Waltham Forest Early Years Guidance

**Responsive Practitioner Evaluation Tool**

We can support young children’s communication and language skills best by observing and responding to what the child shows you they are interested in. Use this tool to reflect and identify how you can develop your skills in this area to help children in your setting become confident communicators. Working in pairs, observe a colleague for 10 minutes and have them observe you. Come up with a plan of how you would both like to improve and support each other as you go along! Don’t try to change everything at once- often changing just one thing can make a difference in other areas.

**Name of practitioner: Name of partner: Date completed:**

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| --- | --- | --- | --- | --- |
| **Did you…..** | **Never** | **Sometimes** | **Often** | **Example of effect on the child/children** |
| Get down to children’s level so you can be face-to-face |  |  |  |  |
| Let the children lead the play or activity |  |  |  |  |
| Watch and wait for children to communicate (with a look, gesture, sound or words) |  |  |  |  |
| Match your language to the children’s level |  |  |  |  |

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| --- | --- | --- | --- | --- |
| Use comments to describe what the children are doing instead of asking questions e.g. wow that’s a big truck! |  |  |  |  |
| Extend children’s thinking by modelling language, ideas and concepts “that dinosaur’s by himself- I hope he’s not lost!” (make sure this is at the right level for the child) |  |  |  |  |
| Show that communication is fun by making your voice interesting and giving specific feedback- e.g. “I really enjoyed hearing about your cat!” |  |  |  |  |
| I have chosen to work on:I will review this with my partner on: |