

Characteristics of Effective Learning at Repton Manor Primary School



Repton Manor
Primary School

Playing and Exploring <i>engagement</i>	A Unique Child:	What this might look like	
		EYFS & KS1	KS2
	<p>Finding out and exploring</p> <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"> • Children explore, and show their own interest in discovering new things. They move around the environment trying a range of activities. • Children are able to use their own ideas within their play. They can talk about what they want to do. • Children can pretend an object is something else, and help to develop roles and stories. • Children try new activities and judge and manage simple risks for themselves. • Children can face small challenges in a positive manner without becoming upset. • Children are more concerned about the process than the product they create. They know that learning a new skill is the most important part of learning. • Children start to talk about how they're getting better at things through effort and practice. 	<ul style="list-style-type: none"> • Children explore within their own interests and are able to seek out activities they know will challenge them. • Children are able to use their own skills to support others in their classroom. • Children are able to act out scenarios with a strong narrative. • Children are able to use information they have been taught (in History etc.) to make their own narratives in play/teacher directed activities. • Children have a growing sense of resilience and are able to tackle new challenges, knowing where to seek support if needed. • Children are able to choose the correct method to complete a task. They know that learning a new skill is the most important part of learning. • Children can identify their strengths and know their next steps and how they can achieve this.
	<p>Playing with what they know</p> <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. 		
	<p>Being willing to 'have a go'</p> <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. 		

Active Learning <i>motivation</i>	A Unique Child:	What this might look like	
		EYFS & KS1	KS2
	<p>Being involved and concentrating</p> <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"> • Children can choose their activities – what they want to do and know how they will do it. • Children can give shared attention. • Children become aware of their own goals, make plans, and review their own progress and successes. • Children can concentrate, try different approaches, persist, solve problems, and have new ideas. • Children know they can learn together and from each other. • Children are self-motivated to succeed, not for praise or reward. 	<ul style="list-style-type: none"> • Children know how make an effective plan in order to complete a task successfully. • Children are able to listen to feedback from adults and peers whilst completing the task and apply this to their learning. • Children can concentrate, try different approaches, persist, solve problems, and have new ideas. • Children know they can learn together and from each other as well as where to get more information about a topic (internet/books/expert etc.). • Children understand when they have completed something well and can recognise what they have done well in order to use this skill again.
	<p>Keeping on trying</p> <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. 		
	<p>Enjoying achieving what they set out to do</p> <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. 		

Creating and Thinking Critically <i>thinking</i>	A Unique Child:	Positive Relationships:	
		EYFS & KS1	KS2
	Having their own ideas <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"> Children start to use the language of thinking and learning: think, know, remember, idea, plan, learn, find out, try to do. Children show they're curious and sometimes puzzled, and can think and find out. They do this by asking questions and using resources. Children feel safe to take a risk with a new idea. Children reflect on previous learning over time, remembering previous approaches and making connections between their experiences. Children talk about their creative process; they think of a range of solutions. Children can make links between different pieces of learning. Children can start to talk about problems they encountered and how they overcame those problems. Children use adults and other children to check how well they're doing. 	<ul style="list-style-type: none"> Children start to use the language of thinking and learning: think, know, remember, idea, plan, learn, research, try to do, evaluate. Children are curious and are able to use methods of research to find out more. Children feel safe to take a risk with a new idea. Children reflect on previous learning over time, remembering previous approaches and making connections between their experiences and the experiences of others (e.g. people in history and other faiths etc.). Children are able to talk about their process and explain how their solution worked and why. Children are able to make links within their learning and including real life experiences. Children can start to talk about problems they encountered and how they overcame those problems. Children understand how to respond positively to verbal or written feedback.
	Making links <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. 		
Choosing ways to do things <ul style="list-style-type: none"> Planning, making decisions about how to approach a task. Solving a problem and reaching a goal. Checking how well their activities are going. Changing strategy as needed. Reviewing how well the approach worked. 			