

Early Years – Reception - 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 confident to try new activities and show independence, resilience and perseverance in the face of challenge? ➤ Are children encouraged to work and play co-operatively and take turns with others? ➤ Are opportunities provided for children to develop focused attention and respond appropriately? ➤ 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 and those of others and begin to regulate their behaviour accordingly?
Communication and Language (CL)	➤ Are children encouraged to listen attentively and respond to what they hear with relevant questions and comments? ➤ Are children provided with opportunities to participate in small group, class and one-to-one discussions, giving explanations and expressing their ideas and feelings? ➤ 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 correctly and safely use a range of small tools (including pencils, paint brushes and scissors)? ➤ Are opportunities provided for children to develop their gross motor skills and demonstrate strength, balance and co-ordination?
Literacy See also subject specific prompts for English and Phonics	➤ Are opportunities provided for children to demonstrate their understanding of what has been read to them by anticipating events and retelling stories and narratives using their own words? ➤ Are children encouraged to use recently introduced vocabulary, in a range of situations? ➤ Are opportunities provided for children to write simple phrases and sentences that can be read by others whilst forming letters correctly? ➤ Are children encouraged to attach meaning to their mark making? ➤ 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 10 (including the composition of numbers, subitising and number bonds)? ➤ Are opportunities provided for children to explore and develop their understanding of numerical patterns (including counting beyond 20, comparing quantities, odd/even)? ➤ 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 begin to understand the past and support a growing knowledge of similarities and differences between the past and present? ➤ Are children encouraged to talk about the lives of other people and their roles in society? ➤ Are opportunities provided for children to explore and identify similarities and differences between different religious and cultural communities? ➤ Are opportunities provided for children to explore their immediate environment and the natural world around them, including identifying similarities and differences?

	➤ Are children encouraged to identify and understand some important processes and changes in the natural world (including the seasons and changing states of matter)?
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 materials, tools and techniques and experiment with colour, design, texture, form and function? ➤ Are opportunities provided for children to work independently and collaboratively on creative projects? ➤ Are children encouraged to share their creations and talk about the processes they have used? ➤ Are opportunities provided for children to sing and perform a range of songs, rhymes, poems and stories with others and try to move in time with music? ➤ Are children encouraged to invent, adapt and recount narratives and stories and use props and materials within their play?
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.	