|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Principle** | **Agree** | **Disagree** | **Established** | **Developing** | **On my radar** | **Something I should consider** |
| **Children learn through:** |
| First-hand experiences |  |  |  |  |  |  |
| Trial and error |  |  |  |  |  |  |
| Repetition and practice |  |  |  |  |  |  |
| Observing and imitating others |  |  |  |  |  |  |
| Listening  |  |  |  |  |  |  |
| Talking |  |  |  |  |  |  |
| Reflecting  |  |  |  |  |  |  |
| Interaction with others (adults and children) |  |  |  |  |  |  |
| Making choices |  |  |  |  |  |  |
| Recalling and remembering  |  |  |  |  |  |  |
| Following ideas or interests |  |  |  |  |  |  |
| Returning to ideas or interests |  |  |  |  |  |  |
| Seeing skills modelled |  |  |  |  |  |  |
| **The influence of the environment:** |
| Children know where to find things and where to return them |  |  |  |  |  |  |
| Children can exercise independence and choice because resources are easily accessible |  |  |  |  |  |  |
| Displays show the process in children’s work rather than simply focusing on the end product |  |  |  |  |  |  |
| Enhancements are intriguing and invite children to use their senses in order to feel, smell, touch, taste or listen |  |  |  |  |  |  |
| The freshness and appeal of each area is constantly a ‘work in progress’ so that children frequently encounter familiar things in new and different ways |  |  |  |  |  |  |
| There is no ‘one way’ and open-ended resources can be used inventively, e.g. a mop might be for cleaning the floor but can be used to make a pattern on the concrete, creating a trail for another child to follow |  |  |  |  |  |  |
| Care of the environment is discussed with children and solutions about the best way to care for things are agreed by adults and children together |  |  |  |  |  |  |
| **The curriculum:** |
| Provides a springboard to learning |  |  |  |  |  |  |
| Is structured around the distinct needs of the children from this school and this community |  |  |  |  |  |  |
| Is planned flexibly and is structure appropriately |  |  |  |  |  |  |
| Allows children to explore their own interests |  |  |  |  |  |  |
| Leads into areas a child might never discover by chance |  |  |  |  |  |  |
| Comprises every action and interaction throughout the day |  |  |  |  |  |  |
| Is inclusive of all families, recognising the different needs and challenges for the most vulnerable  |  |  |  |  |  |  |
| Is constantly reviewed to ensure that it is appropriate for all children, e.g. a ‘boy heavy’ class |  |  |  |  |  |  |
| **Relationships:** |
| Everybody deserves and receives equal respect |  |  |  |  |  |  |
| Create a strong sense of care for one another and the environment  |  |  |  |  |  |  |
| Provide positive role models about communicating respectfully and resolving conflict through discussion and reflection |  |  |  |  |  |  |
| Each child and family have a key person who supports the child in school and helps the family support their child’s learning at home |  |  |  |  |  |  |
| Relationships create the emotional environment that enable children to grow in confidence knowing that others will support them to be the best they can be |  |  |  |  |  |  |