



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 aspects are reflected in our approach to planning.

Procedures

In accordance with the Statutory Framework for the Early Years Foundation Stage & Birth to 5 Matters, 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. Staff plan adult initiated activities based on the factors outlined above.
- 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 all children.
- Through conversation and formal meetings, the planning can also include any next steps suggested by the parents for their child's development.
- 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 planning is filled away by the Room Leaders at the end of the 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 and ages. Each group ensures 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 including a song or story.

Focused Activities

- All staff conduct focused activities.
- Focused activities happen once a day in each room.
- Room Leaders ensure that all staff are contributing to focused activities, and that all children are receiving activities specifically planned for them.
- A speech and language focus time are always carried out in both the Sunshine and the Star Rooms.

Outings

- 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.

Observations

- Each child receives observations of the curriculum each month. These are usually written by their keyperson 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.
- Staff use the observations to plan next steps and add these on to the weekly planning sheets accordingly.
- The room leaders & the management team 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 IEPs 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.