

Learning Walk

Date & Time:

Age group:

Observer initials:

Initials of adult teaching / leading the activity:

Context:.

Prompt	Evidence
<p>Learning Intent</p> <ul style="list-style-type: none">• Practitioners confidently explain learning intent - which is based on accurate observations and assessments of what children already know and can do – and how they intend the activity to support the acquisition of new knowledge and skills• The practitioner listens to children’s ideas, skilfully interprets their actions and words to understand their thinking• Practitioners provide a rich and vibrant curriculum based on secure knowledge of the children; their interests and what inspires their curiosity	

<ul style="list-style-type: none"> • The curriculum is well-sequenced and learning is personalised to the individual child • The curriculum provides strong evidence of active learning across the 7 areas of learning • Practitioners design, structure and sequence a curriculum, which is then implemented through effective teaching. • The end result of a good, well-taught curriculum is that children know more and are able to do more; and the positive results of children’s learning can then be seen in the standards they achieve. 	
<p>Implementation</p> <ul style="list-style-type: none"> • Practitioners have a strong & secure subject knowledge and understanding of child development, how children learn and the next steps in learning • Practitioners understand what builds on previous learning in early childhood development • Practitioners interactions with children are of a high quality and contribute well to delivering the curriculum intent • Practitioner’s demonstrations and explanations enable children to make progress and learn something new 	

- Practitioners scaffold children's learning effectively through talk – ideas and strategies are discussed – possibilities are explored, skills and approaches are carefully modelled
- Practitioners know when to be involved and when to stand back and allow children freedom to explore and investigate
- Children experience the awe and wonder of the world in which they live, through the seven areas of learning
- Practitioners encourage children to solve problems, ask questions, think critically and imaginatively; and to persevere
- Children are well supported in their learning and are encouraged to cooperate and collaborate with each other
- The environment is imaginatively resourced, appealing and engaging – practitioners provide plenty of scope for children to experiment and become deeply engrossed in their play and learning
- Practitioners observations and assessments are unobtrusive and purposeful - ('new' learning is noted rather than information that is already known)

Impact

- Children are critical thinkers, they seek solutions, pose questions, initiate ideas, make decisions, co-operate and collaborate with others
- Children are increasingly well supported and able to treat each other and resources with care and respect
- Children are proud of their achievements – learning is satisfying and exciting
- Children are active and motivated learners who are deeply engaged in their play and learning
- Play is purposeful; with high levels of involvement and sustained engagement (Hands On and Brains On)
- Children’s experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning
- Children, including those children from disadvantaged backgrounds, do well
- Children with SEND achieve the best possible outcomes
- Children consistently use new vocabulary that enables them to communicate effectively

- New knowledge and existing knowledge connect in children's minds, giving rise to understanding.

Key areas of strength	Area for improvement/things to consider
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How well do staff:

- engage in dialogue with children
- watch, listen and respond to children
- model language well
- read aloud and tell stories to children
- encourage children to sing songs, nursery rhymes and musical games
- encourage children to express their thoughts and use new words
- support independence and confidence
- encourage children to speculate and test ideas through trial and error
- enable children to explore and solve problems
- behave as an excellent role model for children
- support children to recognise and respond to their own physical needs
- attend to children's personal needs
- 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.