**Balgay Hill Nursery School**

**Making Children`s Learning Visible – August 2016**

**Appendix 1:** APDR Recording Sheet

**Assess Plan Do Review Recording Sheet**

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| **AIM****What are our main questions/main aims and why?****What are we trying to achieve?**  | Cycle No. & Start Date | Target group/issue | ReviewDate |
| * Clearer understanding of shared vision and values of service for all stakeholders.
* Improved staff skills, knowledge and awareness of the principles of listening to children and making listening visible.
* Increased involvement of children and families in planning and reviewing learning.
 | 1:August 2016 | Children`s planning – all childrenJournaling - focus on 2 groups | December 2016/June2017 |
| ASSESS | **What data do we have and what does it tell us?*** Individual learning portfolios – showed mainly adult-based observations/adult voice and learning and activity observations separated artificially into curricular groupings.
* Retrospective area learning evaluations – showed all adult-led commentary mainly regarding play and resource interests with skills and learning rarely described. There was also a negative adult view of the purpose and effectiveness of the retrospective evaluation process.
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| **What else do we need to find out?*** How to practically increase children`s interest and active involvement in planning and documentation of learning and play experiences.
* Are the reviewed vision and values of service visible, accessible and understood by all?
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| Plan | **What is the intended outcome and how will we measure impact? How will we get this data?*** For children and their families to have increased opportunities to plan play experiences and review learning of individuals. This data will be collected by regularly reviewing children`s planning floorbooks and individual journals.
* For staff expertise, knowledge and understanding to be enhanced in relation the image of the child, vision and values, listening to children and visible learning.
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| **How do we plan to implement this change/intervention/address the identified need – who, what, why, where, when, how?*** Prior to cycle 1, a pilot of children`s planning using floorbook format was trialled by the teaching staff. This trial used the strategy of open-ended conversations with small groups of children based on key questions. The learning and play experiences were recorded in light of these conversations. The children played an active role in documenting the project as it developed.
* The core vision and values of the setting were reviewed and redefined, prior to the start of the project.
* Professional reading of early years` pedagogical approaches in relation to listening to children and documenting learning accompanied by self-evaluation discussions.
* Sharing practice with other nursery settings re journaling approach.
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| Do | **What happened during implementation?** * Agreement reached with all staff on the following:
* Children`s planning conversations and experiences to be recorded and used as an analysis tool within the planning for learning cycle.
* Each adult to take responsibility for an area of nursery for a two-week period at a time to fit in with the revised planning and sharing learning cycle.
* Children`s learning and experiences to be documented in two separate ways. The first in journal form with increased involvement/decision-making of children and children`s voice. The second as a Progress and Achievement File, which is adult-collated information re progress.
* Good news stories shared in respect of episodes of listening to children, its impact on learning and agreed strategies to implement.
* Increased understanding of image of the child and agreed vision for the setting.
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| Review | **What does the data tell us about the impact of this change/intervention? What does it tell us in relation to our aim?** **Data to be considered during initial review of Cycle 1 includes:*** Staff discussions/reflections to agree most useful strategies to adopt re listening to children and capturing learning conversations.
* Feedback from parents and children re journaling approach.
* Staff evaluation of children`s planning and changes to sharing learning cycle.
* Evaluating sample learning conversations with children.
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| **What do we need to do next (ongoing assess, plan, do, review cycle)?*** Continue to promote professional learning and reading based on current early years pedagogical research in order to build expertise and develop a consistent approach across the setting.
* Continue to link developing practice strategies to core vision and values.
* Continue to share good practice/good news stories in-house and with colleagues in other settings.
* Use the results of evaluations gathered to pinpoint and agree further amendments to practice for Cycle 2.
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| This template has been adapted from the PDSA template available on the Scottish Government website: [www.gov.scot/Topics/Education/Schools/curriculum/Raisingeducationalattainment/RAFA/QIMaterial/programmetemplates](http://www.gov.scot/Topics/Education/Schools/curriculum/Raisingeducationalattainment/RAFA/QIMaterial/programmetemplates) |