

<b>Dispositions and attitudes to learning</b>	
Shows curiosity: wondering and questioning ...around objects, phenomena, events and people	
Shows an eagerness to explore and investigate - intrinsic motivation	
Remains engaged for sustained periods, maintaining focus, not easily distracted	
Shows a willingness to try new things, new experiences, new challenges, take risks, open to new ideas	
Shows a willingness to initiate – play, explore, question etc.	
Shows resilience – comfortable with mistakes or when things go wrong/ tolerate ambiguity	
Shows perseverance - sticking with difficulty or challenge / persistence	
Shows a belief that more effort/different approach will pay off, that skills can grow (growth mindset)	
<b>Creative thinking skills – using their imagination</b>	
Thinking of ideas that are new and meaningful to the child (original for the child)	
Ability to generate multiple ideas around same issue, playing with possibilities – What if? What else?	
Finding new ways to solve a problem, or do things	
Pretending objects are things from their experience	
Taking on a role in their play, alone or in a group	
Ability to visualise and imagine options – see in the mind’s eye	
<b>Critical thinking skills - analysing and synthesising</b>	
Can think clearly based on observation/ experience - gathering information – pays attention to detail	
Making links - Use previous experience/ knowledge to inform their new learning? transfer learning?	
Developing ideas of grouping, patterns, comparison , sequencing and anomalies	
Able to identify problems	
Developing understanding of cause and effect	
Thinking ahead: Ability to speculate and predict, thinking about what might happen, hypothesise	
Planning how to approach a task, solve a problem or reach a goal	
Testing ideas – choosing ways to do things/ trying things out – putting ideas into action	
Checking and reflecting how activity is going / Improving by trial and error/ flexibility- adapting	
Showing flexibility: Adapting/ changing strategy	
Thinking back: Reviewing/ evaluating how well an approach worked/ thinking about next steps	
<b>Communication and collaboration: Communicating their ideas to others/confidence in own ideas</b>	
Dialogue of ideas, listening to others, exchange of ideas, giving and receiving feedback	
Demonstrates a willingness to work/ collaborate with others	

## NOTES:

- This tool is intended to aid observation
- It is intended to aid practitioner understanding of the components of creativity – and to reflect on how they could be best nurtured and cultivated
- What children can do must always be the starting point for learning, we should not use this tool as a deficit model checklist.
- Children’s starting points will all be very different due to early life experiences/ environment/ relationships etc.
- Creative progression develops at different rates in children
- Creative progression is not always linear
- Embedding certain processes can take longer for some children, taking time to embed what they know
- The monitoring is spread over the year with three inputs. It is intended each input is based on observations carried out over several weeks as children engage in their play or playful planned activities.
- This periodic assessment of progress is not a substitute to ‘real-time’ observation, reflection and responding
- The monitoring tool’s aim is to ensure **all** children are supported to have a solid foundation in their creative and critical thinking skills.
- The tool is designed for children 3-4 years to 7.