



# Resilience

*Manages own learning—Reflects on learning—Evaluates learning—Transfers learning—Solves problems—Takes responsibility—Think for themselves*

<b>Early Years</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
I can come into school happily every day	I can identify a problem and ask for help from a friend or a teacher	I can have a go at new things	I can have a positive growth mind-set with my learning
I can ask for help when needed.	I can begin to come up with problem solving ideas	I can change my mindset, a mistake is something to learn from	I can be happy and confident to accept challenges and discuss these differences
I can try new things	I can change my mindset, a mistake is something to learn from	I can show good sportsmanship, win and lose respectfully	I can accept challenges in my learning
	I can recognise how friendships work	I can recognise and regulate my own emotions	
	I can be responsible for my own property and decision making.	I can ask a partner or use resources before asking for adult help	



# Reflectiveness

*Manages own learning—Reflects on learning—Evaluates learning—Transfers learning—Solves problems—Takes responsibility—Think for themselves*

<b>Early Years</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
I can consider how characters may be feeling	I can evaluate my learning at the end of a lesson	I can edit my learning with purple pen	I can lead prayer opportunities across the school
I can begin to label and notice my feelings	I can practice mindfulness and access quiet prayer reflection	I can reflect on my learning using the success criteria of a lesson	I can celebrate my own and others achievements
I can try to follow class rules and routines	I can use 'traffic lights' to self assess	I can use peer assessment, commenting on others successes and ways forward	I can produce multiple drafts of work as I develop my ability to edit and improve
I can wonder about 'big' questions	I can begin to link my learning together, considering what I have already learnt and what I may like to learn next.	I can lead moments of quiet and reflection in my class	I can choose specific activities that will support my in my own learning
I can participate in our school prayers	I can consider what has gone well and what I would like to change		

Friday celebration assembly reflects on all the children's learning as a whole school.



# Collaboration

*Manages own learning—Reflects on learning—Evaluates learning—Transfers learning—Solves problems—Takes responsibility—Think for themselves*

<b>Early Years</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
I can share in my play	I can work on group activities in class and during PE	I can choose who I work with, making sensible choices.	I can work together with others when we are on our residential trip
I can take turns with other children	I can work with the rest of my class to follow behaviour expectations	I can participate in group and partner projects	I can have a leadership role in the school such as prefects, RE council, school council or Head Boy and Girl.
I can join group games	I can work with a variety of talk partners	I can work safely with others during Forest School	I can collaborate with others on Sports Days, supporting younger years.
I can work with a variety of children.	I can respect personal space and boundaries	I can work with other year groups for sessions such as buddy reading	I can communicate with new starters to support their transition into our school such as translating.
	I can listen to others		I can resolve conflict on the playground in my role as playground leader.
	I can play nicely with a variety of children at break and lunch times.		



# Curiosity

*Manages own learning—Reflects on learning—Evaluates learning—Transfers learning—Solves problems—Takes responsibility—Think for themselves*

<b>Early Years</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
I can ask questions about my learning	I can ask for help if I have a problem or need support	I can ask questions about things that inspire me	I can explore and research questions about things that inspire me
I can explore the learning environment	I can discuss new and exciting topics considering what I already know and what I would like to know	I can find and use resources independently	I can find and use resources independently
I can physically access learning as much as possible	I can discuss my learning with my class or talk partners	I can explore learning with peers	I can research a topic independently and share with my class
	I can participate in learning outside of the classroom (forest school, welly walks)	I can initiate learning that explores areas of interest me	I can present to me peers on a topic that I have researched
	I can record my questions on a topic		
	I can design and take part in experiments to answer my 'wow' questions.		

Curriculum passports are created for every child and run alongside their learning. We endeavour to provide extra experiences which allow children to be curious. have awe and wonder and question their learning.



# Independence

*Manages own learning—Reflects on learning—Evaluates learning—Transfers learning—Solves problems—Takes responsibility—Think for themselves*

<b>Early Years</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
I can find things I need.	I can find the appropriate resource for a task.  I can explain my choice of resources.	I can respond to my own success criteria.	I can decide what resource is necessary.
I can plan my own game.	I can explain what I need to do.  I can identify steps needed to complete the	I can identify my own spelling mistakes.	I can support younger children in the school
I can talk about what I have done.	I can talk about things I have done and what I have learned.  I know areas where I can improve and how I	I can use a dictionary / thesaurus.	I can accept more roles and responsibilities .
I can share my own ideas and opinions.	I can identify a problem.	I can develop my own time management skills.	I can praise my own and others' work.
I can talk about things I've done before, to help me with things I am doing now.	I can use a skill I have used before in another activity.	I can have an increasing awareness of my own and others emotional intelligence.	I can devise my own success criteria.
I can ask for help when I need it.	I can talk about the problem and how it can be solved.	I can begin to apply reasoning skills.	I can apply my previous learning.
I can come into the classroom by myself and put my things away.	I can organise myself and my belongs and the beginning and end of the day.		.
I can stay on task until I am finished.	I can explain and give reasons for my ideas.		