

Quality Improvement Framework

Section 3 – Teaching and Learning

Subsection: Planning

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>There are different aspects of planning that need to be taken into consideration.</p> <p>There should be clear identifiable links to the EYFS and in particular the characteristics of effective learning for individual children.</p> <p>The resources and opportunities planned should be based upon quality, ongoing observations of children's development, learning styles and interests.</p> <p>Planning should ensure the play environment offers a broad range of teaching and learning opportunities.</p> <p>Planning should be shared with other significant staff/adults involved with the children to check that planning is relevant and understood by all.</p> <p>It should serve a purpose that is clear and highlights next steps for the individual child:</p> <ul style="list-style-type: none"> • Planning should include clear learning intentions for the child • Indicate how the intentions are to be implemented (role of the adult) • Show how the impact of the learning is measured. <p>The planning process should be flexible to allow for spontaneous learning opportunities to occur. Practitioners should be responsive to how the play session evolves and give consideration as to how they support and extend play and learning.</p>	<ul style="list-style-type: none"> • Does the planning cover all areas of learning and development in a holistic way? (This does not necessarily mean planned, specific activities in each area of learning and development.) • Are the staff aware of their role in ensuring outcomes are met through planned purposeful play? • Do staff have a sound understanding of child development? • Do they recognise how this contributes to their ability to successfully support the child in their play and learning? • Do staff know what is meant by planned, purposeful play? <p>Do staff reflect on, and can explain:</p> <ul style="list-style-type: none"> • Why they have planned the learning opportunities • How opportunities support individual learning outcomes • When children have demonstrated sufficient development in specific areas • How staff encourage extended learning opportunities. 	<p>Q Cards</p> <p>Training</p> <p>EED team training programme</p> <p>Useful Links</p> <p>Foundation Years – Good practice in early education</p> <p>Education Endowment Foundation – guidance reports</p> <p>KEAP</p> <p>Resources and templates</p> <p>Planning Possible lines of development (PLOD form)</p> <p>Weekly planning template</p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>