



## **Learning Journey Policy**

***In God's love, aspire and achieve to be the best***

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# Winwick Church of England Primary School

## EYFS: Learning Journey Policy

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. ....Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development”.*

*EYFS Statutory Framework Sept 2017*

### **Aim of the learning journey**

To capture a child’s journey of learning as they progress through the Early Years Foundation Stage toward the Early Learning Goal and beyond. A document which records, the uniqueness of each child’s learning and development across the seven areas of learning and the Characteristics of Effective Learning.

### **Process/organisation**

- Evidence Me, electronic learning journey app, will be used across the phase to capture child-initiated learning.
- Children will complete guided work in Maths and English books. Independent work that is captured using Evidence Me will be collected on their ‘Magic Moments’ wall and placed in a traditional learning journey folder (this work will then be used for planning and assessment purposes and shown to parents at parent’s evening).
- Evidence Me and traditional learning journeys will focus on the collation of chronological observations. These will be collated for all children from baseline, across all aspects of learning.
- Whole team approach to recording observations, including parents. Parents will use ‘Parent Share’ part of the Evidence Me app to share observations with school. Parent’s will be provided with log in detail within the first few weeks of their child starting Reception.
- Staff will focus on two key children each week. The key children will be observed in each of the seven areas of learning (if possible).
- Where possible, each member of staff in the EYFS will try to capture a minimum of 7 observations each day. These can be individual or group observations, if an observation contains 4 children, this will be counted as 4 separate observations.
- Staff will also carry out whole class observations. These may be done for a range of reasons, including: showing whole class skills; sharing with all parents’ special days and events and capturing whole class experience.

These may include the following:

- Showing listening and attention skills.
- PE lessons
- Trips
- Visitors to the school/class
- Theme days – diversity day/ fair trade day.
- Whole class inputs

## Quality of observations

- Practitioners to focus on recording '**significant**' observations to inform future planning.

Observations to include:

- Name of observer, child's name and date
  - Balance of indoor and outdoor learning
  - Context of learning (type of activity)
  - Use of resources/activities
  - Interactions with others
  - Quotes of direct speech, as appropriate
  - Holistic links to learning, aspects and Characteristics of Effective Learning
  - Identified next steps (as appropriate )
- Practitioners to ensure included work which is appropriately annotated – on the Evidence Me app.
  - Observations to include evidence across all aspects at baseline and each half term, within a holistic approach.

## Religious Education Observations

As we are a Church of England School, it is vitally important that we document the children's Christian development and understanding. Staff will aim to also capture this using the Evidence Me app and link these to Understanding the World – People and Communities. Children will be provided with opportunities to show their Christian understanding and development throughout the Continuous Provision.

Observations may include the following:

- Joining in and leading the class prayer.
- Making up their own class prayers.
- Comments during Worship and RE sessions.
- Completing RE activities during continuous provision.
- Conversations had with adults/other children about RE, Christianity and Jesus.

## Accurate EYFS Data Set

- Collated evidence, predominately child-initiated, alongside practitioner knowledge to be used to secure periodic accurate best-fit judgments across EYFS.
- Practitioners to engage in regular moderation, in-house/inter-school.
- Staff to attend annual Trailing and Assessment moderation.
- Moderation will take place with EY2P bi-annually.
- Staff to attend 'cluster' moderation sessions.

## Monitoring

Learning journeys are to be regularly monitored by members of the SLT and Subject Leaders during 'book looks'.