

Busy Bees Learning and Development Policy

(Cross reference to Key Person and Partnership with Parents/Carers Policy, Personnel Policy, SEND Policy, Equality of Opportunities and Diversity Policy, Staff Supervision Policy, Staff Behaviour Policy, Confidentiality Policy and Child Protection Policy)

The Early Years Foundation Stage (EYFS) sets the curriculum and standards that all Early Years providers follow. Its underpinning themes are that every child is a unique child who with positive relationships and an enabling environment will develop and learn at their own rate and in their own way. There are seven areas of learning and development that shape our educational programme. All areas of learning and development are important and inter-connected:

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media materials
	Being imaginative

The Key Person Role In line with the requirements of the EYFS, each child at Busy Bees is assigned a Key Person. The Key Person takes on day to day responsibility for the care, learning and development needs of the children in their group. The Key Person develops a close relationship with the children in their group and gets to know their likes, dislikes, learning styles and development needs well, by carefully observing and interacting with the children during play and activities. The Key Person is responsible for completing observations, plans and assessments on each individual child in their group and using this information to interact with the child to support and extend their development by providing learning opportunities during play. It is essential that a Key Person is adequately qualified and experienced to accurately observe and assess children's development. A Key Person should have a good knowledge of child development, the normal range of milestones that children achieve key skills, the EYFS development matters statements and Characteristics of Effective Learning, so they can make judgements on the children's level of development. If accurate

judgements are not made, children may not receive the necessary support and intervention to help them to reach their full potential.

The Learning environment

Busy Bees believe that children learn best through play. Therefore, we provide resources and activities that will allow for a balance between adult directed play and child-initiated play. We provide a wide-range of resources for the children to explore on their own enabling them to make discoveries and test out their own ideas or supporting their learning by engaging in play with the children to ask questions and inspire critical thinking. The Early Years Foundation Stage recognises that there are three different styles of learning, known as Characteristics of Effective Learning and throughout our planning and delivery of activities we aim to accommodate each one.

- Playing and exploring - finding out and exploring, playing with what they know, being willing to 'have a go'.
- Active learning – being involved and concentrating, keeping trying, enjoying achieving what they set out to do.
- Creating and thinking critically - having their own ideas, making links, choosing ways to do things.

Busy Bees is aware that an enabling environment is critical to ensure the children can learn through play. We ensure that our learning environment is always well resourced to enable the children to freely select what they would like to play with and where they would like to play. The play room and playground provide a stimulating learning environment for all children to play and explore with a range of resources that encourage the children to develop skills and learning in all areas of development. Additional resources and activities are also available for the children on preschool day which is run on a Friday to offer further challenges to our older children.

The children are supported to explore the environment to see what is available, to select the resources they would like, to use them appropriately and to tidy the area when they have finished. When children are playing and selecting what to do themselves, they become deeply engaged. While this is happening, the staff observe and wait for a moment in which they feel they can make a difference. The staff then interact to 'teach' the 'next step' as appropriate for that unique child at that precise moment. Such interactions are the most important and powerful teaching moments as the children are highly motivated to find out more. When playing alongside and interacting with children, the staff should take care not to step in too soon and allow children time to see if they can solve problems by themselves or test out different ways of doing things, knowing when interacting will be beneficial and when it is best just to stand back and observe the play. The staff can then record some of these interactions afterwards as our 'planning'. The best interactions happen when we respond to a child's interests and efforts immediately.

Observations Busy Bees staff are aware that recording observations of children is vital to support learning. Because each child has a unique set of abilities and talents, we use observations in different situations to capture these first hand. By observing what children choose to do, what their interests are and who and what resources they enjoy playing with, the Key Person is provided with reliable information about children as individuals. Observations take place daily as part of the playgroup routines and staff interactions with children during play. Observations give a starting point for a holistic approach that will ensure that the child is always central to what is available in

our learning environment. Overall, it is important to observe children to make sure we are giving appropriate levels of support to children with SEND or to those who might be at risk of harm.

Permission to make observations of the child is obtained from parents/carers as part of the admissions process (Busy Bees Permissions form) and further permission is gained to share this information with outside agencies and professionals (Information Sharing Consent Form). We ensure we respect the confidentiality children, and other children's names are not mentioned in observations, instead initials are used, or the child is just briefly described (i.e. a 3-year-old boy). As children play closely together, we ask parents/carers' permission for their child's photo to appear in other children's observations, except for children who are adopted or Looked after children.

The Key Person can really get to know their key children by making careful observations and using these to tune into the child's interests and development needs. High quality observations are carried out daily by each Key Person on a selection of their Key Children, ensuring all children have had observations recorded on a weekly basis. The observations are a summary of what the child is doing, saying and learning during play and how the Key Person supported and extended their learning or enhanced the provision by giving more resources (the 'next step'). Before starting any observation, the Key Person should consider the purpose of the observation, so it can capture the most useful information. It should also be noted if it is a planned or spontaneous observation. We carry out different forms of observations to gather more information about children who we discuss as having a welfare or development concern during a staff meeting and then review and discuss this during supervision meetings.

Different forms of observations:

- Magic Moments - is a short observation with a photograph/audio recording or a simple text, briefly describing what a child says or does during play, captured using the post it notes or note books. The Key Person should note anything that is a 'first', i.e. the first time a child put their coat on unaided, and anything particular to that child, for example, a fascination with watching water pouring down gutters etc. A Key Person who knows their children well will be able to note anything unusual or exceptional about the child's play at that moment. The aim of this type of observation is to build a picture about the children's interests and development from many pieces of information. These short observations are recorded daily by each Key Person on the children in their group.
- Narrative - is an extended written account of an activity for up to around 20 minutes. It focuses on the language used by the child, level of involvement and other children that they play with. As it takes much longer, and is much more detailed than the magic moment, it is used less frequently. It is particularly useful to show other professionals who may be helping to support a child, as often children reluctant to play and engage with unfamiliar adults. A video can be used to capture the observation, but this will then be transferred to written format and the video will not be shown on the child's Learning Book account to be compliant with GDPR.
- Time Sampling - is an observation of a child over a set period. The observations are only brief but will include the activity the child is engaged in, which area of Busy bees they are playing in and the level of involvement at that time. Time sampling observations are useful to identify times during the routine when a child is having difficulty engaging in an activity, is becoming upset or unsettled during the settling in period, or key times in the routine when their behaviour is difficult to manage.
- . Following the children's interests – Every half term/term we track the children's interest and present it on a focus sheet that goes in the children's journals. This a valuable method of observation to plan for the children's next steps.

- ABC observations - are useful to try to understand why a child behaves in a certain way. The observations look to identify: A= antecedent - what happens before the behaviour or what leads to the behaviour B = behaviour – what precisely does the child do C= consequence – how does the child react, what happens as a result of the behaviour, how was the problem dealt with.

Assessments All effective assessment involves analysing and reviewing what a Key Person knows about each child's development and learning. The Key Person can then make informed decisions about the child's progress and set Next Steps to meet their development and learning needs and what parents/carers can do to support learning at home. This is called assessment for learning. Assessment and observation should be the first stage in the planning cycle.

Formative assessment - is the type of assessment based on observations, photographs, things children have made or drawn and information from parents/carers. It informs or guides our everyday planning.

Formative Assessments at Busy Bees:

- 'What to expect when' questionnaire – a short summary questionnaire of the EYFS development matters statements is given to all new parents/carers to complete to give the Key Person a guide of how they feel their child is developing and helps to identify the child's starting points and if a parent/carer has any concerns about their child's learning or development.
- All About Me sheet and Communication passport – the Key Person goes for a home visit with each new child as part of the admissions process. The parent/carer completes an all about me sheet and communication passport to pass over information about the child's likes, fears, what they need help with, what comforters they have etc. to the child's Key Person to help with the settling in process. The Key Person ensures this is communicated to the other staff. It is based on the SEND Graduated Approach My Profile.
- Passing on and receiving information from other settings – If a child attends another setting, the Key Person contacts the other setting and agrees how and when information will be shared. The Key Person sends/or asks for copies of any IEP's and Summative Assessments. Evaluations of the different forms of observations are used to develop Next step actions for support and inform our planning.
- Examples of children's work – We take photographs of children's work (i.e. drawings, paintings, emergent writing, attempts at writing letters and numbers etc.) adding comments to link to the development of writing stages, EYFS and Characteristics of effective learning.
- Wow' vouchers parental input– Parents/carers are encouraged to give input into their child's Learning Journey, by uploading photographs and observations of their child's learning and achievements at home. Wow vouchers are also readily available to parents/carers to inform us of any special achievements that their child has at home. This information is also used to identify links to the EYFS and to inform planning.

Summative Assessment - is a summary of all the Formative Assessment done over a long period and makes statements about the child's achievements. Summative Assessments are completed by the child's Key Person and the assessment is shared, discussed and agreed with parents/carers at a parent meeting, Next Steps are identified of key skills and actions to support the child's learning and development both at home and at Playgroup. A copy of each Summative Assessment is given to other settings the child attends. If following an assessment, the Key Person feels a child's development is causing concern, this is discussed with parents/carers and the child is then added to our SEND register and receives SENCO support following the Graduated Approach.

Home learning packs: Busy Bees provide home learning packs for parents to be involved in their children's learning at home and help support the key person with their child's next steps. If we feel a key child is not achieving as well in one of the EYFS learning development areas, we will encourage the parent to take a home learning pack and to write their own observation on a sheet provided.

Summative Assessments at Busy bees:

- 2-year check - carried out on each 2-year-old child after they have been attending Busy bees for around 6 weeks. It is a written summary of the Prime areas of learning and informs us of the child's starting points in their education at Busy. If a child's development is causing concern or the child is eligible for 2-yearold funding, this 2-year check will be shared as an Integrated view with the child's Health Visitor and the child is then added to our SEND register and receives SENCO support following the Graduated approach.
- Baseline assessment - is carried out on each new child over the age of 3 after they have been attending Busy Bess for around 6 weeks. It is a written summary of the Prime and Specific areas of learning, and identifies the child's starting points at Busy Bees.
- Summative Assessment – are carried out every Nov, March and July. It is a written summary of the child's development in the Prime and Specific areas of learning. Previous Next steps actions are reviewed and new targets for support or extension are set. This is discussed with parents/carers at a meeting in Nov and July.
- Transition records – This is a final assessment completed each June for children leaving to start school, or when a child leaves our provision to attend another setting. A copy is given to school/setting and the child's parents/carers.

Interventions to promote positive outcomes.

Appropriate and timely intervention is essential to identify children with additional needs and offer or signpost the help required. Early intervention helps to prevent problems from escalating further and ensures children receive specialist professional support as soon as possible to ensure they can reach their full potential and go on to have a successful education and adult life. The information gathered from the Summative Assessments will help us to identify children who are not developing as they should. We will be concerned about a child's development when we notice that they are not making adequate progress over time (i.e. no/little progress in certain areas between assessment periods). Although the EYFS development matters statements reflect that children learn at different rates and in different way, and the age ranges overlap, we would still be concerned if a child was not meeting key milestones in relation to their peers of the same age. Busy Bees staff work closely to support the needs all of children. We hold monthly staff meetings to discuss the welfare and

development concerns of the children in our care. As a team, we agree what we will do to support the child. Interventions may include:

- Carrying out observations (using different formats) to gather more information on the child's development or look for patterns in behaviour.
- Using what we already know helps the child from previous observations or information from parents/carers to put in place strategies for support.
- Adjusting the layout of our provision, the routine and deployment of staff.
- Purchasing new equipment and resources.
- Arranging for staff training to gain more information on what we can do to support the child. • Research to find sources of information and support.
- Discussing previous experiences within the team and using each other as sources of information and to share ideas and strategies.
- Reflect on what we are doing well to support the child and look for ways we can make improvements or develop new systems.
- Plans of key activities and action plans for support – who, what and when.
- Add the child to our SEND register following the Graduated approach (My Plan).
- Involvement of other professionals such as Health Visitor, Speech and Language therapist, Social Worker etc. (My Plan Plus)
- ECHP for children requiring a higher level of support.

Planning

Our planning systems include long-term, medium-term and short-term plans. Our plans are displayed for all staff members to refer to daily and are working documents.

- Long-term plans - Our Long-term plan is used to organise the staff roles, schedule staff meetings, supervision meetings and peer observations for the year ahead. The Long-term plan is completed by Group Leaders ready for the beginning of the academic year.
- Weekly plans - All staff members contribute to the weekly planning, by passing on information on a weekly basis. Information gathered from observations and assessments is used to identify gaps in the children's learning. The Group Leader chooses goals from the Development Matters Statements that the children need to learn, and which key activities or resources will be provided over the next week to help teach them to the children. These activities are carried out during play by providing adequate resources to promote and inspire children's learning. The plan includes ideas for music and movement activities (following Letters and Sounds and Let's Move), sensory play, what different materials could be added to the dough table, or what sort of tools could be provided here, different forms of painting for the paint table, maths table resources, fine motor table activities, writing table resources, craft area materials, outdoor provision, song bag songs and suggested toys and equipment, visiting speakers or trips to help teach the goals.

- planning in the moment - Although most 'Next Steps' are carried out in the moment whenever possible, there is still scope to plan to enhance our provision and resources. We use the information from planning in the moment to inform our weekly planning sheet of which resources will be provided. The resources are available to the children for the next 2 weeks to give the children chance to repeat activities and master skills. Short-term plans include what activity is planned for the music and movement session, and our continuous provision for indoor play and outdoor play. Additional resources that are provided 'In the moment' to inspire learning are also recorded retrospectively.

Measuring the success of children's learning and development

Each Key Person has a 1:1 supervision meeting with their line manager each term to discuss the needs of the children in their group. This is a valuable opportunity to monitor the accuracy of the assessments and review the effectiveness of interventions, making changes where required. We will use the plan, do, review system to decide what else can be done to further support the child. If a child has a My Plan or My Plan plus, the plan is reviewed, and changes made as required. During the meeting, we will look at each child's Learning journey account to make sure the Key Person is making accurate assessments and to moderate to ensure all staff are working to the same 'Best fit' judgements. Further observations and assessments are completed to measure the child's progress as required. This information is then summarised to provide a Cohort Tracking analysis. The information gathered from our Cohort Tracking data is used to evaluate and measure the development of certain groups of children using our provision. We track the progress of vulnerable children (i.e. those who receive EYPP or are identified as having SEND) to ensure we are providing adequate support and interventions to help them develop to their full potential. It identifies strengths and weaknesses in the various groups of children, individual staff members and our provision. We then identify and set an action plan of how we can adapt our provision to ensure we are doing all we can to support the children's development.