**Quality of Education**

**Effective Adult/Child interactions**

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| **What to look for** | **observed** | **Comments** |
| **Adult Interactions when supporting child-initiated learning**  **Adults are:** | | |
| Actively seeking to be with the children. Making positive body gestures and eye contact |  |  |
| Using a varied voice and volume |  |  |
| Using non-verbal communication to support understanding |  |  |
| Developing peer-peer interaction |  |  |
| Developing the child’s turn taking skills (in conversation) |  |  |
| Developing the child’s ability to co-operate with others |  |  |
| Repeating back to clarify child’s understanding |  |  |
| Modelling correct English |  |  |
| Using questions sensitively to support children's thinking and use of language |  |  |
| Using appropriate level of language and checking children's understanding |  |  |
| Describing what is being done - providing commentary, thinking out-loud |  |  |
| Expanding the children’s sentences |  |  |
| Giving sentence starters eg “We put the key in the water and……….” |  |  |
| Giving children time to respond |  |  |
| Talking at an appropriate pace |  |  |
| Enabling children to show what they know and can do |  |  |
| Enabling all children to participate fully |  |  |
| Effectively managing dominant or passive children |  |  |
| Enabling children to feel secure and confident |  |  |
| Engaging as playmates |  |  |
| Intervening in children's play sensitively and enabling children to have space when required |  |  |
| **Strengths and areas for further development** | | |
| **Adult Interaction during a Planned Adult led play activity.**  **Adults are:** | | |
| Presenting activities as enjoyable and motivating |  |  |
| Open, and accommodating of children's interests |  |  |
| Introducing the learning clearly before starting |  |  |
| Using visual clues |  |  |
| Getting the children’s attention before speaking |  |  |
| Using a varied voice and volume |  |  |
| Considering the position of the children in relation to adult and focus of attention |  |  |
| Using non-verbal communication to support understanding |  |  |
| Developing peer-peer interaction |  |  |
| Developing the children’s turn taking skills (in conversation) |  |  |
| Developing the children’s ability to co-operate with others |  |  |
| Maintaining children’s motivation and interest |  |  |
| Maintaining children’s concentration and persistence |  |  |
| Modelling correct English |  |  |
| Using questions sensitively to support children's thinking and use of language |  |  |
| Using an appropriate level of language and checking children's understanding |  |  |
| Breaking instructions down into small steps and pausing in-between instructions, or repeating where necessary |  |  |
| Describing what is being done- providing commentary, thinking out-loud |  |  |
| Repeating back to clarify children’s understanding |  |  |
| Expanding the children’s sentences |  |  |
| Giving sentence starters eg “We put the key in the water and……….” |  |  |
| Giving children time to respond |  |  |
| Talking at an appropriate pace |  |  |
| Supporting children's own ideas |  |  |
| Providing opportunities for experimentation |  |  |
| Enabling children to show what they know and can do |  |  |
| Enabling all children to participate fully |  |  |
| Effectively managing dominant or passive children |  |  |
| Enabling children to feel secure and confident |  |  |
| Praising effort and achievement |  |  |
| Providing positive learning feedback to the children |  |  |
| Supporting children to evaluate and reflect upon their new learning |  |  |
| **Questions to ask at the conclusion of the activity;** | | |
| Can the adult identify what new learning was being delivered? |  |  |
| Can the adult identify what new learning was achieved and how do they know? Can they effectively evaluate the learning that took place? |  |  |
| **Strengths and areas for further development** | | |
| **Adult interaction during a story session**  **Adults are:** | | |
| Open, and accommodating of children's interests |  |  |
| Considering the position of the children in relation to adult and focus of attention |  |  |
| Introducing the learning clearly before starting |  |  |
| Saying the title to the book to the children before beginning to read aloud |  |  |
| Telling the children who the author of the book is before beginning to read aloud |  |  |
| Asking the children at least one question before beginning to read the book to build the children's interest in the story |  |  |
| Using visual clues/props and are fully prepared for the story session |  |  |
| Getting the children’s attention before speaking |  |  |
| Using a varied voice and volume and encouraging children to join in, when appropriate |  |  |
| Creating an incomplete sentence to prompt the children to come up with the appropriate response (i.e. fill in the blank) |  |  |
| Asking questions designed to help children remember key elements of the story (Can you remember when.........?) |  |  |
| Asking questions or making statements that requires children to describe part of the story in their own words beyond just yes or no answers. (i.e. tell me what you think is happening in this picture) |  |  |
| Asking questions about the story that beginning with: |  |  |
| What |  |  |
| Where |  |  |
| Who |  |  |
| Why |  |  |
| Helping children to make connections between events that happen in the story to those that occur in their own lives. |  |  |
| Encouraging children to predict outcomes or think of alternative endings |  |  |
| Pausing at intervals to encourage children to 'read' the next word |  |  |
| Talking to children about characters and feelings within the story |  |  |
| Introducing/highlighting and explaining new vocabulary |  |  |
| Expanding children's sentences |  |  |
| Using appropriate level of language and checking children's understanding |  |  |
| Modelling correct English |  |  |
| Giving sentence starters e.g. "I'll huff and puff and I'll............ |  |  |
| Giving children time to respond |  |  |
| Maintaining children's motivation and interest |  |  |
| Enabling all children to participate fully by managing passive or dominant children effectively |  |  |
| Concluding the book with at least one question to maintain their interest in the story. |  |  |
| **Strengths and areas for further development** | | |