**Understanding observation, assessment, and planning**

**A guide for parents and carers at Planet Tiny**

**Observation** – Each child’s keyperson carries out regular observations during the child’s day, both recorded and unrecorded. Observations will inform how activities, environment setups, and interactions are created/carried out.

Observations of children are regularly added to 2 SIMPLE, our online journaling system, and/or fed back to parents during pick up times to further extend learning at home. When uploading to 2 SIMPLE, staff select the areas and characteristics of effective learning evident in the observation.

Once saved, parents receive an email alerting them to a new observation to which they can leave comments. Parents also upload their own observations from home onto 2 SIMPLE which is an excellent way for the team to extend outside learning into the nursery.

**Planning** – Our interest-based planning is created daily. Each key person has a planning notebook and collates their observations of children’s play throughout the day, planning access to resources that will be of the greatest interest to their key children when they’re next in. We also always encourage families to let us know about what their children are into at home so that activities and the environment at nursery can reflect their interests.

Planning is available for parents to see what and how activities are planned for their children.

**2 SIMPLE**-  Our online learning journals enable our parents/carers to instantly see videos, pictures and observations of their children via their own secure link. The observations are linked to the EYFS and our families also have the opportunity to observe their children at home and send them back to us or simply comment on the observation that has been put up. They might give an idea for example of how to extend the activity they have seen in a way that they know their child would enjoy. We really encourage this aspect of our recording system as it is a way of finding out new interests and skills so that we can add it to individual or group planning. We value this close and consistent communication and it is clear to see the benefit of it to our children’s development.

**Differentiation** – Differentiation is used to ensure each child’s experience is individualised to his or her developmental needs and interests. When adult-led or group activities are planned, staff include how to support or challenge children within the activity. For example, for an adult-led activity about floating and sinking objects, the differentiation plan will show how or what should be a part of the activity (modelling specific/relevant vocabulary, etc.) and how to challenge or support particular children (support ZZ with using simple sentences).

Upon evaluating each activity, staff decide how best to plan next steps for children. Differentiation is very important and is used to ensure each child’s experience is individualised to his or her developmental needs and interests.

The plan is then used to highlight how to further support or challenge individual children (or the group as a whole) during the activity. For example, for an adult-led activity about floating and sinking objects, the differentiation plan will show how or what should be a part of the activity (modelling specific/relevant vocabulary, etc.) and how to challenge or support particular children (support \* with using simple sentences for example). After each activity it is evaluated with ways forward to improve or build upon them for use in the next day’s planning.

**Next steps** – Next steps, as the name implies, are planned to extend children’s learning within their interests and provide further support. When a keyperson differentiates an activity for his/her key children, planned next steps are always taken into consideration. For instance, a child may be highly interested in stacking objects. A next step may be encouraging the child to make more complex arrangements and/or incorporating maths vocabulary into play such as tall, short, balance, etc.

**Progress reports** – At the end of each term and in preparation for parents’ afternoons, each keyperson uses 2 SIMPLE to run a summative assessment for each of their key children. This provides a glance of where each child’s development falls in the seven areas of learning (early, developing, secure) as collated via uploaded observations and staff’s first-hand knowledge of key children’s abilities and development. Using the summative assessments, keyworkers then write up a progress report summarising where children currently are, what typical characteristics of effective learning they demonstrate in their play, and what he/she will be working on for that child’s next steps, which are shared with and contributed to by parents during their parents’ afternoon.

**Key person/Co keyperson –** Your first point of contact at the nursery is your key person. Their role is to welcome you into the nursery and ensure your child`s needs are met throughout the day. The key person will ensure your child is comfortable and well cared for at all times.

The key person will also be the person who carries out observations, assessment and planning for your child and will feedback on their progress with weekly feedback books and two parents meetings per year.

Information regarding dietary requirements or medication must be passed onto your key person to ensure we are well informed of their needs.

If your key person is absent due to sickness, annual leave or on a training course your co key person will fill the role of the key person. Please familiarise yourself with your co keyperson at nursery.

A key person will be allocated after we have completed our initial settling in observations. Once we see who your child forms a relationship with, we will assign them to a member of staff who also attends nursery on your child`s day.