

We now create your child’s learning journal on an app called Tapestry, and prior to your child starting with us you will receive an invitation to contribute to this journal. Your child’s Learning Journal celebrates their individual experiences, and overtime it will tell a unique story about your child, providing a record of significant moments in their learning and development with us. It provides a focus for sharing and discussing their achievements with you and with their next setting, when the time is right for them to move on, usually on the next step of their education to nursery school. All in all it is a lovely pictorial record of your child’s early years in education that will eventually be yours to keep.

Our learning journals include:-

Photographs: These capture moments and sequences of your child’s activity, their interests and explorations. You can add some of your own from home too. Sometimes we will write down exactly what your child says about the photographs, so we know your child’s point of view too.

Records of your child’s creations: These could be photos of models, photos of their role-play, marks they have made, art making, often along with an observation or annotation to explain what your child did, created or said.

Observations: These are quick written notes of significant moments we notice in your child’s learning. The colour of the paper used for our observations changes each term to match the highlighting on their tracking sheets at the front of the folder.

Please see over the page for an explanation to the abbreviations we use in our observations.

Parent voice responses and diary entries: We actively encourage you to contribute to your child’s journal too. Periodically we may ask you to complete a ‘Parent Voice’ form that tells us more about what your child enjoys doing at home and their achievements away from preschool, or, they may take home one of our school mascots, a Go Bag or a Buggy Buddy to have adventures with, along with their Learning Journal for you to add to.

An explanation of the abbreviations used in our observations and annotations on their work:

Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Communication and Language	Listening and attention
	Understanding
	Speaking
PHYS: Physical Development	Moving and handling
	Health and self-care
Literacy	Reading
	Writing
Maths	Number
	Space, shape and measure

Understanding of the world	People and communities
	The world
	Technology
Expressive arts and design	Exploring and using media and materials
	Being imaginative

Characteristics of effective learning	
Engaged - Playing and exploring.	Finding out and exploring
	Playing with what they know
	Being willing to 'have a go'
Motivated - Active learning	Being involved and concentrating
	Keeping trying
	Enjoying achieving what they set out to do
Thinking - Creating and thinking critically	Having their own ideas
	Making links
	Choosing ways to do things

Activity type	
CIL: Child Initiated Learning	An activity wholly decided on by the child, the result of an intrinsic motivation to explore a project or to express an idea.
AD: Adult Directed Learning	An activity defined, structured and delivered by an adult to a child or group of children.
Next step:	Next step: What we plan to do to help your child to continue to learn and develop, based on what we have observed