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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Student teacher:** | |  | | **Class/group:** | |  | | **Date:** | |  | |
| **ASSESS** | ***Where are pupils (cohort, groups and individuals) in the learning within this specific area for focus through this provision?*** Use this box to ascertain starting points in this learning for this provision for specific individuals/groups/cohorts. You may want to split the box up to help organise the information. | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **PLAN** | **Objectives and outcomes for each enhanced area of continuous provision**  Please note that it is not an expectation that every area will have an enhancement | | | | | | | | | | | |
| ***Area of provision*** |  | |  | |  | |  | |  | |  |
| ***Area of learning (EYFS)*** *– highlight as appropriate* | **C&L, PSED, PD, L, M, UTW, EAD** | | **C&L, PSED, PD, L, M, UTW, EAD** | | **C&L, PSED, PD, L, M, UTW, EAD** | | **C&L, PSED, PD, L, M, UTW, EAD** | | **C&L, PSED, PD, L, M, UTW, EAD** | | **C&L, PSED, PD, L, M, UTW, EAD** |
| ***What is the specific learning aim of this area of provision?***  Write this learning objective/intention/WALT in line with your school policy, ensuring that it will lead to clear assessment of learning. A learning objective is more than a title. |  | |  | |  | |  | |  | |  |
| ***What are the smaller steps in learning that children will have to think through, to achieve the overall learning aim?***  Record these as small bullet pointed steps that you canassess & that you want the pupils to think hard about. | 1.  2.  3. | | 1.  2.  3. | | 1.  2.  3. | | 1.  2.  3. | | 1.  2.  3. | | 1.  2.  3. |
| **TEACH** | **Breakdown of learning in each area** | | | | | | | | | | | |
| ***Area*** |  | |  | |  | |  | |  | |  |
| ***Skills children will learn and possible ideas*** |  | |  | |  | |  | |  | |  |
| ***Key vocabulary*** |  | |  | |  | |  | |  | |  |
| ***Assessment for learning questions*** |  | |  | |  | |  | |  | |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **ASSESS** | **Record of Pupils’ Learning**  Gather together the formative and summative assessment gathered from the provision, organise and reflect on it and then feed this into the ASSESS part of the next provision plan, as appropriate. | | | | | |
| Pupils who achieved all learning steps | | Pupils who achieved some learning steps | | Pupils who achieved few learning steps | |
| *[Be sure to make relevant notes around specific pupils, as necessary]* | | *[Be sure to make relevant notes around specific pupils, as necessary]* | | *[Be sure to make relevant notes around specific pupils, as necessary]* | |
| **Reflection on Learning and Provision Design** to feed into the next provision plan for actioning | | | | | |
| Note down any misconceptions that pupils showed: | Note down any pupils who will need further stretch and challenge in future provision: | | Reflect on what parts of the provision design had positive impact on learning and should be cascaded across future provision where appropriate: | | Note down any teaching and learning questions to discuss with your expert colleagues to support the planning of future provision: |