

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

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