## Classroom Observation Record – Play Pedagogy Classroom

Ob	Stage:					
Teacher:			Time:			
Foo	cus for observation:					
Learning/Curricular Area Observed:						
The balance of the day						
There is a balance of learning within the classroom which will be different across the day/week/year and will vary						
de	pending on the need of children.					
•	Evidence of 'teacher directed learning' which is planned and					
	differentiated by teacher input. Introduces new learning and					
_	concepts.					
•	Evidence of 'teacher-initiated learning' which extends intended potential learning, is differentiated by the child's output and is					
	achievable with less adult support.					
•	Evidence of 'child-initiated learning' which relate to children's interests		_			
	and are spontaneous, open-ended experiences (child choice of					
	resources, time, and outcome)					
Int	eractions (teaching, learning and engagement)					
•	Children are engaged and interact well in teaching and learning.					
•	Children's experiences are appropriately challenging (linked to					
	attainment data)					
•	Children can discuss skills being developed					
•	Children understand what they are learning and how to be successful.					
•	Teacher directed learning time is flexible – challenging more able					
	learners and providing additional teaching time for those who need it.					
•	Direct teaching used when required for certain new concepts and skills					
	(e.g. phonics, numeracy)					
•	Questioning is skilled, planned, enables higher-order thinking and involves all children					
•	Teacher makes well-timed interventions, including effective feedback,					
	to support and inform progress in learning – role of the teacher during					
	learning activities.					
•	Where required children are supported and scaffolded to access all					
	areas and resources in the learning environment.					
•	Learning is enriched and supported by effective use of digital					
	technologies. Technology is appropriately used to enhance teacher					
	directed learning.					
•	There is evidence that positive relationships across the class are					
	supporting children to engage in learning and build relationships.					
<ul> <li>Support staff effectively support and challenge learning and learners</li> <li>Effective use of assessment and observations</li> </ul>						
	Children have regular and varied opportunities to express their					
•	learning and reflect on their experiences through self and peer-					
	assessment and plenary. (e.g. through questioning, presenting,					
	discussion, sharing digitally, etc.)					

•	Effective approaches to observation are integral to make decisions about next steps in teaching and learning.	king informed			
•	Observation of children's play is a major part of assessment				
	planning for teacher-directed and teacher-initiated lear				
•	Children's progress and achievements are recorded at k				
	provide reliable evidence, and this is evident in accessible				
	documentation.				
Int	eresting Spaces (the learning environments)				
•	The learning areas are literacy-rich language and communication-friendly environments				
•	There are a range of play contexts in the classroom, and				
	clearly defined (e.g. music, art, water, role play, and so				
	and discovering zones).				
•	Resources are well arranged and labelled, available for				
	select, and make choices for themselves (within reason				
•	Some play resources are open-ended – they don't dete				
	the experience or outcome of play eg loose parts, art &				
	building blocks, junk				
Meaningful Experiences (cohesive and well-planned curriculum and resources)					
•	Planning for progression sits behind the organisation of the play environment, and reflects the relevant Es & Os, and Benchmarks				
	across curricular areas.				
•	Literacy and numeracy are embedded and woven throughout all play opportunities and provide the learners with real life experiences across				
	the curriculum.				
•	Play opportunities with open-ended resources allow children to be				
-	creative, problem solve and make connections across learning.				
•	There is evidence of a range of strategies in use to support children to				
	take responsibility for their own learning and progress, have greater				
	confidence and develop skills in leading their own learning and that of				
	others.				
Str	engths:	Next Steps:			
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