**Monitoring the EYFS – Learning Walk**

When carrying out a Learning Walk, spend time both indoors and outdoors, as it is just as important to monitor and evaluate outdoor provision. Observe how practitioners interact with the children and how they respond.

The questions below will give pointers as to what to look for.

|  |  |  |
| --- | --- | --- |
| **The Enabling Environment** | **Evidence** | **Impact** |
| **Is the environment welcoming and stimulating for children?**  Are the activities on offer challenging and appropriate for the children’s stage of development?  Are there defined areas of learning within the room?  Are resources well organised, clearly labelled and accessible to the children?  Does the planning of the indoor and outdoor environments extend all areas of learning?  Does the environment, both indoors and outdoors, promote the Characteristics of Effective Learning i.e., promote curiosity, imagination, concentration and encourage risk taking?  Does the environment reflect the wider world i.e., do resources reflect and value the diversity of pupils’ experiences and of people and communities beyond their immediate experience?  Is children’s learning aided by the use of visuals and prompts in the environment? (e.g. phonic charts, alphabet frieze, number tracks, number lines, 100 square, word banks, ‘tricky words’ etc.  Does recent teaching and learning impact upon the child-initiated environment? E.g. evidence of children using recently modelled skills, knowledge and attitudes. |  |  |
| **Parents as Partners** | **Evidence** | **Impact** |
| **Is there an informative noticeboard / website for Early Years parents?**  Are parents encouraged to support their children’s learning and development at home?  Is there information about forthcoming events / recent newsletters etc.?  Is there information about the routines of the day - including the collection of children?  Is there information about the Key Person?  Is there information about safeguarding? E.g., How to report a concern, who is the Designated Safeguarding Lead?  Is there signposting to additional support for children with SEN / Vulnerable Learners e.g., Relevant organisations Pupil Premium information? |  |  |
| **The Role of the Adults** | **Evidence** | **Impact** |
| **Are the adults scaffolding and extending children’s learning?**  Is there a good balance between children making purposeful choices about their learning activities (child-initiated) and adults directing/leading/teaching specific skills (adult-led)?  Are adults effectively deployed to support children’s learning?  Are adults using and modelling language at the appropriate level, to extend children’s understanding, listening and speaking skills?  Are open ended questions used?  Are adults actively modelling and teaching desired social skills/behaviour and self-care skills (rather than policing)?  Are adults encouraging independence and perseverance, and not stepping in too quickly to do things for the child (e.g., dressing/undressing; meal/snack times).  Are transition times well used (i.e., as a vehicle for further learning) thus avoiding lost learning time? |  |  |
| **Are children demonstrating the Characteristics of Effective Learning?** |  |  |
| Are children initiating activities, showing initiative and making decisions?  Are children having time to explore ideas and interests in depth?  Are children behaving appropriately, feeling secure and becoming confident learners?  Are children making links in, and discussing, their learning; seeing their learning made visible e.g., through photographic displays at their level/ in their Learning Journeys?  Are children working/playing co-operatively (for example, taking turns, sharing and discussing)?  Are children showing that they know how to keep themselves safe and healthy?  Are children learning through movement and all their senses i.e., being active learners?  Are children learning to accept each other’s differences; effective “conflict resolution”? |  |  |

**Other observations to note -**

The judgement of teaching and learning in the EYFS should be made over a period of time, ensuring information is triangulated from a variety of sources (lesson observations of adult led teaching, child initiated learning and supported play, planning, learning journeys, data, and child’s voice).

**Observation, Assessment and Planning:**

Children develop rapidly in the early years: assessment should be based on observation which in turn informs the planning and provision. The EYFS Development Matters document provides guidance on how to recognise and assess the progress children are making.

Please note:

The Reception Baseline Assessments is now statutory.

Staff should also be able to demonstrate that they evaluate children’s starting points (attainment on entry) in order to identify their stages of development and to plan the next steps in provision and learning.

Ongoing observations of child centred/initiated activities on post-it notes and/or notebooks are common but not the only method. Practitioners may keep “Learning Journeys” or portfolios, including annotated work samples, photographs, spontaneous and focused observations. **All these strategies have a place providing there is a purpose to them and they positively impact on a child’s learning and development.**

**‘Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.’ (2.2 Statutory Framework for the EYFS 2021)**

Effective practitioners are likely to use the information they have to identify the next steps in children’s learning and to plan appropriate experiences that will build on what children already know, understand and can do. They will also use the information to analyse their own provision (a gap in learning may not be due to the ability of the child, but due to a lack of opportunity). **The systems in place should be manageable, operated consistently, be used effectively and demonstrate an impact on a child’s learning and development.**