

## The Characteristics of Effective Learning (COEL) in the Early Years Foundation Stage

The COEL describe the ways in which a child engages with other people and their environment and these skills underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Playing and Exploring – Engagement	Active Learning – Motivation	Creating and Thinking Critically – Thinking
<p><u>Finding out and exploring</u></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul> <p><u>Playing with what they know</u></p> <ul style="list-style-type: none"> <li>• Pretending objectives are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Acting out experiences with other people</li> </ul> <p><u>Being willing to ‘have a go’</u></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a ‘can do’ attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>	<p><u>Being involved and concentrating</u></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul> <p><u>Keeping on trying</u></p> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul> <p><u>Enjoying achieving what they set out to do</u></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplish something - not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<p><u>Having their own ideas</u></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul> <p><u>Making Links</u></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experiences</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul> <p><u>Choosing ways to do things</u></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>

21<sup>st</sup> Century Skills How can  
we succeed in life?

This curriculum maps the personal competencies, skills and dispositions necessary to enable children to continue to learn and to negotiate the complex information and cultural landscapes of a globalised world.

	Reason critically	Argue effectively	Think creatively	Work collaboratively	Behave responsibly	Learn effectively
KS1	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Ask questions</li> <li>Consider viewpoints</li> <li>Summarise</li> <li>Find similarities and differences</li> <li>Explain preferences</li> </ul>	<ul style="list-style-type: none"> <li>Express a view</li> <li>Express an opinion</li> <li>Begin to use evidence to justify opinion</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the world</li> <li>Use senses</li> <li>Show excitement, enjoyment and surprise</li> <li>Be willing to take on challenges</li> <li>Experiment with ideas</li> <li>Generate ideas and begin to combine them</li> </ul>	<ul style="list-style-type: none"> <li>Share</li> <li>Participate</li> <li>Begin to resolve arguments peacefully</li> <li>Learn from demonstration and modelling</li> <li>Consider impact of own actions</li> <li>Use words for different purposes</li> <li>Respect the opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>Start to think of others</li> <li>Take care of other things (animate and inanimate)</li> <li>Begin to recognise unfairness</li> <li>Seek adult help</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on own learning</li> <li>Begin to recognise what and how to improve</li> <li>Focus and sustain attention</li> <li>Persist with tasks</li> <li>Accept criticisms and suggestions</li> <li>Develop awareness of emotions</li> <li>Make choices and decisions</li> <li>Seek help from others</li> <li>Develop awareness of strengths and limitations</li> </ul>
L KS2	<ul style="list-style-type: none"> <li>Group, classify, re-classify</li> <li>Make links between causes and effects</li> <li>Discriminate between fact &amp; opinion</li> <li>Weigh up pros and cons</li> <li>Create working hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>Find and use suitable evidence when expressing opinions</li> <li>Begin to present a reasoned case</li> </ul>	<ul style="list-style-type: none"> <li>Use imagination for enjoyment</li> <li>Enjoy the unexpected, unusual and surprising</li> <li>Investigate real-life issues</li> <li>Be willing to take risks in own learning</li> </ul>	<ul style="list-style-type: none"> <li>Develop collaborative learning</li> <li>Become more adept at working in a team</li> <li>Take responsibility within a team</li> <li>Learn from shared and modelled activities</li> <li>Show fairness</li> </ul>	<ul style="list-style-type: none"> <li>Emphasise and respond to needs of others</li> <li>Recognise the beliefs, attitudes and opinions of others</li> <li>Make links between own lives and those of others</li> <li>Recognise unfairness</li> <li>Begin to take appropriate action</li> </ul>	<ul style="list-style-type: none"> <li>Check work routinely for accuracy and precision</li> <li>Persist with tasks until appropriate endpoint</li> <li>Work towards personal target</li> <li>Identify and reflect on barriers to learning □ Act on criticisms and suggestions</li> </ul>

U KS2	<ul style="list-style-type: none"> <li>• Consider reliability of evidence</li> <li>• Detect bias, opinion and stereotype</li> <li>• Justify opinions and conclusions</li> <li>• Experiment with problem-solving options</li> </ul>	<ul style="list-style-type: none"> <li>• Express a reasoned case</li> <li>• Begin to develop/change position through reasoned arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Pose questions that do not have straightforward answers</li> <li>• Challenge routine methods</li> <li>• See opportunities in mistakes and failures</li> <li>• Learn from others' ideas and experiences</li> <li>• Begin to develop value judgements about own and others work</li> </ul>	<ul style="list-style-type: none"> <li>• Take on different roles in a group</li> <li>• Take responsibility for part of a task</li> <li>• Help others with their learning</li> <li>• Respond to feedback</li> <li>• Compromising</li> <li>• Accepting and acting on group decisions</li> <li>• Manage own and others' disagreements</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices</li> <li>• Recognise the consequences of own choices on others</li> <li>• Anticipate the feelings of others</li> <li>• Respect the beliefs, attitudes and opinions of others</li> <li>• Begin to recognise and challenge injustice</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate own learning</li> <li>• Compare approaches with others</li> <li>• Become self-directed and more independent</li> <li>• Seek help from a variety of sources</li> <li>• Be confident in knowledge of personal strengths and weaknesses</li> <li>• Identify and act on barriers to learning</li> </ul>
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