

Early Years Feedback Prompts

Curriculum: Reference should be made to the aims of the EYFS framework, or non statutory documentation such as Development Matters or Birth to Five Matters and Associate Teachers should demonstrate their understanding of the requirements for each of these.

Early Years Subject Knowledge: Associate Teachers should be demonstrating accurate subject knowledge and their understanding of effective teaching and learning by planning, delivering and assessing their lessons. BCU associate teachers will have a foundational knowledge of the underpinning theory and pedagogy of Early Years education. They should have secure subject knowledge of the seven areas of learning and use this to support planning, delivering, and assessing of key skills and widening knowledge.

What effective learning looks like:

The 3 characteristics of effective teaching and learning in the EYFS are:

- Playing and exploring: children investigate and experience their surroundings, and 'have a go'
- Active learning: children concentrate and keep on trying if they find things difficult; they enjoy their achievements
- Creating and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Consider the 4 overarching principles of the EYFS:

- Unique child
- Positive relationships
- Enabling environments
- Learning and development

| Key Idea: 7 Areas of Learning | What to look for |
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| Personal, Social and Emotional Development (PSED) | <ul style="list-style-type: none"> ➤ Encourage children to select activities, resources and ask for help when needed ➤ Support children to become more confident in social situations ➤ Encourage children to form appropriate relationships with adults and with their peers ➤ Support the child to resolve conflict and self-regulate emotions ➤ Ensure that expectations of behaviour are communicated to the children, regularly recapped and are consistent ➤ Value each child and support them to develop a positive sense of self ➤ Support the children's growing knowledge of healthy bodies and healthy minds ➤ Encourage the child to manage their own personal needs with growing independence ➤ Develop resilience and perseverance in the children through their interactions and support |
| Communication and Language (C&L) | <ul style="list-style-type: none"> ➤ Encourage a wider range of vocabulary ➤ Use questions effectively to support learning ➤ Use stories, songs and rhymes to support language development ➤ Model correct use of tenses in their interactions with the children ➤ Narrate their play/actions as a way of modelling good language ➤ Encourage and explain the importance of developing listening skills ➤ Give time for children to articulate their ideas ➤ Value children's responses (verbal and non verbal) |
| Physical Development (PD) | <ul style="list-style-type: none"> ➤ Encourage children to transfer physical skills taught in one context to another ➤ Lead games and encourage children to devise their own which support the development of physical skills ➤ Provide opportunities for both gross and fine motor development through the choice of activities and resources in the environment ➤ Allow less competent and confident children to initially observe and listen without pressure to join in ➤ Ensure a level of challenge in the opportunities provided to support physical development |

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| | <ul style="list-style-type: none"> ➤ Offer activities to further develop fine motor skills in addition to modelling pencil control (threading, malleable materials, dressing dolls, playing with small world toys, junk modelling) ➤ Promote good posture, whether sitting at a table or on the floor ➤ Model correct letter formation ➤ Discuss factors to support overall health and wellbeing |
| Literacy See also subject specific prompts for English | <ul style="list-style-type: none"> ➤ Draw attention to a wide range of examples of print, to develop awareness of the 5 key concepts about print (print has meaning, print has different purposes, English text is read L to R, parts of books names, page sequencing) ➤ Develop phonological awareness, use clapping games for syllables in a word, changing words in known rhymes, modelling creating rhyming words with magnetic letters ➤ Encourage extended conversations about stories, modelling new vocabulary ➤ Model writing in a variety of contexts ➤ Include phonic blending and segmenting games outside of specific phonics sessions ➤ Model and engage in personal reading to highlight the importance of developing a love of literature ➤ Ensure access to a variety of reading materials ➤ Encourage children to attach meaning to their mark making |
| Numeracy See also subject specific prompts for Mathematics | <ul style="list-style-type: none"> ➤ Using games and activities to develop children’s ability to subitise ➤ Encourage knowledge of number names and numerals in order, through songs, rhymes and personal experience ➤ Model number formation and encourage children to record through developing own written methods ➤ Develop language that compares quantity (more, fewer, less) ➤ Include activities that explore 2D and 3D shape ➤ Encourage vocabulary of comparison of objects relating to size, length, weight and capacity ➤ Model how to identify and continue patterns ➤ Provide exciting activities that support exploration of the composition of numbers in addition to providing visual models ➤ Use a variety of techniques to encourage children to automatically recall number bonds to 10 (song, rhyme, opportunities to practice and embed) |
| Understanding the World (UtW) See also subject specific prompts for Science, Geography, History, RE | <ul style="list-style-type: none"> ➤ Provide opportunities for children to engage in hands on exploratory activities of natural materials, identifying differences and changes ➤ Develop vocabulary to support observations the children make of the natural world ➤ Support children to make sense of their own family history and develop positive attitudes about the differences between people ➤ Share texts, images and stories the enable children to compare and contrast figures from the past ➤ Support a growing knowledge of similarities and differences between their locality/country and other countries |
| Expressive Arts and Design (EAD) See also subject specific prompts for Art and Design, Music and Design Technology | <ul style="list-style-type: none"> ➤ Encourage pretend play as a vehicle for exploration (through providing role play, small world and other open ended resources) ➤ Provide opportunities for children to freely explore materials and experiment with joining techniques ➤ Model and promote the development of drawing to represent objects, increasing in control and detail ➤ Explore and express emotions through various media – modelling appropriate vocabulary to support discussion around feelings ➤ Through the use of song, instruments and music develop listening, participation and performance skills ➤ Include opportunities for children to work independently and collaborative on creative projects |
| <p>Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)</p> <p>E.g. To support the children in understanding the feelings of others in their class so that they can begin to regulate their own behaviours by modelling positive interactions during teacher led activities.</p> | |