

NLC Play and Enquiry Monitoring Information

Quality Indicators

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

It is important to remember that play is a vehicle for learning and not a discrete area/subject therefore when monitoring during a session involving play pedagogy curricular guidance e.g. active literacy would still be relevant.

Lesson Area / Key Aspects & Questions	Notes
<p>High Quality Learning and Teaching Learning Intention & Success Criteria <u>LI</u> – What the pupils are going to learn (not what they are going to do/activity). This should be context free. <u>SC</u> - How will you know if they have been successful? How will the pupils know if they have been successful? Co-Constructed where appropriate.</p> <ul style="list-style-type: none"> • Be specific • Child friendly language • Appropriate vocabulary • Expressed in knowledge, understanding & skills • Based on an Experience and Outcome • Consider Benchmarks <p>Effective Questioning</p> <ul style="list-style-type: none"> • Is there evidence of high-quality questioning, which is sensitive, inclusive and develops higher order thinking? <p>Feedback</p> <ul style="list-style-type: none"> • Are learners provided with high-quality feedback so that they have an understanding of their progress in learning and what they have to do to improve? <p>Self and Peer Assessment</p> <ul style="list-style-type: none"> • Are there any opportunities for learners to self-assess or peer-assess others learning? 	
<p>The learning environment is set up to provide children with high quality interactions, experiences and spaces.</p> <ul style="list-style-type: none"> • Are resources organised and accessible independently by the learners? • Have provocations been used to stimulate/enhance/consolidate learning? • Is the environment inviting and engaging? • Is the environment language and communication friendly e.g. signs, photo labels, visual timetables etc? • Are there opportunities for literacy/numeracy/digital in all areas? • A range of play contexts or zones are clearly defined and allow opportunities for the different types of play e.g. creative, role play, construction, discovery, outdoor etc. Can learners move freely to the different areas during play? • Are there open-ended resources provided? • Is the environment regularly monitored and adapted to suit the needs and interests of the learners? • Does all adult-led learning happen at the teaching table or does the adult take their teaching into different areas of the room? • Do children have regular access to outdoor play? 	

There is a balance of child-led, teacher-initiated and teacher-led learning within the classroom setting.

- Do learners have a balance across the three contexts in their day/week?
- Are there opportunities for children to choose/lead what they are doing?
- Are there meaningful interactions between adult/child and child/child?
- Do adults understand their role in planning and interacting in each of the three contexts?
- The adult supports child-led play using strategies such as open questioning, unspoken acknowledgement and think alouds.
- Does the adult step away from the teaching table, at times, to support and extend play where needed?
- Does the adult observe play and the learning happening and use this to plan responsively/create new experiences/record evidence of learning?

Reflective Comments & Next Steps

Date:	
Class:	
Staff involved:	