



Russells Hall Primary School Early Years Foundation Stage

Characteristics of Effective Learning – Process over Outcome



Playing and Exploring	Active Learning	Creating and Thinking Critically
<u>Finding Out and Exploring</u> - What areas/activities are they drawn to? - Do they prefer to work in a group or alone? - Do they initiate activities themselves or join an existing one with a group? - Do they think aloud describing what they do?	<u>Being Involved and Concentrating</u> - Do the children keep focused on a self-initiated activity for a long period of time? - Are they concentrating and involved in the activity without being distracted? - Do they show care with what they're doing? - Do they demonstrate concentration through silence or thinking aloud?	<u>Having their Own Ideas</u> - Do they try something different rather than follow what someone else has done? - Do they address a problem with a strategy? - Retaining independence – not asking for support even if it takes longer to achieve the outcome.
<u>Using What they Know in their Play</u> - In play do they draw on experience from home/outside of school? - Do they act out situations in the role play area? - Are they confident in finding tools, materials and resources that they need for a particular project or idea?	<u>Keeping Trying</u> - Do children show persistence – not giving up even if it means starting again? - Do they ask for help/support if they need it? - Do they discuss solutions for challenges with peers/adults or work through themselves?	<u>Using What they Already Know to Learn New Things</u> - Do they understand patterns and predictability of events? - Talks about/explains how their process links to a previous experience. - Do they draw upon knowledge or experiences not immediately related to their activity?
<u>Being Willing to have a Go</u> - Levels of persistence – do they give up at the first hurdle or keep trying? - Are they eager to try new ideas or do they stay with what they are familiar with? - Are they able to talk about/review what they've done if things haven't worked? - Do they work best with continual support or prefer to get on with activities themselves?	<u>Enjoying Achieving What they Set Out to Do</u> - Is there a sense of satisfaction and pride when they have completed an activity; do they want to show/tell people? - Do they relish challenges and continually try to make things better? - Do they evaluate themselves and try different things as a result? - Are they 'intrinsically motivated' – achieving things for themselves as opposed to adult praise?	<u>Choosing Ways to do Things and Finding New Ways</u> - Are they confident in using a 'trial and error' approach, and talking about why some things do/don't work? - Choosing different ways of approaching activities and adapting if it doesn't.

