

Early Years - CEC Guidelines to support Planning, Assessment, Tracking progress, Reporting and Profiling

May 2015

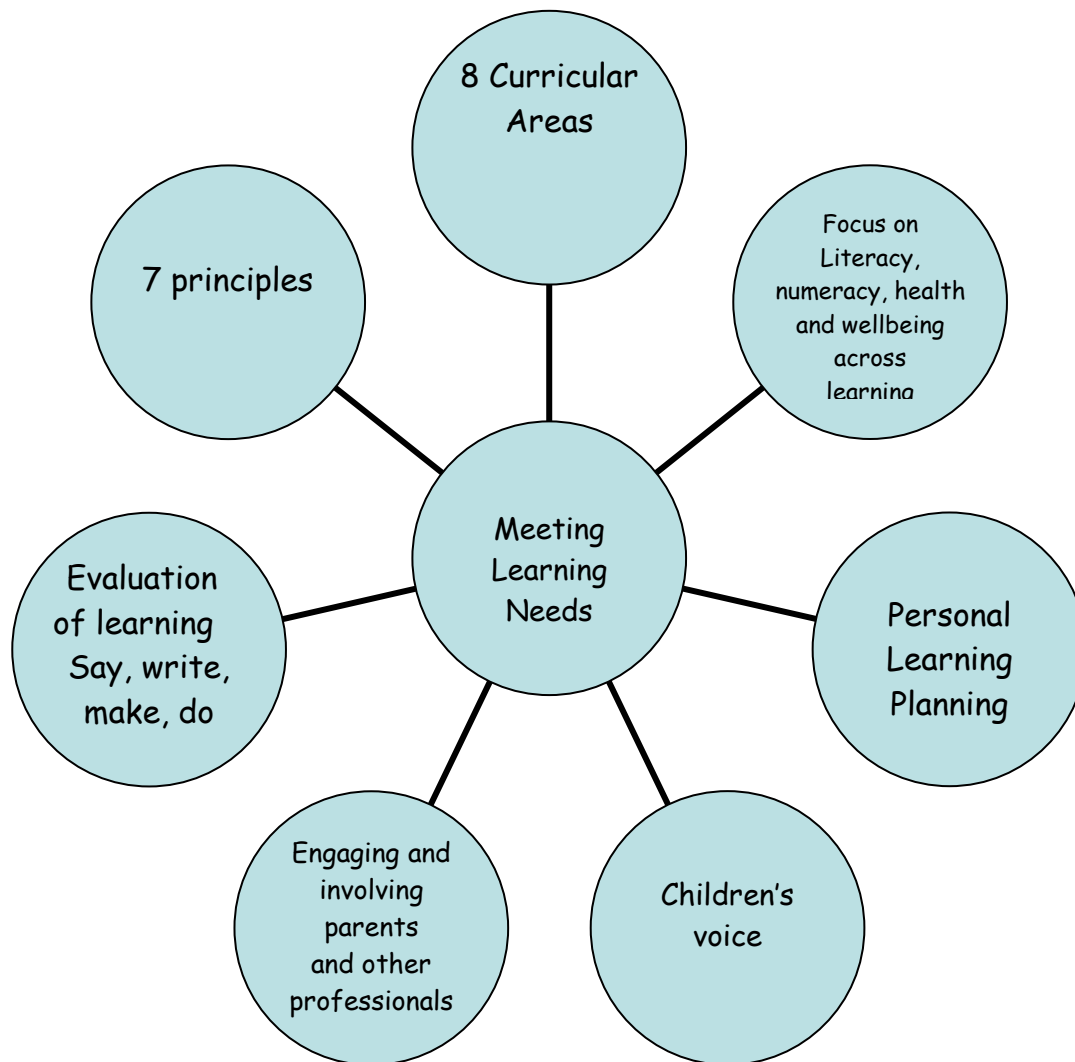


Successful planning is a combination of formal and informal approaches

The planning process should be manageable and effective

Tinyurl.com/edearlyyears

Planning should take account of the seven principles, four purposes and the four contexts for learning.



7 Principles for curriculum design

Challenge and enjoyment

Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their effort.

Breadth

All children should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigor, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

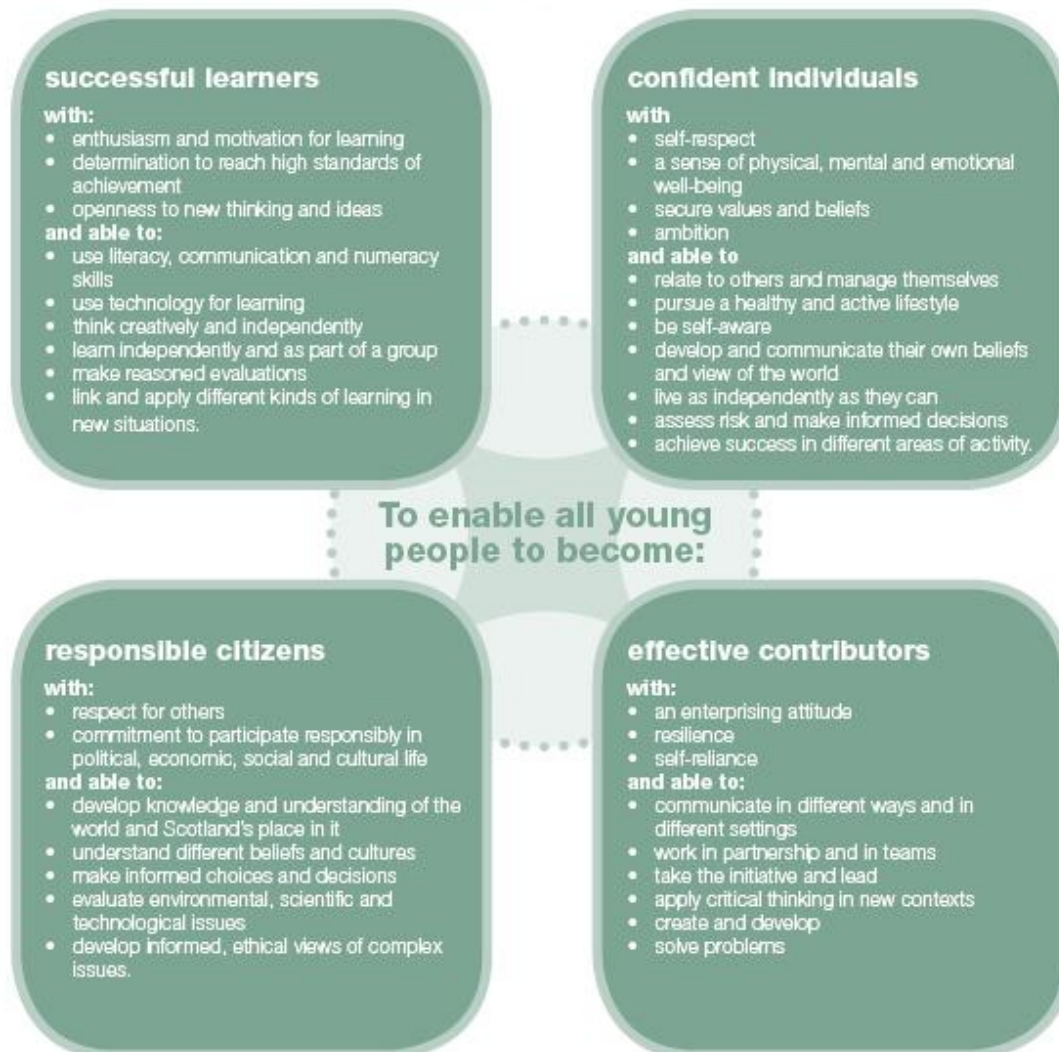
Coherence

Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance

Children should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Purposes of the curriculum 3-18



4 contexts

- the ethos and life of the school as a community
- curriculum area and subject
- interdisciplinary projects and studies
- opportunities for wider achievement

Planning Guidelines May 2015

Planning, Assessment, Tracking progress, Reporting and Profiling

Key features	Comments / Action
<p>The learning environment is well resourced, well organised, attractive and stimulating to enable the delivery of high quality experiences across the curriculum.</p> <p>Staff use the experiences and outcomes (Es and Os) giving consideration to knowledge, skills and attributes.</p> <p>Staff take account of the seven principles and the four purposes and the four contexts for learning.</p> <p>Staff use environment toolkits and the learning environment plan to ensure a broad range of opportunities and experiences for children to develop skills and apply their learning in familiar and unfamiliar situations</p> <p>Source of planning will include: <i>Calendar plan</i> <i>Children's interests</i> <i>Assessment information</i> <i>Information from parents and other professionals</i> <i>Other</i></p> <p>Staff plan for rich learning experiences in literacy, numeracy and health and wellbeing across learning and across play contexts.</p> <p>Planning also includes rich learning experiences in other curriculum areas. <i>Sciences</i> <i>Expressive arts</i> <i>Social studies</i> <i>Technologies</i> <i>Religious and moral education</i></p> <p>Well-planned interdisciplinary learning, (IDL) focuses on a selection (bundle) of Es and Os and highlights key learning intentions.</p>	

Staff share learning intentions with children and parents and encourage them to identify next steps in learning.

Staff use progression pathways / I can statements and other CEC resources to support the planning process.

Assessment information including (say, write, make and do) is used to plan, review learning, identify next steps, highlight achievement and record progress.

Planned learning is evaluated to ensure positive outcomes and impact for children.

Talking thinking floor books, mind mapping or other methods are used to consult with children (children's voice) and inform planning.

Children's contributions and achievements are valued and displayed in a variety of ways.

Staff track children's progress across the curriculum using assessment and planning trackers (APTs), personal learning plans (PLPs) or e-learning journals. This information is shared with parents as part of the reporting process.

Staff communicate key learning points with parents and actively encourage them to engage in their child's learning journey.

Staff take account of procedures and guidelines outlined in National and City of Edinburgh Council documents as detailed.

Staff follow the procedures and guidelines outlined in the CEC Transition policy 2013

Staff use the CEC transition record and child's profile for children moving on to Primary school. Transition information for children moving on to Primary 1 is effectively passed on to receiving centres and schools in June

Early Years - Reporting and Profiling May 2015



The Transition Report – ‘Moving to Primary 1’ has been amended to take account of the pre 5 assessment and planning trackers (APTs) for literacy and numeracy.

Please follow the guidelines within the report if these have been attached. If these are not attached please provide a brief summary of progress and achievement in these areas.

You are no longer required to use the terms developing, consolidating and secure at the end of nursery. These levels will be applied at the end of early level or end of Primary 1.

The report should be completed, shared with parents and carers and sent on to the receiving primary school no later than 12th June 2015.

The child’s profile has not changed and should be completed by / with the child.

The Nursery – P1 Profile.

Most establishments already have effective systems in place for profiling as part of the personal learning planning process.

The child's profile will contribute to this process by allowing children the opportunity to reflect on their best achievements and engage in dialogue about their next steps before moving on to Primary school.

Staff should support children in completing their profile at transition time. A copy should be given to the child who may wish to share this with staff on their first visit to the primary school. You should also attach a copy of their profile to the transition report for the receiving school.

The profile includes:

1. An example of drawing and writing skills which demonstrates their 'latest and best'.
2. An opportunity to reflect on their learning and achievements and identify next steps.

Transition Report: Moving to Primary 1

Name of Early Years Centre
Child's Name:
Date of Birth:
Date of Admission:
Parent / Carers:
Primary School:
Sessions / week:
<input type="checkbox"/> AM/ <input type="checkbox"/> PM/ <input type="checkbox"/> FT

photograph

Getting it Right

Is there a child's plan in place

Yes No

If Yes please attach relevant information

Are there **other professionals** involved with this child and their family

Yes No

Please give details:

Is English the **first language**

Yes No Please specify

Is there any **health and medical** information for this child that staff should be aware of (e.g. allergies, asthma, wears glasses)

Yes No

Please give details or attach relevant information

Other relevant information

Left handed right handed

Other

Describe any **factors** which may impact on settling into P1

Literacy and English: Pre 5 Assessment and Planning Tracker attached **Yes** **No**

If Yes - no further information is required in the box below

If No - please complete the section below

writing, reading, listening and talking

Please provide a brief summary of progress and achievements for parent / carers

Numeracy and Mathematics: Pre 5 assessment and planning tracker attached **Yes** **No**

If Yes - no further information is required in the box below

If No - please complete the section below

shape, position and movement, information handling, number, money and measure

Please provide a brief summary of progress and achievements for parent / carers

Health and Wellbeing (H&WB)

planning for choices and change, relationships, social wellbeing, physical wellbeing, mental and emotional wellbeing, food and health

Other curriculum areas (*Science, Expressive Arts, Social Studies, Technologies and RME*)

Please summarise key achievements across the other curriculum areas

Comments from parents / carers

You may wish to describe your child's strengths / interests and include any questions or concerns you have about the move to Primary 1

Date:

Staff signature

Designation

Parent signature

Please return to school /centre by

.....

A yellow border surrounds the page, decorated with handprints in blue, orange, and white. The handprints are arranged in a roughly rectangular pattern, with some on the top and bottom edges and others on the left and right sides.

Nursery Profile

2015

This is me

My name is _____



Child's Comments:

At Nursery I liked learning to



Now I would like to learn



City of Edinburgh Early Years Resources to Support Learning and Teaching across Curriculum for Excellence

Literacy and English

- Literacy Rich Environment Toolkits - Indoors and Outdoors
- Pre 5 Literacy Assessment and Planning Tracker (APT)
- Pre 5 literacy - Planning for Learning
- Literacy and English Progressions pathways
- Up Up and Away! Building Foundations for Literacy in the Early Years -CIRCLE Collaboration

Numeracy and Mathematics

- Nursery Mathematics and Numeracy Rich Environment Toolkit - Indoors and Outdoor
- Pre 5 Numeracy Assessment and Planning Tracker (APT)
- Numeracy and Mathematics Focused Learning Support Materials
- Maths and Numeracy Progression Pathways
- Numeracy CD Rom

Health and wellbeing

- Health and Wellbeing - Planning for Learning in the Early Years (CD Rom)
- Health and Wellbeing Summary of Progress and Achievement
- Health and Wellbeing Progression Pathways

Other Curricular Areas

- Pre 5 Science Resource (CD)
- The Magic of Music - resource to support literacy, numeracy / mathematics and **Health and Wellbeing through music** from June 2015

Planning Formats

- Calendar plan, block plan, responsive plan, learning environment plan, next steps in learning overview sheet

Key Transition Components

- CEC transition policy
- CEC Transition record
- Nursery Profile

EY blog: Tinyurl.com/edearlyyears

National Resources

Curriculum for Excellence (green folder)

Principles and Practice papers / Experiences and outcomes

<http://www.educationscotland.gov.uk/>

Building the Ambition

<http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/buildingtheambition/index.asp>

Pre-birth to Three Guidance

<http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/prebirthtothree/nationalguidance/index.asp>

Building the Curriculum series 1 - 5

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc5.asp>

Personal Skills and Qualities

Working with others skills

- Take responsibility for my contribution to group tasks
- Carry out a role within a group – for example time keeper
- Listen to the views of others in group discussions
- Contribute to group discussions
- Give reasons for my suggestions to others
- Encourage and support others in the group
- Compromise with others in the group
- Self-evaluate my own contribution to group

Numeracy Skills

- Use numeracy across learning and in everyday life
Know, understand, use and draw conclusions involving
- Estimation and rounding
 - Mental and written strategies to solve addition, subtraction, multiplication and division calculations.
 - Fractions, decimal fractions and percentages
 - Money and financial information
 - Time and Measure
 - Chance and uncertainty
 - Information from charts, diagrams and tables

Literacy Skills

- Read fluently
- Read to understand and respond to main ideas
- Find, select, sort, summarise information from a range of sources
- Create texts of different types for different purposes
- Write imaginatively
- Write personally
- Write functionally
- Use strategies to edit and improve work
- Present to an audience
- Talk to and work within a group in a variety of

Leadership skills

- Guide a group
- Show initiative
- Listen to, respect and value the views of others
- Speak confidently and politely
- Make sure everyone gets a say
- Give out tasks and check they are completed
- Make decisions
- Be a good role model
- Give and receive feedback

Personal Learning planning skills

- Identify and discuss my own learning
- Be reflective
- Set realistic next steps for myself
- Use appropriate language to evaluate my learning
- Recognise my achievements
- Identify strengths and areas for improvement
- Take on board suggestions for improvement
- Have a positive attitude to my learning
- Be motivated to do well

Thinking Skills

- Remember, recall, recognise or locate information
- Explain, summarise and translate ideas
- Use or apply knowledge and understanding in different contexts
- Break down information into parts - analyse
- Make an informed judgement about something - evaluate
- Create new ideas and products

Physical coordination and movement skills

- Use equipment and apparatus safely and follow safety rules
- Create movement patterns and sequences own my own and with others
- Show stamina and Flexibility
- Move my body with a sense of rhythm
- Show awareness of others when moving my body
- Work as part of a team when playing games

Health and Wellbeing Skills

- Value myself and respect others
- Make and keep positive friendships
- Demonstrate resilience and confidence
- Communicate well
- Make good choices and promote a healthy lifestyle
- Recognise and make links between rights and responsibilities
- Seek and accept help positively
- Assess and manage risk
- Recognise and reflect on my strengths and those of others
- Demonstrate an awareness of other people's differences

Enterprise and employability skills

- Take initiative
- Be resourceful
- Be creative
- Manage resources and time
- Be an effective communicator
- Be resilient
- Work well with others
- Understand roles and responsibilities
- Be motivated
- Show self control

A framework for assessment to support the purposes of learning 3 to 18

Reflecting the values and principles of *Curriculum for Excellence*

- applying the values of *Curriculum for Excellence* in an inclusive way
- ensuring that curriculum, learning and teaching and assessment form a coherent experience
- gathering good quality evidence of learners' progress through relevant experiences using a range of approaches which reflect the breadth and depth of achievement in learning
- enabling all learners to maximise their potential and develop across the four capacities using motivating assessment approaches
- using assessment flexibly to meet the needs of all learners regardless of where their learning takes place

What we assess

Application of the national standards and expectations of each learner's progress and achievements in developing:

- knowledge and understanding
 - skills
 - attributes and capabilities
- as detailed in the experiences and outcomes within curriculum areas and subjects and in the curriculum guidance and specifications for qualifications and awards in the senior phase

Principles of assessment: why we assess?

Supporting learning

- sharing learning intentions and success criteria
- high quality interactions and feedback

Promoting learner engagement

- learner involvement in reflection, setting learning goals and next steps including through personal learning planning
- self and peer assessment

Ensuring appropriate support

- to be fair and inclusive
- to enable learners to have the best chance of success

Informing self-evaluation for improvement

Information gathered should:

- contribute to an account of success at local and national levels
- enable the monitoring of standards over time



When we assess

- as part of ongoing learning and teaching
- periodic (from time to time)
- at transitions

Reporting on progress and achievement

- involving learners, parents and others, for example, profiles, records and reports
- describing progress and achievement against standards and expectations
- giving a valid and reliable account of learning at points of transition as concisely as possible
- recognising learners' achievements including through celebrating success, profiling achievement, and by using certification, accreditation, qualifications and awards

Ensuring quality and confidence in assessment

- developing sound judgements through sharing standards
- supporting assessment through exemplification and CPD

How we assess

- by using a variety of approaches and range of evidence to fit the kind of learning
- by making assessment fit for purpose and appropriately valid, reliable and proportionate
- through partnership working