**Lesson observation (Reception)**

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|  | **Record observation.**  Describe actions/words/ interventions. | **What did you notice** that indicated the practitioner did any of the following, and how well? (Ofsted SIH May 2019– quality of Early Years ‘Good’) | **Evaluate and reflect:**  What was effective about what the practitioner did? |
| Observer:  Observed:  Date: |  | **Implementation:**  ***Adults:***   * teach to the learning needs of the children. * present information clearly, promoting appropriate discussion about the subject matter being taught. * choose resources that meet children’s needs and promote learning. * support children to integrate new knowledge into larger concepts. * communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve learning. * respond and adapt teaching as necessary so children make progress * read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. * demonstrate knowledge about the teaching of early mathematics. * promote and support children’s emotional security and development of their character. * teach children to take managed risks and challenges * support children to be active and develop physically. | **Impact: ‘Good’**  ***Children:***   * listened intently and responded positively to adults and each other. * developed detailed knowledge and skills (know and remember more) * developed their vocabulary and understanding of language and used it across the curriculum. * enjoyed, listened attentively and responded with comprehension to familiar stories, rhymes and songs * demonstrated positive attitudes to learning through high levels of curiosity, concentration and enjoyment. * demonstrated resilience to setbacks and took pride in their achievements.   **‘Outstanding’ *Children:***   * were deeply engaged sustaining high levels of concentration * were motivated and eager to join in. * shared and co-operated well * consistently kept trying, particularly if/when encountering difficulties |
| **Strengths and Areas for development** |