

Observation, Assessment and Planning Cycle

Now – <i>in the moment</i>	Observation	Formative Assessment	Planning
	What can I see/hear the child doing now?	What learning is happening now? What developmental stage does this suggest?	Can I add something to the play/activity that will scaffold or extend the child's learning? <i>This could be a verbal intervention (see Sustained shared thinking approaches) or resources</i>
Short term – <i>weekly</i>	Observation	Formative Assessment	Planning
	What has the child (<i>actually</i>) doing?	Is the child involved in their activity/play? (Involvement scale)	What opportunities could I offer that will be highly motivational for the child?
		Is the child receptive to learning opportunities? (Well-being scale)	What needs to change to ensure the child can engage more fully in learning?
What patterns in the child's learning behaviour are apparent? (Schemas)		What types of opportunity are most appropriate for the child as a learner?	
Medium term – <i>half termly</i>	Observation	Summative Assessment	Planning
	Looking across the whole curriculum, what has the child been doing?	How developmentally appropriate is the child's activity? Which age band are they working within? (Development Matters)	What does the child need the most support with? What areas of the curriculum does the child need the most support with?
Long term – <i>annually</i>	Observation	Summative Assessment	Planning
	What changes can be seen in the child's holistic development and learning from on-entry/year start?	What appropriate expectations are there for the child's development and learning from: <ul style="list-style-type: none"> • the child (interests and schemas)? • the child's parents/carers? • the setting? • society (including awareness of: cultural make-up of local community; local environment; festivals; seasons global awareness; British Values; EYFS; Development Matters)? 	What is it most appropriate for the child to develop and learn?