

## Observation Feedback Report

Worfield Endowed CE Primary School: Nursery and Reception

Topic: Mathematics – theme: Jack and the Beanstalk

### About the school

Worfield Endowed CE Primary School serves rural communities in the south west of Shropshire. The school is a one form entry Primary school of 220 pupils. It has a new EYFS unit with a morning group of Nursery pupils integrated with Reception class as an extension to a fairly new build block for classes in years one to three. Year four are in a temporary building 30 yards away, while classes for year five and six, together with the school hall and offices are accommodated in a grade 2 listed building of Shropshire sandstone. There are extensive grounds, flanked by a small river and a forest school facility. The school is securely good and part of a three school Federation. The Christian ethos has enabled the Executive Headteacher to build on existing good practice, develop high quality teaching and an invaluable team of Teaching Assistants to create excellent class teaching teams in all years.

**Class context:** This is an early year's unit which includes reception and nursery age children in one room. Lisa leads the Reception children and Janet the Nursery – the theme at the time of filming was Jack and the Beanstalk – the whole unit teaching team take planned groups to enhance learning from the unit and age group planning. Unit organisation and the resources available are shared, yet learning disciplines and routines are common so that age group bases give security at beginnings and for plenary times at the end of activities. The timetable is organised so that most able nursery pupils can work with reception aged pupils and every pupil is known to all staff in the unit. There are safe outdoor learning facilities immediately from the unit accommodation.

A purpose built unit 4 years ago, for 30 reception pupils and a morning group of 20 nursery pupils. Staffed by a Reception Teacher, a Nursery Teacher and 4 Teaching Assistants. All six have become a very experienced team – placing children's learning at the heart of all they say and provide. They are excellently led by the Reception Teacher – the planning and assessment records are always shared regularly so that each member knows their role and has high expectations of the children for their next steps. The whole team have developed secure routines, care for all, strategies for effective learning and an ethos and culture of high standards of behaviours for all pupils, well supported by strong underpinning values.

## Observation feedback

*The observations below are collated directly from the video evidence only. They do not replicate what an observer might record during an observation but seek to explore and evaluate the learning and the factors contributing to it.*

### Nursery Teaching

- The use of a number box and associated song engages children well
- Activities filmed are formal and adult led with children responding to questions and prompts.
- The counting activity with the golden beads follows the same teacher led pattern as earlier tasks
- Outside the children are engaged in an adult led activity and adults seem to be involved with every group and resource
- A few individual children are seen engaging with equipment of their own choice (construction, rocking horse) in a non-directed and more open ended manner.
- Many questions raised with the children are almost always closed in nature, requiring an 'appropriate' response.

### Nursery Learning

- Nursery children register well and can count in order as a group to 10
- They appear to know some number songs well and can manipulate numbers to 10 in keeping with them.
- They pay close attention to their teacher and to each other

### Reception Teaching

- A calm but consistent pace appears to be maintained ensuring that children are engaged and motivated.
- Most activity is adult led and directed in small groups with children responding to instruction, requests and prompts.
- Most questions raised with the children are almost always closed in nature, requiring a 'correct' response.

### Reception Learning

- Children appear to arrive ready for the day. 2 boys are content to attempt writing words of their one choice, supported by an adult.
- The children settle well to registration. They use a variety of prompts to count to 20 and work well with the teacher as a small group.
- Another group selects numbers to 20 from cards whilst another solves word problems using addition and subtraction.
- Children respond patiently and pay good attention.

- In the review time children report what they have done, one at a time. Questions focus simply on their activity and coverage and enjoyment rather than about what they might have achieved or how effectively they worked, played or learned.

Overall both lessons are predominantly adult led based on the video evidence seen, with supportive but closed questions and prompts. In both classes the children respond very well, but may be limited in their learning by the constraints of the activities.

### **Exploring the practice observed**

The purpose of observation is to open a dialogue about learning in the lesson, across the sequence of lessons and how it can be further developed to maximise progress.

To this end a number of questions could be followed up from this lesson observation to explore learning and to inform next steps.

- The Nursery children's knowledge of number to 10 in terms of being able to count n sequence seems strong. What are their next steps as a result of this?
- How would you encourage Nursery age children to make independent learning choices in their number work?
- What open ended questions might have been asked of Nursery children during the various activities seen?
- What opportunities are there in maths for reception children to learn independently and explore together?
- In what other ways could you record their activities rather than asking them one at a time?
- During the plenary, what strategies could be used to record children's learning?
- In the time available, what other questions might be asked in a review so that children extended their learning from each other's experiences?

The dialogue created by such questions should inform further planning and the evaluation of progress at the end of the sequence of lessons.