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 learning  Evidence/ observations link to Development Matters  Evidence 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 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 |  |  |  |
| **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 entry  Access 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. |  |  |  |