

MIDDLETON IN TEESDALE NURSERY AND PRIMARY SCHOOL
EARLY YEARS FOUNDATION STAGE UNIT

**OBSERVING CHILDREN, PLANNING AND EARLY YEARS
FOUNDATION STAGE PROFILING**

All staff within the FSU are engaging in the practice of ongoing observational assessment to aid our planning of each child's continuing development through play-based and adult directed activities.

Systematically observing children and documenting their ideas, questions and theories is central to our assessment and planning approach. One of the key challenges facing staff, new to this approach, is getting the balance right between intervening in child's play in order to move them on to purposeful activities that extend their thinking, and non intervention to enable children to come to their own understanding, through discovery, exploration, as well as frustration and some times failure.

Getting the balance between adult-led and child-initiated activities is constantly under review and this is reflected in our **Short Term Planning**, which can change and modify daily, depending on our observations. Some children are more self-regulating than others and therefore require less directed adult guidance, whilst others require close supervision and support from adults to ensure they access a balanced curriculum. We aim to identify the right balance for each child. It is through daily observations and weekly planning meeting that staff come together and share their observations.

At our weekly planning meetings we share our observations and identify significant learning experiences and children's interests. From our observations we plan future learning opportunities and review the continuous provision. We draw from our detailed **Long Term Plan** the main 'Learning Contexts' which provide us with an overarching theme to contextualise the learning. This may be related to the time of year, seasons, special or significant events in the community. The LTP provides opportunities and experiences ensuring all the **Early Learning Goals** in the Early Years Foundation Stage Framework will be covered.

Every child in the FSU has their own Learning Journal, as well as Numeracy and Literacy books in Reception. From this range of evidence we are able to track their progress and attainment to support our judgements and complete the **Early Years Foundation Stage Profile**.