From September 2018 we changed our planning techniques and recording to “In the Moment Planning”. We feel that this ensures that the setting is more child-led. We have completely restructured our way of storing equipment in order to ensure the children are given more free choice during play. This gives a more enabling environment and allows the children to explore and investigate through their play.

This system also brings parents into our planning structure and allows them a more in-depth sight into their child’s life at Nursery and School. We ask you, as parents and carers, to please support us.

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis.

We aim to have approximately four named focus children each week in Nursery and three named children in each Reception class.

If your child is due to be a “focus child” we will give you a parent consultation sheet to fill in the week before. We value the knowledge and understanding you have of your child and would really appreciate it if you would share anything significant happening in your child’s life at that moment with us. This gives you the opportunity to ask us about your child’s progress and development and will help us to plan for their future learning and development. We will use the see-saw program to send photos of what your child has been doing in class when they are a focus child.
Quality interactions are recorded daily onto the focus child sheets and stuck into learning journeys at the end of the week.

**We work in this way because:**

“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement effort or interest- the “teachable moment”- that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will always be alert to individual children (observation), always thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”

*From National Standards Document Learning, Playing and Interacting p22-23*

**For the majority of the time we have focus children not focus activities.**

**The adult goes to the child. The child is NOT called to come to the adult.**

**We work this way because high-level involvement occurs in child-initiated activity.**

However some of the aspects of the curriculum are delivered through focus group work, for example ‘Talk for Writing’.

**Progress and Development**

When a child shows high levels of involvement, that is when there is progress and development occurring - when the brain
is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff. Planning in the moment helps to make this possible.

An Enabling Environment

We have a workshop style environment indoors and outside. The children select what they want to do in each area.

Provocations and enhancements are provided alongside to capture and stimulate children’s needs and interests. The principal is that resources are accessible to the children and they are varied, open-ended and high quality.

This gives children the opportunity to select resources to support their chosen activity.

The Role of the Adult

The adults are there to facilitate learning. They do this through observations and interactions.

Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.
The Ofsted definition of teaching (2015) fits with our way of planning and teaching in the moment. It states:

“Teaching should not be taken to imply at “top down” or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, and providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress”
Planning in the Moment

We use the observation cycle on a moment by moment basis. The focus children are given extra attention, but all the children are busy and learning all the time.

The planning sheets are a record of activities that have occurred.

It is particularly important that the adults’ input (teaching) is recorded. The symbol “T” indicates “adult”. Adult input is highlighted in yellow:

“T suggests…encourages…models…ponders…wonders…supports…offers resources…etc.”

The impact of any teaching is highlighted in green.

Planning

The “planning sheets” are blank at the start of the week. They are then filled up gradually during the week. All adults contribute to these sheets. When possible photos are printed and added to the records.

In addition “wow moments are recorded for all children as and when they occur- “remark on the remarkable”.

WOW
The Characteristics of Effective Learning

‘Playing and Exploring’ - do they investigate and experience things, and “have a go”?

‘Learning Actively’ - do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

‘Creating and Thinking Critically’ - do they have and develop their own ideas, make links between ideas and develop strategies for doing things.

With a system of focus children, a workshop style environment and records kept on spontaneous planning sheets and learning journeys, the children are learning effectively all the time.