

Guidance for Observation and Target Setting in the Early Years

Ofsted Definition of Teaching in the Early Years:

Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.

6 Key Questions to ask when observing Early Years teaching:

	Question (no more than 6)	Additional Information
1	How does the teacher enable the children to display the characteristic of effective learning: Playing and exploring?	<p><i>How are the children:</i></p> <ul style="list-style-type: none"> • <i>finding out and exploring?</i> • <i>using what they know in their play?</i> • <i>being willing to have a go?</i>
2.	How does the teacher enable the children to display the characteristic of effective learning: Active learning?	<p><i>How are the children:</i></p> <ul style="list-style-type: none"> • <i>being involved and concentrating?</i> • <i>keeping on trying?</i> • <i>enjoying achieving what they set out to do?</i>
3	How does the teacher enable the children to display the characteristic of effective learning: Creating and thinking critically?	<p><i>How are the children:</i></p> <ul style="list-style-type: none"> • <i>having their own ideas?</i> • <i>using what they already know to learn new things?</i> • <i>choosing ways to do things and finding new ways?</i>
4	What opportunities are there for the children to develop self-regulation?	<p><i>Eg through:</i></p> <ul style="list-style-type: none"> • <i>co-regulation to promote and encourage positive behaviour</i> • <i>co-regulation to support children to manage their emotions</i> • <i>teacher modelling learning strategies</i> • <i>play</i>
5.	Is the rationale / link to learning clear for each activity (adult-led and continuous provision) – what skills are the children learning in each area?	<p><i>Consider the learning objective for each area and the outcomes children need to meet this, linked to the EYFS.</i></p> <p><i>How does this draw on children's prior knowledge in the area to show how learning progresses?</i></p>
6.	How is the environment made accessible to the children to access independently?	<p><i>How does the teacher ensure the children have space and time to access the environment – indoor and outdoor? How are the children involved, eg in displays?</i></p>

Potential **Early Years Specific** Targets on Lesson Analysis Forms.

Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:
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Include use of the outdoor area in your planning
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Adapt resources to include print (text or number)

Encourage children to answer in sentences and model the first sentence "I think the baby is ... because..."

What overview do you have as the teacher of other children working with staff in provision? Ensure you develop your role as teacher over the whole room, even when you are working with a group.
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Think about how you are leading the other adults in the room. Start by involving them directly in work on the carpet or small groups.

Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:

Consider how to support focus children in continuous provision
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Look at [area of learning] expectations for [age group] - think about which elements you want the children to meet and how you are going to be sure the children are secure with them.
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Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps
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Develop ways of extending children's vocabulary further

Ensure the link to learning is clear for each activity – consider your learning objective for each area and the outcomes children need to meet this, linked to the EYFS. Continue to think about the learning you are looking for – what skills do you want the children to learn in each area?

<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years>

<https://www.gov.uk/government/publications/development-matters--2>

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>