

## Stages of learning

Beginning learner	Emergent learner	Developing learner	Independent learner	Proficient learner	Accomplished learner
<p><b>Confidence/ collaboration</b></p> <p>Enjoys taking part in a small number of activities, alone and alongside others. Developing confidence to choose learning tasks and share what has been made.</p>	<p>Shows pleasure and engagement in a growing range of activities. Beginning to focus at more length on tasks of particular interest. Becoming more confident to work with a partner and participate in small groups.</p>	<p>Interested and confident in familiar tasks but needing encouragement in approaching new learning. Sustaining interest in engaging tasks. Willing to collaborate with others in pairs and groups</p>	<p>Confident and independent in a wider range of learning contexts. Able to sustain engagement when encountering problems. Collaborates readily with others, contributing and questioning.</p>	<p>Capable of working independently and persevering with problems. Collaborating confidently in large and small groups; able to help others with their learning.</p>	<p>Autonomous and self-starting, but capable of collaborating constructively and contributing positively to a team. Intent on resolving problems and completing substantial projects.</p>
<p><b>Creativity</b></p> <p>Enjoys exploring ideas through imaginative play. Engages playfully with materials.</p>	<p>Approaching their work imaginatively and playfully. Becoming able to express ideas creatively.</p>	<p>Beginning to experiment and take some risks. Increasingly able to work creatively; gaining control over materials.</p>	<p>Approaching learning in an open and creative way and expressing their imagination in longer-term projects.</p>	<p>Developing their imaginative ideas and taking risks to achieve results. Producing some effective creative outcomes in different media.</p>	<p>Generating ideas and developing them in original and creative ways, using a range of media.</p>
<p><b>Strategies/skills/knowledge</b></p> <p>Repeating actions and processes as part of exploratory learning, sometimes using simple tools.</p> <p>Beginning to notice patterns and make links with prior experience.</p>	<p>Modelling ideas and understandings concretely, using appropriate tools and materials. Beginning to make some explicit connections with previous experience. Asking questions; ready to communicate thinking.</p>	<p>Able to categorise and compare. Making explicit connections with prior learning. Selecting appropriate tools and apparatus for particular tasks and using them competently. Asking relevant questions; beginning to use some specialist vocabulary with understanding.</p>	<p>Making and checking predictions. Relating ideas relevantly to prior knowledge. Beginning to use a range of learning skills appropriately and explain how they are using them. Able to discuss the learning approaches in some subject areas using appropriate language.</p>	<p>Forming and testing hypotheses. Consolidating a growing range of learning strategies and using them appropriately. Using evidence to support argument. Aware of the concepts and methods particular to some subject areas.</p>	<p>Drawing on a wide range of learning strategies and applying them with precision and control. Developing a detailed knowledge of some subject areas and their terminology; able to analyse and explain key concepts and present complex ideas, drawing on evidence.</p>
<p><b>Reflection</b></p> <p>Enjoys sharing and describing what they have done.</p>	<p>Willing to review their work with a teacher and respond to the work of others.</p>	<p>Can reflect on own learning and comment helpfully on the work of others. Beginning to improve their work following discussion.</p>	<p>Reflecting regularly on what has been learned, suggesting improvements and articulating reasons.</p>	<p>Reflecting thoughtfully and objectively on own work; helpfully critiquing the work of others.</p>	<p>A reflective learner who is developing a habit of critical awareness and is able to analyse and evaluate their own work and that of others constructively.</p>
<p><b>Names</b></p>					

