

## Early Years Learning Walk

**Name of School:**

**Date of Learning Walk:**

**Carried out by:**

### **Suggested model for the learning walk:**

1. Spend some time in the classrooms in general observation, using the EYFS Teaching and Learning checklist
2. Spend time with the lead teacher working through the grids below, noting down evidence sources, agreeing a RAG rating related to Ofsted categories (e.g. Blue=outstanding, Green=Good, Yellow=Requires Improvement, Red=Inadequate)
3. For each statement, identify any required actions for improvement

**Progress & Achievement of EYFS pupils**

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
Taking account of their starting points and special needs, the proportion of EYFS pupils making and exceeding expected progress is high			
EYFS Pupils make rapid and sustained progress across the prime and specific areas of development			
EYFS Pupils show enjoyment of books and stories			
EYFS Pupils develop and apply a wide range of skills to great effect, in early literacy, numeracy and communication skills. They are exceptionally well prepared for transition to KS1.			
EYFS Pupils acquire knowledge quickly and develop their understanding rapidly in a wide range of activities			
The quality of work and progress of these pupils who are disabled or who have special educational needs in acquiring the EYFS characteristics of effective learning show that they achieve exceptionally well.			

**Teaching & Learning of EYFS pupils:**

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
<p>Much of the teaching of EYFS pupils is outstanding and never less than consistently good. As a result, almost all EYFS pupils are making rapid and sustained progress.</p>			
<p>All teachers have consistently high expectations of EYFS pupils, They plan and teach lessons that enable pupils to learn exceptionally well in the EYFS Areas of Development, using Development Matters as their basis.</p>			
<p>Teachers systematically and effectively check EYFS pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</p>			
<p>The teaching of early literacy, numeracy and communication of pupils in the EYFS provision is highly effective and cohesively planned and implemented.</p>			
<p>Teachers and other adults in the EYFS provision generate high levels of engagement and commitment to learning.</p>			
<p>Consistently high quality on-going assessment using EYFS principles, and constructive feedback from teachers</p>			

<p>and other adults, ensures that EYFS pupils make rapid gains.</p>			
<p>Teachers and other adults in the EYFS provision use well-judged and often inspirational teaching strategies, together with sharply focused and timely support and intervention, which match individual needs accurately. Consequently, EYFS pupils learn exceptionally well.</p>			

**Behaviour and Safety of EYFS pupils**

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
EYFS pupils' attitudes to learning are exemplary.			
Parents, staff and pupils are unreservedly positive about both behaviour and safety of EYFS pupils.			
EYFS pupils follow instructions well and are learning to take account of other children and adults in the classroom			
Unkindness to other children in the EYFS provision in all its forms is rare and dealt with highly effectively.			
Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning in the EYFS provision. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.			
All groups of pupils feel safe in the EYFS provision at all times. They are developing an understanding of what constitutes unsafe situations			

**Leadership & Management of EYFS provision**

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
<p>The pursuit of excellence in the EYFS provision is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for these pupils over a sustained period of time.</p>			
<p>EYFS leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the provision's performance, and of staff and pupils' skills and attributes.</p>			
<p>The Governing body robustly holds senior leaders to account for the quality of the EYFS provision</p>			
<p>There is an excellent EYFS policy statement which ensures that EYFS pupils experience a high quality EYFS curriculum.</p>			
<p>EYFS Leaders focus relentlessly on improving teaching and learning of EYFS pupils and provide focused professional development for EYFS staff, especially those that are newly qualified and at an early stage of their careers.</p>			

<p>The EYFS curriculum has a very positive impact on the pupils' behaviour and safety, and contributes very well to their academic achievement and their spiritual, moral, social and cultural development.</p>			
<p>The EYFS team has highly successful strategies for engaging with parents of EYFS pupils to the benefit of pupils, including those who find working with the school difficult.</p>			
<p>The EYFS arrangements for safeguarding pupils and ensuring their Health &amp; Safety meet statutory requirements.</p>			
<p>EYFS staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</p>			