



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

## PRE-PREP CURRICULUM FRAMEWORK

*Reviewed May 2016*

### MISSION STATEMENT

*"St. Paul's is a traditional, forward looking school seeking to nurture excellence, aiming to provide a high quality British and Brazilian holistic education, for the academic and personal development of pupils, within a framework of a caring community which shares a common set of core values."*

### PRE-PREP LEARNING DEFINITION

Teaching and learning at St. Paul's strives to place everyone at the heart of an exciting and collaborative educational journey that nurtures excellence, passion, curiosity and reflection enabling all to make a positive contribution to our world.

Learning is the process of acquiring, developing and consolidating knowledge, skills and understanding. A change occurs when the ongoing process of learning is engaging, appropriate and sufficient. As educators, we need to promote learning within meaningful contexts. We should seek to create opportunities for each child to be involved in his or her own learning process by helping them make links and connections that lead them forward to the next stage in their learning. The different types of intelligence and learning styles must be acknowledged so that teachers can meet and challenge individual needs through a positive and optimum environment.

Pre-Prep Staff, August 2009

### AIMS AND OBJECTIVES

The Pre-Prep School provides a curriculum that:

- aims to develop the full potential of every individual pupil;
- actively seeks to address the learning needs of each individual pupil;
- provides access to all aspects of the English National Curriculum and to the Lei de Diretrizes e Bases - 9394/96 and the Diretrizes Curriculares Nacionais para a Educação Infantil, wherever possible;
- aims to develop pupils' independent learning skills and strategies;
- promotes pupils' personal, spiritual, moral, social and cultural development;
- and prepares all pupils for the opportunities, responsibilities and experiences of primary and secondary education and life outside school.

### THE CURRICULUM

The English National Curriculum is divided into six stages:

**Foundation Stage** = age 3-5 Nursery (Pre-Prep 1) and Reception (Pre-Prep 2)

**Key Stage 1** = age 5 – 7, Years 1 (Pre-Prep 3) and 2 (Prep 1)

**Key Stage 2** = age 7 – 11, Years 3 – 6 (Prep 2 to Prep 5)

**Key Stage 3** = age 11 – 14, Years 7 – 9 (Form 1 to Form 3)

**Key Stage 4** = age 14 – 16, Years 10 and 11 (Form 4 and 5)

**Key Stage 5** = post compulsory school education (6<sup>th</sup> form)

In Prep and Pre-Prep, since August 2011, we have followed the International Primary Curriculum (IPC)<sup>1</sup>. It is divided into the following stages:

**Early Years** = age 3 - 5, Pre-Prep 1 and 2

**Milepost 1** = age 5 - 7, Pre-Prep 3 and Prep 1

**Milepost 2** = age 7 – 9, Prep 2 and 3

**Milepost 3** = age 9 – 12, Prep 4 and 5

In the Pre-Prep, the curriculum is delivered through different topics that are carefully planned for children to develop their skills and learn more about the world they live in. To become confident, enquiring and excited about the world, children need to exercise and develop their skills through frequent practice. Ideas and skills are therefore revisited regularly in different ways, so as to consolidate children's knowledge, with topics being taught in greater depth according to the age of the child. We offer a number of trips and we invite guest speakers to school in order to enrich the curriculum, both at entry points for further discussion or at the end of each topic.

We believe that differentiated instruction is key for pupils to engage more fully with learning and for the teaching and learning to be more rigorous according to each pupil's ability. We are mindful that our planning should support the success of each child in the class and we follow four premises of effective differentiation, adapted from Souza and Tomlinson<sup>2</sup>, allowing us to reflect on and respond to each individual in the class.

1. The environment invites learning and is safe, challenging and supportive of each pupil;
2. The teachers have a very clear picture of the unit or lesson goals and objectives as well as individual targets for each child;
3. The teachers must persistently assess each pupil's proximity to these goals and targets;
4. When ongoing assessment data indicate that a pupil is interested in, confused about, has learning gaps in, or has mastered essential knowledge or skills, the teacher must use that information in his/her planning in order to address those needs.

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<sup>1</sup> [www.greatlearning.com/ipc/](http://www.greatlearning.com/ipc/)

<sup>2</sup> Souza and Tomlinson (2010) *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*. Solution Tree

The IPC topics, Entry Points and Knowledge Harvest inspire the children so that they are more excited to learn and they begin to take more of a leading role in planning, implementing and recording their ideas. Through the Exit Points the children are encouraged to demonstrate the skills, knowledge and understanding they have developed throughout the topic. The Entry and Exit Points are also a great way to involve parents who appreciate the opportunity to be part of these activities.

The IPC is an excellent guide for planning activities that are based on learning objectives. The units provide the basic schemes of work but are not used exactly as they stand. Rather, they inspire teachers to be flexible and understand that things constantly need adapting and that what works for one group does not necessarily work for every group. In that way, teaching and learning becomes more contextualized and meaningful for each child and teachers become more autonomous about their planning and teaching.

In Pre-Prep 3, the objectives of the Primary Framework for Literacy and Mathematics are also used to guide teachers' planning and assessment.

## **1. Teaching and Learning**

Since 2011-2012, aspects of the Teaching for Understanding Framework developed by Project Zero<sup>3</sup> are being used for planning the curriculum.

At the beginning of each topic, teachers decide what the Understanding Goals for the topic will be. These statements help teachers to clarify their intentions about what is important to learn in the topic and which of the performances suggested by the IPC are worth focusing on and pursuing during the four or five-week unit. The objectives outlined by the IPC for the unit are used to help create the Understanding Goals.

Teachers then define Performances of Understanding for the topic. These are activities that will provide the children with opportunities to develop and demonstrate their understanding. They may be activities suggested by the IPC and are planned to take place throughout the topic; therefore also providing teachers with opportunities for ongoing assessment. Performances of Understanding show pupils, by what they ask of them, what it is they are supposed to be learning. They develop that learning through the pupils' experiences throughout the performance and they give evidence of pupils' learning.

In the Pre-Preparatory, teachers from each year group have weekly meetings to prepare the unit plan based on the Teaching for Understanding framework. This is a one page circular plan that shows the Understanding Goals, Performances of Understanding and Ongoing Assessment of the performances. The teachers also decide what the topic will be called with the aim of creating a Generative Topic.

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<sup>3</sup> [www.pz.harvard.edu](http://www.pz.harvard.edu)

Generative Topics are topics that are of central importance to one or more disciplines, that are engaging and accessible to teachers and pupils, and that are rich in potential connections to other domains. Understanding Goals include questions and statements that define and articulate, both publicly and explicitly, the understanding that teachers intend their pupils to acquire. Performances of Understanding are the actions that pupils take to develop and demonstrate understanding. Good performances of understanding require pupils to be involved actively, to think, and to make connections to stated understanding goals. Ongoing Assessment is formative assessment carried out throughout a sequence of performances to check how well pupils understand the stated understanding goals. Ongoing assessment includes evaluative judgments, but its focus is learning. It arises from many sources (e.g., students, peers, teachers) and takes many forms (e.g., informal, reflective conversations or free-writes, and formal, structured rubrics of “what counts”).

An example of a unit plan for the topic Food is given on the next page.

Teachers also prepare short-term weekly plans for the learning opportunities that will be offered at the stations, which may be related to the topic being covered or used to develop different skills. Stations are different learning centres set up inside the classrooms to ensure that children are learning continuously. The premise behind setting up the classrooms into different stations is that children are active learners and the more involved they are in their own learning, the better they learn. They need opportunities to explore, reflect, imagine and learn. At the stations, children try to figure out what is being offered and test their own ideas and theories, building their own repertoire of knowledge and skills. Children are free to move around and try out the different stations, being encouraged to practise skills that they might find difficult and extend their knowledge and skills in areas they are already comfortable with. As they move around, they interact with other children and learn from these important relationships. The stations are carefully planned and set up for the children to feel engaged and motivated in what they are learning. The different stations include themes such as: construction (e.g. lego, blocks), mark-making (e.g. paint, pencils, chalk), numeracy, sand, water, life skills, role-play and the library corner.

# Unit Planner – Food: try it, you might like it!

PoU #1: Knowledge harvest: Represent what you think is a healthy meal/ food. Children can be given a choice of the materials they can use to represent their idea of a healthy meal on a paper plate. In a circle discussion they can answer the questions: Why is it healthy? What makes it healthy? UG2

## **UG1: Can I make the right choices?**

Learners will understand the importance of taking responsibility for their own choices and actions regarding keeping themselves healthy.

## **UG2: What makes a meal a *healthy* meal?**

Learners will develop an understanding of the concept of a healthy meal and why we need to eat a balanced diet to live a healthy life.

## **UG3: How do different materials change?**

Learners will understand the importance of choosing and experimenting with materials, how to draw conclusions about how materials change and represent their discoveries using a variety of media.

## **UG4: Why are things written in different ways?**

Learners will understand that writing has different purposes, why different situations require different types of written information and the appropriate written format for each situation.

\PoU #4: Food experiments to find out about how certain foods change. Give the children freedom to experience some of these changes by choosing an experiments, asking a question and planning how to find out the answer: Children will present their findings to the class. UG3 and UG4

PoU #6: Children are given a new plate to represent what they think is a healthy meal/ food. Children can be given a choice of the materials they can use to represent their idea of a healthy meal on a paper plate. Children compare with their initial idea and think about why/how their thinking has changed/developed. UG1, UG2

PoU #5: Planning and preparing a healthy meal for the class. Class plans a meal, reads recipes, prepares a list of ingredients, goes shopping for ingredients, and prepares the meal, makes a menu and invites someone from the school to eat with them. .UG1, UG2, UG3 and UG4.

PoU #2: See, think, wonder (The eatwell plate) UG2

PoU #3 (ongoing): Making a healthy tray at lunch and explaining it. Children's choices at lunch start being recorded on charts from the 2<sup>nd</sup> week and then how this changes is discussed with teacher. UG1 and UG2

Alongside the topics, teachers plan carefully for children to develop important cognitive, literacy, numeracy, and emotional and social skills. The throughlines, disciplines and strategies for this are detailed below:

Throughlines are used for helping to plan and assess the children in their Literacy and Numeracy development. Children are expected to move through these stages of development at different rates. There will be children who are not able to completely apply these understandings and others who will move beyond them.

## **1.1 Literacy**

### **1.1.1 Pre-Prep Literacy Throughlines**

#### *Speaking and Listening*

By the end of PP1 pupils will understand the value of listening to be able to follow instructions and how this can contribute to their own learning and improve their speaking skills.

By the end of PP2 pupils will understand the value of listening to be able to follow instructions and speaking and listening to learn from one another.

By the end of PP3 pupils will understand the value of communicating thoughts and ideas to the teacher and to an audience clearly, concisely and appropriately.

#### *Reading*

By the end of PP1 pupils will understand that words are made up of sounds and that the words they recognise are symbols and have a meaning.

By the end of PP2 pupils will understand that words have beginning, middle and ending sounds, that sounds are represented by letters, that letters can be blended together to form simple words, that some “tricky” words cannot be read phonetically, and that sentences are made of words.

By the end of PP3 pupils will understand that there are different strategies for decoding what they are reading, that blending can be used successfully to read most words and sentences with fluency, and that they can use their reading and comprehension skills to obtain knowledge.

#### *Writing*

By the end of PP1 pupils will understand that there is a correct way to draw lines and circles when learning to write. They will understand that writing and drawing are different ways of expressing ideas/meaning.

By the end of PP2 pupils will understand that there is a correct way to form letters and that words can be segmented into separate sounds for writing.

By the end of PP3 pupils will understand that there is a correct way to form letters, to spell words and to use punctuation. They will understand the importance of a story sequence. They will demonstrate this understanding in the form of an ability-appropriate text.

### **1.1.2. How children learn literacy**

Children are exposed to the English language throughout the day in all their lessons and to Portuguese once or twice a week, depending on their age. Literacy is taught within meaningful contexts, through stories, play, topic discussions and all other learning moments.

Specific lessons for the development of reading skills are time-tabled twice a week in Pre-Prep 1 and every day in Pre-Prep 2 and 3. The outline of how reading and writing skills are taught is given below.

#### ***Phonics: Letters and Sounds and Jolly Phonics***

Letters and Sounds<sup>4</sup> has been developed in line with the English National Curriculum core criteria for phonics, which determines systematic, high quality phonics work. Phase One recognises the central importance of developing speaking and listening skills as a priority in their own right and for paving the way to making a good start on reading and writing. Put simply, the more words children know and understand before they start on a systematic programme of phonic work the better equipped they are to succeed. Phase One therefore relies on providing a broad and rich language experience for children which is the hallmark of good early years practice. Good teaching will exploit, for example, the power of story, rhyme, drama and song to fire children's imagination and interest, thus encouraging them to use language copiously. In this phase and thereafter children should be enjoyably engaged in worthwhile learning activities that encourage them to talk a lot, to increase their stock of words and to improve their command of dialogue.

By the end of Phase Four children will be able to blend and segment CVC words orally and most children will be able to read and spell CVC words. They will be able to represent each of 42 phonemes by a grapheme and will have some experience in reading simple two-syllable words and captions. They will be able to read and spell some tricky words. They will have been given the tools to read and spell words containing adjacent consonants and some polysyllabic words.

The aim of Jolly Phonics<sup>5</sup> is to teach children to read and write through the early systematic phonics programme. This means that the children are taught 42 sound of English, not just the alphabet sounds. With this knowledge they are taken through stages of blending sounds to form and then to reading.

The structured approach is suited to a whole school, whole class approach. At the same time they are taught to write by identifying the sounds in words and relating the letters to those sounds.

The teaching has been divided into the following 5 basic skills:

- Learning the letter sounds

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<sup>4</sup> [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

<sup>5</sup> <http://jollylearning.co.uk/>

- Learning letter formation
- Blending
- Identifying the sounds in words
- Tricky words

This multi-sensory approach is a very effective way of teaching, as well as being fun for the children.

It is recommended that the letter sounds are introduced at a rate of 4 a week. Although it seems a lot at first, children are able to cope with it and look forward to their new letters every week. All 42 letters are covered within 9 weeks. The result is that children become competent readers much sooner, can use all these letter sounds to produce more expressive independent writing at a much earlier stage.

### *Teaching and Learning of Phonics in the Pre-Prep*

Pre-Prep 1 Phase 1

Pre-Prep 2 Term 1 - Jolly Phonics (which includes most of phase 2 and 3  
Term 2 – split into 5/6 groups by ability – some starting at phase 1 and some at phase 2.

Pre-Prep 3 split into 6 groups by ability – starting where they left off in PP2.

Assessment (see Appendix 3 of Letters and Sounds: Principles and Practice of High Quality Phonics).  
See table at the end of this plan.

Note: Jolly Phonics includes many sounds that are taught in phase 3 of Letters and Sounds so children will be exposed to these sounds in Pre-Prep 2 and then again in Pre-Prep 3.

Continuous consolidation, practice and application in reading and writing of all key areas is required throughout Key Stage 1 to embed knowledge and skills; this should be continued into Key Stage 2 as needed.

### *Why teach phase 1 again?*

Research has demonstrated a developmental hierarchy for the emergence of phonological awareness skills. As with development in any area, variations in the acquisition of skills will be seen with different children. However, the consistency with which researchers have identified skills emerging at different age levels provides a guideline for instruction:

- Awareness that words can rhyme - then production of rhymes
- Awareness that sentences are made up of words.
- Awareness that words can be broken down into syllables - then identification of syllables
- Awareness that words begin with the same sound – then identification of the beginning sound of words
- Awareness that words end with the same sound - then identification of the final sound of words
- Manipulation and/or deletion of the initial or final sound of words
- Awareness that words can have the same medial sound – then identification of the medial sound

- Awareness that words can be broken down into individual phonemes
- Ability to blend sounds to make words
- Ability to segment words into constituent sounds

Children who perform poorly on phonemic awareness tasks are often well behind their peers in reading at the end of Prep 3. The most common barrier to developing early word reading is the inability to process language phonologically. Inclusion of phonemic awareness tasks as part of a balanced early reading program has been shown to prevent or reduce persistent reading problems. Phonological awareness instruction has the greatest impact on reading when it is combined with direct and consistent instruction in the semantic, syntactic and pragmatic cueing systems.

*Considerations for phonological awareness activities:*

- Complete activities within a meaningful context. Select activities that are fun and engaging.
- Select activities at appropriate developmental levels to encourage success and facilitate positive self-esteem.
- When selecting words for initial phoneme identification or segmentation activities, select words with continuant sounds or sounds that can be 'stretched' (e.g., /m/, /n/, /l/) in the initial position as these sounds are the easiest to identify at the beginning of words.
- When selecting words for final phoneme identification tasks, select words with stop consonants (e.g., /p/, /t/, /k/, /d/) in the final position as these sounds are the easiest to identify at the end of words.
- When identifying or combining sound sequences, begin with a Consonant + Vowel (CV) pattern (e.g., pie), then practise a VC pattern (e.g., egg), followed by a CVC pattern (e.g. red).

*Pre-Prep 2 – Five skills*

1) Learning letter sounds – recognising units of sound and their written correlation

- Term 1 - Rapid teaching of all phonemes using a multi-sensory approach (Jolly Phonics - hear the phoneme, do the action, and see and write its letter shape - 42 phonemes taught in groups of 6 over 7 weeks)
- Term 1 - Early introduction of digraphs as 'two letters, one sound' where individual letters cannot be distinguished separately (Jolly Phonics - phonemes with more than one way of being written are initially taught in one form only)
- Term 1 - Teach phonemes that allow blending and segmenting to take place immediately, so skills as well as knowledge are developed from the outset (Jolly Phonics – s a t p i n in Group 1)
- Term 2 – Repeat Term 1 using Letters and Sounds order (rather than JP) as from Phase 2. Pupils will be split into groups according to assessment so that some groups will move at a faster pace than others. Phase 1 will be repeated for children who still need to work on phonemic awareness.

2) Letter formation

- Term 1 - Correct pencil grip is essential as is correct sitting posture. Check Handwriting Policy for list of activities. Handwriting practice should include names, left to right work and pencil control activities in the early stages.
- Term 2 - Start new letters with sky writing, proceed to feely letters, white boards, large dotted letters, upper arm muscles should be strengthened with large arm movements e.g. use chunky chalks and large brushes with water outside to write letter shapes, scarves and streamers to make large circular movements; this is essential for development of fine motor control.
- Term 2 - Teach principles – no letters start on the line, all the same size (some with ascenders / descenders), either ‘top to bottom’ or ‘all the way round’.
- Term 2 - Use mnemonics to aid memory e.g. for c and related letters (a d e g o q s) Curly Caterpillar always faces away from the sun (because he can’t reach his back to put sun cream on it) – draw a sun in the top right-hand corner of the page when writing, and remind children to ‘go away from the sun’

### 3) Blending of sounds in regular words for reading (closely linked to segmenting)

- Term 1 - Use high frequency regular words as much as possible for all activities - children should learn to read these words by applying the skill of blending. Begin with CVC words, and extend to longer words with consonant blends (CCVC, CVCC, CCVCC)
- Robot talk – articulate each sound, children have to blend them to say the word.
- Mime the actions for the phonemes in a word for children to identify sounds and blend them together.
- Say each phoneme in a word on a flashcard before reading the word – identify the digraphs first, to avoid articulating the letters as separate phonemes.
- Use phoneme pocket board and cards or a large phoneme frame to manipulate phonemes in words - change sounds in different places in a word e.g. *pat / pit / sit*, add or remove initial sounds e.g. *end / bend*.
- Large circular magnets make good ‘sound buttons’ to press as each sound is said before blending.
- For strugglers, reduce the gap between the sounds to help them hear the words.
- Provide systematic individual practice of blending (Jolly Phonics - word boxes in the handbook).

#### *At home:*

- Step 2 - When child is able to blend, teacher has **individual meeting** with parent to explain phonics books which will also be sent 3x week and checked once a week to make sure child has been reading. If not, to call parents in again. In the early stages, provide opportunities for children to apply skill of blending in context with books that have regular text and use only a limited number of tricky words.
- Term 2 - Developing rapid recall through frequent practice (children can learn to read regular words from Letters and Sounds lists once they have mastered blending).

### 4) Identifying sounds in words to segment them for spelling (closely linked to blending)

- Term 1 - Use high frequency regular words as much as possible for all activities – children should learn to spell these words by applying skill of segmenting, developing rapid recall through frequent practice. Begin with CVC words, and extend to longer words with consonant clusters (CCVC, CVCC, CCVCC).
- Practise hearing sounds in different positions in words – initial, final, medial
- Use turtle talk
- Use magnetic letters and cut and paste for children to spell the sound they have identified
- For whole words, use ‘finger and tap’ – put up a finger for each sound unit and tap them as you say them. Ask children to hold up the correct number of fingers for the sounds in a given word (start with CVC words)
- Use the phoneme pocket board and cards or a large phoneme frame – finger and tap the sounds for a given word, then make it on the board
- Dictate words and sentences with regular words for segmenting practice using magnetic letters and cut and paste
- In shared and guided writing, teach children how to apply principles
- Provide plenty of opportunities for children to practise their skills in different areas of the classroom (both teacher-led and child-initiated)
- Term 2 – once children have mastered handwriting they can write the words on small whiteboards and notebooks

#### 5) Reading and spelling irregular words

- Simple high frequency irregular words are introduced early, and gradually added to – teach as sight words through developing visual memory of whole word.
- Use flashcards regularly for developing rapid recall
- Where possible, group words according to similar patterns e.g. me, he, we
- Teach strategies for reading / spelling tricky words e.g. ‘say it in a funny way’ or use a mnemonic
- Display words where children can see and use them – frequently draw attention to display and use it in modelled, shared and guided writing

#### *At home*

- **Step 1** - Letter about reading (mechanics) should be sent to parents with steps of what to do. Predictable books start going home 3x week – not checked by teacher, books changed when parent signs. Children should re-tell story, not be expected to read
- Tricky words / Sentences go home (explained in a letter as well about reading and remembering word in the box)

#### *Fine motor skills and handwriting*

In the Pre-Prep, most children’s physical control of their hand movements is still developing, a process that continues until the age of six in a typically developing child. This has implications for the teaching of handwriting and explains why children in PP1 and PP2 (and sometimes even in PP3) often struggle to hold a pencil correctly and achieve the proper letter formation. Despite the current advanced technology, handwriting is a basic skill that must be acquired. The Pre-Prep Handwriting Policy is a

whole document dedicated to this aspect of learning in the Pre-Prep and should be referred to. One of the most important aspects highlighted in the policy and enforced in the Pre-Prep is that fine motor skills should be well-developed through the sensorimotor aspect of play (construction skills, in-hand manipulation, tool use, action on a surface and hand dominance). Pencil grips and letter formation should be monitored closely in order to avoid difficulties and bad habits later on in school.

Nelson Handwriting is a course for developing a fluent and legible handwriting style. It has established a national reputation based on its fluent, legible script and its careful progression from pre-writing patterns to development of an individual style. Nelson Handwriting provides a clearly structured programme with full coverage of the technical aspects of writing, including letter formation, basic joins, printing, speedwriting and slope

### *Literacy centres (Pre-Prep 3)*

Literacy centres were established with the aim of improving guided reading and handwriting provision across PP3. Centres are held daily for a 20-minute session. Children are divided into 5 groups which rotate around 5 activities. Although the activities offered in each centre will change on a weekly basis, there will always be certain specific skills addressed – guided reading; pair reading; handwriting; word work.

*Guided reading* – This is when a teacher works with a small group of pupils who are at a similar stage in their reading readiness. The chosen texts are easy enough for pupils to read with some support. These texts will provide the students with readiness-appropriate challenges as well as with opportunities to apply the reading strategies they have been learning, to a brand new text.

This also allows pupils to focus on reading for meaning, which becomes increasingly important as pupils move on from learning to read into reading to learn.

*Handwriting* – Although it might seem that our increasing dependence on computers is making handwriting slowly obsolete, this could not be farther from the truth. Handwriting remains as important a skill as ever. If children feel comfortable with the mechanics of handwriting, this will allow them to focus on meaning-making and narrative as they move up the school. Furthermore, recent research suggests that writing by hand engages the brain in learning.

*Word work* – The focus here is on increasing pupil confidence in various aspects of reading and writing, (such as recognising tricky words, rhyming, building sentences, etc.) through meaningful differentiated activities. The focus of these activities is always on process rather than product, which allows the children to take risks without fear of failure. These also give children the chance to get comfortable with the idea of working independently for a set period of time, as well as building up their confidence in the use of a language.

*Pair reading* – During paired reading, children choose one of a variety of reading books to share with a buddy. This is aimed not only at increasing the child's reading fluency, but at making children become more positive about reading in general. Furthermore, it allows children to be role models to each other.

## **1.2 Numeracy**

Children are exposed to numbers and other maths concepts within meaningful contexts, through stories, play, topic discussions, stations and morning routines. In Pre-Prep 3, at least once a week, there is a time-table maths lesson for introduction of new concepts to the whole class. These concepts are then further developed during differentiated group and individual work.

## 1.2.1 Pre-Prep Numeracy Throughlines

*Mental processes that will be addressed in Pre-Prep as a base for mathematical understanding.*

### *Correspondence*

Using concrete materials, children will understand 'one to one' correspondence (e.g. one shoe for one foot) and will use this understanding to be able to attribute a cardinal number to each quantity, a numeral to a number and, later, an ordinal number to a position in a sequence.

(  = word three = symbol 3)

### *Comparison*

Children will understand that there are similarities and differences between different things and will use this understanding to establish similarities and differences in size, distance, quantities and later between shapes, sets, etc.

### *Classification*

Children will understand that things can be separated into categories according to their similarities and differences and will use this understanding in their daily lives when organising things at school and at home and during different activities.

### *Sequencing*

Children will understand that elements have a sequence even without considering any order (e.g. when playing games or thinking about the sequence of arrivals at school).

### *Seriation*

Children will understand that some sequences can be organised into a certain order (e.g. days of the week, calendar days, smallest to largest, etc.) and will use this understanding when ordering numbers, 100s, doubles, etc.

### *Inclusion*

Children will understand that some sets fit into other sets (e.g. that bananas and oranges are part of fruits) and will later use this understanding in maths, for example, by understanding that squares and rectangles are quadrilaterals.

### *Conservation*

Children will understand that quantities are conserved and do not depend on the way they are organised, on their shape or position (e.g. the amount of water in different sized cups) and will use this understanding later in measuring and in other areas of maths.

### *Number*

By the end of Pre-Prep 1 children will understand that there are similarities and differences between quantities of up to nine objects and so be able to compare them. Children will demonstrate their

understanding of 'one to one' correspondence by touching up to nine objects and enunciating the corresponding number.

By the end of Pre-Prep 2 children will understand quantities and be able to apply concepts such as compare, increase and decrease. They will understand that they can register quantities of up to nine objects using symbols (numerals) to represent ideas (numbers). To be able to read and write numbers children will understand that we use only ten algorithms (0 to 9) when writing numbers and that from ten on, value depends on the position that each algorithm occupies in the numeral and that there is a correct way to form algorithms.

By the end of Pre-Prep 3 children will understand that objects and sets of objects can be compared, classified and ordered and that a number does not depend on the type of object or element but is always conserved. Some children will understand that number is something that can be used in the abstract and does not always need to be represented by a concrete quantity. Children will begin to understand that two objects can be changed for one of larger value and use this understanding when working with money. Numbers greater than nine will appear when children understand the interchange between tens and units. Children will understand different concepts related to the four operations which are increase, decrease, grouping and sharing.

#### *Shape and Space*

By the end of Pre-Prep 1, children will demonstrate their understanding of shape and space by observing, manipulating and putting together various objects.

By the end of Pre-Prep 2, children will demonstrate their understanding of shape and space topologically, that is, they will observe neighbouring objects, outlines, order of objects, separation and continuity, and will be able to recognise and represent their understanding of these concepts.

By the end of Pre-Prep 3 children will demonstrate their understanding of shape and space by beginning to rationalise about shape and space and will have developed the following skills:

- a. Visual discrimination: children will observe similarities and differences between two or more objects or figures.
- b. Visual memory: children will be able to remember that which they can no longer see. The number of objects / figures will increase according to how developed this skill is.
- c. Decomposition: children will be able to isolate their field of vision into parts and be able to visualise a whole from its parts.
- d. Conservation of shape and size: children will understand that objects keep their properties of shape and size even if their position changes.

#### *Measure*

By the end of Pre-Prep 1, children will demonstrate their understanding of measure by comparing the shape, colour, size and mass of objects and will begin to use the appropriate language when describing and comparing (e.g. circle, smaller, heavy) .

By the end of Pre-Prep 2, children will demonstrate their understanding of measure by directly and visually comparing and estimating distances, space, mass, heat, movement and time and will begin to use uniform non-standard units of measure.

By the end of Pre-Prep 3 children will begin to understand how to apply standard units of measure to compare and estimate distances, space, mass, heat, movement and time.

## 1.2.2. How children learn numeracy

In the Pre-Prep, we believe that early mathematical competence is one of the best predictors of school success across the curriculum and that a strong understanding of mathematics is at the heart of technological advancement. Maths is everywhere in early childhood classrooms (and indeed in the world around us) and we, therefore, want our approach to early numeracy to focus on the following:

- help children to engage with the maths that is all around us.
- make maths more than the manipulatives.
- recognise receptive understanding.
- scaffold the learning so that children can build their own understanding.

Our approach to numeracy focuses on the following areas: sets, number sense, counting, number operations, pattern, measurement, data analysis, spatial relationships, and shapes. These ideas were taken from Erikson Institute<sup>6</sup>

### *Big ideas of early mathematics*

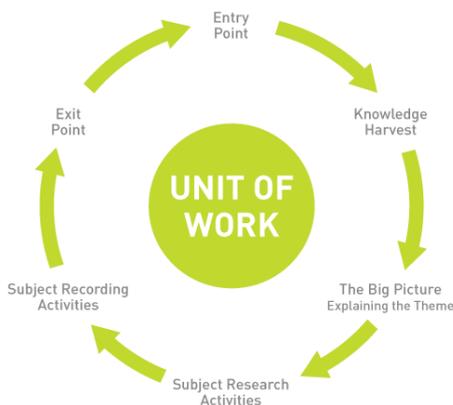
<b>Sets</b>	<b>Sets and Sorting</b>	<ul style="list-style-type: none"> <li>• Attributes can be used to sort collections into sets.</li> <li>• The same collection can be sorted in different ways.</li> <li>• Sets can be compared and ordered.</li> </ul>	<ul style="list-style-type: none"> <li>• Color, size, shape, type of object, etc.</li> <li>• Red bears vs. blue bears; big bears vs. little bears</li> <li>• There are more red bears than blue bears.(compare); small bears, medium bears, large bears (order)</li> </ul>
<b>Number Sense</b>	<b>Uses of Number</b>	<ul style="list-style-type: none"> <li>• Numbers are used many ways, some more mathematical than others</li> </ul>	<ul style="list-style-type: none"> <li>• Tommy has 5 books. (cardinal)</li> <li>• Ava is fifth in line today. (ordinal)</li> <li>• Numbers on basketball jerseys, home addresses, telephone numbers (nominal)</li> <li>• Let's meet at 5 p.m. on December 5. (referential)</li> </ul>
	<b>Numerosity</b>	<ul style="list-style-type: none"> <li>• Quantity is an attribute of a set of objects, and we use numbers to name specific quantities.</li> <li>• The quantity of a small collection can be intuitively perceived without counting.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 mice and 5 elephants are alike in quantity, though different in other ways.</li> <li>• Children just "see" three objects and know it's 3.= 5</li> </ul>
<b>Counting</b>	<b>Quantity</b>	<ul style="list-style-type: none"> <li>• Counting can be used to find out "how many" in a collection.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6 . . . you used six blocks!</li> </ul>
	<b>Counting rules</b>	<ul style="list-style-type: none"> <li>• Counting has rules that apply to any collection.</li> </ul>	<ul style="list-style-type: none"> <li>• "One, four, two" doesn't give a correct answer. (stable order)</li> <li>• Children need strategies for keeping track, like touch-pointing or moving to another pile. (one-to-one correspondence)</li> <li>• Mixing up objects and counting again is a good exercise; the third object counted is not the only one that can "be" three (order irrelevance)</li> <li>• Being able to count is not the same as being able to answer "how many?" (cardinality)</li> </ul>
<b>Number Operations</b>	<b>Changing sets</b>	<ul style="list-style-type: none"> <li>• Sets can be changed by adding items (joining) or by taking some away (separating).</li> </ul>	<ul style="list-style-type: none"> <li>• You have 2 balls and I have 3 balls. How many balls do we have altogether?</li> <li>• You had 12 cards, and you gave your friend 5. How many do you have now?</li> </ul>

<sup>6</sup> The Early Math Collaborative (2014) *Big Ideas of Early Mathematics: What teachers of young children need to know* Erikson Institute (see also: <http://earlymath.erikson.edu/>)

	<b>Comparing sets</b>	<ul style="list-style-type: none"> <li>Sets can be compared using the attribute of numerosity, and ordered by more than, less than, and equal to.</li> </ul>	<ul style="list-style-type: none"> <li>I have a handful of raisins; Chris has a bowlful. Chris has more!</li> <li>I have 1 pear and 1 peach; you have 2 apples. We have the same number of fruits.</li> <li>Avery has 3 dirty plates, and Tracy has 4 dirty bowls. Who has fewer dishes to wash?</li> </ul>
	<b>Number composition</b>	<ul style="list-style-type: none"> <li>A quantity (whole) can be decomposed into equal or unequal parts; the parts can be composed to form the whole.</li> </ul>	<ul style="list-style-type: none"> <li>How many ways can you show 5 with fingers on both hands?</li> </ul>
<b>Pattern</b>	<b>Pattern and regularity</b>	<ul style="list-style-type: none"> <li>Patterns are sequences (repeating or growing) governed by a rule; they exist both in the world and in mathematics.</li> <li>Identifying the rule of a pattern brings predictability and allows us to make generalizations.</li> <li>The same pattern can be found in many different forms.</li> </ul>	<ul style="list-style-type: none"> <li>Dots on a ladybug; posts of a fence; adding 1 to any number gives you the next number.</li> <li>After lunch comes recess; If we keep counting people's feet, it will always be 2 more.</li> <li>Big block, little block; big block little block; big block, little block . . . OR snap, clap; snap, clap; snap, clap . . .</li> </ul>
<b>Measurement</b>	<b>Attributes</b>	<ul style="list-style-type: none"> <li>Many different attributes can be measured, even when measuring a single object</li> </ul>	<ul style="list-style-type: none"> <li>A bucket has many measurable attributes, including height, weight, capacity, or circumference: What kind of "big" is it?</li> </ul>
	<b>Comparison</b>	<ul style="list-style-type: none"> <li>All measurement involves a "fair" comparison.</li> </ul>	<ul style="list-style-type: none"> <li>Weighing rocks on a pan balance (direct comparison); using a length of string to measure a table in one room and chairs in another (indirect comparison).</li> <li>A "fair" comparison measures the same attribute. Units must be of equal size, with no gaps or overlaps.</li> </ul>
	<b>Precision</b>	<ul style="list-style-type: none"> <li>Quantifying a measurement helps us describe and compare more precisely</li> </ul>	<ul style="list-style-type: none"> <li>Nonstandard units (such as blocks) and standard units (such as inches) allow for more precision than direct comparison.</li> <li>There is always a more precise measurement possible—we never get it exactly "right," but it must be "good enough" for the task at hand.</li> </ul>
<b>Data Analysis</b>	<b>Gathering data</b>	<ul style="list-style-type: none"> <li>The purpose of collecting data is to answer questions when the answers are not immediately obvious.</li> </ul>	<ul style="list-style-type: none"> <li>Children's own questions are most meaningful to them; often the need to gather data will come naturally in the course of discussion or from content areas such as science and social studies.</li> </ul>
	<b>Organizing data</b>	<ul style="list-style-type: none"> <li>Data must be represented in order to be interpreted, and how data are gathered and organized depends on the question</li> </ul>	<ul style="list-style-type: none"> <li>Age-appropriate data collection methods: sort real objects; organize pictures, counters, or name cards; make tallies; survey friends or family.</li> <li>A tally chart can help with seeing clusters in the data; a bar graph provides an easy way to compare quantities across categories.</li> </ul>
	<b>Describing data</b>	<ul style="list-style-type: none"> <li>It is useful to compare parts of the data and to draw conclusions about the data as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>There are more dogs than fish. But overall, hamsters are the most common pet.</li> </ul>
<b>Spatial Relationships</b>	<b>Describing space</b>	<ul style="list-style-type: none"> <li>Relationships between objects and places can be described with mathematical precision.</li> </ul>	<ul style="list-style-type: none"> <li>Maps and models represent the three-dimensional world.</li> <li>Joshua is in front of Ana, and he is behind Taiki..</li> </ul>
	<b>Visualising space</b>	<ul style="list-style-type: none"> <li>Our own experiences of space and two-dimensional representations of space reflect a specific point of view.</li> <li>Spatial relationships can be visualized and manipulated mentally.</li> </ul>	<ul style="list-style-type: none"> <li>A party hat looks triangular from the side, but when you lay it down, it can look like a circle.</li> <li>An expert jigsaw-puzzle solver can picture a missing piece and does not rely on trial and error.</li> </ul>
<b>Space</b>	<b>Defining and analysing shapes</b>	<ul style="list-style-type: none"> <li>Shapes can be defined and classified by their attributes.</li> <li>The flat faces of solid (three-dimensional) shapes are two-dimensional shapes.</li> <li>Shapes can be combined and separated (composed and decomposed) to make new shapes.</li> </ul>	<ul style="list-style-type: none"> <li>A rectangle must have two sets of parallel sides of equal length and four 90° angles; thus, a square is a special type of rectangle.</li> <li>A baseball is a sphere and can be represented in a drawing as a circle.</li> <li>Any rectangle can be divided into 2 triangles.</li> </ul>

### 1.3 IPC Topics

There is a distinct learning process with every IPC unit, providing a structured approach to make sure that children’s learning experiences are as stimulating and rigorous as possible. In the Pre-Prep, we combine these with the Teaching for Understanding framework.



Within each topic, the IPC suggests many ideas for collaborative learning, for active learning, for learning outside the classroom, for role play, and for children learning from each other. Each IPC unit incorporates a range of subjects including Science, History, Geography, ICT, Art and PE and provides many opportunities to link literacy and numeracy.

In Pre-Prep 1 and 2, these subjects are taught through four strands: Communicating, Exploring, Healthy Living, and Independence and interdependence.

### 1.4 Specialist lessons

In Pre-Prep, physical education, music, art, and Portuguese are taught by specialist teachers. Children learn through a range of experiences and their learning is integrated and experiential in nature, therefore, specialist lessons are linked as much as possible to the IPC topics. Specialist teachers also use the same aspects of the Teaching for Understanding Framework as class teachers when planning a topic; however, they adapt the Understanding Goals and Performances of Understanding to their subject area.

#### 1.4.1 Physical Education

Physical education lessons provide opportunities for the children to be active and interactive and to develop important skills such as: co-ordination, control, strength, manipulation and large and small movements. These fundamental skills enable children to engage successfully in play as well as more structured games and sports. Children take part in a range of activities such as gymnastics circuits, manipulative circuits, relay races, running games, etc. in which they learn and apply these skills. They also participate in team games in which they engage in competitive (only in PP3) and co-operative physical activities and start experimenting with tactics and strategies for overcoming challenges and

obstacles. Physical education lessons also encourage reflection and foster an understanding of the importance of physical activities as well as of other healthy choices for our bodies.

### **1.4.2 Expressive arts and design**

Music and art lessons provide opportunities for children to develop their creativity, which involves being imaginative and inventive and happens all the time in their day to day performances in art, role-play, sand and water play, etc. Through creativity, children develop the capabilities that enable them to adapt to uncertain, unpredictable and challenging situations. It underpins lifelong learning and assists children to develop the skills and dispositions for creative and critical thinking.

#### *Music*

In music lessons, children learn how to make music using their voices and bodies, as well as acoustic and electronic resources. Children take part in activities of musical creation, re-creation and performance in which they represent their own ideas, thoughts and feelings through music, dance, role play and stories. Children also listen to a wide range of high-quality music and are introduced to and experiment with the different elements of music: pitch, duration, dynamics, tempo, timbre, structure and in PP3, musical notations.

#### *Arts*

In art lessons, children have the opportunity to use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They learn to represent their own ideas, thoughts and feelings through visual art, design and technology. In these lessons, children are also introduced to the work of great artists and are invited to analyse to think critically about art, its purpose and how it reflects and shapes our culture and history.

### **1.4.3 Portuguese**

Portuguese lessons provide a link between the IPC topic being undertaken and the Brazilian curriculum (Lei de Diretrizes e Bases - 9394/96 and the Diretrizes Curriculares Nacionais para a Educação Infantil). Under Brazilian law, Infant Education has its own singular objectives that are reached from an outlook of early childhood development by respecting, caring for, and educating children of an early age. Six areas of learning are included in planning and delivery of the Portuguese curriculum: Formação e Desenvolvimento Pessoal, Social e Emocional (Personal, Social and Emotional Growth and Development); Linguagem Oral e Escrita (Oral and Written Language); Conhecimento e Desenvolvimento Matemático (Mathematical Knowledge and Development); Linguagem Artística – Artes Visuais (Creative Arts – Visual Arts), Linguagem Artística – Música (Creative Arts – Music); Linguagem Corporal e Movimento (Body Language and Movement); Natureza e Sociedade (Nature and Society). For more information, please refer to the Pre-Prep Portuguese Handbook.

### **1.4 Personal social and health education**

PSHE in the Pre-Prep is based on the Quality Circle Time<sup>7</sup> model and the Golden Rules. Teachers make use of Quality Circle Time lessons, Golden Time and assemblies to help children adhere to these rules. Furthermore, Pre-Prep staff devised and consistently follow the Pre-Prep Behaviour Policy, Playground Policy and Lunchtime Policy. Quality Circle Time is an approach to school management which helps teachers design and conduct activities that enhance children's self-esteem, self-discipline and positive behaviour. It is during and through these activities that teachers address specific issues that may arise within the group, providing a safe environment in which the children can express their thoughts and feelings. Please refer to the following resources for more information: 'Quality Circle Time in the Primary Classroom' and 'Better Behaviour through Golden Time' by Jenny Mosley.

In Pre-Prep, staff also keep track of children's behaviour through Daybook entries on Schoolbase. This allows emotional, interpersonal and behavioural issues to be monitored and patterns to be identified and dealt with accordingly.

### ***Golden Rules***

We are gentle	we are careful with ourselves and others
We are kind and helpful	we work together and care for others
We listen	we wait our turn to talk and value what others say
We are honest	we tell the truth and take responsibility for our actions
We work hard	we improve our learning by trying our best
We look after property	we are responsible and care for our belongings and those of others

## **1.4 Strategies**

### **1.4.1 Making thinking visible**

Teachers use Making Thinking Visible, also developed by Project Zero, to plan thinking routines throughout the topics and these may be considered Performances of Understanding. Children are invited to explore a picture or an artifact in a structured manner, engaging all pupils in focused and productive discussions that many times inform the teachers of the next steps in their planning. The routines have been found to be great tools for stimulating reflection, expressing ideas and building on knowledge.

### **1.4.2 Flag Time**

Flag Time is a framework for differentiation invented and used by teachers in the Pre-Prep. While it is not the only means of differentiated instruction used, it offers an instructional tool and strategy that can be used every day to facilitate attention to learner needs.

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<sup>7</sup> <http://www.circle-time.co.uk/>

Flag Time is a daily routine of assigned learning centres, specifically aimed at recruiting individual student strengths and interests to help children tackle tasks that are tough to learn. Flag Time has quickly become a favourite activity during the regular school day that includes traditional choice centres and a variety of learning experiences.

During Flag Time, the children work on a task chosen by the teacher according to their readiness, interest and learning profile. Teachers' place a flag with each child's name and picture at a learning centre where a specially chosen task is waiting. The task matches the learners' strengths with a skill that needs growth. Children are strategically paired or grouped with someone who: shares the interest, needs to develop the same skill, or provides a model or challenge for the partner. Students find their flag and engage with their partner in the task for 20 minutes. Then students are invited to self-assess their progress before pursuing another learning centre of their own choice.

### ***How to prepare for Flag Time:***

#### **1. Assess**

Observe pupil work and learning to determine a specific skill for each student that needs development. Use rubrics to assess student strengths, interests, and academic needs. A rubric for academic skills provides a visible learning progression and helps teachers and pupils examine the work to identify the current level of each child. Flag Time activities are designed to move students along the skill progression to mastery.

#### **2. Assign & Group**

Set-up activities that develop an academic need and involve a high interest or strength. Use a flag with each child's name to identify the specially designed activity. Strategically pair or group students to ensure that everyone is challenged and can complete the activities independently. These groupings must be flexible, varying from day to day.

#### **3. Give Directions**

Describe the learning activities for the day and set a timer for 20 minutes. A chart of routine student behaviours and expectations of quality promotes independence.

#### **4. Learn through Flag Time**

Invite students to look for their flag and begin the activity. Monitor children, offer feedback, and provide instruction as needed. Gather observational assessment data to easily organise the next Flag Time for each child.

#### **5. Monitor & Reflect**

Daily: Checklists

Direct children to use stamps or stickers to reflect on two different measures: joy in learning (liked, so-so, did not like), and type of learning skills used (looking, listening, speaking, thinking and concentrating). Ask children to explain their ratings to peers or the teacher.

### Weekly: Learning Journal

Invite students to add pictures, quotes, completed work, and checklists to a weekly journal to show evidence of their progress toward understanding goals and individual targets. Interview students asking them to explain how they have learned through Flag Time and identify desired next steps. Transcribe their comments in the learning journal to use for student reflection, teacher planning, and parent communication.

Flag Time enables teachers to give high quality time to individualized instruction for each child during daily routine class activities. Flag Time solves the problem of when to offer interventions, remediation, and acceleration. Flag Time is also an excellent opportunity for children to learn and improve their social skills. Teachers can target children to work in groups so that they learn to show respect for and value one another's contributions of ideas.

In Flag Time, teachers scaffold learning through tasks that are just challenging enough, taking into account the needs of individual learners. Using resources such as *Pinterest* aids teachers in planning novel and meaningful learning activities that tackle essential content and skills that have not yet been mastered. The element of surprise rising from each new task and grouping seems to add to learner engagement and motivation. At the same time, sufficient choice is provided at different times throughout the day to sustain motivation and engagement.

## **2. Spiritual, moral, social and cultural development of pupils**

### **2.1 St. Paul's School Core Values**

We expect staff and pupils to: show respect, be honest, have integrity, be collaborative, be thinkers, become independent learners, develop a sense of self-worth, be open-minded, be resilient and be caring.

All those who work and study at St. Paul's School are expected to uphold the core values; these underpin and form the base for the community of the School. The subsequent 'expected behaviours' should serve as indicators that the values are being adhered to; in many cases, these will be qualities and attributes that the School is striving to engender in each individual.

## Values and behaviours

Value	Reason for its importance	Behaviours that are expected
Respect	The basis for positive and healthy interaction both between people and between people and the environment.	<ul style="list-style-type: none"> <li>- Listening to each other and to teachers</li> <li>- Recognising and respecting rules, conventions and expectations</li> <li>- Being prepared to compromise or sacrifice individual interests for the benefit of the community</li> <li>- Considering the impact of your actions on others</li> </ul>
Honesty	Honesty allows energy to be used in a productive way, encouraging outgoing rather than defensive behaviour. Honesty also builds trust.	<ul style="list-style-type: none"> <li>- Admitting mistakes, accepting when in the 'wrong'</li> <li>- Taking responsibility for actions</li> <li>- Telling the truth</li> </ul>
Integrity	Having integrity means you are a strong, confident individual who can be a role-model for others, encouraging and nurturing both self-respect and respect for others.	<ul style="list-style-type: none"> <li>- Standing up for beliefs</li> <li>- Keeping a confidence</li> <li>- Looking after the environment</li> </ul>
Collaboration	Leads to open-mindedness. It helps generate cooperation and it creates more confident, happier and fulfilled individuals.	<ul style="list-style-type: none"> <li>- Good listening skills</li> <li>- Willing to share and participate, with awareness of belonging to a group</li> <li>- Consider views of others</li> <li>- Respect differences</li> <li>- Self-confident behaviour in a balanced way</li> <li>- Recognising own strength and strengths of others</li> </ul>
Thinkers	Allows individuals to process ideas critically in order to apply them and underpins real learning and understanding.	<ul style="list-style-type: none"> <li>- Sharing ideas and coming to a conclusion (analysing and discussing)</li> <li>- Linking knowledge with other subjects</li> <li>- Being active in the learning process</li> <li>- Asking relevant questions</li> <li>- Showing and defending a position</li> <li>- Being creative and determined</li> </ul>
Independent Learners	Enables individuals to clarify ideas and gain a deeper understanding, drawing conclusions and moving forward.	<ul style="list-style-type: none"> <li>- Being curious and imaginative</li> <li>- Wanting to be challenged and challenging concepts</li> <li>- Taking risks</li> <li>- Showing initiative</li> <li>- Being self-motivated</li> </ul>
Sense of Self Worth	Enables individual to be productive, balanced individuals and to have the self-confidence to face challenges in life and be happy and fulfilled.	<ul style="list-style-type: none"> <li>- Showing confidence</li> <li>- Proactive behaviour</li> <li>- Taking risks</li> <li>- Sharing</li> <li>- Independence of thought</li> <li>- Not yielding to peer pressure</li> <li>- Being a good loser</li> </ul>

<b>Value</b>	<b>Reason for its importance</b>	<b>Behaviours that are expected</b>
Open-Minded	Open-minded people are better prepared to face up to the world and to contribute to it.	<ul style="list-style-type: none"> <li>- Considerate behaviour</li> <li>- Appreciate other points of view</li> <li>- Open to different ways of doing things</li> <li>- Analyse different points of view</li> <li>- Accepting criticism</li> <li>- Being good listeners</li> </ul>
Resilient	Helps people overcome obstacles and develop a sense of pride and confidence. It also underpins hard work and endeavour.	<ul style="list-style-type: none"> <li>- Commitment and engagement – being active</li> <li>- Concentration</li> <li>- Discipline</li> <li>- Interested</li> <li>- Putting in the effort</li> <li>- Going beyond what is asked for</li> <li>- Positive attitude</li> </ul>
Caring	Pupils and students are allowed to learn better in a climate that is respectful, caring and safe.	<ul style="list-style-type: none"> <li>- Helping others.</li> <li>- Be aware of others' feelings.</li> <li>- Sharing.</li> <li>- Showing consideration.</li> <li>- Respecting different opinions and cultures.</li> </ul>

## 2.2 Enrichment

We believe that, in the early years, a major component of education must be to provide a wide range of experiences, opportunities, resources and contexts that will provoke, stimulate, and support children's innate intellectual dispositions<sup>8</sup>.

Our enrichment programme supports each topic through outside visits and by bringing in external visitors. In addition to this, our special events are always linked to the topics. Our end of year shows are always exit points to the topic and children prepare for the shows throughout the unit. This project-based learning makes the shows more meaningful and engaging for the children. As an example of this, the end-of-year show in August 2015 was a fashion show. The topic All dressed up in Pre-Prep 3 allowed children to develop dispositions such as curiosity, motivation and independence. For the teachers, it was a great moment to build connections between the processes of making clothes and of writing a story – from the planning stage, through the drafting, to the final product. These pupils walked on the catwalk during the show, displaying the clothes they had created and made themselves. In Pre-Prep 2, the topic Let's pretend also lent itself to the preparation of the end-of-year show as they produced props and represented the back stage roles of a Fashion Show. For the topic Shopping, Pre-Prep 1 pupils took photographs of the PP2s and PP3s as they prepared for the show. These photos were sold by the PP1 children to PP2 and PP3 parents after the show as an exit point and they raised money for one of the school's charities, Liga Solidária.

In Pre-Prep 1, given the very young pupils, we focus on inviting visitors, especially parents, to come in and share their expertise. In the topic All About Me, each class organises their own visitors and examples include doctors and dentists. In the topic Patterns, children go to a farm called Cia. dos Bichos to look at animal patterns. This visit is also used for the Houses and Homes topic as they see a wattle and daub house there and then construct one at school with the help of an organization called Morada Viva. Furthermore, children walk around the block to look at the houses and post letters to their homes. The teachers also put on the play 'Three little pigs'. For the 'shopping' children sell the produce from our garden and then use the profits to visit the local supermarket. They also go to a pottery studio to see a manufacturing process and they paint their own Mother's day present.

In Pre-Prep 2, for the topic 'How do we get there?' the children go for a walk around the block to look at their surroundings and to identify and keep track of the different modes of transport they see on the way. The children then discuss this walk with their teachers to find out what they already knew, what they have discovered and what they have yet to learn. After a couple of weeks, they go on another outing to visit the Museum of Transport (Museu dos Transportes – SPTrans) and to ride a train pulled by an actual steam locomotive from the 1920's (Trem Cultural dos Imigrantes). The children will have been learning about the purpose of different types of transport and the impact they have or not on the environment and this experience contributes to deepen their understanding on the matter. For the topic 'Wild about Animals' the children visit the city zoo (Zoo SP), where they look for the animals they

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<sup>8</sup> <http://deyproject.org/2015/04/09/lively-minds-distinctions-between-academic-versus-intellectual-goals-for-young-children/>

researched about throughout the topic and consolidate their understanding on animal habitats and diet. For the topic 'Let's Pretend', a storyteller comes to the school and gives the children workshops on how to plan and make hand puppets. He also shows them different ways of storytelling, for example, the kamishibai.

In PP3, for the Green fingers topic the PP3s go on an outing to 'Sabor da Fazenda'. This visit serves as an 'Entry Point' and children learn about plant germination and pollination and also learn about the importance of looking after the environment and keeping our planet green. At the end of the unit, they go to the Botanical Gardens (Jardim Botânico de São Paulo). The trip consolidates knowledge about parts of a plant as well as providing an opportunity to see for themselves just how different plants can be. It also reinforces the sheer aesthetic value of plants and brings home how important they are, not only to us, but to other living creatures.

For the topic on Clothes, a personal stylist gives workshops to the children about colour analysis (what colours look best on each person and why) and helps them kick off their fashion collection mood boards. As an Exit Point, the children hold a fashion show where they show off the clothes they had themselves throughout the unit.

Every two years, we alternate the Olympics and World Cup topics. For these topics we invite important sportsmen and women to talk to the children about their profession. Every two years, near Christmas, we also hold a celebrations topic in PP2 and PP3. Parents of different cultural and religious background come in to school to talk about their important festivals and celebrations.

Every topic tries to include the specialist lessons as part of the enrichment programme that includes visits to museums, talks with artists and other art professionals, and special activities such as the silent movie for Media Magic, the natural history museum for the plants topic, and a jungle exit point obstacle activity in PE for the animals topic.

### **2.2.1 Community Service**

In the Pre-Prep, we have built strong links with one of the school charities, Liga Solidaria. Every year, the children are involved in different projects to raise presents, toys and monetary donations to Liga Solidaria.

As one of the on-going projects, in Portuguese lessons, Pre-Prep 3 children take part in a project designed to provide an opportunity for them to interact with the wider community as a first step towards building international mindedness. Based on the "Making Learning Visible: Places to Play in Rhode Island" project, the children in Pre-Prep 3 are involved from the beginning of the academic year, creating activities around the theme of play and producing a book with their pictures about their favourite places to play in the playground. Through group discussions and critiques from their peers, the children produce drawings of very high quality. The Pre-Prep 3 children take their class books to read to the small children at the Creche Primavera and then invite groups of children to visit our

playground on the week before Easter. One of the outcomes of the project is that the Liga Solidaria children each receive an Easter egg after their visit to St. Paul's and children from Pre-Prep 1 to Pre-Prep 3 donate these Easter eggs. The Pre-prep 3 children make posters and campaign for the eggs, involving the other pupils in the project.

### **2.2.2 Links with the wider community**

Pre-Prep 3 children take part in Out of Eden Learn<sup>9</sup> during their weekly library lessons. The Out of Eden Learn provides activities called footsteps to be completed by each collaborative group (class). Extracts from Paul Salopek's dispatches are read to the children and discussed. The school is used to represent the children's local community so they draw a map of the school's surroundings, interview people from the school community, etc. Their findings are posted in the Out of Eden Learn website and they can read other posts and compare their reality to that of children from other parts of the world. The pupils learn about the world and different cultures while reflecting on their own. They learn to work collaboratively, sharing and exchanging ideas respectfully. They learn about the environment and the importance of caring for it. They learn more about maps, directions and compasses.

### **2.2.3 Sustainability**

In the Pre-Prep, we have started a vegetable garden, a worm farm and a biofilter. Our aim is for children to start to understand the interrelationships between what they eat and what they waste and how we can make the system more sustainable. Due to the lack of water in São Paulo, our aim is also to teach children how to waste less water and how water can be re-used for different purposes.

### **2.2.4 Clubs and societies**

In the Pre-Prep we offer choir to PP2 and PP3 children once a week during school hours. This is run by the Head of Music and a Pre-Prep assistant.

We also offer swimming club after school for PP3 children during the second term. This is run by the Pre-Prep PE coordinator.

Eventually, an assistant may offer a club such as the Chefs' club (where children enjoy decorating biscuits and cakes).

### **2.2.5 Paid after school activities (PASA)**

The paid after school activities are organised by specialist teachers and most are offered to all Pre-Prep pupils. There is a wide variety of options: Aikido, Ballet, Capoeira, Chess, Football, For a greener and healthier world, Judo, MadCode (PP2 and PP3 only), Mandarin, Nutrition'n Me, Olympic Gymnastics and Yoga For Kids.

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<sup>9</sup> <http://learn.outofedenwalk.com/>

St. Paul's also offers private instrument lessons and the Fukuda stings scheme where children learn to play the violin or cello individually and as part of an orchestra.

## II - ASSESSMENT AND REPORTING

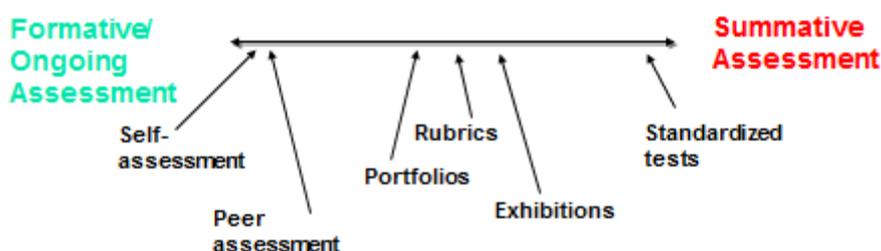
In the Pre-Prep, we recognise that typical, healthy children develop at different rates in different domains. We, therefore, take care not to assign our young pupils to static assessments designed to compare them to a proficiency norm. Given the greater intra- and inter-individual variability that younger children exhibit, we understand that static assessments offer only a limited view and low precision of a child's development and achievement.

We believe that good data drives higher quality outcomes so we take great care in finding out who needs what as well as which efforts are most successful in meeting each individual child's needs. When assessment data can work to match pupils at risk with effective early interventions this can lead to prevention of academic disabilities and closure of achievement gaps. A preventive framework which uses early and ongoing assessment to drive intervention can substantially reduce the number of pupils with learning disabilities.

When pupils' performance on standard tasks is complimented with authentic assessments that include observations and tasks that occur in the context of regular play or activities, the resulting data offers teachers more insight into each child's unique strengths and needs.

Since taking on the IPC in 2010, the Pre-Prep has used and adapted the rubrics provided for the Year 1 units, and we have created our own rubrics in Pre-Prep 1 and 2 as well as rubrics for Literacy, Numeracy, PSHE and topics. As shown in the diagram below, rubrics are tools that help teachers and children monitor their learning in an ongoing way but at the same time can be used in a summative way at the end of a unit or at the end of the year (which is why we are also using the rubrics when reporting to parents).

Different types of assessment shown in the diagram below are used in the Pre-Prep.



### *Formative Assessment*

Formative Assessment is an active and intentional learning process that partners the teacher and pupils to continuously and systematically gather evidence of learning with the goal of improving pupil achievement.

Formative assessment occurs continuously through feedback for pupils and teachers, including strategies such as no hands up (lolly sticks), traffic light, thumbs up or down, etc. It focuses on how well students are understanding and performing and occurs during the teaching and learning process. The consequences are immediate as it focuses on the ongoing improvement of learning for all students. Flag Time is used to group children in activities targeted at each child's needs. In a given week, children will be assigned to different pairs/groups and given tasks that either help them learn what they have not yet grasped, help them revise and consolidate their learning, or challenge them to go further in their learning. Feedback and assessment from these activities helps children by being immediate and also helps inform planning.

### *Self-assessment*

A process of formative assessment during which pupils reflect on the quality of their work and their learning, judge the degree to which their work reflects the criteria for it, identify strengths and weaknesses, and revise. Asking effective questions about their own work is an important key to supporting pupil's effective self-reflection. Feedback on pupil self-reflection is also a key element of self-assessment. An example of this is the effective use of the sentence check-list in Pre-Prep 3 and the Flag Time check lists.

### *Self-regulated learning*

A process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour in order to reach their goals. Children set targets for themselves related to where they are in their learning (including emotional and social areas) and work towards those targets.

### *Peer-assessment*

A positive relationship between peers in the classroom is fostered in order to gain an ethos where feedback is constructive. The use of talking and working partners helps to create this ethos.

### *Rubrics*

Rubrics (or learning progressions) support the ongoing assessment of Performances of Understanding and are used to share learning targets and criteria for success with pupils.

Rubrics are a useful assessment technique because they:

- enumerate the criteria for learning and describe performance along a continuum for each one.
- assess fundamental skills that develop over time;
- characterize what pupil's work should look like;
- assess pupils without counting errors
- allow for multiple routes to high quality work;
- support learning as teachers and pupils become aware of the next step;
- are good vehicles for sharing learning targets and criteria for success with pupils.

Formative assessment is about *forming* learning – it is assessment that gives information that moves pupils forward. Rubrics can be used to give feedback that feeds forward, support pupil self-assessment and goal setting and help pupils ask effective questions about their work.

Teachers are expected to use documents such as the IPC curriculum, the literacy and numeracy requirements for the English National Curriculum EYFS<sup>10</sup> and Year 1<sup>11</sup>, as well as the Pre-Prep throughlines for literacy, numeracy and handwriting when creating rubrics. Rubrics for the learning expected to occur in each unit are based on the Understanding Goals for the unit. Rubrics can be found in Appendix 1 at the end of the framework and can also be accessed on the Parent Portal. These rubrics are updated continuously.

In order for feedback to be effective and useful, the learner has to receive the feedback and have time to use it and the learner must be willing and able to use the feedback. Teachers help pupils become more meta-cognitive by asking the following questions (and by teaching them to ask the questions):

1. Where am I going? (by setting understanding goals that are clear and public)
2. How am I doing? (by giving feedback and helping pupils to generate feedback for themselves and each other)
3. Where to next? (by providing time, assistance, revision and reflection)

The five key strategies of effective Formative Assessment<sup>12</sup> can be addressed within these three feedback questions as in the table below.

	WHERE THE LEARNER IS GOING	WHERE THE LEARNER IS RIGHT NOW	HOW TO GET THERE
TEACHER	Clarifying and sharing learning intentions	Engineering effective classroom discussions, activities, and tasks that elicit evidence of learning	Providing feedback that moves learning forward
PEER	Understanding and sharing learning intentions and criteria for success	Activating learners as instructional resources for one another	

<sup>10</sup>[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335504/EYFS\\_framework\\_from\\_1\\_September\\_2014\\_\\_with\\_clarification\\_note.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014__with_clarification_note.pdf)

<sup>11</sup>[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

<sup>12</sup> Wiliam, D. (2011) *Embedded Formative Assessment - practical strategies and tools for K-12 teachers*, Solution Tree.

LEARNER	Understanding learning intentions and criteria for success	Activating learners as the owners of their own learning
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Carol Dweck’s research<sup>13</sup> on mindsets is taken into account when providing feedback. The growth mindset, the understanding of intelligence and abilities as qualities we can develop, has been shown over and over to have powerful ramifications on pupil motivation and learning, and school success. When teachers and pupils focus on improvement rather than on whether they're smart, children learn a lot more

### ***Benchmarking and tracking***

The most effective tool for benchmarking and tracking is the INCAS<sup>14</sup> (Pre-Prep 3).

This programme is a diagnostic, computer-adaptive assessment tool that assesses cognitive, Language and Mathematics development. It gives teachers information about individual pupils, classes and year groups in each module.

This wealth of information identifies what pupils know and can do, and helps inform planning for the rest of the year, for each individual child. Immediate analysis is available with detailed feedback provided by the CEM Centre (Centre for Evaluation and Monitoring). They are used as benchmarking tools as they compare the school scores with average scores and as tracking tools as they build up a profile of the individual child over the years.

### ***Screening in Pre-Prep 1 and Pre-Prep 2***

One of the most important tasks for Pre-School teachers is to identify those children who are at risk of potential literacy difficulties. Early identification of such children allows for early support.

Children develop at a very different rate, with skills developing particularly rapidly in the nursery and the early school years. Some children develop motor skills first, while others develop language skills first, in fact, children usually develop the skill which they put into practice the most.

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<sup>13</sup> Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.

<sup>14</sup> See <http://www.cem.org/primary>

At St. Paul's we use PREST (Pre-School Screening Test) and DEST (Dyslexia Early Screening Test).

The PREST assessment has been developed as a pre-school screening instrument used routinely within nursery schools for children from 3.6 to 4.5 years of age. It produces a score for each child based on their actual performance on each element of the test and it provides a profile of strengths and weaknesses which can be used to guide the development of in school support for each individual child, when necessary. The PREST has different batteries, which screen various aspects of development, such as language (e.g. vocabulary, verbal fluency, phonological discrimination), fine motor skills, gross motor skills and different types of memory (e.g. auditory, visual, spatial).

The DEST contains screening tests of attainment and ability for children from 4.6 to 6.5 years of age (Pre-Prep 2). The batteries are similar to those of the PREST and determine whether a young child is experiencing difficulty in areas known to be affected by dyslexia. The Learning Support Department is responsible for administering the PREST and the DEST and producing the appropriate support for each individual child if it is felt necessary. Both tests may also form a valuable first step in deciding whether to request full assessments for children who show marked delays.

### *Reporting to parents*

Effective reporting practices are an important part of establishing and supporting the partnership between school and home, which is vitally important for children's learning. Throughout the Pre-Prep, pupils are encouraged to become better at learning to self-assess their own work and use specific feedback given by their teachers to think of the next steps to improve on their work. In this way, assessment is primarily used as a teaching and learning tool. Our aim is to communicate this to parents during individual meetings and in written reports.

In October and April teachers meet individually with all parents to explain the rubrics, where their child's learning is in relation to the rubric and the steps needed to move the learning and understanding along. The purpose of this parent-teacher meeting is to inform parents of their children's progress, to communicate their learning strengths and weaknesses, and help in identifying ways of supporting their child's learning at home.

It is not expected that pupils will be mastering all the skills or understandings for a criteria in the rubric. Pupils start at different points and progress in their learning in different ways and at different rates from one another. Learning for young children should focus on the here and now, not just on how this learning can get them ready for future learning. Learning should be about the child, not about how this child compares with other children, and it should help each child make meaning out of his or her experiences. Learning should encourage children's natural drive to overcome challenges.

In the early years, children develop at different rates and it is often the case that a child who was developing at a certain pace may suddenly stumble or find a certain skill challenging without any previous warning. Similarly, children struggling with a certain concept or skill may suddenly grasp this and make progress that was previously unidentified. Keeping track of these individual strengths and needs is essential and that is why individual meetings may also be set up at other times of the year. These meetings often happen between the class teacher and parent, but can also take place between a specialist teacher and parent or between the learning support coordinator and parent, often with guidance from the Head of School. In many cases, parents will be encouraged to seek specialists in different areas in order to provide more detailed assessments to help identify these strengths and needs and the best form of support for their individual child.

A full written report is issued in December and June, one week before the end of term so that parents have the opportunity to talk to teachers about the reports before the term ends if there are any questions or concerns. The written reports provide information to parents about their children's learning in both academic and non-academic areas of development, in a way that is understandable and jargon-free. The information shared with parents uses the language of the assessment rubrics in order to ensure a common understanding. In Pre-Prep 1 and Pre-Prep 2 areas of learning follow the four IPC strands and in Pre-Prep 3, the report is separated into Year 1 subjects. Specialist teachers also report on the pupils' learning over the term.

Parents are able to access the rubrics in all areas reported in the written reports at the end of this framework (Appendix I) and in the Parents' Portal. Once teachers and parents are clear about what each child knows and can do, and can compare this to the next level, they can provide children with specific feedback and targeted tasks that will help them move to the next step in their learning in a way that is meaningful and appropriate for them.

The reports, therefore, also state important targets set by the teacher (often through consultation with the pupils themselves) and the progress made by the pupil in relation to a previous target. It therefore becomes clear, through the reporting process, that the teacher really knows and values each child in their class, the progress the child has made over the year and areas in which he/she could be performing better.

As well as the written reports, parents receive a report on their child's performance in the PREST and DEST screening tests.

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### **British Schools Overseas (BSO) Standards**

This policy has been written to meet the requirement of Part 1 of the UK Government's BSO standards regarding the curriculum.

### **Policy review**

This policy is to be reviewed, at least, annually by the Compliance Committee and leadership of the school and presented to the Board of Governors for final consideration and approval.

Signed:

\_\_\_\_\_  
Graham Nye, Chairman

\_\_\_\_\_  
Louise Simpson, Head

\_\_\_\_\_  
Date

Appendix 1 - Rubrics for 2016-2017 (Please note that the rubrics are a working document and are updated every year – some of the criteria only begin to be assessed during the second term)

<b>Pre-Prep 1 - Communicating</b>				
	<b>Mastering</b>	<b>Developing</b>	<b>Beginning / novice</b>	<b>Pre-engaged / naive</b>
<b>Listening and attention</b>	Child listens attentively in a range of situations. He/She gives his/her attention to what others say and responds appropriately.	Child is beginning to listen attentively in most situations and usually responds appropriately.	Child listens and pays attention to others in a few situations, and sometimes responds appropriately.	Child finds it difficult to pay attention to what others have to say, even in a one-to-one situation.
<b>Participation in discussions</b>	Child participates enthusiastically in discussions, independently offering ideas and opinions, building on others' comments.	Child usually participates in discussions and offers ideas and opinions independently.	Child is beginning to participate in discussions by answering simple questions and, with some support, is able to verbalise an idea or opinion.	Even with support, child is reluctant to participate in discussions.
<b>Auditory Perception</b>	Child identifies initial and ending sounds in words, is able to generate his/her own rhymes and completes sentences using appropriate rhyming words in an unfamiliar context.	Child identifies some initial and ending sounds in words and is beginning to complete sentences using appropriate rhyming words.	Child is able to match pairs of sounds and is beginning to identify initial sounds in words.	Child identifies simple everyday sounds (i.e. dog barking, clapping, car engine).
<b>Justifying and supporting comments and ideas</b>	Child is able to justify and support his/her answers, comments and ideas independently.	Child is sometimes able to justify and support his/her answers, comments and ideas independently.	With support from his/her teachers, child is beginning to justify his/her answers, comments and ideas.	Child is not yet able to support or justify his/her answers, comments and ideas.
<b>Formulating questions</b>	Child spontaneously asks relevant questions to find out	Child is able to formulate questions related to the	Child requires his/her teacher's guidance in order to formulate a question.	Child finds it difficult to formulate a question even with his/her teacher's support.

Appendix 1 - Rubrics for 2016-2017 (Please note that the rubrics are a working document and are updated every year – some of the criteria only begin to be assessed during the second term)

	more about the world around him/her.	discussion when encouraged to do so.		
<b>Spoken English</b>	Child spontaneously expresses himself/herself very clearly and fluently in English, using complex sentences and a wide vocabulary.	Child usually expresses himself/herself clearly and fairly fluently, using increasingly complex sentences and a widening vocabulary in English.	Child makes a good effort to find the words to express himself/herself in English/Portuguese and is able to carry on a simple conversation using short sentences.	Child has difficulty finding the words to express himself/herself in English/ Portuguese. He/She uses everyday phrases, very simple sentences and a limited vocabulary.

Appendix 1 - Rubrics for 2016-2017 (Please note that the rubrics are a working document and are updated every year – some of the criteria only begin to be assessed during the second term)

<b>Pre-Prep 1 - Pre-reading and pre-writing</b>				
	Mastering	Developing	Beginning / novice	Pre-engaged / naive
<b>Visual Perception Skills</b>	Child displays good visual perception skills and is able to understand, discriminate and interpret visual information independently.	Child is beginning to discriminate and interpret visual information independently.	Child is beginning to discriminate and interpret simple visual information with the teacher's guidance.	Child is not aware of visual similarities and differences.
<b>Interest in written words</b>	Child identifies elements (letters, syllables) of familiar names in other written words.	Child is beginning to notice elements (mostly initial letters) of his/her own name in other written words.	Child is beginning to notice and take an interest in written words.	Child does not demonstrate interest in written words.
<b>Name recognition</b>	Child recognises all her/his friends' names and some words that he/she is exposed to on a daily basis.	Child recognises most of her/his friends' names in a variety of contexts.	Child is beginning to recognise his/her own name in a variety of contexts and also some of his/her friends' names.	Child does not recognise his/her own name.
<b>Fine motor skills</b>	Child easily manipulates a wide range of small objects and materials. He/She holds the pencil appropriately in a tripod position.	Child is able to manipulate some small objects and materials. He/She can usually hold the pencil appropriately but needs the teacher's reminder or support at times.	Child is developing his/her muscle strength and is learning to control the movement of individual fingers. He/She still needs plenty of practice with tweezers, small piece toys, malleable materials and vertical surfaces to develop his/her fine motor skills and pencil grip.	Child needs to improve his/her muscle tone and finds it easier to handle large-sized objects. He/She needs to be involved in everyday practical activities and would benefit from plenty of practice with thick mark-making and malleable materials.
<b>Pre-Prep 1 - Visual Arts</b>				
	Mastering	Developing	Beginning / novice	Pre-engaged / naive

Appendix 1 - Rubrics for 2016-2017 (Please note that the rubrics are a working document and are updated every year – some of the criteria only begin to be assessed during the second term)

<b>Exploring arts and crafts activities</b>	Child enjoys arts and crafts and explores a variety of materials displaying initiative, independence and creativity.	Child explores a wide range of materials set out by the teacher, displaying increasing confidence to use them in a creative manner.	Child is beginning to explore the materials available to him/her when encouraged by the teacher.	Child does not display interest in activities related to arts and crafts even when encouraged by the teacher.
<b>Use of different tools and media</b>	Child usually remembers to handle tools and materials appropriately.	Child is able to handle most tools and materials appropriately but occasionally needs reminders from the teacher.	Child is beginning to handle some tools and materials appropriately but often needs the teacher's guidance.	Child finds it hard to handle tools and materials appropriately and often refuses to make an attempt.
<b>Representation of information</b>	Child explores a variety of media and is able to produce detailed work that can be recognised by his/her teachers and peers.	Child is beginning to produce work that others can recognise using at least one type of media.	Child is beginning to attribute meaning to the work he/she produces and is sometimes able to talk about what it means to him/her.	Child produces pieces of work but is only experimenting with the materials available in the classroom.
<b>Pencil control</b>	Child is able to control the pressure according to the material used. He/She traces with a firm and fluent line and is able to draw shapes accurately.	Child is beginning to draw recognisable circles and lines, however, his/her drawings are barely visible/ too strong.	Child is exploring the materials available and scribbles freely.	Child does not demonstrate interest in using drawing materials.

<b>Pre-Prep 1 - Numeracy</b>				
	Mastering	Developing	Beginning / novice	Pre-engaged / naive
<b>Sorting into sets</b>	Child is able to make complex sets with self-chosen criteria, and can justify and explain choices.	Child is able to sort into more complex sets with pre-determined criteria – more categories and elements.	Child is able to sort into simple sets with pre-determined criteria - one category (e.g. colour), two	Child is able to sort into simple sets with pre-determined criteria - one category (e.g. colour), two

Appendix 1 - Rubrics for 2016-2017 (Please note that the rubrics are a working document and are updated every year – some of the criteria only begin to be assessed during the second term)

			elements (red and blue) independently.	elements (red and blue), with the teacher's guidance.
<b>Identifying similarities and differences</b>	Child is able to identify less evident similarities and differences and explain criteria. Child is able to partition a set into sub-groups.	Child is able to identify less evident similarities and differences and explain criteria.	Child is able to identify evident similarities and differences independently.	Child is able to identify evident similarities and differences when presented by the teacher. i.e. colour
<b>Recognising patterns</b>	Child is able to recognise and describe more complex patterns and notice them in the environment and in other contexts.	Child is able to recognise simple patterns in the environment and in other contexts.	Child is beginning to recognise patterns in the environment when presented by the teacher.	Child does not yet show interest in or recognise simple patterns.
<b>Continuing and devising patterns</b>	Child is able to reproduce and make more complex patterns (3+ element patterns) independently using a range of media and resources.	Child is able to continue or reproduce 2 and 3 element patterns and is able to make simple patterns independently using a range of media and resources.	Child is able to continue or reproduce simple patterns (2 elements) with guidance.	Child finds it difficult to continue or reproduce simple patterns (2 elements).
<b>Understanding of the use of numbers</b>	Child displays good understanding of the uses of numbers and is aware of them in his/her daily life.	Child understands uses of numbers in the contexts to which he \ she has been exposed and is beginning to explore them in different contexts.	Child is beginning to take an interest in the uses of numbers. He/She is beginning to find/spot them in different contexts.	Child displays little interest in activities involving numbers.
<b>Value and one-to-one correspondence</b>	Child is able to consistently match quantity to a numeral up to 9 or beyond.	Child is usually able to match quantity to numerals up to 9, but at times needs support applying one-to-one correspondence.	Child is usually able to match quantity to numerals up to 5, but at times needs support applying one-to-one correspondence.	Child has not yet grasped the concept of value and does not apply one-to-one correspondence when counting.

Appendix 1 - Rubrics for 2016-2017 (Please note that the rubrics are a working document and are updated every year – some of the criteria only begin to be assessed during the second term)

<b>Counting</b>	Child counts confidently in different contexts. Child organises and moves objects and is developing other strategies for counting.	Child displays understanding of one-to-one correspondence for counting. He/She can usually count using his\her finger to touch each object. He/She is beginning to organise or move objects as strategies for counting.	Child is beginning to understand one-to-one correspondence for counting. He/She can usually count up to 5 objects using his\her finger to touch each object.	Child does not understand one-to-one correspondence for counting (one object for each number enunciated).
<b>Number Recognition</b>	Child recognises the numbers up to 9 consistently and in any given order. Child might recognise numbers beyond 9	Child recognises most numbers up to 9 and independently devises strategies when in doubt.	Child recognises a few numbers up to 9 independently. He/She needs support to find strategies to identify some numbers.	Child does not recognise numbers consistently or recognises very few numbers from 1 to 9.

<b>Pre-Prep 1 - Exploring</b>				
	Mastering	Developing	Beginning / novice	Pre-engaged / naive
<b>Exploring opportunities (outings, assemblies...)</b>	Child makes the most of all opportunities provided in the classroom, outdoors and on field trips, even when they are new to him/her.	Child independently explores most opportunities provided in the classroom, outdoors and on field trips.	Child is initially reluctant to participate in new experiences but with some encouragement and/or support takes part in the activity.	Child is reluctant to participate in new experiences even when encouraged. He/She may cry or step back when facing new situations.
<b>Acquiring new interests</b>	Child demonstrates initiative, trying new games/activities and exploring resources independently. Child shares his/her experiences with others, asking for support when needed.	Child demonstrates interest in new games/activities in the classroom, but sometimes needs encouragement to get started.	Child most often chooses games and activities with which he/she is familiar and is beginning to explore new ones if a teacher takes an active part.	Child shows little initiative in choosing games and activities and often refuses to try them even when encouraged by a teacher.

Appendix 1 - Rubrics for 2016-2017 (Please note that the rubrics are a working document and are updated every year – some of the criteria only begin to be assessed during the second term)

<b>Exploring playground zones</b>	Child explores most areas of the playground independently and takes an interest in the activities offered in the different zones.	Child explores different areas of the playground and is beginning to take an interest in the activities offered in the different zones.	Child enjoys going to the playground but often looks for his/her teachers and stays in a familiar area.	Child needs his/her teacher's support to go to the playground and encouragement to interact with peers.
<b>Imaginative play</b>	Child independently explores and enjoys role play and a wide range of imaginative play areas. He/She chooses a variety of roles and uses symbolic and pretend props to enrich his/her play.	Child enjoys role play and a variety of imaginative play areas. She/He usually chooses situations/stories/roles with which he/she is familiar.	Child is beginning to take an interest in role-play and/or imaginative play areas set up by the teacher. He/She sometimes needs encouragement/ loses interest quickly.	Child does not demonstrate interest in role play and/or imaginative play areas, even with his/her teachers' encouragement.
<b>Pre-Prep 1 – Healthy Living</b>				
	Mastering	Developing	Beginning / novice	Pre-engaged / naive
<b>Following instructions</b>	Child is able to understand and respond to a series of simple steps in order to complete a familiar or unfamiliar activity.	Child is usually able to understand and respond to simple steps in order to complete an activity. However, sometimes he/she needs reminders/support to follow instructions when carrying out an unfamiliar activity.	Child is beginning to understand and respond to instructions. However these need to be given one step at a time and he/she sometimes needs guidance in order to carry them out.	Child rarely follows instructions, even one step at a time, and needs a great deal of individual attention in order to carry them out.
<b>Concentrating</b>	Child is able to concentrate on activities of his/her choice and on tasks set by the teacher, completing them with dedication and care.	Child is able to concentrate and stay on task when working on activities of his/her choice but sometimes needs encouragement to engage with and complete tasks set by the teachers.	Child is beginning to concentrate on activities of his/her choice for longer periods of time but requires supervision in order to complete tasks set by the teacher.	Child becomes easily distracted even during activities of his/her choice..

Appendix 1 - Rubrics for 2016-2017 (Please note that the rubrics are a working document and are updated every year – some of the criteria only begin to be assessed during the second term)

<b>Awareness of physical needs</b>	Child is aware of his/her own physical needs.	Child usually demonstrates awareness of his/her own physical needs.	Child is beginning to demonstrate awareness of his/her own physical needs.	Child rarely demonstrates awareness of his/her own needs and requires constant reminders.
<b>Independence in caring for own personal needs</b>	Child cares for his/her needs independently.	Child cares for his/her needs independently most of the time.	Child is beginning to care for his/her own needs independently, but still needs help at times.	Child constantly needs adult help in caring for personal needs.

<b>Making good choices regarding own and others' safety</b>	Child consistently makes good choices regarding his/her own and others' safety.	Child usually makes good choices regarding his/her own and others' safety but occasionally needs reminders from the teachers.	Child sometimes makes poor choices regarding his/her own and others' safety.	Child often makes poor choices regarding his/her own and others' safety. (throws himself/herself on the floor/on top of friends, plays with doors, climbs furniture...)
<b>Expressing needs and feelings</b>	Child spontaneously verbalises his/her feelings and is able to explain the reason for them.	Most of the time, child is able to express/verbalise his/her feelings and needs, but sometimes requires adult support.	Child is beginning to express his/her emotions and needs but usually requires adult support to verbalise them.	Child keeps feelings to himself/herself and/or cries and hardly ever verbalises his/her emotions and needs.
<b>Eating habits</b>	Child regularly eats a wide variety of food, including fruits and vegetables.	Child eats well including some fruits and vegetables.	Child eats fairly well, but his/her choices are still limited.	Child eats very little and makes very limited choices.
<b>Independence when eating</b>	Child eats independently and handles cutlery correctly.	Child needs reminders to eat and / or to handle the cutlery properly.	Child needs a great deal of encouragement and support to eat independently.	Child makes little attempt to eat by herself / himself even with teacher support.
<b>Willingness to try new flavours</b>	Child demonstrates interest in new food and is willing to try new flavours.	Child is willing to try new flavours when offered and encouraged by	Child is beginning to take an interest in a wider variety of food and very occasionally tries new	Child shows no interest in the options available and refuses to try different food.

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		an adult and sometimes asks to try new food.	flavours when encouraged by an adult.	
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<b>Pre-Prep 1 – Independence and Interdependence</b>				
	<b>Mastering</b>	<b>Developing</b>	<b>Beginning / novice</b>	<b>Pre-engaged / naive</b>
<b>Independence and confidence in the school environment.</b>	Child is independent and feels completely confident in the classroom and in the Pre-Prep environment.	Child shows initiative and is able to carry out simple tasks independently, but still needs adult support at times.	Child is able to carry out simple tasks independently when encouraged by the teacher.	Child needs adult support throughout the day and rarely attempts to carry out simple tasks independently.
<b>Following routines</b>	Child knows the expectations and routines of the school, applies strategies to respond to changes of routine, and offers explanations as to why these are necessary.	Child knows what is expected of him/her, but still occasionally needs reminders from adults to follow class routines.	Child is becoming aware of what is expected of him/her, but often needs support to follow class routines.	Child is not aware of what is expected of him/her and needs adult support to follow simple routines.
<b>Saying good-bye to parent/carer</b>	Child says good-bye to his/her parent/carer easily and walks into the classroom confidently, ready to start the school day. Child might even come to the classroom independently or with an older sibling.	Child is beginning to say good-bye to his/her parent/carer easily and walks into the classroom, ready to start the school day.	Child finds it difficult to say good-bye to his/her parent/carer, however, he/she settles quickly and is happy to participate in activities and/or interact with his/her peers.	Child finds it difficult to say good-bye to his/her parent/carer. He/She takes a while to settle and participate in activities and/or interact with his/her peers.
<b>Interaction</b>	Child interacts positively with all the children in the class, as well as some children from other classes.	Child usually interacts independently with most children in the class.	Child is beginning to interact with a wider range of children when encouraged by an adult.	Child plays mostly alone or alongside other children. He/She is beginning to interact with his/her peers, but still needs support from an adult.
<b>Developing interpersonal skills</b>	Child is aware of the consequences of words and actions and adapts his/her behaviour accordingly. Child is	Child is aware of the consequences of words and actions but does not always adapt his/ her behaviour	Child is becoming aware of the consequences of his/her words and actions but needs adult mediation to acknowledge	Child's personal interest and needs still come first and he/she is not aware of others' needs and feelings

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	considerate towards others and consistently applies the Golden Rules spontaneously in different contexts.	accordingly. Child is aware of other's needs and feelings and tries to apply the Golden Rules in most situations, but occasionally needs reminders.	others' needs and feelings and to adapt his/her behaviour accordingly.	or the consequences of his/her words and actions.
<b>Building strategies for solving conflicts in peaceful ways</b>	Child understands right from wrong and solves minor conflicts independently. He/She knows when to seek adult support.	Child knows right from wrong and is beginning to solve minor conflicts independently and in a peaceful manner.	Child sometimes asks for adult help when facing a conflict but occasionally resorts to aggression/crying.	Child often cries when facing a conflict and/or reacts with aggressive/impulsive behaviour. He/She needs/demands adult intervention most of the time.
<b>Sharing and taking turns</b>	Child consistently demonstrates and models cooperation by taking turns and sharing when playing as part of a group.	Child usually demonstrates cooperation by sharing and taking turns.	Child inconsistently shares and take turns.	Child is beginning to share or take turns.

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<b>Pre-Prep 2 – Communicating: Speaking and Listening</b>				
	<b>Mastering</b>	<b>Developing</b>	<b>Beginning / novice</b>	<b>Pre-engaged / naive</b>
<b>English Speaking Skills/ vocabulary</b>	Child applies his/her English speaking skills making use of a broad and sophisticated vocabulary.	Child applies his/her English speaking skills most of the time, making use of a good and appropriate vocabulary.	Child applies his/her English speaking skills some of the time, making use of an increasing vocabulary.	Child requires support to use his/her English speaking skills and makes use of basic vocabulary.
<b>Verbalising ideas and opinions</b>	Child is able to verbalise an idea or opinion in a full sentence, justify and contextualise it.	Child is able to verbalise an idea or opinion in a full sentence and is learning to justify it.	Child is able to verbalise an idea or opinion in short phrases but cannot yet justify and support it.	Child is able to verbalise needs and explain very recent incidents.
<b>Talking and responding to others</b>	Child demonstrates awareness of others' needs and feelings. He/She is able to participate in conversations and discussions independently.	Child demonstrates growing awareness of others' needs and feelings. He/She is able to participate in conversations and discussions independently most of the time.	Child is becoming aware of others' needs and feelings. He/She is able to participate in conversations and discussions with little support from the teacher.	Child is beginning to acknowledge others' needs and feelings. He/She requires teacher's mediation in order to participate in conversations and discussions.

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<b>Pre-Prep 2 – Communicating: Reading</b>				
	Mastering	Developing	Beginning / novice	Pre-engaged / naive
<b>Phoneme-grapheme correspondence</b>	Child knows that sounds are represented by letters and is able to recognise the sounds introduced in written words and in a variety of contexts.	Child knows that sounds are represented by letters and is able to recognise most of the sounds introduced in written words.	Child is learning that sounds are represented by letters and is able to recognise some of the sounds introduced in written words.	Child is being re-introduced to the letters and is beginning to connect these to their corresponding sounds.
<b>High frequency words, tricky words</b>	Child recognises many high frequency words and all of the tricky words introduced.	Child recognises some high frequency words and most of the tricky words introduced.	Child recognises his/her own name and most of his/her friends' names. He/ She also identifies a few other high frequency words and is beginning to recognise some of the tricky words introduced.	Child recognises his/her own name and most of his/her friends' names and is being encouraged to memorise other high frequency words.
<b>Blending (reading phonetically)</b>	Child makes use of his/her phonetic knowledge to sound out and read more complex words independently.	Child is able to say the sounds that make up a word and is able to blend simple words independently.	Child is able to say the sounds that make up a word and is learning to blend simple words with teacher's support.	Child is able to say the sounds that make up a word but does not blend them together to form one.

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<b>Pre-Prep 2 – Communicating: Writing</b>				
	Mastering	Developing	Beginning / novice	Pre-engaged / naive
<b>Segmenting</b>	Child is able to orally segment words into separate sounds and is able to apply this successfully to his/ her work in different contexts.	Child is able to segment words orally into separate sounds and is becoming more confident when applying these skills to his/her work, usually with adult support.	Child is able to segment simple words orally into separate sounds and is learning to apply these skills to his/her work with adult support.	Child is learning to segment simple words orally into separate sounds and is able to identify initial and/or ending sounds in words.
<b>Spelling</b> <i>For those who are not actually writing with a pencil, when using manipulative resources.</i>	Child is able to spell consistently making correct use of grapheme-phoneme relationships including most of the digraphs.	Child is able to spell, usually making correct use of grapheme-phoneme relationships including some digraphs.	Child is able to spell simple words, making correct use of grapheme-phoneme relationships.	With teachers` support child is able to spell simple words, making correct use of grapheme-phoneme relationships.
<b>Pencil grip</b>	Child consistently holds writing tools with the correct finger grip, making writing well-controlled.	Child is beginning to use a correct finger grip, thus bringing writing under more control.	Child accepts direction in correcting finger grip, but does not use it consistently, leading to inconsistencies in controlling writing.	Child uses one or more grips for writing tools that make writing uncontrolled.
<b>Letter formation</b> <i>Obs: in PP2 children are expected to use lower-case letters except in the beginning of the name.</i>	Child knows that there is a correct way to form letters and applies it to his/her work most of the time.	Child knows that there is a correct way to form letters and applies it to his/her work with the use of a model.	Child is being taught the correct way to form letters and is beginning to apply this to his/her work with teachers` support.	Child is being taught the correct way to form letters and is being encouraged to apply this to his/her writing.
<b>Writing name</b>	Child consistently writes his/ her name correctly in a variety of contexts.	Child often writes his/ her name correctly and independently without using his/her name card.	Child writes his/ her name correctly and independently using his/her name card.	Child is able to copy his/her name from his/her name card with teacher support.

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<p><b>Sequencing a story</b></p>	<p>When sequencing a story, child is able to order pictures correctly, retell stories and to create his/her own stories with a beginning, middle and end.</p>	<p>When sequencing a story, child sequences most pictures in the correct order and needs little support to retell and create stories.</p>	<p>When sequencing a story, child sequences most pictures in the correct order and needs some support to retell stories.</p>	<p>When sequencing a story, child needs support to sequence pictures in the correct order and to retell a story.</p>
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<b>Pre-Prep 2 – Communicating: Numeracy</b>				
	Mastering	Developing	Beginning / novice	Pre-engaged / naive
<b>Counting</b>	<p>Child applies various strategies for counting.</p> <p>Child demonstrates his/her understanding of 'one to one' correspondence by counting to find out 'how many' in a collection of at least 20 objects.</p>	<p>Child organises and moves objects and is developing other strategies for counting.</p> <p>Child demonstrates his/her understanding of 'one to one' correspondence by counting to find out 'how many' in a collection of at least 12 objects.</p>	<p>Child is beginning to organise or move objects as strategies for counting.</p> <p>Child demonstrates his/her understanding of 'one to one' correspondence by counting to find out 'how many' in a collection of at least 9 objects.</p>	<p>Child is being introduced to organising or moving objects as strategies for counting</p> <p>Child demonstrates his/her understanding of 'one to one' correspondence by counting to find out 'how many' in a collection of at least 5 objects.</p>
<b>Number recognition</b> <i>(Change numbers when applicable)</i>	<p>Child is learning that numbers are symbols that represent quantities and recognises and works with numerals up to and beyond nine.</p>	<p>Child is learning that numbers are symbols that represent quantities and, with support, recognises and works with numerals up to nine.</p>	<p>Child is learning that numbers are symbols that represent quantities and consistently recognises and works with numerals up to five.</p>	<p>Child is learning that numbers are symbols that represent quantities and with support, recognises and works with numerals up to five.</p>
<b>Sorting / classification</b>	<p>Child is able to identify a wide range of similarities and differences and to sort objects independently. He/ She can explain his/her choices using mathematical or everyday language.</p>	<p>Child is able to identify more subtle similarities and differences and to sort objects into sets. He/She can explain reasons for sorting with little assistance.</p>	<p>Child is able to identify evident similarities and differences and to sort most of the objects into sets. His/ Her explanations for sorting do not always provide evidence of the reasoning used.</p>	<p>Child separates objects randomly and is unable to explain reasons for sorting.</p>

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<p><b>Operations (change numbers when applicable)</b></p>	<p>Child independently uses a range of strategies for addition and subtraction, successfully solving simple problems.</p>	<p>Child relates addition to combining two groups and subtraction to taking away. He/She finds one more and one less than a number up to 20.</p>	<p>Child relates addition to combining two groups and solves simple problems with the use of concrete materials. He/She is able to find one more and one less than a one-digit number.</p>	<p>Child is learning the concept of addition and is beginning to apply it with support.</p>
<p><b>Shape and space</b></p>	<p>Child handles common 2-D and 3-D shapes, naming the 2-D shapes consistently and some 3-D shapes. He/She recognises these shapes in different orientations and sizes, and knows that rectangles, triangles, cuboids and pyramids are not always similar to each other. He/She is able to use everyday language to describe the position of objects.</p>	<p>Child handles common 2-D and 3-D shapes, naming the 2-D shapes consistently. He/She recognises these shapes in different orientations and sizes, and is learning that rectangles, triangles, cuboids and pyramids are not always similar to each other. He/She is beginning to use everyday language to describe the position of objects.</p>	<p>Child demonstrates his/her understanding of shape and space by observing, manipulating and piling different objects. With adult support is able to represent his/her understanding of these concepts by naming 2-D shapes. He/She is learning to use everyday language to describe the position of objects.</p>	<p>Child demonstrates his/her understanding of shape and space by exploring, manipulating and piling different shaped objects. He/She is being introduced to the language used to describe the position of objects.</p>
<p><b>Measure</b></p>	<p>Child is able to work with non-standard units of measure and to apply them in different contexts. He/She demonstrates his/her understanding of measure by comparing the size and mass of objects and by consistently using the correct language when describing them.</p>	<p>Child is able to work with non-standard units of measure. He/She demonstrates his/her understanding of measure by comparing the size and mass of objects and by often using the correct language when describing them.</p>	<p>Child is being introduced to non-standard units of measure. He/She demonstrates his/her understanding of measure by comparing the size and mass of objects and by sometimes using the correct language when describing them.</p>	<p>Child demonstrates his/her understanding of measure by comparing the size of objects and by sometimes using the correct language when describing them.</p>

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<b>Pre-Prep 2 – Exploring (enquiring, researching and exploring to draw conclusions about the world around them)</b>				
	Mastering	Developing	Beginning / novice	Pre-engaged / naive
<b>Exploring</b>	Child actively explores and makes sense of the world by using tools, materials and equipment and is able to look for patterns, classify things for a purpose and make connections.	When in a group, child is able to explore and make sense of the world and sometimes looks for patterns, classifies things and makes connections.	With adult support, child is learning to explore a variety of activities and to make sense of the world.	With adult support, child is beginning to explore and make sense of the world, through self-chosen activities.
<b>Formulating questions</b>	Child demonstrates a great deal of curiosity about the world around him/her. He/She spontaneously asks questions to find out more.	Child demonstrates curiosity about the world around him/her and is able to formulate questions when encouraged to do so.	Child demonstrates some curiosity about the world around him/her. He/She requires teacher's guidance in order to formulate a question.	Child does not demonstrate curiosity about the world around him/her. He/She is unable to formulate a question to help him/her find out more.
<b>Recording and explaining</b>	Child uses inquiry and research to draw conclusions about the world around him/her, takes part in reflective discussion and is able to explain and represent his/her discoveries using a variety of media.	Child is able to explain and represent the group's discoveries using a variety of media.	With adult support, child is able to explain and represent the group's discoveries using a variety of media.	Child is unable to explain or represent his/her own or the group's discoveries.
<b>Responding to new information</b>	Child responds to new information by referring to previous knowledge and by making connections between the newly learned information.	Child responds to new information with comments or actions that build on his/her previous knowledge.	Child responds to new information with comments or actions that refer to his/her previous experience.	Child responds to new information with irrelevant or unconnected comments.

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<p><b>Making decisions, choosing their own materials and setting their own problems</b></p>	<p>Child is able to make decisions and choose his/her own materials to experiment with independently, using them appropriately.</p>	<p>Child participates in decision-making when in a group and is then able to choose his/her own materials and is beginning to experiment with them appropriately.</p>	<p>With adult support, child is able to choose the materials needed for a science activity and experiment with them.</p>	<p>Child is not yet able to make decisions and choose his/her own materials independently in order to experiment with them appropriately.</p>
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<b>Pre-Prep 2 – Healthy Living</b>				
	<b>Mastering</b>	<b>Developing</b>	<b>Beginning / novice</b>	<b>Pre-engaged / naive</b>
<b>Work habits Working independently and completing activities</b>	Child demonstrates engagement and sustains involvement at all times. He/She perseveres at a task and consistently completes activities on time, in a thorough and accurate manner.	Child is usually productive and engaged in activities, requiring little re-direction. He/She perseveres at a task and he/she often completes the activities accurately.	Child demonstrates some independence and engagement in activities. He/She exhibits some off task behaviour, however, he/she is able to be redirected by his/her teachers. He/She needs occasional reminders from teachers in order to complete activities.	Child is easily distracted and needs guidance in order to sustain involvement when solving a problem or carrying out an activity.
<b>Interest in activities</b>	Child enjoys being challenged and demonstrates interest/curiosity for new games/activities. He/She selects activities and uses resources independently.	Child willingly tries new games/activities and will finish them most of the time. He/She often selects and uses resources independently.	Child will demonstrate interest in new activities with adult guidance and support and sometimes finishes them. He/She often needs teacher support to find and/or use resources.	Child will often choose games and activities of his/her own interest. He/She will try a new game/activity when invited by an adult or friend, but usually loses interest quickly.
<b>Can make the right choice</b>	Child understands the importance of taking responsibility for his/her own choices and actions by independently trying to eat healthy food from all food groups.	Child understands the importance of eating a balanced diet and, with teacher support, consistently makes the right choice.	Child understands the importance of eating a balanced diet but, even with teacher support, will sometimes avoid trying healthy or different food.	Child understands the importance of eating a balanced diet but will never try anything healthy and/or different.
<b>Looking after self and belongings</b>	Child dresses and undresses independently. He/She manages his/her own personal hygiene independently.	Child dresses and undresses with little help from the teacher. Child often manages	Child tries to dress and undress but usually needs teacher help. Child looks after his/her own hygiene and	Child is not able to dress and undress independently or manage his/her own personal hygiene and belongings.

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		his/her own hygiene and belongings independently.	belongings and occasionally manages to do so.	
<b>Pre-Prep 2 – Independence and interdependence</b>				
	Mastering	Developing	Beginning / novice	Pre-engaged / naive
<b>Taking responsibility for self</b>	Child understands and follows the Golden Rules consistently, taking responsibility for his/her own actions.	Child understands and usually follows the Golden Rules. When warned he/she can make the right choice and when in the same situation will not usually repeat the behaviour.	Child is aware of the Golden Rules but is sometimes not able to make the right choices.	Child is aware that there are Golden Rules but is not able to relate the right rule to the behaviour.
<b>Interacting with others</b>	Child independently and confidently solves problems verbally in a peaceful manner and respects his/her peers' feelings.	Child understands the importance of respecting his/her friends' feelings but occasionally chooses not to. He/She is acquiring confidence to express his/her own feelings.	Child asks teacher for help when facing a conflict. Child does not take his/her peers' feelings into consideration and will only acknowledge his/her own feelings with the teacher's help.	Child usually cries when facing a conflict and/or resorts to aggressive behaviour when trying to solve a problem.
<b>Taking part in group activities</b>	Child participates actively in group activities and displays a positive attitude by respecting others' ideas. He/ she is able to mediate conflicts successfully.	Child participates actively in group activities and displays a positive attitude by respecting others' ideas.	Child participates in group activities and is learning to wait for his/ her turn and to respect others' ideas.	Child participates in group activities with guidance and has yet to learn to wait for his/ her turn to speak.

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<b>Pre-Prep 3 – Literacy</b>				
	<b>Mastering</b>	<b>Developing</b>	<b>Beginning / novice</b>	<b>Pre-engaged / naive</b>
<b>Speaking</b>	Child uses his/her English speaking skills to communicate his/her thoughts and ideas in any context to the teacher and to an audience clearly, concisely, and appropriately.	Child is able to use his/her English speaking skills to communicate with clarity.	Child attempts to use his/her English speaking skills to communicate with clarity.	Child is acquiring language for and/or is becoming interested in and/or is learning the importance of using his/her English speaking skills.
<b>Listening</b>	Child understands the value of listening to the thoughts and ideas of others at all times and responds appropriately in a variety of situations.	Child learns by consistently listening to others in a variety of contexts. He/she understands the value of listening to be able to follow instructions.	Child learns by sometimes listening to others in some contexts. He/she understands the value of listening to be able to follow instructions.	In certain contexts child understands the value of listening to be able to follow instructions and learn from his/her teachers and peers.
<b>Vocabulary</b>	Child has a broad and age-appropriate vocabulary in English. He/she is able to accurately use new words when speaking and writing. Child knows what words mean when he/she is reading. He/she is able to teach others about words, what they mean, and how they are used.	Child has a solid range of age-appropriate vocabulary in English. He/she knows what words mean when he/she is reading but may not necessarily be able to use them consistently on their own when speaking or writing.	Child has a limited English vocabulary and at times may still rely on his/her mother tongue to get meaning across. He/she makes attempts at using acquired vocabulary when speaking and/or writing with some degree of accuracy.	Child is beginning to acquire some vocabulary to be able to understand the English language. He/she still relies heavily on his/her mother tongue to get meaning across. Child may be able to recall some new words, but they are not used accurately.
<b>Reading (comprehension)</b>	Child is able to infer information from a given text. He/She can use his/her reading	Child is able to accurately answer questions about a story he/she has read or listened to. He/she is able to make simple	Child is able to correctly sequence events in a story, and is beginning to be able to talk	Child is able to retell some elements of familiar stories.

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	and comprehension skills to obtain knowledge.	predictions about what will happen next in a story.	in some detail about the central elements. Child is beginning to answer simple questions about a story he/she has read or listened to.	
<b>Reading (blending)</b>	Child understands that there are different strategies for decoding what he/she is reading, and is able to confidently and successfully blend most words with digraphs, trigraphs, and alternative spellings. He/she is able to read fluently and with expression and intonation, taking punctuation into account.	Child is able to read simple 3 and 4-letter words with some fluency and is able to self-correct with minimal input from the teacher.	Child understands that words have beginning, middle and ending sounds, and/or that sounds are represented by letters and/or that letters can be blended together to form simple words and is beginning to apply these skills when reading, although he/she still sounds out the letters.	Child understands that words have beginning and/or middle and/or ending sounds, and/or that sounds are represented by letters. He/she is not yet able to apply these skills when reading.
<b>Reading (tricky and high frequency words)</b>	Child is able to accurately and speedily sight read all of the expected high frequency words with minimal mistakes.	Child has sight recognition of half of the expected high frequency words.	Child has sight recognition of a quarter of the expected high frequency words.	Child knows that some 'tricky' words cannot be read phonetically and is beginning to recognise a couple of familiar tricky words (such as <i>the</i> and <i>I</i> ).
<b>Letter formation and handwriting</b>	Child consistently and independently forms letters correctly. His/her handwriting is legible and the size is consistent throughout the text.	Child understands that there is a right way to form letters and is able to apply this successfully in his/her work with minimal mistakes which he/she is then able to correct.	Child understands that there is a correct way to form letters but needs adult support to apply this in his/her work. He/she is beginning to write on the line, although his/her	Child is able to independently write his/her own first name accurately. He/she is beginning to understand that there is a correct way to form letters but is not yet able to apply these

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		His/her handwriting is usually legible and the size is mostly consistent throughout the text.	letter size may be inconsistent or too big.	skills, even with adult support. Child is not yet ready to write on the line.
<b>Writing content (segmenting)</b>	Child is able to speedily and accurately segment a variety of 3 and 4-letter words, including those with more than one syllable, and common exceptional words.	Child understands the relationship between the sound and its letter and is able to accurately segment a variety of 3 and 4-letter words, including digraphs and trigraphs .	Child is able to accurately break down a simple 3-letter word into its separate sounds orally.	Child is able to accurately identify the beginning and ending sounds of a word. He/she may occasionally be able to identify the middle sound, but not always accurately.
<b>Writing content (sentences)</b>	Child is able to write a sentence using all elements of the sentence checklist, as well as adding adjectives and adverbs.	Child is able to write a sentence using all elements of the sentence checklist with minimal adult support.	Child understands the concept of a sentence and is able to write a simple one with adult support.	Child is beginning to understand the concept of a sentence but is not yet able to apply these skills even with adult support.
<b>Writing content (stories and texts)</b>	Child understands the purpose of the writing thus the big idea is clear and original, the writing stays on topic. He/she understands the importance of following a sequence when writing. The text is comprised words that convey a complete message. Child consistently and spontaneously checks his/her work and is able to identify	Child demonstrates some understanding of the purpose of the text. The focus is mostly clear and his/her pictures support the text. Child spontaneously attempts to check his/her work but may not always be able to identify the necessary changes to be made.	Child has a basic understanding of the purpose of the text. The focus is unclear or limited and his/her pictures have some connection to the text. Word choices make sense and child attempts to convey thoughts in writing. With adult prompting, child may attempt to check his/her work but is not yet able to identify changes to be made.	Child is not sure of the purpose of the text, thus focus, development and support are not present and his/her pictures show little or no connection with the text. Word choice is limited but shows some connection of what he/she can say orally.

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	and make the necessary changes.			
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<b>Pre-Prep 3 – Numeracy</b>				
	<b>Mastering</b>	<b>Developing</b>	<b>Beginning / novice</b>	<b>Pre-engaged / naive</b>
<b>Counting</b>	Child is able to consistently solve problems involving counting using the related vocabulary. Child counts reliably at least 100 objects, recognising that when rearranged the number of objects stays the same; he/she estimates a number of objects that can be checked by counting.	With guidance, child is able to solve problems involving counting. Child independently counts up to twenty consistently, recognising that when rearranged the number of objects stays the same; he/she estimates a number of objects that can be checked by counting.	Child understands that there are similarities and differences between quantities of up to twenty objects and demonstrates his/her understanding of 'one to one' correspondence. He/She uses counting to find out 'how many' in a collection of at least 10 objects.	Child understands that there are similarities and differences between quantities of up to nine objects. With adult support, child demonstrates his/her understanding of 'one to one' correspondence by touching up to nine objects and enunciating the corresponding number.
<b>Number recognition and formation</b>	He/She independently reads and writes numerals from 0 to 20, then beyond, using knowledge of place value to position these numbers on a number track and number line.	He/She independently reads and writes numerals from at least 0 to 9, being able to position these numbers on a number track and number line.	With adult support, child is able to read and write numerals from 0 to 9, forming the algorithms correctly.	With adult support, he/she is able to read and write some numerals, forming the algorithms correctly.
<b>Operations</b>	Child understands that sets can be changed by adding or by taking away, can compare them and order them. He/she is able to divide a set into equal and unequal parts and can compose parts to form a whole set. Child is able to apply this knowledge	Child understands that sets can be changed by adding or by taking away, can compare them and order them. He/She is able to divide a set and can compose parts to form a whole. Child is able to apply this knowledge to a variety of real-life problems.	Child can relate addition to counting on and subtraction to 'taking away'. He/She needs adult support to use practical and informal methods to support the addition and subtraction of a one-digit number to a one-digit or two-digit number.	Child can relate addition to counting on. He/She needs adult support to use practical and informal methods to support the addition of a one-digit number to a one-digit number and is beginning to work with subtraction.

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	accurately to a variety of real-life and abstract problems.			
<b>Shape and space</b>	Child understands that shapes can be defined and classified by their attributes and that the flat faces of solid 3-D shapes are 2-D shapes. He/she understands that objects keep their properties of shape and size even if their position changes. Child consistently uses accurate everyday language to describe the position of objects and direction and distance when moving them.	Child handles common 2-D and 3-D shapes, naming them and their attributes and related everyday objects fluently. He/she recognises these shapes in different orientations and sizes, and knows that rectangles, triangles, cuboids and pyramids are not always similar to one another. Child uses everyday language to describe the position of objects and direction and distance when moving them.	Child handles common 2-D and 3-D shapes, naming the 2-D shapes consistently. He/She recognises these shapes in different orientations and sizes, and knows that rectangles, triangles, cuboids and pyramids are not always similar to each other. Child is beginning to use everyday language to describe the position of objects and direction and distance when moving them.	Child demonstrates his/her understanding of shape and space by observing, manipulating and piling different objects. With adult support he/she is able to represent his/her understanding of these concepts by naming 2-D shapes.
<b>Measure</b>	Child understands that many different attributes can be measured, even when measuring a single object, and that all measurement involves a 'fair' comparison. He/she is beginning to use measuring tools such as a ruler, weighing scales and containers and understands the purpose of measuring to describe and compare more precisely.	Child understands that many different attributes can be measured, even when measuring a single object and that all measurement involves a 'fair' comparison. He/she understands the purpose of measuring to describe and compare and is able to make good estimations and comparisons.	Child understands that many different attributes can be measured, even when measuring a single object, and that all measurement involves a 'fair' comparison. He/she is beginning to understand the purpose of measuring to describe and compare.	Child demonstrates his/her understanding of measure by comparing the shape, colour, size and mass of objects and by sometimes using the appropriate language when describing and comparing, but does not understand the use of non-standard units of measure.

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<p><b>Data analysis</b></p>	<p>Child understands that the purpose of collecting data is to answer questions and is able to accurately represent this in different ways in order to compare parts of the data and to draw conclusions about the data as a whole.</p>	<p>Child understands that the purpose of collecting data is to answer questions and is beginning to represent this in different ways in order to compare parts of the data and to draw conclusions about the data as a whole.</p>	<p>Child understands that the purpose of collecting data is to answer questions and is beginning to represent this in different ways in order to compare parts of the data.</p>	<p>Child understands that the purpose of collecting data is to answer questions and, with support, is beginning to represent this in different ways.</p>
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<b>Pre-Prep 3 - Humanities</b>				
	<b>Mastering</b>	<b>Developing</b>	<b>Beginning / novice</b>	<b>Pre-engaged / naive</b>
<b>Identifying differences between past and present</b>	Child is able to independently identify differences between the lives of people in the past and in the present. He/she can identify differences between then and now. Child is able to draw on experiences of parents and grandparents for his/her answers.	Child is able to identify differences between the lives of people in the past and in the present with some help. He/she is able to draw on experiences of parents and grandparents for his/her answers.	Child is able to identify some simple differences between the past and the present. He/she needs some help from the teacher or other children to do this.	Child is not yet able to make the distinction between past and present.
<b>Knowing location of relevant places.</b>	Child can differentiate between continent, country, and city on a map. He/she is able to independently locate relevant countries on a map as well as some cities.	With adult support, child is able to locate relevant countries on a map as well as some cities.	With adult support, child is able to locate his/her home country and city on a map.	Child is still unsure about the location of his/her home country on a map and is beginning to learn how to find it with adult support.
<b>Making connections between location and other variables</b>	Child is able to make connections independently between geographical location and how it affects other variables and can explain reasons for this.	Child is able to independently make connections between geographical location and how it affects other variables but needs guidance to explain the reasons for this.	With some adult support child is able to make connections between geographical location and how it affects other variables.	Child is not yet able to demonstrate how geographical location affects other variables.

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<b>Pre-Prep 3 - Science</b>				
	<b>Mastering</b>	<b>Developing</b>	<b>Beginning / novice</b>	<b>Pre-engaged / naive</b>
<b>Understanding of cause and effect in natural phenomena</b>	Child understands and is able to explain the relationship of cause and effect in different areas of science (e.g. plants need water, sun and a healthy soil in order to grow; light and dark are caused by the Earth's rotation).	Child is developing an understanding of the relationship of cause and effect in a few areas of science (e.g. plants need water, sun and a healthy soil in order to grow; light and dark are caused by the Earth's rotation) but needs support to explain his/her ideas.	With support, child is beginning to understand the relationship of cause and effect in a few areas of science (e.g. plants need water, sun and a healthy soil in order to grow; light and dark are caused by the Earth's rotation).	Child regards natural phenomena as isolated occurrences and is being exposed to the relationship between cause and effect in a few areas.
<b>living things and ecosystems</b>	Child demonstrates understanding of the relationship between living things and can explain the role that humans have regarding sustainable habits.	Child demonstrates understanding of the relationship between living things and, with support, can explain the role that humans have regarding sustainable habits.	Child is beginning to understand the relationship between living things and is learning about the role humans have regarding sustainable habits.	Child does not understand the relationship between living things and has yet to learn his/her role regarding sustainable habits.
<b>Response to carrying out investigations</b>	Child knows that science is about finding out through investigation. He/she responds positively to investigations or information and often contributes with own ideas or sets out to start his/her own investigation.	Child responds positively to investigations or information and sometimes contributes with his/her own ideas	Child responds positively to investigations or information.	Child does not show interest or involvement during investigations.

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<p><b>Ability to pose simple questions</b></p>	<p>Child can independently ask questions and make statements such as ‘what would happen if?’ ‘I wonder why?’ ‘Do you think it will?’ ‘Is this the same as?’. The questions he/she suggests can usually be investigated.</p>	<p>With some encouragement, child can ask simple questions and make simple statements related to investigations and information. Not all the questions he/she suggests can be investigated.</p>	<p>The child responds to questions when prompted and can offer a few of his/her own questions.</p>	<p>Child responds to questions when prompted but is unable to offer his/her own questions.</p>
<p><b>Ability to identify ways of finding things out</b></p>	<p>Child is able to suggest a range of ways to find out about the issue being focused on, including an awareness that the investigation can be carried out alone or with peers.</p>	<p>Child independently begins to suggest ways of finding out about the issue being focused on. He/she does not always suggest his/her own investigations, but accepts possibilities when prompted.</p>	<p>Child needs teacher help to think of ways in which he/she might find out about the issue being focused on, but may come up with a suggestion on her/his own.</p>	<p>Child needs teacher help to think of ways in which he/she might find out about the issue being focused on, but with teacher prompting may come up with a suggestion.</p>
<p><b>Ability to conduct simple scientific investigations)</b></p>	<p>Child is aware that careful observation and measurement is important in scientific investigations and can do this with some help. He/she is also able to discuss how the investigations could be “fair” without necessarily resolving all of the issues.</p>	<p>Child begins to take responsibility for carrying out his/her own investigations but is not always aware of the needs, or does not always have the skills to be accurate or fair.</p>	<p>Child is able to sustain interest in a simple science investigation, but almost always needs guidance from an adult or another child.</p>	<p>Child is able to sustain interest in a simple science investigation, but always needs guidance from an adult or another child.</p>

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<b>Pre-Prep 3 – PSHE</b>				
	<b>Mastering</b>	<b>Developing</b>	<b>Beginning / novice</b>	<b>Pre-engaged / naive</b>
<b>Taking responsibility for self</b>	Child is a role-model with regards to the Golden Rules, reminding and teaching others through good example.	Child understands and follows the Golden Rules consistently, taking responsibility for his/her own actions.	Child understands and usually follows the Golden Rules. When warned he/she can make the right choice or when in the same situation will not repeat the behaviour.	Child is aware of the Golden Rules but is not always able to make the right choices.
<b>Interacting with others</b>	Child can independently and confidently solve problems verbally in a peaceful manner and respect his/her peers' feelings as well as help others to solve problems.	Child understands the importance of respecting his/her friends' feelings but occasionally chooses not to. He/She is acquiring confidence in expressing his/her own feelings.	Child asks the teacher for help when facing a conflict. With help, child will take peers' feelings into consideration and will acknowledge his/her own feelings.	Child asks the teacher for help when facing a conflict (but might cry or resort to inappropriate behaviour). Child does not take his/her peers' feelings into consideration and will rarely acknowledge his/her own feelings, even with teacher's help.
<b>Following instructions</b>	Child consistently listens attentively and responds appropriately.	Child often listens and responds appropriately.	Child sometimes listens and independently responds appropriately or listens but chooses not to follow the instruction.	Child requires consistent reinforcement to listen and respond appropriately.
<b>Interest and participation in discussions</b>	Child becomes totally engaged in group discussions and shows confidence, always making relevant contributions to the	Child is confident in spontaneously sharing ideas and frequently takes an active part in group discussions.	Child is slowly becoming more confident in contributing to class discussions when	Child shows little interest in class discussions, and shares few ideas with his/her peers and teachers.

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	discussion. He/she can sustain interest for the duration a discussion.		prompted by the teacher or invited by peers.	
<b>Acquiring independent skills</b>	Child consistently selects and uses resources in the classroom and is able to perform activities independently as well as being able to support his/her peers.	Child often selects and uses resources in the classroom and is able to perform activities independently.	Child often needs teacher support to find and/or use resources in the classroom and/or does not usually perform an activity independently.	Child is not yet able to choose resources or perform an activity independently.
<b>Work habits</b>	Child shows responsibility for his/her own learning by sustaining involvement and persevering, particularly when trying to solve a problem, and successfully completes an activity demonstrating high quality work.	Child demonstrates involvement for a period of time, completing the work although not always with the appropriate effort needed.	Child needs adult support to maintain concentration and may give up when solving a problem.	Child requires constant adult support to remain on task and is unable to work independently.
<b>Project development</b>	Child can independently identify a number of improvements he/she could make to his/her work. His/her ideas lead to a clear improvement in the work and he/she can explain why the changes are beneficial.	With some adult support, child can suggest improvements to his/her work. His/her ideas lead to some improvement in the work and child can sometimes explain why the changes are beneficial.	With adult support, child can suggest one or two ways in which his/her work could be improved. Although the ideas might improve the piece of work, child is not yet able to explain why this is so.	Child is not yet able to suggest ways in which to improve his/her work, even with adult support. However, he/she might take on board a suggestion given by an adult or peer.
<b>Group work</b>	Child enjoys being challenged and consistently shows interest and takes pride in leading the group by motivating his/her	Child enjoys being challenged and demonstrates interest and curiosity for new games and activities. He/she	Child will demonstrate interest in activities. With adult guidance and support he/she will engage and take part in	Child will sometimes choose games and activities of their interest. Child will try a new game or activity when invited

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	<p>peers to join in. Child understands how a group should work and consistently applies this knowledge by being a fair leader. Child can delegate and organise the group consistently. He/she is able to take turns and share without dispute.</p>	<p>independently chooses and completes an activity, consistently showing responsibility for the group. Child understands how a group should work. He/she usually takes turns and shares but sometimes does this with dispute. If tasks are delegated to him/her, he/she is able to complete them.</p>	<p>activities and games, sometimes showing responsibility for the group. Child may occasionally give up on a group activity half way through. Child is beginning to show interest in the group. If tasks are delegated to him/her, she/he is able to complete the task sometimes. He/She is beginning to understand the concept of sharing and taking turns but needs adult support to do this without dispute.</p>	<p>by an adult or friend, but will quickly lose interest, showing little sense of responsibility towards the group. Child is passive in the face of group work and prefers peers to take control, taking a passive role.</p>
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