

*'All planning starts with observing children in order to understand and consider their current interests, development and learning.'*

**EYFS Principles into Practice 3.1 DCSF 2008**

### The Unique Child

- Individual children are regularly observed to assess their interests, needs and abilities

### Positive Relationships

- Parents/carers are regularly involved in the observation, assessment and planning process
- The children's profiles are shared with parents/carers and the children
- Parents/carers have opportunities to add to their child's profile

### Enabling Environments

- Long term planning shows how the EYFS principles will be put into practice
- Medium term planning is based upon the children's interests and/or predictable foci/themes
- Short term planning (daily or weekly) supports each child's learning and development
- The learning environment supports a balance (approx. 50/50) of child initiated, adult led and adult initiated learning and teaching experiences
- Following each session practitioners evaluate the suitability of the environment and activities
- Planning is flexible to take account of changes in the children's interests and learning needs
- All adults are effectively deployed to support the learning and teaching
- All adults motivate, extend, enhance and involve children in the learning process
- The indoor and outdoor environments are used to full potential
- Resources are accessible to all children

### Learning and Development

- All adults have a good knowledge of child development and the process of learning
- Practitioners have high expectations for all children including EAL, boys, summer born and SEN
- Planning leads adults into supporting and challenging children's thinking
- Differentiated planning ensures that all children make good progress
- There are planned daily formative observations/assessments
- Observations are analysed and next steps for groups and/or individual children are planned
- Assessments inform records of learning and development
- Children's learning and development is regularly tracked, with gaps and next steps identified
- Intervention strategies are implemented for those children not making good progress towards the Early Learning Goals (ELG's)
- Evidence of progress is kept, which is dated and annotated e.g. work samples, photos, post-its, formative and summative assessments, summary statements, parent/carers comments
- Children are able to select their own examples of work for their profiles



# Leadership and management

- Planning is regularly monitored and evaluated
- Regular classroom observations take place to identify if planning is effective in ensuring all children are making good progress
- There is a regular analysis of the cohort, identifying gaps in learning, progress of significant groups etc

## A few tips...

- The majority of children should achieve six and above profile points across the six areas by the end of the EYFS. This is regarded as good progress and is a national and local expectation
- A guide for planning daily formative observations/assessments = FS2: 1 child per day, FS1: 2 children per day supported by informal observations
- You will find a selection of Ealing planning templates at [www.childrenscentres.org.uk/ey\\_planning.asp](http://www.childrenscentres.org.uk/ey_planning.asp)
- Definitions:

**Child-initiated activity** - a self initiated activity wholly decided upon by the child and is the result of their own motivation to explore a project or express an idea. The child takes total ownership of the activity and may change it to a different purpose than originally intended by an adult.

**Adult-initiated activity** - an activity planned by an adult that focuses on a specific learning intention that the child may complete independently or with adult support. Children can have free access or they may be directed particularly if they will benefit from the experience.

**Adult-led activity** – an activity planned, structured and delivered by an adult to a child or group of children. It focuses on the direct teaching of skills and knowledge with a specific learning intention in mind.

**A balance of child-initiated and adult-led play based activities** - Providers should use their judgement and their knowledge of the children in their care in deciding what the balance should be. However a useful indicator to ensure an appropriate balance is by observing the ratio 50:50, 50% child-initiated activities, balanced against 50% adult-led and adult-initiated activities.

## Further Information

We have provided shortcuts to these documents on the EYFS page of our Publications section at [www.childrenscentres.org.uk](http://www.childrenscentres.org.uk)

Early Years Foundation Stage Profile Handbook, National Assessment Agency (NAA) 2008  
[www.naa.org.uk/eyfsp](http://www.naa.org.uk/eyfsp)

Early Years Foundation Stage – Practice Guidance, DCSF 2007  
[www.standards.dcsf.gov.uk/eyfs](http://www.standards.dcsf.gov.uk/eyfs)

Principles into Practice 3.1 - Enabling Environment - Observation, Assessment and Planning, DCSF 2007  
[www.standards.dfes.gov.uk/local/eyfs/resources/downloads/card3\\_1.pdf](http://www.standards.dfes.gov.uk/local/eyfs/resources/downloads/card3_1.pdf)

Early Years: Leading to Excellence, OfSTED 2008  
[www.ofsted.gov.uk/Ofsted-home/Leading-to-excellence/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Leading-to-excellence/(language)/eng-GB)

For further information visit [www.childrenscentres.org.uk](http://www.childrenscentres.org.uk)  
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