

Observations

Aims

- To think about why observations are important.
- What types of observations do we do.
- How do we use observations.

Why are observations important?



- Observations form the main part of the children's assessments and it is a statutory requirement that all adults observe the children and use these observations to help plan the children's next steps.
- They also contribute to the children's end of year assessments.
- 80% of the evidence needed to support the children's scores by the end of Reception and this has to be child-initiated.



What do we as teachers and parents need to do to work together to support your child ?

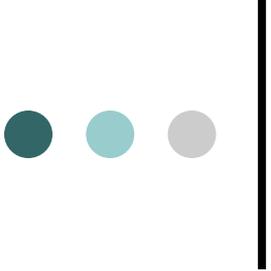
- Observe children to find out what they are interested in. It's hard to engage children and get them excited about their learning if they are not motivated by the resources.
- Observe children to see where they are against their age related expectations.
- Analyse what next steps are needed to take their progress forward.
- Note children's responses in different situations.

Don't Forget !

You know your child better than anyone. You are able to see and hear the new learning they have absorbed at school reflected in their everyday life experiences and play.

We need your help collating this so their assessments are accurate.

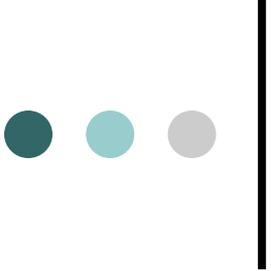




What types of observations could you do ?

- Firstly do not be alarmed. You will hear things your child says everyday that make you surprised .
- Always remember to use the child's voice
- Ask children to enlarge upon what they know using open-ended questioning.
- Be clear about what you are trying to tell us.

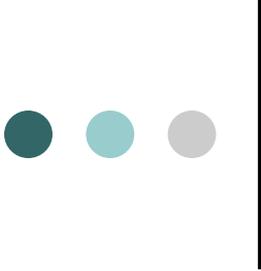
There are some examples of notes that are not so useful following



Examples Of Not So Useful Observations

- **Jim can count to 10** (Is he just reciting to 10 or actually counting objects. Does he get prompted by an adult or is this completely independent ?)
- **Here is a photo of Kim at Ballet.** (Out of school activities provide important insight into how children learn and progress but details about what they are actually aching are important. Use the Early Years Outcomes on our website to see how physical development can be achieved as well as Being imaginative in dance and movement).
- **Donna and I read a book at bedtime .** (Did mum read the book ? If so this is not so relevant to what Donna can do unless perhaps she said something about the story. Did she actually read any of the words herself ?)
- **John went to the Fire work display last night.** (Remember the child's voice is important What did John remark on ? The history of the occasion Guy Fawkes or perhaps through speaking he gave articulate descriptions of the things he could see , smell and hear.
- **Sally spent a long time in the garden collecting bugs yesterday.** (This could be a perfect opportunity to ask open-ended questions about the scientific aspects found in “ the World’ area of learning).

Now see the next slide for some more useful observations to give you an idea of how to capture your child perfectly for assessments.



It doesn't have to be longer to be more accurate
evidence just more precise for example

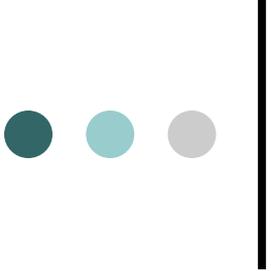
Jim saw a row of painted pebbles and counted them accurately to 10. **Number**

Kim could balance and coordinate much better in ballet this evening. She explained how pleased she was when the teacher told her how much stronger and more coordinated her bar work was. **Physical Development**

Donna and I shared a book at bedtime. Whilst I was reading the story she began to pick out some of the tricky words she had been learning at school. The next day she spotted 'I' 'the' and 'to' at the Supermarket **Reading**

John said 'Mummy I know that we celebrate bonfire night because of Guy Fawkes. He wanted to hurt the king in London a long time ago. **People and Communities**

Sally said "Dad look! This is a spider. Do you know they have six legs and they make webs? I know a song about spiders" (She sang 'Insey Winsey Spider')
Understanding the World and Being imaginative



How to Stay in Touch With Us.

Below are our contact details.

tanya.parker@ntlp.org.uk

joanne.flitcroft@ntlp.org.uk

Remember:

Emails are specifically for letting us know about your child's learning . For concerns or worries please ring school or speak to a member of staff.

Be patient with us as we acknowledge everyone's emails. We will try our best to respond as quickly as we can.

Photographs are not always necessary and please limit to one or two photographs.

Capture the child's voice in their words.

Use the weekly newsletters to see what new learning has been happening at school so you know what to look out for at home.