

# The Quality Learning Framework

Quality Indicator	Children's Actions/Responses	Teaching Strategies/Roles for all adults in the classroom	The Role of the Environment/Planning
<b>Motivation</b>	<p>Children</p> <ul style="list-style-type: none"> <li>• are eager to participate in activities;</li> <li>• display an appropriate degree of curiosity and inquisitiveness;</li> <li>• show signs of excitement, energy and vitality;</li> <li>• exhibit similar enthusiasm for play and task time;</li> <li>• respond positively to praise;</li> <li>• make enthusiastic gestures e.g. clapping hands, jumping up and down, hopping on one foot; and</li> <li>• display a degree of creativity and imagination.</li> </ul>	<p>Adults</p> <ul style="list-style-type: none"> <li>• offer a variety of stimulating and age-appropriate activities;</li> <li>• frequently change activities, often in accordance with children's interests;</li> <li>• show active interest in children's learning and work;</li> <li>• participate and extend learning process when appropriate; and</li> <li>• generally give praise for effort rather than achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• The décor is colourful, bright and aesthetically pleasing</li> <li>• A variety of exciting areas are available, allowing for privacy and curiosity.</li> <li>• Resources are stimulating and interesting to use.</li> <li>• Available resources are rotated to supply novelty (including books);</li> <li>• Examples of children's work are prominently displayed.</li> </ul>
<b>Concentration</b>	<p>Children</p> <ul style="list-style-type: none"> <li>• are very attentive/lost in what they are doing;</li> <li>• show signs of deliberation/ mental engagement e.g. intent gaze, protruding tongue, pursed lips;</li> <li>• persevere in the face of difficulty;</li> <li>• do not flit aimlessly from one activity to another;</li> <li>• show evidence of precision and care; and</li> <li>• usually remain at an activity until a satisfactory conclusion is reached.</li> </ul>	<p>Adults</p> <ul style="list-style-type: none"> <li>• allow time for completion of activities when possible;</li> <li>• comment favourably on children's high engagement with learning;</li> <li>• ensure activities are pitched appropriately for the age-level and ability of the children, allowing for a degree of challenge and diversity of response;</li> <li>• are available for intervention if and when required;</li> <li>• encourage children to persevere in the face of difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• There is lack of distraction and disturbance, e.g. external noise.</li> <li>• There are periods of quiet during the day.</li> <li>• The layout aids concentration.</li> <li>• There is time given to progression in topics.</li> <li>• Facilities are spacious, comfortable, airy and attractive for the learner.</li> </ul>

<p><b>Higher Order Thinking Skills (HOTs)</b></p>	<p>Children</p> <ul style="list-style-type: none"> <li>• can make a plan of action;</li> <li>• can categorise and sequence objects and events;</li> <li>• can articulate their ideas;</li> <li>• carry out most activities to completion;</li> <li>• make appropriate suggestions and offer alternatives;</li> <li>• can reflect on previous work;</li> <li>• make an attempt at solving problems and making decisions;</li> <li>• Show signs of creativity in what they do i.e. a degree of playfulness with ideas;</li> <li>• are open to suggestions from others;</li> <li>• work well collaboratively;</li> <li>• use thinking language and gestures;</li> <li>• begin to explain why they have done things in a certain way; and</li> <li>• comment on their work and begin to evaluate it.</li> </ul>	<p>Adults</p> <ul style="list-style-type: none"> <li>• encourage children to plan, do and review in an informal manner, especially during structured play;</li> <li>• use thinking language including reflection, prediction, projection;</li> <li>• make use of physical gestures as cues to encourage thinking;</li> <li>• foster memory skills through song, rhyme and other playful means;</li> <li>• model effective thinking strategies;</li> <li>• make reference to previous learning to inform new learning;</li> <li>• provide playful experiences to promote decision-making, problem-solving, use of imagination and critical enquiry;</li> <li>• make suggestions; ask probing questions; amplify children's utterances, play along with children;</li> <li>• give children time to think, to talk and to ask each other questions; and</li> <li>• accept mistakes and use as learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and memory aids are on display, e.g. number line, visual timetable.</li> <li>• Resources are appropriately matched to children's learning and allow for appropriate extension and challenge.</li> <li>• The space is flexible but well-organised;</li> <li>• Ample space for exploration and investigation;</li> <li>• There is evidence of both outdoor facilities and the wider community being used as an extension of children's learning.</li> <li>• Task time has more focussed learning intentions than structured play.</li> </ul>
<p><b>Multiple Skill Acquisition (MSA)</b></p>	<p>Children</p> <ul style="list-style-type: none"> <li>• engage in an array of different activities daily such as mathematical, scientific, linguistic, physical and creative;</li> <li>• show understanding of basic mathematical concepts;</li> <li>• show interest in the written word and make attempts at deciphering it;</li> <li>• reveal progress in fine and gross motor control;</li> </ul>	<p>Adults</p> <ul style="list-style-type: none"> <li>• are aware of the importance of scaffolding and use it effectively</li> <li>• have a good knowledge of developmental pathways; especially in early mathematics, literacy and physical development.</li> <li>• offer a broad and balanced curriculum, encouraging development of linguistic, scientific, mathematical, creative and physical development;</li> </ul>	<ul style="list-style-type: none"> <li>• An array of materials allowing for the development of mathematical, linguistic, scientific, physical and creative activity is available.</li> <li>• Excellent organisation and planning in evidence where areas of learning are clearly marked. <b>What does this mean?</b></li> </ul>

	<ul style="list-style-type: none"> <li>• show interest in the world around them and in expressing themselves creatively through visual, dramatic and musical stimuli; and</li> <li>• can explore and experiment with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the importance of developing the whole child;</li> <li>• use observation and assessment as integral to the curriculum and effective to inform practice;</li> <li>• plan for individual differences and progression apparent; and</li> <li>• are available to extend children's knowledge and development in all areas of learning.</li> </ul>	
<b>Confidence</b>	<p>Children</p> <ul style="list-style-type: none"> <li>• are not afraid of failure;</li> <li>• happily speak out in front of the class;</li> <li>• tackle activities without hesitation;</li> <li>• can express emotions freely;</li> <li>• seldom show anxiety;</li> <li>• demonstrate pride and self-satisfaction in end product; and</li> <li>• volunteer easily and express own opinions.</li> </ul>	<p>Adults</p> <ul style="list-style-type: none"> <li>• offer a warm, secure relationship e.g. making eye contact; down at children's level; gentle touching of head/shoulders</li> <li>• respond to children in a non-judgemental and sensitive manner;</li> <li>• give appropriate and effective encouragement;</li> <li>• encourage children to value own work as well as that of others;</li> <li>• value the contributions offered by all children; and</li> <li>• encourage children to have a voice in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes its lead from the children and is owned by them.</li> <li>• Children are involved in the arrangement and maintenance of the environment.</li> <li>• The environment is arranged appropriately for the children's needs and interests;</li> <li>• A friendly and welcoming ethos;</li> <li>• Is flexible, well-organised and not overly structured e.g. clearly marked areas, appropriate labels, child-sized furniture, items stay in same place.</li> </ul>
<b>Well-being</b>	<p>Children</p> <ul style="list-style-type: none"> <li>• laugh and smile frequently;</li> <li>• seldom cry;</li> <li>• generate a hum of activity when appropriate;</li> <li>• demonstrate appropriate levels of emotional maturity;</li> <li>• join in play with others outside the classroom;</li> <li>• show awareness of nutritional issues;</li> <li>• drink water when thirsty;</li> </ul>	<p>Adults</p> <ul style="list-style-type: none"> <li>• develop a strong rapport with the children;</li> <li>• demonstrate affection by caring gestures, by getting down to child's level;</li> <li>• display warmth, patience and kindness;</li> <li>• ensure that children are comfortable, eat healthy food and have access to physical exercise; and</li> </ul>	<ul style="list-style-type: none"> <li>• The environment reflects a cosy, warm and, at times, calm atmosphere.</li> <li>• Attention is paid to children's comfort and relaxation.</li> <li>• Surroundings are safe.</li> <li>• There are regular opportunities for children to 'let off steam';</li> <li>• Stimulating outdoor equipment is available.</li> </ul>

	<ul style="list-style-type: none"> <li>• report any feelings of illness</li> <li>• don't (when well) show signs of physical discomfort; and</li> <li>• show appropriate growth and physical development.</li> </ul>	<ul style="list-style-type: none"> <li>• show awareness of children's safety at all times.</li> </ul>	
<b>Independence</b>	<p>Children</p> <ul style="list-style-type: none"> <li>• can use own initiative and undertake simple activities for themselves ;</li> <li>• help with classroom routines;</li> <li>• can act as leaders when asked to do so;</li> <li>• frequently resolve their own disputes;</li> <li>• can make some decisions for themselves;</li> <li>• use adult for support and advice rather than direction and are not overly dependent or clingy; and</li> <li>• can make an attempt at solving their problems.</li> </ul>	<p>Adults</p> <ul style="list-style-type: none"> <li>• allow children a sense of ownership/autonomy of their own learning;</li> <li>• encourage children to do things for themselves as often as possible;</li> <li>• arrange setting to facilitate choice;</li> <li>• allow children a degree of freedom and help to develop their powers of decision-making;</li> <li>• encourage children to help one another;</li> <li>• support children in trying new things;</li> <li>• persuade children to show some initiative and have a degree of control over their learning; and</li> <li>• follow the children's lead, when appropriate, instead of vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>• An autonomous learning environment where children have a reasonable say whenever possible, e.g. deciding what goes on a wall display;</li> <li>• Task boards and choice boards are effectively used by children;</li> <li>• Shelves are low-level and there is easy access to materials;</li> <li>• Toilets have easy access;</li> <li>• There is ample space for children's personal items.</li> </ul>
<b>Social Interaction</b>	<p>Children</p> <ul style="list-style-type: none"> <li>• interact confidently and freely with adults and peers;</li> <li>• can share and take turns;</li> <li>• can participate well in parallel and group activity;</li> <li>• demonstrate age-appropriate conversation skills;</li> <li>• are seldom isolated; and</li> <li>• show few signs of aggression and misbehaviour.</li> </ul>	<p>Adults</p> <ul style="list-style-type: none"> <li>• interact appropriately with one another and refer respectfully to one another;</li> <li>• are all approachable and make ample time for children;</li> <li>• group and pair children according to different criteria at different times;</li> <li>• allow ample time for group discussion and participation; and</li> <li>• encourage self-control, empathy and consideration for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources are available which stimulate group and linguistic activity;</li> <li>• The layout of the setting allows for group participation;</li> <li>• Private places are available for children's own interactions.</li> </ul>

**Respect****Children**

- display good manners towards adults *and* towards one another, e.g. please and thank you;
- show respect for adults, equipment, other people's property and one another; and
- do not discriminate on grounds of ethnicity, gender or other inappropriate classification.
- do not use inappropriate language in referring to others.

**Adults**

- model respect and good manners;
- show respect for cultural diversity;
- cater for all children's needs and interests;
- practise a pastoral care policy in which all children are considered equally; and
- respect all children's work and display according to effort rather than content.

- The range of materials reflects cultural diversity.
- There is a protocol to enable children to resolve disputes independently.
- Equipment is in good condition.
- There is no litter in the classroom.
- There is special provision for language or other communication disability where necessary (e.g. hearing induction loop system)