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## SHORT-TERM PLANNING

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## SIGNIFICANT OBSERVATION

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## INITIAL RESPONSE/ NEXT STEPS

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## ASSESSMENT

This area builds on information about a child or children’s interests and is traditionally captured on a Daily Responsive Planning (DRP) document.

Within our responsive planning, we could have the following:

- Significant Observation
- Next Steps
- Assessment
- Impact & Evaluation

Is there something significant that has made you want to record this observation?

- Is there a new interest emerging?
- Have the children asked questions, or shared thoughts, discoveries, or curiosities?
- Can you notice any areas for development or support?
- Are we celebrating successes?
- Have you identified any play patterns, e.g., schematic play?

### Example

JK and SR have been making their own clocks. Drawing the round face of the clock, clearly writing the numbers 1 to 12 inside, and adding a big hand and a small hand.

SR said *“It’s 8 o’clock.”*

These are any changes that you make in order to support and extend children’s learning.

Next steps offer opportunities to challenge children and give them new perspectives.

This can be done through:

- Discussions with children.
- Higher-order questions and wondering out-loud. (See High-Quality Questioning ‘Quick Guide.’)
- Modelling and scaffolding play.
- Starting a new learning wall or floorbook.
- Introducing new resources or changes to the core provision.
- Storytelling.

### Example

Introduce different ways to display time and chat about analogue and digital clocks. In what ways are they different?

This section highlights ways to monitor children’s learning achievements.

These can be seen through:

- Children’s work: writing, drawings, models, photographs, and videos.
- Interactions
- Learning Walls/Floorbooks
- Possible Lines of Development (PLODs)
- PLJs

Assessment is a key element of supporting the ‘Golden Thread of Learning.’

The ‘Golden Thread of Learning’ refers to the way in which an interest is woven like a thread throughout the core provision and the experiences on offer.

This thread should be evident in planning, Learning Walls/Floorbooks, and children’s PLJs.

### Example

Methods of assessing learning can include: discussion with children, learning walls, mind-maps, peer discussion, observation of play, and children’s work.

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## IMPACT & EVALUATION

This area of planning supports reflection around children's learning.

- What happened with children's learning after the 'initial response/next step'?
- Can we deepen, challenge or extend and broaden learning?
- Do we need to start another learning wall/floor book, or add to them?

It's important to remember that planning is a continuous cycle necessary for providing challenge for children.

Through evaluating the impact on learning, we may identify a new significant observation that starts the cycle again.

During the evaluation process, children should be involved in identifying what they now know. This can be evidenced via learning walls and in PLJs.

### Example

*"OG and MB completed drawings of digital clocks, writing recognisable numbers. MB's Daddy had showed her how to do this using a 24-hour clock."*

This may result in a further significant observation, such as discussing routines and times, meaning the planning circle begins again.

## LONG-TERM/ INTENTIONAL PLANNING

This provides an overview of learning opportunities offered over the session, indicating areas of emphasis for learning during each term. Long-term planning will help to:

- Ensure children have a wide range of learning opportunities.
- Plan for festivals and seasonal themes.
- Prepare for interests/events that emerge during the year.
- Involve children in decision-making. What do they already know? What do they want to learn?

'Long-Term' and Daily Responsive Planning' inform 'Mid-Term Planning.'

### Mid-Term Planning

Mid-Term planning is a useful way to organise and delegate responsive planning, next steps, and intentional planning based on your long-term overview.

The following areas can be identified within mid-term planning:

**Core Provision:** Are you adding or taking away any resources?

**Individual Children:** Informing the team of any individual children requiring specific support.

**Intentional Promotion:** How do we ensure children have a wide range of learning opportunities? Consider current interests, celebrations, events.

**Additional Info:** Any staff training, progress chats, or visitors.

## IMPORTANT POINTS

- Date your significant observations to identify progressions in children's learning.
- Sign your initials next to your observation. This is important in larger teams to promote communication and partnership working.
- Planning is a whole team effort. Everyone should be involved in the process.
- Link the learning documented in planning to CFE Expectations & Outcomes.
- It's important to involve children in the planning process.
- Reflect regularly on the quality of your planning.
- Confidence around planning takes time. It can only be built by being involved in writing within planning documents.

# KEY ASPECTS OF EFFECTIVE PLANNING

This quick guide breaks down the different aspects of effective planning within an ELC setting and provides important points for consideration.



*"A child-centred approach to planning and learning helps children to make connections to what they already know. We provide both responsive and intentional learning for our children in our day-to-day practice. This is informed by observations of children's actions, emotions, and words."*

- **Realising the Ambition (2020:63)**



Early Years Training