

| **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.