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| **Name of trainee** |   | **Area of Learning** | **PSED** |
| **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 PSED Research and Subject Association Links** Crawford, H., 2022. Embracing Diverse Perspectives in the Early Years. *Teaching a diverse primary curriculum*, p.10.[Nimmo, S. and Small, N., 2023. The Early Years Foundation Stage (EYFS) and the National Curriculum KS1. In The Early Years Handbook for Students and Practitioners (pp. 366-379). Routledge.](file:///C%3A/Users/ABLAN/Downloads/10.4324_9781003154853_previewpdf.pdf) |
| Subject Specific Elements. *What makes effective teaching of mathematics in EYFS?** The student is aware of how to plan PSED activities that develop out of children’s interests.
* The student is able to extend opportunities for understanding PSED during child-initiated play.

 *Add details of how this might happen** The student considers the ELGs for PSED when planning learning opportunities for the Specific areas of learning and development.

*Add some details of how each ELG has been considered** The student notices when it is necessary to adapt the plan in order to discuss emotions with children whilst they are engaged in the activity/es.

  * The student identifies PSED aspects individual children need to develop.

If so, how?If not, what steps should student take in order to work on this? | *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** |