EYFS observation: adult led session  
Whole class / adult led group teaching

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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** |
| **Assessment for Learning:**  Links are made to prior learning; Explicit learning intentions are well matched to children’s needs.  Children show satisfaction in meeting their goals  Children are proud of the process, not just the product.  Children know what they need to do to improve. |  |  |
| **Evaluate the impact of teaching on learning:**  **Quality of interactions of staff with children during planned activities and child-initiated play**   * communicating and modelling language * showing * explaining * demonstrating * exploring ideas * encouraging * questioning * recalling * providing a narrative for what they are doing * facilitating * setting challenges |  |  |
| **Behaviour for learning:**  Positive behaviour management strategies are used.  Task and timings are appropriate for age-range of children.  Clear instructions are given.  Praise is specific.  Children are not easily distracted. They are eager to learn and show high levels of energy and engagement.  Children are motivated. |  |  |
| **Active learning**:  Strategies are used to promote active listening, concentration and involvement (e.g. talk partners, actions, gesture).  Children show curiosity.  They are engaged, they concentrate, persevere and enjoy what they set out to achieve. |  |  |
| **Effective use of** **resources:** Impact of resources on the quality of learning.  Visuals, prompts and the use of other adults to support and scaffold learning. |  |  |
| **How are the needs of vulnerable groups met?** Comment on progress of girls, boys, SEND, EAL, most-able, GRT, pupil premium.\*  **\*Indicate focus groups** |  |  |
| **Opportunities to extend language:**  Good modelling of language:  descriptive commentary  examples of effective open questions and prompts to deepen understanding and provide challenge.  New language is introduced. |  |  |
| **Opportunities to create and think critically:**  Children are encouraged to have their own ideas, make links and choose ways to do things.  They are given high levels of independence.  Children show a can-do attitude. They take risks, seek challenge and learn through trial and error. |  |  |