**EYFS Learning Walk - Quality First Teaching**

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| **Focus of Monitoring** | EYFS |
| **Date** |  |

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| **Key to Colour Coding** | **Not Yet** | **Nearly There** | **Yes** | **Excellent Practice** |

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| **Whole School issues from last Learning WalK**  **(EYFS)** |  |

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| **EYFS** | | | | | | | |
| **Area of Focus** |  |  |  | | |  | |
| **Monitored by** |  |  |  | | |  | |
| **Subject being taught and context** |  |  |  | | |  | |
| **Items of focus in the last learning walk** |  |  |  | | |  | |
| **Impact of past actions** |  |  |  | | |  | |
| **The lesson is planned with high expectations & meets the year group & children’s needs** |  |  |  | | |  | |
| **The learning objective and success criteria are clear** |  |  |  | | |  | |
| **Additional adults are used effectively to support children to be independent** |  |  |  | | |  | |
| **The behaviour policy is followed and is effective to ensure there is a climate for learning** |  |  |  | | |  | |
| **Differentiation (scaffolding) is used effectively and provides challenge** |  |  |  | | |  | |
| **Staff use effective questioning to ensure understanding** |  |  |  | | |  | |
| **Children are engaged and making progress (to include quantity of work and quality of presentation)** |  |  |  | | |  | |
| **There are opportunities for feedback within the lesson, so children can improve** |  |  |  | | |  | |
| **The environment meets school policy & is used effectively by children & adults** |  |  |  | | |  | |
| **Observations of children’s work overtime (in books) shows progress** |  |  |  | | |  | |
| **What went well?** |  |  |  | | |  | |
| **What do we need to improve?** |  |  |  | | |  | |
| **How to Improve?**  (To be filled in by school and department following the Learning Walk) | | | | | | | |
| **What** | | | | **By When** | **Who** | | **Completed** |
|  | | | |  |  | |  |
|  | | | |  |  | |  |
| **Key to Completion Colour Coding** | | | | Complete | In Process | | Missed Deadline |