

# PLANNING RATIONALE

## **Statement of intent**

At Roundabout Pre-School we use the children's individual interests which we obtain through observation and assessment to inform our planning.

All of our children are planned for by their key person or significant other, using a combination of weekly and spontaneous planning.

All of the planning that we carry out at Roundabout is flexible, and the preferences and interests of the children always take priority.

## **Observation**

The planning process will always begin with observing the child both, in free play and focused time. We will observe a child over the period of a week and take photographs to evidence the observation. These are then uploaded on to Tapestry, where staff add the developmental stages each child is at, along with either "emerging", "developing" or "secure", along with the characteristics of effective learning. Once these have been uploaded, the Pre-School Manager goes through each observation and then releases it to go "live" on a child's journal.

## **Planning - Spontaneous**

Staff may decide that, following observation of their key child, that it is appropriate to carry out spontaneous planning. Staff may provide resources, conversation or experiences on the spot that they feel are developmentally appropriate for their own key children. Staff record the experience as an observation, and this is recorded on their individual planning sheet.

## **Planning weekly**

Staff carry out individual weekly planning for each of their key children based on their interests and their current developmental level. This is done under the three "I's"

**Intent** – what do we want our children to learn and experience;

**Implementation** – how we will help them to progress in the seven areas of learning;

**Impact** – how has this impacted on the child's learning and development.

Practitioners use past observations to inform their future planning. This is done by assessing where they are on their developmental tracker and to then plan their key children's next steps.

## **Tracking & Cohort**

At Roundabout we conduct termly assessments for each of our children. This assessment is used to identify if all the developmental milestones are being met or if there are any areas of concern.

Practitioners focus on the children's individual interest/ motivations (referring to the characteristics of effective learning) and how we can use that knowledge to ensure our planning challenges children to progress in their learning.

Children who attend Roundabout Pre-School for six hours or less each week will be assessed in the prime areas of learning and any other form of learning where information on their development has been observed.

The termly assessment of each of our children enables the Pre-School Manager to collate an analysis of whether or not groups of children are meeting developmental expectations.

Such information can then be used to:

- I. Spot trends and patterns in development;
- II. Understand what is working well in our setting;
- III. Identify any gaps in learning;
- IV. Identify particular groups of children whose needs may not be met;
- V. Identify gaps in provision and practice;
- VI. Identify moderation issues, training needs.

#### **Other information**

- The observation, assessing and planning is a cyclical process. Practitioners will use their knowledge and observations of their children to create a rich learning environment through ongoing informed provision and activities.
- All practitioners attempt to evaluate their own practice/ activities using the self-evaluation sheets on the back of their individual weekly plans.
- Ongoing peer observations allow us to work together to improve our practice, observation and planning as a team.

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