

Planning for Learning & Development Policy

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 which is currently one intake in September).

All children are based in the main hall with free flow access to the other areas for music, physical, outside and messy play.

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;

- incorporate the various festivals held throughout the year into our planning,
- agree with practitioners suggested ideas for 'themes'

In discussion with the supporting practitioners the room leader will formulate a weekly plan taking into account;

- each child's individual needs,
- each child's individual interests,
- the latest information received from parents/carers (both verbally and via the "home book" system),
- 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 keyperson 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 seven areas of development can be planned for.

Each child has a 'learning journey' that accompanies them through their time at the setting. These are organised to be completed in a relatively uniform manner so that should there be a need to change keyperson, this enables each child's record of learning and development to be passed on, allowing a level of continuity across the setting to be maintained.

These records are regularly checked by the management team and are available for viewing by the individual child's parents/carers at any time.



Signed: *Stene Colley* - Page 1 of 1 -
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