



## Observation Sheet (Kindergarten)

*N.B. 1 = below minimum expectations; 2 = minimally acceptable; 3 = good; 4 = best practice; N/O = not observable (the particular context did not permit the observation of the indicator)*

Session Code:	Reviewer:	School:				
Class:	No. of LSEs:	Learners present:				
Learning experience/s:					Date & Time:	
SDP Foci						

  

Planning is based on the children's interests and needs (e.g. web, project plan);	1	2	3	4	N/O	<i>*Planning documentation is reviewed only during whole school reviews.</i>
Planning includes learning opportunities with clear foci.	1	2	3	4	N/O	
<b><i>Educator's planning promotes learning*</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/O</b>	

  

The learning environment (inside / outside class) is conducive to learning;	1	2	3	4	N/O	
Learners' work is celebrated in different ways;	1	2	3	4	N/O	
Set classroom procedures contribute towards learners' positive behaviour;	1	2	3	4	N/O	
Learners interact meaningfully amongst themselves;	1	2	3	4	N/O	
Learners interact meaningfully with the educators in class.	1	2	3	4	N/O	
<b><i>Classroom atmosphere is conducive to learning</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/O</b>	

  

Prior knowledge and interests are drawn from learners and built upon;	1	2	3	4	N/O	
The learning focus of the learning opportunity is clear to learners;	1	2	3	4	N/O	
Learning opportunities are contextualised according to the learners' reality;	1	2	3	4	N/O	
Incidental learning experiences are an integral part of the learning process;	1	2	3	4	N/O	
There is a smooth transition from one learning opportunity to another.	1	2	3	4	N/O	
<b><i>Learning opportunities are developed in a way that facilitates learning</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/O</b>	

  

There is a healthy balance between adult-led and child-initiated learning opportunities;	1	2	3	4	N/O	
Learners work at their own learning pace;	1	2	3	4	N/O	
The different resources available in class serve to address the different learning needs, abilities and preferences of learners.	1	2	3	4	N/O	
Educators collaborate to reduce barriers to learning.	1	2	3	4	N/O	
<b><i>Learner variability is addressed through sound pedagogy</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/O</b>	



Learners are engaged through appropriate questioning;	1	2	3	4	N/O	
Learners are engaged in different experiences that target their holistic development.	1	2	3	4	N/O	
<b>There is evidence of learner engagement during the learning opportunities offered</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/O</b>	
<b>Educator uses digital learning technologies to facilitate learning when and as appropriate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/O</b>	
<i>Length of time during which digital technology is used (1=0%, 2=up to 33%, 3=up to 66%, 4=up to 100%)</i>	1	2	3	4	N/O	
There is emphasis on the process rather than the end-product;	1	2	3	4	N/O	
Learners are given adequate time and space to absorb learning.	1	2	3	4	N/O	
<b>Learners reflect on their own learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/O</b>	
Learners' progress and WOW moments are noticed and recognised through observations;	1	2	3	4	N/O	
Learners are provided with effective verbal feedback;	1	2	3	4	N/O	
Learners' progress and development is captured through a variety of ways.	1	2	3	4	N/O	
<b>Formative assessment and feedback are integrated in the learning and teaching process</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/O</b>	
<b>Main Strengths (refer also to SDP foci):</b>						<b>Areas for improvement (refer also to SDP foci):</b>