



## Characteristics of Effective Learning in the EYFS

Characteristics of Effective Learning are an integral part of the Early Years and our vision at Wilbarston to create life-long resilient, effective, and adaptive learners. These learning behaviours are embedded in our school mission statement 'to learn with care, fun, faith and respect'. The broad Christian ethos, values and vision underpin our teaching and learning, and provide an environment which nurtures our pupils enabling them to leave our school as caring, confident, happy citizens and effective learners for life. At Wilbarston we understand these characteristics are central to our practice and are a statutory element of the Early Years Statutory Framework.

### The Three Characteristics of effective teaching and learning are:

- Playing and exploring- children investigate and experience things, and 'have a go'
- Active learning- children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Statutory framework for the EYFS

Characteristics of Effective Learning (from Development Matters)		
Playing and Exploring	Active Learning	Creating and Thinking Critically
<b>Children will be learning to:</b>		
1. Realise that their actions have an effect on the world, so they want to keep repeating them. 2. Plan and think ahead about how they will explore or play with objects. 3. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing 4. Make independent choices 5. Bring their own interests and fascinations into early years settings 6. Respond to new experiences that you bring to their attention.	1. Participate in routines. 2. Begin to predict sequences because they know routines. 3. Show goal-directed behaviour 4. Begin to correct their mistakes themselves 5. Keep on trying when things are difficult.	1. Take part in simple pretend play. 2. Review their progress as they try to achieve a goal. Check how well they are doing. 3. Solve real problems 4. Use pretend play to think beyond the 'here and now' and to understand another perspective. 5. Know more, so feel confident about coming up with their own ideas. 6. Make more links between those ideas. 7. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

To ensure the Characteristics of Effective Learning are embedded in our practice we review and share the language during teaching and circle times, assemblies and during continuous provision, learning sessions at every possible opportunity. We understand the underpinning importance of the Characteristics of Effective Learning to make our children effective, resilient, and reflective for a lifelong journey of learning. At Wilbarston the Characteristics of Effective Learning are an integral part of our approach and child's voice celebrating and sharing their own learning experiences, journey and achievements are key to our practice.

Every opportunity is used to support and develop each individual child's knowledge of the COEL and reflection of themselves as a learner, their ability to articulate their own learning journey and the process of learning.

To support our children's grasp of learning behaviours and to act as a scaffold for learning we use themed Super-Hero's for each aspect of the Characteristics:



These are at times directly taught to support all our children in a cyclical approach but staff at Wilbarston are experts at taking in the moment opportunities and using the non-statutory Development Matters guidance to support each uniquely individual child as a learner.

Characteristic	Aspect of Characteristic
Active Learning	<ol style="list-style-type: none"> <li>1. Participate in routines.</li> <li>2. Begin to predict sequences because they know routines.</li> <li>5. Keep on trying when things are difficult.</li> </ol>
Active Learning	<ol style="list-style-type: none"> <li>3. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing</li> <li>4. Make independent choices</li> <li>6. Respond to new experiences that you bring to their attention.</li> </ol>
Playing and Exploring	<ol style="list-style-type: none"> <li>1. Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>2. Plan and think ahead about how they will explore or play with objects.</li> <li>3. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing</li> </ol>
Playing and Exploring	<ol style="list-style-type: none"> <li>4. Make independent choices</li> <li>5. Bring their own interests and fascinations into early years settings</li> <li>6. Respond to new experiences that you bring to their attention.</li> </ol>
Creating and Thinking Critically	<ol style="list-style-type: none"> <li>1. Take part in simple pretend play.</li> <li>2. Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>3. Solve real problems</li> <li>4. Use pretend play to think beyond the 'here and now' and to understand another perspective.</li> </ol>

Reference: Development Matters document pages 11-18 for examples on how to support each aspect. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)