**Teaching, Learning and Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas to consider about your setting** | **Supporting Evidence** | **Actions you have identified** | **Date actions need to be completed** |
| Do all staff have a good understanding of the EYFS including the four guiding principles? |  |  |  |
| Do all staff have a good understanding of the learning and development requirements of the EYFS? |  |  |  |
| Do you have opportunity to regularly review the learning environment to ensure it continues to meet the needs of the children within your EYFS provision? |  |  |  |
| Is there a wide range of continuous  provision available which is engaging and  exciting? How do you know? |  |  |  |
| Are children able to choose their own resources for their play? |  |  |  |
| Is your outdoor area used as an integral  part of the provision and seen as of equal  importance as indoors?  How do you know? |  |  |  |
| Is there a warm responsive relationship  between adults/children? |  |  |  |
| Do you monitor the teaching within your setting to ensure that teachers are considering the individual needs, interests, and stage of development of each child in their care, and have used this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development?  See **\*Definition of teaching from Early Years Inspection Handbook September 2022** |  |  |  |
| Do teachers use questions skilfully and listen perceptively to children during activities in order to re-shape activities and give children explanations that improve their learning? |  |  |  |
| Do teachers teach the basics well and support children to learn the communication and language skills and develop the physical, personal, social and emotional skills they need for the next steps in their learning? |  |  |  |
| Does your continuous provision give opportunities for children to develop their communication and language?  Do all your adult led and directed activities provide opportunities for children to develop their communication and language skills? |  |  |  |
| How do your parents contribute to the initial assessment of children when they start at your setting? |  |  |  |
| How do you get to know your children? |  |  |  |
| Do you ensure that information from any previous providers is included in assessment information on entry into school or from the nursery class? |  |  |  |
| Are robust observation, assessment and  planning systems in place?  Are assessments  based on observations and are these  observations used to identify learning  priorities and plan relevant and appropriate  learning opportunities for each child? |  |  |  |
| Are staff able to identify children who are falling behind in their learning and need extra support?  Is this information shared with parents? |  |  |  |
| Are staff able to identify those children who are developing well and may need more challenge to support and extend their learning? |  |  |  |
| Is the progress of children of different  ages, developmental stages and interests  supported through planned, responsive  and ongoing interactions with adults, that  support sustained shared thinking? |  |  |  |
| How do you monitor the teaching to ensure that it supports children to be ready for the next stage in their learning as they move into Key Stage 1? |  |  |  |
| Does the balance shift towards a more equal focus on all areas of learning as children develop their confidence and ability within the three prime areas? |  |  |  |
| How are parents involved in their child’s learning?  Do you regularly share information about each child’s progress with their parents? |  |  |  |
| How are you supporting the child’s home learning environment?  Are parents able to share information about their child’s learning at home? |  |  |  |
| Is there evidence of good inclusive  practice, e.g. visual prompts, resources  that reflect and value the diversity of children’s experiences? |  |  |  |
| Do staff actively challenge gender, cultural and racial stereotyping and help children gain an understanding of people, families and communities beyond their immediate experience? |  |  |  |
| **Children in Nursery Classes including two year olds in school - as above and in addition:** |  |  |  |
| How do you ensure that the Key Person system is fully embedded in practice?  Do parents know who their child’s Key Person is?  Do you have a buddy system? |  |  |  |
| Are 2 year old progress checks completed effectively and in partnership with parents?  Are Integrated Reviews offered where appropriate? |  |  |  |

**\* Definition of teaching from Early Years Inspection Handbook September 2022**

*Teaching should not be taken to imply a ‘top down’ or formal way of working. It 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 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 teachers 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 teachers use this information to plan children’s next steps in learning and monitor their progress.*