

## **Appendix 1: Progression and assessment of teachable skills to develop School Values**

These eight skills are specifically taught and assessed in units of work, as well as across the whole curriculum:

	<b>Starting Out</b>	<b>Working Well</b>	<b>Ambassador</b>
<b>EMPATHY</b>	I notice how other people are feeling and can name a range of emotions.	I understand other people's emotions and accept they may have a different point of view to me.	I help others to name and understand their own emotions, and those of others.
<b>RESPECT</b>	I am polite and I care about how other people feel: I do things to make them happy and say sorry if I make them upset.	I think about how other people might feel before I act. I listen and think about their point of view, and respond respectfully.	I use my awareness of others to choose the correct behaviour to prevent someone from getting upset.
<b>COLLABORATION</b>	I give proof of listening to others. I share my thoughts and ideas with the teachers and with my learning partners. I ask others what they think.	In a group, I can tell you what the aim is and how I am contributing. I listen to others, share ideas and try to compromise and reach a shared agreement.	I invite others into our discussion. I build on, challenge, summarise, probe and clarify others' ideas. I am prepared to change my mind.
<b>CURIOSITY</b>	I am observant and ask questions to help me understand things better.	I ask questions to investigate and explore beyond what is merely required.	I wonder about things and independently seek out answers or find out what other people think.
<b>INITIATIVE</b>	I am organised and do not rely on others to tell me what I need.	I think ahead and try to work things out for myself first.	I am well-prepared, resourceful and independently-minded
<b>FOCUS</b>	I can decide on the one thing I should give my attention to and what is not important at that time.	I can give and hold my attention on one thing, avoiding distractions for a good period of time.	I can maintain my concentration on one thing for a sustained period of time to allow me to enjoy and complete the activity.
<b>RESILIENCE</b>	I recognise that everyone finds things tricky at times and with support I will keep trying.	I have the strength, perspective and humour to deal positively with difficulties and disappointment. I keep going or try a different approach when things get tough.	I treat setbacks and failure as a learning experience. I help others to do the same.
<b>RISK-TAKING</b>	I am willing to try out new experiences and take a chance, rather than choose the easy option.	I seek out new challenges to develop new skills. I take risks and don't worry if I don't succeed first time.	I love a new challenge. I take risks because I know, whatever happens, I will learn from the experience.

These skills are taught throughout the school day:

	<b>Starting Out</b>	<b>Working Well</b>	<b>Ambassador</b>
<b>EMOTIONAL INTELLIGENCE</b>	I can identify common emotions. I can control my emotions in response to certain adults or friends. I show optimism on occasion.	I can identify and define a wide range of particular emotions. I am aware of my 'emotional triggers' and have strategies to manage them. I keep calm, even in difficult situations.	I control my emotions so I can respond but not react. I look on the bright side of situations and remain optimistic. I am an energiser, enthusing others to feel better.
<b>SPIRITUAL WELLBEING</b>	I have some friends and feel I belong in my peer group. If I work at it I can make new friends. I am open to trying different things and can sustain focus on an activity that gives me a sense of awe and wonder.	I feel a sense of belonging to more than one group in the community. I have friends and I am happy to be myself with them. I can maintain a calm focus for a good length of time on an activity that gives me meaning and a feeling of connection to 'something bigger' beyond my daily life.	I contribute to my groups to make them kinder and stronger. I am able to make friends and engage with others in any setting. I allow myself to become fully absorbed in an activity and help others to find meaning, connection and a sense of vitality.
<b>SELF-COMPASSION</b>	I know my key strengths. I take pride in my background and culture. I give myself permission to be imperfect.	I know my strengths and can tell a positive story about myself and my background. I accept that I make mistakes and cannot be first or best in everything. I am kind to myself in a difficult situation.	I am proud of who I am and help others to feel proud of who they are too. I practise self-kindness and am aware of the impact of social media: I remember that everyone is imperfect and has their own challenges.
<b>PHYSICAL HEALTH</b>	I understand the importance of being active, eating a balanced diet, sleeping well, having good hygiene and staying hydrated. I take opportunities to do these things.	I take responsibility for my physical health: I take part meaningfully in physical activities and can tell you how I am improving my fitness, strength and/or stamina; I am prepared for the day and make good choices about what and when I eat.	I demonstrate my commitment to activities and encourage others to do the same. I seek out opportunities to try new things for myself and others. I am an ambassador for being happy and healthy.