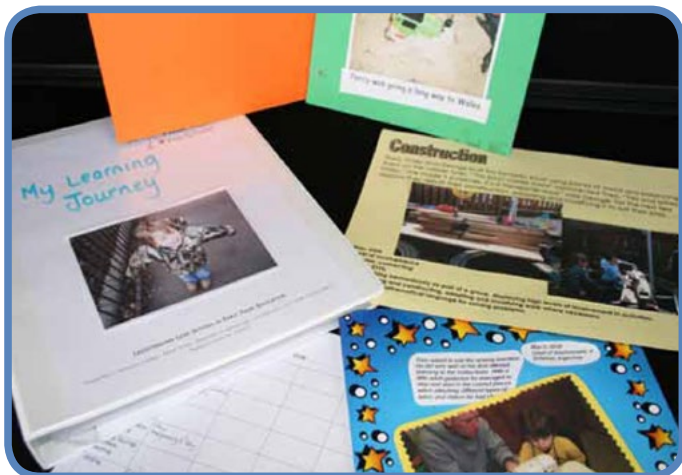


Documenting Children's Learning

This card gives guidance on celebrating and documenting children's achievements and progress, involving parents/carers and children. *Documenting children's learning* refers to the recording of a child's significant learning and development.

Why do we document children's learning?

- By documenting children's learning over a period of time we can clearly see the progress children are making across all areas of learning and their own personal characteristics of learning (See *Development Matters, Characteristics of Effective Learning* – p.4-7)
- We record how children engage with other people and their environment so that we can plan for them to be effective and motivated learners
- We are also showing children that we value and celebrate their learning at home and in the setting
- It gives children the opportunity to consolidate their learning by revisiting previous experiences which have been recorded
- It is used to inform the planning of provision.



How do we effectively document children's learning?

Children's learning can be documented in a variety of ways

- The *Learning Journey* is just one way to collate all the information you may have gathered on a child's learning
- Such information could consist of a variety of the following:
 - » Learning stories, spontaneous observations, photographs, audio recordings and video, children's creations, etc.
 - » This information may also at times be displayed in a different way – e.g. on a wall, in a group scrapbook, in a group photograph, electronic format.
- Regularly update documentation and present in chronological order
- Avoid jargon
- Link observations to *Development Matters* and *Characteristics of Effective Learning*
- Ensure documentation is easily accessible at all times for children, practitioners and parents/carers
- Ensure children have ownership of the documentation, are given opportunities to contribute to it, and that their voice is evident. Consider how to do this.
- Celebrate children's achievements through documentation which should also reflect their interests
- Regularly review children's interests e.g. *All about me*, *'Knowing me, Knowing you'*
- Strive for consistent contribution from all parents/carers
- Ensure documentation reflects the voices of other significant adults
- Use trackers in order to ensure observations cover all areas of learning (use the *Observations Tracker*) and each child's progress is clearly visible (use the *Individual Progress tracker*)

Key points for practitioners to remember

- Quality is key, not quantity
- Observations should be of significant learning
- Photographs should be meaningful and show children involved in learning experiences
- Documentation does not have to be 'perfect' – it should be a living document
- Make time to share the learning journeys with the child and give them opportunities to comment on their experiences. Record these in an appropriate way for each child
- Evidence should inform planning
- Observations should follow the 3 stage process: Notice, Recognise, Respond
- Engage in communications with all parents/carers and encourage their contribution throughout their child's learning experience and record these where appropriate
- Ensure the Learning Journey is unique to the child
- Use documentation for transition

"Assessment should not entail prolonged breaks from interaction with children nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development."

Statutory Framework for the EYFS 2.2

Leaders and Managers must ensure that:

- parental permissions are in place
- they monitor learning journeys - e.g. through appraisals/regular supervisions
- there is consistency in documentation across the setting
- the quality of the provision enables all practitioners to make effective observations of what children can do and how they do it
- practitioners have adequate opportunity to observe children in the day and are familiar with practical methods to document learning within a realistic time frame
- learning journeys are personal and unique to the child