Transforming the way we work

A Playroom of Wonder

QUESTIONS

1. Are children being challenged to develop a range of skills?
2. Are children asked about what they want to learn next?
3. Are learning experiences motivating, engaging and innovative?
4. Are there opportunities to increase the depth of learning?
5. Are children encouraged to demonstrate their learning in different ways?

QUESTIONS

6. Is planning carried out with the children?

7. Has prior learning been considered?

8. Has planning taken place to consider specific developmental milestones or SHANARRI statements?

9. Have clear decisions been made about gathering evidence of progress?

10. What have the children been able to 'do, say or make'?

11. From the outset, did the children know what they were going to learn and how they were going to get there?

12. How were particular skills developed?

13. What has been the impact of learning and experiences on the children?

14. What, if anything, needs changed?

15. How did children give feedback on their own learning?

16. Reporting on progress – how is feedback shared with parents?

Understanding Schema

Most common types of Schema observed in children's play:

- Trajectory
- Rotation
- Enclosing
- Enveloping
- Transporting
- Connecting
- Positioning
- Orientation

Understanding Schema

Observing and understanding schematic behaviour gives practitioners an additional way of considering a child's developmental needs. It enables practitioners to:

- find out about how children learn;
- recognise individual child's schemas;
- plan for the individual child;
- build on their preferred way of learning; and
- support and challenge their thinking.