EYFS observation: adult led session  
Whole class / adult led group teaching

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| **Name of practitioner**:  **Number of children**:  **Age range of children**: | **Observer:**  **Focus of teaching:**  **Focus of observation:**  **Date:** |

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| **INTENT** | **Strengths** | **Areas for development** |
| **Assessment for Learning:**   * Links are made to prior learning * Learning intentions are explicit * Knowledge and skills being taught are appropriate for age-range and learning styles of children |  |  |

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| **IMPLEMENTATION** | **Strengths** | **Areas for development** |
| **Promoting behaviour for learning:**   * Timings are appropriate * Tasks/ activities are appropriate for age-range and learning styles of children * Clear explanations/ instructions are given * Children are encouraged * Children are challenged * Praise is specific * Positive behaviour management strategies are used |  |  |
| **Active learning.** **Strategies used promote:**   * Active listening and concentration (e.g. showing, explaining, demonstrating) * Active involvement (e.g. talk partners, actions, gesture) |  |  |
| **Opportunities to extend language through:**   * Introducing new language * Modelling * Providing a narrative for what they are doing/descriptive commentary * Open questioning * Prompts to deepen understanding * Recalling * Exploring ideas |  |  |
| **Opportunities to create and think critically. Children are:**   * Encouraged to have their own ideas and make links * Given high levels of independence e.g. by choosing ways to do things |  |  |
| **Effective use of** **resources:**   * Impact of resources (including visuals, prompts and other adults to scaffold and support) on the quality of learning |  |  |

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| **IMPACT** | **Strengths** | **Areas for development** |
| **Evaluate the impact of teaching on learning. Children show:**   * Curiosity, eagerness to learn * Concentration * Motivation * Perseverance * Satisfaction in meeting their goals * A can-do attitude - they take risks, seek challenge and learn through trial and error * That they know what they need to do to improve |  |  |
| **How are the needs of diverse groups met?**  Comment on progress of girls, boys, SEND, EAL, most-able, GRT, pupil premium, children we care for. etc\*  **\*Indicate focus groups** |  |  |