

Characteristics of Effective Learning (CoEL) Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

Intent:

Our children will leave the Foundation Stage at Lower Peover CE Primary School having been provided with opportunities and experiences that develop them into lifelong enthusiastic learners. Our curriculum allows the children to learn well. To learn well, children must approach opportunities with curiosity, energy, and enthusiasm. These abilities and attitudes will support them to make good progress in all the areas of learning and development during their time in the Foundation Stage at Lower Peover and throughout their educational life.

We cannot predict what challenges children will face in their unknown futures in a complex and rapidly changing world. The best preparation we can give them in their early years is to promote positive dispositions by providing living experiences of making choices, innovating, taking responsibility, facing challenge, thinking flexibly and critically, and learning how to learn so that they will be able to respond to their unfolding futures. Supporting children in the Characteristics of Effective Learning, a statutory element of the EYFS, is a central responsibility in early years provision.

The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes.

Implementation:

We ensure our curriculum and teaching is meaningful to the children, so that they can use what they have learned and apply it in new situations. In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately. 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. The EYFS curriculum is designed so that children are provided with opportunities and experiences that allow them to develop these lifelong skills.

Below shows the progression of skills that provide a guide and build towards each of the Characteristics of Effective Learning (CoEL).

Impact:


All children will access a curriculum and learning environment that will help them develop characteristics for effective learning. Children in the foundation stage will develop a love for learning and will be prepared for the next stage of their education. They will be provided with the skills that will allow them to ENGAGE in their learning at Lower Peover and beyond school, they will develop skills they will help them remain MOTIVATED during activities and learning, and they will develop their THINKING skills to problem solve and reflect on their skills and choices. We will have well rounded children, who are prepared for the National Curriculum at the end of the Foundation Stage.

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Playing and Exploring – ENGAGEMENT						
Finding out and exploring; Playing with what they know; Being willing to 'have a go'						
	<p style="text-align: center; color: #00a0e3;">Baseline</p> <p>- Engages with the environment and becomes comfortable with their surroundings.</p> <hr/> <p style="text-align: center;">On Track Check Point 1</p> <p>- Explore the learning areas freely, and is becoming more confident in trying new areas. - Asks questions about the learning environment.</p> <hr/> <p style="text-align: center;">On Track Check Point 2</p> <p>- Shows curiosity about events, people, and objects. - Uses their senses to explore the world around them.</p> <hr/> <p style="text-align: center;">On Track Check Point 3</p> <p>- Children happily explore the learning environment, access and interact with the different resources and learning opportunities. - The children know their interactions are developing their understanding of the world and helping their minds to grow with knowledge.</p> <hr/> <p style="text-align: center; color: #00a0e3;">Realise that their actions have an effect on the world, so they want to keep repeating them.</p>	<p style="text-align: center; color: #00a0e3;">Baseline</p> <p>- They can choose an area, that is familiar and of interest to them, and say why they have chosen.</p> <hr/> <p style="text-align: center;">On Track Check Point 1</p> <p>- Beginning to articulate what they might want to do, more so in a familiar area of learning. - Starting to explore unfamiliar areas and skills., with some guidance.</p> <hr/> <p style="text-align: center;">On Track Check Point 2</p> <p>- Can share what area they are going, both familiar and unfamiliar, and what it is they might do in that area.</p> <hr/> <p style="text-align: center;">On Track Check Point 3</p> <p>- Children can discuss before they start something, what it is they want to achieve or make. - They can say what they might need to help them complete it: equipment, materials etc. - Children could draw a plan/picture of what they want to make and use it as a reference point.</p> <hr/> <p style="text-align: center; color: #00a0e3;">Plan ahead about how they will explore or play with objects</p>	<p style="text-align: center; color: #00a0e3;">Baseline</p> <p>- Early signs of verbalising thinking and can 'voice' their needs.</p> <hr/> <p style="text-align: center;">On Track Check Point 1</p> <p>- Interacting with resources within the classroom, and when spoken to, they can start to articulate what they are doing.</p> <hr/> <p style="text-align: center;">On Track Check Point 2</p> <p>- Refers to the timetable through the day and can interpret what is happening when, with some support.</p> <hr/> <p style="text-align: center;">On Track Check Point 3</p> <p>- Uses and refers to visual aids to support their learning, play, early stages of time keeping – visual task lists, visual timetable etc. - Children verbalise their thinking while completing an activity, e.g., a child doing a jigsaw might whisper under their breath: "Where does that one go?"</p> <hr/> <p style="text-align: center; color: #00a0e3;">Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.</p>	<p style="text-align: center; color: #00a0e3;">Baseline</p> <p>- Knows where they want to play and knows where to go to do so.</p> <hr/> <p style="text-align: center;">On Track Check Point 1</p> <p>- Verbalises their needs to adults - Is beginning to articulate feelings toward peers.</p> <hr/> <p style="text-align: center;">On Track Check Point 2</p> <p>- Will start to join others in their games and activities, following their instructions and play. - Beginning to attempt tasks that are longer term and will 'sign post' effectively to ensure no one tidies it away or break it up.</p> <hr/> <p style="text-align: center;">On Track Check Point 3</p> <p>- Accesses learning areas and tools independently, with little to no help. - Collaborates and learns together with their peers - May create a long-term project, that they return to multiple times. - Can articulate their needs and why they want to do it that way.</p> <hr/> <p style="text-align: center; color: #00a0e3;">Make independent choices</p>	<p style="text-align: center; color: #00a0e3;">Baseline</p> <p>- Talks about their interests.</p> <hr/> <p style="text-align: center;">On Track Check Point 1</p> <p>- Starting to make links with interests and school topics. - They interact with the school topics as well as developing their interests.</p> <hr/> <p style="text-align: center;">On Track Check Point 2</p> <p>- Adults can join in with play and children will allow it, and begin to give them information about what they need to do.</p> <hr/> <p style="text-align: center;">On Track Check Point 3</p> <p>- Children are accepting of new topics within EYFS - Children allow adults to join in their play and can talk to them about what they are playing.</p> <hr/> <p style="text-align: center; color: #00a0e3;">Bring their own interests and fascinations into early years settings.</p>	<p style="text-align: center; color: #00a0e3;">Baseline</p> <p>- Engage with the topics through sharing thoughts.</p> <hr/> <p style="text-align: center;">On Track Check Point 1</p> <p>- Enjoys the topics and engages with the planned activities.</p> <hr/> <p style="text-align: center;">On Track Check Point 2</p> <p>- Openly share why they are enjoying things and will tell their peers and adults.</p> <hr/> <p style="text-align: center;">On Track Check Point 3</p> <p>- Children respond to new experiences and activities well. They will actively take part and will contribute appropriately. - Children respectfully take part in school trips or workshops.</p> <hr/> <p style="text-align: center; color: #00a0e3;">Respond to new experiences that you bring to their attention.</p>
Provisions	All areas of the classroom, inside and outside. Staff approaches towards children and how to engage with them.					

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Active Learning - MOTIVATION				
Being involved and concentrating; Keep trying; enjoying achieving what they set out to do				
	Baseline Starting to follow our daily routines, with support, e.g., morning routine, lining up.	Baseline Asks for support from adult when faced with a problem or to meet need.	Baseline Accepting of support if something is wrong. They might seek an adult out to ask.	Baseline They might need support and guidance to know what to do when something goes wrong in their play.
	On Track Check Point 1 - More independent in the morning routines - Use routines to help look after their own property, e.g., when they take their jumper off it goes in a specific place. - Becoming more confident with lunch time routines.	On Track Check Point 1 - Will identify when there is a problem, will try to sort themselves but knows adults are there to help if needed.	On Track Check Point 1 - Starting to articulate more clearly what is wrong and know some ways of making it right or better. - They are starting to see the importance of trying again and not giving up because it goes wrong.	On Track Check Point 1 - With reminders, will ask for help from an adult or one of their friends. - Being more accepting that sometimes things might go wrong, but we can try to 'fix it' or try again.
	On Track Check Point 2 - Following classroom and school expectations, with little reminders. - Show an awareness of classroom routines and follows them, most of the time.	On Track Check Point 2 - Becoming more independent in completing tasks and are becoming more self-efficient. - May need little guidance and reminders. - Can articulate what they will need to complete something in provision.	On Track Check Point 2 - More accepting of situations that have gone the wrong way or not planned. May still some guidance but are becoming more independent. - Completing work and being proud of what they have achieved, and not worrying about pace.	On Track Check Point 2 - Will watch adult inputs and be able to apply most of the steps to an activity, with little to no support. Maybe small reminders about steps. - Will respond appropriately to activities and adults giving instructions.
	On Track Check Point 3 - Children know and carry out classroom routines and school expectations, e.g., coats hung up, lining up, walking down corridors etc. - Children know the daily routine and are able to 'predict' what is going to happen next.	On Track Check Point 3 - When faced with a problem, the children are able to find a way of completing it. E.g., if a shelf is too high, get one of our steps to reach. - When in provision, children are driven by what they want to achieve, e.g., building a tower in the blocks, they know what they need to do to achieve this.	On Track Check Point 3 - Children are accepting of their learning pace. - Children repeat activities or learning to help them make better connections. - Children will work to a solution and try to correct themselves.	On Track Check Point 3 - Repeat something 'hard' on their own. - They will try to learn through trial and error. - Asks a friend or an adult for help. - Watch an adult or another child, modelling what to do, or listening to their guidance.
	Participate in routines and begin to predict sequences because they know routines.	Show goal-directed behaviour.	Begin to correct their mistakes themselves.	Keep on trying when things are difficult.
Provisions	All areas of the classroom, inside and outside. Staff approaches towards children and how to engage with them. Timetables, visual resources, PSHE curriculum.			

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Creating and Thinking Critically - THINKING							
Having their own ideas; Making links; Working with ideas.							
	<p style="text-align: center;">Baseline</p> <p style="text-align: center;">Children will engage with the environment and play.</p> <hr/> <p>On Track Check Point 1</p> <ul style="list-style-type: none"> - Will take part in play, and when asked can give some details about what is happening. May need prompts. <hr/> <p>On Track Check Point 2</p> <ul style="list-style-type: none"> - Articulate their play, telling peers or adults what is happening within their play, and may inform them how they can become a part of it. <hr/> <p>On Track Check Point 3</p> <ul style="list-style-type: none"> - Children show creative thinking while taking part in pretend play, and are able to use materials, costumes, props etc. to support their ideas. 	<p style="text-align: center;">Baseline</p> <p style="text-align: center;">With support, shows understanding of sorting and tidying.</p> <hr/> <p>On Track Check Point 1</p> <ul style="list-style-type: none"> - Becoming more familiar with classroom routines and will input in sorting activities (tidying). - Can discuss why we all need to play a part in sorting. <hr/> <p>On Track Check Point 2</p> <ul style="list-style-type: none"> - Paying more attention to labelling and organisation in the classroom. - Having pride while tidying, ensuring things go back in the correct places. <hr/> <p>On Track Check Point 3</p> <ul style="list-style-type: none"> - Children know how to put different items, resources, toys etc. away correctly in the classroom environment (inside and outside) 	<p style="text-align: center;">Baseline</p> <p style="text-align: center;">In simple form, children can recall what they have done in a task.</p> <hr/> <p>On Track Check Point 1</p> <ul style="list-style-type: none"> - Can share with the class what they have done during play. - Starting to work towards a final point but may deviate from this. <hr/> <p>On Track Check Point 2</p> <ul style="list-style-type: none"> - Express what they want to achieve before 'choosing' then can reflect on this, with support, when coming back to discuss. <hr/> <p>On Track Check Point 3</p> <ul style="list-style-type: none"> - Children can reflect and talk about their learning through different methods, e.g., discussion, photographs. - Children show pride and enjoyment in their achievements. 	<p style="text-align: center;">Baseline</p> <p style="text-align: center;">Starting to understand why we need to listen when new skills are being taught.</p> <hr/> <p>On Track Check Point 1</p> <ul style="list-style-type: none"> - Taking part in directed tasks more willingly, and will show appropriate listening skills to allow them learn taught skills. - Some skills may need repeating to secure understanding. <hr/> <p>On Track Check Point 2</p> <ul style="list-style-type: none"> - Can begin to recall skills taught and applies these to tasks. May need some reminders. <hr/> <p>On Track Check Point 3</p> <ul style="list-style-type: none"> - Children are able to reflect on the skills they know and have been taught to help them solve a problem they are facing. 	<p style="text-align: center;">Baseline</p> <p style="text-align: center;">Children will engage with the environment and play.</p> <hr/> <p>On Track Check Point 1</p> <ul style="list-style-type: none"> - Will take part in play, and when asked can give some details about what is happening. May need prompts. <hr/> <p>On Track Check Point 2</p> <ul style="list-style-type: none"> - Will interact with questioning from adults - Will discuss characters in their play and describe them and, with support, their feelings. <hr/> <p>On Track Check Point 3</p> <ul style="list-style-type: none"> - Children will consider different perspectives of characters, that are normally considered. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." 	<p style="text-align: center;">Baseline</p> <p style="text-align: center;">Children will engage with the environment and play.</p> <hr/> <p>On Track Check Point 1</p> <ul style="list-style-type: none"> - Children will share their preferences and why when playing. <hr/> <p>On Track Check Point 2</p> <ul style="list-style-type: none"> - Will share their play with others and be able to articulate how they can join in. - Being more accepting of other ideas to help develop their play. <hr/> <p>On Track Check Point 3</p> <ul style="list-style-type: none"> - Children can come up with their own ideas and explanation for things. - They can discuss similarities and differences about things. 	<p style="text-align: center;">Baseline</p> <p style="text-align: center;">Will choose and area of learning and carry out play in that area.</p> <hr/> <p>On Track Check Point 1</p> <ul style="list-style-type: none"> - Exploring different areas of play. - Showing interests in specific areas and showing focussed play/learning in that area. <hr/> <p>On Track Check Point 2</p> <ul style="list-style-type: none"> - Play is becoming more developed and prolonged. - Creating things that take time to develop. - Attention and concentrating is progressing well. <hr/> <p>On Track Check Point 3</p> <ul style="list-style-type: none"> - Children become deeply involved in imaginative play, indoors and outdoors.
	<p>Take part in simple pretend play.</p>	<p>Sort materials.</p>	<p>Review their progress as they try to achieve agoal and check how well they are doing.</p>	<p>Solve real problems.</p>	<p>Use pretend play to think beyond the 'here and now' and to understand another perspective.</p>	<p>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>	<p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>
Provisions	All areas of the classroom, inside and outside. Staff approaches towards children and how to engage with them. Problem solving opportunities – through play, observations, facilitating conversations etc. Resources in the outdoor and indoor classroom that help them to me imaginative.						



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