



Using Learning Journeys



to support Assessment in the Early Years Foundation Stage



CASE STUDY 1:

Name of School: Strike Lane Primary School, Kirkham, Lancashire

Name of Practitioner: Lisa Kelly

Developing and Managing the Learning Journey in Your School

Brief description of the school /provision for Reception children:

170 children on roll. Private pre-school on site which feeds into school reception class. 26 children in current reception class. Excellent outdoor provision.

All staff in school had training on the new EYFS framework 2012 and subject leaders have an understanding of where reception fits into the overall curriculum plan for their subject.

Purpose of the learning journey in your school:

Learning journeys are used to track pupil progress, for moderation within the school, evidence for subject leaders and to share progress with parents. Children use them daily to look at, share with others, during 'getting learning' time and key person time. Parents come into school to look at them, and they are used at Parents' Evenings to talk about progress and next steps. We also use the learning journeys to support moderation with the pre-school through regular meetings.

Contents of your learning journey – how it is organised? What does it look like?

We start to develop a 'learning journey' for each child prior to entry to the reception class when the children attend 'play sessions'. They are developed throughout the year sequentially and all areas of learning and development /aspects are recorded through evidence as it occurs – one piece of evidence may reflect more than one area of learning.

Who is involved in developing the learning journey? – Teacher, TAs, children, parents, others etc.

Teacher, teaching assistants, children, and parents are all involved in collecting evidence for the learning journeys. Staff /key workers predominantly take responsibility for the development of the learning journeys.

How is the development of the learning journey managed?

Developing learning journeys is very time consuming. We currently use PPA time, key person time, adult led sessions to keep them up to date, involving the children as much as we can in the process. All key workers update learning journeys at half termly key stage meetings, after school and staff also take them home.

We have recently introduced 'whole class floor books'; this has made the learning journeys more manageable, as some of the evidence goes in this class book and we monitor more carefully the size/content of the individual learning journeys .

Are parents and children involved in the development of the learning journey? How?

Children add information as appropriate, and later in the year children are involved in writing and annotating work /photographs themselves. Parents' comments are added weekly as appropriate via our weekly newsletter, and parents add information at parents' evenings. Parents can drop in to look at learning journeys at any time.

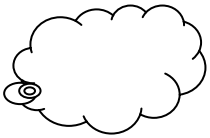
Key workers have time with the children to add information into the learning journey.

Using the learning journey to track progress

Are you using the learning journey to show pupil progress across all areas of learning and development? (What a child has learnt) If so how?

Yes. Evidence is annotated in relation to seven areas of learning and development /aspects and 'development matters' age related bands. Next steps then feed into planning.

Are you using the learning journey to show a child's 'characteristics of effective learning'? (How they learn). If so how?



A cloud is inserted next to evidence in the learning journey and annotated in relation to the respective characteristics of learning.

Are you using the learning journey to inform parents of their child's progress? If so how? How often?

We are starting to use the learning journeys this term at parents' evening to show the development of their child relating to the 'prime' and 'specific' areas of learning, characteristics of learning, and show how we use the 'positive relationships' and 'enabling environments' to support teaching and learning.

Are you involving the child in the learning journey? How?

Yes. The children can look at learning journey any time. They often sit on the floor and share their learning journeys with each other.

Learning journeys are used weekly in key person time. The children discuss what they are proud of, what they have enjoyed, and future targets. Key workers work 1 to 1 to add work and talk about what the child needs to do next.

CASE STUDY 2:

Name of School: Coupe Green Primary School, Hoghton, Preston.

Name of Practitioner: Laura Pimlott

Developing and Managing the Learning Journey in Your School

Brief description of the school /provision for Reception children:

124 children on roll, small semi-rural school, mixed age Reception/Y1 class (21 YR, 8 Y1), children come from many different nurseries on entry.

Large classroom organised into areas of continuous provision with large outdoor area to which children have free-flow access during the day.

Both Reception and Year 1 children have Learning Journeys.

Purpose of the learning journey in your school:

The Learning journey is used to track children's progress by documenting the evidence of their achievements towards the Development Matters age band statements/ELGs.

The Learning Journey is used to show parents their child's progress and achievements across the year, and is used by school staff to support tracking and monitoring, identifying next steps etc.

Learning Journeys were used during the School Inspection to prove to Ofsted that judgements on entry and EYFSP scores were correct.

Children use them to look through and see their own progress, e.g. looking back to the beginning of the year when they couldn't write their name and comparing with now when they are beginning to write sentences.

Contents of your learning journey – how it is organised? What does it look like?

Information page on inside front cover – this provides information for parents about purpose of the learning journey.

First page – 'star' picture where parents record their hopes for their child in the reception class – start this at pre-school session.

Photograph of child with what they are looking forward to in Reception. A couple of pages of evidence about the child during pre-school sessions.

Children have a separate learning journey for each term – all evidence is collected and annotated using a key (see appendix) to determine which month band the child is working within for each area of learning and development, e.g. photographs, observation notes, post-its, 'Magic Moment' slips from parents, characteristics of effective learning observation sheets. Next steps are identified if appropriate.

Who is involved in developing the learning journey? – Teacher, TAs, children, parents, others etc.

Everyone is involved in the development of learning journeys – teacher and teaching assistants share observations, Level 3 TA given 1 hour a week to update learning journeys though the teacher has overall responsibility for annotating the evidence. Children can also stick their own evidence in whenever they want – learning journeys are stored at the child's height. Parents complete 'Magic Moment' sheets which are incorporated into the learning journeys and are encouraged to send in any samples of their child's work from home.

Are parents and children involved in the development of the learning journey? How?

Magic Moment slips are used for parents to communicate achievements at home and parents are also encouraged to add their own comments/ evidence to the learning journey. Children put any examples of work that they are proud of in a 'Special Work' tray so that adults can include them in the learning journey, and children can also stick in their own evidence.

How is the development of the learning journey managed?

All adults are involved in observing children and making assessments. Post-it observations are stored on 'Assessment Wall' in classroom (space for each child's assessments with their next steps) and then transferred into learning journeys weekly/fortnightly.

Using the learning journey to track progress

How do you use the learning journey to show pupil progress across all areas of learning and development? (What a child has learnt)

The LJ is used to document any important evidence which shows children's progress within the month bands. Evidence is recorded (post-it observations, photographs etc) and annotated with notes about what skills/knowledge/concepts the child has demonstrated and how this contributes as evidence towards achievement of specific 'Development Matters' statements/ELGs.

Are you using the learning journey to track progress? If so how? Who is involved? When /how often?

Yes, at the end of each term the Learning Journey is used to inform judgements made about where the child is working in terms of month bands, and if they are entering, developing or confident. This is in consultation with all adults working in Foundation Stage, and then discussed with the Head teacher at termly tracking meetings.

How do you use the learning journey to show a child's 'characteristics of effective learning'? (How they learn).

Separate observation sheets are used (on yellow paper) to record any instances where a child has demonstrated a characteristic of effective learning. The observation is recorded and then underneath the practitioner ticks which characteristics the child has shown. This then informs planning for the characteristics in short term planning, and is also used to communicate to parents 'how' their child learns. At the end of the year, these observation sheets will be used to inform the written report on how a child learns.

How are you using the learning journey to inform parents of their child's progress?

Parents formally look at their child's learning journey and discuss progress during parents' evening each term. They are also encouraged to come into the classroom to look at their child's learning journey at any time. Parents are invited to 'Wow Work Week' (the last week of each half term) where they come into school and their child shows them their learning journey and talks about the things they have learnt that half term.



CASE STUDY 3:

Name of School: Singleton C of E Primary School, Singleton

Name of Practitioner: Karen Haigh

Developing and Managing the Learning Journey in Your School

Brief description of the school /provision for Reception children:

15 children in reception class with 1 full time teacher and part time nursery nurse. 1 child with SEN statement has full time support.

Purpose of the learning journey in your school:

The 'Learning Journal' represents each child's unique journey through the reception year. The journal is used to demonstrate the progress a child has made throughout the year, with evidence of both 'what' they have learnt and 'how' they learn. The journal is also used to support the tracking progress of a child throughout the reception year, and is shared regularly with parents.

Contents of your learning journey – how it is organised? What does it look like?

The journal starts at the beginning of the reception year and shows a child's 'journey' through the year. The evidence is not organised into 'areas of learning', but shows learning through all seven areas as the child moves through reception. Each piece of evidence may show learning across more than one area of learning and development.

The journal consists of photographs, post-it notes, pieces of work, from both home and school. Evidence is collected from both activities the child has initiated in continuous provision (indoors and outdoors), and from adult directed tasks.

Who is involved in developing the learning journey? – Teacher, TAs, children, parents, others etc.

Everyone – Teaching assistants, parents, child, students, other members of school staff. The class teacher monitors the evidence and collates the information, however the children are also involved in developing their own journal.

Are parents and children involved in the development of the learning journey? How?

Yes. The children bring evidence from home, and ask if it can go in their journal. If appropriate, children are encouraged to annotate their own photographs in their 'journals', this would not be until part way through the year.

How is the development of the learning journey managed?

I try to do some everyday! Sometimes the 'journal' forms part of adult led activities, e.g. writing to annotate their own photographs. All evidence from children is collected and placed in the child's plastic wallet. I then spend time looking through this evidence and decide which 'pieces' will form part of the evidence in the journal'.

Using the Learning Journey to track progress

Are you using the learning journey to show and track pupil progress across all areas of learning and development? (What a child has learnt) If so how? Who is involved? When?

At the front of each journal each child has their individual pupil tracker which is completed each term using 'entering', 'developing' or 'confident' on relevant 'development matters' age band.

Also throughout the learning journal I record if /when a child reaches 'expected' level in the prime or specific areas of learning /ELGs.

Progress is indicated through the work included in the journal as it is on-going and demonstrates achievements as appropriate. I write comments next to the evidence which indicates related EYFS aspects.

Are you using the learning journey to show a child's 'characteristics of effective learning'? (How they learn). If so how?

Yes. As appropriate and where it is relevant I annotate the evidence with comments linking to the characteristics of learning. The evidence in each learning journal demonstrates the ways in which a child is learning as they interact with activities throughout the reception year.

Are you using the learning journey to inform parents of their child's progress? If so how? How often?

Yes. We have a parents' open afternoon every term, an informal parents' evening in September, and a more formal parents' evening in the spring term. During each of these events I share the learning journal with the parents. I record a note in the 'journal' to indicate I have shared it with parents to inform them of their child's progress and achievements, and also update it with their comments.

Are you involving the child in the learning journey? How?

Yes. The child knows the journal is their 'special' book for 'special' work /photographs. I often use the learning journal in adult led activities where the child can annotate their own work /activities /photographs.

CASE STUDY 4:

Name of School: Bacup Holy Trinity CE Primary School

Name of Practitioner: Abigail Gorman

Developing and Managing the Learning Journey in Your School

Brief description of the school /provision for Reception children:

Foundation Stage Unit – 44 full time reception, 24 nursery children am/pm

2 teachers, 3 TA3s, 1 TA2, 1 foundation degree student

2 indoor classrooms which are joined and a large outdoor area.

Purpose of the learning journey in your school:

The learning journey is used to keep children's work for them to look at and feel proud of. The evidence collected in the learning journey is also used by teachers and senior leaders to support moderation, and for monitoring data and assessments.

Contents of your learning journey – how it is organised? What does it look like?

The learning journey is an A4 ring binder file containing children's adult-led work, independent tasks, observations, photographs, post-its, information from home, homework, notes from parents, development matters, assessments, transition reports.

The learning journey is organised in chronological order, newest at back. There are termly coloured pages where the photographs and post-its are kept together and behind these is the work from the term. The current assessments, targets & development matters are kept at the front of the file.

Each file has an overview of the areas of learning, characteristics and coloured age bands on the front cover.

Who is involved in developing the learning journey? – Teacher, TAs, children, parents, others etc.

The children are able to add work they have completed independently which they are proud of to their 'picture frame' displayed on the wall. The work is then put into their learning journey by a teacher/TA every fortnight. The children's adult-led and work/notes from home are added at this time too. Any information and reports from the children's previous setting are included in the learning journey.

Are parents and children involved in the development of the learning journey? How?

Parents contribute with 'talking tips' and any homework which is also included. We give half-termly opportunities for the children to look through their file with a member of staff and also with parents.

How is the development of the learning journey managed?

Work on picture frames is taken down every fortnight and adult-led/homework added at the same time. The files are then checked and annotated.

Using the Learning Journey to track progress

Are you using the learning journey to show pupil progress across all areas of learning and development? (What a child has learnt) If so how?

On each child's picture frame there is a pre-printed sticky label displaying all areas of learning and development/aspects and characteristics of learning. The staff tick next to the appropriate area of learning /characteristic when an observation/photograph/post-it/work is added to ensure evidence of achievement. The work is colour banded in relation to the development matters age bands, and the initials of the area of learning/aspect/characteristics are added.

Are you using the learning journey to track progress? If so how? Who is involved? When /how often?

The learning journeys are used termly to support the completion of the EYFS tracker for each child. The teachers and TAs look through the learning journeys to note progress half-termly and the team leader uses them for moderation activities each term.

Are you using the learning journey to show a child's 'characteristics of effective learning'? (How they learn). If so how?

The evidence collected from observations and work is annotated in relation to the characteristics of learning.

Are you using the learning journey to inform parents of their child's progress? If so how? How often?

We invite the parents into school half-termly to share the learning journeys with their children. We also use them to inform parents of their child's progress during parents' meetings twice a year.

Are you involving the child in the learning journey? How?

The children can add to their file and regularly discuss them with members of staff when we talk about the progress they have made. Each term the children draw themselves and write their name so they can look back and see their progress.

CASE STUDY 5:

Name of School: Reedley Primary School

Name of Practitioner: Nicola Daniels-Green

Developing and Managing the Learning Journey in Your School

Brief description of the school /provision for Reception children:

Number on roll: 312 No nursery

Foundation Stage Unit – 2 reception classes, 30 in each class. There is one teacher and 2 TAs in each class. Although the children are in separate classes we work together as a unit and the children are integrated all the time. Both teachers and the 4 TAs work with all the 60 children and we all plan and assess together.

Children have free flow access throughout the day to outdoor provision. Children have access to the following areas: writing and drawing, maths, fine motor, malleable, investigation, creative workshop, painting, construction, small world, role play, home corner, reading area, outdoors, snack station, ICT and 'Talking Table'. There is always at least one member of staff in continuous provision indoors and one outdoors.

Purpose of the learning journey in your school:

Each child has their own individual learning journey which is a file (they are colour co-ordinated for each key person group). They are stored on a shelving unit in Foundation Stage where the children, parents and practitioners can have access to them.

The purpose of our learning journeys is to: keep a record of the children's work, show progress, share with parents what the children have been doing in school, provide evidence for moderation, subject leaders etc.

Contents of your learning journey – how it is organised? What does it look like?

Our learning journeys include: (photo of challenge champion trophy)

- * All focussed activity work.
- * Examples of work that the children have done independently in continuous provision.
- * 'Challenge Champion' trophies which state why the children were chosen to be a 'Challenge Champion'.
- * Observations

They are split into the following sections: Communication and Language & Literacy, Maths (1 section for each term), Theme, Parents, Observations, Independent work.

Who is involved in developing the learning journey? – Teacher, TAs, children, parents, others etc.

The child's key person is responsible for filing the work into the learning journey. Children and parents also contribute to their child's learning journey.

Are parents and children involved in the development of the learning journey? How?

Children put some of their work and their 'Challenge Champion' trophies into their learning journey. They have access to their learning journey if they want to look at them.

Parents are invited to key person drop in sessions where they have the opportunity to share their child's learning journey. They also complete 'Magic Moment' slips which are included.

How is the development of the learning journey managed?

Each child's key person is responsible for developing their group's learning journeys.

Using the Learning Journey to track progress

Are you using the learning journey to show pupil progress across all areas of learning and development? (What a child has learnt) If so how?

Observations are recorded in the learning journeys.

Progress is evident when looking at the children's work, e.g. when looking at the literacy section of Autumn 1 and then at Spring 2, it is clear to see how far the children have progressed.

Are you using the learning journey to track progress? If so how? Who is involved? When /how often?

We all use observations to track progress

Are you using the learning journey to show a child's 'characteristics of effective learning'? (How they learn). If so how?

The section in the learning that illustrates the child's independent work, together with why they have been awarded 'Challenge Champion' trophies, gives us some insight into the child's characteristics of learning and informs planning.

Are you using the learning journey to inform parents of their child's progress? If so how? How often?

The parents look at their child's learning journey during key person drop in sessions and parents' evenings where we discuss progress.

Key person drop in sessions are every 2 weeks and parents' evening are held each term.

Are you involving the child in the learning journey? How?

The children have access to their learning journey if they want to look at them. The children place some of their own work in the learning journey along with their 'Challenge Champion' trophies.

The children sometimes look at their learning journey during key person time.

CASE STUDY 6:

Name of School: Rivington Foundation Primary School

Name of Practitioner: Amanda Davies

Developing and Managing the Learning Journey in Your School

Brief description of the school /provision for Reception children:

Rural school with approximately 120 on roll including the PVI pre-school.

15 reception children are taught together with 18 pre-school children (only 10 pre-schoolers attending at any given time) in a Foundation Stage Unit. 1 teacher with Early Years Professional (EYP) Status, 1 EYP and 1 TA Level 3 work in the unit full time. The classroom is small but good use is made of the space and all the areas are well resourced. There is a well-developed outdoor area off the classroom with continuous access. You step out of the school into woodland – this is used regularly for forest school type activities. OFSTED judged school (including reception) to be outstanding in Nov 2011, and judged pre-school to be outstanding in all areas in Nov 2011 and again Sept 2012.

Purpose of the learning journey in your school:

Learning journeys for all pre-school and reception children are used by the teacher for keeping a record of progress and attainment. They are also used for moderation, and tracking children's achievement e.g. by senior leaders and OFSTED.

Contents of your learning journey – how it is organised? What does it look like?

The learning journey is in chronological order and starts at the beginning of the pre-school year and ends at the end of the reception year.

The learning journey is a folder with clear plastic wallets which items can be easily slotted into. It contains the "all about me booklet" from before they start pre-school, mind-maps showing interests, likes and dislikes (completed by parents with their child) various pieces of teacher led work, child initiated pictures, writing, annotated photographs, observations, printouts from the 2simple '2 build a profile' app that we use on the ipad.

The observations and photographs collected are linked to development matters age bands. 'Magic Moments' from home (photos and written information from home) and any 'bits and bobs' they bring in that they have done at home if they want them included. The learning journey also includes half termly update reports written by the teacher with comments added by the parent and child.

Who is involved in developing the learning journey? – Teacher, TAs, children, parents, others etc.

Teachers and TAs contribute to the learning journey by adding observations, pieces of work, photographs and other evidence of learning.

Parents complete 'Magic Moments' and also contribute by keeping the children's 'interests mind-maps' up to date and making written comments when they share the learning journey with their child. The learning journeys are shared with parents throughout the school year and parents and children can contribute.

Children can ask for items to be included and they are invited to look through them and enjoy them at any time they wish as part of on-going continuous provision.

Are you involving the child in the Learning Journey? How?

The learning journeys are kept in the book area in the classroom so the children can have access to them if they wish to look at them.

Children are encouraged to say if they want a particular piece of work in their learning journey and why. This is then included and recorded.

Once a term in circle time we talk about what the children think they are good at (we call these their "WOWS") and what they would like to get better at, (we call these their "WISHES.") We display their wows and wishes as speech bubbles with photos of the child on our wows and wishes board. We work on these then return to them next term to see if they have got their wish. (They use their learning journeys to look through and see how they have improved, then set themselves a new target (wish.)

At the end of Reception the children have a session sharing their learning journey with their Year 6 buddy and then they are sent home for parents to keep along with the end of year report.

CASE STUDY 7:

Name of School: St John's C.E. Primary School, Burscough

Name of Practitioner: Pat Wells

Developing and Managing the Learning Journey in Your School

Brief description of the school /provision for Reception children:

St John's C. E. Burscough is a rural school with seven classes. Reception class currently has 28 children. This year we were a feeder school for ten different pre-school settings as we do not have a school nursery.

Purpose of the learning journey your school:

The Learning Journey in our school is used to:

- Encourage children with to share their achievements with each other and their parents.
- Support the adults in planning for individuals and groups.
- Track individual pupil progress and share this with parents.

Contents of your learning journey – how it is organised? What does it look like?

The Learning Journey contains a range of evidence:

- Photographs.
- Post it notes with annotated observations.
- Child initiated work.
- Adult led activities.
- Certificates, etc.

The relevant development age band or early learning goal is added and highlighted with our colour scheme.

Who is involved in developing the learning journey? – Teacher, TA's, children, parents, others etc.

Teachers, teaching assistants, parents, children all contribute to the learning journeys of our children.

Parents visit the classroom every half term to share the learning journey and look around the classroom with their child. They also make their comments in the learning journey book.

The children take home letters each week informing the parents of the following week activities. These are often reflected in their 'Home to School' book which contain 'show and tell' items, crafts, photographs, tickets, postcards, handwriting sheets etc.

We also converse with the parents via their reading record books. Helpful hints and any concerns may be written in here also, which may impact on the child's learning.

The children can put any thing they produce in school into the learning journey – a picture, a photograph, a card, little book, etc. They are easily accessible and children look at each others together discussing what is in them, how they have improved etc, evaluating and setting their own early targets.

How is the development of the Learning Journey managed?

Observations, photographs, print outs and work are put in plastic wallets. Trainees, students, parent helpers and teachers or children may stick them in their books.

The teacher and TA make comments if needed and highlight with our colour codes to show areas and characteristics of learning.

This is very time consuming but on Parents Evening after discussing with Parents how they feel their child's achievements should be recorded 100% loved this way!

Using the Learning Journey to track progress

Are you using the learning journey to show pupil progress across all areas of learning and development? (What a child has learnt) If so how?

Work is colour coded into areas of learning so each piece of evidence can be seen clearly as to which areas have been covered, what next steps need to be put in place and what opportunities need to be provided for the child to progress in a particular area.

Are you using the learning journey to track progress? If so how? Who is involved? When /how often?

Due to the colour coding system, it is very clear to see the gaps and thus plan for learning opportunities to fulfill these.

Every term judgements are made against the early learning goals (or development age band statements) and these are used on the tracking sheet which is found on the front cover of their books (which are shared with parents) and the Lancashire Tracker.

Are you using the learning journey to show a child's 'characteristics of effective learning'? (How they learn). If so how?

Each child's photograph is put in the area (sometimes overlapping) the characteristic in which they learn best.

However this does give us an insight into what opportunities need to be provided in order for them to learn in that particular way or to challenge them to use engage in other ways of learning.

Each characteristic is highlighted on plans for continuous provision indoors and out.

Are you using the Learning Journey to inform parents of their child's progress? If so how? How often?

The parents see an example of a Learning Journey at the 'Meet the Teacher' evening before starting school. In October and March at Parents Evening they are explained and discussed. During 'Come into our classroom' time every half term, the parents have access to this information at the front of their books.

Are you involving the child in the Learning Journey? How?

Using 'Talking Boxes' and observation, talking and playing with the children enable me and my staff to provide those learning opportunities and next steps for the children in order to move their learning forward.

The child can then add what they have found out, explored, mastered a challenge etc by way of a photograph, picture, recording, something on a whiteboard and photocopied, computer print out, a scribed conversation taken from a talking tin or a video of the child independently.

We ask the children what they have enjoyed during that week and what they would like to do the following week (within reason!) (This can be led by the ideas from the talking box.)

The children are very proud of these books and want to put everything in them! This has got better as time has gone on as at first they wanted to take everything home!

In the setting, the children share their learning journeys with me, give me a tour and I am able to have a conversation with the key workers.

This year I have produced my own form to document progress, using the evidence in their learning journeys and information from their key worker to show a clearer picture of their progress for the start of their Reception Year.

CASE STUDY 8:

Name of School: Whitefield Infant School and Nursery Unit.

Name of Practitioner: Jenny Howarth

Developing and Managing the Learning Journey in Your School

Brief description of the school /provision for Reception children:

Whitefield Infant School and Nursery Unit is an expanding 3 form entry school which has 3 Reception classes and a separate Nursery Unit. There are 348 children on roll; 168 of these are EYFS children. We have 2 separate outdoor areas as the 2 units are located on separate sites.

Purpose of the learning journey in your school:

The learning journeys at Whitefield are used as an on-going assessment tool which tracks the progress of the children in all areas of the EYFS curriculum throughout the year in all 7 areas of Learning. All members of staff contribute to the Learning Journeys and complete observation assessment forms for the children. The parents have daily access the Learning Journeys and can add comments at the back of the book.

Contents of your learning journey – how it is organised? What does it look like?

At the front of every Learning Journey there is a general overview of the EYFS, explaining to parents the 7 areas of learning. At the back there is a 'Parent's Page' in which the parents can write comments in relation to their child's progress. The content of the Learning Journey mainly consists of photographs coupled with observation slips which identify key points: Which area of learning? Where did the learning take place? Adult directed or Child Initiated? Observation, Assessment (Development Matters Band), Next Steps

Who is involved in developing the learning journey? – Teacher, TA's, children, parents, others etc.

Everyone is involved in developing the Learning Journey. Teachers and TA's all complete observations and fill in a 'record of observation' sheet located at the back to track which areas have been observed.

Are parents and children involved in the development of the learning journey? How?

Parents are invited to take WOW cards home in which they can contribute to their child's Learning Journey by filling out observations whilst they are at home or out with their children. On our new 2Simple format observation form we have added a 'Pupils Voice' speech bubble for the children to write inside about what they enjoyed about that particular activity.

How is the development of the learning journey managed?

In Nursery and Reception there is a staff timetable where someone is always 'Observing' within the Continuous Provision. This is timetabled every day so that Learning Journeys are a working document.

Using the Learning Journey to track progress

Are you using the learning journey to show pupil progress across all areas of learning and development? (What a child has learnt) If so how?

At the back of the Learning Journey there is a 'Record of Observations' page which the teacher puts a coloured dot (or letter) after every completed observation to show that we have tracked progress in that area. We have also started to use the 2Simple App as a trial which automatically tracks how many observation each child has.

Are you using the learning journey to track progress? If so how? Who is involved? When /how often?


Yes we use the 'record of observations' sheet at the back of the Learning Journey to help us fill in our termly 'trackers' which are divided into Emerging/ Developing and Confident within each month band. This is filled in at the end of each term.

Are you using the learning journey to inform parents of their child's progress? If so how? How often?

Yes – see observation slip below.

Are you involving the child in the learning journey? How?

Yes, the children have daily access to their books and can look back at their learning and track their own progress with the teachers. We add examples of their work and encourage them to complete 'super work' to put in them.

| | | | |
|---|--|---|---|
| Name: | | Date: |  J. Howarth |
| Area of Learning: PSED – CAL – PD – L – M – UW – EAD | | | |
| Practitioner Initial: | | Where? | |
| Observation: | | | |
| Characteristics of Learning - How am I Learning? | | | |
| Playing & Exploring 'Engagement' | Creating and Thinking Critically 'Thinking' | Active Learning 'Motivation' | |
| <ul style="list-style-type: none"> o Showing curiosity o Exploring o Using senses o Engaged/focused o Showing particular interests o Risk taking o New activity/challenge o Self-Belief o Imaginative/role play o Joining in /team work | <ul style="list-style-type: none"> o Thinking of ideas o Problem solving/logical o Adapting/changing o Predicting/estimating o Ordering/sequencing o Describing o Planning o Evaluating o Collaborating | <ul style="list-style-type: none"> o Motivated o Enthusiastic/excited o Making choices o Persevering o Attentive/focused o Confident/I can attitude o Self-satisfaction /pride o Energetic o Achieving | |

For further information please contact:

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