

## **Planning, Observation, Monitoring and Assessment:**

When planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- Playing and exploring- children investigate and experience things, and 'have a go'
- Active learning- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We believe children flourish best in an ordered environment in which a wide range of activities are made available to the children (child initiated activities, child initiated-adult extended activities and adult directed activities). We aim to provide the children in our care with a wide range of carefully planned activities in order to foster their enthusiasm and desire to learn. We have a thorough process for the assessment and monitoring of children's learning and we use the information gained from these processes to inform our planning. Planning falls under three broad categories, long term, medium term and short term.

**Long term planning** – This broadly outlines themes and topics that could be covered over the year and is part of a rolling two year programme.

**Medium term planning** – This plans for each theme or topic from the long term plan in greater detail and lasts for a half term. This is linked to areas of the EYFS and highlights activities to be delivered in order to take the children's learning forward.

**Short term plans** – These are individual plans for each child in line with their EYFS objectives which have been identified by ongoing observations and assessments in order to develop the children's knowledge and understanding across the curriculum. All Short term planning is evaluated in order to assess and improve future implementation of activities.

### Monitoring of planning

Planning is reviewed at regular intervals during SMT meetings. Observations of activities delivered are carried out by room supervisors

on a regular basis. These observations are conducted to identify good practice and highlight any areas for development.

### Observations

Observations of individual children take place on a regular basis throughout a child's time in the setting. Each child's Key Person is responsible for undertaking observations which are honest, fair and written in a positive manner. These observations are added to a child's profile and form part of their formative assessment record. If a child shows a particular interest or flair when taking part in an activity but the Key Person is unable to observe, another adult can make an observation and pass this to the child's Key Person to add to the child's record.

### Profiles

Each child within our setting has their own profile which is updated by the child's Key Person. Parents have access to their child's profile at all times and are actively encouraged to view it and add information from home creating a clear and accurate picture of the child. Profiles include:

- Information for parents/carers explaining the profile and the EYFS.
- A section for parents/carers to add information from home.
- A section for any entry assessments e.g. how the child settles etc.
- Transitions made by the child when starting/moving rooms.
- A section for observations to be entered in a diary format.
- A section to keep a record of the areas of the EYFS in which the child has been observed.

### Monitoring, observations and profiles

Observations and profiles are scrutinised on a term time basis to ensure all children's profiles are up to date and observations are written in line with policy (i.e. honest, fair and written in a positive manner). Staff are also encouraged to use reflective practice when planning the next steps for their key children. Each child's Key Person is responsible for ensuring the record sheet of observations is kept up to date. This sheet is predominantly used to show where there may be gaps in observations of children's learning.

### Assessments

Each child's profile forms the main body of evidence to inform future planning and summative tracking assessments. Children's learning is assessed and tracked on entry to our setting and on a termly basis

thereafter (September/ January and April). It is the responsibility of the room supervisors and the Nursery teacher to ensure this data is up to date. Tracking data focuses on the children's achievement across all areas of the EYFS. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should also address any learning and development needs in partnership with parents and/or carers and any relevant professionals.

### Progress Check at Age Two

When a child is between the ages of two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, along with any areas where the child's progress is less than expected. If there are any significant concerns or an identified special educational need or disability, a targeted plan should be developed by the practitioner to support the child's future learning and development this should involve the parents and/or carers and other professionals as appropriate.

Beyond the prime areas, it is for practitioners to decide what the written summary should include in regards to the development level and needs of the individual child. This summary should highlight: areas in which a child is progressing well, areas in which some additional support may be needed and focus particularly on any areas where there is a concern that a child may have a development delay. I must include a description of the activities and strategies the provider intends to use to address any issues or concerns. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.

If a child moves setting between the ages of two and three the progress check is expected to be undertaken by the setting where the child has spent the most time.

Practitioners should encourage parents and/ or carers to share information from this progress check with other relevant professional which may include their health visitor and staff at any new provision they may attend. Practitioners must agree with parents and/or carers when will be the most useful time to provide a summary. Where possible the progress check and the Healthy Child Programme health and development review at age two should inform each other and support integrated working. This idea allows health and education professionals to identify strengths as well as any developmental delay which means they can then provide support from which they think the child and family will benefit.

Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

#### Group planning

Activities are planned on a termly basis in the groups which are run here at the nursery. The activities are based around the EYFS and general observations are made by the group facilitators. Parents are encouraged to provide feedback and suggestions of the types of activities they would like to have access to and this informs planning for the following term.

