

Early Years – Nursery - 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 the appropriate documentation used in their setting. They should also demonstrate an understanding of the characteristics of effective teaching and learning and the 4 key principles of the EYFS.

Early Years Subject Knowledge: Associate Teachers should demonstrate accurate subject knowledge in their planning and teaching. They will have a foundational knowledge of the underpinning theory and pedagogy of Early Years education.

Key Idea: 7 Areas of Learning	What to look for
Personal, Social and Emotional Development (PSED)	➤ Are children encouraged to become more independent within the setting? ➤ Are children encouraged to work and play co-operatively? ➤ Are opportunities provided for children to extend and elaborate their play ideas? ➤ Are children encouraged to form appropriate relationships with peers and other adults? ➤ Are opportunities provided for children to develop an understanding of their own feelings? ➤ Are children encouraged to select and use resources independently? ➤ Are children encouraged to follow the rules of the setting?
Communication and Language (CL)	➤ Are children encouraged to use a wide range of vocabulary? ➤ Are opportunities provided for children to follow/answer two-part instructions/questions? ➤ Are children encouraged to develop their listening and pay attention to more than one thing at a time? ➤ Are children provided with opportunities to participate in small group and one-to-one discussions, expressing their ideas and feelings and starting conversations? ➤ Are they modelling appropriate speaking and listening skills and demonstrating a secure understanding of the English language?
Physical Development (PD) See also subject specific prompt for PE	➤ Are opportunities provided for children to develop their fine motor skills? ➤ Are opportunities provided for children to develop their use of one-handed tools and equipment? ➤ Are opportunities provided for children to develop their gross motor skills through movement, balancing, riding and ball skills? ➤ Are opportunities provided for children to independently match their developing physical skills to tasks and activities? ➤ Are children encouraged to become increasingly independent as they get dressed or undressed?
Literacy See also subject specific prompts for English and Phonics	➤ Are opportunities provided for children to develop their phonological awareness? ➤ Are opportunities provided for children to demonstrate their understanding of the five concepts about print (meaning, purpose, read left to right, page sequencing, parts of a book)? ➤ Are children encouraged to use recently introduced vocabulary, in a range of situations? ➤ Are children encouraged to mark make and attach meaning to their mark making? ➤ Are children encouraged to write some letters accurately? ➤ Are they modelling a love of reading and a use of a wide range of vocabulary? ➤ Are they modelling writing in a variety of contexts using the correct letter formation?
Numeracy See also subject specific prompts for Mathematics	➤ Are opportunities provided for children to develop their understanding of numbers to 5 (including reciting numbers, linking numbers to amounts, subitising, counting objects “cardinal principle”, comparing quantities and solving real world mathematical problems)? ➤ Are opportunities provided for children to experiment with their own symbols and marks as well as numerals? ➤ Are opportunities provided for children to talk about, identify, explore and experiment with pattern, shape and position? ➤ Are opportunities provided for children to make comparisons (eg size, length, weight, capacity) using appropriate mathematical language?

	➤ Are children encouraged to use the correct mathematical language? ➤ Are misconceptions identified or anticipated and addressed effectively?
Understanding the World (UW) See also subject specific prompts for Science, Geography, History, RE	➤ Are opportunities provided for children to explore and experiment using all of their senses? ➤ Are opportunities provided for children to explore how things work? ➤ Are opportunities provided for children to explore the natural world around them, including growing plants and identifying life cycles of plants and animals? ➤ Are children encouraged to identify similarities and differences, including between people, countries and different materials? ➤ Are children encouraged to talk about their own life-story and family history?
Expressive Arts and Design (EAD) See also subject specific prompts for Art and Design, Music and Design Technology	➤ Are opportunities provided for children to freely explore different materials, developing their own ideas about how to use them and what to make? ➤ Are children encouraged to explore colour and colour mixing? ➤ Are opportunities provided for children to work independently and collaboratively on creative projects? ➤ Are children encouraged to draw with increasing complexity and detail? ➤ Are opportunities provided for children to sing a range of songs (including ones they create themselves) and play instruments with increasing control? ➤ Are children encouraged to take part in simple pretend play, using their imagination and developing narratives?
Key Idea: General	What to look for
	➤ Does continuous provision enhance opportunities for children to develop their knowledge and practice their skills? ➤ Is questioning used effectively to support learning? ➤ Are additional adults informed of expectations and are they supporting children effectively through effective questioning and modelling? ➤ Is the outdoor area accessible to the children and activities planned to support children's developing knowledge and understanding? ➤ Is there a language-rich environment which is used to widen children's spoken vocabulary and enrich their developing knowledge and understanding? ➤ Are opportunities provided for children to use and develop their language and extend their vocabulary (structured/purposeful paired talk, exploratory talk, dialogic talk)? ➤ Are opportunities provided for children to develop their independence?
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?) 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.	