EYFS observation: free-flow session  
Child-led and adult-initiated learning

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| **Name of teacher**:  **Number of children**:  **Age range of children**: | **Observer:**  **Focus of teaching:**  **Focus of observation:**  **Date:** |

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|  | **Strengths** | **Areas for development** |
| **Attitude and approach**  Adults and children have high expectations of and celebrate child initiated learning. |  |  |
| **How well does the learning environment support adult initiated learning?**  Impact of recent teaching on learning within the child initiated environment.  Evidence of children using recently modelled skills, knowledge and attitudes.  Evidence that environment is supporting children’s next steps in learning (differentiated opportunities available).  Evidence of children’s learning being aided by the use of visuals and prompts in the environment. (e.g. phonic charts, alphabet frieze, number tracks, number lines, 100 square, word banks, ‘tricky words’, visual success criteria). |  |  |
| **How are the needs of vulnerable groups met?**  Comment on progress of girls, boys, SEND, EAL, most-able, GRT, pupil premium. \*  \*Indicate focus groups |  |  |
| **Behaviour for learning:**  Warm, caring relationships between adults and children.  Positive behaviour management strategies used.  Staff model positive attitudes and behaviour  Children work co-operatively (discussing, taking turns, sharing resources). |  |  |
| **How well does the learning environment support child-initiated play?**  The indoor and outdoor environments are stimulating, well organised and inviting.  Organisation of resources promotes independence and decision making through possible self-selection both indoors and outdoors (to include: books, blocks, construction, writing, maths, workshop, small world, sand, water, malleable / fine motor, gross motor, role-play, investigation)  Opportunities for children to develop and practise skills and knowledge through appropriately challenging resources.  Open ended and flexible resources are available.  The environment is inclusive and a variety of resources reflect the diverse needs of all children and their families(e.g. evidence of multi-cultural dolls, small world play, jigsaws and images).  There are spaces for children to be quiet/reflect.  The environment is rich in text:signs, symbols, notices, numbers, words, rhymes, books, pictures and songs.  Displays are used by adults and children to support learning.  Mark-making opportunities are available throughout the indoor and outdoor environment. |  |  |
| **How well do interactions from all adults support children’s learning?**  Adults have a clear view of their role in supporting and extending children’s learning:   * communicating and modelling language * showing * explaining * demonstrating * exploring ideas * encouraging * questioning * recalling * providing a narrative for what they are doing * facilitating * setting challenges |  |  |

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| Evidence of the Characteristics of Effective Learning  **Opportunities to play and explore:**  **Children find out and explore.** Children show curiosity, use their senses to explore, engage in open ended activity and show particular interests  **Children play with what they know.** They pretend objects are things form their own experience, represent their experiences in play, take on a role in their play and act out experiences with other people.  **Children are willing to have a go**. They initiate activities, seek challenge, show a can do attitude and take risks engaging in new experiences and learning by trial and error. |  |
| **Opportunities for active learning:**  **Children are involved and concentrate.** Children maintain focus on their activity and concentrate. They show high levels of energy and fascination. They are not easily distracted and pay attention to details.  **Children keep on trying**. They persist when challenges occur, showing a belief that more effort or a different approach will pay off. They bounce back after difficulties.  **Children enjoy achieving what they set out to do.** They show satisfaction in their own goals. They are proud when they have accomplished something, not just the end result. They enjoy meeting challenges for their own sake rather than external rewards or praise. |  |
| **Opportunities to create and think critically:**  **Children have their own ideas.** Children think of ideas, find new ways to solve problems and new ways to do things.  **Children make links.** They notice patterns in their experiences, make predictions, test their ideas and develop ideas of grouping, sequences, cause and effect.  **Children choose ways to do things.** Children plan and make decisions about how to approach a task, solve a problem and reach a goal. They check how well their activities are going, changing strategy as needed. They review how well the approach has worked. |  |