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

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

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| **INTENT**  | **Strengths** | **Areas for development** |
| **Assessment for Learning:** * Links are made to prior learning
* Learning intentions are explicit
* Knowledge and skills being taught are appropriate for age-range and learning styles of children
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| **IMPLEMENTATION**  | **Strengths** | **Areas for development** |
| **Promoting behaviour for learning:*** Timings are appropriate
* Tasks/ activities are appropriate for age-range and learning styles of children
* Clear explanations/ instructions are given
* Children are encouraged
* Children are challenged
* Praise is specific
* Positive behaviour management strategies are used
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| **Active learning.** **Strategies used promote:*** Active listening and concentration (e.g. showing, explaining, demonstrating)
* Active involvement (e.g. talk partners, actions, gesture)
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| **Opportunities to extend language through:** * Introducing new language
* Modelling
* Providing a narrative for what they are doing/descriptive commentary
* Open questioning
* Prompts to deepen understanding
* Recalling
* Exploring ideas
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| **Opportunities to create and think critically. Children are:** * Encouraged to have their own ideas and make links
* Given high levels of independence e.g. by choosing ways to do things
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| **Effective use of** **resources:** * Impact of resources (including visuals, prompts and other adults to scaffold and support) on the quality of learning
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| **IMPACT**  | **Strengths** | **Areas for development** |
| **Evaluate the impact of teaching on learning. Children show:*** Curiosity, eagerness to learn
* Concentration
* Motivation
* Perseverance
* Satisfaction in meeting their goals
* A can-do attitude - they take risks, seek challenge and learn through trial and error
* That they know what they need to do to improve
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| **How are the needs of diverse groups met?** Comment on progress of girls, boys, SEND, EAL, most-able, GRT, pupil premium, children we care for. etc\***\*Indicate focus groups** |  |  |