

Curriculum

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
English	Significant barrier to learning linked to either or all: reading, writing, spelling and comprehension. Targeting development of phonics and sight words.	Developing greater accuracy with reading, writing, spelling and other age expected skills but lacks fluency and continues to require support or prompting.	Age-expected effective skills in reading, writing, spelling and comprehension. Able to access learning opportunities and actively participates in this subject.	Highly skilled and competent with reading, writing, spelling and comprehension. Independent application of skills across all subjects.	Exceptionally skilled and competent with reading, writing, spelling and comprehension. Utilises skills in pursuit of own interests and research.
Maths	Attempting to identify, order and sequence numbers and shapes. Not yet accurate with language of maths and needs adult prompting.	Developing greater accuracy with mathematical concepts and patterns, but lacks fluency and is not yet able to independently generalise rules. Seeks assurance and relies on prompts.	Age-expected understanding of number value, addition, subtraction, multiplication and division. Able to apply across contexts. Progressing within curriculum themes.	Fluent and accurate knowledge of number with skilful insight in to pattern, manipulation and sequencing. Good conceptual understanding and application of mathematical concepts.	Exceptionally skilled with number, shape, space and measure. Able to create and solve mathematical problems and connects methods. Deemed a significant strength.
Science	Able to look at objects and answer simple questions. Starting to identify and sort objects according to similarities and differences.	Curious about objects and the world around them and responds to guided questioning and exploration. Without the guidance, the approach may be 'random' rather than method based.	Age-expected levels of curiosity and intrigue about the world. Able to use a methodical structure to aid analysis. Will pose questions and seek answers.	Highly motivated to explore, understand and categorise information about themselves and the world. Connects information and able to hypothesise and test hypothesis.	Exceptional understanding and skills, epitomises a scientific approach. Seeks clarity, asks questions and challenges answers.
Art & Music	Some interest in sounds and instruments and or painting and modelling. Needs prompting to engage with activities and may only attempt for short amount of time.	Growing interest and experience with art and or music. Willing to explore and attempt activities, but lacks accuracy and fluency with tasks. Responds to praise, encouragement and questioning.	Age-expected skills in art and music. Keen to engage with a range of tasks and responds to questioning and reflection. Able to express preferences between genres.	Highly skilled within art and or music, demonstrating talent and personal accomplishments. Keen to exhibit or perform, sharing skills with others.	Exceptional talent or gift within art and or music. Significant accomplishments have boosted confidence and further enhanced skills.

Curriculum

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 110+
History & Geography	Working to understand concepts of time (past, present and future) and placement of events in to chronological sequence. Interest in exploring information presented but not yet independently.	Developing subject specific vocabulary and increasing conceptual knowledge with support from others. Participates in tasks but not consistently connecting the information or learning.	Age-expected skills in history and geography. Accessing curriculum opportunities and attempting to make connections between topics.	Significant skill and interest in subjects and is fluent and accurate with subject vocabulary and concepts. Extends own learning by pursuing additional information or enquiries.	Exceptional skill and fluency with subject matter. Applies information effectively and generates additional learning for self and others through research and questioning.
Computing	Able to explore visual information using a touchscreen tablet. Follows direction and will attempt tasks, but not yet applying independently.	Greater fluency and accuracy within ICT of choice, (e.g. gaming or use of tablets.) Needs prompting with programming and some reluctance to engage with directed tasks.	Effective skills with computing and displays age related knowledge of technology. Able to use some tools independently to aid learning.	High levels of fluency and confidence within subject. Utilises equipment to aid independent learning and to pursue social interests and communication.	Exceptional skill of programming and utilising ICT to achieve outcomes. Able to support access of others and pursue own interests.
PE & Sport	Attempt to engage with activities but lacks fluency and accuracy with movements. May struggle with pace of activities and movements.	Developing greater skill accuracy and interest in PE and Sports but lacks fluency and may not keep pace with peers in all contexts.	Effective skills and competency within PE and Sports. Participates in a range of activities and is able to assimilate rules for each. Good sense of own health and fitness.	Significant skill and interest in PE and Sports. Participates with others in team sports and connects nutrition, fitness and health and well being.	Exceptional skill across PE and Sport. Participates within sports at competitive level and is deemed to be successful. Good understanding of impact on health and well being.

Cognition

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Working Memory	Small capacity so difficulties holding or retaining 1 or 2 pieces of information. Finds remembering instructions tricky and following requests.	Small to medium capacity. Able to hold 2-3 part instructions but loses 'details' tending to remember general elements or will fill in gaps.	Effective capacity so able to follow instructions and requests, holding reasonable amounts of information.	Larger capacity so able to hold and manipulate information beyond expectations.	Exceptional ability to hold, manipulate, reverse and sequence information.
Speed of Processing	Needs significant time to assimilate information or to complete tasks. Slow and requires scaffolding and prompting for each step.	Needs additional time to complete tasks or assimilate information, but is able to do so.	Effective assimilation of information and efficient use of time, so able to complete tasks within expected time.	Takes on information quickly and is highly efficient. Quick assimilation and application, so often completes tasks or provides answers before others.	Operating at exceptional speed and efficiency, assimilating information and completing tasks or requests.
Inference	Tendency to listen and repeat instructions, but not yet independently extracting implications. Interprets at a literal level and follows one step at a time.	Able to follow information and will answer questions posed, but without questions, may not infer for themselves.	Able to extract meaning and make predictions. Will stop, think and infer independently.	Able to infer meaning from information, contexts and apply experience to extract expectations.	Inference shows thoughtful reflection and independent extraction of implications. Evidence of higher order strategic thinking.

Cognition

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Anticipation	Highly impulsive and reactive, not yet able to 'anticipate' consequences or outcomes, instead blurts out.	Able to pause and consider with prompting and questioning. Responds to questions but not yet able to ask own questions to aid anticipation.	Able to pause, consider and identify different outcomes linked to an action.	Able to anticipate a series of actions or consequences, which could arise from more than one scenario.	Exceptional skill of anticipating actions, events and consequences, and is able to manoeuvre to promote desired outcome.
Reflection	Not yet able to think back or forwards to notice or consider actions or events. Operating within the present.	With prompting and scaffolding, actions are considered and noticed.	Independently able to notice and consider actions and consequences.	Actively notices and considers implications in order to identify potential modifications or differences to be used at another time.	Highly effective reflective thinking, seeking to notice actions and consequences.
Evaluation	Tendency to react to the 'immediate' choosing preferences based on recency rather than an informed weighing up.	Able to evaluate using a structured choice, choosing between two options given.	Independently able to weigh up real information or anticipated implications and make a proactive judgement.	Uses a range of sources and experiences in order to weigh up information. Actively triangulates and explores own reflections.	Confidently makes judgements based on triangulated information and sources, weighing up anticipated and actual outcomes.
Analysis	Responds to information literally and in isolation. Not yet able to consider against a criteria.	Able to focus on information when specifically presented or pointed out and consider it against criteria.	Effectively able to isolate and or combine a range of information against a specific criteria.	Highly effectively combines inference and evaluation and is able to analyse actual and anticipated information.	Uses analytical frameworks and systems to structure self directed review of information and potential outcomes.

Communication

Themes	Emerging 1–3	Evolving 4–6	Effective 7–9	Enhanced 10	Exceptional 10+
Expressive Vocabulary	Use of single words to name familiar objects.	Use of short phrases with a tendency to describe objects rather than naming. Some difficulties with recalling and grouping words.	Age-appropriate vocabulary which is applied fluently and accurately in communication. Able to identify categories and group words effectively.	Extensive vocabulary used accurately across a range of contexts. Enhanced understanding and categorisation of words.	Applied use of complex vocabulary exceeding age related expectations.
Articulation	Vocalisations are used to initiate and respond to communication. Some sounds and words are legible.	Many sounds and words are clear but specific sound patterns or words are not, which impact on the accuracy of speech.	Sounds and words are accurately and fluently pronounced and used effectively in speech.	Highly accurate and concise pronunciation of sounds and words, punctuated with a range of intonation and expression.	Exceptional accuracy and pronunciation possibly including more than one language.
Language & Comprehension	Emerging receptive vocabulary with an understanding of key or familiar words combined with a visual clue or object of reference.	Evolving knowledge of key words and application of contextual cues to aid understanding.	Age-appropriate comprehension and vocabulary enables understanding of spoken and written information.	Extensive understanding of language with a wide ranging receptive vocabulary. Effective application of inference and deduction when required.	Receptive language skills and vocabulary exceeding age expectations. Highly skilled inference and deduction to further aid comprehensive communication.
Collaborative Conversation	Tendency to blurt own views or repeat key phrases or requests, but not yet able to 'converse' adapting own speech in response to comments of others.	Use of turn taking within two or three part comments. Tendency to state own intended speech rather than make adaptations in response to comments of others.	Effectively engages within conversations, listening, turn taking, asking questions and responding and adapting own speech to comments of others.	Extensive range of questioning to explore comments of others. Able to develop comments that support or oppose other view to further expand conversation.	Exceptional insight and rigour applied to extend conversation, to provoke thought, reflection and analysis.

Communication

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Listening	Short attention with a tendency to 'hear' key words rather than listen to the whole. Preference for own agenda so may not share the 'need' to listen.	Some skills of active listening but tends to be time limited. Susceptible to distraction and may 'assume' understanding filling 'gaps' rather than listening in full.	Effectively applies active listening skills, demonstrating alertness and participation by extracting relevant information.	Highly attentive with extensive attention to detail. Focused and accurate in extracting information.	Exceptional attention and focus enables thoughtful and insightful active listening. Engagement that seeks clarification and extension of topic.
Social Communication (output)	Intermittent or non-existent use of non-verbal communication such as eye contact, gestures and personal space and or limited use of verbal language to initiate or respond to social communication.	Attempting to use verbal and non-verbal skills to initiate or respond to social communication with varying degrees of accuracy and appropriateness.	Effective use of verbal and non-verbal skills to enable social communication. Good understanding of social contexts and cues, so able to initiate and respond to communication.	Confident and enhanced verbal and non-verbal communication skills so able to lead and promote communication from others.	Exceptionally able to promote empathy, connection and confidence from others, skillfully applying verbal and non-verbal skills.
Social Interaction (input)	High levels of uncertainty and 'discomfort' associated with knowing 'how' to react to interaction from others. Regularly misunderstands comments, gestures or social expectations.	Attempting to apply 'learnt' rules or strategies to verbal and non-verbal interaction from others. Some accuracy, but lack of fluency or adaptability.	Effective social understanding and skills of inference, enables accurate responses to verbal and nonverbal interaction from others.	Insightful understanding of social interaction across all contexts. Responses are appropriate and adaptive.	Exceptionally insightful and confident in social situations. Able to accurately 'read' and anticipate verbal and non verbal interaction of others.

Co-ordination

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Fine Motor Skills	Not yet able to accurately mark make or control equipment such as scissors or beads and may seek to avoid such tasks.	Developing accuracy of fine motor skill movements but not yet fluent with movements. Needs more time and concentration when completing tasks. (Tongue may protrude.)	Age-expected fluency and accuracy with fine motor movements so able to use scissors, write, draw, thread and manipulate small objects.	Highly efficient fine motor skills, demonstrating fluent and accurate control and dexterity of movements. Applies skills regularly within hobby or interests.	Exceptional accuracy of movements and control, able to complete small and delicate movements efficiently. Actively applies skills across a range of activities.
Gross Motor Skills	Lacks accuracy or fluency with control of isolated movements. Movements may appear broken rather than fluid.	Accuracy with movements but not yet fluent. Requires intense concentration and focus and can still lack fluidity.	Age-expected fluency and accuracy with gross motor movements. Able to run, jump, hop, throw, kick and catch a ball.	Highly skilled with gross motor movements, able to combine movements or complete in isolation.	Applies fluent and accurate gross motor skills within a range of activities and is deemed to be successful. Area of exceptional strength.
Sensory	Difficulties with hearing and or vision, may be diagnosed or under investigation. Impacts on communication and access to information.	Adjustments in place to 'overcome' the sensory barrier and gaining confidence and experience with adaptations.	Age-expected development of sensory skills. Good hearing and vision enables access to visual and auditory information.	Highly proficient hearing and or visual skills, perhaps with enhanced visual and or auditory processing skills.	Exceptional skill in one or more sensory area, used to enhance learning and deemed a considerable strength.
Mobility	Not yet independently mobile. May need support from adults or aids to facilitate movements.	Greater independence of movement either with or without aids. Limited fluency and ongoing need to further develop movements.	Age-expected mobility and or independent movement including walking, standing, running. Effective gait and step.	Significant fluency and agility of physical movements enables independent mobility and application of skills in to physically demanding activities.	Exceptional physical skill and mobility, enables application across sports and activities leading to personal success.
Stability & Balance	Requires supportive equipment or aids to provide stability and balance. Without it may lose control over.	Greater independent stability and balance but may occasionally 'wobble' or fall or trip over.	Age-expected stability and balance enables accurate movements and transitions in different contexts.	Highly stable and balanced so able to take part in physically active tasks and achieve success.	Exceptional stability and balance is utilised to pursue physical activities of interest. Deemed a significant strength.

Co-ordination

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Posture	Varies posture frequently, tends to fidget, wriggle and or slouch. Struggles to sustain effective writing posture.	Able to maintain effective posture for learning for short periods of time. Needs to change posture during and between tasks.	Age-expected posture when sitting and standing. Able to adapt posture to promote most effective access to learning.	Highly effective core muscles promotes appropriate posture across all contexts. Able to sustain attention and promote access to learning.	Exceptional core stability and posture used to promote access to learning and applied in to other activities such as dance, gymnastics, Pilates etc.
Sensory Processing	Huge discomfort or distress associated with hyper or hypo sensitivity to one or more sensory sources of information. Not yet able to process information and either seeks more or seeks to avoid.	Greater assimilation of some sensory sources in specific contexts. Able to screen out or filter individual sensory source at times.	Age-expected ability to assimilate sensory information. Able to filter, respond and extract sensory information from a range of contexts.	Highly tuned sensory information, able to filter and extract information across a number of sensory sources.	Exceptionally tuned sensory information so able to filter and extract information from any sensory source. Utilises sensory information to add to learning experience and recall.

Compassion

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Sense of Justice	Not yet aware of descriptors of 'right' and 'wrong' and tends to explore using cause and effect. Operates according to own view and perspective and seeks own goals.	Understands own sense of being 'wronged' or if someone does something 'right' but not yet consistent in analysis of own actions. Growing awareness from social stories and scenarios.	Effective sense of own ethical code and clear interpretation of 'right' and 'wrong.' Ability to advocate for perceived 'justice.'	Clarity regarding the rationale for own ethical code and an ability to describe this to others. Applies this within a range of contexts and is able to justify thinking.	Acknowledgement of different perspectives as motives for individual views regarding sense of justice. Displays a desire to reflect and understand differences and will explore alternative views and consider these within context of own views.
Self Esteem	Low sense of worth or value, unable to perceive strengths or contribution. In contrast, inflated sense of worth impacts on contribution as seen less important.	With support and prompting, able to identify strengths and times of worth and contribution. Greater acknowledgement of self and role offered.	Effective sense of value and worth, not excessively high or low, but generally has a positive sense of themselves.	Able to evidence base examples of 'worth' and 'value' which are used to enhance esteem and confidence.	Positive sense of worth and value provides a strong foundation for participation and engagement. Able to promote in others, as embedded within self.
Self-efficacy	Sense of indifference or ineffectual belief in own capacity. Why bother? May appear to switch off or become passive or helpless with limited or no engagement.	Starting to recall where change has happened if prompted by adult. Able to notice change in others and relate to own experiences. Responding to structured choices.	Age-expected belief in own capacity to effect change. They acknowledge that they make a difference and their voice counts.	Ability to identify 'evidence' of impact and change reinforcing sense of belief in own capacity to contribute.	Empowered belief in self and capacity to effect change. Underpins all actions and reactions, positively impacting on self and engagement.
Support for Others	Will let others be alongside and will share space and resources but tends to pursue own interest or agenda. Others can join them if they keep up.	Able to support others within a group context. Tends to follow the lead or actions of peers, will participate with anyone who joins the existing group.	Demonstrates kindness, support and compassion to peers and seeks to 'befriend' others. Viewed by adults as reliable and able to help others.	Seeks to promote interests of others before self. Will seek to help or connect with those who may be isolated or unhappy. Kind and considerate towards peers and adults.	Demonstrates empathy and 'notices' small details that help peers to feel valued. Consistent and reliable friend who shows compassion and acceptance to all.

Compassion

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Friendships	Ability to play alongside others or tolerate others playing near by. May use the word 'friend' but tends to generalise to any peer.	Able to identify a friend from other peers, and seeks to initiate and respond to interaction. Relationships can be fragile as may have a rigid or fixed expectation of the behaviour sought from peer. Not yet able to manage or resolve conflict.	Age-expected relationships with peers are formed and sustained over time. Able to manage low level conflict and disagreement, illustrating effective skills of compromise.	Identifiable friendships across a range of peers. Sustained and stable relationships over time. Able to connect with others and 'befriend' peers putting them at ease.	Consistently identified by others as a friend and has sustained relationships with peers overtime. Connects with others across social contexts and demonstrates support and empathy with friends.
Turn-taking	Impulsive desire to blurt out and interrupt. Not yet able to 'wait' but seeks turn instantly. May have difficulties with sharing resources, people and space.	In some contexts, able to follow 'my turn, your turn' structure, but not yet able to wait for longer than one turn. Understands the concept and will attempt but control is limited.	Age-expected ability to wait and share resources, people and space. Management of internal desire to 'call out' or have a go, following turn taking 'rule.'	Able to wait for long periods of time and sustain focus and attention during other people's turns. Remains interested and motivated even when observing others.	Acceptance if another person interrupts, blurts out or takes turn. Remains patient and complies to embedded 'rule' of turn taking even if others do not.
Empathy	Tendency to only perceive from own perspective. Single view is rigid and absolute. Not yet able to consider impact on others, as only focus is impact on self.	Attempting to engage in activities that promote alternative perspectives and is able to acknowledge that variants may exist. Will listen to explanations of empathy and may be able to recite examples.	Age-expected ability to anticipate the experiences of others. Able to consider views from a perspective other than their own, attempting to understand.	Insightful anticipation of impact of experiences on others. Attempt to demonstrate this through compassion, understanding and care towards others.	Attempts to connect with others using insightful anticipation of the impact of other persons experiences and actively adjusting own behaviour for benefit of others.

Creativity

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Courage & Determination	<p>Tendency to 'give up' or assume inadequacy and seek support from others.</p> <p>Low self confidence, efficacy increases anxiety and reluctance to 'have a go.'</p>	<p>Attempts new or uncertain tasks and activities but requires assurance and encouragement. Not yet independent self belief.</p>	<p>Age-expected levels of courage and determination demonstrated across a range of contexts, resulting in sustained effort and visible 'have a go' attitude.</p>	<p>Highly courageous and tenaciously determined. Will apply new strategies and sustain efforts at times of adversity and challenge.</p>	<p>Inspires other with sustained courage and determination.</p> <p>Overcomes significant barriers and challenges and continues to retain motivation and enthusiasm.</p>
Trust	<p>High levels of insecurity and restricted confidence in others. Seeks to 'protect' self and avoid 'risk' or connections.</p> <p>Negative associations towards relationships with peers and or adults. Tend to isolate self.</p>	<p>Evolving levels of confidence and security with familiar adults and children. Will 'let guard' down within familiar contexts and is able to 'have a go' at tasks perceived to have limited risk.</p>	<p>Effective confidence in self and others so able to 'risk' and 'have a go.' Forms and sustains positive relationships with peers and adults and operates from a positive sense of security and belonging.</p>	<p>Confidence towards others and belief in self allows demonstration of 'vulnerability' and 'humanity.' Identifies the positives in all opportunities and sustains 'belief in self and others.</p>	<p>Exceptional belief in others inspires connection, attachments and positive interactions within all contexts. Unique ability to accept and value outcomes and to 'trust' self and others.</p>

Creativity

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Generation of Ideas	Tends to work and think in the present, requires prompting and direction.	Attempts to repeat ideas of others with occasional expansion of idea.	Confident to generate and share original ideas and thoughts.	Generates creative ideas and builds upon thoughts and ideas of others.	Highly creative and original in thought, able to make connections and build ideas from self and others.
Problem-solving	Tendency to 'wait' for direction from others, not yet making connection between identifying the issue and contemplating actions to take.	Able to make 'random' suggestions which at times are highly appropriate and effective. Not yet strategic or consistent in approach.	Effective application of logic and creativity to find solutions, applying a systematic approach to problem solving.	Independent resolution of issues, applying efficient and logical strategy consistently to solve problems.	Exceptional skill of thinking logically and applying reasoning to define and resolve a problem in a wide and varied range of contexts.
Attention	Highly distractible with short attention. Not yet able to filter information with a tendency to 'flit' between stimuli.	Able to attend and focus for short periods of time, but during this time, additional stimuli is filtered and ignored.	Able to sustain attention, focus and filter distractions maximising concentration for an age appropriate amount of time.	High levels of attention and concentration for sustained periods of time regardless of context and distractions.	Ability to attend and focus within any context, screening out distractions to retain concentration even with less preferred tasks.
Motivation	Apathy and reluctance to engage in tasks or pursue activities. Seeks to avoid or resist.	Eager and willing to complete tasks or activities of choice and self interest. Seeks to avoid or resist other tasks.	Age-appropriate interest, eagerness and willingness to complete a self directed or directed task or activity.	Active pursuit of tasks and activities promoting positivity and interest. Sustained 'desire' to complete activities to their conclusion.	Enthusiasm and interest to tasks and activities inspires others. Sustained authentic willingness and pursuit of enquiry.
Making Things	'Notices' materials and attempts to combine or explore, demonstrating some interest in tools or materials.	Growing interest in chosen materials and developing early skills required to engage with the 'build.' Increased accuracy and fluency with isolated skills.	Age-appropriate ability to construct, connect or make things using chosen materials. This could include Lego, junk modelling, craft, sewing, knitting, woodwork etc.	High levels of confidence, fluency and accuracy within chosen task or craft. Completed creations are admired.	Exceptional skill and accuracy within chosen area, resulting in consistent generation of reliable 'products' or 'builds.'

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Resilience	High perception of 'failure' and inadequacy, resulting in a 'worn out' approach and reluctance to 'try again.' Deeply effected by knocks and simply unable at this time, to 'bounce' back.	Fragile approach to trying again. Likely to have one more go, but dependent on immediate 'success' or positive outcomes, to avoid sense of 'failure.'	Control Age appropriate tendency to 'bounce back' and to 'have another go.' Uses own sense of strengths and positive relationships to boost resiliency as and when depleted.	High levels of determination, focus and bounce back ability. Despite experiencing 'knocks' will continue to reflect and have another go. Inspiring others along the way.	Exceptionally effective strategies to protect self at times of challenge, exuberating the capacity to bounce back. Actively seeks to renew resiliency and maximise protective characteristics.
Language of Emotions	Not yet able to recognise or label emotions in self or others. Tends to present as 'overwhelmed' by emotions and not able to comprehend triggers of feelings.	Acquired a basic language of some emotions and can use picture cues or symbols to indicate feelings. Needs prompting to identify or share own feelings and to attempt to 'notice' in others.	Age-related language of emotions, so able to 'notice' feelings and to label them. Will talk to peers or adults about own feelings.	Highly developed language of emotions used to describe emotions noticed in self and others. Able to connect feelings to actions and to seek support if required.	Exceptionally intuitive and emotionally articulate when describing own feelings and 'noticing' feelings in others. High levels of empathy combined with shared language.
Independence	High need for support, assurance and direction. Not yet able to play or work alone, seeking instead adult or peer interaction and direction.	Able to play or work alone for short amounts of time during tasks or activities of own choosing. Continues to 'check in' with adults or peers and can become uncertain if left alone.	Age-appropriate self sufficiency, contentment and confidence promotes utilisation of own resources to achieve a task or activity. Able to work and play alone or with others.	Able to direct own focus and occupy self constructively engaging in tasks or activities alone. Uses initiative and presents as equally happy to adapt to working alone or with others.	Self sufficiency in relation to directing and managing behaviour, emotions and thoughts while also being able to share behaviour, emotions and thoughts with others as necessary. Exceptionally able to 'switch' from self sufficiency to collaboration as required.

Control

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Self-regulation	Tendency to react to stimuli and lose regulation of behaviour, emotions and language. can become over excited or angry and is not able to control, channel or redirect self at that time.	In some situations behaviour, feelings and language can be controlled for a short period of time. Attempts are made to channel or distract self, but not yet reliably consistent.	Age-appropriate control over behaviour, feelings and language. Able to calm, soothe, and regulate self most of the time.	Ability to 'notice' own signs of distress or arousal and mitigate to regulate behaviour, emotion or language, prior to any loss of control.	Exceptional consistency and self awareness of behaviour, emotions and language enabling control and self management.
Behaviour for learning	Intentional or unintentional avoidance of learning tasks seeking to follow own agenda. May be distracted and or distracting, impacting on capacity to access learning at that time.	Increased willingness and readiness to engage and participate in activities of choice. Sustained distraction and reluctance in some areas.	Effective approach and attitude towards learning, demonstrating a readiness, willingness and the capacity to engage and participate.	Highly prepared and attempts to connect and anticipate learning opportunities for self. Consistently responsive to opportunities and actively seeks to apply for self.	Consistent enquiry combined with readiness and eagerness to engage in tasks. Seeks to develop learning of others as well as self, in order to maximise the context and opportunities for learning.
Anxiety Management	Anxious thoughts limit participation and engagement and negatively impact on well being and health. High levels of anxiety are experienced and are currently debilitating.	Anxious thoughts dominate and restrict engagement and participation and negatively impact on well being and health. Some strategies to aid the experience of anxiety are being rehearsed and at times implemented.	Anxiety is effectively identified and experienced. There is no loss of control due to fear or anxious thoughts, as these are 'noticed' and managed, most of the time.	Highly effective strategies are utilised at times of anxiety, so feelings are experienced but managed. Self awareness enables the use of protective strategies to mitigate anxiety where possible.	A range of strategies are available for use to support the experience of anxiety. Pre-emptive actions are taken to promote well being and resilience and to support the management of anxious thoughts.
Confidence	Tendency to seek support from others and reports a negative view of own capacity. High levels of insecurity and uncertainty result in a desire to avoid or distract from activities or goals.	Reluctant belief in self in some situations or contexts. Acknowledges some self capacity but not yet 'believe' in self.	Actions demonstrate a strong belief in self and own capacity to make a contribution, enabling a positive approach to challenge and attempting new activities.	Internal and external belief in own capacity combined with humility to learn rather than an arrogance of knowing.	Exceptional confidence in self and own capacity promotes confidence from others. Assertive and resilient belief in self.