



JS - Little Wellies 'Planning in the Moment' policy

Title of Policy	'Planning in the Moment' policy
Applies to	Little Wellies
Endorsed by	Prep School Management Team
Responsibility	Head of Pre-Prep & Nursery Manager
Date reviewed	Michaelmas 2023
Next review	Michaelmas 2024

Planning In The Moment Policy

“Young children live in the here and now. If adults are to make a real difference to their learning they need to seize the moment when children first show curiosity and support their next steps immediately.” (Anna Ephgrave)

At Little Wellies we believe in starting with the child and being led by their interests and development. With this in mind we use a Planning In The Moment approach, underpinned by the Early Years Foundation Stage framework. We understand that children thrive when they are engaged and content. Each child is unique and will learn in a different way, and as adults we support their individuality. The idea is to capture the interest of a child or children in the present moment and not just as a pre-planned activity; this allows us to embrace more opportunities for learning.

As Practitioners, we will support the child by being interested, open and relaxed. As professionals, we know our children, and we trust our staff to plan ‘in their minds’ and ‘in the moment’, as we observe and engage with the children. Assessment happens ‘in the moment’ as does the ‘planning’ what to do or say next to therefore ensure our response enables the child to make progress.

This specific method of planning and facilitation has been gradually introduced since September 2020 and we hold regular meetings to discuss successes and areas of development. We have now confidently embedded this approach and staff are capable and empowered to deliver the approach and take the children’s lead to ensure the best outcomes. We will continue to review, refine and reflect our practice in our ever changing setting.

Focus Children

Each week we will choose two children in our Duckling Room and two children in our Cygnet Room. These children will be the focus of our observations and teaching for the week. We will receive feedback from parents/carers after sending them a Parent Consultation Sheet to complete in advance of the week. This will give us an insight into the child’s interests at home, and things that might be going on in their lives. Using this information, and our own knowledge of the child, we can develop identified ‘areas of focus’ and suggest engaging environments.

Our observations will reflect the continuous teaching that happens constantly as children play and develop in their own way. These observations will be fed back to parents and the teaching elements highlighted, in line with the Early Years Foundation Stage framework.

Tapestry

We use Tapestry to record and send these observations to parents and to track and keep records of individual children’s progress. Parents are able to comment and ask questions through this medium and also post photographs and highlights from home, giving a rounded view of the child.

Observations of children who are not the Focus Child, will continue as normal throughout the week, and an enriching and enabling environment is always provided.

Evidence of good practice

We will therefore be able to provide evidence for our good practice, not only through the progress made by the child, and through their increased wellbeing, but through a number of other ways:

- Focus children records
- Tapestry observations for all children
- Planning folders where we keep records of changes to the environment (like a scrapbook that we fill in to show how the environment evolves)
- Minutes from meetings
- The Pre-Prep development plan
- Anecdotal evidence and feedback/testimonials from parents

Ofsted Definition of Teaching

Teaching should not be taken to imply a “top down” or formal way of working. It is a broad term that 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 adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Ofsted, September, 2015

Name:
Date: W/C

Term:

Appendix A: Planning in the moment (template)

Prime Area			Specific Area			
C & L	PD	PSED	MATHS	LIT	UW	EAD

Monday		Tuesday		Wednesday		Thursday		Friday	

Observation & Assessment	Plan and Teaching	Outcomes