

Classroom Observation Record – Play Pedagogy Classroom

Observer:	Stage:	
Teacher:	Date:	Time:
Focus 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 depending on the need of children.		
<ul style="list-style-type: none"> • Evidence of 'teacher directed learning' which is planned and differentiated by teacher input. Introduces new learning and concepts. 		
<ul style="list-style-type: none"> • Evidence of 'teacher-initiated learning' which extends intended potential learning, is differentiated by the child's output and is achievable with less adult support. 		
<ul style="list-style-type: none"> • Evidence of 'child-initiated learning' which relate to children's interests and are spontaneous, open-ended experiences (child choice of resources, time, and outcome) 		
Interactions (teaching, learning and engagement)		
<ul style="list-style-type: none"> • Children are engaged and interact well in teaching and learning. 		
<ul style="list-style-type: none"> • Children's experiences are appropriately challenging (linked to attainment data) 		
<ul style="list-style-type: none"> • Children can discuss skills being developed 		
<ul style="list-style-type: none"> • Children understand what they are learning and how to be successful. 		
<ul style="list-style-type: none"> • Teacher directed learning time is flexible – challenging more able learners and providing additional teaching time for those who need it. 		
<ul style="list-style-type: none"> • Direct teaching used when required for certain new concepts and skills (e.g. phonics, numeracy) 		
<ul style="list-style-type: none"> • Questioning is skilled, planned, enables higher-order thinking and involves all children 		
<ul style="list-style-type: none"> • Teacher makes well-timed interventions, including effective feedback, to support and inform progress in learning – role of the teacher during learning activities. 		
<ul style="list-style-type: none"> • Where required children are supported and scaffolded to access all areas and resources in the learning environment. 		
<ul style="list-style-type: none"> • Learning is enriched and supported by effective use of digital technologies. Technology is appropriately used to enhance teacher directed learning. 		
<ul style="list-style-type: none"> • There is evidence that positive relationships across the class are supporting children to engage in learning and build relationships. 		
<ul style="list-style-type: none"> • Support staff effectively support and challenge learning and learners 		
Effective use of assessment and observations		
<ul style="list-style-type: none"> • 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.) 		

<ul style="list-style-type: none"> • Effective approaches to observation are integral to making informed decisions about next steps in teaching and learning. 	
<ul style="list-style-type: none"> • Observation of children’s play is a major part of assessment and planning for teacher-directed and teacher-initiated learning tasks. 	
<ul style="list-style-type: none"> • Children’s progress and achievements are recorded at key points to provide reliable evidence, and this is evident in accessible planning documentation. 	
Interesting Spaces (the learning environments)	
<ul style="list-style-type: none"> • The learning areas are literacy-rich language and communication-friendly environments 	
<ul style="list-style-type: none"> • There are a range of play contexts in the classroom, and these are clearly defined (e.g. music, art, water, role play, and social, creative and discovering zones). 	
<ul style="list-style-type: none"> • Resources are well arranged and labelled, available for children to self-select, and make choices for themselves (within reason). 	
<ul style="list-style-type: none"> • Some play resources are open-ended – they don’t determine or direct the experience or outcome of play eg loose parts, art & craft materials, building blocks, junk 	
Meaningful Experiences (cohesive and well-planned curriculum and resources)	
<ul style="list-style-type: none"> • Planning for progression sits behind the organisation of the play environment, and reflects the relevant Es & Os, and Benchmarks across curricular areas. 	
<ul style="list-style-type: none"> • Literacy and numeracy are embedded and woven throughout all play opportunities and provide the learners with real life experiences across the curriculum. 	
<ul style="list-style-type: none"> • Play opportunities with open-ended resources allow children to be creative, problem solve and make connections across learning. 	
<ul style="list-style-type: none"> • 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. 	
Strengths:	Next Steps: