

Planning Process



Wellbeing and Learning

Achievement and Progress

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Aims

- To support the process of self-evaluating Early Years' planning processes.
- To become familiar with national guidance on planning in Early Years.
- To offer examples of planning processes used across Glasgow.

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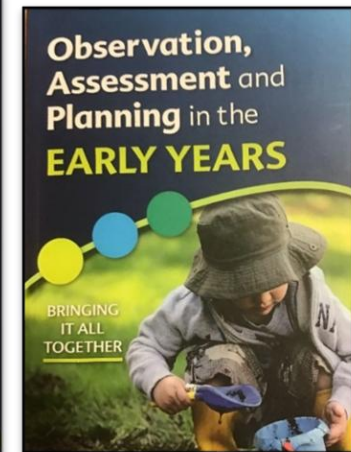
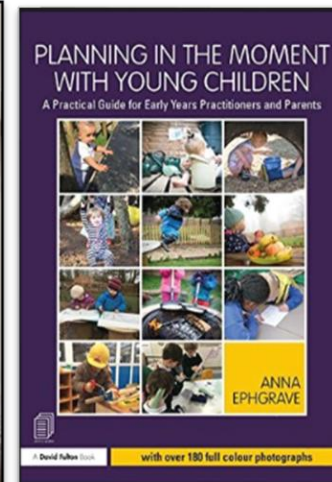
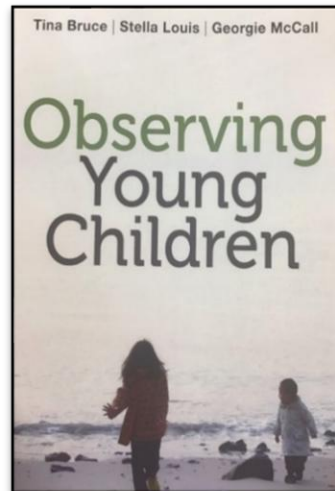
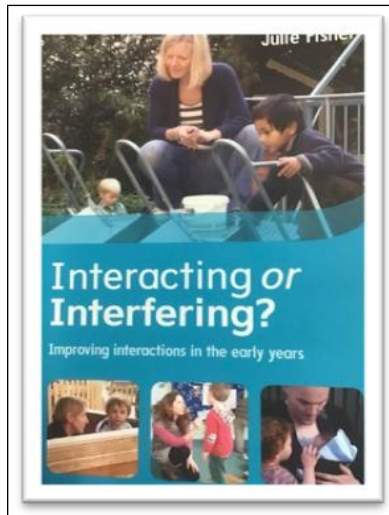
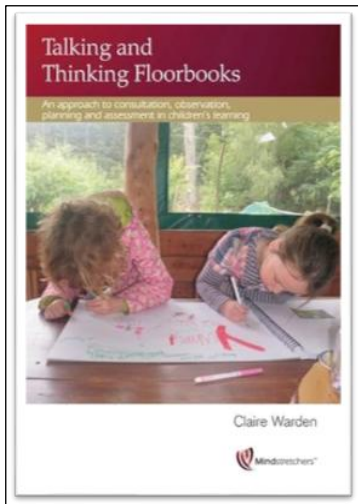
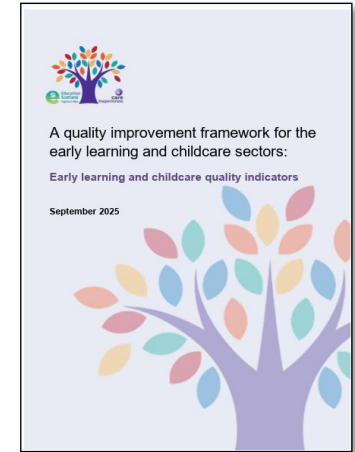
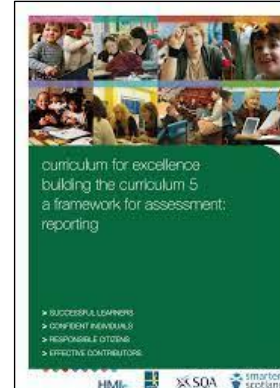
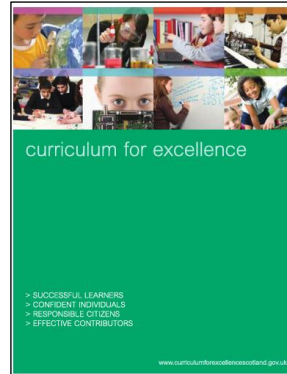
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Policy/Guidance used:



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*"It is important that we recognise that planning and assessment is a **process** not an end result, that it is neither limited nor driven by paperwork, but is part of an ethos of ensuring quality experiences and environments for children in order that they develop into successful learners, confident individuals, effective contributors and responsible citizens."*

Curriculum for Excellence

curriculum for excellence



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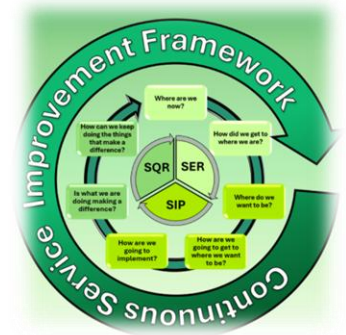
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We begin with...

- **Where are we now?** (what planning processes do we currently have that are working well and where are the gaps?)
- **How do we know?** (look at our demographic, perception, learning and processes data, to make informed judgements)
- **What are we going to do next?** (strategise what changes need to happen)



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Self
evaluation

The Quality Improvement Framework



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A quality improvement framework

Leading	<u>Quality Indicator</u>	<u>Theme</u>
Leadership	Leadership and management of staff and resources	<ul style="list-style-type: none"> • vision, values and aims • self-evaluation, quality assurance and implementing change • staff recruitment and induction
	Staff skills, knowledge, values and deployment	<ul style="list-style-type: none"> • staff skills, knowledge and values • staff deployment
	Leadership of continuous improvement	<ul style="list-style-type: none"> • pedagogical leadership • leadership and professional learning • planning and continuous improvement
Children thrive and develop in quality spaces	Children experience high quality spaces	<ul style="list-style-type: none"> • quality, safety and maintenance of spaces • children influence and affect change • information management
Children play and learn	Playing, learning and developing	<ul style="list-style-type: none"> • children's engagement • quality of interactions • child-centred planning and assessment
	Curriculum	<ul style="list-style-type: none"> • curriculum rationale and design • continuity and progression in the curriculum • partnerships • skills for life and learning
	Learning, teaching and assessment	<ul style="list-style-type: none"> • children's learning and engagement • interactions to support learning • planning and assessment • tracking and monitoring
Children are supported to achieve	Nurture, care and support	<ul style="list-style-type: none"> • nurturing care • personal planning • connections with families
	Wellbeing inclusion and equality	<ul style="list-style-type: none"> • positive relationships and wellbeing • universal support • Identifying and assessing learning needs and targeted support • inclusion and equality
	Children's progress	<ul style="list-style-type: none"> • children's progress over time • overall quality of children's achievements • ensuring equity for all children
	Safeguarding and child protection	<ul style="list-style-type: none"> • culture of safety and wellbeing • legislation, policy and guidance in practice • empowerment of staff and children

The Quality Improvement Framework



Heading: Children play and learn

QI: Playing Learning and developing

Theme: Child Centred planning and assessment

We are highly skilled at observing and assessing children's learning and identifying their next steps.

[Link to Document](#)

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Observations



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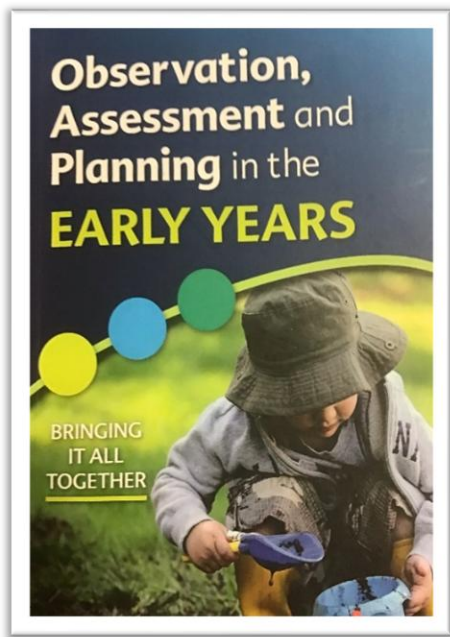
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Planning depends on good quality, regular observations and assessments. With this in mind, staff should have regular training on the setting's observation, assessment and planning systems, especially as the systems grow and evolve.



Kathy Brodie, 2013, *Observation, Planning and Assessment in the Early Years*, p64

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Section 4: The importance of play



“A young child’s voice is interpreted by our observations of their actions, emotions and words. These observations are central to assessment and inform us what children need.”

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High quality provision



Observations and following the interests of the child

child-centred pedagogy in practice

observation, interpretation and documentation of learning

'Listen with your eyes and ears'

What does the child's **actions, emotions** and **words** tell you about their development and learning?

Are your methods of documentation informative and meaningful to **you, the child, their family** and **other practitioners**?

Sensitive interactions - honing the skill of stepping in and stepping back

Flexible experiences - learn from the child to inform practice

Variety of spaces - outdoors and inside

facilitation

responsive and intentional planning

Informed by the child's **actions, emotions** and **words**

What needs to **stay** to reinforce development and learning?

What needs to **change** to inspire new learning and development?

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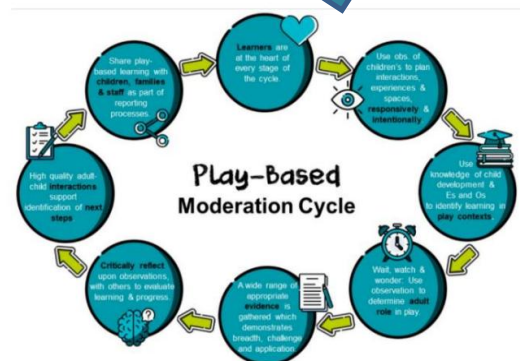


High quality provision

Learners are at the heart of every stage of the cycle

“The observation, assessment and planning cycle most naturally starts at **observation**. It is the bedrock upon which all else is built. Without knowing your children, understanding their interests and existing knowledge you cannot plan meaningful, challenging and exciting activities for them”

Brodie, K. (2013):
Observation, Assessment and Planning in the Early Years.
Page 7



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The Quality Improvement Framework



Heading: Children play and learn

QI: Playing Learning and developing

Theme: Child Centred planning and assessment

Our staff use assessment information with children and their parents to plan appropriate experiences to help children to continue to make progress and deepen their learning. Through talking together with colleagues within and beyond our setting, we have a shared understanding of children's progress and achievements as they grow and learn.

[Link to Document](#)

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The Quality Improvement Framework



Heading: Children play and learn

QI: Playing Learning and developing

Theme: Child Centred planning and assessment

Children are highly motivated and fully engaged by the range of rich, challenging play and learning opportunities, offered through a balance of intentional and responsive planning.

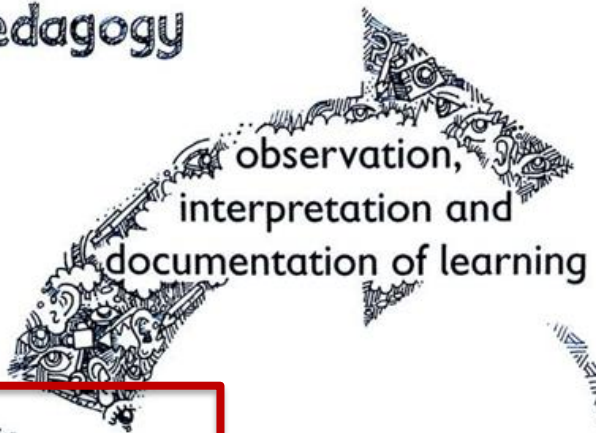
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High quality provision

Observations and following the interests of the child

child-centred pedagogy in practice



observation, interpretation and documentation of learning

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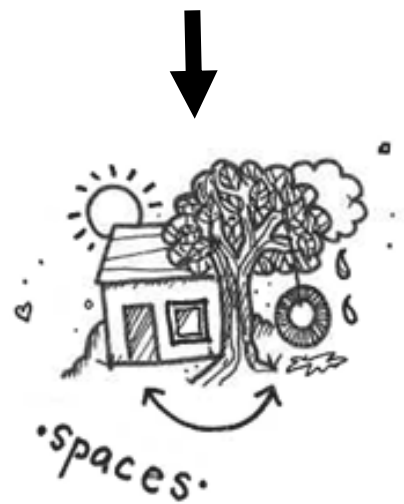
What needs to **change** to inspire new learning and development?

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High quality provision

What does high quality provision look like in early years establishments?



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High quality provision



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Heading: Children thrive and develop in quality spaces
QI: Children experience high quality spaces
Theme: Children influence and affect change



Our staff make very good use of the indoor and outdoor spaces and local community to provide high quality, real-life experiences for children. Children’s wellbeing and developmental needs are met very well through carefully considered spaces and experiences.....We involve children purposefully in planning and evaluating their learning spaces and experiences



The Quality Improvement Framework



Heading: Children Play and Learn
QI: Learning Teaching and Assessment
Theme: Interactions to Support Learning



Our highly-skilled staff know when to observe play and interact using well-considered questions, commentary and modelling to support and extend children's learning.

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The Quality Improvement Framework



Heading: Children Play and Learn
QI: Learning Teaching and Assessment
Theme: Planning and Assessment

We take account of children's ideas, interests and needs and use imaginative and appropriate ways to involve them in planning learning. We plan high-quality experiences that are relevant to children and families.

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Observations



Key worker:	Learner/s:	Date:
What did you notice?		
What does this mean?		
What will happen next? Spaces:	Interactions:	Experiences:

Planning

What will happen next?		
Spaces:	Interactions:	Experiences:

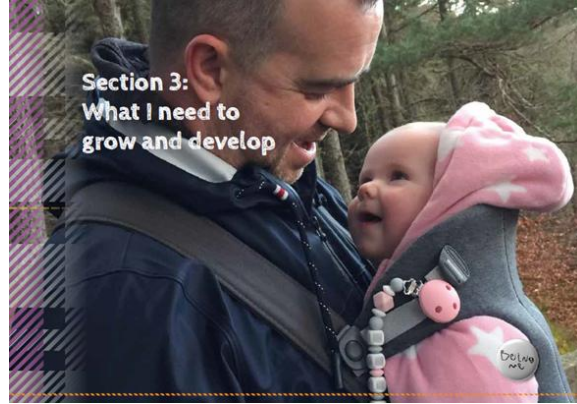


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High quality provision

Realising the Ambition



As a starting point, research with young children supports the view that the following dimensions are among the most important aspects of child development, underpinning not just learning but also essential for survival and flourishing:



Being me



Realising the Ambition



By identifying more closely what we want children to learn and how best children learn we can enhance the range of learning opportunities and try to ensure that, whatever setting children attend, they have an equal access to broad and balanced learning experiences.

p62 RtA

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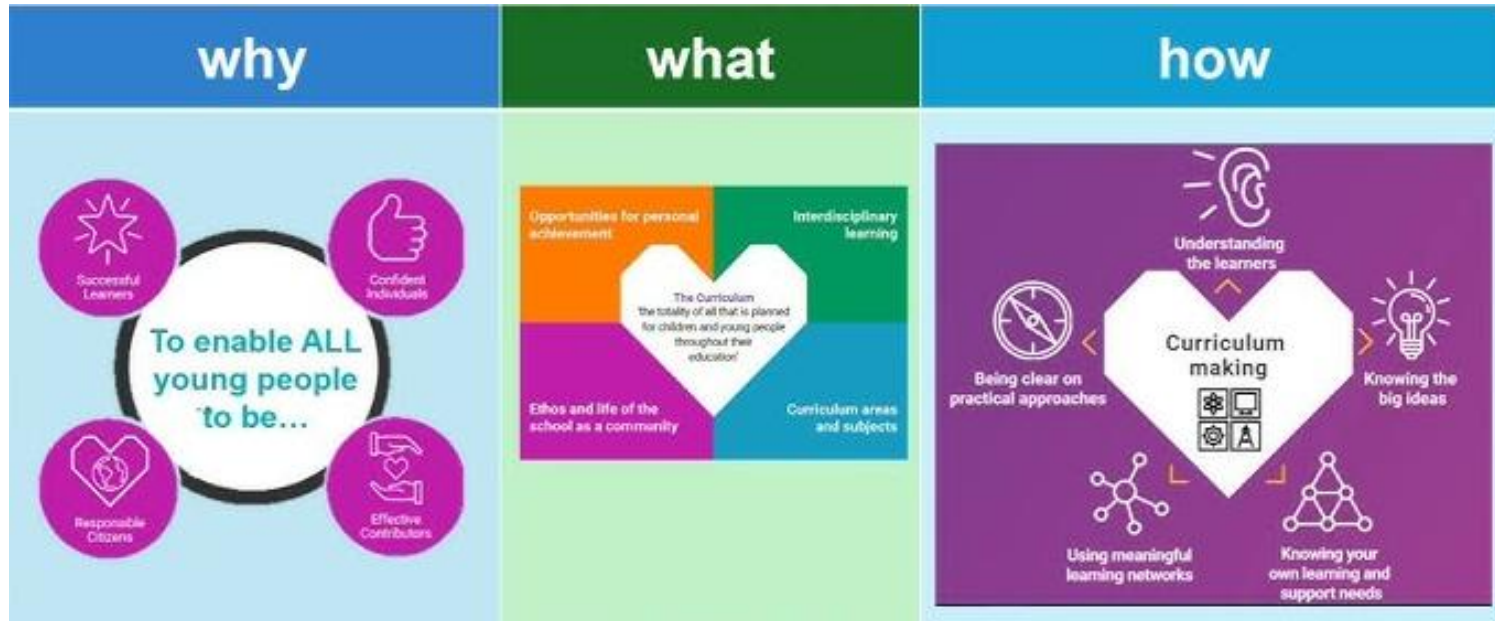
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<https://scotlandscurriculum.scot/>

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Why....

Learners

Individuals



Citizens

Contributors

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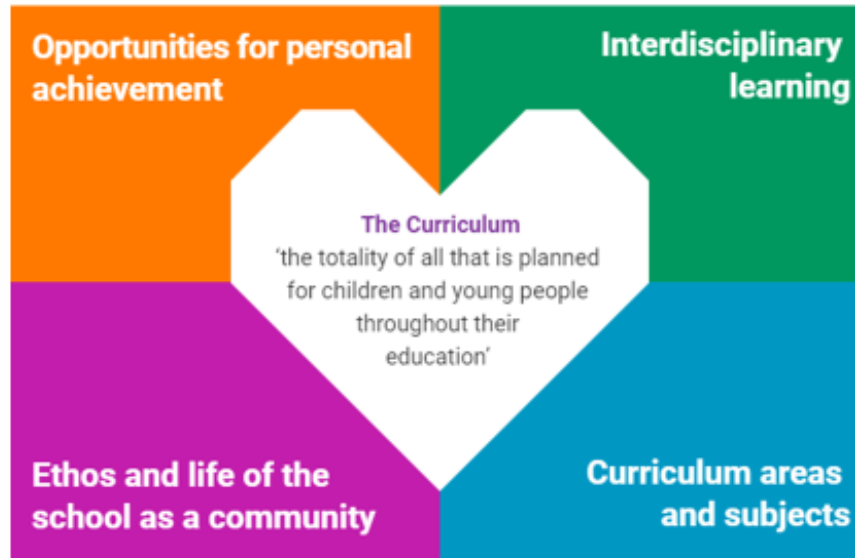
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4 Contexts



<https://scotlandscurriculum.scot/>



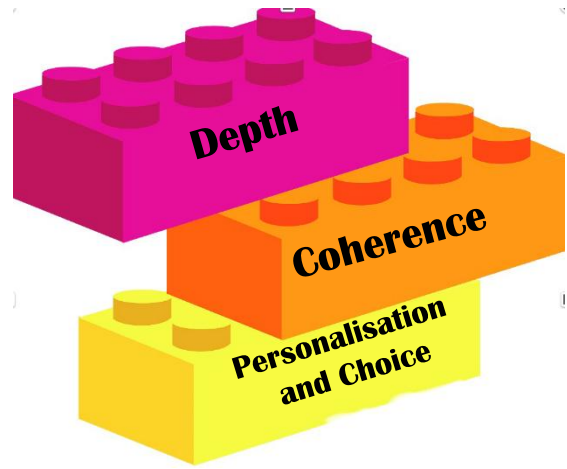
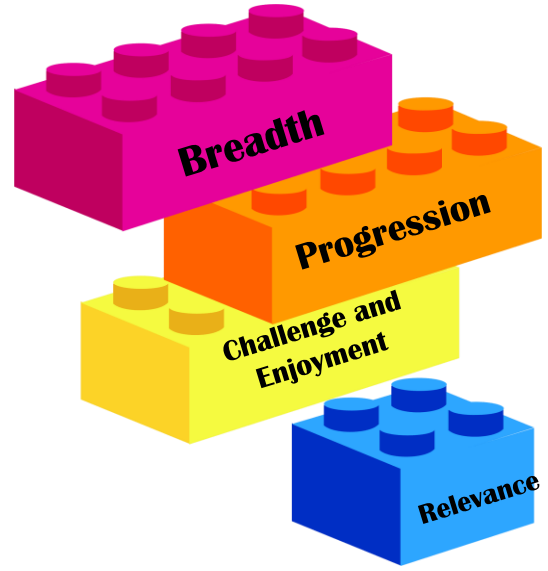
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7 Principles of Curriculum Design



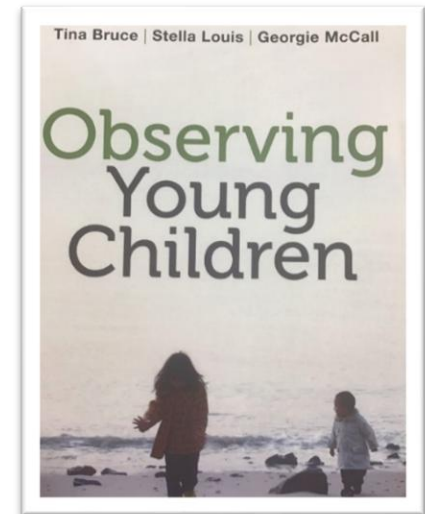
We ensure challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.



Observations

[Observations] facilitate the planning of next steps and general approaches for a group in taking the learning forward [and] deepen the learning making sure it becomes secure.

Planning should take children deeper and deeper where they are and does not always involve moving onwards and upwards. The Scottish Curriculum for Excellence understands this. Depth and Breadth are valued as well as moving on.



Bruce, Lois and McCall, 2015, **Observing Young Children, p127**

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Practical examples



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Practical examples



Adapt

Adopt

Abandon

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Long Term Planning/Backdrop Plan

Use long-term plans to outline the structure of the year and the ways in which learning is organised throughout the whole year.

A Statement for Practitioners

from HMI Chief Inspector of Education 2016



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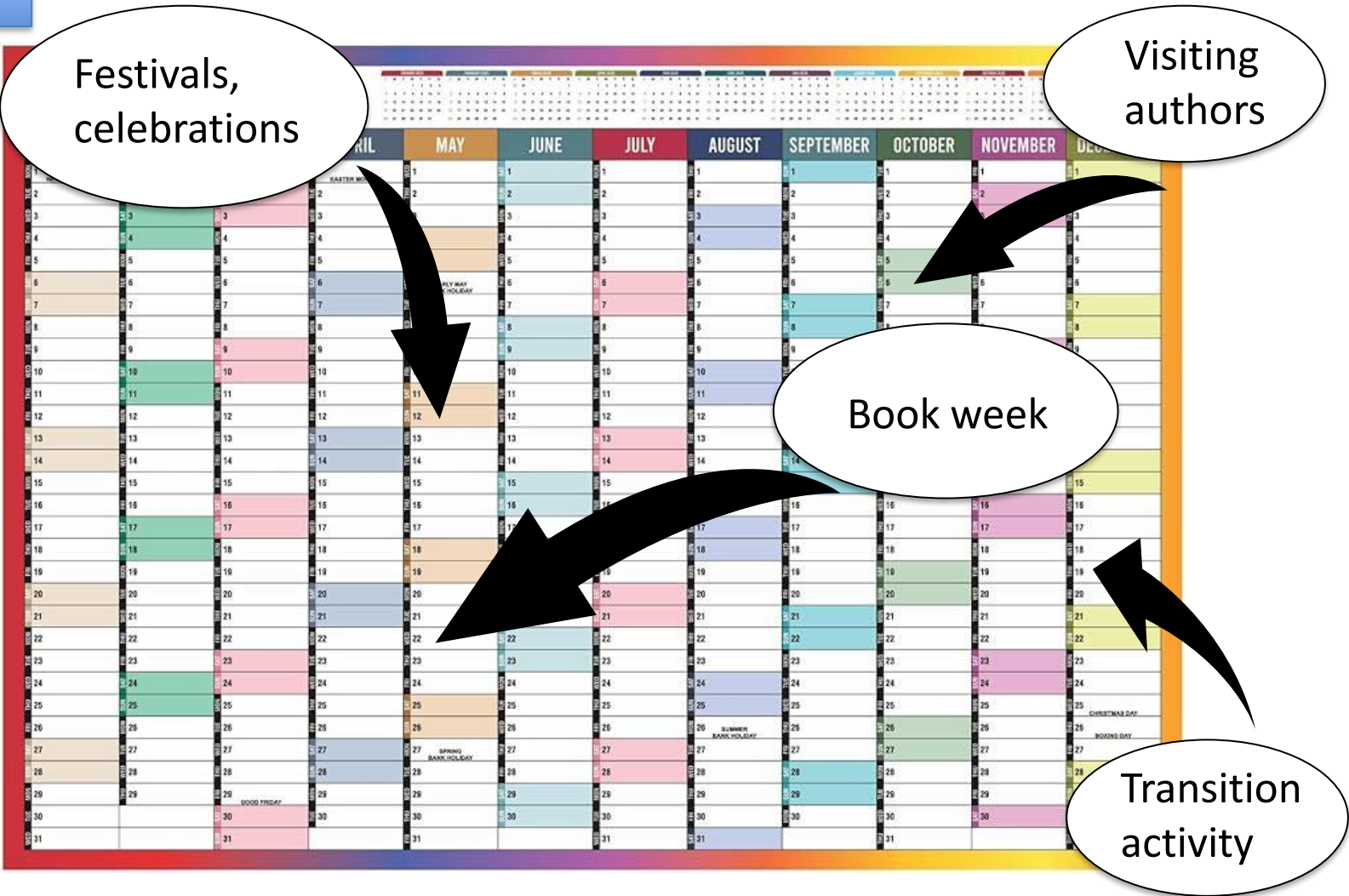
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Medium Term/Planning Blocks

Decide what length of planning block would best suit your service

**Wallace Room
Room/Outdoor Plan
DECEMBER 2021**

FOCUS
Christmas

Literacy
Experience/Outcome/Skill
Use signs, books or other texts to find useful information and I use this to make choices or learn new things.

- To use books, CDs, DVDs and internet to learn about Christmas Story
- To explore and enjoy Story of the Month
- Design, make and write our own Christmas cards
- To participate in various Christmas activities
- To learn new Christmas songs
- Christmas JUMPER DAY and the reason behind it.

Numeracy
Experience/Outcome/Skill
I am aware of how routines and events in my life link with times and seasons and have learned ways to record and display these using clocks, calendars and other methods.

EXPERIENCE IN A COMMUNITY
Experience/Outcome/Skill
I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. I share and show respect for myself and others.

Other Curricular Areas
Experience/Outcome/Skill
I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

Practitioner Evaluative Summary of the Space
6-Week Block

Date: _____

Describe
Vote the facts
What did you notice about the children use of space during the 6 week block?

Interpret
From the facts you have obtained what does this tell you about the area and children's needs – what is the story?

Plan/Next Steps
So what? What do you think could happen next? What needs to change and what needs to stay the same?

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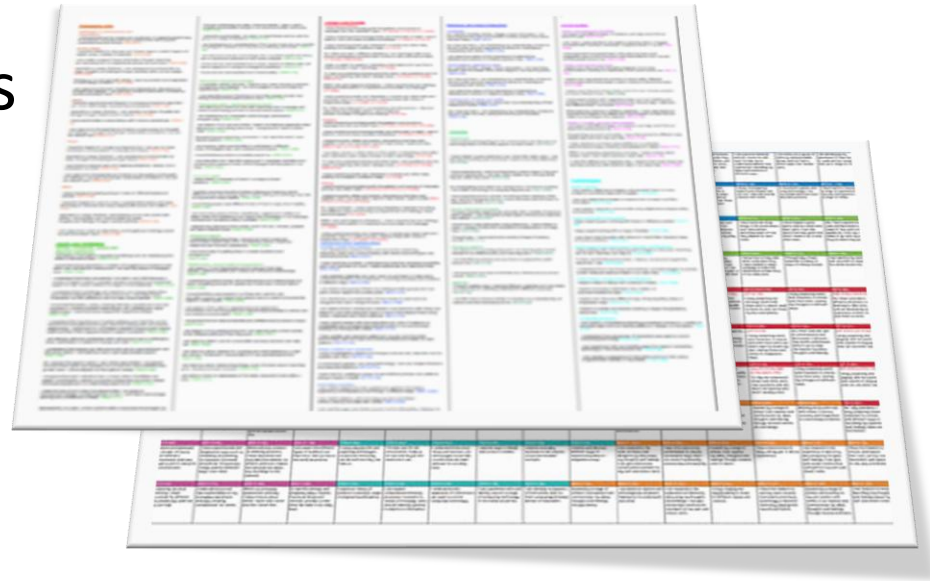
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Curriculum Coverage

- Ensure you are covering E's and O's by looking across your provision.
- This should be looked at collaboratively and moderated by the whole staff team.



Remember:
Experiences are offered but outcomes need to be tracked.

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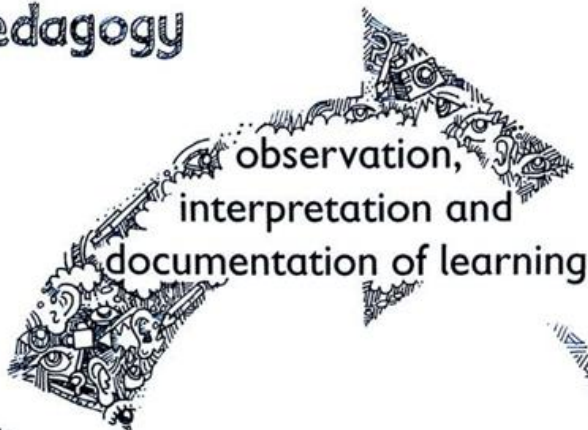
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Observations and following the interests of the child

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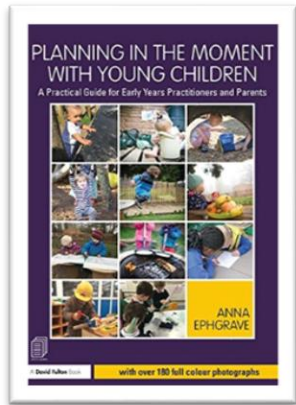
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Every time an adult looks at, and listens to, a child they are assessing and 'planning' how to respond. These assessments and plans are based on the adult's observations of the child and also draw on any previous knowledge of the child. The response is 'planned' in the moment and is uniquely suited to that unique child at that unique moment.



Anna Ephgrave, 2018, *Planning in the Moment with Young Children*, p1

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Responsive Planning

"Striking while the iron's hot"
Bringing in resources as a child's interest
unfolds.

Requires a sound understanding
of the curriculum and of child
development.

Relies on accessible resources
and flexible routines.

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Practical examples

Language



Mathematics

Science

Health and Welbeing

Expressive Arts

Social Subjects

RME

Technologies

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Experiences and Outcomes

I am developing my awareness of how money is used and can recognise and use a range of coins

MNU 0-09a

I am aware of and able to express my feelings and am developing the ability to talk about them

HWB 0 – 01a

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes

LIT 0-01b/LIT 0-11b

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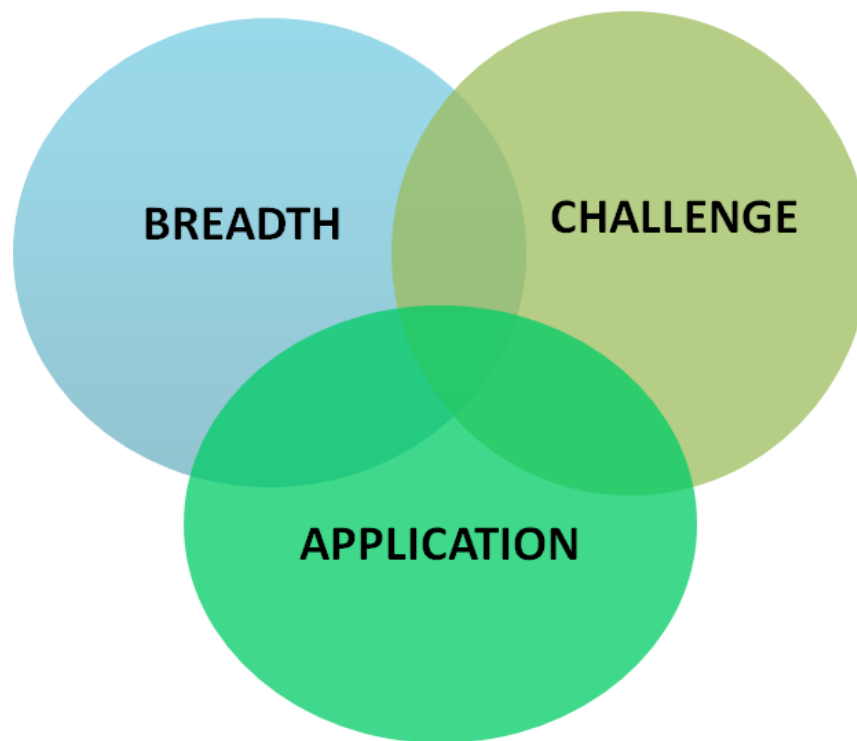
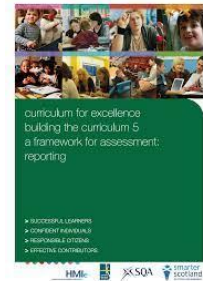
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(Scottish Government, 2011, *Building the Curriculum 5 A Framework for Assessment* p6)



Tracking Progress



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The Quality Improvement Framework



Heading: Children are Supported to Achieve
QI: Children's Progress
Theme: Children's Progress over Time



Our staff make accurate professional judgements about significant learning and children's progress over time based upon a shared understanding of our robust evidence. Senior leaders play a key role in interpreting and using data with staff to inform future planning to secure positive outcomes for children.

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Four Capacities Tracker													
Responsible CITIZENS To be caring and respectful towards myself and others, be able to follow rules and work in groups I will...	Show kindness towards friends, adults and living things.		Look after resources.		Recognize that my actions can hurt others.	Accept responsibility for my actions when I make mistakes.		Talk about my ideas and listen to others.		Initiate play with others		Listen to others and swap ideas	
LEARNERS To have enthusiasm and motivation to learn and help me reach my full potential I will...	Use my senses to explore.	Choose where I play and learn.	Play on my own.	Play with others	Find new ways to do things through trial and error.	Plan a task to reach a goal	Adapt my strategies to reach a goal.	Think of new ideas in a range of contexts.	Use resources in original ways.	Use my Communication skills when playing.	Use my Literacy skills when playing.	Use my Numeracy skills when playing.	Use my Technology skills when playing.
Effective CONTRIBUTORS To be resilient, self-reliant and motivated I will...	Be willing to have a go at something new.		Persist with activity when challenges occur.		Focus on a chosen task/activity for a period of time.		Start conversations with adults.	Start conversations with peers	Show excitement and joy in the unexpected	Take on a role in play- individually or in groups		Initiate my own tasks.	Show pride in my achievements
Confident INDIVIDUALS To be physically and emotionally secure with my own values and beliefs I will ...	Describe myself in positive terms.	Engage in open ended play.	Show curiosity in the world around me.	Bounce back after difficulties	Seek challenges and be willing to take risks.		Show pride in my accomplishments.	Make choices and express my preferences	Express a range of emotions	Regulate a range of emotions	Expresses myself through actions such as mark making, role play, singing or dancing.		Reflect on my experiences



Progression in Playful Literacy

- Progression in Literacy is not strictly linear
- Many literacy pathways don't have to be done in any particular order
- At times progression within levels will be subtle

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Early Level 1

Reading

Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b LIT 0-11b	Become increasingly aware that there are different types of texts e.g. stories, non fiction	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning
Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a	Can recognise own name and some other familiar words as appropriate		With support can aurally identify most familiar initial sounds starting with own name and friends' names	With support begin to generate some words with same initial sound		Begin to recognise the difference between a letter and a word	
	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words			Begin to use context clues such as illustrations to support understanding of stories.		Begin to be aware of some basic punctuation when sharing a story	
Understanding Analysing and Evaluating LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a	Explore and discuss features such as title, author, blurb, illustrator and pictures		Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text		
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings			
Finding & Using Information LIT 0-14a	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose	With support, find information in a text to learn new things	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Retell some key events from a familiar story		

Progression in Playful Numeracy

- Lines of progression is linear within the themes
- The framework captures all elements of mathematics and breaks down each concept into a series of progressive Learning Intentions, informed by Education Scotland's Benchmarks.
- Monitor learner's progress across levels, supporting transition between stages

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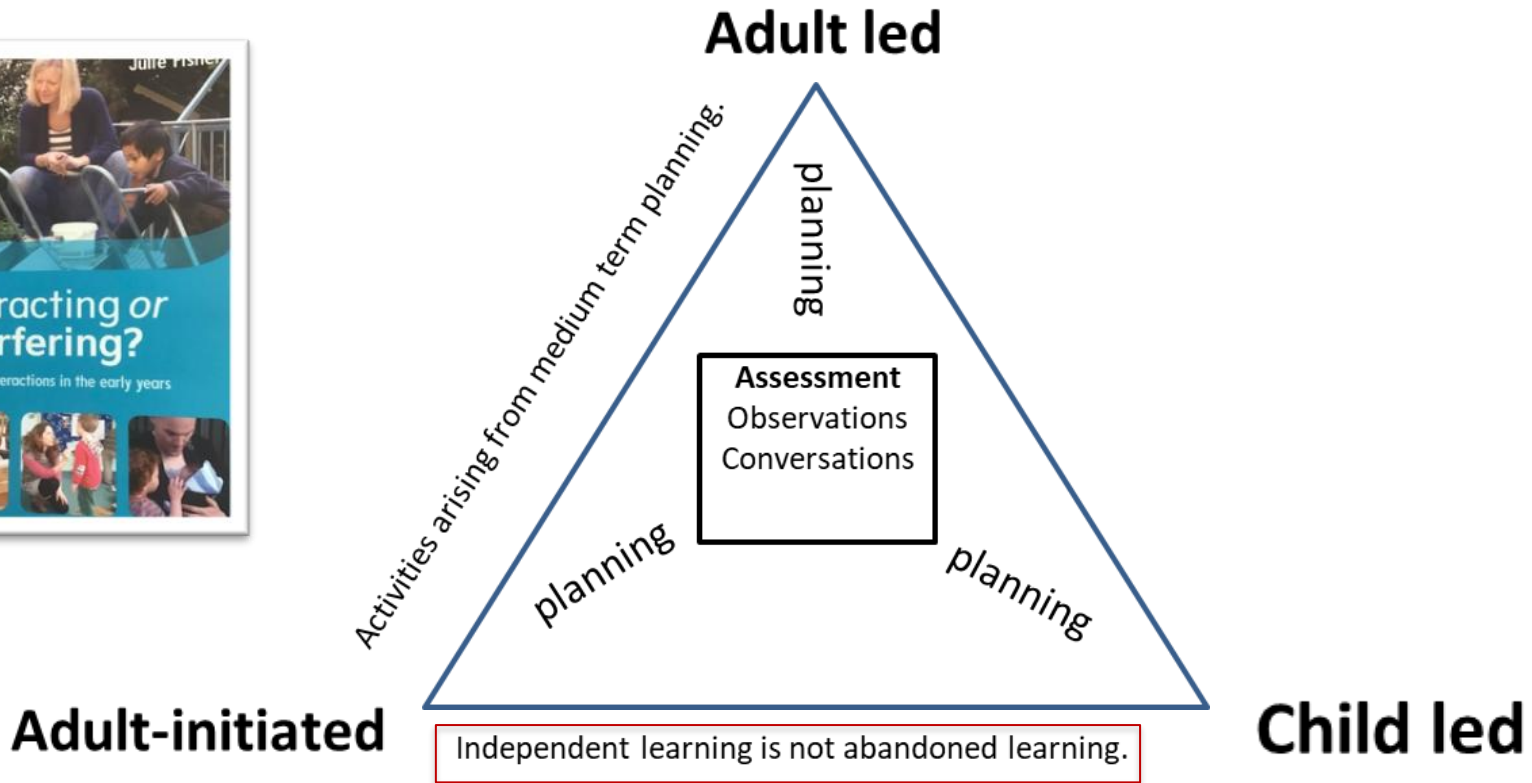
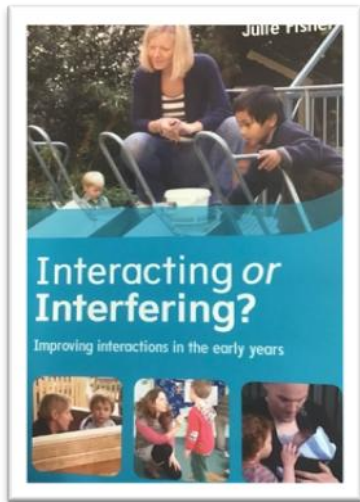


Early Level Tracker 1

Estimation & Rounding		Knows they can check estimates by counting within 0-10		Can apply subitising skills to estimate the number of items in a set		Uses the language of estimation, including more than, less than, fewer than and the same	
Awareness of Number – Counting, Quantities & Number Structure	No. word sequence	Say short forward and backward number word sequences within 0-10		Uses ordinal numbers in real life contexts e.g. I am first/second/third in the line'		Recalls the number sequence forwards and backwards within 0-10	
	Numerals	Recognise numerals e.g. points to the number from 0-10	Identify (name) numerals e.g. can respond to question 'what is that number?' from 0-10	Explains zero is represented as 0	Orders numerals forwards and backwards within 0-10	Identifies number before, after and missing numbers in a sequence within 0-10; beginning to use the language before, after and in-between	
	Subitising	Identifies 'how many?' in regular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6		Identifies 'how many?' in irregular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6		Represents amounts in different arrangements e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6	
	Counting	When counting objects understands the order in which we say the numbers is always the same (stable order)	Touch counts one item when each number word is said (1-to-1 correspondence)	When counting objects understands that the number name of the last object counted is the name given to the total number of objects in a set (cardinal principle)	When counting objects understands that the number of objects is not affected by position (order irrelevance)	Counts objects in a set recognising that the appearance of the objects has no effect on the overall total within 0-10 (conservation)	Counts anything e.g. objects at a distance/in a book/sounds/claps within 0-10 (abstract principle)
	Place Value	Explains that zero means there is none of a particular quantity			Partitions quantities to 10 into 2 or more parts and recognises that this does not affect the total e.g. 6 as 3 and 3/2 and 2 and 2		
Addition and Subtraction	Sorts & classifies objects using quantity as an attribute e.g. sets of 1, 2 within 0-10	Compares 2 sets to decide which has the fewest/most within 0-10	Finds the total when 1,2 or 3 is added to an existing amount e.g. a number line or height chart (augmentation)	Finds the total when 2 sets are added together within 0-10 (aggregation)	Finds out how many are left when 1 or 2 are taken away within 0-10	Compares to find the difference between sets as a quantity within 0-10	Beginning to count on and back in ones to add and subtract with objects or number line within 0-10
Multiplication and Division	Shares out a group of items into 2 equal sets within 0-10. Groups objects into matching or natural sets of 2 e.g. shoes within 0-10			Begin to identify halves and doubles using concrete materials within 0-10			
Fractions, Decimals and %	Identifies wholes and halves in a social context and uses appropriate language e.g. 'I have eaten half of my banana'		Splits a whole into smaller parts and explains that equal parts are the same size			Understands that a whole can be shared equally and unequally	

Interacting or Interfering

Julie Fisher



Julie Fisher, 2016, *Interacting or Interfering*, p90

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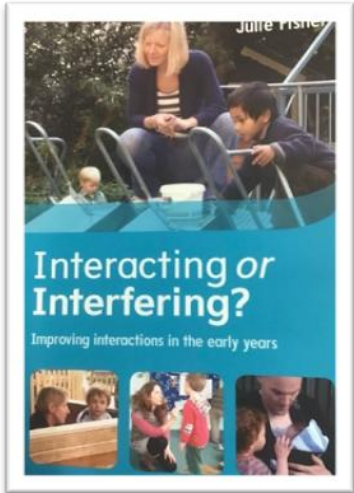
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During child led independent learning...
"It must never be assumed that the practitioner has no role. Independent learning is not abandoned learning. If children are learning independently – whether on an activity initiated by the practitioner or one initiated by the child – then at some point or other the practitioner needs to be seen to pay attention to the learning taking place.

Julie Fisher, 2016, *Interacting or Interfering*,
p89

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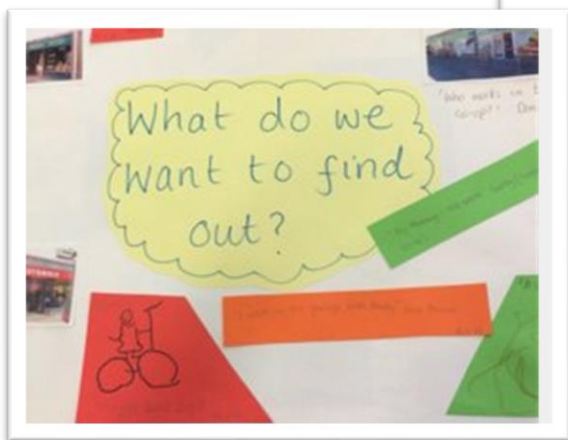
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Intentional Planning



Blue Group/ Kara/Linda	Yellow Group/ Gemma	Red Group/ Alan	Green Group/ Aimee
Experience	Experience	Experience	Experience



How you record this must work for you and your service.

This relies on robust self-evaluation to ensure you implement a process that meets the needs of your service.



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The Quality Improvement Framework



Heading: Children play and learn

QI: Playing Learning and developing

Theme: Child Centred planning and assessment

Our staff use assessment information with children and their parents to plan appropriate experiences to help children to continue to make progress and deepen their learning. Through **talking together with colleagues** within and beyond our setting, we have a shared understanding of children's progress and achievements as they grow and learn.

[Link to Document](#)

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Roles and Responsibilities



Planning is a whole team approach.
You need to devise a system to ensure
collaboration, monitoring and quality
improvement at all stages.

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Possible system:

Planning cycle:	Lead:
Observations feed into quality provision (interactions, experiences and spaces) for all children	Key workers
Pace of the day, balance of spontaneous and intentional plans	Room Lead/TL/LPA
Golden thread: observations, planning, trackers, provision	Room Lead/TL/LPA with SLT
Curriculum Coverage over planning block – 7 Principles of Curriculum Design	SLT
Tracking children's progress at end of each planning block	SLT

Please note:

This is simply a suggestion of a robust monitoring system.

The system you use must meet the needs of your context.

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Practical examples

Floor books



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The Quality Improvement Framework



Heading: Children Play and Learn
QI: Learning Teaching and Assessment
Theme: Planning and Assessment

Children are fully involved in planning and can talk about what they are learning. Parents are consulted and involved meaningfully in planning and supporting their child's learning. Experiences are relevant to children and develop their interests across all areas of the curriculum.

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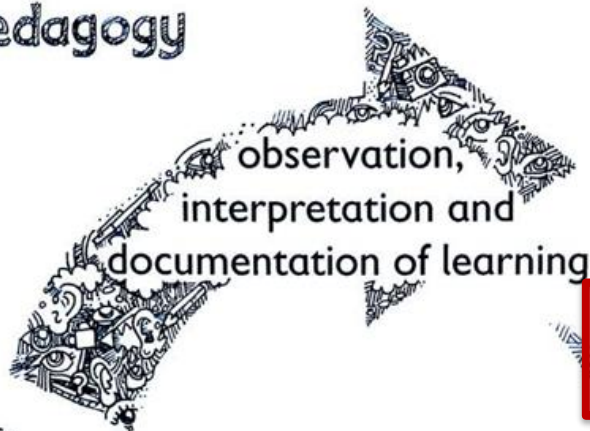
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Observations and following the interests of the child

child-centred pedagogy in practice



'Listen with your eyes and ears'

What does the child's **actions, emotions** and **words** tell you about their development and learning?

Are your methods of documentation informative and meaningful to **you, the child, their family** and **other practitioners**?

Sensitive interactions - honing the skill of stepping in and stepping back

Flexible experiences - learn from the child to inform practice

Variety of spaces - outdoors and inside

facilitation



responsive and intentional planning

Informed by the child's **actions, emotions** and **words**

What needs to **stay** to reinforce development and learning?

What needs to **change** to inspire new learning and development?

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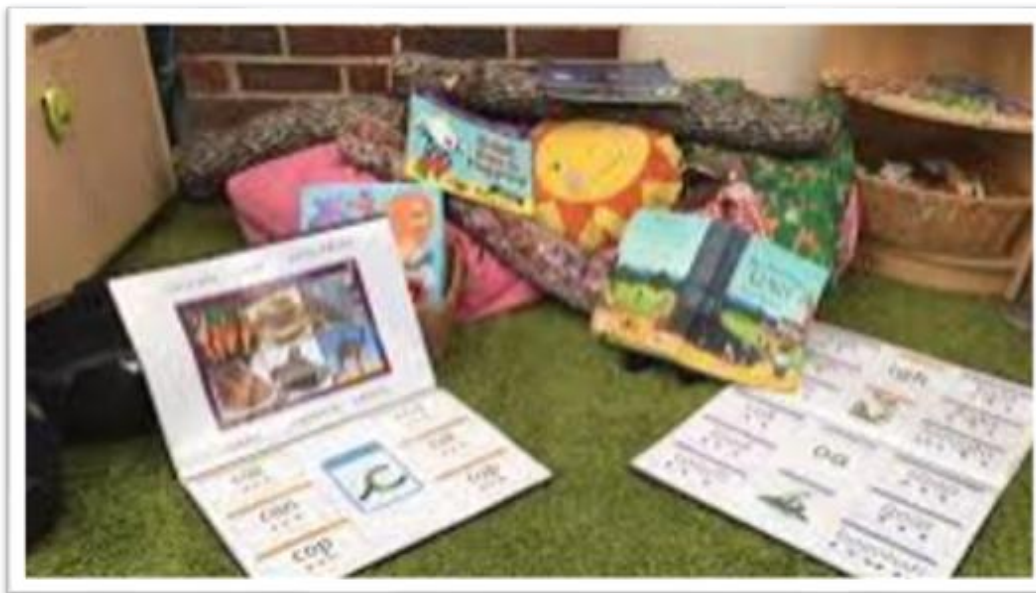
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Practical example
Floor books

Case Study Floor books



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“A floorbook grows and evolves over time, it becomes a living record of playful inquiry-based learning that can appear disorganised for those not directly involved.”

<https://mindstretchers.academy/pages/the-floorbook-approach>

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Practical example
Floor books



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They do not have to be on the floor....



Checklist for Floor books

- Are the children's voices clear? (Scribed, photographs etc...)
- Have you recorded what they already know and what they are interested in finding out about?
- Are you planning experiences, spaces and interactions as a result? (So What?)
- Does the floor book have a front cover made by the children?
- Does the floor book include a combination of:
 - Children's Mark Making/Writing
 - Adult Scribing
 - Drawings
 - Photographs
 - 3 D Objects? (*where appropriate - eg leaves.*)
 - Next steps- so what?
- Does it contain evidence of learning? (Rather than just a record of what happened.)
- Does the learning link to observations and tracking?
- Is your floor book accessible for parents, colleagues and children to revisit?

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The Quality Improvement Framework



Heading: Children Play and Learn
QI: Learning Teaching and Assessment
Theme: Planning and Assessment

Our approach to documenting learning empowers children to talk about their achievements and consider what they might learn next.

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Next Steps



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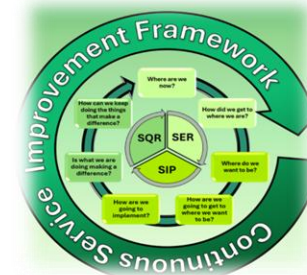
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We finish with...

- **Where are we now?** (what planning processes do we currently have that are working well and where are the gaps?)
- **How do we know?** (look at our demographic, perception, learning and processes data, to make informed judgements)
- **What are we going to do next?** (strategise what changes need to happen)



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Challenge questions



Leadership

Leadership and management of staff and resources

- How has the use of best practice documents and national guidance led to improvement in children's experiences and outcomes?

Children play and learn

Playing, learning and developing

- How well do we support staff in undertaking their role in planning for and evaluating children's progress?
- How effective are our processes to evaluate children's development, progress and achievements? How well does this information gathered about children's progress inform our planning and reporting to parents/carers and others?
- How do we maximise opportunities for children to be challenged, creative and engaged in their play and learning?

Learning, teaching and assessment

- In what ways do we use our assessment information to inform planning for children's learning? How effective are we at involving parents/carers?

Children are supported to achieve

Nurturing care and support

- How do our observations and knowledge of a child influence the routine of the day?
- What do we need to do to ensure that the voices of all children, both verbal and nonverbal, are heard and responded to?

Children's progress

- In what ways do we ensure our interactions, experiences and spaces support children to make progress across almost all aspects of their learning.
- How effectively do we gather, analyse, and use data to inform future planning and to ensure equity for all?

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