



Cornbank Early Learning and Childcare Setting Children's Development and Progress



'High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all.'

How Good Is Our Early Learning and Childcare

'We need to value play and take time to observe the child's learning through play in order to deepen or extend their learning. Stepping back and noticing what the children are involved in is a skill that must be embedded into practice both in ELC and school settings. After reflecting on the key learning for the child we can facilitate a provocation or response to allow the child to further pursue their own thinking. The provocation/response allows further time for us to capture what the child's thinking is prior to interacting with them and then developing a plan for building or extending the child's thinking.'

Realising the Ambition Being Me

At Cornbank Early Learning and Childcare we have the following in place to support children's development and progress:

- A key worker system is in place
- Tracking and monitoring systems will support and inform practitioners of potential next steps and areas to work on.
- Key workers collect evidence of individual children's learning and development in Learning Journals and pastoral notes if appropriate.
- Learning Priorities are set once per term minimum for learners. This is a working document so if a learning priority is met half way through a term a new one will be set. Learning priorities may be agreed upon with the child and the parent/ carer or they may be based upon a next step for the child.
- Planning and floorbooks should reflect key milestones in children's learning and development and identify next steps in learning and progression.
- Monitoring and evaluation should include breadth and balance across the curriculum.
- Alongside individual children's pastoral notes, key workers should consider developmental milestones and how they might be met. e.g. differentiated resources, focused activities, referrals to other agencies.
- Parents and carers should have regular opportunities to meet with their key worker and share their child's progress in learning and development. Next steps should be identified and shared.
- Wellbeing meetings will be held bi-annually to discuss in detail the wellbeing indicators using the wellbeing meetings prompts questions to support this.
- Senior Early Years Practitioner to facilitate weekly meetings agenda for discussing Children's development and progress.
- Work in close partnership with other professionals including HT, SFL and Early Years support team to ensure Early Intervention.
- Any additional needs concerns should be discussed as a team and with management.

Refer to: Cornbank ELC Wellbeing processes, procedures and setting specific information folder:

- Guidance on Planning
- Guidance on Observations
- Guidance on Tracking and Monitoring, and Evaluation Children's progress
- Getting it Right for Every Child
- Early Years Support Team Leaflet
- Literacy and Numeracy Pathways
- HGIOELC
- CI

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