EYFS Learning Journey Scrutiny

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| **Name of practitioner:****Age range of children:****By: Date:** | **In place**(√) | **Strengths** | **Areas for development** |
| **Range of evidence** (highlight/circle) e.g. iPad, scrap book, writing books, reading records, photo folder, teacher notes, tick lists, long and short observations, previous setting, information from other agencies, other: |  |  |  |
| **Assessments**Observations clearly describe the child’s learningEvidence/ observations link to Development MattersEvidence and assessment is then tracked |  |  |  |
| **Evidence of balance of children’s learning**Evidence of adult focused teaching Evidence of adult initiated learning Evidence of child initiated learningEvidence 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 ExploringActive LearningCreating and thinking critically  |  |  |  |
| **Evidence of progress**Evidence over time shows children are on track for developmental age/stage related expectations (Nursery)/ Early Learning Goals or Exceeding (Reception) |  |  |  |
| **Evidence of next steps**Evidence these have been identified and new learning has taken place |  |  |  |
| **Evidence of parents’ involvement**Initial information provided on entryAccess to learning journey/ involvement in child’s learning)/ wow slips /observations from home/ parents’ meetings/ home-link, 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. |  |  |  |