



Learning and Feedback Policy Early years

This policy outlines the learning cycle of our Early Years. This cycle is conducted by the 3is; Intent, Implementation and Impact. All staff are facilitators of this cycle and have daily collaborative meetings that map out the cycle for their class/base for that day/week.

INTENT

All practitioners will begin their week by choosing 3 focus children and creating specific targets for them that meet their needs. They will use previous learning journeys, knowledge of the whole child and Seeds to Saplings to write these targets. Each child must have a literacy and maths target, alongside other areas.

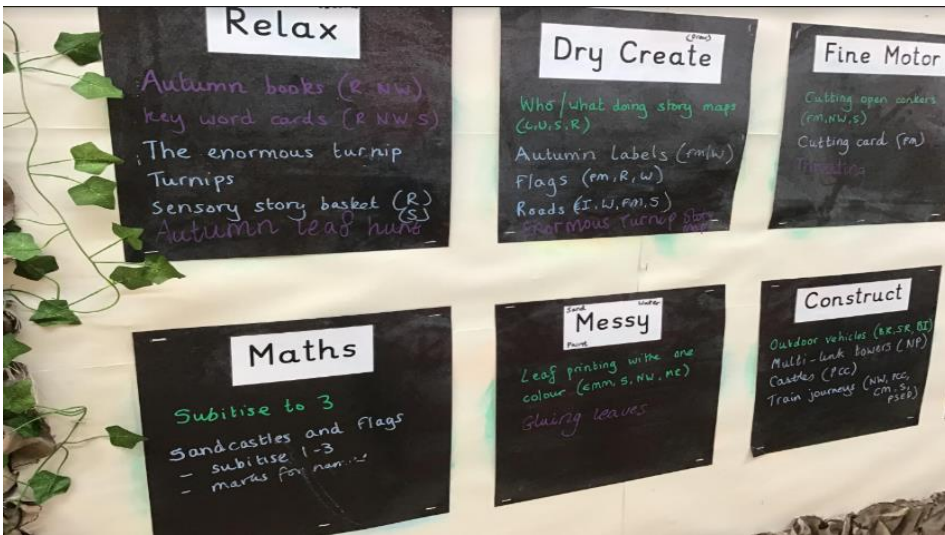
Name	INTENT	Mon	Tues	Weds	Thurs	Friday
Yahya	Literacy: Create a story map to illustrate the story of whatever next S&L: own story invention: record and model new sequencing words Maths: 5 speckled frogs working on ways of making 5 Writing: picture based on own interests: Share ideas in key person time-be proud Phonics: word build x 3					
Aria	Literacy: Create a story map to illustrate the story of whatever next S&L: own story invention: record and model new sequencing words Maths: ways of making 5 with numicon Writing: sentence based on own interests (capital letters next step: model best handwriting and not using capitals in middle of words.					
Hanna	Literacy: Create a story map to illustrate the story of whatever next. Boxing up grid S&L: own story invention: record and model new sequencing words Maths: ways of making 5 with numicon Writing: sentence based on interest with connective and handwriting focus Reading sentences					

Notes for next time

Class teachers will provide a plan for each adult led session based on what children already know, what they would like the children to achieve and any gaps. These will be shared with all staff at the start of the week. 3 Intent targets must be linked to these outcomes.

All staff will listen and note interests of the children from conversations in provision, interest led sessions and provocations. These will be noted on their INTENT plans.

All ideas will be put onto the INTENT planning board. This board will be considered and changed daily in morning meetings and/or after school.



IMPLEMENTATION

Staff will enhance areas of the classroom to implement ways in which children will meet their intent. This is the same inside and outside. These enhancements form part of the learning cycle and are reviewed each day, with changes being made to the INTENT as needed.

All practitioners are trained in using **In the Moment Planning** methods to move children's learning on. Practitioners will use the 5 comments and 1 question rule, I wonder moments and speak aloud as strategies to scaffold children's learning.

Each key worker will have 3 focus children per week, that they will follow and record for the week.

IMPACT

Practitioners will record the impact of the Intent and Implementation for their key children through the following formats;

- A class story will be published on Class Dojo each week which describe the curriculum content of that week.
- A learning summary will be recorded on Class Dojo for each focus child. This summary will include a literacy and maths achievement for reception age children, a record of a child led learning journey and how they are meeting their personal targets. This will be recorded through photos, videos and text.
- Each learning summary will highlight a next step for the child: My target is...