

| **Observing EYFS – Teaching and Learning** | | | |
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| This optional proforma can be used or adapted when trainees observe practice in EYFS. **(**NB not all features are appropriate to each year group or situation; please adapt as required) | | | |
| Date: | Year group: | Subject/prime or specific area of learning: | |
| Learning objective |  | | |
| Focus for observation | **(Identify here what you are closely focused upon-could be part of the lesson or a group of children)** | | |
| **What?** | | | **Observations-what is the teacher/children doing? What IMPACT does this have on the learning?** |
| **Planning and resources – consider:**  - What are the learning objectives and success criteria (carpet input/small group work)?  - What areas of learning are being promoted/supported (continuous provision)?  - What resources in continuous provision are available to support specific learning objectives?  - What other resources and displays are visible/available in class?  - What extension activities are available for further challenge/mastery | | |  |
| **Positive behaviour – consider:**  - How is the learning environment, safe, stimulating and enabling.  - The ethos created by the teacher, how the teacher supports and promotes positive behaviour. (Rewards and sanctions, Clear expectations, Routines)  - How the teacher encourages and supports children to become engaged in learning. | | |  |
| **Teaching/Interactions – consider:**  - Teaching and learning, the strategies used by the teacher to ensure children’s progress.  - The quality of the teacher-child relationship and the responsiveness of the teacher’s interactions with the children, modelling, scaffolding, questioning, listening, SST.  - How the teacher adapts teaching and practice to meet children’s different needs.  - How does the teacher identify and deal with misconceptions?  - How are pupils involved? Opportunities for collaborative learning [peer/peer support]  - How does the teacher check understanding? When does this happen?  - How is learning deepened, adapted and extended? Are aspects of problem solving and reasoning included?  - How is feedback given to learners | | |  |
| **Characteristics of Effective Teaching and Learning – consider how these are promoted/what opportunities children have to:**  - playing and exploring: how do children investigate and experience things and ‘have a go.’  - active learning: how do children concentrate and keep on trying if they encounter difficulties and how do they enjoy achievements  - creating and thinking critically – how do children have and develop their own ideas, make links between ideas, and develop strategies for doing things. | | |  |
| **Professional behaviours – consider**:  - How the teacher promotes equality of opportunity and respects diversity.  - How are other adults deployed? (if there are any available) | | |  |

| **Post-observation reflection** (with your teacher or independently) | |
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| **So what?** | **What next?** |
| **How has your understanding of the learning objective and potential teaching strategies changed or developed?** | **How might this affect your own practice?** **What might you implement as a result of this observation?** |
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Please note – you don’t necessarily need to answer every question under the ‘what’ column – these are prompts to help you with what to look for in within the EYFS.