

FAMILY DAY CARE AUSTRALIA

CHECKPOINT SERIES

ASSESSMENT OF CHILDREN'S LEARNING

The National Quality Standard outlines that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.¹

The approved provider of an education and care service must ensure that documentation of child assessments or evaluations for the delivery of an educational program are maintained.²

Key Points

There is no prescribed method in the National law or National Regulations for documenting assessment of children's learning.

The documentation needs to demonstrate a child's learning and development over time.

When documenting, considerations to take into account include:

- If children attend on a full time, part time or casual basis;
- How educators choose to use the information collected; and
- How understandable the information is to others.

Documentation should include:

- Children's development needs, interests, experiences and participation in the educational program;
- Child and family input;
- Children's progress through the learning outcomes;
- An analysis of the children's learning; and
- What the children know, understand and can do.

Documentation should be inclusive of:

- planning, documenting and evaluating

Documentation can be recorded:

- Using computerised files with messages, reports, notes, photos, videos and written observations;
- Using a scrapbook to compile work samples, messages, photos and written observations; and
- Lots of other individual methods.

Documentation needs to be meaningful:

- The inclusion of items such as photos or samples of children's work will not mean a great deal unless they are supporting a written summary / observation, or are accompanied by an explanation to give the photo / sample relevance;
- Significant moments need to be captured. There is no need to include lots of information revealing the same information about the child's development. This is a waste of your time; and
- Sequencing significant moments, or referencing a previous achievement can assist with making meaning and showing progression over time.

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Please note that the information in this Fact Sheet represents general guidance only to encourage critical reflection on your practice. If the content raises any concerns for you, please check with your Coordinator or Service.

1 Element 1.3.1 2 Regulation 74

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Checkpoint Questions

- Do you use a variety of strategies to collect, document, organise and interpret the information you gather?
- Do you ensure that the information is meaningful and not just a collection of repetitive information?
- Is there a focus on the quality of information rather than quantity of information?
- Are you able to show a current understanding of each child?
- Are you able to show how each child has progressed over time?
- Are you able to include information from service organised play sessions within your records?
- Are coordination unit staff able to understand the information you collect?
- Would a coordination unit staff member be able to gain an overview of an individual child through your records?
- Do you use children's learning and behaviour to inform your educational planning?
- Are you supported in your decision making with regard to your documentation and information collection methods?

Useful Resources

[Educators' guide to the EYLF](#)

[The Early Years Learning Framework in Action](#)

[ACECOA Information Sheet](#)

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