

## Classroom Observation Record – Play Pedagogy Classroom

<b>Observer:</b>	FOR DISCUSSION ONLY – NOT FOR USE	<b>Stage:</b>	
<b>Teacher:</b>		<b>Date:</b>	<b>Time:</b>
<b>Focus for observation:</b>			
<b>Learning/Curricular Area Observed:</b>			
<b>The balance of the day</b>			
<b>There is a balance of learning within the classroom which will be different across the day/week/year and will vary depending on the need of children.</b>			
<ul style="list-style-type: none"> <li>• Evidence of 'teacher directed learning' which is planned and differentiated by teacher input. Introduces new learning and concepts.</li> </ul>			
<ul style="list-style-type: none"> <li>• Evidence of 'teacher-initiated learning' which extends intended potential learning, is differentiated by the child's output and is achievable with less adult support.</li> </ul>			
<ul style="list-style-type: none"> <li>• Evidence of 'child-initiated learning' which relate to children's interests and are spontaneous, open-ended experiences (child choice of resources, time, and outcome)</li> </ul>			
<b>Interactions (teaching, learning and engagement)</b>			
<ul style="list-style-type: none"> <li>• Children are engaged and interact well in teaching and learning.</li> </ul>			
<ul style="list-style-type: none"> <li>• Children's experiences are appropriately challenging (linked to attainment data)</li> </ul>			
<ul style="list-style-type: none"> <li>• Children can discuss skills being developed</li> </ul>			
<ul style="list-style-type: none"> <li>• Children understand what they are learning and how to be successful.</li> </ul>			
<ul style="list-style-type: none"> <li>• Teacher directed learning time is flexible – challenging more able learners and providing additional teaching time for those who need it.</li> </ul>			
<ul style="list-style-type: none"> <li>• Direct teaching used when required for certain new concepts and skills (e.g. phonics, numeracy)</li> </ul>			
<ul style="list-style-type: none"> <li>• Questioning is skilled, planned, enables higher-order thinking and involves all children</li> </ul>			
<ul style="list-style-type: none"> <li>• Teacher makes well-timed interventions, including effective feedback, to support and inform progress in learning – role of the teacher during learning activities.</li> </ul>			
<ul style="list-style-type: none"> <li>• Where required children are supported and scaffolded to access all areas and resources in the learning environment.</li> </ul>			
<ul style="list-style-type: none"> <li>• Learning is enriched and supported by effective use of digital technologies. Technology is appropriately used to enhance teacher directed learning.</li> </ul>			
<ul style="list-style-type: none"> <li>• There is evidence that positive relationships across the class are supporting children to engage in learning and build relationships.</li> </ul>			
<ul style="list-style-type: none"> <li>• Support staff effectively support and challenge learning and learners</li> </ul>			
<b>Effective use of assessment and observations</b>			
<ul style="list-style-type: none"> <li>• 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.)</li> </ul>			

