

St Edmund's and St Thomas' Catholic Primary School – Independent Learner Milestones

EYFS – ‘Inventors of our own Learning’

Independent Learner Indicators	Pedagogy/Provision
<p>By the end of Reception, a typical learner will:</p>	<p>A curriculum which teaches fundamental skills and incorporates opportunities for children to put the skills into practice in a variety of ways using the ‘planning in the moment’ approach.</p> <p>The Characteristics of Effective learning must be in place before learning takes place.</p>
<ul style="list-style-type: none">- have an awareness of the need to listen in order to learn- be curious and motivated to try new things- be able to make reasoned choices and decisions- think critically – e.g. examine a range of possibilities before deciding on a solution.- demonstrate perseverance and a ‘can do’ attitude- be able to self-evaluate – e.g. evaluate how well an activity is going and change tactics/plans accordingly.- be able to talk about their learning/play and explain what they have done or plan to do.- be able to dress/undress self for PE, take off and put on own coat, use a knife and fork, collect and return own resources.	<p>Children are given opportunities to try new things in a safe and positive environment. A culture of learning is promoted in all learning environments. The emotional environment is nurturing with staff demonstrating high levels of sensitivity.</p> <p>Active listening is modelled, reinforced and praised across all aspects of the curriculum and through all learning experiences. Staff apply the ‘10 second wait’ rule when inviting children to respond to a question etc. Staff model the behaviour wanted from the children they establish eye contact, listen, turn take and speak quietly.</p> <p>Staff use a consistent approach across the phase group. An agreed vocabulary is used. All staff use the same language and do not speak in general terms e.g ‘great work/ idea’. Staff use ‘because’ to explain and to expand thinking. Language is used to affirm the children and consolidate their learning, e.g ‘thank you for putting the skittles in the box’</p> <p>Staff value play. They engage in play with the children and ask them the ‘story’ of their play. They have high expectations of what the children are doing. Staff develop vocabulary and model language structures through play.</p>

- have a good understanding of the prepositional language used in instructions, e.g. under, on, between, by, above, with, on top of,

Staff are vigilant and maintain an audit of what the children do. Well-considered interventions are applied if children become repetitive in their play. Staff promote the 'try three before me' message to encourage children to problem solve.

The learning environment is bright, well organised and reflects the children's interests. Displays are used to promote, celebrate and record learning.