

Focus Children: 6/7 focus children per week, 3 times per year. They each have personalised next steps for that week. These are created by their key person the week before, either from previous summative assessment, incidental observations from the previous weeks or our own knowledge of the children. This will challenge, target and support their individual needs.



Observations are recorded on the 2Simple programme. These are the crucial moments when teaching takes place. They can range from encouraging a child to zip up their own coat or showing a group how to use the timer on the ipad to record their game. These are not planned activities. Here we can see what areas of the curriculum have been covered. These are the interactions that happen all day long in our Early Years.

Woodlands Short Term Planning Rational Focus Week



WE PUT THE INDIVIDUAL CHILD AT THE CENTRE OF EVERYTHING WHAT WE DO!
We understand that play based learning is the key to successful, happy, confident and resilient learners of the future.

Parents and carers are sent an email letter the week before their child is the focus for the following week. It asks if they have any concerns, or worries. It also asks if there is anything of significance going on at home e.g. birthdays, new pets etc. Staff will use this information during the child's focus week to help them individualise their learning. Keyworkers will then summarise the child's focus week and email this to parents via the 2Simple app.



WOW moments are recorded throughout the term. This is when the child has made us think wow! A wow moment could be learning a new skill, something they have greatly improved on, and something that they are really pleased with themselves.



During the focus week staff look on the noticeboard at the next steps for each of the focus children and tailor their interactions accordingly. They challenge and question where appropriate the level that is right for that child. Adults move the child's learning forward there and then - 'in the moment planning.'
We believe all adults are teachers and every interaction is an opportunity for a 'teachable moment.' They use the words and guidance set out in OFSTED's document 'playing and interacting in the Early Years' as a touch point for their verbal and written interactions. These observations are collated on 2Simple towards the end of the week in order that parents can share in their child's learning.



Although our preschool vary a little in the day-to-day running children are encouraged to learn and explore on their own through things such as daily independent cooking or making a tally chart while bird watching. Adults support early writing through 'Story Scribing.'
Sometimes provocations or invitations are added to an area e.g. if the area is not being used that much or to challenge and further children's knowledge and experiences when an adult is not around.



Our environment is very important. We do not put out table-top activities. Adults encourage children to choose what they'd like to do, indoors and out. Adults model how to respect, play with and look after our resources. The vast majority of what the children can see on shelves is available to play with at all times. Tidy up police check on peers at the end of each session. While resources are changed periodically (possibly after they've been introduced to a focus child or small group) our environment is kept 'clutter' free - enabling good tidying and respect for these expensive resources. After we have completed our summative assessment staff analyse the data and make changes to the overall environment. Staff know that they are showing children how to learn, rather what to learn.