

Overview of Individual Child's Characteristics of Effective Learning

Child's Name:	DOB:	Date Completed:	Not yet observed	With high support	With some support	Without support
Playing and Exploring engagement	Finding out and exploring	• Showing curiosity about objects, events and people				
		• Using senses to explore the world around them				
		• Engaging in open-ended activity				
		• Showing particular interests				
	Playing with what they know	• Pretending objects are things from their experience				
		• Representing their experiences in play				
		• Taking on a role in their play				
		• Acting out experiences with other people				
	Being willing to 'have a go'	• Initiating activities				
		• Seeking challenge				
		• Showing a 'can do' attitude				
		• Taking a risk, engaging in new experiences, and learning by trial and error				
Active Learning motivation	Being involved and concentrating	• Maintaining focus on their activity for a period of time				
		• Showing high levels of energy, fascination				
		• Not easily distracted				
		• Paying attention to details				
	Keeping on trying	• Persisting with activity when challenges occur				
		• Showing a belief that more effort or a different approach will pay off				
		• Bouncing back after difficulties				
	Enjoying achieving what they set out to do	• Showing satisfaction in meeting their own goals				
		• Being proud of how they accomplished something – not just the end result				
		• Enjoying meeting challenges for their own sake rather than external rewards or praise				
Creating and Thinking Critically thinking	Having their own ideas	• Thinking of ideas				
		• Finding ways to solve problems				
		• Finding new ways to do things				
	Making links	• Making links and noticing patterns in their experience				
		• Making predictions				
		• Testing their ideas				
		• Developing ideas of grouping, sequences, cause and effect				
	Choosing ways to do things	• Planning, making decisions about how to approach a task, solve a problem and reach a goal				
		• Checking how well their activities are going				
		• Changing strategy as needed				
		• Reviewing how well the approach worked				

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		Notes / Key details
Playing and Exploring engagement	Finding out and exploring	
	Playing with what they know	
	Being willing to 'have a go'	

Active Learning motivation	Being involved and concentrating	
	Keeping on trying	
	Enjoying achieving what they set out to do	

Creating and Thinking Critically thinking	Having their own ideas	
	Making links	
	Choosing ways to do things	

2 1/2

In water play with a range of containers, some with holes in the bottom, Chloe explored pouring water from one container to another. She observed closely, and then selected one with holes. She poured water into the container and held it up as she watched the water come through, and pointed out the holes to an interested adult. Chloe participates in most activities in the setting, but seldom initiates and instead observes others before taking part. For example, she stood at one side without interacting to watch a peer chalking on a paper mounted on an easel. When the other child moved away Chloe picked up the chalk, looked at it closely and then began to make marks on the paper.

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Rahim wants to join in the task of moving some shrubs to another area of the nursery garden. He finds a small trowel and pushes it into the hard, dry soil, managing to dig a small hole. Then he picks up an adult spade. 'I can use this,' he says, though it is difficult for him to balance upright and he makes little impression on the soil. Kelly, the practitioner, asks if he would like her to show him how he can push it harder. He agrees, and she demonstrates using a foot to push down on the spade. Rahim confidently takes the spade back, and tries first standing with one foot on the spade, and then begins to jump onto it. He is rewarded with sinking a few inches into the soil, and lifts the soil out successfully. On his next attempt he overbalances and tips over with the spade onto the ground. 'Never mind,' he says as he dusts off his knees and goes back to work.

Playing

and

Exploring

5

Jack had planned to play cars outside. He and his friends Luke and Callum were running around the perimeter fence. When the teacher came outside, Jack pointed to two fence sections: 'That's Llandudno and this is Ellesmere. I'm the Red Express.'

Teacher: I don't know what the Red Express is. *Jack:* It means it's a big long train that goes very fast, and it's a red one. *Luke:* And I'm a train. I'm Number 100. *Jack:* I'm Number 50. You can go to Llandudno. *Teacher:* Okay, I'll go. (She begins to move toward Llandudno) *Jack:* Not yet. You catch a train to go to Llandudno. You haven't caught a train. *Callum:* I'm the Number 4 train. (He walks slowly, pumping his arms like a steam train) *Teacher:* The Number 4 train is a very steady train. *Jack:* (racing past) I'm the express so I go very fast - just try to take a picture of me! When I went to Llandudno on holiday I went on a train. I'm coming now - quick! Get to the station and get on!

Callum: The Number 4 is going to Shrewsbury. *Teacher:* When will it go? *Callum:* In one hour. *Luke:* The Number 4 is a slow train.

Teacher: I think I would like to go on a slow train. *Callum:* Look, the Number 4 is going there now. *Luke:* You need a ticket.

Teacher: Where can I get a ticket? *Luke:* In there. I'll be a ticket man. Here's your ticket. It cost £30. *Jack:* You can jump on the fast train, but first get a ticket. The Red Express is going in his engine shed. *Teacher:* I'll get a ticket for Shrewsbury, but how will I know when I'm at the right station? *Jack:* We need some signs. He uses some 'tickets' to write the town names, and tapes them to the fence.)

At review time, Jack described the play: 'We were the expresses, and the expresses can go fast and slow. And in the end there were carriages waiting. And when we need a rest we dropped the carriages off at the station, and another train can come and pick them up. Then we go in the engine shed to get some more carriages.'

Characteristic	Age	Examples (Page 2)
Active Learning	2 1/2	<p>Chloe took herself to the bathroom, and said to the adult Sarah who was already there, 'Want a wee.' She took down her trousers and pants by herself and sat on the potty. She stood up knowing that she hadn't done a wee, but was full of smiles at having managed the process. Sarah acknowledged her success: 'You had a good try on the potty all by yourself.' Chloe likes to help with routines in nursery, such as preparing the table for lunchtime and tidying up toys. She wanted to help get resources out of the outdoor shed, and pointed to the tractor. When she attempted to pull it out, the wheels became stuck in the doorway and on other toys. She shook and wiggled the tractor, and didn't give up when it was released only partway. When the wheels were finally released she pulled it out, and then continued to help with other resources.</p>
	3	<p>Anka had left the small playground slide where her peers were playing, and stood watching the older children climbing up and whizzing down a much larger slide. Gail noticed her watching and said, 'Do you want to go on that one?' Anka nodded 'yes', so Gail said, 'Come on, I'll help you. You climb up and I will stay right here.' Anka climbed carefully to the top platform with Gail guarding her progress, but shook her head 'no' and stiffened when Gail invited her to slide down. She then sat at the top looking very pleased, as older children worked their way past her to slide down. 'Shall I help you down?' Gail asked, gesturing that she could lift Anka down, but Anka shook her head. After some minutes Gail again invited Anka to slide down, and Anka edged to the slope and slid down with Gail holding her hand. At the bottom she jumped onto her feet with a big smile on her face, and ran off to the smaller slide looking three inches taller.</p>
	5	<p>Jack went to the book area and started turning pages of a large art book. He found a dramatic painting he was very interested in and decided to recreate it. He carried the book to the workshop area, and selected his materials. Jack worked on his painting for an entire session, mixing colours very purposefully and maintaining a keen interest. He looked carefully at the features of the painting in the book, and concentrated on the details in his own painting, talking about these as he worked: 'I'm doing the cracks. I have to put some blue on top and in the corner.'</p> <p>The activity was totally Jack's idea, and he was very clear about what he wanted to do. Jack sets high standards for himself, and sometimes shows disappointment in what he achieves. He enjoys challenge, and in this task he showed determination and perseverance, trying hard to mix colours that he was satisfied with. At one point he lost the page in the art book and began to get frustrated. The teacher supported him to find it again by turning the pages: 'Tell me when you see it and I'll stop.'</p> <p>When Jack finished his picture he stood back to admire it, and asked an adult to take a photograph. He found and placed a 'whizzy work' card alongside it, and at review time was proud to share his work.</p>
Creating and Thinking Critically	2 1/2	<p>Chloe was sitting on a large construction toy arch. She began to rock backwards and forwards, singing 'See-saw, see-saw'. Sarah asked her, 'Is it a swing?' Chloe shook her head. Sarah then asked, teasingly, 'Is it a...slide?' Chloe again shook her head. When Sarah asked, 'Is it a see-saw?', Chloe nodded her head and grinned. Chloe then moved to ride on a tricycle, but kept coming across other vehicles and toys that were in her way. The first time she met an obstacle she first tried to steer round it, but was unable to turn successfully. She sat and looked at the obstacle briefly, then got off her bike and moved the obstruction before getting back on her bike and continuing on her way. She repeated the process on several occasions as she moved around the area.</p>
	3	<p>Grace has been arranging pebbles and feathers on a light box in the nursery. She dips into a basket of resources, picks up a small, smooth pebble and says, 'Oh, it's cold.' She chooses another of a similar size and shape and says, 'And this one is cold.' She stops for a moment, thinks, and then points to the open door to the nursery garden. 'They've been outside. Or in the fridge.'</p>
	5	<p>I know! I have a good idea!' says Gemma. 'This can be the carpet, and that one can be the sofa. Because he needs someplace to sit down. But if he wants to go to bed, we have to make him a bedroom. I think we need something else - maybe a box - for that because there aren't enough bricks.' 'No, not another room. He can sleep on the sofa because this is just going to be a little house,' says her friend. 'Okay,' Gemma says. 'But then it has to be longer so he can lay down.'</p>