



Prompts to support phase-specific feedback to trainees in Early Years Settings

Use these questions to guide feedback and target-setting for trainees. They are not expected to show evidence of all these attributes, but an outstanding trainee is likely to show strengths in many of them.

	Prompts for observation and discussion
Meeting and Greeting	Does the trainee confidently meet and greet parents and children?
	Do they seem to know their children /do they engage with them?
	How comfortable do parents seem with the trainee?
Settling phase AND Child-initiated learning	Does the trainee engage with children?
	Do they work alongside children to develop learning via 'sustained shared thinking'?
	How are pupils engaging with the range of resources provided?
	Does the trainee encourage specific children to engage with specific resources? Who and why?
	Does the trainee observe children at play? Is there a focus to these observations? Are any notes made? How will these notes be used?
	Do observations link back to Development Matters statements and characteristics for effective learning?
	Have any children been targeted for intervention at this point? Who and why?
	Is the trainee confident in showing you around the setting, pointing out areas they have been responsible for setting up/enhancing? Are they able to give some examples of learning outcomes they might expect?
	In their discussions with you does the trainee show an understanding of the importance of positive relationships and enabling environments?
	How do (might) teacher-led activities link with child-initiated activities and continuous provision in the setting (including the outdoors)?
Planning	What aspects of provision has the trainee planned for? e.g. Settling/introductory activity; teacher-led activity; child-initiated learning; adult-initiated learning etc.
	For teacher-led/initiated activities, has the trainee identified a clear focus for learning?
	Has the trainee identified opportunities and approaches to assess and record learning?
	Does planning build upon some earlier observations of child-initiated learning?
Teacher-led activity	How does the trainee initially interest/engage all the children?
	Are instructions and explanations clear and appropriately pitched?
	Is language carefully modelled?
	Are the planned activities strongly linked to the learning objective?
	How does the trainee re-engage children if/when their attention wanders?
	Was the activity well-paced and imaginatively resourced?
Assessment, Evaluation and discussion	Can the trainee identify which children were successful in meeting the learning objectives and whether any children found the activity too hard/too easy?
	For any children who were unable to meet the learning objective, can the trainee identify why this was? What will they do about this?
	Can the trainee identify the impact of his/her teaching on children's learning?
	Look for evidence that the trainee knows their pupils, e.g. their individual needs and interests.
Record-keeping	How do trainees record children's learning?
	How is this information used?
	Have trainees been able to contribute to children's learning journals?