

<b>Policy:</b>	<b>PLANNING POLICY</b>
<b>Reviewed:</b>	October 2014
<b>Next Review:</b>	Three years, or as legislation may require
<b>Responsibility:</b>	Head of Education and Care
<b>Category:</b>	Curriculum Policies

## ■ Aims

Throughout the Centre we aim to use planning to ensure that:

- ⇒ The learning environment is vibrant purposeful, challenging and supportive.
- ⇒ Children are supported in becoming confident, independent and successful learners.
- ⇒ Practitioners think and talk about children's learning and plan how to promote it.
- ⇒ Practitioners build up knowledge of how children learn and make progress.
- ⇒ Parents are included and work in partnership with practitioners.
- ⇒ Children are given opportunities to plan their own play and learning.
- ⇒ The diverse needs of all children are catered for.
- ⇒ Children are prepared for life in a multi-cultural and diverse society.

## ■ Principles

The principles of the Early Years Foundation Stage emphasise the importance of a well-planned environment and planning for individual needs and interests:

*'Practitioners must consider the individual needs, interests and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all of the area of learning and development.'*

### **Statutory Framework for the Early Years Foundation Stage**

## ■ Objectives

- ⇒ To be effective, an early year's curriculum should be well structured to include planned and purposeful activity that provides opportunities for teaching and learning, both indoors and outdoors.
- ⇒ Learning is a shared process and children learn most effectively when, with the support of a knowledgeable and trusted adult, they are actively involved and interested.
- ⇒ There should be opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves.
- ⇒ Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process.
- ⇒ The child must be at the centre of the process. The opportunities provided and the organisation that supports, co-ordinates and manages these should always start with the child's needs and offer sufficient flexibility to meet them.
- ⇒ Every child has a right to play in an environment which stimulates and provides opportunities for risk and challenge, growth of confidence and self-esteem.
- ⇒ Children learn when they are given appropriate responsibility, allowed to make errors, decisions and choices, and are respected as autonomous and

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competent learners.

## ■ Procedures

**Long-term** planning provides an overview and includes:

- ⇒ An overview of the year, indicating when and how frequently aspects of learning may be taught.
- ⇒ Special events and activities that provide a meaningful context and enhance learning.
- ⇒ A balance between and within the seven areas of learning.
- ⇒ Curriculum policy documents.
- ⇒ Continuous provision plans for all areas of the environment.

The **medium-term** planning is informed by ongoing observations of children; assessment data; and by discussions with and feedback from practitioners and parents/carers. These plans cover a period of six to eight weeks and may include:

- ⇒ Aspects of areas of learning that have not previously been covered.
- ⇒ Identified gaps in learning/areas to be revisited.
- ⇒ Predictable interests eg. Christmas.
- ⇒ Ideas for activities based on children's current interests.

The **short-term** planning is informed by ongoing observations of children; discussions with other practitioners and parents; evaluation of activities; and knowledge of the children's current interests. These plans cover a period of a maximum of two weeks and are updated on a daily basis. The plans may include:

- ⇒ Clear learning objectives based on identified next steps.
- ⇒ A brief description of the range of experiences and activities.
- ⇒ How the experiences will be adapted for individuals or groups of children.
- ⇒ The role of the adults.
- ⇒ The resources and equipment needed.
- ⇒ Opportunities for observation or informal assessment.
- ⇒ Key language.
- ⇒ Evaluation.
- ⇒ Enhancement of areas of continuous provision,

## ■ Individual planning

In addition to the long, medium and short-term planning, which covers planning for the environment and for small group activities, each Key Person will plan for the individual needs of the children in their group. This planning may include:

- ⇒ A Targeted Learning Plan (TLP) for those children with identified additional educational needs. This plan is written in conjunction with the Special

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Educational Needs Co-ordinator (SENCO) and the Teachers.

- ⇒ A specific plan for the development of a particular aspect of learning or interest.
- ⇒ Differentiation of a small group activity.

#### Focused Child Planning (Nursery)

In the Nursery School each child will be their key persons 'focussed' child for one week each term. Through this process the key person may include the following:

- Planned/focused observations of the child
- Tracking of the child in Nursery School
- Observation of the child's well-being and involvement
- Observation of child led play – interests and next steps, which will then inform the short term
- Planning for the Nursery School

#### ■ **Out of school clubs**

Planning for these services is firmly based on the interests of the children. All toys, games and resources used by the club are accessible to the children so that they can select what they want for each session. Additional activities are introduced by the adults at each session eg a craft activity; however, these are chosen based on the children's interests.

Additional activities are planned for the holiday club which may involve external providers, for example: judo, dance, kite making.

#### ■ **Planning to meet the diverse needs of children**

At the Centre we plan to meet the needs of both boys and girls; children with SEN; children who are more able; children with disabilities; children from all social, cultural and religious backgrounds; children of different ethnic groups and children from diverse linguistic backgrounds. This means providing a safe environment, free from harassment and discrimination, in which children's contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

#### ■ **Monitoring and evaluation**

The Teachers will:

- ⇒ Monitor the range and quality of planning.
- ⇒ Evaluate the effectiveness of planning in light of observations made.
- ⇒ Support the practitioners in the implementation of this policy through regular training and staff development meetings.
- ⇒ Prioritise time for planning and discussions within teams.

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- ⇒ Ensure that planning is shared with parents.
- ⇒ Provide a termly report to the Head Teacher, Governors and Directors.

Team Leaders will:

- ⇒ Ensure that all practitioners within their team are familiar with this policy and the procedures outlined in it.
- ⇒ Support practitioners in taking part in the planning process.
- ⇒ Take account of the needs, interests and knowledge of all children when planning.
- ⇒ Actively involve parents in the planning process.
- ⇒ Ensure that all planning is evaluated.

#### ■ Dissemination

This policy is available for all parents, governors, staff and prospective parents.

#### ■ Review procedure

This policy will be reviewed every three years by the Teachers, the Head Teacher and the Governors.