**12: FOUNDATION STAGE OBSERVATION**

|  |  |  |
| --- | --- | --- |
| Class teacher  Other adults | Topic/theme: | Boys:  Girls: |
| Focus of observation: | Location of main learning? | Date:  Observer: |

|  |  |
| --- | --- |
| **Aspects** | **Observation** |
| **Context – information before the observation**  Pupil grouping.  SEND pupil numbers and provision. Most Able pupils.  Number of EAL children.  How well does planning relate to EYFS National guidance?  Use of additional adults.  Planned use of ICT – computing skills.  Facility / room layout of activities, outdoor learning – safety routines. |  |
| **Teaching**  **Whole class / group shared work**  Clear focus – objectives explained clearly.  Session lively and of suitable length.  Successful modelling and demonstration.  Use of modelled / shared / supported activities.  Children encouraged to recall / apply knowledge.  Appropriate use of ICT.  Effective questioning / prompts which probe for understanding.  Use of interactive strategies e.g. paired talk, white boards, role play.  Explicit links to children’s prior experience.  Additional adults facilitate, prompt, explain and support when necessary. |  |
| **Independent activities & child initiated learning**  Suitable child initiated tasks e.g. emergent writing area, reading area, play activities designed to reinforce phonics work, maths area, role play, construction area etc.  Outdoor activities designed to link to the development of particular skills. “ Always there provision” climbing equipment.  A variety of activities are provided which relate to learning objective .e.g. role play, use of puppets, maths boxes, games related to objective.  Suitable adult directed / challenge / supported tasks.  Effective use of other adults.  ICT activities linked to development of skills.  Display and classroom prompts to encourage independence and children observed making use of these. |  |
| **Whole class or group work**  Activities relate to a structured approach to the teaching of maths (see evidence in planning).  Lively, interactive session e.g. use of white boards, use of objects to reinforce teaching.  Children can access number cards, other resources during the session.  Appropriate use of ICT e.g. for demonstration linked to activities  Effective use of other adults. |  |
| **Guided groups**  Children grouped by learning need.  Task matched to children’s needs ability.  Clear focus for guided session.  Tasks linked to shared session or to children’s need.  Task appropriately differentiated and scaffolded.  Scaffolding aids provided.  Sufficient opportunity for collaborative work.  Opportunities for assessment use effectively.  Opportunities for children to follow a line of enquiry (Most able).  Independent learning opportunities – pupil self-generated. |  |
| **Movement**  Routines for getting ready for learning.  Looking after their own things, coats, bags, lunch boxes etc.  Independence in use of toilet, drinks and snacks moving around the room / facilities.  Safety procedures for use of outside learning facilities.  Children getting things out and putting things away.  Children looking after each other - behaviour and conduct. |  |
| **Plenary lesson reflection**  Teaching points / objectives effectively revisited.  Children encouraged to reflect on their learning and to discuss what they have learnt. Sharing with others.  Interactive strategies used to return to / reinforce objectives.  Effective prompting and feedback provided. |  |
| **Assessment**  Opportunities for assessment evidence and used well.  Pupil learning journals up to date.  Staff contributing to formative data recording progress and activities undertaken.  Baseline analysis being used to inform planning and pupil next steps.  All adults included in the process of continuous assessment. |  |
| **Overall**  Communication and relationships with children.  Evidence of adults listening to pupil’s reading and working on high quality phonics work (Searh Ofsted publication – ‘Getting them reading early’)  Evidence of adults developing pupil’s maths skills, knowledge and understanding through practical learning experiences  Dialogue used by other adults with parents / children and visitors.  Evidence of use of school values - SMSC  Level of teachers/ and other adults subject knowledge / confidence.  Effective use of resources.  Classroom environment supports learning  Pace / delivery of the session / activities – interest levels  High expectations – professionalism – staff acting as role models  Relationships with parents / carers  Attainment in relation to age appropriate expectations.  Progress made by children:  Prior learning  Acquisition / consolidation of knowledge / skills and understanding |  |
| **Teacher / Staff comments** |  |