

Windmill Pre-School In the moment planning

Windmill Pre-School uses 'In the moment planning', we do not plan for themes throughout the year or in advance. This ensures that the child is at the centre of what we do. We work this way because high-level involvement occurs in child-initiated activity. We have focus children rather than focus activities.

This system allows us to work in partnership with you, we ask you as parents and carers to please support us in this.

The parents/carer's role

If your child is due to be a 'focus child' we will give you a "*planning for child's learning journey*" sheet to fill in the week before. We value the knowledge you have of your child and would really appreciate it if you would share anything significant happening in your child's life with us. This helps us to provide learning opportunities to meet your child's needs. We also ask for 5 recent photographs that we can share with the children and help us to find out more about their life outside of Pre-School.

Focus child sheet

Observations and teachable moments that occur are recorded on the learning journeys for the focus children. Children are usually focus children once a term.

The "planning sheets" are blank at the start of the week. They are gradually filled up over a week or two with teachable moments. All adults contribute to these sheets and when possible, photos are added. The symbol "T" indicates "adult". Adult input is underlined and children's language is highlighted.

In the top left hand box of the sheet we record information from you. In the top right hand book we record the areas of learning that have been evidenced, if observations are inside or outside and if any of the characteristics of effective learning have been seen.

In the bottom right hand box we identify areas for future focus (next steps), these are suggestions for you to try at home and for us to support your child in the setting.

What happens when children are not focus children?

In addition, "Wow" moments are recorded for all children in every session, as and when they occur. These are then added to the children's learning journeys.

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 about what it tells us about the child's 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)."

Progress and Development

When children show 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

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

The Ofsted definition of teaching (2015) fits exactly with our way of planning and teaching - in the moment.

Ofsted definition of teaching (2015)

Teaching should not be taken to imply a '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, 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). They use this information to plan children's next steps in learning and monitor their progress.'

Three 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.