

EYFS LESSON OBSERVATION FORM

Date			Time of day	
Nursery	Reception		No of other adults	
Practitioner			Observer	

FOCUS

CONTEXT

Unique Child

- Are adults supporting children's individual needs EAL, SEN and other vulnerable groups?
- Are children's interests reflected/recorded in the planning, activities and display?
- Are clear and consistent boundaries demonstrated and expectations reasonable?
- Are appropriate risk assessments made?
- How is each child's individual development supported through all experiences?
- Is there a balance between children able to develop resilience and staying safe?
- Are there reasonable rules that fit with children's rhythms and give a pattern to daily life i.e. snack time, quiet areas, space to move freely?

Evidence

Positive relationships

- Do adults interact respectfully with each other and the children?
- Do the children respond in a kind and caring manner to each other?
- Does the behaviour of children demonstrate that positive relationships are embedded within the ethos of the classroom?
- Do adults talk with children and support them in extending their speaking and listening skills?
- How skilful are adults at supporting and modelling being a learner?

Evidence

Enabling environment

- Do all adults contribute to observation, assessment and planning?
- Are observations made predominately during child initiated play and learning?
- Does planning reflect the interests and developmental needs of the children?
- Do children have daily access to a well-resourced indoor and outdoor environment?
- Are all areas of provision well used by the children?
- Do children appear happy, relaxed and confident in their environment?
- Are children motivated, involved and engaged?

Evidence

Learning and development

- Are children given time, space and sufficient resources to learn through play?
- Are children independent and actively involved in their learning?
- Do adults participate in child initiated experiences to support, scaffold and extend their learning through play?
- Are adults deployed effectively with a clear understanding of their role?
- Are open ended experiences provided to promote creativity and critical thinking?
- Are all areas of learning and development/characteristics of effective learning reflected/promoted in the environment?

Evidence

General comments

Points for development