

‘Come and Learn with me’



The Characteristics of Effective Learning

Characteristics of Effective Learning

- The Characteristics of Effective learning (CoEL) are embedded in the EYFS curriculum.
- They underpin future learning by supporting and fostering the children's personal, social and emotional wellbeing.
- They encourage positive attitudes and dispositions towards learning in the children and promotes learning through play.

A single moment of sustained play can afford children many developmental experiences at once, covering multiple areas of learning and reinforcing the characteristics of effective learning.

Teaching and Play in the Early Years - 'A Balancing Act'

Ofsted Best Practice Report – July 2015

Playing
&
Exploring

Active
Learning

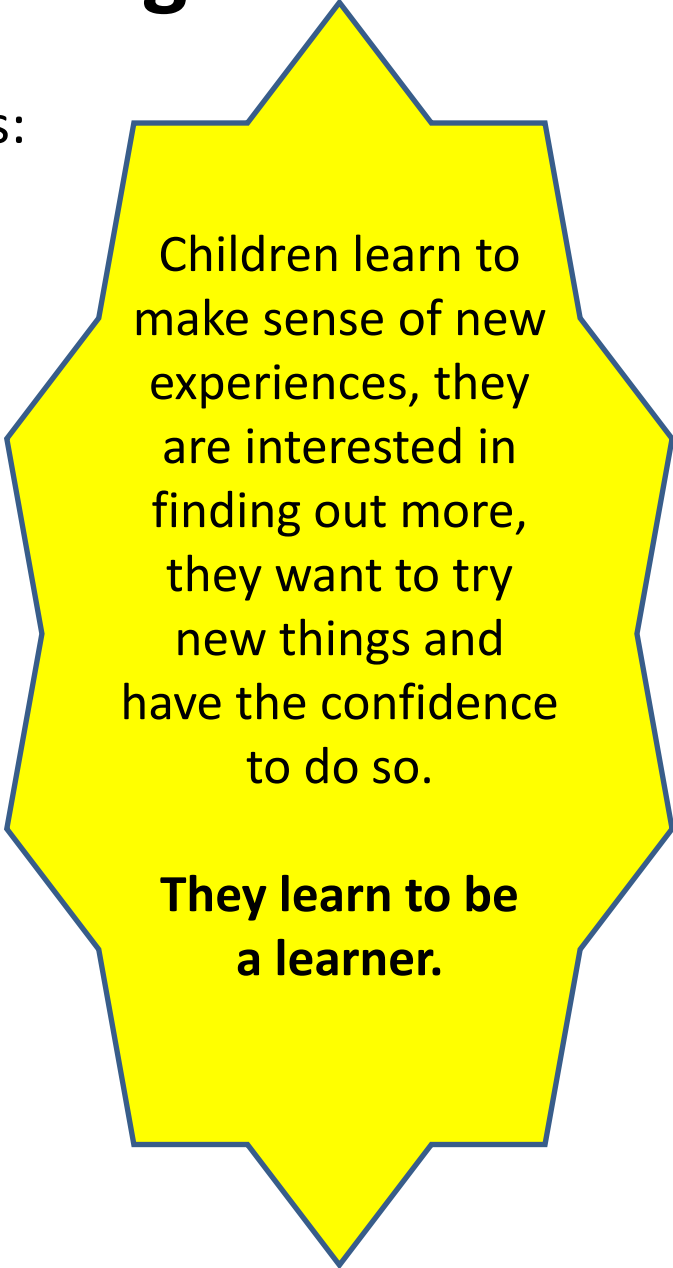
Creating
and
thinking
critically

- Characteristics of Effective Learning tell us lots about how a child is learning. That is why we include them in the Tapestry observations that we post.
- At the end of the EYFS, you will receive a written report with information both about how your child demonstrates the CoEL and their attainment in each of the areas of learning.

Playing and exploring

This characteristic of effective learning involves:

- **Finding out and exploring**
 - Showing curiosity
 - Using senses to explore
 - Engaging in open ended activities
 - Showing particular interests
- **Playing with what they know**
 - Pretending with objects
 - Representing experiences
 - Role play - acting out experiences
- **Being willing to 'have a go'**
 - Initiating activities
 - Seeking challenge
 - Showing a 'can do' attitude
 - Taking risks



Children learn to make sense of new experiences, they are interested in finding out more, they want to try new things and have the confidence to do so.

They learn to be a learner.

Active Learning

Children become resilient, persistent, and engaged 'enquirers'. They develop passions and a thirst for knowledge. They can work on their own and seek challenge and success.

They learn to be a learner.

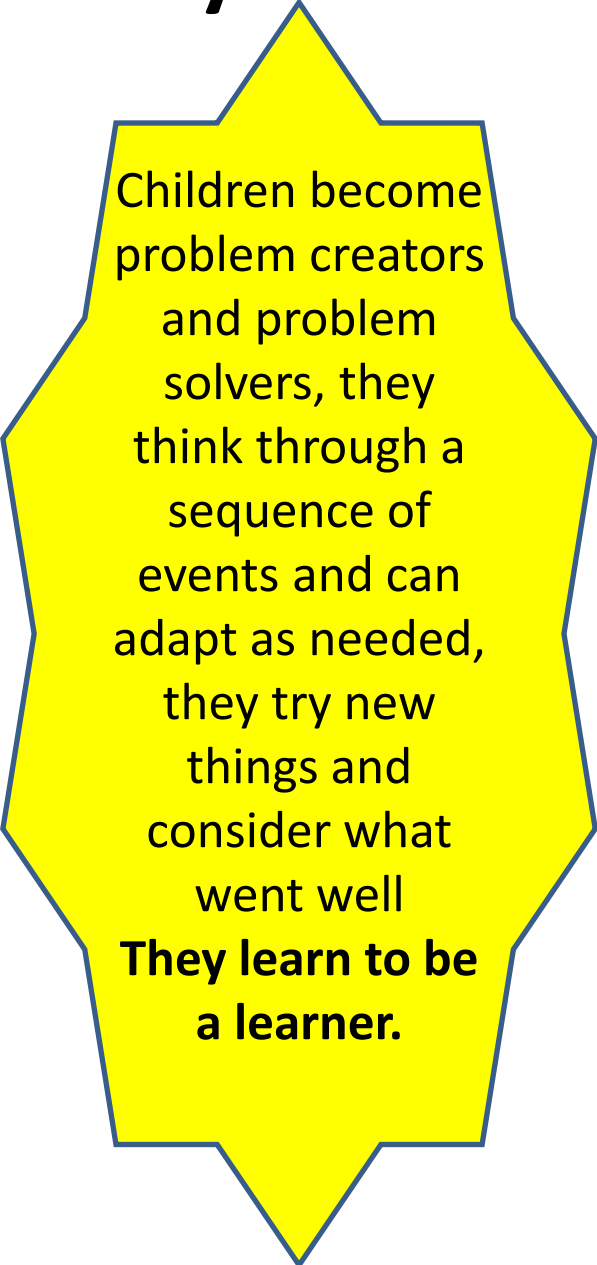
This characteristic of effective learning involves:

- **Being involved and concentrating**
 - Maintaining focus for a period of time
 - Showing high levels of energy or fascination
 - Paying attention to details
- **Keeping on trying**
 - Persisting with challenges
 - Showing belief that a more effort or a different approach will help
 - Bouncing back after difficulties
- **Enjoying achieving what they set out to do**
 - Showing satisfaction
 - Being proud of their effort, not just the result
 - Enjoying challenge for its' own sake

Creating and Thinking Critically

This characteristic of effective learning involves:

- **Having their own ideas**
 - Thinking of ideas
 - Finding ways to solve problems
 - Finding new ways to do things
- **Making links**
 - Noticing patterns in their experience
 - Making predictions
 - Testing their ideas, developing ideas of cause and effect
- **Choosing ways to do things**
 - Planning
 - Making decisions
 - Solving problems and reaching a goal
 - Checking how well their activity is going
 - Changing strategy when needed
 - Reviewing how well their approach has gone



Children become problem creators and problem solvers, they think through a sequence of events and can adapt as needed, they try new things and consider what went well
They learn to be a learner.

Supporting learning at home

Finding out and exploring / Being involved and concentrating

- What are your child's passions? Borrow some books from the library, visit a museum, share your ideas together
- If possible, occasionally plan in some 'wiggle room' into journeys so you have time to blow a dandelion clock, watch a bird on a fence, walk on a wall – whatever captures their imagination and interest.
- Talking time – conversations with an interested adult do lots to extend vocabulary and ideas
 - *This looks interesting...*
 - *It looks like you are having a think about something....*
 - *I can see you have been working really hard ...*
 - *It looks like you have found a good way to.....*
 - *Look at what you have done/ made/ written...*

Playing with what they know

- As much unstructured free play as possible, inside or outside –make up a game together, or just 'be' while they play theirs.

Being willing to 'have a go' / Keeping on trying / Enjoying achieving what they set out to do:

- Encourage all their efforts. Praise effort and engagement as much (if not more) than outcome
 - “It can feel a bit....trying something new, can't it...”
 - “You must feel proud now”
 - “I can see you tried really hard at that”
 - “You're getting better at.....”
- Offer support gently
 - “What would help you to...?”
 - “Can I show you a way to...?”
 - “It might help if...”
 - “Have you thought about...?”
- Allow children to explore boundaries and have a go – it can be so hard to let children try something that, as adults, we feel is beyond them (sporting, physically or academically) but if they would not be at risk – why not?

Having their own ideas / Choosing ways to do things

- Encourage children to take responsibility for small jobs, they could:
 - Make a sandwich
 - Pour cereal into a bowl
 - Make toast using a toaster
 - Pour and make cold drinks (squash)
- Using questions to help children articulate their thinking:
 - “Can you...?”
 - “I wonder why/ how/ if....?”
 - “I wonder whether?”
 - “What might it be like to..?”
 - “Imagine if.....”
 - “Perhaps....”
 - “Let’s pretend we...”
 - “Maybe there is a way of”
 - “I wonder if there is a way to.....”



Parent and child activity

Come into class with your child and find something to work on together. You can use any area of the classroom, inside or out. Please feel free to use and access any of the resources that we have. While you work and play alongside your child, are you able to notice them showing any of these:

- Showing curiosity
- Role playing - acting out experiences
- Showing a 'can do' attitude
- Taking risks
- Showing high levels of energy or fascination
- Showing satisfaction in what they have achieved/ made
- Being proud of their effort, not just the result
- Thinking of ideas
- Finding ways to solve problems
- Testing their ideas
- Making plans and decisions
- Solving problems and reaching a goal

Can you encourage your child in any of these areas? Sometimes it helps if adults model the behaviour we want to see....