

**Cambridge University Faculty of Education  
Independent Learning in the Foundation Stage**

**Checklist of Independent Learning Development (CHILD) 3-5**

**Name of child:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **School/setting:** \_\_\_\_\_

	<b>Always</b>	<b>Usually</b>	<b>Some-times</b>	<b>Never</b>	<b>Comment</b>
<b>Emotional</b>					
Can speak about own and others behaviour and consequences					
Tackles new tasks confidently					
Can control attention and resist distraction					
Monitors progress and seeks help appropriately					
Persists in the face of difficulties					
<b>ProSocial</b>					
Negotiates when and how to carry out tasks					
Can resolve social problems with peers					
Shares and takes turns independently					
Engages in independent cooperative activities with peers					
Is aware of feelings of others and helps and comforts					

	<b>Always</b>	<b>Usually</b>	<b>Some- times</b>	<b>Never</b>	<b>Comment</b>
<b>Cognitive</b>					
Is aware of own strengths and weaknesses					
Can speak about how they have done something or what they have learnt					
Can speak about future planned activities					
Can make reasoned choices and decisions					
Asks questions and suggests answers					
Uses previously taught strategies					
Adopts previously heard language for own purposes					
<b>Motivational</b>					
Finds own resources without adult help					
Develops own ways of carrying out tasks					
Initiates activities					
Plans own tasks, targets and goals					
Enjoys solving problems					

**Scoring: Always 3, Usually 2, Sometimes 1, Never 0.**

**Maximum scores: Emotional 15, Prosocial 15, Cognitive 21, Motivational 15 Total 66**