



# Speenhamland School

## Assessing Our School Values





**At Speenhamland, we believe strongly in developing the ‘whole child’ so all pupils are happy, healthy, safe, engaged, supported and challenged to grow in their educational environment. We encourage our pupils to show high engagement and ownership in their learning, ensuring all our children become confident, ambitious young people ready to shape their future world. We have high expectations and a consistent approach to behaviour which focuses on developing respect and tolerance for all differences. We ensure our pupils develop a sense of responsibility for their school and its environment, and are actively involved in decision making through pupil voice. Together, we foster a strong sense of community and collective ethos where the school values are promoted: resilience, respect, resourcefulness, risk taking and responsibility.**

In order to ensure our pupils develop the key personal characteristics for learning, we assess their learning behaviours each term and this information is shared with our parents and carers. To guarantee that the judgements we give are consistent across the school, we have created a scaling system of 1 - 4:

1	2	3	4
<b>I rarely ...</b>	<b>I sometimes ...</b>	<b>I mostly ...</b>	<b>I always ...</b>
This means that across the key subjects, the pupil seldom demonstrates the outlined behaviours.	This means that across the key subjects, the pupil from time to time demonstrates the outlined behaviours.	This means that across the key subjects, the pupil frequently demonstrates the outlined behaviours.	This means that across the key subjects, the pupil continuously demonstrates the outlined behaviours.

When the teacher assesses the pupil, they will give a ‘best fit’ judgement based on their learning behaviour throughout the EYFS provision or across reading, writing, maths and forest school. It could be the child is awarded a lower score overall if they demonstrate strength in one subject, but not another. As well as sharing this data with parents and carers, teachers and leaders will ensure that additional support and provision is put in place to help children strengthen their learning behaviours further. This could be through supporting the child more within the class setting or even a more formal intervention such as M4C support or a referral to the Mental Health School Team (MHST). Any additional intervention support will always be discussed and agreed with parents and carers first.

If you have any questions about the information in this leaflet, please feel free to make an appointment and discuss with the class teacher.

# RESILIENCE

Resilience is approaching my learning with a ‘can-do’ attitude. I always keep trying, even when things get difficult. I know that mistakes are okay to help me learn and grow - I need to bounce back from them.

## OUR SCALE OF ASSESSMENT:

1	2	3	4
I rarely ...	I sometimes ...	I mostly ...	I always ...

### What does resilience look like in different areas of learning? Examples could include ...

<b>Resilience in EYFS</b>	<ul style="list-style-type: none"> <li>• keep trying when problems occur - struggling to cut with scissors, throwing balls at a target</li> <li>• keep practising fastening my zip, even if it gets stuck or does not zip first time</li> <li>• modify or adapt my pictures if I make a mistake in my drawing</li> <li>• try to peel my own fruit or cut my dinner, at snack or lunch time</li> <li>• find a way to make my tower stronger or build it again when it keeps falling down</li> <li>• use my phonics sounds to read words, even though I might make mistakes</li> <li>• count objects I see using my knowledge of number, even though I might make mistakes</li> <li>• ask others to play if I have no one to play with</li> <li>• use adult advice to help me succeed independently at an activity or task</li> </ul>
<b>Resilience in Reading</b>	<ul style="list-style-type: none"> <li>• attempt to read difficult words through sounding out/blending</li> <li>• stick to reading my book, even if the start of it does not appeal to me</li> <li>• re-read the text to help me find the answer to a question</li> <li>• read a minimum of 3 times a week at home even if I am tired or busy</li> </ul>
<b>Resilience in Writing</b>	<ul style="list-style-type: none"> <li>• edit and improve my writing willingly</li> <li>• respond positively to suggested improvements, either verbally or in marking</li> <li>• apply my knowledge of grammar to my writing, even if it is tricky</li> <li>• apply my phonics and spelling rule knowledge to help with tricky spellings</li> <li>• try hard to produce work which is legible and neat even if I find handwriting tricky</li> </ul>
<b>Resilience in Maths</b>	<ul style="list-style-type: none"> <li>• visit mistakes and have another go at finding the correct answer</li> <li>• respond positively to feedback</li> <li>• re-think my approach to problems that I am stuck on</li> <li>• keep going – remembering, I cannot do it YET!</li> </ul>
<b>Resilience in Forest School</b>	<ul style="list-style-type: none"> <li>• have multiple attempts independently when learning a new skill (e.g. fire lighting, sawing, whittling)</li> <li>• stay on task and problem solve when needed</li> <li>• enjoy the natural environment and am unfazed by the weather conditions</li> </ul>

# RESOURCEFULNESS

Resourcefulness is using equipment, the class environment and previous knowledge, skills and experiences to support my independent learning and overcome challenges. When I am resourceful, I use what is on offer before seeking adult support.

## OUR SCALE OF ASSESSMENT:

1	2	3	4
I rarely ...	I sometimes ...	I mostly ...	I always ...

### What does resourcefulness look like in different areas of learning? Examples could include ...

<b>Resourcefulness in EYFS</b>	<ul style="list-style-type: none"> <li>• find what I need to make something</li> <li>• find a way to repair my model when it breaks using resources around me</li> <li>• find a different friend or join a different activity when my friend says they do not want to play with me</li> <li>• use creative ideas for role-play, making models and pictures</li> <li>• know where to find my PE kit, coat, hat and other belongings</li> <li>• fill up my own water bottle when it is empty</li> <li>• use open ended resources in creative ways and use my own ideas</li> </ul>
<b>Resourcefulness in Reading</b>	<ul style="list-style-type: none"> <li>• use a dictionary to find unsure words</li> <li>• use contextual clues to help understand unfamiliar words</li> <li>• use a phonics mat and class displays to support my knowledge of sounds</li> <li>• use the library regularly to develop my choice of genres/authors</li> <li>• use props to retell or act out a story</li> </ul>
<b>Resourcefulness in Writing</b>	<ul style="list-style-type: none"> <li>• use the working wall for vocabulary, plot points and sentence construction</li> <li>• use a thesaurus to find ambitious vocabulary</li> <li>• use the modelled examples and magpie ideas whilst making my writing my own</li> <li>• listen to other people's ideas</li> </ul>
<b>Resourcefulness in Maths</b>	<ul style="list-style-type: none"> <li>• use appropriate manipulatives to strengthen my understanding</li> <li>• present my learning in a variety of methods – bar models, part/part/whole model</li> <li>• use knowledge organisers and the working wall for modelled examples</li> <li>• use known facts and apply this understanding to different contexts</li> </ul>
<b>Resourcefulness in Forest School</b>	<ul style="list-style-type: none"> <li>• use the natural environment to support my own learning</li> <li>• show creativity and use my own ingenuity when using resources (thinking outside the box)</li> <li>• recognise and use the strengths of individuals around me to support with teamwork tasks</li> </ul>



# RESPECT

Respect is about treating people in the same way I would want to be treated. When I show respect, I am polite, value other's opinions and avoid interrupting or causing disturbances. Respect also means I look after property and take care of my school environment. **OUR SCALE OF ASSESSMENT:**

1	2	3	4
I rarely ...	I sometimes ...	I mostly ...	I always ...

## What does respect look like in different areas of learning? Examples could include ...

<b>Respect in EYFS</b>	<ul style="list-style-type: none"> <li>• help others when they need it, such as putting on their shoes</li> <li>• wait my turn to share my ideas</li> <li>• wait until someone has finished talking before I start talking</li> <li>• listen to my talk partner and value their ideas</li> <li>• share resources when someone wants to join in</li> <li>• accept other people's cultures and views</li> </ul>
<b>Respect in Reading</b>	<ul style="list-style-type: none"> <li>• look after my books – scanning them in and out; not folding the corners of pages; keeping them in the plastic wallet; returning them on time</li> <li>• return books properly after looking at them with the spine facing outwards</li> <li>• consider the reading style and ability of others when they are reading aloud to a partner or the class</li> <li>• appreciate books, poems and stories from other cultures and countries</li> </ul>
<b>Respect in Writing</b>	<ul style="list-style-type: none"> <li>• follow guidance and advice given to me</li> <li>• listen to the contributions of others</li> <li>• take care of resources like a dictionary or thesaurus</li> <li>• use respectful language and show I am polite</li> </ul>
<b>Respect in Maths</b>	<ul style="list-style-type: none"> <li>• use manipulatives for the correct purpose of learning</li> <li>• accept that other children learn at a different rate and with a different style</li> <li>• accept and value the ideas of others</li> <li>• follow guidance and advice given to me</li> <li>• show pride in the presentation of my work</li> </ul>
<b>Respect in Forest School</b>	<ul style="list-style-type: none"> <li>• leave the woodland in its natural state with no human footprint evidence</li> <li>• preserve and look after the woodland including not picking up living things</li> <li>• make sure that everyone feels valued and listened to</li> </ul>

# RESPONSIBLE

Being responsible is when I have the tools to complete my learning task, including having access to my home reading books, PE and Forest School kits. When I am responsible, I always make sensible choices, consider the needs of others and take accountability for my own actions. **OUR SCALE OF ASSESSMENT:**

1	2	3	4
I rarely ...	I sometimes ...	I mostly ...	I always ...

What does responsible look like in different areas of learning? Examples could include ...	
<b>Responsible in EYFS</b>	<ul style="list-style-type: none"> <li>• put the fruit and snacks out</li> <li>• tidy away resources</li> <li>• use resources properly – keeping the sand in the tray, pouring water carefully from containers</li> <li>• put on rain boots and protective clothing when needed</li> <li>• look after new pupils</li> <li>• carry out tasks for an adult – collecting in books</li> <li>• put my food waste in the food bin and paper in the recycling bin</li> <li>• use only what I need</li> </ul>
<b>Responsible in Reading</b>	<ul style="list-style-type: none"> <li>• remember to read a minimum of 3 times a week and record it on Boom Reader</li> <li>• remember to bring my home reading book and free choice book to school every day, taking care of them</li> <li>• quiz my AR book within 2/3 weeks</li> <li>• remember to renew or return my books</li> <li>• look up key words and avoid skimming over them</li> <li>• read a variety of genres/authors</li> </ul>
<b>Responsible in Writing</b>	<ul style="list-style-type: none"> <li>• show I am an active learner by contributing to discussions and generating new ideas</li> <li>• look up unfamiliar words</li> <li>• use the Writing Fantastic and act on feedback</li> <li>• strive to self-improve</li> <li>• make my writing readable to others through clear presentation</li> </ul>
<b>Responsible in Maths</b>	<ul style="list-style-type: none"> <li>• use equipment responsibly – using cubes to support subtraction</li> <li>• ensure resources are put away/left tidy at the end of a lesson</li> <li>• remember to practice my NumBots and TTRS at least 3 times a week</li> <li>• action my feedback independently without reminders from an adult</li> </ul>
<b>Responsible in Forest School</b>	<ul style="list-style-type: none"> <li>• support the managing of risks with others in teamwork situations</li> <li>• make sensible and informed decisions to support and include everyone</li> <li>• use all tools safely and correctly, adhering to taught safety instructions</li> </ul>

# RISK TAKING

Risk taking is learning how to challenge myself with new things and moving out of my comfort zone. I might feel uncomfortable or nervous, but I know that it will develop my character and improve my learning.

## OUR SCALE OF ASSESSMENT:

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### What does resilience look like in different areas of learning? Examples could include...

<b>Risk Taking in EYFS</b>	<ul style="list-style-type: none"> <li>• explore a new setting such as a playground, library or museum</li> <li>• try new activities or new foods</li> <li>• face a fear – holding a ladybird, balancing on a balance beam</li> <li>• explore nature, mud and rain</li> <li>• share my own ideas with others</li> <li>• join in an activity that someone else is leading (peer or adult)</li> <li>• play with new people</li> </ul>
<b>Risk Taking in Reading</b>	<ul style="list-style-type: none"> <li>• try different authors and genres of books, including fiction, non-fiction, poetry and plays</li> <li>• choose non-fiction books on topics undiscovered/not a current interest</li> <li>• attempt to read words using the sounds I know</li> <li>• willingly read out loud to the class</li> <li>• use expression when reading aloud</li> <li>• attempt to explain new meanings of unfamiliar words</li> </ul>
<b>Risk Taking in Writing</b>	<ul style="list-style-type: none"> <li>• use adventurous vocabulary and punctuation</li> <li>• use the model text less and use more of my own ideas</li> <li>• have the confidence to start my writing again</li> <li>• use different lenses from the writing rainbow</li> <li>• add additional information for engagement</li> <li>• vary sentence lengths and styles</li> <li>• attempt new spellings even if I am unsure</li> </ul>
<b>Risk Taking in Maths</b>	<ul style="list-style-type: none"> <li>• attempt to reason and problem solve</li> <li>• explain my thought process to my partner or class</li> <li>• try methods that I do not usually use/favour</li> </ul>
<b>Risk Taking in Forest School</b>	<ul style="list-style-type: none"> <li>• push my own personal boundaries outside of my comfort zone (getting closer to the fire to toast a marshmallow, climbing trees)</li> <li>• try new experiences (tool work, fire lighting)</li> <li>• manage my own risks without adult intervention</li> </ul>



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