EYFS Evidence Scrutiny

To evidence judgements and ensure aspects below are in place

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of teacher/ key worker:**  **Age range of children:**  **By: Date:** | **In place**  (√) | **Strengths** | **Areas for development** |
| **Location of evidence** (highlight/circle)  e.g. display, iPad, learning journey, writing books, reading records, photo folder, teacher notes, tick lists, previous setting, information from other agencies, other (name): | |  |  |
| **Location of judgements/ attainment linked to Development Matters**  i.e. proof of evidence linking to data tracking |  |  |  |
| **Evidence of balance of children’s learning**  Evidence of adult focused teaching  Evidence of adult initiated learning  Evidence of child initiated learning  Evidence of all areas of learning (some may be supplemented by practitioner knowledge) |  | E.g. evidence is specific to each child (not generic) / pertains to new learning/ usefully annotated |  |
| **Evidence of the Characteristics of Effective Learning**  Playing and Exploring  Active Learning  Creating and thinking critically |  | E.g. links to all 9 strands |  |
| **Evidence of progress**  Snapshot of evidence of at least typical progress in chosen area/s of learning  Foci Areas of Learning (e.g. Prime /Maths):  Focus group (e.g. girls, boys, SEND, EAL, most-able, Gypsy Roma Traveller, Forces, EYPP/PP):  Evidence shows children are on track for developmental age/stage related expectations (Nursery)/ Early Learning Goals or Exceeding (Reception)  Evidence of next steps |  |  |  |
| **Evidence of parents’ involvement**  e.g. easily accessed (as appropriate)/ wow slips /observations from home/ parents’ meetings/ home-link APPs, etc. |  |  |  |
| **Evidence of child input**  e.g. easily accessed by child (as appropriate)/ accurate child quotes/ reflection on their Learning Journey/ self-chosen evidence, etc. |  |  |  |