**Observation, Assessment and Planning Audit**

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| ‘Observations’ Criteria | Framework Links | Action Required? | 🗸 |
| Observations are carried out covering the seven areas of learning and development. | *EYSF,* ***1.3*** *(p7)*  *EYSF,* ***1.4*** *(p8)* |  |  |
| For younger children, observations are focused on the three prime areas to form a basis for learning. | *EYSF,* ***1.6*** *(p9)* |  |  |
| Observations are written in an objective manner, describing exactly what the child is doing/saying. | *EYIH,* ***156*** *(p38)* |  |  |
| A range of observations are carried out, including snapshots, environmental and in-depth observations to give a broad overview of the child’s development. | *EYIH,* ***156*** *(p38)* |  |  |
| Observations are linked to relevant areas of the EYFS, as well as age banding. | *EYSF,* ***1.3*** *(p7)* |  |  |
| Observations are linked to relevant characteristics of effective learning. | *EYSF,* ***1.9*** *(p10)* |  |  |
| Observations are carried out in respect of both adult initiated and child initiated play. (This balance is appropriate for the age of child.) | *EYSF,* ***1.8*** *(p9)* |  |  |
| Children’s observations are collated and tracked in a meaningful and accessible way. | *EYIH,* ***53*** *(p15)* |  |  |
| Relevant next steps are created which take into account children’s developmental needs and interests. | *EYSF,* ***2.1*** *(p13)* |  |  |
| Parental input is used within the observation process when appropriate. | *EYIH,* ***155*** *(p38)*  *EYSF,* ***2.2*** *(p13)* |  |  |
| Observations are carried out in a timely manner dependent on each individual child’s attendance. | *EYIH,* ***156*** *(p39)* |  |  |

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| ‘Assessment’ Criteria | Framework Links | Action Required? | 🗸 |
| Two year progress checks are carried out in a relevant manner and within a relevant time-scale. | *EYSF,* ***2.3*** *(p13)* |  |  |
| Two year progress checks include the prime areas, child’s voice, parental input and focus on the child’s strengths/areas to develop. | *EYSF,* ***2.3, 2.4*** *(p13)* |  |  |
| An effective baseline procedure is in place to ascertain children’s starting level on entry. (Generally carried out over a 6-8 week period.) | *EYIH,* ***25****, (p7)* |  |  |
| Practitioners input into the baseline process is evident. | *EYIH,* ***155*** *(p37)* |  |  |
| Is the baseline procedure clear within each child’s tracking? | *EYIH,* ***155*** *(p37)* |  |  |
| Is parental input evident in the baseline process? | *EYIH,* ***155*** *(p37)*  *EYSF,* ***1.1*** *(p7)* |  |  |
| Formative assessment is regularly carried out. | *EYSF,* ***2.1*** *(p13)* |  |  |
| Summative assessment is evident as carried out within a relevant timescale. (Dependent on individual setting.) | *EYIH,* ***155*** *(p37)* |  |  |
| Are gaps in learning identified and actioned? | *EYIH,* ***150*** *(p33)* |  |  |
| Observations are assessed to inform changes in the provision or activities offered. | *EYIH,* ***155****, (p37)* |  |  |
| Moderation of observations is apparent. | *EYIH,* ***59*** *(p15)* |  |  |

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| ‘Planning’ Criteria | Framework Links | Action Required? | 🗸 |
| Children’s individual needs and interests are evident within the planning process. | *EYFS,* ***1.6*** *(p9)* |  |  |
| Planning is sufficiently differentiated allowing all children to make progress. | *EYIH,* ***163*** *(p43)* |  |  |
| Planning takes into account specific needs in regards to SEND. | *EYSF,* ***3.67*** *(p31)* |  |  |
| Planning is regularly updated and annotated, showing clearly how activities link into individual children’s learning. | *EYSF,* ***3****, (p5)* |  |  |
| Planning sufficiently incorporates the seven areas of learning in a balanced manner. | *EYIH,* ***156*** *(p38)* |  |  |
| Planning takes into account the way different children learn via characteristics of effective learning. | *EYSF,* ***1.9*** *(p10)* |  |  |
| Continuous provision is planned for with enhancements when practical. | *EYIH,* ***150*** *(p32)*  *EYIH,* ***155*** *(p37)* |  |  |
| Planning incorporates a mix of child initiated and adult led activities. | *EYIH,* ***footnote 14*** *(p35)* |  |  |