

Documentation Policy

Wheatley Hill Primary School



EYFS Journals

Introduction to Staff

This will be the first page in the journal. An introduction to the family group leader. It needs to have a photograph of staff member and a short write up about who they are. A little getting to know them section. For example:

"Hi my names Miss Wilkinson and I am the Ladybird group leader, we're going to have so much fun together during your journey in Nursery. When I am not at school, I enjoy spending time with my friends and going to the theatre. I can't wait to learn more about you."

Parent Views

This will be the second page of the child's journal and will be filled in by the parents when the child starts school. Please find template in shared area.

My First Day

The third page of the journal will include the child's first day. This is the first observation you will write about the child all about their first day with you titled 'My First Day'. This is a great way to document how they are in the beginning and is a great starting point to then show progress over the year. Things to include:

- How they arrived at school. Confident? Unsure? Nervous?
- How they settled?
- Were they independent? Did they need reassurance?
- How did they cope with routine changes?
- Were they able to follow instructions?
- How was their listening and attention skills? Communication skills?
- Did they have dinner? How were they in a new environment?
- Include what they enjoyed, and some personal aspects of their day.

A first day is a full A4 page with a full account of the child's day from start to finish. They need to have three photographs attached and be set out like a long observation.

The Journey Begins

Page 4 of the learning journal is where the child's journey begins, you can start to add the various types of observations, pieces of work, celebrations, and focused tasks. Below is a list of the various range of documentation you need to include throughout the year.

1. Long Observation

A long observation should include at least three photos but more can be used if needed. Learning must be spoken throughout making clear links to the characteristics of learning as well as learning objectives from the curriculum. It must be written in a story format, telling the story of the child's learning process. There must also be a separate section at the end of the observation titled 'Reflection',

where the learning and child on a whole is summarised. You can write the observation to the child or parent, whichever you feel most comfortable with. Please use a white background with Black font and a simple style that is readable. Print A4 size.

Long Observations can be of more than one child but remember to reflect on the individual child in the 'Reflection' section.

2. Captured Moments of Learning

A captured moment is a short note either written or typed about the individual child, which can include a photograph. It can be a small sentence or up to a short paragraph. It is written in a similar way to a long observation as it tells a short story about what the child has done. Ensure learning is spoken throughout using key learning words. Rather than reciting what happened think about how it happened and the learning that took place. This can also look like a scrap book effect as long as learning is spoken throughout and a captured moment slip is written alongside.

(Print 2 to a page when a photo is included, 4 to a page when writing only)

3. Children's work

You can include pieces of work that the children have done.

A written captured moment could be added to accompany the work to explain the learning that has taken place, thinking about the characteristics of learning as well as photos and language the children may have used.

4. Celebrations

Group collages, write ups and photos can be added to show the children enjoying the different festivals and celebrations throughout the year. i.e. Halloween, Children in need, Christmas, Pancake Day etc.

5. Outdoor Education

These types of observations can be set as a scrapbook with photos and details of the children's learning. This could include captured moments summarising the learning or their speech. Make sure to have a detailed account of the individual child's learning not just the group. Think about the characteristics of learning and how each child approached the new experiences.

When using piccollage on an IPAD the 'wood' effect background can be used with black font for all outdoor education observations.

Remember long observations can be captured whilst outdoors too.

Learning Journal for SEND Bases

Front Cover

All journals should be portrait orientation with a label on the front. The label must include:

- White background
- Blue border
- Black font
- Child's name
- Child's photo

The label then needs to be cut straight and attached to the book using sticky back plastic. Please see template in shared area. (Shared area – Academic Year 2019-2020 – SEND – SEND Learning Journals)

Introduction to staff team

This will be the first page in the journal. An introduction to the staff team in the child's base camp classroom. It needs to have photographs of each member of staff and a short write up about who they are. A little getting to know them section. For example:

"Hi my names Clare, we're going to have so much fun together during your journey in Base 1. When I am not at school, I enjoy spending time with my family and going to the cinema. I can't wait to learn more about you."

An example of this can be found:

Parent Views

This will be the second page of the child's journal and will be filled in by the parents when the child starts school. Please find template in shared area. (Shared area – Academic Year 2019-2020 – SEND – SEND Learning Journals)

My first Day

The third page of the journal will include the child's first day. This is the first observation you will write about the child all about their first day with you titled 'My First Day'. This is a great way to document how they are in the beginning and is a great starting point to then show progress over the year. Things to include:

- How they arrived at school. Confident? Unsure? Nervous?
- How they settled?
- Were they independent? Did they need reassurance?
- How did they cope with routine changes?
- Were they able to follow instructions?
- How was their listening and attention skills? Communication skills?
- Did they have dinner? How were they in a new environment?
- Include what they enjoyed, and some personal aspects of their day.

A first day is a full A4 page with a full account of the child's day from start to finish. They need to have three photographs attached and be set out like a long observation. Please see examples on the shared area. (Shared area – Academic Year 2019-2020 – SEND – SEND Learning Journals)

Support Plan

Page four of the learning journal is where you will add the child's support plan.

SEND Documentation

Page five of the learning journal is where the child's journey begins, you can start to add the various types of observations, pieces of work, celebrations, and SEND focused tasks. Below is a list of the various range of documentation you need to include throughout the year.

6. Long Observation

A long observation should include at least three photos but more can be used if needed. Learning must be spoken throughout making clear links to the characteristics of learning as well as learning objectives from the curriculum. It must be written in a story format, telling the story of the child's learning process. There must also be a separate section at the end of the observation titled 'Reflection', where the learning and child on a whole is summarised. You can write the observation to the child or parent, whichever you feel most comfortable with. Please use a white background with Black font and a simple style that is readable. Print A4 size.

Long Observations can be of more than one child but remember to reflect on the individual child in the 'Reflection' section.

You can find examples of long observations on the shared area. (Shared area – Academic Year 2019-2020 – SEND – SEND Learning Journals)

7. Captured Moments of Learning

A captured moment is a short note either written or typed about the individual child, which can include a photograph. It can be a small sentence or up to a short paragraph. It is written in a similar way to a long observation as it tells a short story about what the child has done. Ensure learning is spoken throughout using key learning words. Rather than reciting what happened think about how it happened and the learning that took place. This can also look like a scrap book effect as long as learning is spoken throughout and a captured moment slip is written alongside.

(Print 2 to a page when a photo is included, 4 to a page when writing only)

You can find examples of captured moments on the shared area. (Shared area – Academic Year 2019-2020 – SEND – SEND Learning Journals)

8. Captured Moments with a SEND focus

Written same as above only this time it will be about a SEND focus. This will include sensory time, SALT, PECS, Communication, Social interactions, Physical activities. In addition, activities recommended by outside agencies. E.g. OT's, EP etc.

Examples of SEND focused captured moments can be found on the shared area. (Shared area – Academic Year 2019-2020 – SEND – SEND Learning Journals)

9. Children's work

You can include pieces of work that the children have done i.e. History, Geography etc. Alternatively, you could include a good piece of writing from their English book.

A written captured moment could be added to accompany the work to explain the learning that has taken place, thinking about the characteristics of learning as well as photos and language the children may have used.

You can find examples of good pieces of work on the shared area. (Shared area – Academic Year 2019-2020 – SEND – SEND Learning Journals)

10. Celebrations

Group collages, write ups and photos can be added to show the children enjoying the different festivals and celebrations throughout the year. i.e. Halloween, Children in need, Christmas, Pancake Day etc.

11. Outdoor Education

These types of observations can be set as a scrapbook with photos and details of the children's learning. This could include captured moments summarising the learning or their speech. Make sure to have a detailed account of the individual child's learning not just the group. Think about the characteristics of learning and how each child approached the new experiences.

When using piccollage on an IPAD the 'wood' effect background can be used with black font for all outdoor education observations.

Remember long observations can be captured whilst outdoors too.

Please see the shared area for examples of outdoor education observations. (Shared area – Academic Year 2019-2020 – SEND – SEND Learning Journals)

Captured Moment Examples

A captured moment is a short note either written or typed about the child, which can include a photograph. It can be a small sentence or up to a short paragraph. It is written in a similar way to a long observation as it tells a short story about what the child has done. Ensure learning is spoken throughout using key learning words. Rather than reciting what happened think about how it happened and the learning that took place. (Print 2 to a page when a photo is included, 4 to a page when writing only)



September 2020

CAPTURED MOMENT

Albie is settling in to nursery so well and is enjoying exploring all of the different areas. He's at the studio table today making a sticky picture. He began by choosing his resources independently and using the glue stick. He covered his paper in the glue and made a pattern with the marks it left. He didn't want to stick anything down just enjoyed using the glue to create marks. He then said he needed scissors because his Mam liked a scissor picture. He began making snips around the edge of the paper. Albie showed concentration when using the scissors and carefully used them. I'm sure your Mam will love your picture Albie well done.

Miss Wilkinson

Date: Nov 19

CAPTURED MOMENT

Elliott is working in the Maths area today. He confidently counted 7 blocks.

Miss Wilkinson



September 2020

CAPTURED MOMENT

Here in nursery we've been learning all about numbers and this week has been all about zero. Katie was off playing independently when she approached me with two wooden numbers from our maths area.

"Look Miss Wilkinson, two zeros!"

Fantastic find Katie, it's lovely to see you remembering our maths work in your play.

Miss Wilkinson

September 2020

CAPTURED MOMENT

Gracie has stopped by one of our new areas in nursery, our transient art table. Gracie had a look first, figuring out what you needed to do to create the pattern. I watched as she carefully placed each gem around the lines creating a swirling pattern. She showed great concentration and independence and she completed the pattern. Gracie was so happy with what she had created she said "wow that is beautiful".

Well done Gracie it was lovely to see you engaging with new activities and working carefully to achieve your goal.

Miss Wilkinson



Long Observation Examples

A long observation should include at least three photos but more can be used if needed. Learning must be spoken throughout making clear links to the characteristics of learning as well as learning objectives from the curriculum. It must be written in a story format, telling the story of the child's learning process. There must also be a separate section at the end of the observation titled 'Reflection', where the learning and child on a whole is summarised. You can write the observation to the child or parent, whichever you feel most comfortable with. Black font and a simple style that is readable. Print A4 size.

October 2020

PRESENT FOR PENNY

Harry has spoken lots about his cat Penny and is always looking for things to take home for her. Harry told me that Penny doesn't have any toys at home and is really sad. Today he set to work in the studio area and told me he was going to make a toy for Penny. He looked around at the resources available and decided he would need string, sticks and some thing else. At this point Harry didn't know what the something else would be but he started to collect his things all together and chose some sellotape. He used the scissors to cut off a piece of string. He held it out in front of him to check the size, I could see he was working out if it was big enough. He moved it in a range of ways to be sure and then once he was happy he began wrapping it around his straw. This took lots of fine motor skills and concentration as it was very tricky. Harry never gave up and continued to keep on trying even when it fell off. As he worked Harry spoke about how much Penny was going to love her new toy. I mentioned to Harry that we had some bells in the cupboard and he agreed that would be a great idea for the string. He said Penny loved bells and that she would chase it when she hear it. Harry was over the moon with his creation and was so excited to show it to Penny. He said he was going to record her playing with it on Mam's phone. Harry you have worked so hard on this I'm super proud of you.

Reflection...

Harry used his own ideas throughout his play and knew what he intended to achieve from his time in the studio. He was able to work independently but then happily chatted to me about what he was doing and took on my suggestions. He had great fine motor skills when using the scissors and wrapping the string around his straw. I love how caring and kind he was towards his pet Penny and how he was concerned that she had no toys so had to make her some. (I'm sure she has lots really). Well done Harry.

Miss Wilkinson



Outdoors Ed Observations Examples

These types of observations can be set as a scrapbook with photos and details of the children's learning. This could include captured moments summarising the learning or their speech. Make sure to have a detailed account of the individual child's learning not just the group. Think about the characteristics of learning and how each child approached the new experiences.

When using piccollage on an IPAD the 'wood' effect background can be used with black font for all outdoor education observations.

Remember long observations can be captured whilst outdoors too.

Sept 2020





BAKING CAKES IN THE FOREST

It's our Forest School session today and Oscar has shown confidence when exploring the outdoor area. After looking around the different activities on offer Oscar decided to join his peers in the mud kitchen. This is when Oscar began to share his attention with a friend and the pair began working alongside each other on similar role play. Oscar told his friend he was making cakes. They both giggled as they tried to fill their jugs from the water tray at the same time. It was a little tricky so Oscar used his problem solving skills and told his friend he would help them first. It was fabulous team work as Oscar continued to share his water with his friend and then filled his own afterwards. Oscar then returned to the kitchen and began mixing their water with the leaves and soil he had collected. Oscar used lots of language when talking about where he would like his mixture to go next. He told me it was going to be a yummy cake. He carefully poured his mixture into each part of his bun tray and then put it in the oven cook. He held both hands up and told me they would be ready in ten minuets. Well done Oscar. Fantastic to see you making new friends and working so well together

Reflection...

Oscar is growing in confidence and is opening up to others. He is developing his social skills as he creates new friendships and shows he can work together with his peers on the same activity. Oscar is using his communication skills as he chats to his peer about what they need to do. Oscar enjoys exploring in the outdoors and is developing both his fine and gross motor physical skills throughout his play. It was great to see him add maths to his play when discussing the time it would take for his cakes to cook. Well done Oscar.

Miss Wilkinson





FOREST SCHOOL FUN

Nevaeh has had a fabulous morning visiting the forest for the first time with nursery today. She needed some assistance getting into her waterproof suit but was eager to follow her new routine and join her friends going down to the forest. She showed great curiosity as she explored the various areas. She spent time in the mud kitchen, helping her friends to make some pancakes and cakes, showing great use of her imagination. She loved getting involved and did not hesitate to get her hands messy. She also had great fun practising her painting techniques in our little hut. She showed great use of her gross motor skills as she confidently covered the pieces of wood with water, using a paint brush. She seemed fascinated as she watched the wood change colour as it became wet. Well done Nevaeh!!

Mrs Cairns

FOREST SCHOOL FUN

Liam enjoyed a lovely sunny morning, visiting the forest for the first time with nursery today. He needed some assistance getting into his waterproof suit and wellies but was eager to join in with our adventure of going down to the forest. As soon as we arrived in the forest he began exploring with his friends. He enjoyed spending time in our mud kitchen, where he got his hands messy making mud pancakes and cakes- showing great use of his imagination and developing his fine and gross motor skills mixing, pouring and carrying around the various containers of mud and water. I later found Liam hiding in the den along with some of his peers. He had managed to climb the tree, demonstrating great use of his physical skills. I explained not to climb too high in case he fell or get stuck in the tree but he seemed confident in his own ability and had obviously climbed trees before. I know Liam is going to continue to enjoy our trips to the forest.

Mrs Cairns



PIC•COLLAGE

Things to consider...

Key features of Effective Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none">• Open-ended• Hands-on• Imaginative Play• Taking risks in learning• Representing	<ul style="list-style-type: none">• Concentration• Resilience• Persistence• Deep understanding• Control• Motivation• Success	<ul style="list-style-type: none">• Inventive• Problem solving• Thinking• Self-efficacy (belief in one's own capability)

Building on the Characteristics of Effective Learning

Playing and Exploring Engagement	Finding out and exploring	Can I do this?
	Playing with what they know	
	Being willing to have a go	
Active Learning Motivation	Being involved and concentrating	Do I want to do this?
	Keeping on trying	
	Enjoying achieving what they set out to do	
Creating and Thinking Critically Thinking	Having their own ideas	How will I do this?
	Making links	
	Choosing ways to do things	

Floorbooks

We use Floorbooks at Wheatley Hill Primary School to record children's learning journey throughout the year. We use them to capture learning, discussions, vocabulary development and practical learning. We do this through photographs, observations, children's voice, pieces of work and written descriptions. All classes must maintain a high quality floorbook that tracks the learning story of the class topic showing curriculum coverage and incorporates elements of continuous provision, enrichments and challenges. Floorbooks must always be available, shared and celebrated.

All floorbooks need to have a child friendly front cover, outlining who the book belongs to. This can be linked to class name or group. You can then begin your book showing off the children's learning.

EYFS Floorbooks

Topic –

The floor book should tell the story of the topic your children are learning in class. You can create a page around each activity linked closely with the progression documents.

Remember to include a title, written description of learning as well as photographs and children's thoughts and ideas on each page. Where suitable you may add individual children's learning through observations when linked to topic.

Forest school –

Examples of children's experiences at forest school and outdoor education should be evident throughout your floor book. You can do this with photographs, long observations and captured moments. As well as writing down the children's own speech and ideas. (Nursery and Two's Provision will also share forest school learning throughout learning journals)

Celebrations –

Another great aspect of your floor book can be examples of any celebrations your children have enjoyed together.

SEND Floorbooks need to include:

Topic –

The floor book should tell the story of the topic your children are learning in class. This can be an overview each week of the different areas you have covered. You should try to complete at least one page of topic each week. Remember to include a title, written description of learning as well as photographs and children's thoughts and ideas on each page. Where suitable you may add individual children's learning through observations when linked to topic.

Forest school –

Examples of children's experiences at forest school and outdoor education should be

evident throughout your floor book. You can do this with photographs, long observations and captured moments. As well as writing down the children's own speech and ideas.

Celebrations –

Another great aspect of your floor book can be examples of any celebrations your children have enjoyed together.

Mainstream Y1-Y6 Floorbooks need to include:

All Mainstream classes need to have two floorbooks per class, Topic and Practical Learning.

Topic –

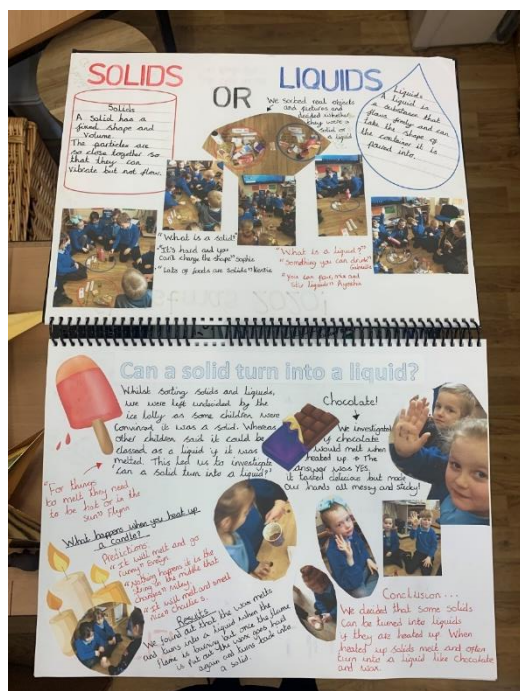
The floorbook should tell the story of the topic your children are learning in class. This can be an overview each week of the different areas you have covered. You should try to complete at least one page of topic each week. Remember to include a title, written description of learning as well as photographs and children's thoughts and ideas on each page. Try to include as many captured moments and long observations as possible, showing off group and individual learning linked to your topic.

Practical –

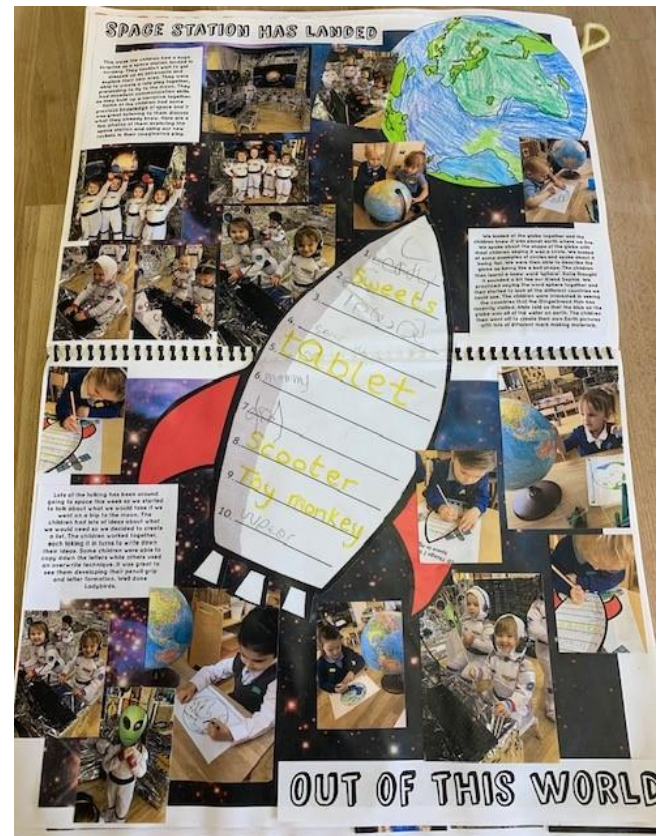
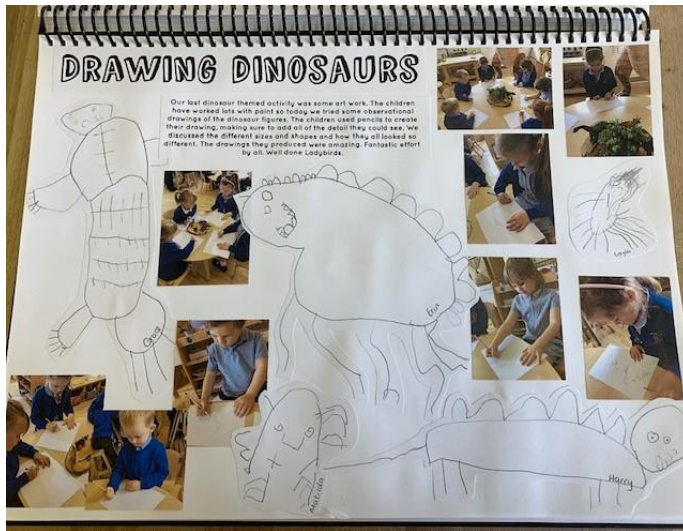
Examples of children's experiences at forest school and outdoor education should be evident throughout your floor book. You can do this with photographs, long observations and captured moments. As well as writing down the children's own speech and ideas.

Ensure scientific opportunities and real life learning opportunities are included within the floorbook. You can do this with photographs, observations and pieces of work.

Floorbook Examples



Floorbook Examples



Floorbook Examples

