



Welcome to EYFS!

In our Reception class we follow the children's interests on a daily basis. Our reflective practitioners work with the children in a play based environment to ensure the best outcomes for all pupils. We do this through our "in the moment planning".

### **What is planning in the moment?**

Planning in the moment is all about seizing the moment for children to progress. Based on what the children are already deeply involved in, this way of planning relies on skilled practitioners using quality interactions to draw out the children's knowledge and build on it there and then (in the moment). This means that the practitioner needs the skills to be able to see the teachable moment from the child's perspective and be skilled enough to know when to intervene and when to stand back and observe. Planning in the moment is all about capturing the moment of engagement and running with it to make sure the children progress.

The teachable moment National Strategies document states: **"It is in the moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skilful adult makes a difference."**

### **What does the child gain from the teachable moment?**

The child should feel valued, important, interesting, capable, and able to learn as well as gaining knowledge, skills, attitude and understanding therefore making progress in one or several areas of the Early Years Curriculum.

### **What does the practitioner gain from the teachable moment?**

They should feel valued, important, interesting, capable, and able to teach as well as gaining a sound understanding of the child's knowledge, skills, attitude, understanding and progress.

As we follow the children's interest all planning is done retrospectively. Each practitioner records what they have done to help the children progress each day on Focus Pupil Planning sheets.

Phonics and Maths are still taught daily using weekly plans. When planning this way time is used at the beginning or end of each session (morning and afternoon) to give the children an opportunity to talk about what they have learnt and in most cases the teacher can use this as a whole class teaching opportunity or to consolidate knowledge.

The Early Years Framework 2014 states: **"1.6. Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development."** Planning in the moment fully allows this to happen and encourages the children to pursue their own interests.



## **The Learning Environment**

This way of planning means that the learning environment (both the indoor environment and outdoor environment) constantly need to be reviewed and adapted to ensure that the children's level of involvement in their activity is constantly deep (level of involvement/well-being). The resources in each area also need to be plentiful and engaging.

## **Observations**

All observations made of the children must be based on high quality interactions between children or children and practitioners. They must include any teaching that has taken place or progress that a child or group of children have made. All practitioners are responsible for highlighting progress in observations. Emphasis is highly placed on using 'I wonder...' statements i.e. 'I wonder if...', 'I wonder what...', 'I wonder how...'. This approach to questioning is a lot less pressurising and allows the children to open up more readily.

## **How do you ensure coverage of the EYFS curriculum?**

At the end of each week from the iPad observations and the focus planning sheets the teacher will tick off which areas each child has covered and therefore any gaps can be filled the following week (as a priority area in teachable moments).

## **Parental Involvement**

Parents are encouraged to contribute to the Learning Journey of their child. For example sending photographs/certificates of achievements that occur out of school.

These are always added to the Learning Journey after being celebrated within the school community, as part of our weekly Celebration Assembly.

*"We are absolutely delighted with our daughter's progress in all areas of her learning".*

*"It is a very warm and safe learning environment".*

*"When I went to look around and talk to the staff, my concerns were listened to, and met with knowledge, empathy, and a positive, flexible attitude which gave me great confidence in the suitability of Sacred Heart RC School for my child's needs".*

*"I am confident that in choosing to send my daughter to the school, I have given her the best possible start to her school experience".*