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| **Considerations** |  | | | **Prompts** |
| **Curriculum – Intent** | **Yes** | **No** | **Partly** |  |
| Is the intent of the curriculum clear? |  |  |  | *If asked, do leaders and staff understand what children should learn? Is the curriculum shared with parents/carers and school governors?* |
| Is the curriculum ambitious and motivating to ensure **all** learners gain the knowledge, skills and cultural capital they will need to succeed? |  |  |  | *Are the experiences children arrive with considered and does the curriculum build on this? Is the intent of the curriculum making a difference to the most disadvantaged children? Are their experiences positive?* |
| Is the curriculum sequenced to allow children to consolidate what they already know and integrate new knowledge? |  |  |  | *E.g. in physical development you may see a progression from ride on toys to trikes with pedals to balance or push bikes.* |
| Does the curriculum offer opportunities for children to develop across the 7 areas of learning? |  |  |  | *Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.* |
| Does language and early reading development underpin all aspects of the EYFS curriculum? |  |  |  | *What is in place to support children to acquire a wide range of vocabulary and develop a love of reading?* |
| Do subject leaders know how children are prepared for the subject area(s) they oversee and what the curriculum looks like in the EYFS? |  |  |  | *For example; can you see links between planned learning in Understanding the World and how this links with the later Science curriculum? Do subject leaders know how development in the prime areas will impact on children’s later learning?* |
| Are there strategies in place to enable **all** children to access the curriculum, including for children with SEND? |  |  |  | *What interventions are used in the EYFS? Do these have a positive impact on children’s outcomes? Is the curriculum inclusive?* |
| **Curriculum - Implementation** | **Yes** | **No** | **Partly** |  |
| Do leaders and staff have a consistent view around ‘how’ the curriculum is implemented? |  |  |  | *For example, is there a shared understanding of balance of adult/child led activity or the importance of indoor and outdoor learning? Has pedagogy been carefully considered and explained to leaders?* |
| Does the implementation of the curriculum ensure that there are suitably challenging activities, responding to children’s needs and interests? |  |  |  | *Are there a broad range of activities on offer? Do you see staff being responsive to the needs of children, either challenging them with questioning or adapting activities to make them accessible?* |
| Do all staff have secure knowledge of child development? Do they use this knowledge to make accurate judgments about children’s strengths and next steps? |  |  |  | *Are staff able to articulate what they know about children’s next steps? Can they talk confidently about progression and intended learning outcomes?* |
| Is assessment used effectively to inform teaching? |  |  |  | *Do you see staff checking understanding as they work/play with children, identifying misconceptions and adapting their teaching as necessary?* |
| Do all adults working with children in the EYFS interact effectively with children? |  |  |  | *Do adults model language well? Do they talk, sing and read aloud to children regularly?* |
| Is information shared with parents/carers around children’s progress and how best to support their learning at home? |  |  |  | *This may be through a range of activities such as, but not limited to; informal conversations, formal parent/carer meetings, the use of electronic messaging, newsletters or emails* |
| **Curriculum – Impact** | **Yes** | **No** | **Partly** |  |
| Do children demonstrate a positive attitude to learning, through high levels of motivation, engagement and enjoyment? |  |  |  | *Do children look happy and engaged in their chosen activity? Do they appear to be highly involved and talking about their activity or thinking about it and trying things out?* |
| Are children supported to develop reading skills appropriate for their age? |  |  |  | *Are staff aware of ways to support early reading skills appropriate for children’s age and do they support children to develop these skills?* |
| Are children able to read at an age appropriate level by the end of Reception? |  |  |  | *By the end of Reception are children able to listen attentively and respond with comprehension to familiar stories, songs and rhymes? Have they developed a wide vocabulary through the use of stories, songs, rhyme and talk?* |
| Is progress evident, particularly for children with lower starting points, those with SEND and those who are disadvantaged? |  |  |  | *Progress should be considered against a school/setting’s own curriculum and intended learning outcomes. Non-statutory guidance is available to support schools and settings with curriculum planning including Development Matters and Birth to 5 Matters.* |
| Does all learning build towards an end point? Are children being prepared for their next stage of education? |  |  |  | *Have the children been provided with varied experiences? Have they had time to explore, investigate and develop ideas? Have they had opportunities to build their concentration? Are they confident in their own abilities?* |
| Is the impact of the curriculum evaluated by leaders? |  |  |  | *Have children achieved ELG’s? If not why not? Do any areas of learning need more focus? Does the curriculum need to be adjusted according to need?* |
| Does the curriculum have a positive impacton all groups of children, particularly the most disadvantaged and those with SEND? |  |  |  | *What do the outcomes look like for children? Have they made progress from their starting points? Do staff have high expectations for all children?* |
| Are children well prepared for their next stage of education? Do most children achieve the early learning goals? |  |  |  | *How are transitions organised? How is information shared between rooms/year groups?* |

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| **Environment** | **Yes** | **No** | **Partly** |  |
| Do staff create a learning environment which reflects the intentions of the curriculum? |  |  |  | *Do you see children engaged in activity which links to the curriculum? Are resources appropriately challenging for children’s stage of development?* |
| Does the environment enable children to make progress? Does it allow every child to progress to their next stage of learning? |  |  |  | *Is there evidence of challenge or that activities have been adapted to suit children’s needs, both in self-chosen and adult led activity?* *Can staff explain this?* |
| Are all staff involved in setting up and resourcing the environment? Do they understand the purpose and intent of resources being there? |  |  |  | *Can they talk about this when asked?* |
| Are the areas within the provision high quality, accessible and inviting? |  |  |  | *Are children using and appear to be highly engaged in all of the areas? Can all children access the range of play opportunities available? Are resources in working order? Do they look in good condition?* |
| Do staff promote learning in all of the areas of the environment or do they favour particular areas? |  |  |  | *Do you see staff playing with children within the provision (rather than only sitting at tables or supervising snack etc)?* |
| In two form entry schools, is there consistency across the year group? |  |  |  | *Do both rooms appear to have the same levels of engagement? Are children being given the same opportunities?* |

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| **Characteristics of Effective Learning** | **Yes** | **No** | **Partly** |  |
| Do children have opportunities for **playing and exploring** which involves: investigating, being provided with varied new experiences and trying new things? |  |  |  | *Do children have time within their day for independent, self-chosen activity? Do adults ensure there are stimulating resources to explore at these times?* |
| Are children able to participate in **active learning,** through opportunities to concentrate and keep trying when they encounter difficulties. |  |  |  | *Do adults value children children’s efforts and support them to understand that they can do it if they try? Is there time available to allow for trying again and repeating activity?* |
| Do children develop skills of **creating and thinking critically** through develop their own ideas, make links between ideas, and develop strategies for doing things |  |  |  | *Are open ended resources (without a prescribed purpose – e.g. blocks, pebbles, beads) available to allow for children to develop their own ideas. Adults show that they are interested in children’s own ideas?* |

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| **SEND** | **Yes** | **No** | **Partly** |  |
| Are children who are not making expected progress identified quickly, with plans in place to best support these children? |  |  |  | *Is a plan – do – review approach in place? Where necessary, do children have Play Plans to support progress? Are these shared with parents/carers?* |
| Do staff know how to support the children who are not meeting the expected levels? |  |  |  | *Are any interventions in place? Can staff talk about next steps, progress, appropriate strategies for each child?* |
| Do children with SEND have equal opportunity to access the learning opportunities of their peers, ensuring they achieve best possible outcomes? |  |  |  | *Does differentiation of activities allow this to happen? Are resources appropriate to support each child?* |
| Staff have high ambition for children with SEND, having clear expectations for what they can achieve. |  |  |  | *Is children’s lifelong learning considered? For example, a target of hanging their coat on a peg may link to lifelong target of independence in day to day tasks as an adult.* |
| Are parents/carers kept well informed of their children’s progress and are systems are in place for information sharing? |  |  |  | *What systems are in place to support 2 way conversations with parents/carers?* |
| Is transition to next phase of education carefully considered? |  |  |  | *What are the arrangements? Does the child need any additional provision to support transition into Y1 for example? Is information shared with staff in next phase?* |

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| **Communication and Language** | **Yes** | **No** | **Partly** |  |
| Are there provocations to promote talk? |  |  |  | *Could include resources linked to children’s interests, new and different objects to promote new vocabulary, cosy talking spaces, talking tins, resources linked to familiar stories etc.* |
| Are children a part of meaningful communication and language interactions with adults in the setting? |  |  |  | *Do you see adults and children talking to each other? Do the adults appear to value what children are saying, showing their interest in their responses? Do children have confidence to share their ideas with adults?* |
| Do adults promote and model good both good listening and speaking skills? |  |  |  | *Do they speak in complete, grammatically correct sentences, make eye contact and listen without unnecessarily interrupting?* |
| Do adults use modelling and sensitive questioning which invites children to elaborate further and develop language skills? |  |  |  | *Do their questions enhance the learning, rather than interrupting it? Are open questions used? Do adults repeat back mispronunciations or grammatical errors in the correct form, rather than correcting the child?* |
| Does the timetable allow opportunities for sharing books and singing rhymes and songs? |  |  |  | *Does the timetable allow for extended periods of time for children to access continuous provision?* |
| Do staff read to children in a way that excites and engages them? |  |  |  | *Are staff supported through appropriate CPD where needed?* |
| Are new ideas, concepts and vocabulary introduced through reading? |  |  |  | *Is this new vocabulary evident in the provision through play opportunities linked to the text?* |
| **Personal, Social and Emotional Development** | **Yes** | **No** | **Partly** |  |
| Do adults and children display positive relationships? Do adults support interaction with other children as an aid to cooperation and resolving conflict? |  |  |  | *Are children seen to want to spend time and share their successes and ideas with the adults? Do adults spend time within the provision to allow for this supported interaction?* |
| Are children supported to manage emotions, see themselves in a positive light and have confidence in their own abilities? |  |  |  | *Do adult led activities focus on PSED as well as other areas of learning? Do adults show calm and patience in supporting children emotionally?* |
| Do adults model and guide children to know how to look after their bodies, including healthy eating, and manage personal needs independently? |  |  |  | *Is being healthy eating talked about as part of daily routine? Is children’s independence is encouraged. E.g. adults support children to put on own coats rather than doing it for them?* |
| **Physical Development** | **Yes** | **No** | **Partly** |  |
| Do adults provide opportunities for play both indoors and outdoors, planning activities in which children can develop their core strength, stability, balance, spatial awareness, co-ordination and agility? |  |  |  | *Does the timetable allow for both indoor and outdoor play? Are there opportunities and space for making large scale movements to develop these skills?* |
| Do children have opportunities and access to a range of equipment that supports the development of both their gross and fine motor skills? |  |  |  | *Are these resources available regularly to the children?* |

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| **Literacy** | **Yes** | **No** | **Partly** |  |
| Is there a Synthetic, Systematic Phonics (SSP) Programme in place and is this taught daily from the beginning of Reception? Is the chosen programme used consistently across the school? |  |  |  | *Have staff received training to deliver the school’s chosen programme effectively? Does the chosen programme meet the requirements of the DfE’s validated list?* |
| Do all staff pronounce and articulate sounds accurately? |  |  |  | *Do all adults model accurately?* |
| Are nursery children supported to develop early phonics skills? |  |  |  | *Are opportunities in place to support children in developing skills of auditory discrimination, auditory memory and sequencing?* |
| Are there decodable books available for guided, one to one and for home reading, which all link to recent phonics teaching? |  |  |  | *Do decodable books closely match children’s phonic knowledge and the school’s chosen SSP programme?* |
| Is progression in phonics monitored? Is intervention put in place as and when children are not making expected progress? |  |  |  | *What interventions are in place to support children and are these having a positive impact on outcomes?* |
| Are enhancements for reading and writing linked to both children’s interests and the curriculum? |  |  |  | *Do children engage with these activities?* |
| Are resources available to support children to retell familiar stories? |  |  |  | *E.g. puppets, role play and small world play resources* |
| Are expectations linked to reading and writing shared with children? |  |  |  | *Are good models of writing shared? Do staff write with children? Are there reading prompts and captions in the environment?* |
| Are resources for writing and reading appropriate, interesting and inviting? |  |  |  | *Are mark making materials readily available? Are pencils sharp? Are books in good condition? Are areas inviting and exciting?* |
| **Mathematics** | **Yes** | **No** | **Partly** |  |
| Is mathematics represented within the provision? |  |  |  | *Do you see opportunities for counting, exploring measure and shape, problem solving and sorting in different areas of continuous provision?* |
| Are opportunities for mathematical learning embedded into daily routines? |  |  |  | *E.g. counting children in, talking about the day of the week and times of day, talking about how many spaces at the snack table etc.* |
| Do children have opportunities to develop their learning linked to shape, measures and spatial reasoning as well as basic number skills? |  |  |  | *Is there evidence of resources and activities to support this within the provision. Does the curriculum show evidence of this?* |
| Are opportunities for developing mathematical vocabulary maximised? |  |  |  | *Do staff model this vocabulary during play with children and in adult led activity? Are children encouraged to use this vocabulary at these times.* |
| Do staff understand the progression in maths from nursery to year 1? |  |  |  | *For example, is there understanding that without learning about the value of small numbers, children will struggle with place value later on?* |
| Do staff plan provocations and opportunities for children to problem solve? |  |  |  | *Do children have time to engage with these both independently and with support from an adult?* |
| Are children encouraged to make mathematical recordings? |  |  |  | *This could be with dots, tallies, children’s own drawings or numerals.* |
| **Understanding the World** | **Yes** | **No** | **Partly** |  |
| Are children supported to use their senses in hand on exploration of natural materials? |  |  |  | *Are collections of natural materials made available to children?* |
| Are children encouraged to talk about what they see, using a wide vocabulary? |  |  |  | *Do adults model observational skills and introduce new language to children?* |
| Do adults spend time talking to children about their own life and families? |  |  |  | *Does the environment reflect the children and their experiences, e.g are there photographs of the children displayed? Do children bring in photographs of their families to share and talk about?* |
| Do children experience and talk about the changing seasons? |  |  |  | *Are there regular opportunities for children to be outdoors and observe/talk about the weather and seasons as they pass?* |
| Are children encouraged to explore how things work? |  |  |  | *Are resources available to support this e.g. wind up toys, sets of cogs and tools?* |
| Are children supported to be aware that there are different countries in the world? |  |  |  | *Are there photographs and books that represent different countries? Are children encouraged to share their experiences, e.g. of their home country or places they have visited on holiday?* |
| Are children supported to be aware of diversity? |  |  |  | *Is there a wide range of books, toys and resources available that reflect diversity, avoiding stereotypes?* |
| Are children supported to understand that people have different beliefs and celebrate special times in different ways? |  |  |  | *Are opportunities for children to engage with religious and cultural communities woven into experiences offered to children?* |
| **Expressive Arts and Design** | **Yes** | **No** | **Partly** |  |
| Are there opportunities for children to explore different materials? Are they encouraged to use their imagination to use materials in different ways? |  |  |  | *Is there a range of creative equipment available to children? Are opportunities available to children open ended to encourage children to make their own decisions and express their own ideas?* |
| Are there resources available to support pretend play? Do adults model and support this play? |  |  |  | *E.g. role play, small world play and puppets.* |
| Is there a range of mark making equipment available to children? Do resources reflect children’s stage of physical development? |  |  |  | *Are resources appropriate to children’s physical stage of development, e.g. are here chunky crayons and large chalk available for those children who would benefit from gross motor mark making activities?* |
| Are there resources available for children to explore sounds and music? |  |  |  | *E.g. percussion instruments, music players, sound matching games* |
| Are there opportunities for children to express themselves in creative ways including through marks, drawings and models they make, through song and through movement and dance? |  |  |  | *Do children listen to different types of music? Do they have the opportunity to watch dance performances and interact with music themselves?* |

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| **Comments and ways forward** |
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