



October 2021

Planning Policy

We use the Early Years Foundation Stage to guide our practice. We plan for the whole setting and for different rooms/groups; however, our main planning is around each individual child, enabling us to support personalised learning.

We make an annual plan of major events and festivals that we will celebrate with the children. This is more a calendar of dates than detailed planning and includes local events, national and world days and religious celebrations.

This helps us to promote positive attitudes towards diversity and differences within all the children. It enables us to plan the displays and resources that we will require.

We do more detailed planning for the short term, using the chosen themes, topics or enquiries to plan a variety of activities for the children. All the staff are aware of the need to keep this planning flexible in order to accommodate the changing needs and interests of the children and to take advantage of spontaneous opportunities when they arise.

We link our short-term planning to the seven areas of learning.

1. Personal, social and emotional development (prime area).
2. Communication and language (prime area).
3. Physical development (prime area).
4. Mathematics (specific area).
5. Understanding the world (specific area).
6. Literacy (specific area).
7. Expressive arts and design (specific area).

While an activity may focus on one particular area of learning, we try to look at the framework holistically, and bring in other areas of learning where there is natural overlap.

Key persons are responsible for developing personalised learning plans for their children. These are based on the needs, interests, developmental stage and previous experiences of the individual child. The key person will be expected to build up a "picture" of each of their named children, involving the parents in gathering information and by doing observations on the child and also by listening to the child themselves. This will enable them to develop a personalised learning plan for each child, supporting them to develop and move

onto the next stage of their learning at a pace that is right for them. These personalised learning plans are discussed with the room leader and used to feed into the main planning of the room. The personalised learning plans are also regularly reviewed and linked to the next developmental step.

Practitioners are encouraged to also use “in the moment planning”. They recognise that a child has an interest in something and use this knowledge to intervene and introduce new learning, thereby extending the child’s development. “In the moment planning” is recorded in the individual child’s learning journal.

Staff are encouraged to attend training to develop their skills in observation, assessment and planning and to learn about the different theories in play.

Room leads are responsible for the overall planning of their room, ensuring that it meets the needs of the children, reflecting the cultures of the group and includes support for children with English as a second language, or those identified with special educational needs or disabilities. It must avoid gender stereotyping and promote positive images of all groups. It must provide opportunities for both indoor and outdoor play and have a balance of adult-led, adult-directed and child-initiated activities.

Both rooms within the nursery are planned to allow the children to move freely between activities and to meet a variety of different needs, eg space for more boisterous play, a quiet area to allow children to rest, talk quietly to one another or share a book.

All planning is regularly reviewed and evaluated.