

Montessori Evaluation and Accreditation Board

School Accreditation

Form 2: Assessor's Form

(Response boxes are expandable)

Assessor should tick where the school information is confirmed by document scrutiny or other non-verbal evidence – no need to repeat on this form.

For definitions of good Montessori practice see '**Guide to the Early Years Foundation Stage in Montessori settings' MSA/DCSF 2008.**

Assessors are asked to indicate their view of the quality of practice in the report paragraph boxes. This view will be one of:

- 1. Very good
- 2. Acceptable
- 3. Requires development

Background

Name of the school/setting

Address
.....
.....
.....

Post Code

Name of the proprietor/ head teacher/ manager/ directress
.....

Telephone number

Fax number (if available)

email address

When did the school/setting first open?

Hours/ sessions open:

	a.m. (hours)	p.m. (hours)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Form 2 Assessor's Form

Initials (not full name)	Qualification(s)	Length of experience	Length of time working in this school/setting

Please evaluate the impact of any in-service training which staff have undertaken in the past two years

Staff structure and leadership roles: please evaluate any documentation which shows this and the appropriateness of the organisation. Please consider evidence of team working.

Induction of new staff: arrangements to induct new staff. Please evaluate these:

As assessor you must ask to see and evaluate:

- staff job descriptions, with information of how often these are reviewed;

- staff meeting records;

- any evidence of observations of staff by senior managers;

- how the school deals with children's dietary needs;

- children's records.

You must evaluate:

- how the school goes about budgeting and allocating money for resources.

<p>Staffing: report paragraph</p> <p>Assessment:</p>

Philosophy

Are the setting's educational principles, goals and philosophy defined in writing?

Yes No

If 'yes', you must evaluate these

Evaluate how far the principles, goals and philosophy take account of Montessori's descriptions of the nature of the child, the needs of the family, the educational environment and the adults' roles

Are the principles, goals and philosophy reviewed periodically by all of the staff and the owners?

Yes No

How often?

Evaluate the quality of this review

Is there a written statement of classroom procedures, including daily routines and the processes of planning, recording and assessment?

Yes No

Evaluate the quality of this statement

<p>Philosophy: report paragraph</p> <p>Assessment:</p>

Curriculum: planning, recording and assessment.

Evaluate how the setting plans the curriculum -

Does each room plan separately or all together?

How is planning organised – evaluate the quality of planning

Evaluate how effectively different types of activity are provided (in different rooms, indoors and outside)

Evaluate the assessment and recording of children's learning and progress

Evaluate how effectively the needs of children with additional needs and/or difficulties are met?

Curriculum: report paragraph

Assessment:

Resources and materials:

From a Montessorian perspective (see DCSF 2008), consider how far these are complete, systematically arranged, ordered, labelled (by children) and accessible in all areas of the prepared environment (Practical Life, Sensorial, Language, Mathematics, Cultural and Science). Please evaluate:

Range

Quality

Suitability

Quantity: are there enough for several children to work in each area simultaneously?

Resources and materials: report paragraph

Assessment

Montessori practice

1. Evaluate the provision for facilitating the children's **independence** in the setting (e.g. enough time to take off shoes, choose and complete a piece of work, and activity)?

2. Evaluate the provision for promoting the children's **independence at home** / with their parents?

3. Evaluate the provision for supporting the children's **freedom** in:
a. choosing to work individually or in different sized groups;

b. choosing to work in different environments (e.g. inside/outside, different rooms, different activities, etc.); and

c) how are children re-directed to new activities? [such as, social skills; do the children work, alone, in small groups, or occasionally in large groups; freedom of choice].

4. Evaluate the provision for promoting the children's **respect**:

a) for others

b) for themselves

c) for the environment.

Montessori practice: report paragraph with comments on *independence, independence at home, freedom, respect*

Assessment

5. **Classroom management:**

How long is the daily work cycle? Is this appropriate?

Evaluate the way(s) in which the children are grouped (e.g. with regard to age, by key worker)?

Montessori practice: report paragraph with comments on *classroom management*

Assessment

6. **Adults' routines:**

Evaluate the way(s) in which daily responsibilities organized for

a) children's well-being and safety?

b) maintenance of the working environment and activities

c) observations

d) record-keeping

e) liaising with parents

As assessor you **must** evaluate:

- samples of information provided to parents such as newsletters;

- a sample of any written reports given to parents;

- a sample of the records which sent to the child's next school;

- evidence of meetings with parents, including any talks or special events the school organises and which involve them.

Report paragraph: include comments on *adults' routines (a-e above) links with parents, including reports and records.*

Assessment:

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