

The *Characteristics of Effective Learning* underpin all areas of learning in the Early Years Foundation Stage.

They are split into three main areas. These are 'playing and exploring' which shows how the child *is engaging*, 'active learning' which shows the *motivation* behind the child's learning and finally 'creating and thinking critically' which shows the *thought processes* behind learning and new achievements.

The blue column explains each aspect, whilst the pink column explains the vital role of adults in encouraging the Characteristics of Effective Learning (and how you can help to develop these in your child outside of school).

		How adults can support
Playing and Exploring engagement	<u>Finding out and exploring</u> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	<ul style="list-style-type: none"> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Help children as needed to do what they are trying to do, without taking over or directing. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else, and help develop roles and stories. • Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language. • Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. • Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.
	<u>Playing with what they know</u> <ul style="list-style-type: none"> • 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 	
	<u>Being willing to 'have a go'</u> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	

		How adults can support
Active Learning motivation	<u>Being involved and concentrating</u> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details 	<ul style="list-style-type: none"> • Support children to choose their activities – what they want to do and how they will do it. • Stimulate children's interest through shared attention. • Help children to become aware of their own goals, make plans, and to review their own progress and successes. <p>Describe what you see them trying to do, and encourage children to talk about their own processes and successes.</p> <ul style="list-style-type: none"> • Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. • Encourage children to learn together and from each other. • Children develop their own motivations when you give reasons and talk about learning, rather than just directing.
	<u>Keeping on trying</u> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 	
	<u>Enjoying achieving what they set out to do</u> <ul style="list-style-type: none"> • 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 	

		How adults can support
Creating and Thinking Critically thinking	<u>Having their own ideas</u> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things 	<ul style="list-style-type: none"> • Use the language of thinking and learning: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i> • Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out. • Encourage open-ended thinking by not settling on the first ideas: <i>What else is possible?</i> • Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea. • Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play. • Give children time to talk and think. • Value questions, talk, and many possible responses, without rushing toward answers too quickly. • Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. • Model the creative process, showing your thinking about some of the many possible ways forward. • Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversation, and think about things together. • Encourage children to describe problems they encounter and to suggest ways to solve the problem. • Show and talk about strategies – how to do things – including problem solving, thinking and learning. • Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time.
	<u>Making links</u> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect 	
	<u>Choosing ways to do things</u> <ul style="list-style-type: none"> • 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 	