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**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**

* Target Tracker, electronic app, will be used across the phase to capture child-initiated learning.
* Target Tracker 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 who may use “Cheque Books”.

**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 is appropriately annotated.

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* Observations to include evidence across all aspects at baseline and each half term, within a holistic approach.

**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.