

## PLANNING POLICY

### RATIONALE

Few tasks are more important than promoting learning for children in their early years. Children who begin their education in a supportive and challenging environment are likely to become confident and successful learners. Such learning environments do not simply happen: they emerge over time as the result of people working together, thinking carefully about children, about learning, and about the learning environment. Effective planning is central to effective learning for children. It is also the key to making learning and teaching manageable (*Promoting Learning: Assessing Children's Progress 3 to 5* **Page 1** - LT Scotland (SCCC) Early Education Support Series).

### AIM

The aim of Killermont Primary Nursery Class is to promote the individual child's learning through a series of planned responsive learning experiences. Staff interaction with children allows them to record and report children's progress to parents and associated primary schools using a cycle of observation, assessment, monitoring and evaluation.

### OUTCOMES

- Parents must be recognised and valued as their child's key educator providing insight into their child's development and learning
- Plans must set out clear expectations to support children's learning
- Plans must focus involvement on effective learning and teaching
- Plans must reflect the best use of the skills, abilities, experience and knowledge of individual staff
- Plans must build on previous learning and respond to individual children's needs
- Plans must involve children, reflecting on their ideas and valuing their individuality
- Plans are reviewed and evaluated to ensure children make continuous progress
- Planning must be directly linked to assessment, celebrating children's learning and achievements and look forward to the next steps in learning
- Children's development and learning is recorded and reported to parents and associated primary schools

### ROLES AND RESPONSIBILITIES:

#### All Staff

- Ensure that long, mid and short-term planning is in line with national guidelines
- Ensure that planning takes account of individual children's needs
- Observe and respond to significant achievement made by individual children
- Assess, record and evaluate children's development and learning
- Monitor and evaluate the effectiveness of planned programme of learning
- Liaise with and report to parents / guardians, other agencies and associated primary schools

### RESOURCES

*Promoting Learning: Assessing Children's Progress 3-5 - LT Scotland (SCCC) -Early Education Support Books*  
*A Curriculum Framework for Children 3-5*  
*The Child at the Centre*

### CROSS-REFERENCES:

The Child at the Centre	1.3
National Care Standards	5.1, 5.2, 5.3, 5.4, 5.5, 5.6

In our centre responsibility for implementing this policy is:	
First Draft	Date: 2002/03
Consultation with Early Years Community	Date:
The policy was created on:	Date: 2002/03
The policy was reviewed on:	Date: 7 June 2007
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