



St Angela's Nursery Planning Policy

Throughout St Angela's Nursery we aim to achieve these features of highly effective practice:

- Planning strongly reflects children's ideas and interests and shows how practitioners very effectively respond to and promote their creativity, inquiry and curiosity.
- Careful planning ensures that practitioners have regular opportunities to learn with and from each other, both in and beyond the setting
- Practitioners have a clear understanding of how children learn. Their actions encourage high quality adult/child interaction
- All available resources (including digital learning resources) are used effectively to create and sustain effective indoor and outdoor learning environments.
- Resources are fit for purpose and are developmentally appropriate to children's stage of development.
- All practitioners have a sound understanding of the importance of play and their role in supporting children's play experiences.
- All practitioners and partners are ambitious and expect high levels of progress and achievement for all children.
- Practitioners' up-to-date knowledge of early learning pedagogy is evident in all aspects of practice within the setting.
- There is a clear focus on the development of children's skills in early language and mathematics.
- Planning for progression in children's learning is in place and continuity and progression in learning is secured for children within and beyond the setting.
- Children can talk about their learning and achievements with practitioners and peers
- Assessment is an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children
- High quality observations take place naturally during everyday activities and interactions.
- We use our knowledge of how children learn, for example schema, when making observations of children and as a basis for future planning.
- Tracking and monitoring of children's progress is well-understood and used effectively to secure improved outcomes for all children.
- Practitioners make sound judgements about children's progress and respond quickly to ensure learning opportunities meet the needs of individuals.

- Universal and targeted support is fully embedded. It has a positive impact on children's progression and development.
- There are high expectations for all children across our setting.
- Children requiring additional support have high quality, individualised plans. Careful monitoring and review ensures that identified support strategies have a positive impact on learning and development.
- Children's needs are identified through robust assessment processes. We consistently and effectively involve parents/carers and other partners in gathering information through observations, careful planning and reviewing support for our children.
- Each child has an effective Child's Plan. Effective partnership approaches are evident in support plans and interventions.
- All practitioners work effectively to minimise the impact of potential barriers to learning.

We hope to achieve these aims by effectively planning for our children and young people.

Our Planning Process:

Long-term planning provides an overview and includes:

- An overview of the year (Annual Calendar), indicating when and how frequently aspects of learning may be taught.
- Special events and activities that provide a meaningful context and enhance learning.
- Use of Glasgow Counts and Literacy for All planning frameworks.
- A balance between all curriculum areas.
- Curriculum policy documents. (CfE, Realising the Ambition)
- Continuous provision plans for all areas of the environment.

The medium-term planning is informed by ongoing observations of children; assessment data; and by discussions with and feedback from practitioners and parents/carers. These plans cover a period of four to 6 weeks and will include:

- Ideas for activities based on children's current interests
- Identify curricular areas
- Use of CfE and Benchmarks to identify LI and SC and assessment
- Identified gaps in learning/areas to be revisited.

- Seasonal events eg. Christmas.

The short-term planning is informed by ongoing observations of children; discussions with other practitioners and parents; evaluation of activities; and knowledge of the children's current interests.

In addition to the long, medium and short-term planning, which covers planning for the environment and for small group activities, each Key Worker will plan for the individual needs of the children in their group. This planning may include:

- A Care plan is created for each pupil when they begin St Angela's Nursery. This includes their personal and pastoral information, SHANRRI information (GIRFEC) , Dietary Requirements, All About Me information, Partnerships and agency involvement any significant event which may impact children's wellbeing.
- Pupil's Online Journal on Seesaw highlights an individual child's learning journey. Staff and young people can add information and material to their online journal. Staff and pupils discuss next steps and these are added to the online journal. Evidence is collected on Seesaw in order to address a child's individual outcomes. Parent's can see this information instantly and have the facility to feedback.
- A Wellbeing and Assessment plan (WAP) for those children with identified additional support needs. This plan is written in conjunction with the SLT and CDO's.
- Pre-school pupils are tracked against the Early Level Benchmarks (Pre Early milestones). The use of Glasgow Counts and Literacy for All Trackers are embedded within this process.
- A specific plan for the development of a particular aspect of learning or interest.
- Differentiation of a small group activity.

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Signed: A Kerlin, L McCann
Leader

Designation: DHT, Team

Reviewed August 23 - LmcCann TL, LIsaac DHT