



1. Learners are at the heart of every stage of the cycle.
2. Use observations of children to plan interactions, experiences and spaces responsively and intentionally.
3. Use knowledge of child development and Es&Os to identify learning in play contexts

*These two bubbles help us to identify two of the main purposes of the observations we make – to meet children’s needs and to support and extend children’s interests through planning, and to recognise and assess the learning through play.*

4. Wait, watch and wonder. Use observation to determine adult role in play.

*Sometimes we are a supportive, available adult, sometimes we join the play, sometimes we prompt through our interactions – it takes time to find out what our children need us to be to help them extend their learning*

5. A wide range of appropriate evidence is gathered which demonstrates breadth, challenge and application

*Evidence includes the observations we make, photos, videos, children’s comments when they reflect on their learning through play, and examples of children’s work in play contexts.*

6. Critically reflect on observations with others to evaluate learning and progress

*We need to talk to each other about what we see. Videoing children’s play is great for this.*

7. High quality adult/child interactions support identification of next steps

*In play, children themselves often find their next steps. As we interact, comment and listen we are part of supporting that process.*

8. Share play-based learning with children, families and staff as part of reporting processes

*We need to share children’s play experiences as part of our reporting to parents and carers. Where children have rich play environments and opportunities, we will see the breadth, challenge and application looked for in the benchmarks.*