**Early Years Foundation Stage Learning walk and observation considerations**

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| **Evaluating the teaching and learning** | **Comments** |
| **Classroom observation**   * Children concentrate well at open-ended activities and persevere when encountering difficulties. * Children select and use resources and tools appropriately and independently. * Children are happy and confident and try/initiate new ideas * The level of challenge, adult responses and the environment supports positive behaviour patterns and learning behaviours. * Staff act upon observations of children * Staff actively engage in children’s play to support their learning and language development * Individual children experience adult-led, structured and own-initiated activity. * Planned activities are holistic, based upon first-hand experiences and allow for movement, talk, repetition and the use of senses. * There is sufficient time for children to investigate, follow their own interests, return to learning and reach conclusions in their play.   Children are given time to talk about and evaluate their learning  Adults are:   * Paying attention to how children engage in activities --the challenges faced, the effort, thought, learning and enjoyment. * Talking more about the process than products. * Talking about how the children get better at things through effort and practice, and what we all can learn when things go wrong. * Being specific when they praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. * Encouraging children to learn together and from each other. * Talking to children about their learning to encourage them to persist and extend their own ideas * Modelling being a thinker, showing that they don’t always know, are curious and sometimes puzzled, and can think and find out. * Valuing questions, talk, and many possible responses, without rushing toward answers too quickly. * Encouraging children to describe problems they encounter, and to suggest ways to solve the problem. * Showing and talking about strategies – how to do things, including problem-solving, thinking and learning. * Giving feedback and helping children to review their own progress and learning. * Talking with children about what they are doing, how they plan to do it, what worked well and what they would change next time.   **Challenge children and expect the most from them**  Observe and note:   * how staff provide opportunities to encourage children to think and to demonstrate what they know and understand * how well teaching takes account of children’s different attainments and reflects high expectations for each child to progress further * whether staff provide sufficient challenge, for example for older/more able children.   Observations of children, and discussions with them, will indicate the extent to which they understand the activities they are doing and whether they are sufficiently challenging. |  |
| **The Environment for learning** | **Comments** |
| * Is the level of challenge within the environment appropriate to maintain children’s desire to learn and their self-esteem? * Is there an appropriate range of opportunities, resources and materials that enable children to follow their own learning interests? * Is the deployment of adults appropriate to support children developing an understanding of the needs of others? * Is there an appropriate balance of adult-led and child-initiated learning opportunities? * Does the environment enable children to move, use talk and their senses explore and investigate with adult support and independently? * Are the activity areas holistic in nature? * Are learning opportunities with activity areas based upon first-hand experiences that are meaningful to the children? * Does the environment, including interactive displays, support children’s learning across all areas of the curriculum? * Are there opportunities for different kinds of play? * Are there opportunities within the routine and activities for children to make choices and decisions and to take control of their learning? * Are there opportunities for children to return to learning experiences during the week/day? * Are there opportunities for children to learn both indoors and outside? * Are the activity areas sufficiently organised and structured to support children’s learning? * Are adults engaged in children’s play to support their learning and language development? * Are observations of children’s play and behaviour used to inform day to day and longer term planning? |  |
| **Planning for the curriculum and assessing learning** | **Comments** |
| **to promote progress towards the early learning goals and the inclusion of all children**  Check whether curriculum plans ensure that all six areas of learning are covered. They should give a clear understanding of the purpose of the activities, that is, what the children are intended to learn. Good quality plans will include what children are to do, how they will be grouped, how staff are to be deployed and the resources needed. Plans may show how children’s knowledge, understanding and skills can be extended and the activity adapted to suit children who learn at different rates or who have particular needs.  Consider whether plans include information about:   * what the children are intended to learn, what they are to do, how they will be grouped, how staff are to be deployed and the resources needed * how the activity can be adapted to suit children of different ages who learn at different rates or who have particular needs * how the inclusion of all children is planned and monitored.   **Use assessments of children’s progress to guide their planning and**  **Teaching**  Find out whether:   * staff make regular assessments that identify children’s achievements, any learning difficulties they may have and their progress over time * assessments are systematic, informative, objective and sufficiently linked to the stepping stones and early learning goals * the information gained from assessments is used to help children move to the next stage in their learning. |  |
| **Identified strengths**  **Areas for development** | |