



EYFS: Assessment
2.1-2.11

Assessment

2.1b Planning and Observation

Policy Statement

We place high priority on children developing skills to learn for themselves. To allow this to occur, we plan an environment where there is a balance of free play, and planned intervention. As well as celebrating all children as individuals, we endeavour to celebrate the abundance of knowledge brought to Auden Place from our collection of staff. Both of these aspects are reflected in our approach to planning.

Procedures

In accordance with the Statutory Framework for the Early Years Foundation Stage (2014), practitioners consider a variety of factors when planning for the children in their care. These include; individual needs and interests and their stage of development. Practitioners also ensure that the planning is both enjoyable and challenging for the children.

Planning

- Plans are created with the intention of being 30% adult led and 70% child led.
- All staff working in direct contact with children carry out planning on a weekly basis with the Room Leaders. Staff plan adult initiated activities based on the factors outlined above.
- Adult led activities are written on the planning in black, unless they come from a next step of an observation, in which case, they are written in green. These include, circle times, outings, and focused activities.
- The planning also contains next steps for the children and reflect their interests and stage of development.
- To ensure that the children have a balanced learning environment, the planning covers all 7 areas of the curriculum. A higher focus is placed on the prime areas; communication and language, personal, social and emotional development, and physical development, for children under the age of 3.
- Through conversation and formal meetings, the planning can also include any next steps suggested by the parents for their child's development. They can also be written in the form of 'wow' sheets, which are readily available to the parents at all times. These are written on the planning in blue.
- Within the planning, staff also incorporate activities based around festivals and various historical events that have impacted on the world today.
- The planning presents an opportunity for staff to implement their own knowledge and understanding, and to explore new ideas with the children.

- The plans for children’s activities are kept in a parent friendly place, usually by the door to the room, or in the stairwell. These plans are filed by the Room Leaders at the end of the following week.

Below is an outline of the adult led activities incorporated into the weekly planning.

Circle times

- Each room has a certain time in the day when they do ‘circle times’. Children are split into groups according to their varying needs. Each group has a maximum of 7 children, ensuring that the children have the best possible access to the activity, and allowing the staff leading the group to be able to engage in ‘touch and praise’.
- Circle times encourage children to develop their speech and language, often beginning with a song or activity in which they can say hello to all of their peers.
- A speech and language circle time is always carried out in both the Sunshine and the Star Rooms.

Focused Activities

- All staff conduct focused activities. The learning intentions for these are pre-planned with the Curriculum Manager.
- Focused activities happen once a day in each room.
- When staff are conducting a focused activity, they wear a black apron to communicate to staff and parents that they are not to be disturbed.
- Room Leaders ensure that all staff are contributing to focused activities, and that all children are receiving activities specifically planned for them.

Outings

- All staff plan to lead at least 4 outdoor activities a month.
- All rooms go on an outing within the local area at 10am every day.
- Depending on ratios and weather, rooms also go on outings throughout other times of the day.
- Outdoor activities also take place daily in the baby garden, and on the roof garden.
- Outdoor plans state what the children are going to be doing, and include a learning intention for the activity. The learning intention is linked to the curriculum

5:30 Club (This happens every day, but is not included on the planning)

All rooms have a 5.30 club, in which children come together in a range of ways which could include; reading stories, engaging in movement, singing songs, mark making and reflecting on the day. The children also have snack as part of this.

Observations

- Each child receives snapshot observations for every area of the curriculum each month. These are usually written by their key-person and are linked directly to the curriculum.
- Staff then analyse the child’s learning, denoting a schema, the characteristic of effective learning and their well-being and involvement levels.

- These observations are brought to the weekly curriculum meetings, and are checked by the room leaders, with support being added where required.
- Staff use the observations to plan next steps, and add these on to the weekly planning sheets accordingly.
- The room leaders monitor the observations for both development of the children, and the observational skills of the staff.

Short, medium and long term planning

At Auden Place we plan for the here and now. Practitioners observe and plan on a weekly basis and “next steps” are added to the planning for the weeks following, in order for them to remain relevant to the child.

We plan for the medium term, incorporating festivals, and trips further afield. We also look at IEP’s within this section, ensuring that children are achieving, and planning intervention where necessary.

At Auden Place we do not use long term planning as this would mean subjects are planned so far in advance that they cannot be guaranteed to be relevant or of interest to the child in the future. We do however work in accordance with the stages of development, ensuring that children are where they should be at when leaving Auden Place, and if they aren’t, that appropriate measures have been put in place to allow the children to continue to develop.