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| **Name of trainee** |  | | | **Area of Learning** | **C and L** |
| **Name of mentor** |  | | | **Key stage** |  |
| **Name of link tutor** |  | | | **Class** |  |
| **Programme** |  | | | **Number of learners in session** |  |
| **Professional practice**  **Phase (please check box)** | Introductory | Developmental | Consolidation | **Number of the lesson observation** |  |
| **School/setting name** |  | | | **Date** | **Enter date** |

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| **Key points emerging from the session** |
| *Evidence of what the trainee knows, understands, and can do linked to the EHU curriculum.*  *.* |

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| **EYFS Communication and Language Research and Subject Association Links**   * <https://help-for-early-years-providers.education.gov.uk/communication-and-language> * [EEF | Communication and Language (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language) * [Are we asking the right questions? An analysis of research on the effect of teachers’ questioning on children’s language during shared book reading with young children (sagepub.com)](https://journals.sagepub.com/doi/epub/10.1177/1468798416659124) * [Supporting communication development in the early years: A practitioner’s perspective - Julie Bain, Deborah James, Mary Harrison, 2015 (sagepub.com)](https://journals.sagepub.com/doi/10.1177/0265659015596795) * [ecat\_guidance\_for\_practitioners\_11.pdf (foundationyears.org.uk)](https://foundationyears.org.uk/files/2011/10/ecat_guidance_for_practitioners_11.pdf) | |
| Subject Specific Elements.  *What makes effective teaching of Communication and Language in the EYFS?*   * The student is aware of how to plan communication and language activities that develop out of children’s interests. * The student can extend opportunities for communication and language during child-initiated play. * The student shows awareness that children communicate in many ways and not just through speech. * The student shows an awareness of the signs of communication needs (little/no talking, words or sounds mixed up, not understanding what is said to them and dysfluency). * The student shows an understanding of the importance of quality interactions with children and uses all opportunities to do so. * The student encourages the children to ask questions. * The student promotes opportunities for sustained shared thinking. * The student encourages children to sing songs, nursery rhymes and play musical games. * The student understands the importance of oral language underpinning literacy. | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |

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| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?** | |
| High Expectations and Managing Behaviour  How Pupils Learn, Classroom Practice & Adaptive Teaching  Subject Knowledge and Curriculum  Assessment  Professional Behaviours |  |

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| **Opportunities for further development**  **Target setting prompts** Primary subject specific target setting - Mentor Space | | |
| What needs developing? Choose 1 or 2 targets for development. | How, where or when could the trainee observe practice and/or receive feedback. | Who will organise this? |

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| **Observer (mentor)** | **Name** | **Signature** |
| **Observer (link tutor)** | **Name** | **Signature** |
| **Trainee** | **Name** | **Signature** |