

Ofsted's definition of teaching.

Teaching in the early years 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 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 monitor their progress.'



Monitoring Adult-Led Activities

Room name:

Date:

Age group:

Observer:

Context:

Practitioners involved:

Prompt	Evidence
<ul style="list-style-type: none">The session is well planned, organised and well resourced.	
<ul style="list-style-type: none">Practitioners interact with the children, getting down to their level, promoting face to face contact and eye contact.	
<ul style="list-style-type: none">The teaching approach is playful and enables children to achieve the intended objective.	
<ul style="list-style-type: none">Practitioners introduction, demonstration and explanation enable children to make progress and learn something new.	

<ul style="list-style-type: none"> Practitioners are focussed and responsive to the children's individual needs. 	
<ul style="list-style-type: none"> The activity interests and motivates children - there is high level of involvement (<i>Hands On and Brains On</i>). 	
<ul style="list-style-type: none"> The practitioner scaffolds learning effectively through talk – ideas and strategies are discussed – possibilities are explored, skills and approaches are carefully modelled. 	
<ul style="list-style-type: none"> Children are proud of their achievements – learning is satisfying and exciting. 	
how well does the practitioner...	
<ul style="list-style-type: none"> engage in dialogue with children 	
<ul style="list-style-type: none"> watch, listen and respond to children 	
<ul style="list-style-type: none"> Model language well 	
<ul style="list-style-type: none"> Read aloud and tell stories to children 	
<ul style="list-style-type: none"> Encourage children to sing songs, nursery rhymes and musical games 	

<ul style="list-style-type: none"> • Encourage children to express their thoughts and use new words 	
<ul style="list-style-type: none"> • Support independence and confidence 	
<ul style="list-style-type: none"> • Encourage children to speculate and test ideas through trial and error 	
<ul style="list-style-type: none"> • Enable children to explore and solve problems 	
<ul style="list-style-type: none"> • Behave as an excellent role model for children 	
<ul style="list-style-type: none"> • Support children to respond to and recognise their own physical needs 	
<ul style="list-style-type: none"> • Attend to children's personal, social and emotional needs 	

<ul style="list-style-type: none">• Deal with children’s care arrangements, including intimate care, the levels of privacy afforded to children and the supervision arrangements when undertaking personal hygiene tasks.	

Key Strengths	Areas for Improvement

--	--