

INTRODUCTION

USING THE 7 PRINCIPLES DURING THE EVALUATION PROCESS ENSURES CONTINUOUS REFLECTION ON EXPERIENCES OFFERED TO CHILDREN.

Challenge & Enjoyment: Are children engaged and motivated?

Breadth: Have children been involved in a range of experiences?

Progression: Are children building on previous knowledge?

Depth: Have children been given opportunity to develop different kinds of thinking and learning?

Personalisation & Choice: How did you respond to the needs of individual children?

Coherence: Are there links between different aspects of learning?

Relevance: Is learning relevant to children's lives?

2

BREADTH

ENGAGING CHILDREN IN A GREATER RANGE OF EXPERIENCES USING A WIDER RANGE OF CONTEXTS FOR LEARNING.

When evaluating breadth, consider:

- Is learning linked?
- Have different aspects of the curriculum been explored?
- Have children been supported through core provision both indoors and out?

4

DEPTH

DEEPENING CHILDREN'S UNDERSTANDING, TAKING CHILDREN FURTHER, 'DEEPENING' THEIR ENQUIRY.

When evaluating depth, consider:

- Have children been given the opportunity to develop different types of thinking and learning?
- Did children make connections on their new learning?
- Do children have conceptual understanding?

6

COHERENCE

HELPING CHILDREN TO MAKE CONNECTIONS IN THEIR LEARNING USING 'REAL LIFE' CONTEXTS THAT HELP THEM TO MAKE SENSE OF AND APPLY THEIR LEARNING.

When evaluating coherence, consider:

- Were there links between different aspects of learning?
- Were there opportunities for extended activities drawing different strands of learning together?
- Were children provided with 'real life' experiences to support new learning?

1

CHALLENGE & ENJOYMENT

ENABLING CHILDREN TO ENGAGE, TAKE RESPONSIBILITY, AND SOLVE PROBLEMS, AS WELL AS LEAD AND FURTHER DEVELOP THEIR PASSION FOR LEARNING.

When evaluating, it's important to consider:

- Have individuals achieved their full potential?
- Have they demonstrated creativity?
- Are children engaged and motivated?
- Have children's achievements been celebrated?
- How do we provide challenge to all children?
- How do we support children to be active learners?

3

PROGRESSION

BUILDING ON WHAT CHILDREN ALREADY KNOW, PROVIDING PROVOCATIONS AND STIMULATION TO EXTEND LEARNING.

When evaluating progression, consider:

- How are we supporting children to build on previous knowledge?
- How have children progressed in their learning?
- Have children had the opportunity to reflect on previous learning?
- Has there been progression through the benchmarks?

5

PERSONALISATION & CHOICE

TAILORING PROVISION TO MEET INDIVIDUAL NEEDS AND INTERESTS, SUPPORTING CHILDREN TO MAKE CHOICES AND SHARE THEIR PERSPECTIVES.

When evaluating, consider:

- How did you respond to the needs of individual children?
- Were they encouraged to make personal choices?
- Was there an opportunity for children to lead learning?

7

RELEVANCE

CONNECTING WITH CHILDREN'S NEEDS AND INTERESTS, REFLECTING THEIR LIVES AND CULTURE.

When evaluating relevance, consider:

- Can children see the value in what they are learning?
- Can they understand why they are exploring new learning?
- Is the learning relevant to their lives?



7 PRINCIPLES OF CURRICULUM DESIGN

THE 7 PRINCIPLES ARE AN EXCELLENT WAY TO EVALUATE LEARNING WALLS AND FLOORBOOKS, HELPING TO ENSURE ONGOING REFLECTION REGARDING EXPERIENCES OFFERED TO CHILDREN.

Things to remember:

- Note the children who have contributed to the Learning Wall/Floorbook.
- Be mindful of children who aren't engaging. Why is this? What can we do?
- Evaluation is an ongoing process. Don't leave it until the end of an 'interest.'
- Accurately record children's voice.
- Be responsive to any gaps within the 7 Principles.

This 'quick guide' will support practitioners to develop their knowledge of the seven principles, and how they can be used to review, evaluate, and improve practice in delivering a quality curriculum suitable for all children.



"It is through the process of reflection that practitioners are able to facilitate the right kind of interactions and experiences in considered spaces both outdoors and indoors to extend or consolidate learning."

- **Realising the Ambition (2020:67)**



Early Years Training