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| **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** |

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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 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.*   |

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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** |