

Supportive Guidance for Assessing Children in Aspects of

- 1. Personal, Social and Emotional Development**
- 2. Knowledge and Understanding of the World**

These points, linked to the Foundation Stage Profile, will enable practitioners to assess a child's understanding of **self identity**, **respect** and **value** for own as well as other's **cultures** and **beliefs**.

Underpinning the development of these concepts will be a continuing awareness and knowledge of **difference** and **diversity** within the community.

1. Personal, Social and Emotional Development

Social development

- Scale point 7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Scale point 8. Understands that s/he can expect others to treat her or his needs, views, cultures and beliefs with respect.

Emotional development

- Scale point 6. Has a developing respect for own culture and beliefs and those of other people

Key assessment evidence and opportunities

- Children feel enabled to voice or bring personally meaningful experiences to share with others.
- Children can demonstrate respect and value for each other's efforts both verbally and non-verbally e.g.
 - (i) by giving praise to each other
 - (ii) by imitating another child's experience
 - (iii) by walking round a train track rather than through it
- Practitioners specifically referring to 'respect' as a concept, e.g. reinforcing positive behaviour by using the word 'respect': "I really liked the way you listened

to me with respect”, and children emulating this behaviour both verbally and non-verbally.

- Consistent use of the High/Scope process of conflict resolution for children to learn how to resolve their own differences with each other. Evidence of children using conflict resolution strategies to resolve their own differences with others.
- Practitioners’ planning for educational inclusion is reflected in children’s practice of demonstrating care, concern and respect for other’s needs.

Supportive links with the Curriculum Guidance for the Foundation Stage (QCA 2000)

Effective learning

- Children feeling safe, secure and able to trust the practitioners who work with them.
- Children learning to respect themselves and others.
- Respecting children’s culture so that they develop a positive self- image.
- Children learning about relationships.
- Children learning about the importance of friendships.
- Children developing a positive disposition to learn.
- Children having opportunities for problem-solving.

Effective teaching

- Practitioners who act as positive role models through what they say and do.
- Practitioners who respond to both children’s learning needs and their interests.
- Practitioners promoting children’s learning by planning experiences and activities that challenge them but are achievable.
- Practitioners using communication and language in order to support children’s personal, social and emotional development.
- Practitioners who understand the importance of role play in children’s personal, social and emotional development.
- Practitioners creating an environment indoors and outdoors where children feel secure, valued, confident and independent.

2. Knowledge and Understanding of the World

Scale point 6. Begins to know about own culture and beliefs and those of other people.
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Key assessment evidence and opportunities

- Provide opportunities for home experiences from a variety of cultures to be played out in classroom e.g. Meal times. The custom of eating a meal sat on a rug on the floor as separate from, say, a picnic. The resources and understanding for children to recreate this experience will therefore further role play opportunities.
- The child making links with previous experiences such as drawing round a hand and making patterns and then making reference to henna painting at Eid / Divali or another child's / parent's hand.
- Everyday and significant events from home, e.g. weddings, travelling, visitors, shopping and other whole-family events being shared with others, e.g. providing opportunities across a range of activities for children to share and compare life experiences, both similar to others and different, including opportunities to use first language and comparison of words in different languages, such as names of fruits.
- Monocultural, mainly white, settings should ensure that the curriculum includes experiences from a range of cultures representative of Bristol communities. Experiences need to be more meaningful than those provided just by celebration of festivals, e.g. exploring a range of different foods, scripts, music, meal times, family names, inviting visitors, visiting and exchanging photographs with different settings outside your locality.

N.B. Practitioners must ensure that they give equal value to all children's experiences.

Effective learning

- Practical activities.
- Interaction with each other and with adults.
- Gathering information.

Effective teaching

- Practitioners teaching powerful lessons by modelling different behaviours.
- Direct teaching of skills and knowledge.
- Practitioners who interact with, and support children by encouraging them and helping them to learn from their mistakes.
- The use of carefully framed questions.
- Planning for equal access to the curriculum.
- Making effective use of outdoors and the local neighbourhood.
- Giving careful consideration to the provision and access of resources.
- Using parents' knowledge to extend children's experiences of the world.

Ongoing provision

- Ensure the environment reflects the children's family, ethnicity and culture.
- Encourage children to talk about their own home and community life and listen carefully to others.
- Ask questions and model careful listening that shows respect for children's individual contributions.
- Provide positive images and impressions from gender, ethnicity, religion, special educational needs and disabilities.
- Provide opportunities for children to share experiences from different parts of their lives and lives of others.
- Encourage children to talk about new learning, valuing each other's ideas and ways of doing things.
- Encourage children to think about issues from the viewpoint of others e.g. How would you feel? If you feel sad, how could everyone make you better? If someone was new to the school, what would they need to know and how could you help them?
- Give information to help children understand why people do things differently from each other. Encourage them to talk about these differences.
- Encourage children to work cooperatively together. Acknowledge children's feelings and work with them to resolve conflict.