

Guidance to support primary trainees in EYFS



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The unique child

- Individual development and 'next steps' are supported through provision and experiences
- Children's interests are reflected in the planning, activities and displays
- Clear and consistent boundaries and expectations support the child
- Rules and routines support the children and are age appropriate
- Children are able to develop resilience and stay safe
- All children are engaged and make progress in sessions
- Children demonstrate confidence in accessing the environment
- Children's attainment matches the learning outcomes planned
- Display demonstrates individual process and achievement
- Intellectual, physical, emotional and social stages of development are supported
- Children are encouraged to ask questions, solve problems and understand that making mistakes is part of finding eventual solutions
- Children's individual needs are supported by the practitioner (EAL, SEND, most able, vulnerable etc.)



Positive relationships

- Practitioners interact respectfully with each other and the children, providing a safe and secure ethos
- Children respond in a kind and caring manner to each other, playing co-operatively and taking turns
- Positive relationships are embedded within the ethos of the classroom
- Practitioners talk with children, supporting them in extending their speaking and listening skills
- Practitioners skilfully support and model being a learner
- Pupils are well managed and high standards of behaviour are insisted upon
- Children are treated fairly with praise and encouragement
- Children's interests are recorded and used in planning to encourage high level engagement
- Pupil voice is actively encouraged - children want to talk about their learning, thoughts and feelings to practitioners and one another
- Whole class, group, paired and individual opportunities are part of child initiated and focused activities
- 'Parents as partners' is embedded into the settings' ethos

1 Enabling environments **23**

- All practitioners contribute to observation, assessment and planning
- Continuous provision and planned learning opportunities across the week are evident for the 7 areas of learning and development
- Balance between focused learning and child initiated learning opportunities are evident
- A range of learning styles are considered and activities are multi-sensory and interactive
- Change in the learning environment is stimulating and captures a sense of awe and wonder in the learner
- Planning reflects 'real life', the interests and developmental needs of the children
- Opportunities are planned and children have daily access to a well-resourced indoor and outdoor environment
- All areas of provision are used by the children and displays are interactive
- Children appear happy, relaxed and confident in their environment
- Children are motivated, involved and engaged and apply prior learning
- Time is well utilised and good pace is maintained
- Good use is made of any support staff

Teaching and learning

- Planning is clearly linked to recent and rigorous assessment
- Children are given time, space and sufficient resources to learn through play
- Children are independent and actively involved in their learning and talk is encouraged
- Practitioners facilitate and participate in child initiated experiences - supporting, scaffolding and extending learning through play
- Adults are deployed effectively with a clear understanding of their role
- Balance of adult led and child initiated activities have been carefully planned for
- Open ended experiences provide opportunities which promote creativity and critical thinking
- The EYFS 7 areas of learning and development are reflected in the experiences offered
- Objectives are clear and shared with pupils/ revisited/success criteria shared
- Instructions and explanations are clear and specific
- A variety of activities and questioning techniques are used, promoting exploration, investigation and enquiry
- Teaching methods enable all children to learn effectively with differentiation and all learners needs considered
- Good preparation and structure to the session

The learning journey and assessment

- Recent and rigorous formative assessment informs pupils' next steps
- Pupils' understanding is assessed throughout the session
- Mistakes and misconceptions are used to facilitate learning
- Practitioner has a thorough knowledge of child/skill development and subject
- Subject material is appropriate
- Knowledge is made relevant and interesting
- Learning journeys demonstrate individual progress in the seven areas of learning and next steps support the child to progress
- A range of evidence demonstrates development and progress such as, photographs, video, observations, anecdotal evidence from conversation and examples of pupils' independent work, as well as adult led learning
- Evidence of parent/carer and pupil voice supports assessment
- Pupils' mark making/writing and phonics/reading is assessed regularly
- Pupils' understanding of mathematical concepts and number is carefully assessed