

Pineapples Early Learning Centre

BI-ANNUAL POLICY

PURPOSE

We endeavour to ensure that we are meeting all the learning and assessment needs of our children. As part of an ongoing assessment plan our biannual process allows us to physically see the process each of our children make over the time they are here with us at Pineapples Early Learning.

OBJECTIVES

- A form of assessment that allows us to follow the learning process
- Based on the basics of literacy and numeracy, colours, shapes & penmanship.
- To see if they can complete small tasks and manage their learning and progression over the course of their time here with us.
- The process is completed twice a year in March and September – Biannual Months

LEGISLATION

Licensing criteria 2008 – Regulation 43: Curriculum (C7, C8, C9, C10)

TE WHĀRIKI

Contribution – Goal 3: Children experience an environment where they are encouraged to learn with and alongside others

Communication – Goal 2: Children experience an environment where they discover different ways to be creative and expressive

PROCEDURE

Occurrence

- **First Bi-Annual:** One month after they start with us. Based on the month they started e.g. They start in May, their first biannual is in June.
- **Subsequent Bi-Annual:** A biannual will be repeated every 6 months until they leave. E.g. The child starts in May, their first bi-annual will be in June, the 2nd will be in December, 3rd the following June, and so on.

Process

1) Self Portrait

Rationale: We have included this to see how they can draw and how they view a person's development e.g. including all the facial features etc.

Equipment: Paper & Felt tips

Process: Children will be asked to draw a picture of themselves. It is ok to include prompts like have you got eyes? and where does your mouth go?

2) Alphabet

Rationale: As part of the literacy portion we want to know if they can recognize the letters of the alphabet, if they can recognize their name card, how they hold a pen, can they write their name independently, can we understand them clearly and how clear their language is.

Equipment: Child's name card, Early Learners And blend card (dependant on ability)

Process:

- Children will be prompted to find their name on the name board.
- Do they know what the letters of their name are?
- They will also be asked to write the letters of their name either by trace or by freehand.

An extension of this would be to have them look at the rest of the alphabet to establish and see if they can recognize and possibly write a variation of other letters. This includes the Early Learners and Blend Cards

3) **Numeracy**

Rationale: When it comes to numeracy we are trying to establish if they can recognize and count in sequence. Count a group & recognizing the numbers.

Equipment: Elephant puzzle (size & colour), Number Chart 1-30, Hundreds Board & Counters

Process:

- Using the Elephant puzzle can they tell you which is bigger out of two?
- Can they recognize the numbers on the number chart?
- Using the counters can they 1:1 count (grouping)?
- Can they count to 10, or 20, or 30?

4) **Colours & Shapes**

Rationale: For the children to start understanding and for us to evaluate their knowledge of shapes and colour's in a formal way.

Equipment: Colour and shape card

Process:

- Using the Colour & Shape card ask the children what the shapes are.
- Using the Colour & Shape card ask the children what the colour in the shapes are.

LINKS TO:

- Curriculum & Assessment Policy
- Key Kaiako Policy

Date created: December 2018

Date reviewed: January 2020

Next review date: December 2020