

Adult – Child Interaction Checklist

Including Ofsted Features of Teaching in the EY

Context _____ **Practitioner** _____ **Date** _____

Use the boxes to record which features of quality interactions that the practitioner did well, some of or not at this time.
Note for feedback: It is unlikely that all of the features of quality interactions would be seen in a single observation, but that over time and in a range of different contexts most would be developed.

Did the practitioner...?	Comments
Get in a good position for the child to see him / her e.g. close, on same level, face to face.	
Take time to observe, wait and listen before responding. Wait several seconds and give the child enough time to respond.	
Allow the child to lead the play and choose what to do. Copy what the child does and says and take turns .	
Really listen to the child: making eye contact and giving full attention, using responsive facial expressions and Repeat back what the child says.	
Acknowledge and Respond positively to all the child's attempts to communicate.	
Use an animated face and interesting voice when talking to the child.	
Use language appropriate to the child's level e.g. Using words and phrases the child can understand, just ahead of the child's level but also introducing new ideas and words.	
Expand on what the child says by adding a few words when repeating back.	
Comment: talk in short, simple sentences about what the child is doing or looking at. Recall what happened before, explain .	
Provide a narrative at the child's language level & extend. Include comments on the COEL.	
Model thinking aloud, explaining, clarifying ideas in simple sentences.	
Ask very occasional questions that keep a conversation going. Encourage and show a real interest in the child's ideas and add challenge . Use open questions, (not yes/no)	
Support children to make connections with their peers, about their experiences and learning, modelling with comments or non-verbal communication.	

These are all examples of effective practice and the Ofsted definition of teaching in EYFS.

Definition of Teaching in the Early Years



Ofsted does not have a preferred style or approach to teaching or play. Those working in schools and settings, rather than inspectors, are best placed to make the important decisions about how children learn. However, Ofsted does define the elements of early years practice that make up teaching so that there is a common ground and degree of transparency when making judgements about the quality of teaching. Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. Ofsted, 2019

It includes their interactions with children during planned and child-initiated play and activities:

- ✓ communicating and modelling language
- ✓ showing
- ✓ explaining
- ✓ demonstrating
- ✓ exploring ideas
- ✓ encouraging
- ✓ questioning
- ✓ recalling
- ✓ providing a narrative for what they are doing
- ✓ facilitating and setting challenges

It takes account of:

- the equipment the adults provide
- the attention to the physical environment
- the structure and routines of the day that establish expectations.
-

Integral to teaching is how practitioners:

- assess what children know, understand and can do
- take account of their interests and dispositions to learning (characteristics of effective learning)
- use this information to plan children's next steps in learning and monitor their progress.

Self Evaluation Framework

Date:

Things I did well:

My aim now is...

(Things I want to do more of)

How will I achieve my aim? When will I have opportunities to practice? How will I know I am succeeding? What support might I need?