

Castilion Primary School



E.Y.F.S - an evidence based guide to excellent practice

NB Within the EYFS Teaching Framework, the term 'teacher' can refer to any staff member such as teacher, teaching assistant, classroom assistant, learning support assistant or nursery nurse with a teaching role within the session.

The Rationale underpinning the Framework – key principles

1. The key principle is that it is developmental.
2. All development includes elements of judgement. When judgement is used to inform developmental actions it leads to improvement. This is a basic premise of assessment for learning.
3. Judgements have to be made from secure evidence bases against clear criteria which are known and understood by everyone.
4. It is good learning that leads to improved attainment and achievement and it is high quality teaching that has most impact upon the quality of learning.

Using Professional Judgement and further exemplifying the descriptors

To be used in conjunction with the characteristics of effectiveness and grade descriptors.

However comprehensive grade descriptors may seem, they should always be viewed within the context of professional judgement. There is no expectation that characteristics of a learning session will fit neatly into one judgement strand. The observer and observee should agree where “best fit” is apparent when arriving at judgements and identifying development points.

There are times when descriptors do not tell the whole story. Again, these are when professional judgement should be exercised. Some examples are outlined below but this is not an exhaustive list.

Planning and the Environment

There is not necessarily an expectation that all seven areas will be represented both inside and outside at all times. There may be occasions for example when a particular focus is in place to support a current topic. What is critical is that displays should support learning.

Although assessment opportunities are expected to be planned, there are moments when it is spontaneous and reacting to something unexpected. This is as important and should result in some recording of what has been seen.

Organisation of Learning – Adult Led

‘Adult led’ generally refers to planned taught sessions (e.g. phonics, number etc.) When an adult works with a child or group in response to their self initiated play the descriptors within that section should apply and the observer should be looking at supportive intervention rather than over direction.

The explanation of the learning objective also relates only to planned, taught sessions and not where spontaneous intervention takes place.

Organisation of Learning – Child Initiated

Schools are unique in terms of their location, intake and community. Thus, the resources provided to stimulate children’s experimentation and play should reflect the breadth of cultures within that community and not be restricted to a narrow view.

Providing experiences that are accessible and open ended does not mean that there has to be evidence of prior learning input. Children should be able to initiate their own learning without being constricted.

'Appropriate resources' does not mean children should be restricted to any one use. They should be encouraged to be imaginative and be able to give a 'new use' to any resource provided.

Child initiated should not become adult led. Where an adult intervenes to support the learning and move it on it should be thought of as 'adult guided'.

Assessment of and for Learning

'Appropriate' feedback can be either verbal or written depending on the age and developmental stage of the children. What is important is that it is relevant to the child and gives them some idea about how they have done. It is not always possible to give children a clear idea about what they need to do next, although the teacher should always know. Marking work is sometimes neither productive nor necessary – professional judgement should be exercised.

It is important for schools to meet the requirements of the EYFS that practitioners review children's progress and share the outcomes with parents/carers:

- between the ages of 24 and 36 months via the progress check, and
- at the end of reception via the EYFS profile.

Achievement and Progress

Progress over time will be judged by how children score in comparison with national results in Communication and Language, Physical Development, PSED, literacy and maths.

Early Years Outcomes (DfE) is a non-statutory guide to aid practitioners and can be used as a guide to making best-fit judgments about whether a child is showing typical development for their age, may be at the risk of delay or is ahead for their age.

Guidance on usage

In order for the Framework to be developmental it is important that it is used in the correct way.

Identifying the focus

The Framework breaks how teachers, teaching/classroom assistants and other adults support teaching and learning into six key elements and identifies the characteristics of effective teachers and children in each element.

It is important to establish a clear focus for an observation. Trying to look at too many elements and subject areas will lead to a very shallow outcome. It is more productive to look at one element within one of the EYFS areas. Examples could be:

- to look at the Adult Directed element within mathematics, or
- to look at the Child Initiated element within PSED.

However, with the focus being very much on progress and achievement it is useful to always have that element in mind

Following the Stages

The pattern of observation and feedback should follow that within The Teaching and Learning Framework©.

Stage 1 - Before the observation

Both the observer and the TA/CA should familiarise themselves with the elements and characteristics in the Framework.

Stage 2 - During the observation

The characteristics are used during the observation as prompts. The observer uses the Observation Recording Form(or online system) to document what (s)he has seen during the session. **At this stage no judgements are made.**

Stage 3 - After the observation ("The Learning Conversation")

This is the stage for giving feedback and agreeing judgements. The observer and TA/CA discuss what has been noted during the observation and then refer to the descriptors in order to agree a judgement.

The descriptors are then used to inform any development points arising from the observation, to see what actions the TA/CA may need to take and to agree any support needed to make improvements.

THE EARLY YEARS TEACHING FRAMEWORK

Elements and Characteristics

Characteristics of effective Teachers	Element	Characteristics of effective Children
<p>Have secure knowledge of EYFS areas of learning and development.</p> <p>Plan learning based on previous assessments.</p> <p>Plan learning based on knowledge of children's needs and interests and provide appropriate levels of challenge for all.</p> <p>Provide resources to support learning well within planned activities.</p> <p>Plan for appropriate balance of adult led and child initiated learning activities.</p> <p>Plan for learning opportunities indoors and outside</p> <p>Plan adult support matched to individual/group needs.</p> <p>Set up an environment to support the focus within the seven areas of learning and development, as appropriate.</p> <p>Establish clear routines and practices.</p>	<p>PLANNING AND ENVIRONMENT</p>	<p>Understand and follow routines and practices within the unit/setting, both indoors and outside.</p> <p>Show respect for the environment in their treatment and care of resources and materials.</p> <p>Make use of the environment to extend their learning, both indoors and outside.</p> <p>Make effective use of available and accessible resources, both indoors and outside.</p>
<p>Have a clear focus and explain the learning objective to the children.</p> <p>Make links to previous learning.</p> <p>Have high expectations.</p> <p>Make the session appropriate to meet the needs of all children.</p> <p>Use a variety of strategies to engage children.</p> <p>Make effective use of time.</p> <p>Model skills, attitudes and language.</p> <p>Use effective listening and questioning.</p> <p>Encourage children to choose and use appropriate resources, including ICT, to support learning.</p> <p>Check on what pupils have learned during the session.</p>	<p>ORGANISATION OF LEARNING ADULT LED (whole class or group input indoors or outside)</p>	<p>Are clear about what they are learning and how it fits to previous work.</p> <p>Respond positively to high expectations.</p> <p>Show enthusiasm and a love of learning.</p> <p>Are engaged.</p> <p>Listen attentively and participate by responding to questions with comments, actions or questions of their own.</p> <p>Follow directions and settle quickly to learning activities.</p> <p>Concentrate well and persevere with tasks even if challenge is high.</p> <p>Know what they have learned.</p>
<p>Provide stimulating resources, relevant to all children's cultures and communities.</p> <p>Support and develop children's play and exploration.</p> <p>Provide experiences that are accessible and open ended, encouraging children to explore and investigate, without stifling wholly self-initiated.</p> <p>Develop confidence and self esteem, allowing freedom and time for solitary or group activities.</p> <p>Foster social relationships by encouraging cooperative working where appropriate.</p> <p>Promote independence but intervene when appropriate to move learning on.</p>	<p>ORGANISATION OF LEARNING CHILD INITIATED (indoors or outside)</p>	<p>Access areas of continuous provision independently.</p> <p>Individuals and groups of children initiate activities, show initiative and make decisions.</p> <p>Use play materials and equipment to take on roles, act out and pretend.</p> <p>Are active learners, using appropriate resources to explore idea and interests in depth.</p> <p>Concentrate on, and are absorbed in, their learning.</p> <p>Demonstrate positive and enthusiastic attitudes to learning, persisting when challenges occur.</p> <p>Collaborate and cooperate well with others.</p> <p>Think critically, making links, developing their own ideas and strategies for doing things.</p> <p>Ask questions to reflect on and extend their learning.</p>
<p>Check understating and intervene where necessary.</p> <p>Listen to, observe and question individuals and groups to assess learning.</p> <p>Give appropriate verba or written feedback to move children on in their learning.</p> <p>Use planned and informal opportunities to note significant achievements and use for future planning and record keeping.</p>	<p>ASSESSMENT OF AND FOR LEARNING</p>	<p>Benefit from feedback which helps them develop their skills, understanding or independence.</p> <p>Know how well they are doing and what they need to do next.</p> <p>Show pride and satisfaction in their accomplishments.</p> <p>Begin to develop their assessment skills by using simple methods such as "thumbs up", thumbs down".</p>

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<p>Ensure health, safety, security and wellbeing at all times.</p> <p>Establish positive relationships in an environment where children feel secure.</p> <p>Have high expectations of children and consistently apply strategies for managing and developing behaviour for learning.</p> <p>Develop positive attitudes in individual, group and whole class work.</p>	<p>BEHAVIOUR, WELLBEING AND SAFETY</p>	<p>Understand safety rules and know how to keep themselves safe.</p> <p>Contribute to a safe learning environment through their behaviour.</p> <p>Handle tools and materials with care.</p> <p>Enable others to learn and thrive in an atmosphere which demonstrates respect, courtesy and good manners.</p>
<p>Know what expected standards and levels of progress are in all areas of learning in the EYFS Framework.</p> <p>Teach reading, writing, communication skills and mathematics so that all pupils make expected progress.</p> <p>Provide activities for all groups which deepen knowledge and understanding and develop skills.</p> <p>Provide an environment which supports and develops learning in all areas.</p>	<p>ACHIEVEMENT AND PROGRESS</p>	<p>Attain the standards expected in all areas of the EYFS Framework.</p> <p>Individual children and all groups make progress from each of their different starting points in all areas of the EYFS Framework.</p>

THE EARLY YEARS FOUNDATION STAGE – DEVELOPING THE PRIME AND SPECIFIC AREAS

The **Early Years Teaching Framework** provides the Elements and Characteristics to be used during an observation. It is for the observer and observee to decide which and how many of the elements will be observed in any session. While it is possible to cover a wide range, this may result in insufficient depth to allow for effective targeted development points to be agreed.

It is often more effective to have a narrower agreed focus to look at in greater depth. This focus may have arisen from an initial observation over all elements. However, whichever of the elements is/are chosen, it is recommended that the element on **Achievement and Progress** is included. This is the outcome of any provision or strategy used and is an indicator of its effectiveness.

The table below is a reminder of the areas of learning within the **Statutory Framework for the Early years Foundation Stage**. The observer and observee will agree which of the areas is the focus of the observation.

NB. The explanations within each area are based on the DfE document and are not the exact wording.

Teachers should	Area	Children should be able to
<p>Provide a rich language environment to develop confidence and skills in speaking and listening in a wide range of situations.</p>	<p>PRIME AREA Communication and language</p>	<p>Listen attentively in a range of situations.</p> <p>Give attention to what others say.</p> <p>Follow directions involving several ideas or actions.</p> <p>Answer “how” or “why” questions about experiences or in response to stories or events.</p> <p>Express themselves effectively, showing awareness of audience.</p>
<p>Provide opportunities to be active and interactive.</p> <p>Provide opportunities to develop coordination, control and movement.</p> <p>Promote understanding of need to exercise and to make healthy choices in relation to food.</p>	<p>PRIME AREA Physical development</p>	<p>Show good control and coordination in large and small movements.</p> <p>Move confidently and handle equipment and tools well.</p> <p>Know the importance of exercise and diet for health and manage their own hygiene successfully.</p>
<p>Provide experiences to help children develop a sense of worth and confidence in themselves and others.</p> <p>Provide experiences for children to form positive relationships, develop respect for others and develop social skills</p> <p>Ensure children learn how to manage feelings and understand appropriate behaviour</p>	<p>PRIME AREA Personal, Social and Emotional development</p>	<p>Are confident to try new activities, to speak in a familiar group, talk about their ideas and choose resources.</p> <p>Know whether they do or don't need help.</p> <p>Express their feelings, talk about their own and others' behaviour and know what is acceptable.</p> <p>Follow rules and can take changes to routine in their stride.</p> <p>Cooperate with others, take turns, show sensitivity to others' needs and form positive relationships.</p>
<p>Provide a wide range of written material to ignite interest, nurture enthusiasm and develop positive attitudes.</p> <p>Encourage children to link sounds and letters.</p> <p>Encourage children to begin to read and write.</p>	<p>SPECIFIC AREA Literacy</p>	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode and read regular and irregular words and show understanding about what they have read.</p> <p>Use phonic knowledge to write words matching spoken sounds.</p> <p>Write some irregular words.</p> <p>Write simple sentences which can be read by themselves and others.</p>

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<p>Provide an environment rich in mathematical language.</p> <p>Provide experiences to develop skills in counting, understanding and using numbers.</p> <p>Provide experiences to develop skills in calculating simple addition and subtraction problems.</p> <p>Provide experiences to develop understanding of, and be able to describe, shapes, spaces and measures.</p>	<p>SPECIFIC AREA Mathematics</p>	<p>Count reliably with numbers from 1 – 20, order them and know about more or less than.</p> <p>Use materials to add and subtract two digit numbers, counting on or back. Solve simple problems.</p> <p>Use everyday language to talk about size, weight, capacity, position, distance time and money.</p> <p>Recognise and describe patterns and explore characteristics of everyday objects.</p>
<p>Guide children towards making sense of their physical world and their community.</p> <p>Provide opportunities to observe and find out about people, places, technology and the environment.</p>	<p>SPECIFIC AREA Understanding the world</p>	<p>Talk about past and present.</p> <p>Know about similarities and differences in families, communities and traditions, and are sensitive to them.</p> <p>Know about similarities and differences in places, objects, materials and living things.</p> <p>Know how environments differ and can explain why some things occur and why changes may happen.</p> <p>Recognise the wide range of technology available and can select and use technology for particular purposes.</p>
<p>Provide experiences for children to explore and play with a wide range of media and materials.</p> <p>Provide opportunities for children to explore and share their thoughts, ideas and feelings through creative activities in art, music, movement dance role play and design and technology.</p>	<p>SPECIFIC AREA Expressive arts and design</p>	<p>Sing songs, make music and dance and experiment with changes.</p> <p>Explore and use a variety of materials, tools and techniques.</p> <p>Use what they have learned to represent their own ideas, thoughts and feelings through design and technology, art, music, dance role-play and stories.</p>

EARLY YEARS OBSERVATION RECORDING FORM

PLANNING AND ENVIRONMENT

Staff Name		Area of focus			
Observer name		Year group/class		Number in group	
Situation (place)		Time in session		Date	

Characteristics of Teachers	Evidence observed
<p>Have secure knowledge of EYFS areas of learning and development.</p> <p>Plan learning based on previous assessments.</p> <p>Plan learning based on knowledge of children's needs and interests and provide appropriate levels of challenge for all.</p> <p>Provide resources to support learning well within planned activities.</p> <p>Plan for appropriate balance of adult led and child initiated learning activities.</p> <p>Plan for learning opportunities indoors and outside</p> <p>Plan adult support matched to individual/group needs.</p> <p>Set up an environment to support all seven areas of learning and development.</p> <p>Establish clear routines and practices.</p>	

Characteristics of Children	Evidence observed
<p>Understand and follow routines and practices within the unit/setting, both indoors and outside.</p> <p>Show respect for the environment in their treatment and care of resources and materials.</p> <p>Make use of the environment to extend their learning, both indoors and outside.</p> <p>Make effective use of available and accessible resources, both indoors and outside.</p>	

Key Strengths	
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Development points	
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Judgement	Outstanding		Good		Requires Improvement		Inadequate		No Grade	
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Grade Descriptors – Planning and Environment

Characteristics of Teacher	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Have secure knowledge of EYFS areas of learning and development.</p> <p>Plan learning based on previous assessments.</p> <p>Plan learning based on knowledge of children's needs and interests and provide appropriate levels of challenge for all.</p> <p>Provide resources to support learning well within planned activities.</p> <p>Plan for appropriate balance of adult led and child initiated learning activities.</p> <p>Plan for learning opportunities indoors and outside</p> <p>Plan adult support matched to individual/group needs.</p> <p>Set up an environment to support the focus within the seven areas of learning and development as appropriate.</p> <p>Establish clear routines and practices.</p>	<ul style="list-style-type: none"> • Thorough knowledge of EYFS is apparent through detailed planning. • Assessment opportunities are consistently planned, or acted upon spontaneously, within the session to enable children's progress to be evaluated. • Both child initiated and adult led activities are planned or facilitated to meet individual needs and provide high levels of challenge for all children. • High quality resources are appropriately available and accessible to support planned or facilitated learning. • The inside environment and displays support all areas of learning very well. • The outside environment supports all areas of learning and links to inside provision very well where possible. • Routines and practices are well established and make a very positive contribution to learning. 	<ul style="list-style-type: none"> • Secure knowledge of EYFS is apparent through planning. • Regular assessment opportunities are planned, or acted upon spontaneously, to enable children's progress to be evaluated. • Both child initiated and adult led activities are planned or facilitated and provide good levels of challenge for all children. • Appropriate resources are available and accessible to support planned or facilitated learning. • All areas of learning are identifiably supported within the inside environment and displays. • The outside environment supports relevant areas of learning well with many links to inside provision. • Routines and practices are established and make a positive contribution to learning. 	<ul style="list-style-type: none"> • Some knowledge of EYFS is apparent through planning, but key vocabulary may be missing. • Assessment opportunities are sometimes planned, or acted upon, within the session to enable children's progress to be evaluated. • There is a lack of balance in the planning of child initiated and adult led activities to meet individual needs and provide challenge for all children. • Resources are not always available and accessible to support planned or facilitated learning. • The inside environment and displays support all areas of learning but not always explicitly. • The outside environment does not sufficiently support or link to relevant areas of learning. • Routines and practices are not consistent enough to make a positive contribution to learning. 	<ul style="list-style-type: none"> • Knowledge of EYFS is shown to be limited through inappropriate planning. • Assessment opportunities are rare or not planned within the session to enable children's progress to be evaluated. • It is not obvious that both child initiated and adult led activities are planned or facilitated to meet individual needs and provide challenge for all children. • Resources are of poor quality or are not available or accessible to support planned or facilitated learning. • The inside environment and displays do not support all areas of learning. • The outside environment supports a limited number of areas of learning and has few links to inside provision. • Routines and practices are not apparent or are inconsistently applied.
Characteristics of Children	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Understand and follow routines and practices within the unit/setting, both indoors and outside.</p> <p>Show respect for the environment in their treatment and care of resources and materials.</p> <p>Make use of the environment to extend their learning, both indoors and outside.</p> <p>Make effective use of available and accessible resources, both indoors and outside.</p>	<ul style="list-style-type: none"> • Children know exactly what the established routines for work and general behaviour are and always adhere to them. • Children show respect and take responsibility for the environment by tidying up and taking good care of all resources they use. • Children use the environment indoors very well to extend their learning. • Children use most of the environment outdoors very well to extend their learning. • Children make very effective use of all resources made available/accessible to aid their learning. 	<ul style="list-style-type: none"> • Children know what the established routines for work and general behaviour are and most adhere to them. • Most children show respect and take responsibility for the environment by tidying up and almost all take care of the resources they use. • Children use much of the environment indoors to extend their learning. • Children use much of the outdoor environment to extend their learning. • Children make use of resources made available/accessible to aid their learning. 	<ul style="list-style-type: none"> • Some children are not clear what the established routines for work and general behaviour are or don't always adhere to them. • Children take some care of the environment but don't always tidy up or take care of all resources they use. • A number of children don't use the environment indoors very effectively to extend their learning. • A number of children don't use the environment outdoors very effectively to extend their learning. • A number of children don't make good use of the resources made available to aid their learning. 	<ul style="list-style-type: none"> • Many children are not clear what the established routines for work and general behaviour are and large numbers often ignore them. • Large numbers of children show little respect for the environment or for the resources they use. • Large numbers of children ignore the opportunities for learning within the indoors environment. • Large numbers of children ignore the opportunities for learning within the outdoors environment. • Children use resources poorly.

EARLY YEARS OBSERVATION RECORDING FORM

ORGANISATION OF LEARNING - ADULT LED (whole class or group input indoors or outside)

Staff Name		Area of focus								
Observer name		Year group/class		Number in group						
Situation (place)		Time in session		Date						
Characteristics of Teacher		Evidence observed								
<p>Have a clear focus and explain the learning objective to the children.</p> <p>Make links to previous learning.</p> <p>Have high expectations.</p> <p>Make the session interactive and of suitable length to meet the needs of all children.</p> <p>Use a variety of strategies to engage children.</p> <p>Make effective use of time.</p> <p>Model skills, attitudes and language.</p> <p>Use effective listening and questioning to explore children's understanding and to develop learning.</p> <p>Use appropriate resources, including ICT, to support learning.</p> <p>Check on what children have learned during the session.</p>										
Characteristics of Children		Evidence observed								
<p>Are clear about what they are learning and how it fits to previous work.</p> <p>Respond positively to high expectations, have high expectations of themselves.</p> <p>Show enthusiasm and a love of learning.</p> <p>Are engaged.</p> <p>Listen attentively and participate by responding to questions with comments, actions or questions of their own.</p> <p>Follow directions.</p> <p>Settle quickly to learning activities.</p> <p>Concentrate well and persevere with tasks even if challenge is high.</p> <p>Know what they have learned.</p>										
Key Strengths										
Development points										
Judgement	Outstanding		Good		Requires Improvement		Inadequate		No Grade	

Grade Descriptors – Organisation of Learning – Adult Led (whole class or group input indoors or outside)

Characteristics of Teacher	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Have a clear focus and explain the learning objective to the children.</p> <p>Make links to previous learning.</p> <p>Have high expectations.</p> <p>Make the session appropriate to meet the needs of all children.</p> <p>Use a variety of strategies to engage children.</p> <p>Make effective use of time.</p> <p>Model skills, attitudes and language.</p> <p>Use effective listening and questioning.</p> <p>Encourage children to choose and use appropriate resources, including ICT, to support learning.</p> <p>Check on what children have learned during the session.</p>	<ul style="list-style-type: none"> Planning is based on highly accurate assessment of previous learning. What is to be learned is explained orally with excellent visual clues matched to the developmental stage and needs of all. Very clear links are made to previous learning and other learning experiences. A wide variety of creative and imaginative approaches to teaching are used to capture and retain children's interests. There are high expectations about all aspects of learning, constantly reinforced. Input is timed and paced well. Children are actively involved and engaged. Appropriate questioning is used very effectively to explore children's understanding and to move learning on. Exemplary modelling is used. All adults are deployed very effectively to intervene appropriately, supporting and developing children's learning. Tasks build very well on what children already know, understand and can do. Excellent resources, including ICT, very effectively scaffold all learning needs. Learning is revisited where appropriate to check on and cement progress for all. 	<ul style="list-style-type: none"> Planning is based on accurate assessment of previous learning. What is to be learned is explained orally with some visual clues matched to developmental stages and needs. Links are made to previous learning and other learning experiences. Different teaching strategies are used to capture the interest of the children. High expectations about all aspects of learning are evident. Input is timed appropriately, children are engaged and pace is matched to learning needs. Questioning is used well to assess children's knowledge and understanding. Modelling is used appropriately. All adults are deployed effectively to support and develop learning. Tasks develop knowledge and skills. Appropriate resources, including ICT, scaffold children's learning. Adults check children's learning against the planned objectives. 	<ul style="list-style-type: none"> Planning is not clearly based on accurate assessment of previous learning. What is to be learned is explained but not clearly for all children. Links are not sufficiently made to previous learning. The range of teaching strategies used is rather limited and does not meet the needs of all children. Expectations about all aspects of learning are insufficiently high. Input is not appropriately timed and as a result the children lack focus. Questioning is not used effectively enough to explore children's understanding or move learning on. Modelling is used, but inconsistently. Not all adults effectively and consistently support and develop children's learning. Tasks are not sufficiently focused on developing knowledge and skills. Resources, including ICT, support and scaffold learning needs, but their quality or availability is inconsistent. The revisiting of learning to check outcomes is limited or rushed. 	<ul style="list-style-type: none"> Planning shows little or no link to assessment of previous learning. There is little or no explanation of what is to be learned and why. There are no links made to previous learning. The range of teaching strategies used is very limited and does not meet the needs of many children. Expectations about all aspects of learning are low. Input is poorly timed and as a result the children are inattentive and not engaged. Questioning is poor and does not explore children's understanding or move learning on. Modelling is rarely, if ever, used. Adult support is not focused on supporting and developing children's learning. Tasks are inappropriate and do not enable children to access the learning. Appropriate resources, including ICT, are not available or accessible to support and scaffold learning needs. There is no revisiting of learning to check outcomes against planned learning.
Characteristics of Children	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Are clear about what they are learning and how it fits to previous work.</p> <p>Respond positively to high expectations.</p> <p>Show enthusiasm and a love of learning.</p> <p>Are engaged.</p> <p>Listen attentively and participate by responding to questions with comments, actions or questions of their own.</p> <p>Follow directions and settle quickly to learning activities.</p> <p>Concentrate well and persevere with tasks even if challenge is high.</p> <p>Know what they have learned.</p>	<ul style="list-style-type: none"> Children fully understand the task and some can relate it to previous learning. Children show enjoyment, a really positive attitude and always try their best. Children can access the learning task, respond enthusiastically and are fully engaged. Children respond very well to adult input and intervention, using it to move on. Children are able to choose appropriate resources, including ICT, and use them very effectively to support their learning. Children respond well to challenge and persevere even when faced with difficulty. Children know what they have been learning and can say what they now know or are able to do as a result. 	<ul style="list-style-type: none"> Children clearly know what they are expected to do or learn. Children are positive and try hard during the session. . Children respond well to the learning task, are enthusiastic and engaged. Children respond well to input and interventions from any adult. Children are able to choose resources, including ICT, and use them to support their learning. Most children respond well to challenge and generally persevere even when faced with difficulty. Children know if they have completed what was expected of them during the task. 	<ul style="list-style-type: none"> Children are not sure what they are to do or learn. Many children are positive but a number do not try hard during the session. Children are not very enthusiastic and engaged in the learning task. Some children show positive responses to any input or interventions from adults but a number do not. Children do not use resources wisely to support their learning. A number of children do not respond well to challenge and lack perseverance when faced with difficulty. Children are not entirely sure if they have completed what was expected of them during the task. 	<ul style="list-style-type: none"> Children are very unsure what they are expected to do or learn. A number of children show a poor attitude to learning during the session. Many children show a lack of interest or engagement in the learning task. Children do not show any positive responses to adult input or interventions. Children use resources poorly. A large number of children give up easily when facing challenge or difficulty. Children have little idea whether they have completed what was expected of them during the task.

EARLY YEARS OBSERVATION RECORDING FORM

ORGANISATION OF LEARNING - CHILD INITIATED (indoors or outside)

Staff Name		Area of focus								
Observer name		Year group/class		Number in group						
Situation (place)		Time in session		Date						
Key Characteristics of Teacher			Evidence Observed							
<p>Provide stimulating resources, relevant to all children's cultures and communities.</p> <p>Provide experiences that are accessible and open ended, encouraging children to explore and investigate.</p> <p>Develop confidence and self esteem.</p> <p>Allow freedom and time for solitary activities.</p> <p>Foster social relationships by encouraging cooperative working where appropriate.</p> <p>Promote independence but intervene when appropriate to move learning on.</p> <p>Support and develop children's play and exploration through provision of appropriate materials.</p>										
Key Characteristics of Children			Evidence Observed							
<p>Access areas of continuous provision independently.</p> <p>Individuals and groups of children initiate activities, show initiative and make decisions.</p> <p>Use play materials and equipment to take on roles, act out and pretend.</p> <p>Are active learners, using appropriate resources to explore idea and interests in depth.</p> <p>Concentrate on, and are absorbed in, their learning.</p> <p>Demonstrate positive and enthusiastic attitudes to learning, persisting when challenges occur.</p> <p>Collaborate and cooperate well with others.</p> <p>Think critically, making links, developing their own ideas and strategies for doing things.</p> <p>Ask questions to reflect on and extend their learning.</p>										
Key Strengths										
Development points										
Judgement	Outstanding		Good		Requires Improvement		Inadequate		No Grade	

Grade Descriptors – Organisation of Learning - Child Initiated (indoors or outside)

Characteristics of Teacher	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Provide stimulating resources, relevant to all children's cultures and communities.</p> <p>Support and develop children's play and exploration.</p> <p>Provide experiences that are accessible and open ended, encouraging children to explore and investigate, without stifling wholly self-initiated.</p> <p>Develop confidence and self esteem, allowing freedom and time for solitary or group activities.</p> <p>Foster social relationships by encouraging cooperative working where appropriate.</p> <p>Promote independence but intervene when appropriate to move learning on.</p>	<ul style="list-style-type: none"> • Time for self initiated activities is consistently well planned for. • High quality opportunities for play and to explore ideas in depth are developed well through the provision of appropriate and relevant spaces and resources. • Children can independently access areas. • All areas of learning have continuous provision which is inviting, stimulating, well organised and enriches and supports children's learning very effectively. • High quality resources are available and accessible to children in all areas. • All adults appropriately engage in child initiated activities to challenge and extend children's thinking and move learning on. • Adults intervene sensitively, allowing initiative and decision making and creating independence, not being over-directive. • All adults actively promote positive behaviour for learning and encourage and support children to work cooperatively where appropriate. 	<ul style="list-style-type: none"> • Time for self initiated activities is consistently planned for. • Opportunities for play and to explore ideas in depth are provided through appropriate spaces and resources. • Areas are accessible to all children. • All areas of learning have continuous provision which supports children's learning effectively. • Good resources are available for children in all areas. • Adults generally engage in child initiated activities to challenge and extend children's thinking and move learning on. • Adults intervene appropriately supporting independence, not being over-directive. • Adults promote positive behaviour for learning rather than policing activities, encouraging and supporting children to work cooperatively where appropriate. 	<ul style="list-style-type: none"> • Planned time for self initiated activities is not consistent. • Opportunities for play and to explore ideas through spaces and resources are limited in scope and quality. • Accessibility to areas is limited for some children. • Areas of learning have continuous provision but it does not support children's learning very effectively. • Some areas lack appropriate resources to support learning effectively. • Adults often do not engage at the right time in child initiated activities to move learning on. • Adults are too often over-directive, lessening initiative and independence. • Adults promote good behaviour but do not sufficiently develop behaviour for learning. 	<ul style="list-style-type: none"> • No specific planning is made for self initiated activities. • Opportunities for play and to explore ideas through spaces and resources are very limited. • Many children cannot access all areas. • Continuous provision which supports children's learning in all areas is not apparent. • Resources are poor and are ineffective in supporting learning. • Adults do not challenge or question to move learning on. • Adults over direct and curtail initiative and independence. • Expectations of behaviour in individual or group work are too low.
Characteristics of Children	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Access areas of continuous provision independently.</p> <p>Individuals and groups of children initiate activities, show initiative and make decisions, using play materials and equipment to take on roles, act out and pretend.</p> <p>Are active learners, using appropriate resources to explore idea and interests in depth.</p> <p>Demonstrate positive and enthusiastic attitudes to learning, persisting when challenges occur.</p> <p>Collaborate and cooperate well with others.</p> <p>Make links, develop their own ideas and strategies</p> <p>Ask questions to reflect on and extend their learning.</p>	<ul style="list-style-type: none"> • Children access all areas of learning independently and demonstrate a good understanding and use of organisational systems, such as how many children are allowed at any one time. • Children choose appropriate resources independently, use them well and safely and put them away when they have finished with them. • Children are enthusiastic, active learners, being engaged and absorbed for sustained periods of time, showing concentration and persisting when challenge arises. • Children collaborate and cooperate extremely well with others in all situations. • Children think about previous learning in planning and developing strategies and ways of doing things to problem solve. • Children often extend their own learning through asking questions or seeking support at appropriate times. 	<ul style="list-style-type: none"> • Children access all areas of learning and generally follow organisational systems, such as how many children are allowed at any one time. • Children choose appropriate resources, sometimes with help, and use them well and safely. Most put them away after use. • Children are enthusiastic learners, showing concentration and persisting when challenge arises. • Children collaborate and cooperate with others in learning situations. • Children think about and try out different ways of doing things to solve problems. • Children ask questions or ask for help when necessary. 	<ul style="list-style-type: none"> • Children access most areas of learning but don't always follow any organisational systems, such as how many children are allowed at any one time. • Some children need help to choose appropriate resources or guidance in using them and putting them away after use. • A number of children are not sufficiently engaged for sustained periods of time, and often do not show persistence when challenge arises. • Some children demonstrate a lack of collaboration and cooperation with others during some activities. • Some children have a limited range of strategies to try when problems arise. • Children sometimes do not recognise the need to ask for help when necessary. 	<ul style="list-style-type: none"> • A number of children do not access all areas of learning because they are not well organised. • The choice and use of resources is poor, often showing safety concerns. • Large numbers of children lack focus and persistence, often spending short times on tasks with little learning. • A number of children are unwilling to cooperate with others during activities. • Many children have very few strategies to try when a problem arises. • Children do not ask for help when faced with a problem but withdraw or move to another activity.

EARLY YEARS OBSERVATION RECORDING FORM

ASSESSMENT OF/FOR LEARNING

Staff Name		Area of focus								
Observer name		Year group/class		Number in group						
Situation (place)		Time in session		Date						
Key Characteristics of Teacher			Evidence Observed							
<p>Check understating and intervene where necessary.</p> <p>Listen to, observe and question individuals and groups to assess learning.</p> <p>Give appropriate feedback to move children on in their learning.</p> <p>Use planned and informal opportunities to note significant achievements and use for future planning and record keeping.</p>										
Key Characteristics of Children			Evidence Observed							
<p>Benefit from feedback which helps them develop their skills, understanding or independence.</p> <p>Know how well they are doing and what they need to do next.</p> <p>Show pride and satisfaction in their accomplishments.</p> <p>Begin to develop their assessment skills</p>										
Key Strengths										
Development points										
Judgement	Outstanding		Good		Requires Improvement		Inadequate		No Grade	

Grade Descriptors – Assessment of/for learning

Characteristics of Teacher	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Check understating and intervene where necessary.</p> <p>Listen to, observe and question individuals and groups to assess learning.</p> <p>Give appropriate verbal or written feedback to move children on in their learning.</p> <p>Use planned and informal opportunities to note significant achievements and use for future planning and record keeping.</p>	<ul style="list-style-type: none"> Regular and continuous assessment of individual children's progress occurs through observation, questioning, dialogue and feedback. Any feedback, verbal or written, is very effective in helping children develop their skills, understanding and independence. Every child is supported well, consistently guided to reflect on their learning, helped to see how well they are doing/ have done and what they might do next. Attainment and progress is continuously assessed and is used to set specific, challenging future learning targets for individuals and groups. The assessment of individual children's progress is used consistently well to inform the learning and teaching and activities of the next session. Teaching strategies are consistently adjusted and/or learning tasks reshaped if necessary to maximise learning. Where appropriate, work is marked in a child friendly way, giving children a clear idea about how they have done. 	<ul style="list-style-type: none"> Assessment of individual children's progress occurs through observation, questioning, dialogue and feedback. Written or verbal feedback helps children develop their skills, understanding and independence. Children are supported well and guided to reflect on their learning and helped to see how well they are doing or have done. Attainment and progress is regularly assessed and is used to set future learning targets for individuals and groups. The assessment of individual children's progress is used regularly to inform the learning and teaching and activities of the next session. Teaching strategies are often adjusted and/or learning tasks reshaped if necessary. Where appropriate, work is marked in a child friendly way, giving positive feedback. 	<ul style="list-style-type: none"> Children are supported to look at what they are doing or how well they have done, but it is not consistent. Written or verbal feedback does sufficiently help children develop their skills, knowledge and understanding. Assessment of children's progress occurs through observation, questioning, dialogue and feedback but it is inconsistent. Attainment and progress is assessed but is not always used to set future learning targets for individuals and groups. The assessment of individual children's progress is not always used regularly to inform the learning and teaching and activities of the next session. Teaching strategies are sometimes adjusted and/or learning tasks reshaped if necessary. Work is marked but not always in an appropriate or child friendly way. 	<ul style="list-style-type: none"> Children are rarely encouraged to look closely at what they are doing or how well they have done. Feedback is not effective in helping children develop their skills, understanding and independence. Occasions when assessment of children's progress occurs through observation, questioning, dialogue and feedback are too rare. The assessment of attainment and progress is too rarely used to set future learning targets for individuals and groups. The assessment of individual children's progress is rarely used to inform the learning and teaching and activities of the next session. Teaching strategies are rarely, if ever, adjusted and/or learning tasks reshaped if necessary. Work is often not marked in any way.
Characteristics of Children	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Benefit from feedback which helps them develop their skills, understanding or independence.</p> <p>Know how well they are doing and what they need to do next.</p> <p>Show pride and satisfaction in their accomplishments.</p> <p>Begin to develop their assessment skills by using simple methods such as "thumbs up", "thumbs down".</p>	<ul style="list-style-type: none"> Children understand very well and can describe what they are doing, what they are learning and how it might link to something they have done before or might do in the future. Children show satisfaction in meeting their goals and take pride in how they accomplish something (not just the end product). Children can talk about whether they have succeeded well in their learning task and are able discuss how they might improve in future. Children are able to talk about others' work and many can make suggestions as to how it might be improved. 	<ul style="list-style-type: none"> Children can describe what they are doing (sometimes what they are learning) and how it might link to something they have done before or might do in the future. Children show satisfaction and take pride in completing an activity. Children are able to talk about what they have done and many can discuss how they might improve in future. Children are able to talk about others' work and some can make suggestions as to how it might be improved. 	<ul style="list-style-type: none"> Some children can describe what they are doing and how it might link to something they have done before or might do in the future. Many children show satisfaction in completing an activity. Most children are able to talk about what they have done and a few can discuss how they might improve in future. A few children are able to talk about others' work but many are not able to make suggestions as to how it might be improved. 	<ul style="list-style-type: none"> Some children can describe what they are doing but few can link it to something they have done before or might do in the future. Many children show little pride or satisfaction in completing an activity or actually complete it. A large proportion of children are not really clear about what they have done or how they might improve in future. Hardly any children are able to talk about others' work or make suggestions as to how it might be improved.

EARLY YEARS OBSERVATION RECORDING FORM

BEHAVIOUR, WELLBEING AND SAFETY

Staff Name		Area of focus		
Observer name		Year group/class		Number in group
Situation (place)		Time in session		Date

Key Characteristics of Teacher	Evidence Observed
<p>Ensure health, safety, security and wellbeing at all times.</p> <p>Establish positive relationships in an environment where children feel secure.</p> <p>Have high expectations of children and consistently apply strategies for managing and developing behaviour for learning.</p> <p>Develop positive attitudes in individual, group and whole class work.</p>	

Key Characteristics of Children	Evidence Observed
<p>Understand safety rules and know how to keep themselves safe.</p> <p>Contribute to a safe learning environment through their behaviour.</p> <p>Handle tools and materials with care.</p> <p>Enable others to learn and thrive in an atmosphere which demonstrates respect, courtesy and good manners.</p>	

Key Strengths	
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Development points	
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Judgement	Outstanding		Good		Requires Improvement		Inadequate		No Grade	
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Grade Descriptors – Behaviour, wellbeing and safety

Characteristics of Teacher	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Ensure health, safety, security and wellbeing at all times.</p> <p>Establish positive relationships in an environment where children feel secure.</p> <p>Have high expectations of children and consistently apply strategies for managing and developing behaviour for learning.</p> <p>Develop positive attitudes in individual, group and whole class work.</p>	<ul style="list-style-type: none"> Safe practices are consistently given high priority in all learning situations. The teacher sets very high expectations of behaviour at all times, with all children. The teacher always creates excellent, calm and orderly conditions for learning when appropriate. The teacher has well practised, appropriate routines rigorously applied and manages any challenging behaviour quickly and very effectively to ensure learning is not interrupted. Routines and practices demand high levels of independence and responsibility. Good achievement and effort are always noticed and praised appropriately. The teacher exhibits excellent relationships with children at all times, being highly alert to the social, emotional, and learning needs of all individuals. All children are shown trust and respect and always treated fairly and consistently. 	<ul style="list-style-type: none"> Safe practices are always given high priority. The teacher sets high expectations of behaviour with all groups or individuals. The teacher creates calm and orderly conditions for learning. The teacher has appropriate routines consistently applied and manages any challenging behaviour quickly and effectively. Routines and practices develop levels of independence and responsibility. Good achievement and effort are noticed and praised. The teacher exhibits good relationships with children at all times, and is generally alert to the social, emotional, and learning needs of individuals. All children are shown trust and respect and treated fairly and consistently. 	<ul style="list-style-type: none"> There are some occasions when minor safety issues are not given high priority. The teacher sets high expectations of behaviour most of the time but is not consistent. Because expectations are not consistent, the learning environment is not always calm and orderly when appropriate. The teacher has appropriate routines, but they are not always consistently applied so that sometimes challenging behaviour interrupts learning. Routines and practices do not always develop levels of independence and responsibility. Good achievement and effort are noticed and praised, but this is inconsistent. The teacher has good relationships with children, but is not always alert to the social, emotional, and learning needs of individuals. All children are shown trust and respect and treated fairly and consistently most of the time. 	<ul style="list-style-type: none"> Unsafe practices are evident. Expectations of behaviour are not consistent or high enough. The conditions for learning are often not calm and orderly, leading to poor learning for some children. There is a lack of appropriate and consistently applied routines to manage challenging behaviour and learning is often interrupted. Routines and practices do not develop independence and responsibility. Good achievement and effort often go unnoticed. Relationships are not always positive and there is often a lack of awareness of the social, emotional, and learning needs of individuals. Children are not always shown trust and respect or treated fairly and consistently.
Characteristics of Children	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Understand safety rules and know how to keep themselves safe.</p> <p>Contribute to a safe learning environment through their behaviour.</p> <p>Handle tools and materials with care.</p> <p>Enable others to learn and thrive in an atmosphere which demonstrates respect, courtesy and good manners.</p>	<ul style="list-style-type: none"> Children know how to keep themselves safe, understand the need for safe practices and always carry them out. Children know the unit/setting rules and routines and follow them at all times. . Children listen attentively, and always respond very positively to questions, directions and suggestions. Many children are able to manage their own behaviour independently and take responsibility for their actions. Children are calm, orderly and very considerate when in learning situations or when moving around the unit/setting. Children show respect for teachers, other children and the environment and collaborate and cooperate exceptionally well in all learning situations. Children contribute to uninterrupted learning and settle very quickly into learning activities. 	<ul style="list-style-type: none"> Children follow safety rules and practices well. Children know the unit/setting rules and routines and generally follow them well. Children listen well, and generally respond well to questions, directions and suggestions. Children are quickly developing the ability to manage their own behaviour and take responsibility for their actions Children are generally calm, orderly and considerate when in learning situations or when moving around the unit/setting. Children show respect for teachers, other children and the environment. They generally cooperate well in learning situations. Most children settle quickly into learning activities. 	<ul style="list-style-type: none"> Children do not always know about safe practices or carry out learning activities safely. Some children do not consistently accept or follow unit/setting rules and routines. Some children are not attentive and do not respond quickly to questions, directions and suggestions. Some children are unable to manage their own behaviour or take responsibility for their actions. A number of children are not calm, orderly or considerate when in learning situations or when moving around the unit/setting. Children do not always show respect for teachers, each other or the environment and some are unable to cooperate in learning situations. A number of children take a long time to settle into learning activities. 	<ul style="list-style-type: none"> Children do not follow safe practices. A large proportion of children do not follow unit/setting rules or routines. Children do not listen well, answer questions, follow directions or take suggestions. A large proportion of children are unable to manage their own behaviour or take responsibility for their actions. Many children are poorly behaved or inconsiderate when working with others or when moving around the unit/setting. Many children show a lack of respect for teachers, other children or the environment and do not cooperate in learning situations. Children take a long time to settle into learning activities or remain engaged once started.

EARLY YEARS OBSERVATION RECORDING FORM

ACHIEVEMENT AND PROGRESS

Staff Name		Area of focus		
Observer name		Year group/class		Number in group
Situation (place)		Time in session		Date

Key Characteristics of Teacher	Evidence Observed
<p>Know what expected standards and levels of progress are in all areas of learning in the EYFS Framework.</p> <p>Teach reading, writing, communication skills and mathematics so that all pupils make expected progress.</p> <p>Provide activities for all groups which deepen knowledge and understanding and develop skills.</p> <p>Provide an environment which supports and develops learning in all areas.</p>	

Key Characteristics of Children	Evidence Observed
<p>Attain the standards expected in all areas of the EYFS Framework.</p> <p>Individual children and all groups make progress from each of their different starting points in all areas of the EYFS Framework.</p>	

Key Strengths	
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Development Points	
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Judgement	Outstanding		Good		Requires Improvement		Inadequate		No Grade	
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Grade Descriptors – Achievement and progress

Characteristics of teacher	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Know what expected standards and levels of progress are in all areas of learning in the EYFS Framework.</p> <p>Teach reading, writing, communication skills and mathematics so that all pupils make expected progress.</p> <p>Provide activities for all groups which deepen knowledge and understanding and develop skills.</p> <p>Provide an environment which supports and develops learning in all areas.</p>	<ul style="list-style-type: none"> Meticulously planned tasks ensure that all groups, including disabled children those who have special educational needs and the most able, develop their knowledge and understanding considerably from their starting points (against the Early Learning Goals and the EYFS), Meticulously planned, appropriate tasks ensure that all groups, including disabled children those who have special educational needs and the most able, show considerable skills development from their starting points (against the Early Learning Goals and the EYFS), 	<ul style="list-style-type: none"> Well planned tasks ensure that all groups, including disabled children those who have special educational needs and the most able, develop their knowledge and understanding notably from their starting points (against the Early Learning Goals and the EYFS), Well planned tasks ensure that all groups, including disabled children those who have special educational needs and the most able, show notable skills development from their starting points (against the Early Learning Goals and the EYFS), 	<ul style="list-style-type: none"> Tasks are not targeted well enough, meaning that some groups, including disabled children those who have special educational needs and the most able, do not develop their knowledge and understanding sufficiently from their starting points (against the Early Learning Goals and the EYFS), Tasks are not targeted well enough, which means that some groups, including disabled children those who have special educational needs and the most able, show a lack of skills development from their starting points (against the Early Learning Goals and the EYFS), 	<ul style="list-style-type: none"> Inappropriate tasks mean that many groups, including disabled children those who have special educational needs and the most able, do not develop their knowledge and understanding from their starting points (against the Early Learning Goals and the EYFS), Inappropriate tasks mean that many groups, including disabled children those who have special educational needs and the most able, show little skills development from their starting points (against the Early Learning Goals and the EYFS),
Characteristics of children	Outstanding looks like	Good looks like	Requires Improvement	Inadequate looks like
<p>Attain the standards expected in all areas of the EYFS Framework.</p> <p>Individual children and all groups make progress from each of their different starting points in all areas of the EYFS Framework.</p>	<ul style="list-style-type: none"> All groups, including disabled children those who have special educational needs and the most able, make rapid and sustained progress in what they know or can do, both in the session and over time from each of their different starting points. Children develop and apply a wide range of relevant skills to great effect and many can apply them in other subject areas. The quality of work from all children is excellent in relation to their ability. The proportion of children attaining the standards expected in all areas of the EYFS Framework is above national averages. The proportion of children making or exceeding expected progress over time is high compared to national figures. 	<ul style="list-style-type: none"> All groups, including disabled children those who have special educational needs and the most able, make good progress in what they know or can do, both in the session and over time from each of their different starting points. Almost all children develop and apply a range of relevant skills and some are beginning to apply them in other subject areas. The quality of work from all children is good in relation to their ability. The proportion of children attaining the standards expected in all areas of the EYFS Framework is likely to be at least in line with national averages with many above average. The proportion of children making or exceeding expected progress over time is above average when compared to national figures. 	<ul style="list-style-type: none"> Some groups, including disabled children those who have special educational needs or the most able, make limited progress in the session and over time from each of their different starting points. Children develop and apply some relevant skills, but the range is limited and very few can apply them in other subject areas. The quality of work from all children is not at the standard that could be expected in relation to their ability. The proportion of children attaining the standards expected in all areas of the EYFS Framework shows a significant proportion below national averages. The proportion of children making or exceeding expected progress over time is below national figures. 	<ul style="list-style-type: none"> A large number of children, including disabled children those who have special educational needs and the most able, make poor progress in the session and over time from each of their different starting points. Very few children develop appropriate skills. The quality of work from all children is well below what could be expected in relation to their ability. The proportion of children attaining the standards expected in all areas of the EYFS Framework shows a high number below national averages. The proportion of children making or exceeding expected progress over time is well below national figures.

EARLY YEARS OBSERVATION RECORDING FORM - All Elements - Version 1

Staff Name		Area of focus	
Observer name		Year group/class	Number in Group
Situation (place)		Time in session	Date
Evidence Observed	Characteristics of Teacher	Characteristics of children	Evidence Observed
	<p style="text-align: center;">PLANNING AND ENVIRONMENT</p> <p>Have secure knowledge of EYFS areas of learning and development.</p> <p>Plan learning based on previous assessments.</p> <p>Plan learning based on knowledge of children's needs and interests and provide appropriate levels of challenge for all.</p> <p>Provide resources to support learning well within planned activities.</p> <p>Plan for appropriate balance of adult led and child initiated learning activities.</p> <p>Plan for learning opportunities indoors and outside</p> <p>Plan adult support matched to individual/group needs.</p> <p>Set up an environment to support the focus within the seven areas of learning and development as appropriate.</p> <p>Establish clear routines and practices.</p>	<p style="text-align: center;">PLANNING AND ENVIRONMENT</p> <p>Understand and follow routines and practices within the unit/setting, both indoors and outside.</p> <p>Show respect for the environment in their treatment and care of resources and materials.</p> <p>Make use of the environment to extend their learning, both indoors and outside.</p> <p>Make effective use of available and accessible resources, both indoors and outside.</p>	
	<p style="text-align: center;">ORGANISATION OF LEARNING – ADULT LED (whole class or group input indoors or outside)</p> <p>Have a clear focus and explain the learning objective to the children.</p> <p>Make links to previous learning.</p> <p>Have high expectations.</p> <p>Make the session appropriate to meet the needs of all children.</p> <p>Use a variety of strategies to engage children.</p> <p>Make effective use of time.</p> <p>Model skills, attitudes and language.</p> <p>Use effective listening and questioning.</p> <p>Use appropriate resources, including ICT, to support learning.</p> <p>Check on what children have learned during the session.</p>	<p style="text-align: center;">ORGANISATION OF LEARNING – ADULT LED (whole class or group input indoors or outside)</p> <p>Are clear about what they are learning and how it fits to previous work.</p> <p>Respond positively to high expectations.</p> <p>Show enthusiasm and a love of learning.</p> <p>Are engaged.</p> <p>Listen attentively and participate by responding to questions with comments, actions or questions of their own.</p> <p>Follow directions and settle quickly to learning activities.</p> <p>Concentrate well and persevere with tasks even if challenge is high.</p> <p>Know what they have learned.</p>	

Evidence Observed	Characteristics of Teacher	Characteristics of children	Evidence Observed
	<p>ORGANISATION OF LEARNING – CHILD INITIATED (indoors or outside)</p> <p>Provide stimulating resources, relevant to all children's cultures and communities.</p> <p>Support and develop children's play and exploration.</p> <p>Provide experiences that are accessible and open ended, encouraging children to explore and investigate.</p> <p>Develop confidence and self esteem, allowing freedom and time for solitary or group activities.</p> <p>Foster social relationships by encouraging cooperative working where appropriate.</p> <p>Promote independence but intervene when appropriate to move learning on.</p>	<p>ORGANISATION OF LEARNING – CHILD INITIATED (indoors or outside)</p> <p>Access areas of continuous provision independently.</p> <p>Individuals and groups of children initiate activities, show initiative and make decisions.</p> <p>Use play materials and equipment to take on roles, act out and pretend.</p> <p>Are active learners, using appropriate resources to explore idea and interests in depth.</p> <p>Concentrate on, and are absorbed in, their learning.</p> <p>Demonstrate positive and enthusiastic attitudes to learning, persisting when challenges occur.</p> <p>Collaborate and cooperate well with others.</p> <p>Think critically, making links, developing their own ideas and strategies for doing things.</p> <p>Ask questions to reflect on and extend their learning.</p>	
	<p>ASSESSMENT OF/FOR LEARNING</p> <p>Check understating and intervene where necessary.</p> <p>Listen to, observe and question individuals and groups to assess learning.</p> <p>Give appropriate verbal or written feedback to move children on in their learning.</p> <p>Use planned and informal opportunities to note significant achievements and use for future planning and record keeping.</p>	<p>ASSESSMENT OF/FOR LEARNING</p> <p>Benefit from feedback which helps them develop their skills, understanding or independence.</p> <p>Know how well they are doing and what they need to do next.</p> <p>Show pride and satisfaction in their accomplishments.</p> <p>Begin to develop their assessment skills by using simple methods such as "thumbs up", thumbs down".</p>	
	<p>BEHAVIOUR, WELLBEING AND SAFETY</p> <p>Ensure health, safety, security and wellbeing at all times.</p> <p>Establish positive relationships in an environment where children feel secure.</p> <p>Have high expectations of children and consistently apply strategies for managing and developing behaviour for learning.</p> <p>Develop positive attitudes in individual, group and whole class work.</p>	<p>BEHAVIOUR, WELLBEING AND SAFETY</p> <p>Understand safety rules and know how to keep themselves safe.</p> <p>Contribute to a safe learning environment through their behaviour.</p> <p>Handle tools and materials with care.</p> <p>Enable others to learn and thrive in an atmosphere which demonstrates respect, courtesy and good manners.</p>	
	<p>ACHIEVEMENT AND PROGRESS</p> <p>Know what expected standards and levels of progress are in all areas of learning in the EYFS Framework.</p> <p>Teach reading, writing, communication skills and mathematics so that all pupils make expected progress.</p> <p>Provide activities for all groups which deepen knowledge and understanding and develop skills.</p> <p>Provide an environment which supports and develops learning in all areas.</p>	<p>ACHIEVEMENT AND PROGRESS</p> <p>Attain the standards expected in all areas of the EYFS Framework.</p> <p>Individual children and all groups make progress from each of their different starting points in all areas of the EYFS Framework.</p>	

EARLY YEARS OBSERVATION RECORDING FORM - All Elements - Version 2

Staff Name		Area of focus	
Observer name		Year Group/class	No. in group
Situation (place)		Time in session	Date
Focus		Comment	
<p style="text-align: center; margin: 0;">PLANNING AND ENVIRONMENT</p> <p>Have secure knowledge of EYFS areas of learning and development. Plan learning based on previous assessments. Plan learning based on knowledge of children's needs and interests and provide appropriate levels of challenge for all. Provide resources to support learning well within planned activities. Plan for appropriate balance of adult led and child initiated learning activities. Plan for learning opportunities indoors and outside Plan adult support matched to individual/group needs. Set up an environment to support the focus within the seven areas of learning and development as appropriate. Establish clear routines and practices.</p>	<p style="text-align: center; margin: 0;">PLANNING AND ENVIRONMENT</p> <p>Understand and follow routines and practices within the unit/setting, both indoors and outside. Show respect for the environment in their treatment and care of resources and materials. Make use of the environment to extend their learning, both indoors and outside. Make effective use of available and accessible resources, both indoors and outside.</p>		
<p style="text-align: center; margin: 0;">ORGANISATION OF LEARNING – ADULT LED (whole class or group input indoors or outside)</p> <p>Have a clear focus and explain the learning objective to the children. Make links to previous learning. Have high expectations. Make the session appropriate to meet the needs of all children. Use a variety of strategies to engage children. Make effective use of time. Model skills, attitudes and language. Use effective listening and questioning. Use appropriate resources, including ICT, to support learning. Check on what children have learned during the session.</p>	<p style="text-align: center; margin: 0;">ORGANISATION OF LEARNING – ADULT LED (whole class or group input indoors or outside)</p> <p>Are clear about what they are learning and how it fits to previous work. Respond positively to high expectations. Show enthusiasm and a love of learning. Are engaged. Listen attentively and participate by responding to questions with comments, actions or questions of their own. Follow directions and settle quickly to learning activities. Concentrate well and persevere with tasks even if challenge is high. Know what they have learned.</p>		

<p>ORGANISATION OF LEARNING – CHILD INITIATED (indoors or outside)</p> <p>Provide stimulating resources, relevant to all children’s cultures and communities.</p> <p>Support and develop children’s play and exploration.</p> <p>Provide experiences that are accessible and open ended, encouraging children to explore and investigate.</p> <p>Develop confidence and self esteem, allowing freedom and time for solitary or group activities.</p> <p>Foster social relationships by encouraging cooperative working where appropriate.</p> <p>Promote independence but intervene when appropriate to move learning on.</p>	<p>ORGANISATION OF LEARNING – CHILD INITIATED (indoors or outside)</p> <p>Access areas of continuous provision independently.</p> <p>Individuals and groups of children initiate activities, show initiative and make decisions.</p> <p>Use play materials and equipment to take on roles, act out and pretend.</p> <p>Are active learners, using appropriate resources to explore idea and interests in depth.</p> <p>Concentrate on, and are absorbed in, their learning.</p> <p>Demonstrate positive and enthusiastic attitudes to learning, persisting when challenges occur.</p> <p>Collaborate and cooperate well with others.</p> <p>Think critically, making links, developing their own ideas and strategies for doing things.</p> <p>Ask questions to reflect on and extend their learning.</p>	
<p>ASSESSMENT OF/FOR LEARNING</p> <p>Check understating and intervene where necessary.</p> <p>Listen to, observe and question individuals and groups to assess learning.</p> <p>Give appropriate verbal or written feedback to move children on in their learning.</p> <p>Use planned and informal opportunities to note significant achievements and use for future planning and record keeping.</p>	<p>ASSESSMENT OF/FOR LEARNING</p> <p>Benefit from feedback which helps them develop their skills, understanding or independence.</p> <p>Know how well they are doing and what they need to do next.</p> <p>Show pride and satisfaction in their accomplishments.</p> <p>Begin to develop their assessment skills by using simple methods such as “thumbs up, thumbs down”.</p>	
<p>BEHAVIOUR, WELLBEING AND SAFETY</p> <p>Ensure health, safety, security and wellbeing at all times.</p> <p>Establish positive relationships in an environment where children feel secure.</p> <p>Have high expectations of children and consistently apply strategies for managing and developing behaviour for learning.</p> <p>Develop positive attitudes in individual, group and whole class work.</p>	<p>BEHAVIOUR, WELLBEING AND SAFETY</p> <p>Understand safety rules and know how to keep themselves safe.</p> <p>Contribute to a safe learning environment through their behaviour.</p> <p>Handle tools and materials with care.</p> <p>Enable others to learn and thrive in an atmosphere which demonstrates respect, courtesy and good manners.</p>	
<p>ACHIEVEMENT AND PROGRESS</p> <p>Know what expected standards and levels of progress are in all areas of learning in the EYFS Framework.</p> <p>Teach reading, writing, communication skills and mathematics so that all pupils make expected progress.</p> <p>Provide activities for all groups which deepen knowledge and understanding and develop skills.</p> <p>Provide an environment which supports and develops learning in all areas.</p>	<p>ACHIEVEMENT AND PROGRESS</p> <p>Attain the standards expected in all areas of the EYFS Framework.</p> <p>Individual children and all groups make progress from each of their different starting points in all areas of the EYFS Framework.</p>	

STRENGTHS

AREAS FOR DEVELOPMENT

Judgement	Outstanding		Good		Requires Improvement		Inadequate		No Grade	
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Additional Proformas and Checklists

SELF ASSESSMENT FOR EARLY YEARS LEADERSHIP AND TEACHING STAFF

PROFORMA 1

Outcomes for children	How Good?	What do we need to develop? Action needed
Children should be.....		
- developing their knowledge, skills and understanding across all the areas of learning		
- initiating activities, showing initiative and making decisions		
- having time to explore ideas and interests in depth		
- behaving well, feeling secure and becoming confident learners		
- developing their concentration and ability to see activities through		
- learning in different ways and at different rates		
- making links in, and discussing, their learning		
- recognising that they have learned something new and 'improved'		
- working co-operatively (for example, taking turns, sharing and discussing)		
- working independently at times without close supervision		
- showing that they know how to keep themselves safe and healthy		
- taking responsibility (for example, tidying up, pouring the juice)		
- following directions and responding well to questions		
- learning through movement and all their senses, being active learners		
- learning to accept each other's differences.		
TEACHING AND THE CURRICULUM		
Our teaching and the provision should demonstrate.....		
- an inclusive approach that meets the diverse needs of all children		
- well-planned and purposeful activities that engage and interest the children, and help to achieve an appropriate learning objective		
- 'continuous' provision where progress is promoted through different areas of learning, including effective planning for the outdoor environment to extend all areas of learning		
- a good balance between children making purposeful choices about their activities (child-initiated ¹) which consolidate learning and adults directing (adult-led ²) what they do/teaching specific skills		
- adults modelling language well, to extend children's speaking, listening and writing skills		
- adults actively teaching 'good' behaviour for learning and teaching children how to look after themselves		
- adults encouraging independence rather than doing things for children or giving them answers		
- clear roles for and expectations of other adults working in the setting to ensure they add to the children's learning experience		
- good relationships with and involvement of parents/carers in their children's learning.		
- children's physical, social and emotional needs being cared for effectively		
Overall Comments:		

¹ An activity is child-initiated when the child engages in it by choice using the resources that are available, or when a child takes ownership of an activity provided by adults by changing its focus. Adults may capitalise on these interests by providing further resources and by engaging in the activity with the child/children to observe and assess the learning that is taking place.

² An adult-led activity has a specific focus and is planned by the adult to encourage a particular aspect of learning, to discuss a particular topic or to provide an opportunity to learn a particular skill. The adult may introduce the material, skill or idea, initiate the activity, and may direct elements of the learning. However, once introduced the activity may provide an opportunity for children to practise on their own or to modify it.

SELF ASSESSMENT FOR EARLY YEARS LEADERSHIP AND TEACHING STAFF

PROFORMA 2

Questions on aspects of provision	How Good?	What do we need to develop? Action needed
How are children introduced to school life?		
What do initial assessments of children highlight as areas of strength or weakness?		
What proportions are making expected or better progress over time?		
What evidence is there to show the gap between lowest 30% in the EYFS profile and others is reducing? (FSM, CLA etc.)		
Are there particular children who are falling behind the age/stage expectations in one or more areas?		
How well are boys achieving in comparison to girls? What are we doing to reduce the gap?		
How successfully are children with D & SEN identified and supported? How do we know this is effective?		
How does the school work in partnership with outside agencies to support children?		
What extra stimulation and challenge is provided for more able children?		
Are children generally making better progress in some areas of learning than others?		
How is outdoor provision used to develop children's learning and what impact has it had?		
What support do we provide for children/families from minority ethnic groups?		
How do we identify and support children in the early stages of learning to speak English as an additional language?		
What evidence do we have to show that observation, assessment and planning by staff have enhanced outcomes for children?		
What areas or aspects are being developed this year?		
What evidence do we have to show that staff training has enhanced outcomes for children?		
What do our assessment results tell us from last year and the year before?		
Safeguarding		
What is the policy on the use of mobile phones and cameras in school?		
How do we prevent intruders from entering, and children from leaving unsupervised?		
How are staffing ratios met, particularly when a member(s) of staff is absent?		
Do we have at least one member of staff who has a qualification in first aid which covers children in EYFS (paediatric)?		
Have we completed any risk assessments for activities at school or trips during the last year?		
Do children have any particular allergies/medical needs and how do we meet these?		
Assessment		
Do we evaluate <u>all</u> children's progress?		
Do we evaluate children's attainment in all areas of learning?		
Are observations of children dated by staff?		
How well do we record whether children are working securely at expected levels?		
How effectively are next steps targets recorded?		
Do parents contribute evidence or comments about their child? How do staff respond to them?		