**Joint management of learning and development**

Most providers follow a combination approach to planning activities which involves daily, weekly, termly and yearly planning. This approach usually involves a broad theme or concept the adults want children to learn about, combined with an assessment of each child’s level of development in the areas outlined in the Early Years Foundation Stage (EYFS) curriculum. Staff will also consider what the child is interested in to ensure good motivation and then plan activities that suit a group of children, whilst allowing them to follow their interests and practice particular skills that need to be improved.

Each child must have an appointed ‘key person’ who will build a particularly strong relationship with them. When planning to meet the needs of the children, they will be able to contribute information about what level of development the child has reached, the next steps and the sort of things the child loves to do.

Within a ‘blended’ model of delivery it is important to take into account what the other provider(s) might also be doing and managers need to think about how practitioners could share information about a child’s assessment, their learning and development and how they plan and deliver activities to meet the child’s learning and development needs.

Where children are accessing one or more settings, an arrangement could be made for key staff from each setting to share their planning, checking to ensure they are not providing too much of the same thing for those children.

It would be important to include the ‘key person’ for the child from each setting in any joint planning meetings. In this way the providers can set some agreed goals for the child that they will both work towards using a variety of activities and experiences.

The providers may consider appointing just one of the ‘key persons’ to carry out observations of the child and assess their progress which would be shared with the other setting(s) in joint progress meetings. This would help to reduce the risk of the child being ‘over assessed’

These recommendations involve face-to-face meetings and, initially, this may be necessary in order to establish relationships and build trust between staff in different settings. However they could also be done by email, Skype or phone.

Many settings now use IT programmes specifically designed to capture data from observations and track children’s progress. Access can be extended to specific staff in another setting following the implementation of correct data sharing protocols (information from ‘Tapestry’ online Learning Journals)

All providers are responsible for the data they collect on children and families and must comply with Data Protection laws. They are not allowed to share sensitive data except where it is required to safeguard children from harm. However, data sharing agreements can be drawn up between professionals which will specify what information can be shared, with whom and for what purpose. The child’s mother, father or carer will need to give permission for data sharing to take place and will need to sign the agreement. The following website gives some useful guidance in this area <http://informationsharing.org.uk>.

Please also see the documents [**Involving parents in assessment and planning**](http://www.familyandchildcaretrust.org/sites/default/files/Involving%20parents%20in%20assessment%20and%20planning.docx), [**EYFS delivery in a mixed model partnership**](http://www.familyandchildcaretrust.org/sites/default/files/EYFS%20Delivery%20in%20mixed%20model%20partnerships.docx)and [**EYFS and children with special educational needs and disabilities**.](http://www.familyandchildcaretrust.org/sites/default/files/EYFS%20and%20children%20with%20Special%20Education%20Needs%20and%20Disabilities.docx)