

National Association for Able Children in Education
The Challenge Award: Provision for Able, Gifted and Talented Pupils
A Self-Evaluation Framework for Schools and LAs

SAMPLE

What is Good Teaching? The Foundation Stage

Supporting Material Document 9, Jan 2005

Highlighted sections show features of teaching to challenge more able learners

Key Issue 1: The Quality of Teaching – Foundation Stage			
	Satisfactory	Good	Very Good (and excellent/outstanding)
<p>1a Do teachers plan effectively, with clear learning objectives and suitable teaching strategies?</p> <p>NB "Teachers" should include all nursery practitioners</p>	<ul style="list-style-type: none"> ▪ Shows that thought has been given to how skills and understanding are built up. ▪ Shows what the learning intentions are and what pupils will be doing. ▪ Where published materials are used, these are modified to meet the needs of the pupils. ▪ Indicates what adults will be expected to do. ▪ Identifies opportunities to assess children's progress and attainment. ▪ Shows coverage of all the key areas of learning and particularly the development of language skills ▪ Has opportunities for role play ▪ Suitable balance of taught and self selected activities 	<ul style="list-style-type: none"> ▪ Gives support staff a good framework for their work and indicators of how to adapt it for individual pupils with SEN ▪ Provides a good framework for challenging more able pupils. ▪ Has planned tasks to assess children's progress and attainment. ▪ Integrates key areas of learning to provide a meaningful experiences ▪ Pupils are involved in planning their activities based on real life situations ▪ Pupils have time to explore ideas and interests in depth ▪ Activities are planned to promote the development and use of language ▪ Role play is planned to promote pupils PSE development and language 	<ul style="list-style-type: none"> ▪ Learning intentions are very clear and they build on what has gone before, pupils' understanding and the flexibility and range of approaches to achieve them and responds to individual children's preferred learning styles. ▪ Success criteria are individualised to allow all pupils to make good progress ▪ Planning is used flexibly to embrace new ideas, feedback from formative assessment and unexpected progress. ▪ Learning activities reflect an awareness of the home and community environment ▪ Gives adults a very good framework for modifying approaches for individual pupils with SEN or disabilities. ▪ Pupils are encouraged to be proactive and plan many of their activities ▪ Creative and imaginative play activities are used to promote the development and use of language ▪ Use of the community and local environment to enrich curriculum experiences