

What next for the child

Planning, next steps

Why do we need to do this?

- To provide the individual with appropriate support to meet their next steps in learning and continue to make good progress.

What do we need to know?

- Which resources are needed to support the learning/ next steps of individuals?
- Contextual information e.g. Looked After Children (LAC), English as an Additional Language (EAL), Special Educational Needs and Disability (SEND), summer born, higher attaining children, funded two year olds, free school meal entitlement, International New Arrivals (INA), ethnicity, gender?
- How the adult will interact and support play to develop this learning?
- Whether the environment can be changed/ enhanced to support the child?
- Where in the environment the learning might take place?
- How this skill can be encouraged through the routines or everyday events and in different contexts?
- Which adults need to be informed so they can support the learning and make observations?
- Is there an on-going need that should be considered (SEN concern/need IEP)?
- How the plans are going – do they need changing, has something else arisen?

Who will help?

- The key person/ class teacher will take the main role of keeping others informed of the planned next steps. This may be other practitioners and/ or parents and sometimes other professionals.
- Parents may be able to inform the key person/ class teacher of how the child is doing with this next step in their home context.

How can we share this information?

- Through talking to parents informally and at regular meetings.
- Through home – setting diaries.
- By mind mapping with the children.
- Through a daily or weekly plan which reflects individual needs.
- Through Individual Education Plans (IEPs).
- Through written reports or assessment update such as the two year old progress check.

When will we do this?

- Daily interactions with parents and other team members should support the practitioner to keep others informed.
- Staff meetings should be used to ensure information is shared with the wider team.

What next for the group or cohort

Planning, next steps

Why do we need to do this?

- To provide support to a number of children to meet a common or related next step in their individual learning. A common need may reveal a larger setting wide issue which may need to be further analysed by leaders and managers to continue to provide appropriate support for all children to ensure they continue to make good progress.

What do we need to know?

- Which resources are needed to support the learning/ next steps?
- How the adult will interact and support play with individuals and groups to develop this learning?
- Whether the environment can be changed/ enhanced to support the learning?
- Where in the environment the learning might take place for different children considering how they learn (Characteristics of Effective Learning, COEL)?
- How these skills can be encouraged through the routines or everyday events – in different contexts?
- Which adults need to be informed so they can support the learning and make observations?
- Are there any on-going needs that should be considered (SEN concern/need IEPs)?
- How the plans are going – do they need changing, has something else arisen?

Who will help?

- The key person/ class teacher will take the main role of keeping others informed of the planned next steps. This may be other practitioners and/ or parents and sometimes other professionals. Other practitioners should be looking out for and supporting learning as identified through the plans and keeping the key person informed of any significant moments or interactions.

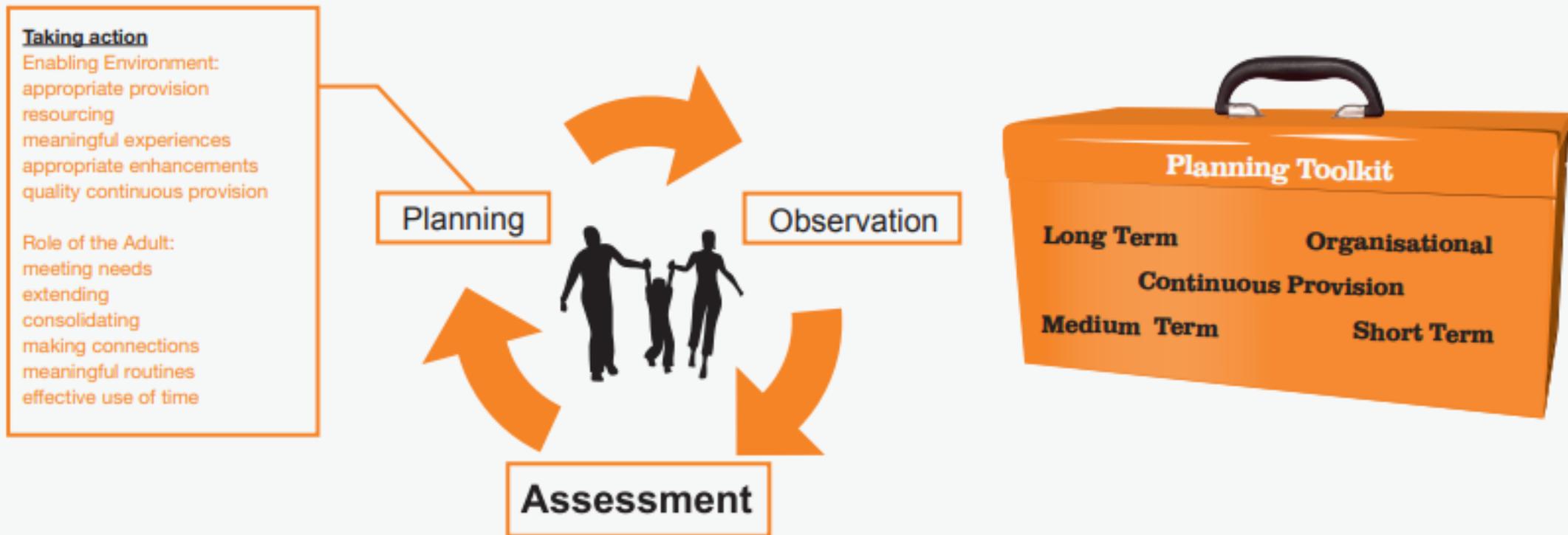
How can we share this information?

- During daily interactions with the parents.
- Through daily interactions with the wider staff team.
- Through the evidence contained in the Learning Journals.
- Through home – setting diaries.
- Through regular meetings with parents.
- Through written annual reports or assessment updates such as the two year old progress check.

When will we do this?

- Team/staff meetings should be used to discuss individuals and groups, their progress and current needs. Other practitioners should always be on the lookout for significant steps in learning occurring for any child.

The **planning toolkit** will provide examples of different ways to plan. These examples can be used to reflect on your current systems.



Reflecting on planning:

- How do you manage time effectively to enable practitioners to have time to meet, to share observations and to plan together?
- How do you make sure that plans are flexible to enable practitioners to really tune into and follow children's interests?
- Do you ensure that there is an effective two-way flow of information between parents/carers and practitioners?
- How available are children's learning journals, home-setting books, newsletters, stay and play sessions for parents to view and contribute to?
- Is planning made visible for parents/carers by displaying captioned photographs, learning walls, parents planning books etc?
- Are expectations around the amount of written planning reasonable so that it is valued and meaningful?

Whats next - planning, next steps

Case Studies:

For examples of planning please see the case studies on the Bolton Early Years Exchange which include real examples of systems used in Bolton settings.

