



Planning Structure

From September 2017 we have changed our planning techniques and the way we record it to fit into the setting's child-led approach. Our way of storing the toys, resources and equipment ensures the children are given more free choice during the day. This gives a more enabling environment and allows the children to explore and investigate through their play.

The cycle of planning, observation and furthering your child's development is carried out on a moment-by-moment basis. Children are busy and learning all the time. The *individual children* planning sheets are a record of activities that have occurred, and also records the adult's input. These help form a child's 'next steps'. These are displayed in your child's learning journey as they are completed by your child's key person.

We will continue to have a half termly plan. These plans will include any adult-led activities or events being shared or celebrated.

We will also be continuing our *carpet times* at 10am. These are for the 'rising 5' children, however the other children may join if they wish to. These carpet times help with literacy, communication and language, and getting a child ready for school.

This structure will also ask parents and carers to contribute to your child's planning.

The parents/carer's role in our new system

Once we have decided on three next steps for your child we will give you a '*planning for your child*' sheet to fill out. 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.

In addition, 'wow' moments are sent out for you to share with us about their development at home. These are celebrated in the setting and put in your child's learning journey.

Progress and Development

We always have focus on the child; the adult goes to the child. The child is not called to come to the adult. We work this way because high-level involvement occurs in child-initiated activities. Children have their own ideas of what they'd like to create or play with.

Play should not be interrupted or challenged by an adult, unless a child willingly engages the adult, we need to stand back and allow them to investigate and explore in order to learn.

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.

An Enabling Environment

We have a free choice environment indoors and outside. Some toys are set out on tables, however children select what toys they want to play and explore with in the other areas, and we change the table toys if children would like something else out. The principal is that resources are accessible to the children and they are varied and open-ended. 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.

Our adults 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.

The Ofsted definition of teaching (2015) fits exactly with our way of planning and teaching:

Teaching should not be taken to imply a 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.'

Any questions about this planning structure, or your child's learning and development please speak to your child's key person.