

Hindley Sure Start Nursery School

Planning Policy

“Supporting our Community to enable a positive start for children.”

Purpose of Planning

Planning at Hindley Sure Start Nursery provides a broad and balanced early years curriculum promoting children’s learning, enjoyment and interests. Planning should detail what experiences will be provided over a period of time and should reflect the needs and different abilities of children throughout the nursery.

Planning is based upon the principle that children learn most effectively when they are interested and motivated by the activities they engage with. Therefore, staff make detailed daily observations of children’s individual learning interests and this informs the planning process. A balance of planned adult-led activities, child-initiated play and adult directed playful experiences ensures developmentally appropriate differentiation and challenge.

All staff should follow the agreed planning formats to ensure consistency of approach across the nursery. Planning should indicate initial learning objectives to be taught but it should always remain a working document and be amended in the light of new information. All planning should be displayed in a prominent area of the classroom for practitioners, parents and visitors to see. It is the responsibility of the class teacher to ensure that all practitioners are made aware of their responsibilities and areas of delivery when working with the children.

Medium Term Planning

Medium term planning is produced by the class teacher at the beginning of each term. The medium term plan ensures a broad coverage of the curriculum relating closely to the developmental age bands within the EYFS. Predictable events and interests will be included in the medium term plan; implications for resources will be highlighted. Opportunities for parental involvement will also be included in the planning. Gaps in teaching and learning that are identified in the termly progress analysis are incorporated into the medium term planning.

Weekly Planning Meeting

It is the teachers’ responsibility to lead a planning meeting with all key persons each week. The practitioners should reflect and evaluate the previous learning and discuss and record any learning points, children’s interests or learning needs these must be incorporated in the following weeks planning. Each key person should use the assessment trackers to inform planning and identify targeted children; this ensures that the progress of individual children is monitored. It is important that planning reflects the children’s interests and meets their learning needs to ensure that children are interested and motivated to learn and that they are making progress in nursery.

Weekly Enhancement Plan

The weekly enhancement plan should be based around a topic or theme highlighted on the MTP and should also include activities that link to the children's own interests and learning needs. The enhancement plan should also include child-initiated learning experiences and adult guided play and targeted children identified through weekly planning meeting or from the interim assessments. The weekly plan allows the practitioners to enhance the learning environment and provide opportunities for child initiated learning and adult directed play. Each activity needs a short description of the learning that is expected to take place. This planning is flexible and evolves and changes to ensure it meets the needs of the children.

Weekly Group Time Plan

Each activity will be delivered to a group of children and this will be differentiated to meet the learning needs of the Higher Attaining Pupils (HAP), Middle Attaining Pupils (MAP) and Lower Attaining Pupils (LAP). The learning objective will be taken from the development matters section of the Foundation Stage Guidance and will match the appropriate age band for the HAP, MAP and LAP groups. SEND and Lower LAP interventions will be delivered through planned activities and play experience for the 'Training and Development' group.

Training and Development Group

Children identified as requiring additional support through an SEND Support Plan or have been identified by their Keyworker or teacher as requiring intervention to develop their physical, sensory, attention levels or communication and language are supported through the Training and Development Group. This group is the first step in our graduated approach to SEND support. The group have a high adult to child ratio and focuses on a physical and sensory approach to learning in order to develop communication and language.

Monitoring

Planning scrutiny takes place on a regular basis throughout the year. The dates are identified on the annual management planner. The planning is scrutinized by the Headteacher and the Deputy Headteacher. Each part of the planning is evaluated and an overall judgement is made against a set of criteria. Feedback is provided with clear areas for development.

Reviewed March 2016

Signed on behalf of the Governing Body **Date.....**