and experiment with moving my body in the space around me. 	<ul style="list-style-type: none"> I may show I can manoeuvre myself in relation to my physical ability and to the space and resources in the environment. I may become more confident about the way I move my body. 	
How well coordinated are my gross motor skills?	<ul style="list-style-type: none"> I may be able to maintain my balance and coordination in a range of contexts. I may demonstrate my gross motor skills through a diverse range of movements, for example climbing, kicking and throwing. I may be able to cross the midline and use both sides of my body at the same time. 	<ul style="list-style-type: none"> I may demonstrate increasing control over my gross motor skills. 	<ul style="list-style-type: none"> I may be able to sequence my movements, for example running and then kicking a ball, or kicking a moving ball.
How well coordinated are my fine motor skills?	<ul style="list-style-type: none"> I may be using my fingers with growing dexterity and strength, for example pushing a switch. I may grasp small items in my play and use tools and equipment in my daily routines. 	<ul style="list-style-type: none"> I may be able use my hands and fingers with increasing control, for example to do up or undo fastenings on my clothes. 	<ul style="list-style-type: none"> I may be able to use my hands effectively in a variety of contexts, for example unscrewing a lid, dressing dolls or turning a handle.

	<ul style="list-style-type: none"> I may use both hands together in my play, for example holding a book with one hand and turning the pages with another. 	<ul style="list-style-type: none"> I may be able to use tools with increasing control, for example using a pencil to draw. I may be able to use both hands together with increasing sophistication, for example to catch a ball. 	
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7.4 Assessing social and emotional development

Feeling connected, secure and safe are key elements of positive well-being within children and can promote a strong sense of belonging. Enabling adults have a key role to play in creating emotionally safe environments that support children to begin to recognise and manage their feelings and behaviour in positive ways. Adults who ensure children feel safe and secure within the setting environment, and demonstrate genuine care and emotional support, can help build a firm sense of belonging for all children. These secure attachments and relationships can support children to feel confident in themselves, ensuring they are better able to make choices, show greater resilience and independence, and participate positively in everyday activities.

When assessing, it is essential we take time to get to know the child and understand their unique background, including their culture and previous experiences, to build a holistic picture of each child to ensure we can meet their social and emotional needs.

Consider:	Initially:	As I develop:	As my development continues:
To what extent do I show that I am happy, settled and content?	<ul style="list-style-type: none"> I may need support to leave my parent or carer. I may need a transitional object for comfort, or to know where it is if I need it. I may prefer to stay in one area of the setting or prefer the security of one adult. I may need support during the session for transitions, changes to the routine and for new experiences. 	<ul style="list-style-type: none"> I may enter the setting more readily and may not need a transitional object as often or at all. With support, I may be curious to explore other areas of the setting and participate in a wider range of experiences. I may cope more readily with transitions and new experiences. 	<ul style="list-style-type: none"> I may show more confidence in using many areas of the setting and engage in a wide range of experiences. I may show enthusiasm and increasing independence in my day-to-day interactions.
How do I demonstrate my	<ul style="list-style-type: none"> I may need an adult to help me express my needs and wants. 	<ul style="list-style-type: none"> I may be more able to express my needs and wants. 	<ul style="list-style-type: none"> I may be able to express my wants, needs and opinions, and may begin to recognise the needs of others.

sense of belonging?	<ul style="list-style-type: none"> • With support, I may begin to follow routines and some rules and boundaries. • I may respond to the adult(s) of my choice and may return frequently to them for comfort and reassurance. • With support, I may begin to explore my environment and community. 	<ul style="list-style-type: none"> • I may show that I am beginning to recognise that I am similar to and different from others. • I may be able to follow routines, rules and boundaries with increasing autonomy. 	<ul style="list-style-type: none"> • I may begin to demonstrate awareness of how I am connected to others. • I may begin to demonstrate that I know I have a role to play in looking after the setting. • I may share experiences which reflect my home and culture.
How well do I respond to co-regulation strategies?	<ul style="list-style-type: none"> • With support, I may begin to show that I recognise how I feel and make my emotional needs known. • With support, I may begin, to regulate my responses to my emotions. 	<ul style="list-style-type: none"> • I may begin to demonstrate an awareness of my feelings and emotions and regulate my responses to them. 	<ul style="list-style-type: none"> • I may begin to demonstrate an awareness of the feelings of others and respond to them, for example consoling others if they are upset.

How well do I form relationships with others in the setting?	<ul style="list-style-type: none"> • I may spend most of my time playing alone. • I may begin to interact with others during play but may spend more time observing. • I may begin to join in with groups for short periods of time. • With support, I may begin to interact with others during daily routines, for example during snack time. 	<ul style="list-style-type: none"> • I may play alongside others, and I may begin to interact with them. • I may interact with others during daily routines, with increasing independence. 	<ul style="list-style-type: none"> • I may play with other children who enjoy the same activities as I do. • I may begin to play in group situations, contributing to the group's shared intentions, to sustain play. • I may interact regularly and enthusiastically with others during daily routines.
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7.5 Key points to consider when undertaking initial assessments

- Have I taken enough time to get to know the child and build a strong relationship?
- Have I used the six-week period effectively?
- Have I given equal consideration to the mandatory areas of assessment?
- Is this just my opinion or have I considered other perspectives?

- Am I respectful of parents' and carers' contributions?
- Am I mindful of any **unconscious bias** I may have, or we may have as a team?
- Are my unobtrusive observations made in authentic contexts?
- Have I observed children indoors, outdoors and throughout the day?
- Have I based my assessment on a range of quality observations, not a one-off event?
- Are observations made during uninterrupted periods of play?
- Have I planned my environment so that there are opportunities for children to use and revisit a range of skills?
- Are my records concise, manageable, and useful? Have I included dates?
- Have I sought and acted on advice where needed?

8. Glossary

English	Welsh	Definition
Areas of learning and experience	Meysydd dysgu a phrofiad	The key subject areas through which Curriculum for Wales is delivered. There are six areas of learning and experience in Curriculum for Wales: <ul style="list-style-type: none"> • Expressive Arts • Health and Well-being • Humanities • Languages, Literacy and Communication • Maths and Numeracy • Science and Technology
Autonomy	Ymreolaeth	A child's ability to act on their own values and interests.
Capacities	Galluoedd	Abilities which enable children to learn and understand.
Competencies	Cymwyseddau	Capabilities which enable children to apply or use a set of related knowledge, skills, and abilities.
Conceptual understanding	Dealltwriaeth gysyniadol	The integrated and functional understanding of mathematical ideas.
Cross the midline	Croesi'r llinell ganol	Movement in which a body part is able to spontaneously move over to the other side of the body to work there, for example placing the right hand on the left shoulder.
Dexterity	Deheurwydd	The ability to use the hands skilfully.
Dispositions to learning	Agweddau at ddysgu	The way in which children engage in and relate to the learning process.
Emergent thinking	Ffyrdd newydd o feddwl	The process through which children develop theories and ideas through exploration.
Environmental print	Print amgylcheddol	Print which can be seen in everyday life, for example on signs, logos, and labels. This term also extends to print which is familiar to children within a setting, for example children's names on coat pegs.
Fascinations	Diddordebau arbennig	Things that ignite great interest or delight within a child.
Fine motor skills	Sgiliau motor manwl	The ability to control movements using the small muscles of the hands and wrists.
Generalise	Cyffredinoli	The ability to use skills in new and different environments.
Gross motor skills	Sgiliau motor gros	The ability to control whole-body movements and postures.
Professional dialogue	Deialog broffesiynol	Discussions between practitioners which allows them to share and reflect on their experiences for the purpose of developing and maintaining a shared understanding of progression. Those involved in discussions contribute on an equal basis.
Representational play	Chwarae cynrychioliadol	A type of play young children engage in, where they use an object or toy to represent something else.
Small-world resources	Adnoddau byd bach	Props or toys which are used by children when engaging in play.

Statements of what matters	Datganiadau o'r hyn sy'n bwysig	The key principles or 'big ideas' which underpin each area of learning and experience.
Strategic competence	Cymhwysedd strategol	The ability of a child to apply strategies to formulate and solve mathematical problems.
Teachable moments	Cyfleoedd dysgu digymell	Unexpected or unplanned events or experiences that offer opportunity for learning. They provide meaningful contexts for adults to introduce or expand on something or which arouses the curiosity of the child.
Transitional object	Gwrthrych pontio	Something which provides comfort and reassurance to a child, for example a doll, teddy bear or blanket.
Unconscious bias	Rhagfarn ddiarwybod	Non-deliberate prejudice or unsupported judgements in favour of or against one thing, person or group as compared to another, in a way that is usually considered unfair.
Wallow	Ymdrochi	A point at which children become so deeply involved in their play and learning, they may become difficult to distract. ¹⁰

¹⁰ This term was popularised by Professor Tina Bruce in *Learning Through Play, 2nd Edition for Babies, Toddlers and Young Children* (2011).

9. Consultation questions

Question 1

- i) Do you work in or support the delivery of education in a funded non-maintained nursery setting?
- ii) If yes, in which type of setting/organisation do you work? (If no continue to iv below.)
- iii) What is your primary role?
- iv) If you do not work in or support the delivery of education in a funded non-maintained setting, in what capacity would you like to provide feedback?
- v) Are you providing feedback on behalf of an organisation or group?

Question 2 – Have you read the ‘Draft assessment arrangements for funded non-maintained nursery settings’ consultation document?

Question 3

- i) Are you aware of the legal duties for assessment arrangements in funded non-maintained nursery settings?
- ii) To what extent will these assessment arrangements support practitioners in fulfilling their legal duties to undertake assessments of children’s progress in funded non-maintained nursery settings?

Question 4 – How clear is it that practitioners should use these arrangements to support their assessments when planning for progression?

Question 5

- i) Is it clear how the principles of progression should be applied when making decisions about children’s learning and development?
- ii) How useful is the table that shows how the principles of progression can be applied to support assessment of the learning and progress of younger children?
- iii) What, if anything, additional would you like to see included in the table?

Question 6 – How useful will the assessment arrangements be for practitioners to develop a shared understanding of progression (set out in section 4.3 of the consultation document)?

Question 7

- i) Is it clear that both initial (section 7) and ongoing (section 5.1) assessment are equally important to children’s progress?

- ii) Which terminology do you find most useful for describing the assessments that must take place within 6 weeks of a child receiving funded nursery education?

Question 8 – Is the purpose of the ongoing assessment (section 5.1) clearly explained?

Question 9 – Is the role of observation in assessment clearly explained?

Question 10

- i) Is the purpose of the initial assessment clearly explained?
- ii) To what extent are the descriptions in the initial assessment section of the arrangements helpful in supporting practitioners to understand how children make progress?
- iii) What additional information, if any, would you like to see included as part of these descriptions?
- iv) Does the layout of the descriptions support practitioners to make judgements about individual children's progress?

Question 11 – What else is needed to support the use of the assessment arrangements in practice?

Question 12 – Can you see these assessment arrangements supporting children's progress within and across the developmental pathways in the curriculum for funded non-maintained nursery settings?

Question 13 – We would like to know your views on the effects these assessment arrangements would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English. What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Question 14 – Please also explain how you believe these assessment arrangements could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Question 15 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them: