

## Assessment and Planning Cycle

<b>Childs Name:</b>		<b>Date:</b>	
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### Observe / Listen / Collect Information:

*Educators use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing. This can be undertaken across the whole curriculum and throughout the day, including during routines, planned and unplanned experiences, and interactions with peers, family members and other adults.*

### Assess / Analyse / Interpret Learning:

*Educators draw on a range of sources of information including their professional knowledge and early childhood theories to clearly identify children's strengths and capacities and consider these in relation to the Learning Outcomes and/or other assessment criteria. This includes children's awareness and understanding of their own learning, including the embodied nature of very young children's demonstration of their own learning goals.*

<b>Outcome 1</b>	<input type="checkbox"/>	<b>Outcome 2</b>	<input type="checkbox"/>	<b>Outcome 3</b>	<input type="checkbox"/>	<b>Outcome 4</b>	<input type="checkbox"/>	<b>Outcome 5</b>	<input type="checkbox"/>
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### Plan / Design:

*Educators' planning is inspired and informed by their thoughtful analysis of the information collected and their documentation. Using this analysis, they plan how to consolidate, enrich and extend children's learning and thinking.*

## Implement / Enact:

Implementation is where the plans turn into action. Educators enact and review their planned learning experiences for individuals and groups of children throughout the day. They extend children's learning during structured and spontaneous adult-led experiences, child-led play, mealtimes and personal care routines, and indoor and outdoor environments.

Date:

## Evaluate / Critically Reflect:

Evaluation is a time of critical reflection to consider 'What worked well and why?', 'What will I do differently next time?' and 'How can I further extend children's learning?' Critical reflection is a powerful tool for educators to consider the learning possibilities moving forward.

