

Teaching indicators Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn.

<p>Outstanding The quality of teaching is consistently of a very high quality, is inspirational & worthy of dissemination to other providers.</p>	<p><u>All practitioners:</u></p> <ul style="list-style-type: none"> • have expert knowledge of how children of all ages learn and develop and of the EYFS learning and development requirements • have very high expectations of themselves and the children • complete precise and sharply focused assessments which are used to secure timely and highly effective interventions and support based on comprehensive knowledge of the child and their family, • provide rich, varied and imaginative indoor and outdoor experiences for the children • use highly successful strategies which engage all parents in their children’s learning in the setting and at home
<p>Good The quality of teaching is consistently good and some may be outstanding.</p>	<p><u>All practitioners:</u></p> <ul style="list-style-type: none"> • have a secure knowledge & understanding of how children of all ages learn and develop • have a good knowledge of EYFS learning and development requirements • have high expectations of all children based on accurate assessment of their prior skills, knowledge and understanding on entry to the setting • complete regular & accurate assessments and use these to plan challenging next steps in learning • regularly listen perceptively to, carefully observe and skilfully question children during activities to re-shape tasks and explanations to improve learning • provide balanced and flexible indoor and outdoor experiences across the seven areas of learning that meet the developmental needs and interests of all children • use effective, targeted strategies and interventions (communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating & setting challenges) to support and improve learning • use resources and the learning environment effectively to promote the learning, development, health, safety and well-being of all children • work in partnership with parents, encouraging them to share information about their children’s learning and development at home and keeping them well informed about their children’s progress.
<p>Requires improvement The quality of teaching is variable. Any breaches of statutory requirements for learning & development do not have a significant impact on children’s learning and development.</p>	<p><u>Practitioners:</u></p> <ul style="list-style-type: none"> • have sufficient understanding of how to promote the learning and development of children of all ages • provide for the seven areas of learning although some areas are less well covered • do not always have sufficiently high expectations for all children’s learning and development • routinely complete assessments but do not use the information consistently to plan challenging next steps in learning for the children • do not always provide balanced and flexible indoor and outdoor experiences across the seven areas of learning to meet the developmental needs and interests of all children. On occasion, experiences are mundane and lack challenge • do not always use teaching strategies and interventions that are effective in supporting and improving children’s learning • do not always use resources and the learning environment effectively to promote the learning, development, health, safety and well-being of all children • welcome parents into the setting and encourage them to provide information about their children’s starting points on entry. Whilst practitioners share information about children’s progress, strategies to engage parents to share information and promote learning at home are not always successful
<p>Inadequate The quality of teaching is weak. Breaches of statutory requirements for learning & development have a significant impact on</p>	<p><u>Practitioners</u></p> <ul style="list-style-type: none"> • have a poor understanding of how to promote the learning and development of children of all ages • do not adequately make provision for the seven areas of learning and have a poor understanding of the prime and/or specific areas of learning • have low expectations for children’s learning and development • make infrequent and inaccurate observations and assessments that do not lead to identification of appropriate next steps in learning • provide experiences that are not matched to children’s needs, do not engage and offer little challenge • use ineffective teaching strategies and interventions • use resources and the learning environment ineffectively to promote the learning, development, health, safety and well-being of all children

children's learning & development.	<ul style="list-style-type: none"> do not involve parents sufficiently in their children's learning and development
------------------------------------	--

Learning indicators

Outstanding	<p><u>Outstanding teaching ensures that</u></p> <ul style="list-style-type: none"> All children are well motivated, very eager to join in and consistently demonstrate the characteristics of effective learning. All children make rapid improvement in their learning from their starting points with any gaps closing rapidly. All children are exceptionally well prepared for school or the next steps in their learning.
Good	<p><u>Good teaching ensures that</u></p> <ul style="list-style-type: none"> All children, including those with special educational needs and/or disabilities and those learning English as an additional language, are progressing well towards the early learning goals over time, given their starting points. Children of all ages and abilities make good progress in their learning. Some may make very good progress. All children are interested, engaged and keen learners who display the characteristics of effective learning. All children are generally working comfortably within the typical range of development expected for their age, taking account of any whose starting points are higher or any special educational needs and/or disabilities. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently over a sustained period and the gap is closing. Children's progress in the prime areas of learning ensures that almost without exception they have the key skills needed for the next steps in their learning, including school where appropriate.
Requires improvement	<p><u>Teaching that requires improvement impacts in that:</u></p> <ul style="list-style-type: none"> Children generally enjoy their time at the setting and show an interest in many of the activities provided, Not all children make good progress, Nearly all children are working within the typical range of development expected for their age, taking account of any special educational needs and/or disabilities, and those learning English as an additional language, Where children's starting points are below those of others of similar age, the setting can demonstrate these children are starting to catch up and the gap is closing, albeit slowly, In the main, children have the basic skills they need for school or their next stage of learning.
Inadequate	<p><u>Inadequate teaching impacts in that:</u></p> <ul style="list-style-type: none"> Some children lack enthusiasm for learning and the pace of learning is too slow Children are often merely occupied rather than learning and making progress Not enough children are working within the typical range of development expected for their age, given their starting points and/or the learning and progress of individual or specific groups of children does not match levels of progress made by most children. These gaps show little sign of closing or may be widening.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Children are not well prepared for school or their next stage of learning. |
|--|--|