

Governor Learning Walk



What to look for on an EYFS Learning Walk...

In our Nursery School, you should expect to see children engaging in a wide range of motivating and rich learning experiences and demonstrating the Characteristics of Effective Learning through:

- Developing their **knowledge, skills and understanding** across all seven EYFS areas of learning, with a focus on the three prime areas as the foundation for all other learning.
- Initiating activities, showing **initiative** and **making decisions**.
- Having time to **explore ideas and interests** in depth.
- **Behaving** appropriately, feeling secure and becoming **confident learners**.
- Developing their **concentration** and ability to see activities through.
- **Learning in different ways** and at different rates, according to their age and stage.
- **Making links** in, and discussing, their learning; seeing their learning made visible e.g. through photographic displays as well as in their Learning Journeys (otherwise known as 'Family Worker Files').
- **Recognising** that they have learned something new and 'improved'.
- **Working and playing co-operatively** for example by taking turns, sharing and discussing.
- **Working and playing independently** without close supervision.
- Showing that they know how to **keep themselves safe and healthy**.
- **Taking responsibility** for example by tidying up, pouring the juice, etc.
- **Following instructions and responding** well to questions.
- **Learning through movement** and all their senses – being **active learners**.
- Learning to **accept each other's differences** – effective '**conflict resolution**'.

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In our Nursery School, you should expect to see Teachers and Support Staff supporting and challenging children's learning through:

- An **inclusive approach** that meets the diverse needs of all children.
- Well-planned and **purposeful activities** that engage and interest the children and which meet their developmental needs.
- 'Continuous' provision where progress is promoted through **positive relationships** and **effective deployment of staff**, and thoughtful planning of the indoor and outdoor environments to extend all areas of learning.
- **A good balance** between children making purposeful choices about their learning activities (child-initiated) and adults directing/leading/teaching specific skills (adult- led).
- Adults using and **modelling language at the appropriate level** to extend children's understanding, listening and speaking skills.
- Adults actively **modelling and teaching desired social skills/behaviour** and self-care skills – rather than policing.
- Adults **encouraging independence and perseverance** and not stepping in too quickly to do things for the child.
- Clear roles for, and expectations of, **other adults working in the classrooms** to ensure they add to the children's learning experience.
- **Good relationships** with and involvement of parents/carers in their children's learning and in the assessment process.
- An environment, **both indoors and outdoors**, that promotes holistic learning and the Characteristics of Effective Learning.