Bristol Standard discussion group

Dimension 6, Observation, Assessment and Planning

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Use these notes following the group discussions to look deeper into your practice. Think about

How does this relate to your practice?

What evidence have you got to portray your identified strengths?

USEFUL LINKS:

The Bristol Standard | Bristol Early Years

The Bristol Standard for Childminders | Bristol Early Years

Policies and Documents for Childminders | Bristol Early Years

Bristol & Beyond Stronger Practice Hub - Bristol Early Years Teaching Hub (beyth.co.uk)

Bristol Early Years – Calendar

Safeguarding for Childminders | Bristol Early Years

Observation, Assessment and Planning (OAP) Templates for Childminders | Bristol Early Years

USEFUL LINKS RELATING TO THIS DIMENSION:

bristol early years ASSESSMENT GUIDANCE

Two Year Check - Bristol Early Years

Bristol-2-yr-check-2024-Guidance.pdf (bristolearlyyears.org.uk)

Transition - Bristol Early Years

Universally Speaking (ican.org.uk)

EEF EYs Evidence Store: Pedagogical Continuum

Early years child development training : Home page (education.gov.uk)

The Complete Introduction to Early Years Pedagogy (UK).pdf (hubspotusercontent-eu1.net)

BEYA | About OP&L Password is BEYA2021

Schemas | PACEY

Bristol Early Years Characteristics of Effective Learning - Bristol Early Years

STRENGTHS

Conversation Starters from the revised Framework, 7th Edition

Consider how you respond to children's fascinations and developmental stage.

- Ask parents to tell me what the children are interested in and then I build on this.
- Building on what I've observed them doing.
- Being really in tune with what they're doing and joining in, leading to discussion and building on fascinations. Hooking them in and getting them engaged.
- Following their lead when they go off on tangents that aren't planned.
- Just noticing what they're doing and following their fascinations.

Discuss ways you really tune in to babies and very young children.

- Schemas – these are our main focus.
- Relating schemas to behaviour, what is happening and patterns of behaviour.
- Enable children to follow their schema positively.
- Recognising schema play and providing opportunities for children to extend this.
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Discuss ways of listening to parent's knowledge and incorporating this into the opportunities you provide.

- Ask parents to tell me what the children are interested in and then I build on this.
- Sharing information at the door or via text, email, daily diary, whatsapp etc.
- Be flexible, using different strategies to engage parents.
- Need parents to appreciate us as educators and the importance of early years.
- At initial welcome meeting to glean information,
- Get EAL parents to come in and read stories.
- Sharing Progress Check at Age Two, asking parents to engage, contribute and make comments. (New guidance and format on BEY website, see link above).
- Offering a tailor-made service to fit in with individual families.
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How do you use your professional knowledge when planning, to make sure that experiences, and the environment you identify, are meaningful and relevant for all children?

Think about ways you provide support and training around observation, assessment and planning, which develops professional knowledge.

- Used Babysdays – within that every 6 months a report and then review next steps every couple of months. Use Check point option on Babysdays.
- Termly report for over twos.
- Using the time frame of OPAL – 6 monthly reviews.
- Every couple of months review next steps.

- Opal milestones – simple and parent friendly, sharing where children are at and what we can do to work towards next steps and targets.
- Use tapestry – lots of observations on babies and then use wow moments as children get older.
- Focus child system – 2 children each month, thinking about intention and impact.
- Flexible and fluid but really know the children well so we can focus on what they're doing and what's needed.
- Lots of observations.
- Opal milestones document for reference.
- Having parental engagement.
- Small observation on sticky labels.
- Physical diaries.
- DEYO if needed.

Discuss how you work collaboratively or network with other professionals in making assessments for learning.

- Senco
- Salt team

How is information about children's strengths and interests celebrated, especially at times of onward transition?

Think about how your systems and processes support babies and children who are still working towards their developmental milestones.

How are the Characteristics of Effective Learning and children's emotional regulation considered in your assessments?

- Use the COELs when writing reports.
- Have them displayed on notice board.
- Using the language of COEL so that it embeds in my knowledge.
- Page 38 0f Birth to Five for OAP Birth To 5 Matters – Guidance by the sector, for the sector
- Anna Ephgrave – Planning in the Moment Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents: Amazon.co.uk: Ephgrave, Anna: 9781138080393: Books

Questions from 6th Edition

How do we identify and capture children's fascinations and abilities in our observations?

How do our methods of observing enable us to really tune in to babies and very young children?

How do we allocate time for practitioners to observe, assess and respond?

How do we enable children to comment and reflect on their own learning and make assessment work for them?

How do we listen to parents' knowledge in our assessments and incorporate this into the opportunities we provide?

How do we use our assessments when planning, to make sure that experiences, and the environment are meaningful and relevant for all children?

How do we provide support and training for staff, which enables everyone to observe, assess and plan effectively for children's learning?

How do we hear and value children's voices in our planning?

How do we work collaboratively in making assessments of learning?

How is information about children's strengths and interests celebrated and shared at times of onward transition?

How do we use our observations and assessments to plan the next steps for children's learning?

TARGETS & BENEFITS

1. **Target:** To engage parents in assessment and next steps.
   Task: Having a diary and bear to send home with the focus child.
   Benefit: The children will benefit from parents and practitioners working together to support their learning and have an enhanced sense of belonging.

2. **Target**: To find out more about planning in the moment and following on with provocations. To understand how PIM would support the setting.
   Task: I will do some research and read relevant books for find out more.
   Benefit: The children will benefit from a sense of belonging, being listened to and by having further engagement in play.

When writing up your dimensions give examples to back up what you are conveying.

When you will do it.

Who? You!

What? How are you going to do this?

When? Timeline date this