***Learning Journey Scrutiny for Settings***

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| *Below is a list of features which may or may not be a required part of your learning journeys. Make the document your own and delete those that are not required, add in your own or write N/A if not needed. Then use this ‘tailored’ learning journey scrutiny to monitor children’s learning journeys to ensure consistency and best practice.*  |

***Name of key person****:………………………………...* ***Date LJ Scrutiny completed****:…………………*

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| **Suggested features** | **Yes / No / NA** | **Notes** | **Action** |
| **Front cover** - Child’s name, DOB, start date at setting etc. |  |  |  |
| **Key person** – Name clearly displayed |  |  |  |
| **‘All about me’** - Information from parents/carers e.g. child’s likes, dislikes, special people. |  |  |  |
| **Home visit notes** - Completed prior to starting date or in first weeks at setting |  |  |  |
| **‘New starter’ sessions** - Notes on how child settled etc. |  |  |  |
| **Parental input** - Into child’s initial assessment on entry |  |  |  |
| **Initial assessment on entry** – Ideally completed by the key person |  |  |  |
| **Two year old check** - Including parental contribution  |  |  |  |
| **Previous settings attended** - Notes, forms, reports etc.  |  |  |  |
| **Links to any other setting the child attends** (updated regularly by the key person) |  |  |  |
| **Regular observations** – Across all seven areas of learning (no large time gaps between assessments) |  |  |  |
| **Different types of observations** e.g. short, long, annotated work samples |  |  |  |
| **Dated and linked to area of learning** – All observations |  |  |  |
| **Observations are positive** - Used as a celebration of what the child ‘can do’ |  |  |  |
| **Reference to Development Matters age bands** - Shows progress over time |  |  |  |
| **Characteristics of Effective Learning** Reference to child’s growing skills in these areas |  |  |  |
| **Specific next steps for learning** – Linked to the observation |  |  |  |
| **Next steps are challenging but realistic and achievable** - Next steps not giant leaps |  |  |  |
| **Limited use of generalised observations** e.g. ‘We all went on a nature walk and found conkers’ |  |  |  |
| **‘Child’s voice’** e.g. quotes noted during observation or systems in place for the child to contribute to their own learning journey |  |  |  |
| **Parental contribution** e.g. ‘Wow Moments’ or similar; comments on practitioner observations; parent feedback forms |  |  |  |
| **Different practitioners** - Observations made by a range of staff member |  |  |  |
| **Summary of the child’s progress over time** (using DM age bands) Enables an ‘at a glance’ overview of progress |  |  |  |