Learning in Nature CIC & Beccles Forest Schools



Planning and Observation Policy

Safeguarding and Welfare Requirement:
1.18 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

This policy was adopted by:	Learning in Nature CIC & Beccles Forest Schools
Date of adoption:	19th October 2025
Date to be reviewed:	19th October 2026
Signed, on behalf of the provider:	
Name of signatory:	Rach Whitwood
Role of signatory:	Co-Director

Policy Statement

At Beccles Forest Schools, we fiercely protect the rights of children to play freely. Sessions are learner-led. The role of the adult is to facilitate this. (For full details, please see our Play Policy (July 2025).docx .) In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust our practice appropriately. The EYFS Framework outlines three characteristics of effective teaching and learning:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

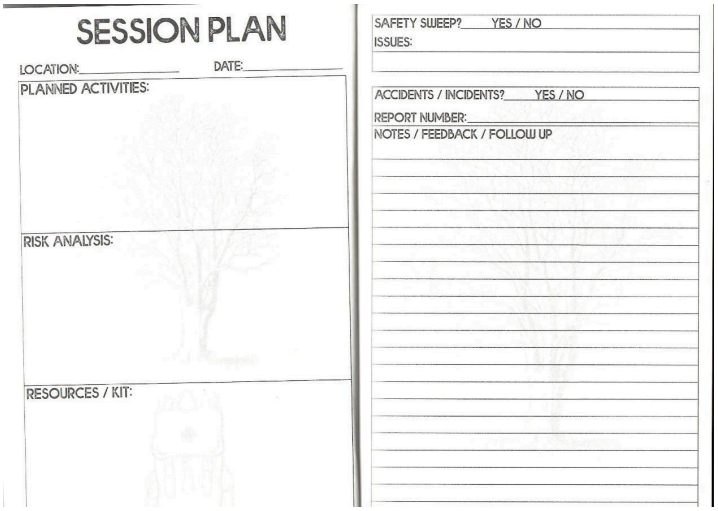
Planning and Observation Procedures

By its nature, Forest School is learner-led. Therefore, while the first session of the group will naturally be planned more by the leader, henceforth the sessions include ideas stemming from the group and from the group's challenges and successes.

Detailed information needed for a Forest School Leader to run a session is included in Running a Session at Beccles Forest Schools: Information for Staff, provided to all staff.

Format of Planning

Forest School Leaders are not required to use a particular format, but a common format used is:


SESSION PLAN

LOCATION: DATE:

PLANNED ACTIVITIES:

RISK ANALYSIS:

RESOURCES / KIT:

SAFETY SWEEP? YES / NO

ISSUES:

ACCIDENTS / INCIDENTS? YES / NO

REPORT NUMBER:

NOTES / FEEDBACK / FOLLOW UP

When planning for sessions, Forest School Leader consider the following:

- Play Policy (July 2025).docx
- Time of year
- Time of day
- Size of group
- Staff working
- Resources available naturally
- Resources needed in addition

Format of Observations

When observing, Forest School Leaders typically carry a small notebook in their pouch and note things down throughout, or else share them with a colleague as they're going along. At the end of each session, the Forest School Leader oversees the observations from the session, collating them onto the appropriate form. Again, Forest School Leaders are not required to use a particular format, but a common format used is:

Group: Led by: Learner Name:

Session & Date	Observation	Next Steps	Further notes
1			
2			

3			

Planning and observations are uploaded to our online storage system.

Appendices

Appendix 1: Statutory Guidance and Legal Frameworks

Department for Education (2025) *Early Years Foundation Stage Statutory Framework for group and school based providers, Available at* https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf (Accessed 19th October 2025)