



Flying Start 'In the moment planning'

From September 2019 we changed our planning techniques and recording to 'In the moment planning'.

This we feel will ensure the setting is more child-led. We have re-structured our way of storing our equipment in order to ensure the children are given more free choice during play. This we hope will give a more enabling environment and will allow the children to explore and investigate through their play supported by our skilful teaching team.

This system will also bring our parents in to our planning structure and allow them a more in-depth insight into their child's nursery life.

We ask you as parents and carers to please support us in this change.

We know it will be trial and error at first, as we mould the system to working in the environment we have, however we feel the outcome will be well worth it.

Planning

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis.

We aim to have approximately five '**named focus children**' each week. We are still keeping to the Key Person system.

The parents/carer's role in our new system

If your child is due to be a 'focus child' they get to take home a nursery teddy for the weekend. We ask you to take some photographs for your child's tapestry account. We will also give you a parent consultation sheet to fill in the week before. We value the knowledge and understanding you have of your child and would really appreciate it if you would share anything significant happening in your child's life at that moment with us. We also ask you if there is anything you would like us to support your child with during that week or is there anything you would like to find out about. Together we can plan activities to meet your child's needs and set next steps for their future learning and development.

We record our observations on tapestry for focus children. We also have a planning board to record group observations. We continue to also take observations of all other individual children when they demonstrating new learning.

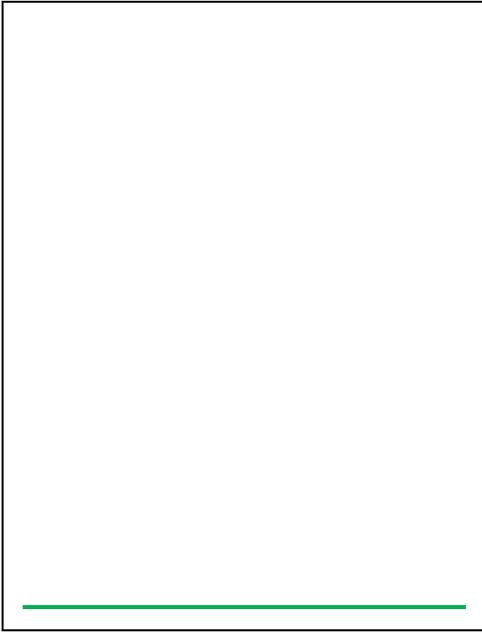
We work in this way because ...

"Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest - the 'teachable moment' - that the

skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment)."
From National Standards document Learning, Playing and Interacting P.22 - 23

We work this way because high-level involvement occurs in child-initiated activity.





Progress and Development

When children show high levels of involvement, that is when there is progress and development occurring - when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff. Planning in the moment helps to make this possible.

An Enabling Environment

We have a workshop style environment indoors and outside. Minimum items are set out on the tables. The children select what they want to do in each area. Due to us having two year olds, we do put some toys/activities out. The principal is that resources are accessible to the children and they are varied, open-ended and high quality.

This gives children the opportunity to select resources to support their chosen activity.

The Role of The Adult

The adults are there to facilitate learning. They do this through observations and interactions.

Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level. In observations you will see us recording teaching with the letter (T) to show what impact our adult interactions are having on the children's learning.

The Early Years Statutory framework (2019) and Ofsted definition of teaching (2015) fits exactly with our way of planning and teaching - in the moment.

Three Characteristics of Effective Learning (Revised EYFS 2019)

Child-initiated activity Children with effective learning characteristics:

- are willing to have a go

- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do

To accurately assess these characteristics, practitioners need to observe learning that children have initiated rather than only focusing on what children do when prompted. Children need rich opportunities to initiate ideas and activities so that they can develop the learning characteristics that are assessed by the EYFS profile. These characteristics also support lifelong learning.

Ofsted definition of teaching (2015)

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which 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 they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.'