

EYFS - Characteristics of Effective Learning

The Characteristics of Effective Learning in EYFS focuses on how your child is learning to learn, rather than what they are learning. They are not divided into age bands. 'Learning to Learn' can be observed at any age.

The Characteristics of effective Learning are divided into three areas:

Playing and Exploring	Active Learning	Creating and Thinking Critically
<p>This aspect covers how engaged a child is in the world around them and how involved they are with their activities. It looks at whether a child feels confident to 'have a go' at new activities and try new ways of doing things. It also covers how children experience the world around them. As adults, we often witness a child's perspective whilst they are acting out everyday experiences in role play.</p>	<p>This covers how motivated a child is in their play and learning. By looking at how involved a child is in their activity and at how long they concentrate for, practitioners can assess how 'into' the activity a child is. Within Active Learning, practitioners also observe children's resilience in learning. If they try something and it doesn't work, do they try again? It also includes observing how a child feels once they have met a goal they set for themselves. Are they proud of their achievements?</p>	<p>This aspect looks at how a child is developing thinking skills. This includes behaviours such as solving problems they come across, having their own ideas about how to achieve the challenges they set themselves, and testing these ideas. As children become more verbal, it includes making predictions about what will happen next and also considering how well their approach to solving problems has worked. If they could do it again, would they do anything differently?</p>
<ul style="list-style-type: none"> ● I can recognise that my actions have an effect on the world, so I like to repeat them ● I can make choices and explore different resources and materials ● I can plan and think ahead about how I will explore or play with objects ● I can guide my own thinking and actions by talking to myself as I play ● I can make independent choices ● I can bring my own interests and fascinations into school ● I can respond to new experiences when they are brought to my attention 	<ul style="list-style-type: none"> ● I can begin to predict sequences because I know routines ● I can participate in routines ● I can show goal-directed behaviour ● I can keep on trying when things are difficult ● I can begin to correct my mistakes 	<ul style="list-style-type: none"> ● I can take part in simple pretend play ● I can sort materials ● I can review my progress as I try to achieve a goal and check how well I am doing ● I can solve real problems ● I can use pretend play to think beyond the 'here and now' and to understand another perspective ● I can feel confident about coming up with my own ideas ● I can make more links between my ideas ● I can concentrate on achieving something that is important to me ● I can give my attention to tasks and ignore distractions with increasing control

