

Ronald Openshaw Nursery Education Centre



Planning Policy

October 2018

Approved by Governors

Agreed by:.....

Chair of Governors:..... Date:.....

Minute ref:.....

Head Teacher:..... Date:.....

1. Planning Rationale

1.1 How do we Plan at Ronald Openshaw Nursery?

Ronald Openshaw Nursery Education Centre uses the 'Planning in the Moment' approach to deliver a broad and balanced child-led curriculum. We plan on a moment-by-moment basis, following the cycle of 'observation, assessment, planning, observation', as we believe that this enables us to deliver the Early Years Foundation Stage Curriculum to the highest standard. By carefully planning and maintaining high quality continuous provision children are able to explore and learn in a truly individualised way.

1.2 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 the 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. P22-23

Activities that occur are recorded when the cycle is completed in the children's individual records and on the rooms 'reflection' sheets.

2. Planning

2.1 Long Term

We use the EYFS curriculum as our long term plan. All areas of the curriculum between the age stages 8-20 months and 40-60 months should be covered as standard over a two year period. (Stages 0-11 months and ELG's will also be covered as is appropriate based on an individual child's needs.) Each half term, staff highlight the curriculum based on areas that they have observed and taught. At the end of the first year, staff will evaluate the curriculum and identify areas which need focussing on for the following year. We then evaluate and change our continuous provision as needed.

2.2 Medium Term

The daily reflection sheets for each room and the garden are analysed at the end of each term (six times per year). This enables staff to address any gaps in learning areas and adapt continuous provision as needed for the next half term.

2.3 Short Term

All short term planning is done 'in the moment' whilst the adult is with the child. Adults observe the child at play, engage with the child's play (they will judge if this is appropriate) and sensitively teach something new or introduce an extendable moment.

2.4 The Calendar and Topics

Although we use a 'Planning in the Moment' approach to ensure that children are exposed to a broad range of experiences there will still be occasional topic work. At the start of each academic year the Middle Management Team (MMT) will meet to discuss key events for the year. This can include topics, religious and cultural events and national celebration days such as National Family Day. Staff will be allocated a responsibility and will make a plan for the event which is shared with all staff.

2.5 Letters and Sounds

Teaching teams are to use the Letters and Sounds approach, Phase 1 as part of their daily practice and group times. Phase 2 will also be introduced if individual children are ready for this stage. Observations are recorded in the child's individual special books.

2.6 The Characteristics of Effective Learning

The Characteristics of Effective Learning (CEL) are an integral part of the curriculum and therefore feature on our observation stickers and throughout the children's special books.

2.7 Prime and Specific areas

All seven areas of the EYFS are provided for, observed and taught throughout all areas of the nursery, however for the younger children (those in N0 and N1) there will be more of a focus on the prime areas to ensure that they have a solid base before moving on to the specific areas. For children in these year groups and children in Elm Group (Resourced Place) or other similar level of Special Education Need and/or Disability, the children will only have data recorded in the three prime areas. For children in their N2 year there will be more of a balanced focus and achievement levels will be recorded throughout all seven areas.

2.8 Group Time

Teachers are responsible for monitoring the Learning Intentions covered in personalised learning during group times. Any additional paperwork should be handed in with the term's planning.

3. Recording Teaching and Learning

3.1 Highlighting

All teachable moments will be recorded on individual observations for the child's special book. Key teachable moments for different areas will be recorded on the daily reflections sheets. All 'teachable moments' are highlighted in yellow.

3.2 Yearly Reflection

At the end of each term the daily reflection sheets will be collected by the Senior member of staff responsible for planning and reviewed. Each term's reflection sheets will then be placed in the planning folder (located in the PPA room lockable cupboard). Any issues arising from a terms planning will be raised at the earliest MMT meeting or with individual Class Teachers.

At the end of the school year, teams will evaluate together, drawing out areas which may have not been covered or that scored low when looking at the children's data. Plans can then be made for the next academic year based on this information.

3.3 Reflections

At the end of each day staff feed-back as a team and share key points and teachable moments from each area of the nursery. At the end of each term, the medium term plan and short term plans will be collected by the senior member of staff responsible for planning and reviewed. The plans will then be passed to the Head Teacher.

Reflections must be completed by all practitioners in the nursery. They should be concise, informative and based on the teaching and learning that took place. Staff should write their names next to their reflections and they should be annotated with the curriculum areas of learning. Reflections should be completed daily.

3.4 The Role of the Adult

The adults are there to facilitate learning. They do this through observations and interactions. Our qualified adults know the children very well and have a sound understanding of child development. Unqualified staff work closely with team members to ensure a high quality of observation and interaction at all times. This ensures that the adults enhance and extend the learning at the appropriate level.

3.5 Differentiation

We ensure that all activities are accessible to all. Activities are differentiated through staffing, specialist equipment and resources.