

Parent Report Guidance

The new curriculum assesses without levels. Children are now assigned 'steps' for their attainment and are expected to complete all 3 'steps' progress from their starting point each year to be 'at expected' by the end of each academic year.

	Very High	High	Moderate	Low
Well Being & Resilience <i>(Taken from the Leuven Scale)</i>	<ul style="list-style-type: none"> ✓ The child looks happy, cheerful and is often smiling ✓ They are often lively and full of energy ✓ Actions can be spontaneous and expressive ✓ The child appears relaxed and does not show signs of stress or tension ✓ The child expresses self-confidence and self-assurance 	<ul style="list-style-type: none"> ✓ The child shows obvious signs of satisfaction (as listed under very high) however, these signals are not consistently present with the same intensity 	<ul style="list-style-type: none"> ✓ The child has a neutral posture ✓ Facial expression and posture show little or no emotion ✓ There are no signs indicating sadness or pleasure, comfort or discomfort 	<ul style="list-style-type: none"> ✓ The posture, facial expression and actions indicate that the child does not feel at ease ✓ Discomfort is not expressed the whole time but would generally describe the child
Participation	<ul style="list-style-type: none"> ✓ Always offers answers in class ✓ Takes a lead role in group activities ✓ Supports others ✓ Uses initiative when working independently ✓ Demonstrates a love of learning which has a very strong impact on progress 	<ul style="list-style-type: none"> ✓ Regularly offers answers in class ✓ Works well in groups and independently ✓ Enjoys learning which has a good impact on progress 	<ul style="list-style-type: none"> ✓ Hesitant to offer answers in class ✓ Usually engaged but requires some initial support ✓ Shows enjoyment in particular areas of interest ✓ Making some progress but perhaps less than their potential 	<ul style="list-style-type: none"> ✓ Rarely offers answers in class ✓ Requires significant adult support to participate ✓ Rarely shows interest in class work ✓ Is likely to make insufficient progress
Quality of work	<ul style="list-style-type: none"> ✓ Always takes pride in their work and produces work to the best of their ability ✓ Their thirst for knowledge motivates them to exceed what is required ✓ Exceeds success criteria set by the teacher ✓ Challenges themselves consistently 	<ul style="list-style-type: none"> ✓ Takes pride in their work and usually produces work to the best of their ability with little prompting ✓ Achieves success criteria set by the teacher ✓ With some encouragement they challenge themselves 	<ul style="list-style-type: none"> ✓ Can take pride in their work when they are personally interested by the subject ✓ Requires some support and encouragement to produce work to the best of their ability ✓ With some support, usually achieves the success criteria set by the teacher ✓ Needs adult support to challenge themselves 	<ul style="list-style-type: none"> ✓ Displays little pride in their work ✓ Produces work below the standard expected for their ability ✓ Very reluctant to challenge themselves ✓ Requires significant adult support to achieve success criteria in lessons
Organisation	<ul style="list-style-type: none"> ✓ In addition to following class routines they have established their own routines and organisational systems ✓ Selects the correct resources that are required for the lesson ✓ Shows very good initiative in all areas of the school day 	<ul style="list-style-type: none"> ✓ Understands the class routines and follows them independently ✓ Selects the correct resources that are required for the lesson with very little prompting ✓ Shows some initiative and does not heavily rely on adult support or guidance 	<ul style="list-style-type: none"> ✓ With reminders they can follow class routines and select appropriate resources <i>(Can forget to hand in books for changing or to bring letters home. They need to be reminded to bring a white board to the carpet.)</i> 	<ul style="list-style-type: none"> ✓ Can struggle to learn and remember routines ✓ Is usually disorganised and requires an adult to select resources <i>(This child needs simple instructions and may find visual prompts such as timetables helpful)</i>

Attitude and behaviour	<ul style="list-style-type: none"> ✓ Pupils pride in the school is shown by their excellent conduct at all times ✓ Makes a significant contribution to the school ✓ Their actions are based strongly in the school's values and they are able to make a conscious decision to act accordingly 	<ul style="list-style-type: none"> ✓ Pupils attitudes to all aspects of learning are consistently positive and have a good impact on the progress they make ✓ Is aware of and follows the school/class rules consistently ✓ Their actions demonstrate an understanding of the school's values ✓ 	<ul style="list-style-type: none"> ✓ They show a positive attitude when personally interested or motivated by a reward ✓ With some reminders they usually follow school rules ✓ Are aware of the school values ✓ Occasionally require sanctions for inappropriate behaviour but do not disrupt the learning or safety of others 	<ul style="list-style-type: none"> ✓ Is rarely positive about school ✓ Requires significant adult support to follow school rules ✓ Can disrupt the learning of others ✓ Often requires sanctions for inappropriate behaviour <p><i>This child may have a Behaviour Support Plan</i></p>
Relationships	<ul style="list-style-type: none"> ✓ Provides an excellent role model for other children ✓ Has a positive impact on the children they work with ✓ Seeks guidance on how to improve work from adults and children ✓ Takes a lead role on the playground – a buddy to younger children or looks out for other children 	<ul style="list-style-type: none"> ✓ Can work with a variety of children not just their friends ✓ Appreciates the success of others and offers praise willingly ✓ Is pleased to accept guidance on how to improve work from adults and peers ✓ Plays well with a range of children ✓ Is able to resolve conflicts 	<ul style="list-style-type: none"> ✓ Can work well as part of a carefully planned group ✓ When prompted can offer praise and value success of some children ✓ Is able to accept guidance on how to improve work from adults and peers ✓ Usually plays well with other children but requires adult support for conflict resolution 	<ul style="list-style-type: none"> ✓ Struggles to work as part of a group ✓ Finds it difficult to accept others successes ✓ Cannot accept guidance as it is viewed as criticism ✓ Finds playtime difficult and/or is the cause of conflict ✓ Is often unable to resolve conflict or manage their own behaviour
Response to instructions	<ul style="list-style-type: none"> ✓ Requires very little instruction to complete tasks ✓ Shows a high level of initiative and independence ✓ This child uses 'self-help' strategies consistently 	<ul style="list-style-type: none"> ✓ Follows instructions well to complete tasks ✓ Works independently most of the time ✓ Responds positively when asked to do something ✓ Can carry out several instructions 	<ul style="list-style-type: none"> ✓ Usually follows clear instructions but can need reminders ✓ Follows routine instructions independently ✓ Benefits from a small number of instructions at one time and visual reminders 	<ul style="list-style-type: none"> ✓ Rarely follows instructions without support ✓ Needs only one instruction at a time ✓ Takes a long time to learn new routines ✓ Can be resistant when asked to do something
Reading	<ul style="list-style-type: none"> ✓ The child reads at home everyday 	<ul style="list-style-type: none"> ✓ The child reads at home at least 4 times a week 	<ul style="list-style-type: none"> ✓ The child reads at home at least twice a week 	<ul style="list-style-type: none"> ✓ The child rarely reads at home
Homework	<ul style="list-style-type: none"> ✓ Always completes homework to a high standard and hands in on time 	<ul style="list-style-type: none"> ✓ Always completes homework on time but the standard varies 	<ul style="list-style-type: none"> ✓ Sometimes completes homework on time but is not always to the best of their ability 	<ul style="list-style-type: none"> ✓ Rarely completes homework
Attendance	<ul style="list-style-type: none"> ✓ 98%-100% 	<ul style="list-style-type: none"> ✓ 95%-98% 	<ul style="list-style-type: none"> ✓ 90% -95% 	<ul style="list-style-type: none"> ✓ Below 90%