**Observation and Assessment**

Children develop at their own rates, and in their own ways.

Playing and Exploring, Active Learning and Thinking Critically support children’s learning across all areas.

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| **Name** |  | **Observer** |
| **Area of provision** |  |
| **Date:** | **Time:** | **Duration:** |
| **Observation or Photograph (What am I doing ?)** |
| **Characteristics of Effective Learning (How am I Learning ?)** |
| **Playing & Exploring****‘Engagement’** | **Active Learning****‘Motivation’** | **Creating & Thinking Critically****‘Thinking’** |
| **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 | **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 | **Having their own ideas**• Thinking of ideas• Finding ways to solve problems• Finding new ways to do thing |
| **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 | **Keeping on trying**• Persisting with activity when challenges occur• Showing a belief that more effort or a different approach will pay off• Bouncing back after difficulties | **Making links**• Making links and noticing patterns in their experience• Making predictions• Testing their ideas• Developing ideas of grouping, sequences, cause and effect |
| **Being willing to ‘have a go’**• Initiating activities• Seeking challenge• Showing a ‘can do’ attitude• Taking a risk, engaging in new experiences, and learning bytrial and error**A** | **Enjoying achieving what they set out to do**• Showing satisfaction in meeting their own goals• Being proud of how they accomplished something – not justthe end result• Enjoying meeting challenges for their own sake rather than external rewards or praise | **Choosing ways to do things**• 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 |
|  Learning and Development |
| **Next steps:** |
| **Date added to planning:** |