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| **Name of trainee** |  | | | **Subject** | **Computing** |
| **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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| **Computing Research and Subject Association Links**  [**The National Centre for Computing Edcuation**](https://computingeducation.org.uk/)  Computers Benefit Children (2010) Siraj-Blatchford J: <https://www.nurseryworld.co.uk/news/article/analysis-computers-benefit-children>  Can Pre-school Children Learn Programming and Coding Through Guided Play Activities? (2021) Critten.V: [Can Pre-school Children Learn Programming and Coding Through Guided Play Activities? A Case Study in Computational Thinking | Early Childhood Education Journal (springer.com)](https://link.springer.com/article/10.1007/s10643-021-01236-8)  Enhancing Digital Literacy and Creativity: Makerspaces in the Early Years (2020) Blum-Ross, A: [Enhancing Digital Literacy and Creativity: Makerspaces in the Early Years - Google Books](https://books.google.co.uk/books?hl=en&lr=&id=39S8DwAAQBAJ&oi=fnd&pg=PT9&dq=nursery+computing+books&ots=ZNQ9n4PFGa&sig=0XXnKb2DvVUBJQ__ShFEw0OccSI#v=onepage&q&f=false) | |
| Subject Specific Elements.  *What makes an effective use of technology in EYFS?*   * The student is aware of how technology/ computing can support children with SEND in their learning. * The student has demonstrated teaching practices in EYFS that facilitate the use of technology/ computing across the curriculum e.g. phonics, maths, art and design etc. * Adaptive teaching: The student has clear expectations of how technology/ computing resources can be used to support children’s learning in the Early Years e.g. use of sound buttons. * The student is planning the effective use of technology in a variety of AoL including areas of continuous provision. * The student has planned effectively for technology to be used in the classroom including adult led teaching activities and child-initiated activities. * *Safeguarding*: KCSiE: The student has considered potential risks of any online activity and put measures in place (or is aware of school procedures) to mitigate these. (Linked to Online Safety Act 2023) | *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** |