

PLANNING SUPPORT GRID

What informs planning (input)	What it is	What it looks like (output)
<ul style="list-style-type: none"> - EYFS – principles - Policies - Calendar 	LONG TERM	<ul style="list-style-type: none"> - yearly plan (festivals, visits, predictable interests, etc) - routines and schedules - continuous provision sheets
<ul style="list-style-type: none"> - EYFS – Development Matters - Clear objectives - Assessment - Info from others (settings, parents, etc) 	MEDIUM TERM (review/pause/reflect)	<ul style="list-style-type: none"> - evidence of planning for progression <ul style="list-style-type: none"> ○ child review ○ environment review ○ differentiated environment
<ul style="list-style-type: none"> - observations - characteristics of learning - Possible Lines Of Direction (PLOD) - key person knowledge - parent input - child input 	SHORT TERM (flexible)	<ul style="list-style-type: none"> - enhanced provision - links to observations (e.g. initials) - adult input - daily reflections - groupings (e.g. initials) - differentiation (including input from IEPs)
<p>BALANCE Child led – adult focus Inside/outside Prime areas/specific areas as appropriate</p>		