



MARTENSCROFT

NURSERY SCHOOL & CHILDREN'S CENTRES

Title: Documenting Children's Learning



School Name:	Martenscroft Nursery School
Author:	A.Davenport
Approved by:	Jan Nettleton
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Introduction

Documenting children's learning is a vital practice in early years' education, providing insight into each child's development, interests and progress. This policy sets out our approach to observing, recording, and sharing learning experiences in a way that is purposeful, efficient and aligned with the Early Years Foundation Stage (EYFS) framework.

Our aim is to:

- **Capture meaningful learning** that supports individual progress and informs planning.
- **Engage families** by sharing authentic insights into their child's development.
- **Meet statutory requirements** for assessment and reporting.
- **Reduce practitioner workload** by streamlining documentation processes and using practical tools.
- **Prioritise quality interactions** with children, ensuring that time spent recording information does not detract from building relationships and supporting learning in the moment.

This approach emphasises **accuracy, confidentiality and inclusivity**, while ensuring documentation reflects the holistic development of every child and respects their voice, individual needs and cultural background.

Scope

This policy applies to all staff, students, and volunteers working with our children. This policy is to establish clear and consistent approaches across all rooms.

Principles

- **Purposeful & proportionate:** Only record significant learning.
- **Child-centred & inclusive:** Reflect child's voice, culture and individual needs.
- **Workload-aware:** Directed time allocated for documentation and recording learning should not exceed the time given to staff.
- **Secure & ethical:** Consent obtained in starter pack to ensure GDPR compliance.

Methods of Documentation

Tapestry

Tapestry for EYFS (Early Years Foundation Stage) is a secure, online learning journal used by educators and parents to document a child's development and learning journey through photos, videos and notes, aligning with EYFS curriculum goals. It allows shared engagement to support the child's progress at home and school. It creates a digital portfolio of experiences, celebrating milestones and helping practitioners tailor support, while keeping families involved in their child's unique educational story.

How we use Tapestry:

- To document individual observations for each child.
- One entry will be published **half-termly** as a showcase of learning.
- Each half termly entry will include:
 - Photographs
 - Videos
 - Examples of learning experiences
 - Any achievements
 - Significant new learning examples
 - Clear next step/s

Floor Books

A Floor book in EYFS (Early Years Foundation Stage) is a large, shared book used to document children's learning, ideas and voices collaboratively. It is often placed on the floor for easy access for the children to engage with, capturing their planning, thoughts, drawings and photos to show their collective learning journey, encouraging inquiry-based learning and curriculum coverage.

How we use Floorbooks (scrapbook style):

- To document shared learning experiences
- To showcase the enrichment curriculum opportunities
- Complete at least one page per curriculum team each half term, to showcase the Curriculum team focuses for the half term.
- Each entry is to include group photos, children's recordings, examples of learning and annotated speech.
- The floor books will be presented to a high quality, in a scrap book style to represent the curriculum and our Hygge approach.

Displays

How we use displays:

- Natural and calm materials are used in line with our Hygge approach, to ensure displays are not overstimulating for children.
- Visual evidence of learning processes and outcomes will be displayed through photographs, annotations, examples of learning.
- Children's learning experiences will be captured to celebrate progress and help reinforce learning opportunities, enabling children to draw upon prior learning.
- Children's home environments and learning experiences will be captured through the use of displays.
- Displays will be personal to each cohort of children, providing a sense of belonging to the environment.
- All displays will be of a high quality and in line with the school Early Years approach.

Parental Contributions

Parental contributions are vital to children's learning journeys because they boost academic achievement, improve behaviour, build confidence and foster a lifelong love of learning by reinforcing school learning experiences, providing unique insights for personalised learning approach and creating a consistent, supportive environment that extends learning beyond the classroom.

Parent contributions: We encourage our parents to contribute to their child's learning journey through Tapestry, in person or sometimes completing 'All about me documents' to display in the classrooms.

Frequency and Expectation

- Tapestry observations: Individual, significant learning only, collated and published half-termly.
- Floor books: One page per curriculum team, per half term.
- Staff complete documentation during directed time, there is no expectation for staff to complete documentation outside of their contracted hours.

Moderation

- Termly moderation will take place by senior leaders to check quality, coverage and consistency.

Safe Guarding and Data Protection Compliance

- Consent gained is gained in the child's starter pack for how parents wish for us to use photos/videos.
- Images taken on setting devices only and are monitored frequently to prevent misuse.
- GDPR compliance, all data is stored on secure storage on Tapestry and only retained whilst the child is on roll with us.