|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of trainee** |  | | | **Area of Learning** | **mathematics** |
| **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** |

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

|  |  |
| --- | --- |
| **EYFS mathematics Research and Subject Association Links**  [NCETM Early Years](https://www.ncetm.org.uk/in-the-classroom/early-years/)  [EEF Early Years Mathematics](https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics)  [Nrich Early Years mathematics](https://nrich.maths.org/teachers/early-years) | |
| Subject Specific Elements.  *What makes effective teaching of mathematics in EYFS?*   * The student is aware of how to plan mathematical activities that develop out of children’s interests. * The student is able to extend 'mathematical' understanding during child-initiated play. * The student is able to develop children’s understanding of the counting principles in both adult-led and child-initiated play. * The student is able to build on opportunities for subitising in adult-led and child-initiated play. * The student uses appropriate mathematical language and encourages children to use this in mathematical activities. * The student uses concrete representations, e.g. manipulatives and visual resources to support pupils’ conceptual understanding. * The student is able to predict and then address mathematical misconceptions, adapting teaching accordingly. * The student provides opportunities to develop metacognitive skills, e.g. learning from mistakes and misconceptions, developing problem solving strategies, applying skills in other Areas of Learning | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |

|  |  |
| --- | --- |
| **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 |  |

|  |  |  |
| --- | --- | --- |
| **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? |

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