

<b>Teacher:</b>	<b>Observer: LM</b>	<b>Date and Time: 08.10.13 @ 9:00</b>
<b>Area:</b>		
<b>Focus: The quality of teaching and adult-led learning.</b>	<b>Context: Large group phase 1 phonics session. Small group creative session</b>	
<p>Main points:</p> <ul style="list-style-type: none"> <li>EYFS teaching includes: management of the learning environment: support for child-initiated learning; interaction with children as they play; adult-directed activity; group time at the end of the session.</li> <li>Observers should focus on the impact of teaching on pupils' progress. Notes should be evaluative rather than descriptive.</li> <li>The key aim of the system is to promote dialogue about learning and teaching. The secondary aim is to help the school make an overall judgement around quality of learning and teaching, using Ofsted criteria.</li> <li>NB: using the current Ofsted terminology, any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.</li> </ul> <p>*****led a large group phonics session which was focussed on listening to, and discriminating sounds using musical instruments. The remainder of the children were in little room with the LSA and were also carrying out an activity on sound using musical instruments.</p> <ul style="list-style-type: none"> <li><b>Include key strengths</b> <ul style="list-style-type: none"> <li>The learning environment is purposeful and there is lots of opportunity for children to develop a range of skills, especially in the prime areas, and therefore children are engaged throughout the session.</li> <li>The observations of children help staff to have a very sound knowledge of children's levels of development and their next steps.</li> <li>The resources within the classroom are very well considered and are of extremely high quality.</li> </ul> </li> <li><b>Summarise agreed areas for development</b> <ul style="list-style-type: none"> <li>To begin to use displays as a celebration of children's <b>independent</b> learning.</li> <li>To ensure that adults <b>support and develop</b> children's play through sustained shared thinking during child initiated learning times, and do not become 'technicians'.</li> </ul> </li> </ul>		

The schedule below is based on the Ofsted criteria, the 'Characteristics of Effective Learning' outlined in the EYFS 2012 and ECERS-R				
Focus area	Outstanding	Good	Requires Improvement	Inadequate
<b>1. Use of assessment in planning</b>	Information from assessments is used to provide a resource area or set up an activity which is exceptionally well matched to the children's level of development.	Information from assessments is used to provide a resource area or set up an activity which is very well matched to the children's level of development.	Information from assessments is used to provide a resource area or set up an activity which is well matched to the class group.	Information from assessments is not used in planning
<b>Evidence and comments:</b> Not able to determine from activity observed and plan given.				

<b>2. Level of challenge and use of strategies to promote engagement</b>	Children show high levels of energy and fascination. They are not easily distracted and they pay attention to details. They persist when challenges occur and show a belief that more effort or a different approach will pay off. They bounce back after difficulties.	Children show high levels of concentration. Most of the children are challenged sufficiently and most overcome difficulties with support. Children try some different approaches.	The children are purposeful, busy and engaged throughout and additional challenges are planned for/available.	Assessment information has not been used to inform planning, so the children are not sufficiently challenged, or the children are not able to understand or engage with resource areas and activities.
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**Evidence and comments:**  
During free play session, children were all engaged fully in their chosen activity. They spent time at each activity and were confident in choosing their own activity to carry out.

<b>3. Resource areas:</b>	Excellent continuous provision which is enhanced to continually meet the needs of children and for children to demonstrate the aspects of learning (engagement, interest, concentration, determination, resilience and independence). Outdoor play is extensively used to support children's learning. Resources and equipment are of excellent quality and age appropriate, and are effectively used to challenge children's learning further. High quality displays celebrate children's independent learning and achievements.	Good continuous provision to meet the development needs of the children. Resources are presented in a way to encourage children to access independently and to support the children's own lines of enquiry. Indoor provision is mirrored outdoors and is adequately resourced. Resources and equipment are of very good quality and age appropriate. Quality displays promote and enhance children's prior independent learning experiences.	Some continuous provision indoors and outdoors although children do not use this effectively to support their independent learning. Resources and equipment conform to British safety standards, although some resources are not age appropriate. Outdoor play opportunities are restrictive. Some displays are of good quality and promote children's learning achievements but often heavily dominated by adult input.	Little or no understanding of continuous provision. The environment does not encourage children to be independent learners. Outdoor learning opportunities are limited and do not support children's learning. Resources and equipment are not developmentally appropriate nor presented in a manner to encourage children to use. Displays do not promote children's learning and are heavily reflective of adult directed activities.
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**Evidence and comments:**  
The continuous provision is of very good quality, many of which the children are able to access independently. Outdoor play was not available in the time spent in the session, but time was allocated for outdoor play later in the morning.

<b>4. Support and intervention for pupils with specific learning needs.</b>	Children with specific learning needs receive support at the time and level it is required to optimise their learning.	Children with specific learning needs receive support that allows them to operate independently and make good progress.	Children with specific learning needs receive support that allows them to make satisfactory progress.	Children with specific learning needs are not given appropriate support and guidance to allow them to make progress.
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**Evidence and comments:**  
Children with speech and language difficulties were supported well through motherese and good modelling. No other children were identified as having specific learning needs.

<b>5. Opportunities to develop the prime areas of learning in the EYFS.</b>	The session includes excellent opportunities for PSED, physical development and communication. Children are engaged in what they are doing and enjoy meeting challenges for their own sake rather than for external rewards and praise.	The session includes some opportunities for PSED, physical development and communication. Children need reminders to refocus them.	The session includes some opportunities for PSED, physical development and communication – but there is a lack of support and planning for progress over the longer term. Behaviour management strategies and rewards are used appropriately and children are mostly purposeful.	The promotion of the Prime Areas is ignored. Too much time is spent managing behaviour at the expense of promoting learning.
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**Evidence and comments:**  
The adult led session was particularly well suited to developing speaking and listening skills. Activities within continuous provision provided opportunities for children to enhance fine motor skills through a sorting activity using tweezers, a peg and board pattern activity. The environment is arranged as such that there are ample opportunities for children to engage in solitary, parallel and co-operative play.

<b>6. Pace of session and opportunities for learning.</b>	The session is highly engaging, allowing children to show curiosity, use their sense to explore the world around them, engage in open-ended activity and show their particular interests.	Children are engaged well and no time is wasted. Opportunities for exploration are very well organised so that children do not have to wait.	Children are engaged throughout the session because it is reasonably well organised and resourced. Children spend time waiting to engage or waiting for support.	The pace is slow because of poor organisation and resourcing.
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**Evidence and comments:**  
As above, all children were engaged at a self-chosen activity and were thoroughly engaged in what they were doing. LSA was 'floating' around assisting children who needed support.

<b>7. EYFS specialist knowledge:</b>	The teacher demonstrates a high degree of expertise in	The teacher demonstrates a good degree of expertise in	The teacher demonstrates sufficient expertise to enable	The teacher is not engaged in play or supporting play and the
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<b>learning through play.</b>	supporting and developing children's play so that children are engaged in pretending, representing experiences in play, taking on roles and acting out experiences with other people.	supporting and developing children's play. Children use play materials and equipment and sometimes take on roles and pretend.	play to occur throughout the session.	children only play sporadically and at a low level.
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**Evidence and comments:**  
The children independently make good use of the resources and materials available to them. The teacher was supporting an adult-led activity and group carpet session throughout the observation and therefore how they support and develop children's play was not observed.

<b>8. Listening, talking and questioning.</b>	The teacher actively listens to children and responds contingently (picking up on what the child says) rather than programmatically (sticking to own topic). The teacher sometimes 'thinks aloud' with one or two children in order to collaborate on solving a problem ('sustained shared thinking') Questions explore children's understanding so that the teacher is exceptionally aware of their level of understanding	The teacher actively listens to children and develops conversation well. Questions generally explore children's understanding so that the teacher is aware of their level of understanding.	The teacher's talk is appropriate but there is much more talk than listening. Appropriate questions are asked but in a conversational way which is not focussed on exploring or extending children's thinking.	Questions are closed and conversation is adult-led. This does not enable assessment of pupils' understanding.
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**Evidence and comments:**  
During the group activity, children were listened to and the teacher followed the children's lead in conversation. She used questions to explore further the children's understanding and meaning so that she was clear as to where the children were at. During the carpet session, questions were targeted so that each child's knowledge was known.

<b>9. Assessment for learning during the session</b>	The children benefit from feedback that helps them to develop their skills, independence or understanding. The children show satisfaction in meeting their own goals, show pride in how they accomplish something (not just the end product) and enjoy meeting challenges for their own sake rather than for an external reward or praise.	Feedback is successful in helping children's development, and children show satisfaction with their achievements.	Feedback is accurate and appropriate but it does not help children to get better at what they are finding difficult, so they are thrown back on their own resources to try again. Children are very focussed on adult approval and praise and so they wait for this rather than acting independently.	Feedback is very general ('good boy') or not accurate. Children are not challenged to keep developing and show little independence or motivation as result.
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**Evidence and comments:**  
Verbal feedback was given to children throughout the carpet session so that children were aware of how they were doing. Children showed a sense of pride in their efforts and achievements throughout adult led, and child initiated activities.

<b>10. Observation-based assessment.</b>	The teacher manages an effective system of noting down significant achievements and ensuring that longer observations are undertaken. The teacher makes accurate assessments of each child's level of development and rate of progress in collaboration with parents. The majority of observations are assessed and turned into planning for specific children/groups.	Observation and assessment is well managed so that there is a good record of each child's development and progress which is shared with parents. Observations and assessments are used to inform planning.	The observation and assessment system is managed so that regular observations are included in children's files providing a record of each child's progress and development which parents can access.	Observations and assessment are sporadic and the teacher does not have a clear picture of each child's progress and development.
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**Evidence and comments:**  
The system in place for observation is very effective. Staff make regular use of incidental observation slips to note children's achievements during free play and group activities. Parents are encouraged to contribute to assessment through observation slips which are sent home. A schedule is in place for long observations to be carried out that ensures children are observed over a period of time at least every term.