Bristol Early Years Characteristics of Effective Learning (CoEL)
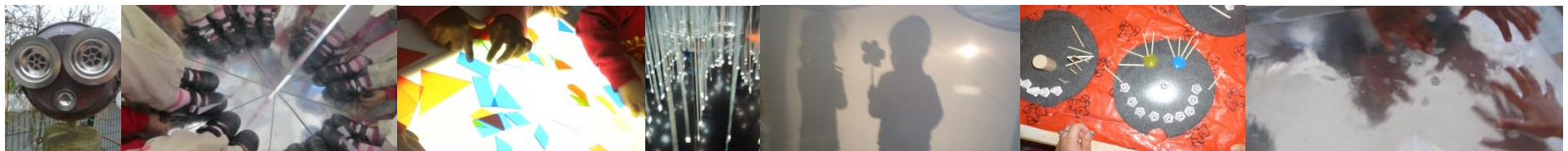
This pack includes:

- Guidance
- Amended EYFS CoEL Strands
- Bristol's Early Years additional Emotional Well-being Strand
- Questions to support the interpretation of the CoEL
- Bristol Early Years CoEL Audit
- Bristol Early Years CoEL Assessment
- Bristol Early Years CoEL Cohort Tracker
- CoEL Assessment Monitoring Sheet

April 2017

Bristol Early Years Characteristics of Effective Learning

GUIDANCE

INTRODUCTION:

Bristol believes that the Characteristics of Effective Learning are fundamental to every child as a lifelong learner. It is our responsibility as early years practitioners to support the development of these skills during these crucial formative years. Research* has shown that it is these skills that make a difference to children's long term outcomes and to their ability to become happy, resourceful and resilient adults.

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected. The Characteristics focus on how children learn rather than what they learn. This distinction is important as it highlights the process of learning for young children.

The set of materials that have been developed is designed to deepen practitioner knowledge in terms of the Characteristics and to support the continued development of reflective practice. Identifying the Characteristics and deepening understanding will enable practitioners to provide an emotional and physical environment that will support the development of these vital skills and attitudes.

Bristol believes that children's emotional well-being is central to their capacity to learn effectively therefore we have included an additional strand that focuses on this.

THE MATERIALS AND HOW THEY CAN BE USED

TOOLS TO DEEPEN KNOWLEDGE AND UNDERSTANDING AND SUPPORT REFLECTIVE PRACTICE:

1. The EYFS Characteristics of Effective Learning strands

We have looked closely at the EYFS Characteristics of Effective Learning strands and added a few additional terms to the unique child column, informed by AcE, to further clarify the content. **AcE (the Accounting Early for Life Long Learning Programme) is an assessment tool that has been used by some settings in Bristol. A group of teachers from Early Years Specialist Settings have expanded the Positive Relationships and Enabling Environments columns to ensure that the content reflects high quality inclusive provision. Any additions are highlighted in red.

2. Bristol Early Years Emotional Well-Being strand

This additional strand has been developed using the AcE materials and the specialist knowledge of the working group members. It focuses on emotional literacy, being connected (attachment) and positive self-esteem and self-worth. Our hope is that by identifying these elements of emotional well-being practitioners will be more attuned to individual children and will be able to provide a secure emotional environment to enable children to flourish. We believe that the inclusion of this strand provides a more holistic view of a child's development.

3. Questions to support the interpretation of Bristol EY Characteristics of Effective Learning

We have provided questions to support practitioners with interpreting and unpicking each of the four strands of the Characteristics. These could be used as a reflective tool during staff meetings or supervisions, to support staff making and writing up observations or to inform setting development plans or Bristol Standard submissions.

4. Bristol EY Characteristics of Effective Learning audit

This audit is based on an audit tool originally devised by Helen Moylett, Independent Early Years Consultant. It can be used to reflect (+,✓, or -) on current provision and practice in terms of the expanded statements from both the Positive Relationships and Enabling Environments columns.

OPTIONAL ASSESSMENT TOOLS:

1. Bristol EY Characteristics of Effective Learning assessment sheet

This optional assessment is designed as a tool to:

- Help identify a child's strengths and areas for development in terms of the Characteristics of Effective Learning including Bristol's new Emotional Well-Being strand
- Highlight areas that perhaps the setting needs to look at in terms of their provision and practice.

Practitioners can use their professional knowledge along with learning diary evidence and conversations with parents and other practitioners to make a summative assessment at three points during the year. The four Characteristics strands along with the supporting questions can be used to inform judgements. This assessment sheet could be used with specific individual children, specific groups or a whole cohort of children.

This assessment has been developed using The Accounting Early for Life Learning Programme 2010, devised by Professor Chris Pascal, Professor Tony Bertram and Maureen Sanders and The Early Years Foundation Stage Development Matters Guidance 2012

2. Bristol EY Characteristics of Effective Learning cohort tracker

This cohort tracker can be used to collect and analyse data and to inform planning and interventions. It has been produced as an excel spreadsheet which will be available on the Bristol Early Years website along with the full pack of materials.

3. Bristol EY Characteristics of Effective Learning assessment monitoring sheet

This proforma can be used to enable practitioners or managers/leaders to reflect on the assessments made on individual children, groups or a whole cohort of children and provides an overview to inform strategic planning. This planning may be in terms of developing your environment or practice or could be focussed on specific groups/individuals who would benefit from early intervention. The proforma supports the process of data collection and analysis and the planning and evaluation of interventions.

* 'Effective pre-school, primary and secondary education project, December 2015', Department for Education; www.gov.uk/government/collections/eppse-3-to-14-years.
 'High Achieving White Working Class (HAWWC) Boys Project, Chris Pascal and Tony Bertram March 2016 http://www.crec.co.uk/HAWWC%20Boys/HAWWC%20Boys%20Project%20Report.pdf

**   'The Accounting Early for Life Long Learning Programme', Tony Bertram, Chris Pascal and Maureen Saunders http://www.crec.co.uk/AcE.pdf

Tools to Deepen Knowledge and Understanding and Support Reflective Practice

Bristol Early Years Characteristics of Effective Learning

	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Playing and Exploring *engagement*	**Finding out and exploring** • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests **Playing with what they know** • 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 • **Being willing to 'have a go' (Empowerment)** • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error	• Play with children. Encourage them to explore, and show your own interest in discovering new things. • Acknowledge that some children may need some structured direct teaching prior to being able to independently explore resources. • 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 and visual support and modelling. • Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. Comment and keenly observe. • 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. • Allow appropriate time and repetition to process and respond to stimulus.	• Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. • Make sure resources are relevant to children's interests and levels of development. • Arrange accessible flexible indoor and outdoor space and resources where children can explore, build, move and role play. • Help children concentrate by ensuring their comfort, limiting noise, and making spaces visually calm and orderly. • Plan first-hand experiences and challenges appropriate to the development of the children. • Ensure children have uninterrupted time to play and explore. • Provide appropriate supportive equipment to enable access to exploratory play. • Provide opportunities for repetition and consolidation of learning.
	A Unique Child: observing how a child is learning	**Positive Relationships:** what adults could do	**Enabling Environments:** what adults could provide
Active Learning *motivation*	**Being involved and concentrating** • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details **Keeping on trying (Resilience)** • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties **Enjoying achieving what they set out to do** • 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	• Support children to choose their activities – what they want to do and how they will do it using their preferred mode of communication. * • Stimulate children's interest through shared attention and calm over-stimulated children. • Recognise and respond to different learning styles. • Help children to become aware of their own goals, make plans, and to review their own progress and successes. • Describe what you see them trying to do, and encourage children to talk about their own processes and successes using their preferred mode of communication or by providing a suitable narrative. • 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.	• Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. • Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. • Ensure children have time and freedom to become deeply involved in activities. • Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over/showing photographs of their previous activities. Revisit experiences from areas of interest. • Keep significant activities out instead of routinely tidying them away. • Make space and time for all children to contribute.

	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Creativity and Critical Thinking *thinking*	**Having their own ideas (Taking initiative)** • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things • Shows imagination, spontaneity and innovation **Making links** • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect **Choosing ways to do things (Independence)** • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking and reflecting how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked	• Use the language of thinking and learning: *think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do*. • Modify the use of language and vocabulary to match children's need and level of understanding. • 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: *What else* is possible? • 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 process talk and think/use preferred mode of communication. • Value questions, talk, vocalisations and signs 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 conversations/actions and responses, and think about things together. • Encourage children to describe/share problems they encounter and to suggest ways to solve the problem. • Show and talk/communicate 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/communicate with children about what they are doing, how they plan to do it, what worked well and what they would change next time. • Model the plan-do-review process yourself.	• In planning activities, ask yourself: *Is this an opportunity for children to find their own ways to represent and develop their own ideas?* Avoid children just reproducing someone else's ideas. • Build in opportunities for children to play with materials before using them in planned tasks. • Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships. • Recognisable and predictable routines help children to predict and make connections in their experiences. • Routines can be flexible, while still basically orderly. • Plan linked experiences that follow the ideas children are really thinking about. • Use mind-maps/visual resources to represent thinking together. • Develop a learning community which focuses on **how** and not just what we are learning.

Bristol Early Years Characteristics of Effective Learning

	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Emotional Well-Being	**Showing emotional literacy** • Expressing and recognising a range of emotions • Managing a range of emotions • Demonstrating that they feel safe and secure and have a sense of trust • Demonstrating a growing understanding of the moral culture of their environment • Showing resilience in adverse situations. **Being connected** • Showing evidence of attachment • Showing evidence of attachment to peers and the wider community • Demonstrating a sense of belonging to their environment **Demonstrating positive self-esteem & self-worth** • Showing self confidence • Showing respect for their culture and beliefs and those of others • Taking responsibility • Demonstrating an awareness of their own needs • Showing they feel valued by expressing own needs and values to others • Showing a sense of humour	• Have a strong ethos and set of shared values that are embedded in day to day practice. • Provide an ethos which values the opinions of others and is characterised by openness. • Ensure each child and family has a constant and consistent key person to help them develop a sense of trust and security. • Nurture warm, loving relationships between the child and their key person. • Provide positive, warm role modelling by adults, both in their relationships with other adults in the setting and with parents and children. • Welcome, greet and say goodbye to children and families. • Encourage trusting and secure attachments which enable the key person to learn about the home culture, identity and every child's unique interests and needs, e.g. home visits. • Ensure that relevant practitioners have detailed information about the home language and experiences of the child. • Work together with the child and family to help them understand the process of separation. • Model emotional literacy by naming, expressing and commenting on feelings. • Nurture relationships between children through planned cooperative experiences such as listening, turn taking and social modelling, e.g. can I play with you? What's your name? • Model strategies and behaviours consistently to support positive learning behaviour, e.g. empathy, Conflict Resolution steps. • Give opportunities for children to think, reflect and clarify and to receive full attention when they look to an adult for a response. • Listen to, value and respect the views and ideas of all children.	• Provide a secure and welcoming environment that helps children and parents make attachments and friendships. • Provide opportunities, time and a range of resources to encourage children and adults to talk about and express their emotions, e.g. puppets or role play to demonstrate and explore scenarios about social interactions, feelings. • Develop strong home school partnerships in order to forge trusting and authentic relationships. • Use visual cues, signs and symbols to support children in naming and expressing feelings. • Provide clear and consistent routines and boundaries to enable children to feel safe and secure. • Display photos of children and their families. • Share personal experiences; special events, holidays, cultural identities and celebrate similarities and differences. • Ensure constancy, consistency and security of the environment to help children to develop trust and security. • Create an environment that supports children to make choices, plan and become autonomous learners. • Provide uninterrupted time for play and extended activity that supports children to become intrinsically motivated. • Provide a stable, safe environment to enable children to cope with change and challenges.

*Preferred mode of communication: This term is used in the document to include all forms of communication such as: *Spoken English and or home language, British Sign Language, Symbol Systems, Makaton, Body Signing, Gesture, Objects of reference, TOBI's (True Object Based Icons), Communication aids, Facial expressions, Body language, Eye contact and Braille*

Questions to support the interpretation of the Characteristics of Effective Learning

Playing and Exploring	Active Learning
Finding out and exploring • What areas or learning experiences are they drawn to? • How is the child engaging in open-ended activities? • How do they use their senses to explore and make sense of their world? • What motivates them? What are they particularly interested in?	*Being involved and concentrating* • Are there times when they are absorbed in their own learning? • Do they keep focused on a self-initiated activity for a long period of time? • Are they concentrating and involved in the experience/ activity without being distracted? • How do they demonstrate a sense of purpose, keenness and vitality? • How are they using their observation skills to notice detail, similarities and differences?
Playing with what they know • In play, how do they draw on experiences from home and their world? • How do they take on roles in pretend play indoors or outdoors? • Do they act out experiences with others or on their own? • How do they transform resources? e.g. rolling up paper to be a telescope.	*Keeping on trying (Resilience)* • Do they show persistence – not giving up even if it means starting again? • Do they ask for help / support if they need it? • What strategies do they use to cope with change? Are they able to rebound from disappointments or setbacks? • Do they relish challenges and continually try to make things better?
Being willing to have a go (Empowerment) • Are they eager to try new ideas or do they stay with what they are familiar with? • How do they demonstrate a 'can do' attitude? • Do they take informed risks? Are they adventurous and exploratory, not overly timid? • Are they unafraid to make mistakes and work outside their comfort zone? • Do they show a sense of purpose? • Do they work best with continual support or prefer to get on with activities themselves?	*Enjoying achieving what they set out to do* • Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people and celebrate their learning? • Do they see themselves as mastery learners? e.g. understanding and enjoying the process of learning not just the product. • Are they 'intrinsically motivated'- achieving things for themselves (ownership) as opposed to adult praise? • Do they enjoy meeting their own challenges?

Questions to support the interpretation of the Characteristics of Effective Learning

Creativity and Critical Thinking	Emotional Well-Being
Having their own ideas (Taking Initiative) • Do they have their own ideas and use their own initiative? • Do they demonstrate curiosity, imagination, spontaneity and innovation? • Do they ask questions (verbally or non-verbally)? • Do they try something different rather than follow what someone else has done? • What strategies do they use to solve problems or challenges in their learning?	*Emotional literacy* • Do they have strategies/show emotional resourcefulness to help them cope with a range of emotions? e.g. cuddle. • Do they appear relaxed and open within the setting? • Do they have a growing understanding of the ethos and expectations of the setting and how do they demonstrate this? • Can they respond positively to setbacks or unfamiliar situations?
Making links • Do they use their previous experience and knowledge to inform their new learning? • Do they talk about or show in their play, how what they are doing links to a previous experience? • Are they able to transfer learning from one experience to another? • Do they try out and repeat their ideas to see if they work?	*Connectedness* • Are they beginning to make connections with others? e.g. eye contact, body language, empathy • Do they respond to others? • Do they make secure relationships with special people e.g. key person, peers, main carers? • Do they appear confident in their environment? e.g. know where to put their own things and how to learn within the space and routine.
Choosing ways to do things (Independence) • Are they confident in using a 'trial and error' approach and do they show or talk about why some things do or don't work? • Do they choose different ways of approaching activities and adapt if they are not satisfied? • Do they have a reflective approach to their learning? • Do they challenge and extend their own learning?	*Positive self-esteem & self-worth* • Are they at ease with themselves? • Are they able to show kindness to themselves and others? • Are they open and respectful in their interactions with others? • Do they demonstrate fairness and justice? e.g. tidy up what they have been using or helping another who has hurt them self. • Do they have a positive sense of self and show they feel valued by e.g. getting their physical or emotional needs met?

Bristol Early Years Characteristics of Effective Learning Audit

	Positive Relationships: what adults could do	+ ✓ −	Enabling Environments: what adults could provide	+ ✓ −	What could be further developed in our practice?
Playing and exploring *(engagement)* **Finding out and exploring** **Playing with what they know** **Being willing to 'have a go'**	• Play with children. Encourage them to explore, and show your own interest in discovering new things. • Acknowledge that some children may need some structured direct teaching prior to being able to independently explore resources. • 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 and visual support and modelling. • Pay attention to how children engage in activities - the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. Comment and keenly observe. • 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. • Allow appropriate time and repetition to process and respond to stimulus.		• Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. • Make sure resources are relevant to children's interests and levels of development. • Arrange accessible flexible indoor and outdoor space and resources where children can explore, build, move and role play. • Help children concentrate by ensuring their comfort, limiting noise, and making spaces visually calm and orderly. • Plan first-hand experiences and challenges appropriate to the development of the children. • Ensure children have uninterrupted time to play and explore. • Provide appropriate supportive equipment to enable access to exploratory play. • Provide opportunities for repetition and consolidation of learning.		
	Positive Relationships: what adults could do	+ ✓ −	**Enabling Environments: what adults could provide**	+ ✓ −	**What could be further developed in our practice?**
Active learning *(motivation)* **Being involved and concentrating** **Keeping on trying** **Enjoying achieving what they set out to do**	• Support children to choose their activities – what they want to do and how they will do it using their preferred mode of communication. * • Stimulate children's interest through shared attention and calm over-stimulated children. • Recognise and respond to different learning styles. • Help children to become aware of their own goals, make plans, and to review their own progress and successes. • Describe what you see them trying to do, and encourage children to talk about their own processes and successes using their preferred mode of communication or by providing a suitable narrative. • 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.		• Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. • Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. • Ensure children have time and freedom to become deeply involved in activities. • Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over/showing photographs of their previous activities. • Revisit experiences from areas of interest. • Keep significant activities out instead of routinely tidying them away. • Make space and time for all children to contribute.		

	Positive Relationships: what adults could do	+ ✓ –	Enabling Environments: what adults could provide	+ ✓ –	What could be further developed in our practice?
Creativity and critical thinking (*thinking)* **Having their own ideas** **Making links** **Choosing ways to do things**	• Use the language of thinking and learning: *think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do*. • Modify the use of language and vocabulary to match children's need and level of understanding. • 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: *What else* is possible? • 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 process talk and think/use preferred mode of communication. • Value questions, talk, vocalisations and signs 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 conversations/actions and responses, and think about things together. • Encourage children to describe/share problems they encounter and to suggest ways to solve the problem. • Show and talk/communicate 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/communicate with children about what they are doing, how they plan to do it, what worked well and what they would change next time. • Model the plan-do-review process yourself.		• In planning activities, ask yourself: *Is this an opportunity for children to find their own ways to represent and develop their own ideas?* Avoid children just reproducing someone else's ideas. • Build in opportunities for children to play with materials before using them in planned tasks. • Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships. • Recognisable and predictable routines help children to predict and make connections in their experiences. • Routines can be flexible, while still basically orderly. • Plan linked experiences that follow the ideas children are really thinking about. • Use mind-maps/visual resources to represent thinking together. • Develop a learning community which focuses on **how** and not just what we are learning.		

	Positive Relationships: what adults could do	+✓−	Enabling Environments: what adults could provide	+✓−	What could be further developed in our practice?
Emotional Well-Being **Showing Emotional Literacy** **Being connected** **Demonstrating positive self-esteem & self-worth**	• Have a strong ethos and set of shared values that are embedded in day to day practice. • Provide an ethos which values the opinions of others and is characterised by openness. • Ensure each child and family has a constant and consistent key person to help them develop a sense of trust and security. • Nurture warm, loving relationships between the child and their key person. • Provide positive, warm role modelling by adults, both in their relationships with other adults in the setting and with parents and children. • Welcome, greet and say goodbye to children and families. • Encourage trusting and secure attachments which enable the key person to learn about the home culture, identity and every child's unique interests and needs, e.g. home visits. • Ensure that relevant practitioners have detailed information about the home language and experiences of the child. • Work together with the child and family to help them understand the process of separation. • Model emotional literacy by naming, expressing and commenting on feelings. • Nurture relationships between children through planned cooperative experiences such as listening, turn taking and social modelling, e.g. can I play with you? What's your name? • Model strategies and behaviours consistently to support positive learning behaviour, e.g. empathy, Conflict Resolution steps. • Give opportunities for children to think, reflect and clarify and to receive full attention when they look to an adult for a response. • Listen to, value and respect the views and ideas of all children.		• Provide a secure and welcoming environment that helps children and parents make attachments and friendships. • Provide opportunities, time and a range of resources to encourage children and adults to talk about and express their emotions, e.g. puppets or role play to demonstrate and explore scenarios about social interactions, feelings. • Develop strong home school partnerships in order to forge trusting and authentic relationships. • Use visual cues, signs and symbols to support children in naming and expressing feelings. • Provide clear and consistent routines and boundaries to enable children to feel safe and secure. • Display photos of children and their families. • Share personal experiences; special events, holidays, cultural identities and celebrate similarities and differences. • Ensure constancy, consistency and security of the environment to help children to develop trust and security. • Create an environment that supports children to make choices, plan and become autonomous learners. • Provide uninterrupted time for play and extended activity that supports children to become intrinsically motivated. Provide a stable, safe environment to enable children to cope with change and challenges.		

Optional Assessment Tools

BRISTOL EARLY YEARS CHARACTERISTICS OF EFFECTIVE LEARNING ASSESSMENT

Use your professional knowledge along with your learning diary evidence and conversations with parents and other practitioners to make a summative assessment at three points during the year. Use the Bristol Characteristics of Effective Learning document along with the supporting questions to inform your judgements.

ASSESSMENT CRITIERIA   1 = not yet   2 = rarely   3 = sometimes   4 = often

Name: **DOB:**

A UNIQUE CHILD: OBSERVING HOW A CHILD IS LEARNING			
PLAYING AND EXPLORING - ENGAGEMENT			
Finding out and exploring: *Is the child interested in exploring their world using their senses?*	Oct:	Feb:	June:
Playing with what they know: *Are experiences from their life reflected in their learning/play?*	Oct:	Feb:	June:
Being willing to 'have a go': *Are they willing to have a go at new experiences and challenges?*	Oct:	Feb:	June:
ACTIVE LEARNING – MOTIVATION			
Being involved and concentrating: *Do they show sustained focus in their learning/play?*	Oct:	Feb:	June:
Keeping on trying: *Do they persist when things become difficult?*	Oct:	Feb:	June:
Enjoying achieving what they set out to do: *Do they show pride and satisfaction?*	Oct:	Feb:	June:
CREATIVITY AND THINKING CRITICALLY - THINKING			
Having their own ideas: *Are they innovative in their learning/play and have their own ideas?*	Oct:	Feb:	June:
Making links: *Do they make links in their learning/play?*	Oct:	Feb:	June:
Choosing ways to do things: *Do they plan, review and adapt their learning/play?*	Oct:	Feb:	June:
EMOTIONAL WELL-BEING			
Showing emotional literacy: *Is the child able to express emotions and read emotions in others?*	Oct:	Feb:	June:
Being connected: *Does the child show a sense of belonging and attachment to other children, adults and their own community?*	Oct:	Feb:	June:
Demonstrating positive self-esteem and self-worth: *Does the child show positive self-esteem and a sense of their own identity?*	Oct:	Feb:	June:

The Characteristics of Effective Learning are on-going and develop throughout life

Bristol EY Characteristics of Effective Learning Cohort Tracker

Name	Finding out and exploring	Playing with what they know	Being willing to 'have a go'	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas	Making links	Choosing ways to do things	Showing emotional literacy	Being connected	Demonstrating positive self-esteem and self-worth
	1	2	3	4								

Bristol EY Characteristics of Effective Learning Assessment Monitoring Sheet

1.	**Data collection date**:………………………………………………………..

2.	**Analysis**: *What do you notice?*

3.	**Interventions**: *What are you going to do about it?*

4.	**Evaluation (completed at next data collection date):** *Did it make a difference? What was the impact?*