



## Early Years Foundation Stage

### Learning Journey Policy

#### Aims

Every child in the Foundation Unit at Holy Cross Catholic Primary School has a personal Learning Journey from when they start school in September. This records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us. It will also show children's developmental progress through the different age bands of the EYFS. The purpose of this document is to define school policy and provide guidelines for the use of Learning Journeys.

#### Procedures

At Holy Cross we use a scrap book style Learning Journey. A child's learning journey is a document recording their learning and development. The Learning Journey is started on the child's first day of school. During the first few weeks, entries made will be used as a baseline for the child as we get to know them. We aim to use our Learning Journey to capture snippets of children's learning and progress through pictures and annotations. Observations are written throughout the day and are planned for during adult led teaching. All other observations are taken throughout the day by all staff members. All photographs taken of children are downloaded and stored onto a central computer at the school. Every night the photos are printed and put into a sort tray which are then sorted into children's individual folders. We ensure the Learning Journeys are accessible to children, parents and any other professionals who may want to enjoy reviewing a child's journey of learning. Parents add WOW moments and contribute photos by sending these in on paper or by email. They also send us videos showing their achievements outside of school.

#### Assessment

Throughout Foundation, children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage (EYFS)'. Our assessment depends on us getting to know our children very well and we gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning as discussed above. From September 2015 reception children will be assessed during the first 6 weeks of school against learning statements in mathematics, Literacy and Personal, Social, Emotional, Development (PSED) to determine a baseline, or starting point, for their future learning. We use ? baseline.



### Observations

- Spontaneous and focussed observations clearly define next steps.
- All photographic evidence is annotated and linked to Development Matters and outlines the children next steps.
- Observations are taken from the inside and outside learning environments.

### General Presentation

- All observations and evidence is dated and linked to Development Matters We highlight all Mathematic observations blue and all Literacy observations orange, which helps for moderation.
- A range of children’s work across all areas of learning and development are included in the Learning Journeys.
- Hand written evidence and annotations are clearly written.

### Pupil Progress Meetings

At the end of every half term, children’s progress is monitored and discussed in a Pupil Progress Meeting (PPM) with the class teachers Miss Yorke, Miss Heaton, the SENCO Mrs Cotter and the Head of Learning, Mrs Potterton. We discuss children’s progress towards each of the Early Learning Goals (ELGs), and the progress made in the non-statutory Development Matters statements. We discuss next steps and any interventions that need to be put in place. We also discuss potential barriers to learning and how to overcome them as a team. The class teachers then use this information to set attainment targets and specific interventions for the next term. It is important to remember that children progress differently at this phase of their development and the meeting is to discuss any appropriate actions required to help the children make the progress they need to reach the ELGs.

Outlined below is the age band in which the children are expected to reach in each half term to make the expected progress towards gaining their ELGs in each of the 17 areas of learning.

Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
30-50S	30-50S+	40-60B	40-60B+	40-60W	40-60W+	40-60S/S+

Explanation of the table

30-50 and 40-60 are the bands in months

B/B+: Beginning to work on the areas within the band

W/W+: Working within the band



S/S+: Secure within the band

## Progress

The Learning Journeys must show evidence of progression through observational contributions from a range of adults who work with the child. All adult initials should be clearly visible. Verbatim quotes from the child wherever possible and evidence of children's contributions to their own Learning Journey should also be clearly visible. All adults should promote and encourage parents/carers to contribute and make comments about their own child's learning, play and development outside of school. Parents are sent home 'WOW moment' sheets on a regular basis. On-going, formative assessment is at the heart of effective Early Years practice. This policy, embedded within the EYFS policy, supports the process towards creating a personalised Learning Journey that tracks children's learning through 'systematic observational assessment'. Documenting each child's progress is used to inform planning, teaching and children's next steps in learning. Any assessments completed by a member of staff will offer only a partial picture of a child's attainment. Practitioners must actively engage children, their parents and carers, and other adults including other providers who have significant interaction with the child in the assessment process. Learning Journeys highlight children's significant moments of learning which build a true picture of each unique child through materials which illustrate the child's Learning Journey and the child's view of his or her learning.

## Parental contribution

Parents are included in their child's learning journey via Home Learning, a Parent Notice board, WOW Moments and the Website. Parents are also able to view their child's Learning Journey on request. We have two Parent Drop in sessions every half term, where parents can come in and view their child's Learning Journey alongside their child. We have a formal Parents Evening in the spring term where we give the children next steps in Literacy, mathematics and a learning behaviour target. School reports are given out at the end of the year and parents/carers are given the opportunity to discuss them with the teachers during an open evening in July.

March 2025.

Review March 2027