



Being Me Sharing Our Learning in ELC

[CLICK HERE for the ELC site](#)



We know from [research and guidance](#) that young children learn best through high quality play, supported by caring adults. In Cawdor ELC, we support your child's development, learning and wellbeing through play outdoors and indoors.

Your Child's Learning Profile

When your child begins in Cawdor ELC, we will begin your child's Profile. This is a folder that contains observations about your child's learning, the planning for their individual learning and key information about them that you provide and that we gather. We believe that each child is an individual. We support their individual development, learning and wellbeing through our approach. The Profile is owned by your child and includes:

- **All About Me** – information that you provide about your child (this is updated with you throughout the year as part of our ongoing progress meetings)
- **Developmental Overviews** – a tool created by Highland Council to capture information on the milestones that your child is developing [CLICK HERE to find out more](#)
- **Personal Targets** – these are developed with your child based on their interests, their strengths and their areas for development and are recorded as part of Learning Journey approach.
- **SHANARRI (Wellbeing) Reflections** - your child reflects on how they are developing the [SHANARRI wellbeing indicators](#) of safe, healthy, achieving, nurtured, active, respected, responsible and included
- **Key Learning Observations** – observations of your child's knowledge, skills and interests.
- **WOW Moments (your child's Wider Achievements)** – information that you provide about your child out with Early Learning and Childcare and a record of their achievements in Early Learning and Childcare.

Sharing Your Child's Learning
We encourage you to look at your child's Profile at any point.

On three occasions throughout the year you will have an opportunity to have a progress discussion with your child's Key Worker. You will discuss your child's progress with your child's Key Worker, and consider how we can work together to support your child's development, learning and wellbeing.

Progress Discussion 1: November/ December
Progress Discussion 2: March
Progress Discussion 3: June

At the progress discussion you will also update your child's Care Plan so that we have the most up-to-date information to support your child's development, learning and wellbeing.

Throughout the year we have opportunities for Stay, Play and Learn, where we invite you to join your child in the ELC setting. We also have specific family learning sessions on areas that you identify would be helpful for us to explore with you to support your child.

We use SeeSaw as a way to communicate general learning updates across the Early Learning and Childcare setting, and our Sharing the Learning in ELC board is on display at drop-off/ pick-up throughout the week.

Child's Name:		Observation Dates:	
Key Worker:		Parent Meeting Date:	

The knowledge/ skills that I have developed are:

My next steps are:

You can help me achieve my next steps at home by:

The progress that I am making in the curriculum:

Listening & Talking	Reading	Writing	Numeracy

Family Feedback:

Observing your child's learning in Early Learning and Childcare

Learning Journey Observations – Significant Observations

Our team listen to and watch your child's learning. When they notice something significant (something which demonstrates their developmental milestones, or something they have mastered that they have been grappling with), this is recorded as a significant observation. We capture significant observations as an ongoing process on our Ongoing Observations Learning Journey sheets. All staff members document observations for all children.

Staff reflect on these observations and identify how these observations are relevant to the [five headings from the pre-school developmental overview](#):

- Movement and coordination
- Routines
- Social and emotional
- Play and imagination
- Understanding of and expressive language.

Staff also reflect on how they observations are relevant to the [eight curriculum areas of Curriculum for Excellence](#):

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Social Studies
- Sciences
- Technologies
- Religious and Moral Education
- Expressive Arts.

Staff reflect on these observations with your child, adding any relevant photographs, your child's words or marks, and any connections they make to the [SHANARRI wellbeing indicators](#).

Significant Observations

Name	Learning Journey	Dates
Date:	Date:	Date:
M C R S P U E L N HWB SS S T RME EA	M C R S P U E L N HWB SS S T RME EA	M C R S P U E L N HWB SS S T RME EA

Adult/ Child Interactions

Name	Learning Journey	Dates
DATE: What did the child say/ or do?	What did I (key worker) do or say to extend their learning?	How did the interaction progress their learning?
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M C R S P U E L N HWB SS S T RME EA	M C R S P U E L N HWB SS S T RME EA	M C R S P U E L N HWB SS S T RME EA

Learning Journey Observations – Adult/ Child Interactions

As well as ongoing significant observations, through observation, our early years team identify opportunities to extend your child's learning through adult/ child interactions. We capture these on our Adult/ Child Interaction Learning Journey sheets. These are documented by your child's key worker.

STEP 1: What did the child say or do?

Each interaction begins with something the adult has seen or heard your child say or do.

STEP 2: What did I (key worker) do or say to extend their learning?

Following this, the adult will identify how to best extend your child's current learning. This may be through providing an object, it may be through making a comment or asking a question, or it could be through showing them/ supporting them to do something.

STEP 3: How did the interaction progress their learning?

The practitioner observes by listening and watching, identifying how the interaction with your child has supported growth in their learning.

Similarly to the Ongoing Observations, the early years team will reflect on how these observations are relevant to the [five headings from the pre-school developmental overview](#) and the [eight curriculum areas of Curriculum for Excellence](#).

Staff reflect on these observations with your child, adding any relevant photographs, your child's words or marks, and any connections they make to the [SHANARRI wellbeing indicators](#).