

Observational Assessment as Daily Practice

This card describes the processes involved in observation and assessment and how they fit into *Progress from the Start*.

What is observation?

Observation describes the process of watching children, listening to them and taking note of what is seen and heard.

Why do we observe?

All practitioners need to know their children well - the more practitioners know about each child, the more able they will be to support and extend each child's learning.

Observation, assessment and planning help practitioners to support children's development and learning.

Observation is one of the most important skills a practitioner uses in their daily practice.

How do we observe?

Observe children during daily experiences (child-initiated and adult-led) to find out about their needs, interests and what they can do.

Plan to observe as part of the daily routine.

Only record what might be forgotten, what is significant and what needs to be clarified.

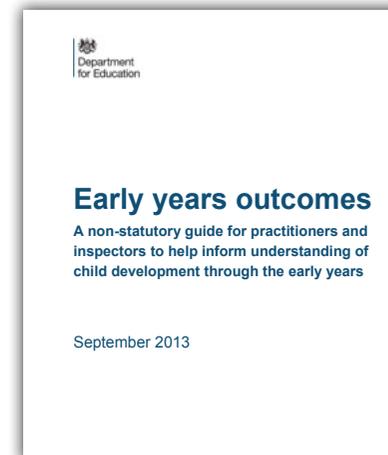
Include children, parents and carers in this process.

There should be a range of observation and recording methods used e.g. post-its, time sampling, learning stories, individual and group observations, etc.

For further information please refer to *Development Matters in the Early Years Foundation Stage (EYFS)* – p.3



Development Matters



Early Years Outcomes

