Revoe Learning Academy Nursery 2 planning structure

From September 2016 we have changed our planning techniques and recording to ‘In the moment planning’. This we feel will ensure the setting is more child-led. We have re-structured our way of storing our equipment in order to ensure the children are given more free choice during play. This we hope will give a more enabling environment and will allow the children to explore and investigate through their play.

This system will bring parents and carers in to our planning structure and allow them a more in-depth sight into their child’s nursery life.

We ask you as parents and carers to please support us in this change. We know it will be trial and error at first, as we mould the system to working in the environment we have, however we feel the outcome will be well worth it.

Planning

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis.

We aim to have approximately three ‘named focus children’ each week.

We are still keeping to the Key Person system.

The parents/carer’s role in our new system

If your child is due to be a ‘focus child’ we will give you a parent consultation sheet to fill in the week before. We value the knowledge and understanding you have of your child and would really appreciate it if you would share anything significant happening in your child’s life at that moment with us. Together we can plan activities to meet your child’s needs. This will help us to plan for their future learning and development.
Activities that occur are recorded when the cycle is complete. These records are on the learning journeys for the focus children and on “planning in the moment” sheets for activities in which a group have become involved.

**We work in this way because ...**

“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”

From National Standards document Learning, Playing and Interacting P.22 - 23

**The adult goes to the child.** The child is NOT called to come to the adult.

**High-level involvement occurs in child-initiated activity.**

**Progress and Development**

When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff. Planning in the moment helps to make this possible.

**An Enabling Environment**

We have a *workshop style environment* indoors and outside. *Minimum items are set out* on the tables. The children select what they want to do in each area.

The principal is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.
The Role of The Adult

The adults are there to facilitate learning. They do this through observations and interactions. They know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.

Ofsted definition of teaching (2015)

Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress.’

Planning in the moment

We use the observation cycle on a moment by moment basis. The focus children are given extra attention, but all the children are busy and learning all the time.

The “planning sheets” are blank at the start of the week. They are then filled up gradually as the week progresses. All adults contribute to these sheets. When possible, photos are printed and added to the records.

These planning sheets are a record of activities that have occurred. It is particularly important that the adults’ input (teaching) is recorded. The symbol “T” indicates “adult”. Adult input is high-lighted in yellow: “T suggests … encourages …models …ponders …models …helps … offers resources .. etc.”

In addition, “Wow” moments are recorded for all children as and when they occur.
**Three Characteristics of Effective Learning (Revised EYFS)**

**Playing and Exploring** – do they investigate and experience things, and ‘have a go’?

**Learning Actively** – do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

**Creating and Thinking Critically** – do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

With a system of focus children, a workshop style environment and records kept on spontaneous planning sheets and learning journeys, the children are learning effectively all the time!!
Example of the parent consultation sheet:

Next week your child will be a focus child. Observation is a very useful way of informing us of your child’s educational development and is one of the main sources of evidence in your child’s learning development.

We value the knowledge and understanding you have of your child and would really appreciate it if you would share this with us so that together we can plan activities to meet your child’s needs. This will help us plan for their future learning and development.

Please feel free to include drawing, writing or anything else you and your child would like to share with us.

Is there anything happening in your child’s life at the moment, e.g. visits, holidays, new pets, family celebrations? Is there anything you would like to tell us about your child? Is there a particular skill or piece of knowledge they have learnt/ shown recently?

Do you have anything you would like to ask us about your child’s progress and development in Nursery? (You can speak to any of the nursery staff if you would prefer not to write it here)

Please return this sheet by Monday so we can include your thoughts and ideas in our plans.

If you wish you can put some pictures onto Tapestry too. The purpose of the photos would be to provide further evidence for your child’s learning journey and to contribute to the ‘big picture’ of their development. Your child may choose to share these in class if they wish.

Thankyou
Learning through play is one of the key principles of Early Years education, which is supported by a wealth of research. Play and playfulness are shared across all cultural groups, but with some variations according to the beliefs and customs that influence child-rearing practices. Family members and caregivers typically play with their children, and they devote a great deal of time to helping children to learn by teaching them:

• how to play, through structured games such as peek-a-boo, and open-ended activities such as sand and water play;
• how to pretend, by being imaginative, acting different roles, making one thing stand for something else;
• how to be playful, by demonstrating playful ways of interacting with others through humour, gentle teasing, jokes, mimicry, riddles and rhymes, singing and chanting, clapping games, and using materials and resources in imaginative ways.

Play engages children’s bodies, minds and emotions. In playing children can learn to interact with others and be part of a community, to experience and manage feelings, and to be in control and confident about themselves and their abilities. Play can help children to develop these positive dispositions for learning:

• finding an interest
• being willing to explore, experiment and try things out
• knowing how and where to seek help
• being inventive – creating problems, and finding solutions
• being flexible – testing and refining solutions being engaged and involved – concentrating, sustaining interest, persevering with a task, even when it is challenging
• making choices and decisions
• making plans and knowing how to carry them out
• playing and working collaboratively with peers and adults
• managing self, managing others
• developing ‘can-do’ orientations to learning
• being resilient – finding alternative strategies if things don’t always go as planned
• understanding the perspectives and emotions of other people.
There are many forms of play that support the EYFS areas of learning and development.
(The National Strategies | Early Years 1 Learning, Playing and Interacting – Good practice in the Early Years Foundation Stage)