

Planning for Learning & Development Policy

As of September 2008, the Early Years Foundation Stage (EYFS) became the statutory documentation for use in pre-school settings, bringing together the Curriculum Guidance for the Foundation Stage, the Birth to Three Matters Framework and the National Standards for Under 8s Daycare.

Plume Avenue Nursery use the framework set out in the EYFS to plan for the ongoing learning and development of every child attending the setting.

In order to plan appropriately for each child's subsequent transition into main-stream schooling we place the children across the setting using their date of birth and expected date of entry into school (based on our local infant school intake policy). On occasion this may result in friendship groups being split across separate areas.

Statement of Intent

It is our intention to ensure that every child will be given equal opportunity to both learn and develop at a rate suitable for them as an individual in accordance with the requirements of the Early Years Foundation Stage.

We will, in partnership with parents as primary care-givers & educators;

Plan for the overall learning of all the children in the setting on a yearly basis (long-term plan) by:

- appropriately distributing the early learning goals from the EYFS Framework across the year,
- incorporate the various festivals held throughout the year into the long-term plan,
- agreeing with practitioners suggested ideas for 'themes'

To break down the long-term plan on a termly basis (medium-term) by:

- allocating appropriate Development Matters Milestones from the EYFS Framework.

To break this down further into more structured planning on a weekly basis. This is done by the room leader within each separate area of the setting after discussion with his/her supporting practitioners, taking into account:

- the long & medium term plans,
- each child's individual needs,
- each child's individual interests,
- the children's current learning and development levels (differentiating for those children who are more, or less able),
- the importance of the balance between adult-led and child-initiated activities.

Every child is allocated a key person within the setting and it is the keyperson's responsibility (with the support of other practitioners) to observe and assess each of their key children. These observations will be carried out systematically and from the analysis of these observations each child's achievements, interests and learning styles are identified and subsequent 'next steps' across the six areas of development can be planned for.

Each child has a 'Child Record Book' that accompanies them through their 'nursery journey', being transferred to each new area and keyworker as necessary. This enables each child's record of learning and development to be passed on and allows continuity across the setting to be maintained.