



| | Excellent <i>Your daughter....</i> | Very Good <i>Your daughter....</i> | Good <i>Your daughter....</i> | Satisfactory <i>Your daughter....</i> | Some concern <i>Your daughter....</i> | Major concern <i>Your daughter....</i> |
|---|---|--|--|--|--|---|
| Effort Reception o Year 2 | Works to the best of her ability at all times. Has a very positive attitude to tasks even when these are difficult. Able to focus on a task and see it through to the end. Often takes time to think through a difficult problem and decide on the best course of action, or repeat a skill. Is confident to try something new without too much teacher reassurance. | Works productively in the classroom and is able to ask for help when necessary. Will often take the initiative to think through tasks independently. Will begin tasks at the correct time. | Works to the best of her ability most of the time and responds well to positive reinforcement by the teacher. Has a positive attitude towards tasks. Will ask for teacher help when needed. | Works well at times but input can vary. Is less focused on tasks that she views as difficult. Prefers to rely on support from her teacher and might, on occasion, prefer to give up. | Shows a lack of interest in subject areas and lacks commitment to a task. Often displays work avoidance strategies. Tasks are incomplete often due to a lack of confidence or risk of failure. | Shows little understanding of the value of learning in one of more subject areas. Lacks commitment to a task and displays off task behaviour regularly. |
| Understanding Reception to Year 2 | Pays particular attention in class when instructions are being provided and knows what to do to be successful. Questions asked are done so quietly rather than across the room. During PE, she is ready and willing to take on individual responsibilities in a mature manner, she is able to work on a new skill (usually in pair) without the need for constant assistance and clarification. | Listens well to instructions and settle down to tasks and asks for help if necessary. During PE, she is helpful and responsible and work successfully on new skills. | Listens to instructions at the start of the task but will ask several questions to clarify instructions during the task. She benefits from having a clear structure to follow. In PE, she will take on responsibilities during the lesson and work successfully on a new skill, being under the watchful eye of the teacher is beneficial for her. | Is able to settle down to a task but will require regular prompts and may need to be reminded not to call out for assistance but rather to do so in a quiet manner. In PE she will be able to take on occasional and short responsibilities within the lesson. | Is able to work on her own for a very short period of time but will need regular assistance. | Is unable to work independently despite the learning being appropriately planned for her. |



ST MARGARET'S SCHOOL

A Parent's Guide to the Infant Reports

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| <p style="text-align: center;">Behaviour Reception to Year 2</p> | <p>Shows impeccable standards of behaviour at all times.</p> | <p>Understands the school's expectation and acts in a mature manner</p> | <p>Usually meets teacher expectation. May on rare occasions lapse into involvement in low level disruption (chatting etc at inappropriate times).</p> | <p>Has a fair understanding of good behaviour but may not always meet the expectation set by her teacher. May be occasionally involved in low level disruption (for example calling out or talking over others)</p> | <p>Requires teacher reinforcement of expectations on a regular basis. This is disruptive to progress within the classroom and leads to teacher follow up.</p> | <p>Is regularly disruptive within class and this is followed up by her teacher.</p> |
| <p style="text-align: center;">Working with others Reception to Year 2</p> | <p>Makes thoughtful comments in class discussion. Listens to the viewpoint of others and takes interest. Participates fully and waits her turn. Has a positive attitude which entuses others. Is keen to lead her team.</p> | <p>Is able to raise her hand in class discussion or respond to directed questions. Usually takes into consideration the opinions of others. Waits patiently for her turn. Often takes on a leadership role.</p> | <p>Often takes part in class discussion and is happy to answer her teacher's questions to check her understanding. Usually participates fully in activities.</p> | <p>Will answer her teacher's questions to check her understanding. Might be less successful at listening to others or may be very quiet in a whole class situation. May do all that is asked but nothing extra.</p> | <p>Is able to respond with short limited answers in class discussion and only when prompted. May have a poor understanding of the rules of group work and discussion (e.g. talking over others or calling out).</p> | <p>Does not take part in class discussion or follow the rules of discussion. Does not join in without coercion. Finds working with others challenging.</p> |