**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 by  trial 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 just  the 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:** | | | | |