

# Standards Unit

## Linking theory to practice: observation

Teacher and trainer handbook 4a:  
Interpreting your observations  
(evaluation) – milestones

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Success for All website:  
[www.successforall.gov.uk](http://www.successforall.gov.uk)

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# Foreword

## The Standards Unit

We are committed to the following principles which underpin all our work:

- We will recognise and celebrate excellence in the post-16 sector.
- We will recognise and celebrate diversity.
- We will be open and participative in our approaches to development.
- We will recognise barriers to excellence and be supportive of those working in challenging contexts.
- We will challenge underperformance.

Success for All is a partnership between the DfES Standards Unit and the Learning and Skills Council (LSC). The Standards Unit leads on Themes 2 and 3 and the LSC on Themes 1 and 4:

- Theme 1 – meeting needs, improving choice
- Theme 2 – putting teaching, training and learning at the heart of what we do
- Theme 3 – developing the leaders, teachers, training and support staff of the future
- Theme 4 – developing a framework for quality and success.

The Standards Unit was set up in January 2003 to embed excellence in teaching, training and learning and to modernise and upgrade the sector's workforce. It acts as a catalyst, selecting priority curriculum areas for action and harnessing the work of partners to improve quality in the post-16 learning and skills sector – in FE and sixth form colleges, sixth forms in schools, work-based learning, adult and community learning and the prison service.

The Unit's staff includes officials and expert practitioners seconded from colleges and other providers and the inspectorates. This core team is supported by call-off consultants, whose expert knowledge enables delivery in a range of areas. The work of the central team is supported by nine regional offices who are crucial to the national dissemination of the teaching and learning resources and the delivery of step improvements across the country. The Unit selects curriculum areas because of their importance to the economy and social inclusion and because inspection outcomes show there is room for improvement.

To support the improvements required, the Standards Unit is also providing national free training in coaching for teachers and trainers who have been nominated as Subject Learning Coaches by their managers. The programme is designed to provide professional training for Subject Learning Coaches so that they can work confidently with colleagues to further improve teaching, training and learning in their subject area. It is a new and exciting programme which is being embedded through subject networks, where Subject

Learning Coaches from different backgrounds meet to share best practice and develop their coaching skills. If you would like to know more about becoming a Subject Learning Coach, why don't you speak to your Standards Unit Regional Director or look at [www.successforall.gov.uk](http://www.successforall.gov.uk).



This health and social care resource will be a valuable reference in network meetings when Subject Learning Coaches are discussing the health and social care curriculum. We hope you will find this a useful resource and we look forward to receiving your comments and feedback.

Jane Williams  
**Director of Teaching and Learning**  
**Head of Standards Unit**

# Introduction

The seven teacher and trainer handbooks are linked to the seven learner observation booklets. The booklets are designed for learners undertaking a level 3 qualification in early years. On completion of the first six booklets, the learners will have developed the skills and understanding essential to complete an observation to professional standards. The seventh booklet is an extension of Booklet 3 – methods of observation. Three of the methods are dealt with in more depth and detail.

Working as an early years practitioner is a very important profession. It is a privilege to be responsible for supporting children as they become confident and well balanced individuals, able to take their place in society. It takes many skills to provide a firm foundation for the future of a child. The most important are the ability to make objective observations, draw appropriate conclusions and prepare plans to encourage each child to achieve his or her full potential. Encourage your learners to be unobtrusive observers of children and they will learn much that will help them to develop these essential skills.

Effective observation is a sophisticated skill essential for working in a variety of early years health and social care settings. Observation skills are applicable through all vocational sectors and work-based learning environments. Rigorous observation processes demand many high level skills including recording, reviewing, monitoring, interpretation and evaluation.

The teacher and trainer handbooks provide ideas, resources and guidance to assist you in planning and organising learning. The handbooks aim to stimulate ideas to help you to improve teaching and learning but are not definitive guides. The seven teacher and trainer handbooks link to the learner observation booklets and may be used flexibly to meet the needs of individual learners. You may decide to use individual sessions for other programmes. For example, Handbook 6 would work well as part of an induction programme for most courses.

Throughout this handbook we refer to the following publications: *Foundation Stage Profile Handbook* and *Birth to Three Matters* – both DfES publications, produced by Sure Start.

## NOTE

Guidance notes for teachers and trainers and a specimen scheme of work may be found in Handbook 1. The appendix of this handbook deals with how to adapt the resources for health and social care. The Observation teacher and trainer key skills handbook shows key skills mapped to the activities in Booklets 1–7c.

The seven teacher and trainer handbooks support each of the following learner observation booklets:

**Handbook 1**

How to develop good observation skills

**Handbook 2**

How to plan and record observations

**Handbook 3**

How to choose methods of observation

**Handbook 4a**

How to make sense of your observations.

Part 1: Interpreting your observations – milestones and norms.

**Handbook 4b**

How to make sense of your observations.

Part 1: Interpreting your observations – theorists and expert opinion

**Handbook 5**

How to make sense of your observations

Part 2: Conclusions and recommendations

**Handbook 6**

How to use references and bibliographies

**Handbook 7a**

Supplement to Booklet 3: methods – checklists

**Handbook 7b**

Supplement to Booklet 3: methods – graphs and charts

**Handbook 7c**

Supplement to Booklet 3: methods – time and event sampling

Each handbook is subdivided into three sections:

1. Session plan.
2. Activities.
3. Resources.

# Interpreting your observations

## Session plan Part 1: evaluation – milestones and norms

### What you will need to do for this session:

- Read this handbook and copy relevant pages for your learners as handouts.
- Read learner observation booklet 4a.
- Photocopy enough copies of booklet 4a for your learners.
- Remember to identify any potential barriers to individual learning. Build in plans to help each learner to achieve success. Where possible work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to **acquire** the skills (LLN) or **apply** the skills (key skills) to meet individual need.

### The resources you will need for this session:

- Booklet 4a.
- This handbook for instructions for activities.
- Resources (handouts and OHTs) from the back of this handbook.

- Observation teacher and trainer key skills handbook.
- *Birth to Three Matters, Foundation Stage Profile Handbook* and *Key Stage One* curriculum information as reference for areas of development.

### The session:

- Introduction.
- The four steps and making sense of your observations.
- Significant achievements.
- Identifying physical development.
- Making comparisons.
- Matching evidence activity.
- Review and consolidation and **How did I do?**
- Teacher or trainer evaluation.

<b>Programme</b>	<b>Teacher or trainer:</b>
<b>Unit:</b> Observation	<b>Length of session:</b> 120 minutes
<b>Topic:</b> Interpreting observations	<b>Room:</b>
<b>Date:</b>	<b>Number on register:</b>

**Aim:** Use observations to compare development with milestones and norms.

### Objectives

By the end of the session, learners will be able to:

- interpret and evaluate the information from the observation;
- compare a child's development to milestones and norms;
- understand the dangers of checking against milestones and norms.

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<b>5 minutes</b>	<p><b>Introduction</b></p> <p>How to use the observations to compare development to milestones and norms.</p> <p><b>Introduce</b> the aims and objectives of the session.</p> <p><b>Recap</b> on previous sessions and booklets using a range of methods to include all learners, for example, quizzes, charts and focused questions.</p> <p><b>Give out</b> Handout 1, p. 20 of this handbook – previous learning from Booklet 3.</p>	<p><b>Discuss</b> content of the session.</p> <p><b>Discuss</b> previous session and recap on Booklets 1 – 3.</p> <p><b>Complete</b> Handout 1 individually.</p> <p><b>Discuss</b> in large group.</p>	<p>Booklets 1–4a.</p> <p>Handout 1.</p>	<p>Learners are clear about the aims and objectives of the session.</p> <p>Learners demonstrate the depth of their learning to date.</p>

Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<p>Ask learners to complete the handout individually.</p> <p>Discuss in large groups.</p> <p>Give out Booklet 4a. Give learners a few minutes to look through Booklet 4a.</p>			
<p><b>20 minutes</b></p> <p><b>The four steps and making sense of your observations</b></p> <p><b>Introduce</b> OHT 1, p. 28 – The four steps.</p> <p><b>Explain</b> to learners that steps 1 and 2 will be completed in this session and steps 3 and 4 will be covered in the next session.</p> <p><b>Read</b> pp. 4–6 of Booklet 4a with learners – making sense of your observations. Checking learners’ understanding at regular intervals.</p> <p><b>Suggestion:</b> you may want to recap on areas of development such as Foundation Stage Profile, Birth to Three Matters and Key Stage One of the National Curriculum – see Booklet 1.</p> <p><b>Split</b> learners into pairs and ask them to <b>complete</b> Activity 1.</p> <p>They will then <b>discuss, identify</b> and <b>record</b> learning and achievement.</p> <p><b>Feed back</b> to large group, highlighting learning and achievement and comparing answers.</p> <p><b>Discuss</b> how this has contributed to and/or benefited learners’ understanding of emotional development.</p>	<p>Discuss four steps.</p> <p>Read pp. 4–6 of Booklet 4a Q&amp;A.</p> <p>Recap on areas of development.</p> <p>Read in pairs and complete Activity 1 of Booklet 4a, p. 7–10.</p> <p>Feed back and discuss.</p>	<p>Booklet 1 – stages of development.</p> <p>Booklet 4a.</p> <p>OHT 1.</p>	<p>Learners understand the four steps used for making sense of their observations.</p> <p>Learners identify learning and achievement and link this with emotional development.</p>

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<b>30 minutes</b>	<p><b>Significant achievements</b></p> <p><b>Give out</b> Handout 2, p. 21.</p> <p><b>Ask</b> learners to work in pairs and <b>discuss</b> significant achievements, benefits or progress for the child in each scenario.</p> <p><b>Feed back</b> in large group.</p> <p>Now <b>ask</b> the learners to identify three significant achievements from their own workplace observation and record on Handout 3, p. 22 of this handbook.</p> <p><b>Work</b> your way round the groups, <b>questioning</b> learners to identify reasons for their choices and to extend and consolidate learning.</p> <p><b>Discuss</b> significant achievements that have taken place in the observation that has been completed in the workplace.</p> <p><b>Additional resources</b> – Handout 4, p. 23.</p>	<p><b>Complete</b> in pairs, Handout 2, significant achievements.</p> <p><b>Feed back</b> in large group.</p> <p><b>Identify</b> three significant achievements from observation completed in the workplace.</p> <p><b>Complete</b> Handout 3. Handout 2, p. 21.</p> <p>Handout 3, p. 22</p>	<p>Handouts 2, 3 and 4.</p>	<p>Learners accurately identify significant achievements and the benefits or progress for the child.</p> <p>Learners accurately identify achievements from their own workplace observation.</p>
<b>15 minutes</b>	<p><b>Identifying physical development</b></p> <p><b>Explain</b> OHT 2, p. 29 – gross motor skills, and give out as Handout 7.</p> <p><b>Learners should</b> highlight any areas of physical development in their workplace observation that match those on the handout/OHT.</p>	<p><b>Read</b> the observation.</p> <p><b>Highlight</b> the gross motor skills.</p>	<p>OHTs 2, 3 and Handouts 7, 8 – gross and fine motor skills.</p>	<p>Learners accurately identify physical development using handouts on fine and gross motor skills.</p>

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
	<p>Repeat with OHT 3 and Handout 8, p. 30 – fine motor skills.</p> <p>Each learner should have a list of physical skills they have observed.</p> <p>Discuss in large group, asking questions to ensure that learners have a <b>clear understanding</b> of how and why aspects of physical development have been identified in their observations and can <b>justify</b> reasons for their answers.</p> <p><b>Q&amp;A and feedback.</b></p>	<p>Highlight the fine motor skills.</p> <p>Use OHTs 2 and 3 and Handouts 7 and 8, pp. 29–30.</p> <p>Identify, record and cross reference to workplace observation.</p> <p><b>Q&amp;A, feedback, discussion.</b></p>		
<b>25 minutes</b>	<p><b>Making comparisons</b></p> <p>Ask learners to read p. 9 of Booklet 4a.</p> <p><b>Organise</b> in pairs and give each pair the case studies – Handout 5, p. 25.</p> <p>Learners complete Handout 5.</p> <p><b>Feed back</b> in large group.</p> <p><b>Record</b> key points.</p>	<p>Read p. 9 of Booklet 4a.</p> <p>Work in pairs to complete Handout 5, p. 25.</p> <p>Use texts to identify ages and stages of development.</p> <p><b>Feed back.</b></p> <p><b>Record</b> key findings.</p> <p><b>Discuss.</b></p>	<p><i>Birth to Three Matters, Foundation Stage Profile Handbook, Key Stage One of National Curriculum.</i></p> <p>Textbooks.</p>	Learners are able to make comparisons to the norm using case studies.

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<b>20 minutes</b>	<p><b>Matching evidence activity</b></p> <p><b>Organise</b> learners in small groups ensuring a mix of experience. <b>Give</b> each group a copy of Handout 6, snippets of observations and matching evidence, p. 27.</p> <p><b>Ask</b> learners to match the snippets of observation using the ‘jumbled’ handout.</p> <p><b>Provide</b> textbooks/ references for the learners to determine the age and/or stage of development of a child achieving this milestone of development.</p> <p><b>Circulate</b> between groups, <b>questioning</b> learners to test knowledge and understanding and to <b>extend learning</b>.</p> <p><b>Feed back</b> in large group.</p> <p><b>Record</b> key findings on a whiteboard/flip chart.</p> <p><b>Discuss</b>.</p> <p><b>Confirm</b> accuracy of answers – OHT 4, p. 23 of this handbook.</p>	<p>Listen to the teacher or trainer’s explanation.</p> <p><b>Split</b> into groups of two or three.</p> <p><b>Match</b> snippets from Handout 6, p. 27.</p> <p><b>Use</b> the resources to identify ages and stages of development.</p> <p><b>Feed back</b> to large groups.</p> <p><b>Record</b> key findings.</p> <p><b>Discuss</b>.</p>	<p>Textbooks. <i>Birth to Three Matters, Foundation Stage Profile Handbook, Key Stage One</i> of the National Curriculum.</p> <p>Handout 6. OHT 4.</p>	<p>Learners correctly match the evidence to the snippets of the observation.</p>

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
5 minutes	<p><b>Review and consolidation</b></p> <p><b>Glossary</b> – learners fill in new words or terms and discuss their meaning.</p> <p><b>Complete Activity 2</b>, p. 11.</p> <p><b>How did I do?</b></p> <p><b>Ask</b> learners to complete Booklet 4a, Activity 3, p. 12 to check and consolidate learning.</p> <p><b>Recap</b> and evaluate the session using a range of methods to include all learners, for example, quizzes, charts and focused questions.</p> <p><b>Check</b> that aims and objectives of the session were met.</p>	<p>Complete pp. 9–10 of Booklet 4a.</p> <p><b>Any questions?</b></p>	Booklet 4a.	<p>Learners demonstrate an understanding of new words and terms used throughout the session.</p> <p>Learners identify what they have learnt so far and areas needing further development.</p>
After the session	<p><b>Teacher or trainer evaluation</b></p> <p><b>Complete teacher or trainer evaluation on p. 16.</b></p>			

## Teacher or trainer evaluation

<b>Identifying the needs of all learners (differentiation)</b>	<b>How the needs of all learners will be met (achieving differentiation)</b>
<p>The following range of particular needs exist (these will have been identified during the learners' initial assessment):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The needs of particular learners will be met in the following ways:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>a) what went well</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Review of:</b></p> <p>b) what went less well and how to improve it</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>c) were the needs of all learners met?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

# Activities

## Extension for activities 1–3

- Display a wall chart denoting areas of development for quick reference.
- Produce each case study from Handout 2 on an A3 sheet. Ask learners to choose one area for development to stick or pin to the sheet and to explain their choice.
- Extend this activity by asking learners to provide another area of development, again explaining their choice.
- Ensure that all learners participate by carefully matching the difficulty of the case study to the experience of the learner.
- Extend learning by giving learners an area for development and asking them to present their own case study, explaining why they chose a particular activity.
- Ask learners to group similar cards together in the last activity, placing them in the appropriate areas of development.
- Take note of those who appear to struggle or are confused, follow up in tutorial and arrange for additional practice as required.

## Extension for activity 4

- Ask learners to write headings on two cards or sheets, one for gross motor skills and the other for fine motor skills. The learners can use the two cards or sheets to list activities they had noted, using teacher or trainer resources handout 2 and 3 as a checklist.
- Learners may find it quicker and easier to add a code to their devised colour coding system. For example, if they highlight physical development in red, they could add GMS or FMS in brackets next to it, prior to writing up the observation.
- Highlight the importance of working out an efficient and effective personal system to make life easier. In this way, observations can be fun.

## Extension for activity 5

- Agree which framework you are to work to, for example, *Foundation Stage Profile Handbook* or *Birth to Three Matters*.
- Prepare a set of the four milestones for each group prior to the session if time is limited.
- Use an OHT or interactive whiteboard, and ask learners to decide in groups which milestone matches which snippet. Ask the whole group if they consider this to be correct.
- Ask a member of the group to write the appropriate milestone against the snippet and gradually build up a handout with all the correct answers.
- Extend learning by asking learners to use available resources to identify all aspects of development applicable to each example.

## How did I do? (Booklet 4a, p. 14)

### TOP TIPS

- Emphasise the importance of always completing the self-assessment sheets.
- Use the key points arising from the session to help with individual action plans for further development.
- Encourage learners to file their booklets and to cross-reference materials to appropriate key skills and other units of the programme.
- Complete your own evaluation of the session on Booklet 4a to help with your own practice.
- Use the findings from the learner self-assessment to help with your plans for future sessions of Booklet 4a.

# Resources

Booklet 4a

Interpreting your observations – milestones and norms



# Confirm previous learning from Booklet 3

The technique of recording information at regular intervals throughout a session is called:

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The practice of noting specific events over a period of time is called:

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A narrative method is:

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A diary or longitudinal study is completed when:

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I would use time sampling when I wanted to:

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If I wanted to observe how well a child interacts with others, I would use:

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# Significant achievements

**Millie**      **3 years 8 months**

Millie sat with her carer and a member of staff. They talked about Millie's favourite toys and her older brother and sister. Millie was then ready to say goodbye to her carer and hummed a tune as she went to play with some other children.

**Altaf**      **3 years 7 months**

Altaf watched other children carefully as he waited for his turn to make cakes. When his turn came, he helped the other children measure ingredients and count decorations.

**Rosie**      **4 years 3 months**

Rosie recognised her first, middle and surnames on the computer and could name all the sounds and all the letters.

**Zoha**      **4 years 3 months**

Zoha read the whole of *The Naughty Dog* to her teacher. She broke down the words into their constituent parts and did not rely on her memories of the story or the pictures in the book when she read.

**Henry**      **4 years 6 months**

Henry wanted to paint his train pale blue. He was told to add some white paint to the dark blue paint. Once he had painted the engine, he experimented by mixing other colours with white or black paint. He then told me that, if he added white paint, all of the colours could be made lighter, and, if he added black paint, they could all be made darker.

# Significant achievements (own examples)

Add an example from your own observation:

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Add an example from your own observation:

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Add an example from your own observation:

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## Handout 4

# Interpreting observations

Read the following extract and highlight what you consider to be the child's significant learning and achievements in terms of physical development. Then, on a separate sheet, write your answers to the questions at the bottom of this sheet.

### Extract 1

**Title:** Balancing on the bench.

**Aim:** To observe Josie's gross motor skills during physical education.

**Environment:** In a nursery class at a school during a physical education session in a school hall. The teacher and a classroom assistant are present.

**Age of child:** 4 years 3 months.

Josie uses both hands to get up on the bench. Her hands are positioned on either side of the bench. She raises her right foot and then her left and releases her hands from the sides of the bench. She walks along the bench, right foot first. Her eyes are focused down on her feet. She then stops and kneels down on the next bench. She places her hands on the sides of the bench and pulls her knees along to align with her hands. Her eyes are focused forwards. As she reaches the end, she stops and lifts her right leg, then the left leg, to stand. Someone behind pushes her onto the mat and she lands and rolls on all fours and says, 'Oy, don't push'. She twists and rolls on her back. Her legs are raised up and she holds them in her hands. Her eyes are focused up at the teacher and she is smiling. She waits momentarily in a fixed position and then twists over and pushes herself up to stand. Right foot first, she walks back to the beginning. She leans slightly forward and puts her right foot up on the bench. She walks along the bench carefully, eyes focused on her feet. She begins with her left foot. When she reaches the end of the bench, her eyes are focused down at the mat and she jumps with both feet. She tucks up her knees and her arms and her hands are stretched out in front of her. She lands on all fours and again rolls on her back and holds up her feet. Looking up at the teacher, she smiles and pauses momentarily.

List Josie's significant learning and achievement:

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How did this contribute to, or benefit, physical development?

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## Handout 4

Here is another example to practise. This time, identify the learning or development area.

### Extract 2

**Title:** Play in the home corner.

**Aim:** To observe a group of children playing in the home corner.

**Environment:** The home corner at the day nursery. (No adults present.)

**Ages of children:** Rory 2 years 11 months, Andrew 3 years 5 months, Jatinder 3 years 6 months.

Rory plays alone in the home corner. He carries a doll's highchair over to a table, then he takes a black doll from a pram and sits it in the highchair. He then empties out a bowl of plastic fruit onto the table and pretends to feed the fruit to the doll. He finds a doll's feeding bottle and pretends to give the doll a feed, then he sits on the seat and pretends to drink the baby's bottle himself.

He is joined by Andrew who goes to the cooker and finds a kettle and beakers and pretends to make a cup of tea, handing one beaker to Rory. Then Rory and Andrew sit down together and quietly look at some books. Jatinder joins them and finds another baby doll's feeding bottle. He takes off the teat and pretends to pour water in from the kettle. He comes out of the corner to tell me that the bottle is too hot.

Significant learning and achievement are highlighted in:

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How did this contribute to, or benefit, development?

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# Making comparisons

Read the following three extracts from observations, then match them to an area of development, for example, physical, intellectual, cultural, language, emotional or social. Then write a comparison with the milestones and norms.

**Henry:** 4 years 6 months.

**Background:** Henry enjoys investigating and experimenting.

Henry wants to paint his train pale blue. He is told to add some white paint to the dark blue paint. Once he has painted the engine, he experiments with mixing other colours using either white or black paint. He tells me that, if he adds white paint, all of the colours could be made lighter, and if he adds black paint, they could all be made darker.

Area of development:

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Comparison with milestones and norms:

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**Handout 5**

**Altaf:** 3 years 7 months.

Altaf watches the other children carefully as he waits for his turn to make cakes. When his turn comes, he helps the other children measure ingredients and count the decorations.

Area of development:

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Comparison with milestones and norms:

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**Millie:** 3 years 8 months

Background: Millie's second week at the nursery.

Millie sits with her carer and a member of staff. They talk about Millie's favourite toys and her older brother and sister. Millie is then ready to say goodbye to her carer and hums a tune as she goes to play with the other children.

Area of development:

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Comparison with milestones and norms:

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# Snippets of observation

## Matching evidence – questions

- (a) Looks at the green paint and says, "My favourite T-shirt is green like this."
- (b) Watches the boy stack the red counters in a pile and then offers his own red counters so that the boy can make the pile higher.
- (c) Gives her handkerchief to the child who is crying and then gives her a hug.
- (d) Sits the toys around the table and says, "Dinner is ready. Are your hands clean?"

## Matching evidence – jumbled answers

- (a) This shows that the child is aware of other children's needs.
- (b) The child is playing imaginatively and may be repeating phrases that she or he has heard.
- (c) This shows that the child knows the names of colours and can put the appropriate names and colours together.
- (d) This shows that the child is aware of the actions of other children and is interested in what they are doing.

# The four steps

Step 1. Interpretation (evaluation) or identifying the child's significant learning and achievements.

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Step 2. Assessment (comparison with the norm).

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Step 3. Conclusions and personal learning (Booklet 5).

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Step 4. Making recommendations (Booklet 5).

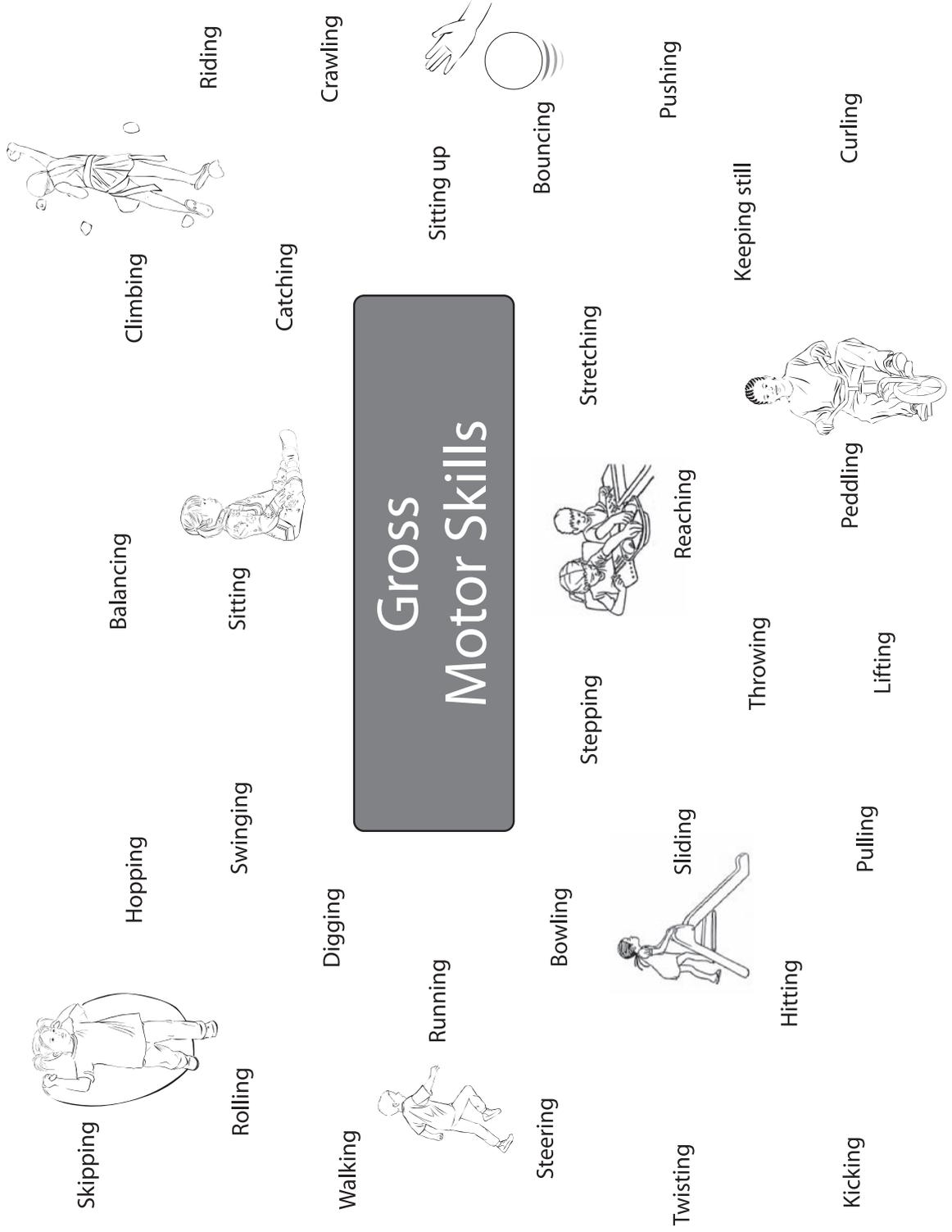
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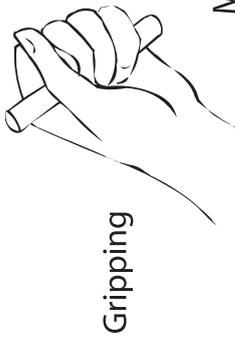
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# Gross motor skills



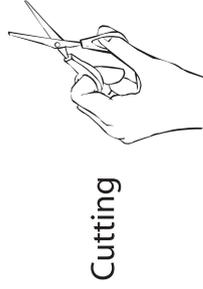
# Fine motor skills



Mixing

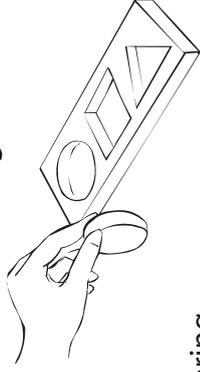
Shaking

Screwing

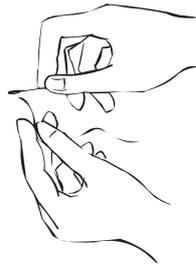


Steering

Fitting



Placing



Threading

## Fine Motor Skills

Pouring

Pressing

Digging



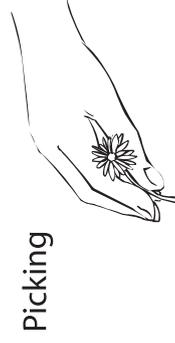
Moulding

Scooping



Holding

Spreading



Picking

Banging

Pinching

Hammering

# Matching evidence activity – answer sheet

## Question

- (a) Looks at the green paint and says, "My favourite T-shirt is green like this."

## Answer

- (c) This shows that the child knows the names of colours and can put the appropriate names and colours together.

## Question

- (b) Watches the boy stack the red counters in a pile and then offers his own red counters so that the boy can make the pile higher.

## Answer

- (d) This shows that the child is aware of the actions of other children and is interested in what they are doing.

## Question

- (c) Gives her handkerchief to the child who is crying and then gives her a hug.

## Answer

- (a) This shows that the child is aware of other children's needs.

## Question

- (d) Sits the toys around the table and says, "Dinner is ready, are your hands clean?"

## Answer

- (b) The child is playing imaginatively and may be repeating phrases that she or he has heard.

# Adapting sessions 4a, 4b and 5 for health and social care

Below you will find some suggested adaptations for activities included in the session plans.

These sessions require some adaptation for learners studying health and social care.

This is however an ideal opportunity to adapt the resources to develop an understanding of how observation skills are integral to the care planning process.

You may decide to change the emphasis of these sessions to include the caring process – assess, plan, implement, record and evaluate – and how objective observation skills are central to this process.

Below are some ideas as to how to do this.

If you have decided to focus on the care planning process you could follow the suggestions below.

## Step 1 – Assessment

### What you do

The aim is to identify significant needs observed and begin to make recommendations for care planning.

### Group

- Introduce the learners to the five care planning stages and discuss:
  - assessment;
  - planning;
  - implementation;
  - recording;
  - evaluating.

- Learners should look at their previous completed case study exercises in their pairs and identify significant needs, and what information gathering methods from the previous session they could use to develop a better understanding.
- The groups should be mixed up, so that everybody has the opportunity to look at new case studies. Learners should then discuss and complete the previous activity with a new case study.
- Mix the groups again to identify more needs.
- Circulate around the groups to check understanding and extend learning through individual questioning.

## Step 2 – Planning

### Theorists, pioneers and experts

You may find that many of the theorists that have been provided with the resources are useful for your learners. You may also feel that you should supplement this with other theorists such as Wolf Wolfensberger, (normalisation/social role valorisation), Roper, Logan and Tierney (activities of living), Irving Goffman (institutionalisation), Carl Rogers (self-concept), Abraham Maslow (hierarchy of needs) amongst others.

## What you do

### Group

- Explain the importance of carefully considering the views of theorists to help understand the needs and requirements of clients/service users.
- You may wish to lead a discussion considering all of the different theories/opinions and how they relate to each other.
- Encourage learners to be constructively critical, explaining that, as their knowledge and experience grows, so will their confidence and ability to effectively compare and contrast different perspectives effectively.
- Check understanding and provide guidance on work to be done as personal research in the learner's own time.

## Step 3 – Implementation

### Activity

#### What you do

The aim is to use the identified assessment of need to begin to support clients to meet needs by formulating a care plan.

### Group

- Ask learners to think back to 'aspects of self' or 'activities of living' identified in Session 1.
- For each case study there should now be a collection of identified needs. Ask the learners to group these needs according to which 'aspects of self' or 'activities of living' they most closely relate.

- Learners should identify who should be involved in planning care (ensure the client is at the top of the list!).
- Learners should identify a way of meeting that need and write a description of:
  - a goal;
  - how that goal will be achieved.
- Ask the groups to combine and discuss their 'care plan'.
- Pairs should feed back to the large group and discuss the issues raised.

## Steps 4 and Step 5 – Recording/evaluation

### What you do

#### Group

- Review the work done previously concerning objectivity in record keeping.
- Link this to the process of review and evaluation (how subjective comments can negatively affect the effectiveness of the process).
- Identify how evaluation is a form of assessment and note that the process is a cyclical one.
- Identify who should be involved in the evaluation process (ensure the client is at the top of the list).
- Sum up by drawing learners attention to how all of the care planning process revolves around and relies upon objective observation.

# Welcome to the observation booklet

**REMEMBER**

This booklet is not designed as a distance learning resource. The work of the learners should be discussed with the teacher or trainer and appropriate feedback should be provided.

This booklet is designed for you and your learners to use in one or all of the following ways:

- As part of a taught session.
- For learners to complete in their own time.
- As part of a taught session and as part of learners' private or independent study time.

The booklets are designed to have the covers colour-coded as follows:

- Booklet 1: red
- Booklet 2: orange
- Booklet 3: yellow
- Booklets 4a and 4b: green
- Booklet 5: blue
- Booklet 6: purple
- Booklets 7a, 7b and 7c: pink

## Instructions

- Photocopy the cover on A4 paper of the correct colour.
- Photocopy the booklet pages on A4 paper in the order they are provided here.
- Collate the cover and the pages, staple them using a long arm stapler and fold in the middle to produce your A5 booklet.