



# Intentional Planning

1. Practitioners notice and observe learning

2. Practitioners use knowledge of child development and curricular trackers to identify and record all children's stages of learning

3. Practitioners use tracking data to identify common gaps in learning and to select focus Es and Os which will inform Intentional Plans

4. Practitioners add resources, and experiences to their provision to facilitate Intentional learning

5. Practitioners observe and assess progress, recording evidence on trackers, in Learning Journals, Floorbooks, digital devices etc.

## Enhanced Provision - Enhancing Spaces

- child led/ initiated with adult observing/noticing and responding skilfully and sensitively
- adult plans responsively to individual or small group needs/interests
- will support and challenge more specific skills development

5. Practitioners may introduce additional resources and experiences to provision to facilitate further learning

4. Practitioner involves child in considering possible next steps in learning

## Continuous Provision - Developing Spaces and Experiences

- is designed by practitioners to support and develop pupil interests and learning needs
- includes differentiated resources to support range of developmental needs
- provides more specific opportunities for intended learning in Literacy/Numeracy/HWB/IDL (intentional with clear expectations and linked to planning)
- staff use knowledge of children as learners, curriculum and child development use of provocations to stimulate interest or curiosity should promote high levels of engagement

## Core Provision - Creating Spaces

- Provision of different types of play spaces with levelled resources using knowledge of ages & stages of development with opportunities for Literacy, Numeracy, and HWB evident as well as digital opportunities.
- Provision of open ended resources to encourage independence (choice/ accessibility).
- Staff provide opportunities for schematic development within and across spaces

**Creating the appropriate Emotional Climate and Culture - Health and Wellbeing**  
 Using guidance from GIRFEC/ HGIOS4 /HGIOELC / Realising the Ambition/ CfE /Nurture principles

# Responsive Planning

1. Practitioners make themselves available to notice, observe and respond immediately to children's needs and interests.

2. Practitioners skilfully and sensitively interact with child to scaffold and extend the child's natural curiosity and allowing them to lead their own learning and possibly selecting additional resources

3. Practitioner involves child in recording outcome of their interactions e.g. Learning Journal/ Floorbook digital device etc.

4. Practitioner involves child in considering possible next steps in learning

5. Practitioners may introduce additional resources and experiences to provision to facilitate further learning