



Before the Prompt

Play, trust, and agency in early childhood

Where are we now?

Reflect on adult provision. This is not an assessment of children or staff. Choose relevant areas; N/A is excluded.

STOP 11 · CHECK

SETTING AND AGE GROUP

HOW I FELT AT THE START



HOW I FEEL NOW



OUR LOWEST AREA

HUNT STICKERS · SUGGESTED TAGS

Verify device model/settings; drawings not counted.

LISTEN

WATCH

CONNECT

SUGGEST

MOVE

 Our first paw-step

BY WHEN

WITH WHOM (A ROLE, NOT A NAME)

ONE THING WE ALREADY DO WELL

ONE THING WE WANT TO GROW

Our six areas

Tick adult provision this term. Write N/A beside areas that do not apply or lack evidence; these are excluded from suggestions.

STOP 11 · CHECK

0 · NOT YET

1 · NOTICING

2 · INVITING

3 · EMBEDDED

1. Shared values & stories

Adults connect technology routines to familiar values, stories or another effective approach.

No shared approach to technology values yet.

Adults sometimes connect a routine to a familiar value or story.

Adults plan a shared approach and offer different ways to join.

Adults review and adapt the approach with colleagues, children and families.

2. Tech has a home

Adults provide visible device homes and support safe routines.

No agreed device homes or routines yet.

Adults return devices and sometimes model the routine.

Adults provide labelled homes and support children to join safely.

Adults consistently adapt and review routines for each child's access needs.

3. Play before screens

Adults provide varied play opportunities and consider what a screen adds or displaces.

Technology opportunities rely mainly on screens.

Adults sometimes offer low-tech or pretend alternatives.

Adults plan hands-on alternatives and genuine choices.

Adults review children's participation and adjust the balance of play and media.

4. Capture & share

Adults support children to revisit and share learning within permissions.

Documentation is mainly for adult records.

Adults sometimes revisit documentation with children.

Adults offer photos, drawings or objects and respect sharing choices.

Adults review access and permissions and offer meaningful family sharing routes.

5. Honest, precise language

Adults model pretend framing, uncertainty and checking.

Adults have not agreed how to explain devices or pretend characters.

Some adults model precise language sometimes.

Adults agree phrases and model checking with multiple ways to respond.

Adults review their language and adapt it to children's questions and home languages.

6. Families in the loop

Adults offer accessible two-way communication and respect different family choices.

Communication about technology is mainly reactive.

Adults sometimes share ideas with families.

Adults offer translated or accessible prompts and several ways to respond.

Adults use feedback to adapt practice; attendance or disclosure is never required.

