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| **2012 Standards** | |  |  |  |  |
| **Learning, Teaching & Assessment** | 1b  4a | Learning objective/ purpose for learning may be age appropriate but not explained or put into context sufficiently. | Learning objective/ purpose for learning is age appropriate with relevant success criteria. These may not be fully explained or revisited during the lesson. Planning does not refer to previous learning. | Age appropriate and clear learning objective/ purpose for learning with developmentally appropriate success criteria explained. Expectations for learning are shared. These are referred to throughout the lesson. Planning is clear and makes reference to previous learning. | Challenging and age appropriate learning objective/ purpose for learning is very clear. Expectations for learning are shared and referred to throughout the lesson. Success criteria are used effectively to evidence progress and to identify next steps. Planning is adapted to the needs of the children and takes account of previous learning and annotated plans, to make links to assessment. |
| 4a  6d | No opportunity for pupils to reflect and self- review their learning. No reference made to prior learning or next steps. | Minimal opportunity for pupils to reflect and self-review their learning. Some reference is made to prior learning and next steps but does not explore how the teaching has supported pupil progress. | Trainee explores prior learning and pupils are encouraged to make links to their next steps. Learning is reviewed in order to address misconceptions and extend learning to support progress. | Learning is reviewed effectively at different stages of the lesson supporting pupils to make progress. Misconceptions are used to facilitate learning opportunities. Trainee makes explicit reference to next steps. |
| 6d | Limited use of open or differentiated questioning to support pupil learning. | Trainee is developing the ability to use open and differentiated questioning to support pupils learning and understanding. | Trainee uses open and differentiated questioning giving pupils opportunities to extend their learning. Trainee demonstrates the ability to support pupils’ responses when appropriate. | Pupils learning is supported through high quality dialogue and the confident use of a differentiated questioning strategy. Trainee encourages full responses from individuals and groups. Pupils are engaged in sustained discussion and thinking. |
| 2d  4b  5a | Learning objective/ Purpose for learning is not age appropriate with little use of interactive teaching strategies that engage or encourage the pupils. | Teaching and learning activities match purpose for learning and are age and developmentally appropriate. Some use of interactive teaching strategies, pupils are generally engaged and participating in lessons. | Teaching and learning activities match the purpose for learning and engage pupils. A range of interactive strategies are used consistently to support pupils varying stages of development. | Teaching and learning activities ensure that all pupils make consistently good progress through ensuring that activities ae stimulating, developmentally appropriate and match the intended learning. Consistently high expectations for pupils varying stages of development are evident. |
| **Pupil progress & Learning** | 2b,c  4a 5a,b,c,d | Little or no flexibility within the session despite pupil progress and understanding demonstrating its requirement. | Some flexibility demonstrated within the session taking into account progress and pupil understanding. | Flexibility /adaptability shown taking account of the progress made by pupils and matching teaching to it, including by matching pace to learning and using a variety of teaching strategies. | Teaching is consistently flexible and adaptable changing pace, approach and teaching strategies within a session in response to what pupils say and do. |
| 1a  2c  5a,b | Teaching only sometimes responds to individual, groups of pupils’ needs or interests, and does not support their progress. Activities ae not clearly differentiated or followed up outdoors or through continuous provision. | Teaching responds to individual and groups of pupils needs to enable them to make progress and meet the learning expectations. There is little evidence of pupils being able to build on their learning using open-ended resources through continuous provision. | Teaching engages pupils’ interest so that they become fully involved in the session showing a good understanding of the pupils’ learning needs and current development. Some understanding of how to overcome barriers to learning across a range of activities. Learning is supported with a selection of resources both outdoors and through continuous provision. | Teaching and learning activities capture the interest of the pupils. They are inclusive of all pupils, showing the trainee’s ability to give them access to the session as well as extending their current stage of development through supporting purposeful planned outdoor and continuous provision, with a range of open ended resources that will encourage investigation, exploration and thinking as well as resources that are linked to pupils interests that will encourage engagement. |
| 1a | Lack of teacher modelling. Lack of age appropriate resources to support learning. | Some evidence of teacher modelling. Some age appropriate resources are used to engage children to support learning. | Clear teacher modelling with the creative use of age appropriate resources to support learning that are well prepared prior to the lesson and used effectively throughout. | Clear teacher modelling throughout session. A variety of teaching styles and age appropriate engaging resources reflect the trainees’ understanding of all pupils’ needs. Resources are well prepared and routines are in place for effective delivery throughout the lesson. |
| **Subject**  **Knowledge/Pupil Learning** | 3a & b | Trainee demonstrates some understanding of EYFS practice but does not apply this when planning or delivering pupils activities. | The trainee demonstrates a good understanding of EYFS practice but this is not always applied appropriately in their planning and delivery. Little reference is made to outdoor learning or continuous provision. | Trainee uses their understanding of EYFS practice appropriately in all areas of the curriculum. They use this knowledge to plan developmentally appropriate child initiated and focussed activities. These are linked to both outdoor learning and continuous provision. | Trainee demonstrates their understanding of EYFS practice and can apply this knowledge in both focussed activities and child initiated learning. The enabling environment providing effective continuous provision both indoors and outdoors supports pupils to develop their characteristics of effective learning and reflects developmental needs and learning styles. |
| **Behaviour for Learning** | 7a & b | Pupils are not consistently focused/on task. Behaviour strategies are limited. The trainee does not yet make use of Speaking and Listening strategies. | Clear expectations for learning and behaviour set with some effective behaviour management strategies evident. Limited use of Speaking and Listening strategies used to maintain pupil focus. | Consistent and effective use of praise, support and behaviour management strategies. The trainee makes good use of Speaking and Listening strategies to engage pupils. Good use in variety of tone and pace in voice. Generally, a purposeful working environment. | Excellent use of praise, support and behaviour management strategies where needed. The high quality of stimulating teaching engages all pupils and there is a purposeful learning environment. Effective use of a wide range of Speaking and Listening strategies to maintain focus and engagement of pupils. |
| 7c | Pupils unaware of what they have to do/why they are learning. They are not actively involved in their learning. | Pupils understand the purpose of their activities and are mostly engaged. | Pupils understand the purpose of their activities. They remain motivated and are enthusiastic. | Pupils are motivated, enthusiastic and engaged. They understand the purpose of their activities. Activities are clearly linked to pupils’ level of understanding and experience. |
| 8c | Additional adults not used consistently and effectively across the setting and have little impact on supporting learning. | Plan and use resources including deployment of other adults, and other professionals to support pupils learning. Adults may need more direction to further enhance provision. | Works effectively with other adults and other professionals in planning, teaching, monitoring and reviewing pupils’ progress. Adults are deployed strategically by the trainee. Planning is shared and there is a mutual understanding of how to support pupil progress. | Additional adults used to maximum effect across the setting. The trainee, having been informed by other professionals, has fully informed the additional adults, planned stimulating activities and resources for the adult to support or teach and assess. Trainee evidences links with other adults and professionals. |

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| **Based on a consideration of the descriptors above, this lesson was graded as:** |  |

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|  | | Lesson Observation Number: | |
| Trainee Name |  | Date |  |
| Observer |  | Time |  |
| Subject Focus |  | EYFS |  |

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|  | | **Teachers’ Standards** |
| Focus and context of observation  Mentor will have discussed this with the trainee prior to observation. Reference should be made to current targets (lesson or weekly review as appropriate), expectations and Teachers’ Standards. | |  |
| **Summary of key strengths following observation:** | |  |
| **Learning, Teaching & Assessment:** | |  |
| **Pupil Progress & Learning:** | |  |
| **Subject Knowledge & Pupil Learning:** | |  |
| **Behaviour for Learning:** | |  |
| Specific targets for future teaching on this placement to enable trainees to make progress (including subject specific targets). Please include any strategies you recommend.  (During teaching, students should consistently demonstrate appropriate behaviours and attitudes as identified within Part 2 of the 2012 Teacher Standards) | |  |
| Signed (Trainee): | Signed (Observer): | |