



BEHAVIOUR FOR LEARNING	ATTENTION	DEVELOPING INDEPENDENCE	CO-OPERATION LEADING TO CHOICES (GROUPS)	FOLLOWING INSTRUCTIONS / BOUNDARIES	GOAL SETTING - AFL
P4	<p>Pupil engages with adult on a favoured activity for a short time,</p> <p>Pupil is able to pay attention to their own choice of activity but is highly distractible in activities or tasks led by others.</p>	<p>Pupil communicates by making representational sounds.</p> <p>Pupils uses 10-50 words, pictures symbols or signs for familiar objects.</p>	<p>Pupil is willing to take part in 1:1 interaction,</p>	<p>Pupil comes to sit in required position in the classroom at adult's request 1:1. Children in wheelchairs tolerate being taken to a task and will engage, although this may be fleeting.</p>	<p>Pupil engages in trial and improvement by trying to solve simple problems for themselves before asking for help,</p> <p>Pupil knows in trial and improvement to give another picture symbol when the first one is incorrect. The second one they give may also not be correct.</p>
	<p>Pupil demonstrates understanding of own name and of names of familiar people, objects and signs in everyday context.</p> <p>Pupil notices something is 'wrong' or 'different' during a familiar routine or action.</p>	<p>Pupil plays independently for short periods in familiar situation or with familiar toy.</p>	<p>Pupil shows a degree of interest in other children's play.</p>	<p>Pupil shows response to praise.</p>	<p>Pupil can find favourite resource.</p>
	<p>Pupil gives eye contact to adult on occasions during adult led activity.</p> <p>Pupil listens and engages to familiar rhymes and songs and may participate by joining in.</p>	<p>Pupil begins to understand behaviour related communication (PECS) such as 'stop'.</p> <p>Pupil accepts help from adult in familiar setting.</p>	<p>Pupil waits for favoured activity with maximum adult support.</p>	<p>Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situation.</p> <p>Pupil responds consistently to clap hands, nod head, high five.</p>	<p>Pupils may link two solutions to solve a problem</p> <p>Pupil consistently shows understanding of one switch for one reward and another switch for another.</p>



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P5	<p>Pupil attends to adult directed activity with 1:1 support for up to 5 minutes.</p> <p>Pupil makes eye contact with person they are greeting, e.g. looks as they shake hands to say 'hello' or 'good morning'.</p>	<p>Pupil can combine 2 key ideas or concepts in phrases.</p> <p>Pupil makes simple request with regards to basic needs via their chosen method of communication.</p>	<p>Pupil can wait for favoured activity with less support.</p>	<p>Pupil responds to a few appropriate boundaries with encouragement and support.</p> <p>Pupil co-operates with some boundaries and instant rewards.</p>	<p>In response to a question pupil will express likes/dislikes using 1-2 word level of communication about familiar activities.</p>
	<p>Pupil responds to appropriate questions about familiar or immediate events or experiences.</p>	<p>Pupil responds appropriately to simple questions.</p> <p>Pupil accepts help in more varied activities.</p> <p>Pupil can indicate please/thank you/ sorry when reminded.</p>	<p>Pupil works, plays and engages in activity alongside others.</p>	<p>Pupil responds appropriately to simple questions or requests.</p>	<p>Pupil recognises and identifies own work from a selection at the end of the lesson.</p>
P6	<p>Pupil intermittently pays attention to the leader of an activity for short periods.</p>	<p>Pupil completes basic activities or tasks with prompts for 5 minutes or more.</p>	<p>Pupil begins to co-operate in group tasks with support.</p> <p>Pupil takes part in new/untried activities with support.</p>	<p>In small group, pupil can follow simple rules with full adult support.</p> <p>Pupil can co-operate and follow simple rules and boundaries with longer intervals before receiving reward.</p>	<p>Pupil recognises simple problems and responds to a 'what' question to identify them.</p> <p>Pupils can answer questions beginning to describe skills they have used as part of a piece of work.</p>
	<p>Pupil sits through assembly with 1:1 support.</p>	<p>Pupil can search out resource for familiar chosen activity with support.</p> <p>Pupil shows an awareness of and is beginning to develop confidence and trust in adults in peers.</p> <p>Pupil can solve problems by negotiation with others support.</p>	<p>Pupil joins in with a simple group task.</p>	<p>Pupil is able to follow simple context embedded instructions given to small group.</p>	<p>In response to further questioning, pupil begins to express likes/dislikes about the functional skills used.</p>
	<p>Pupil can wait a short amount of time independently.</p>	<p>Pupil accepts help in simple learning tasks.</p> <p>Pupil says 'please' and 'thank you' without prompt.</p> <p>Pupil begins to be able to accept change with support.</p>	<p>Pupil is able to respond (using either verbal or nonverbal communication) to others in group situations.</p>	<p>Pupil can sometimes tolerate delay when needs are not immediately met.</p> <p>Pupil responds appropriately to simple questions or requests (3 words phrase).</p>	<p>Pupil can ask simple 'what' questions to gain simple information to clarify events or show curiosity.</p>



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<b>P7</b>	Pupil consistently pays attention to activity leader for short periods.	Pupil can move to self chosen activity with support.	Pupil can attend to and respond to questions from familiar adult and peers about recent experiences.	Pupil shows understanding and co-operates with most boundaries and routines with rewards?	Pupil can sometimes adapt behaviour to different events, social situations and change in routines.
	Pupil sits in short assembly with prompts.  Pupil listens to, attends and follows a simple story.	Pupil can search out familiar resources for activity independently.  Pupil can use resources for new task.	Pupil can wait for a requested activity in a structured activity and setting.	Pupil completes basic activities or tasks with prompts for 5 minutes or more.	Pupils can move to directed activity with less support.
	Pupil can transfer attention to new and familiar tasks.  Pupil maintains attention to familiar or enjoyable adult led tasks and small group activities with support.	Pupil is aware of the ability to change their mind.	Pupil can follow simple group tasks/roles with less prompts.  Pupil can imitate the content of a group activity.  Pupil begins to realise that there may be more than one solution to a problem.	Pupil is able to respond to requests with 4 key word phrase by familiar adult, possibly with prompts.	Pupil can demonstrate understanding by answering questions about a story or picture with minimum support.  Pupil begins to make simple comments on a piece of work.



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P8	Pupil maintains attention to their own choice of activity while responding to other pupils/adults.	Pupil demonstrates turn taking with minimal prompts.  Pupil accepts change with less support.	Pupil recognises and responds to the order when taking turns with minimal prompts.  Pupil can understand message with 4 key words signs symbols from less familiar adult without prompts.	Pupil awaits turn with minimal adult prompts.  Pupil understands concept of waiting in turns in small group.	Pupil can use trial and improvement to solve a problem.  Pupil can say if they have worked independently or needed help to complete a piece of work or activity.
	Pupil listens to story attending for longer periods.	Pupil can search out unfamiliar resources for activity independently.  Pupil can choose tasks independently.	Pupil can maintain attention to familiar or enjoyable small group activities.	Pupil is able to understand time concept words.  Pupil understands a more complex and longer term reward system.	Pupil can initiate ideas in familiar activities.  Pupil can initiate new activities.
	Pupil is able to respond appropriately to 'why' and 'how' questions.	Pupil can ask for help with more confidence.  Pupil can ask lots of questions to find out more specific Information.	Pupil can follow simple group roles with minimum support developing towards independence.  Pupil begins to establish/ sustain relationships.	Pupil is able to respond to requests with 4 key words with less familiar adult and without prompt.	Pupil can identify simple next steps in learning.  Pupil shows some perseverance but may still give up easily and may demonstrate frustration.



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<b>BRIDGE</b>	<p>Pupil maintains attention appropriately with 1:1 support or in familiar settings.</p> <p>Pupil demonstrates understanding of a familiar story by ordering pictures and depicting sequence of events.</p>	<p>Pupil begins to organise self with prompts for known activities.</p> <p>Pupil identifies resources for familiar tasks and collects them.</p>	<p>In small group, pupil maintains attention to familiar or enjoyable activities for short periods of time without prompt.</p> <p>Pupil takes part in role play with confidence.</p> <p>Pupil listens to questions more carefully. They demonstrate understanding by giving additional details in their answers.</p> <p>Pupil can wait for self-requested activity in less structured situations.</p> <p>Pupils respond positively to instruction in 1:1 situations with familiar adults.</p>	<p>Pupil is more aware of own and others roles and contributions in familiar group tasks.</p> <p>Pupil is beginning to make simple choices about learning behaviour.</p> <p>Pupil only recognises the consequences of some of their actions when clearly highlighted to them by an adult.</p>	<p>Pupil contributes to achievement of group task without support.</p> <p>Pupil begins to reflect on , when questioned, what they have achieved.</p>
	<p>Pupil knows to look at who is talking.</p>	<p>Pupil can show resilience in an appropriate manner,</p> <p>Pupil is developing an understanding of slapstick humour or simple jokes.</p>	<p>Pupil is able to take turns in simple games leading towards independence.</p> <p>Pupil demonstrates turn taking in conversations.</p> <p>Pupil is able to make a decision to solve a problem based on thinking about the consequences of a different solution identified when questioned.</p>	<p>Pupil begins to show resilience by accepting, in an appropriate manner, that they cannot always have their own choice.</p> <p>Pupil is able to accept a longer term simple reward structure.</p> <p>Pupil is beginning to take pride in their work.</p>	<p>Pupil can contribute to the planning of familiar routines.</p> <p>Pupils begin to recognise if they cannot complete a piece of work and begin to ask for help appropriately.</p> <p>Pupil is actively involved in interchanges of information, ideas or opinions.</p>
	<p>Pupil is able to listen to others and usually respond appropriately in a range of formal situations.</p> <p>Pupil listens to contributions of others and gives some additional detail.</p>	<p>Pupil is aware of different resources for different routines and activities.</p> <p>Pupil begins to organise self independently and initiates in known activities.</p> <p>Pupil asks for help more confidently in all types of activities.</p>	<p>Pupil recognises different roles within groups.</p> <p>Pupil maintains attention and listens to speaker in a wide range of settings.</p> <p>Pupils respond positively to instruction in 1:1 situations with less familiar adult.</p>	<p>Pupil accepts boundaries and rules more consistently.</p> <p>Pupil responds to rules and routines when answering or asking questions.</p> <p>Pupil is more aware of when and how to lead a simple activity.</p>	<p>Pupil can begin an activity without a plan but does not show forward thinking.</p> <p>Pupil can review simple activities to inform future planning in small groups.</p> <p>Pupil is beginning to review their own progress with support..</p> <p>Pupil shows more complex understanding of trial and improvement.</p>



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ONE	<p>Pupil is beginning to think about answers before speaks (reduced incidents of blurting answers out).</p>	<p>Pupil can organise themselves in familiar activity without support.</p> <p>Working alone, pupil plans simple tasks, selects and maintains attention in familiar small group activity.</p>	<p>Pupil begins to take turns in conversation listening to others. so they can enter on cue.</p>	<p>Pupil can accept changes outside common routines.</p> <p>Pupil knows when to take part as a follower of group activity or initiate and lead with occasional prompts.</p>	<p>Pupil begins to identify barriers to learning when finds work tricky and with adult support attempts to overcome them.</p> <p>Pupil is beginning to show basic evaluation skills.</p> <p>Pupil can tell you what a goal is.</p> <p>Pupil can make a judgement about how hard they have worked in relation to criteria explained at the beginning of the lesson with a simple rating scale.</p>
	<p>Pupil can look at who is talking and think about what they are saying.</p>	<p>Pupil uses simple jokes and simple idioms but not always understand what it means.</p>	<p>Pupil accepts others views to adjust own contribution to achievement of task.</p>	<p>Pupil operates within socially identified boundaries.</p> <p>Pupil is able to self- regulate own behaviour in order to minimise disruption to their or others learning.</p>	<p>Pupil can clarify their own ideas and understanding of the learning intention.</p> <p>Pupil begins to approach problem with a strategy or plan.</p> <p>Pupil may see a single solution to problem, choosing a more efficient one.</p>
	<p>When the pupil is faced with a problem they will demonstrate that they can persevere when the going gets tough.</p>	<p>Pupil begins to demonstrate resilience by standing up for themselves and their ideas when challenged by friends/peers.</p>	<p>Without prompts, pupil shows cooperation and maintains attention in familiar small group activity.</p> <p>As above in larger groups.</p>	<p>Pupil making more involved choices about their learning behaviour.</p>	<p>Pupil is able to make choices about their role in an activity.</p> <p>Pupil is beginning to deal with pressure,</p>



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<b>TWO</b>	<p>Pupil can discuss own contribution to activities.</p> <p>Pupil can discuss what they and others did in different activities.</p> <p>Pupil can vary talk to gain and hold the attention of listener.</p> <p>Pupil can listen in larger groups and different situations.</p>	<p>Pupil is able to relay simple message.</p> <p>Pupils will help ask for help for specific concerns.</p> <p>Pupil asks questions for increasingly wider situations,</p> <p>Pupil begins to show more confidence in talking sometimes to people who are unfamiliar.</p>	<p>Pupil can listen carefully in pairs.</p> <p>Pupil can discuss contribution of others.</p> <p>In a small group, pupil can organise and participate in familiar routines.</p>	<p>Pupil can listen to rules of game and respond appropriately.</p> <p>Pupil is able to listen to and relay a simple verbal message.</p>	<p>Pupil independently begins to overcome small barriers to learning.</p> <p>Pupil can consider alternatives before making decision or acting on it.</p> <p>They can accept a goal.</p>
	<p>Pupil listens in more formal situations.</p>	<p>Pupil begins to choose how to link their learning.</p> <p>Pupils begin to check their own work and self- correct linked to criteria set.</p>	<p>Pupil can demonstrate understanding by speaking clearly and explaining ideas.</p> <p>Pupil is able to respond to others with increasing appropriateness to what others say.</p>	<p>Pupils can identify resources for unfamiliar tasks.</p> <p>Pupil is able to use a limited number of strategies for different situations.</p>	<p>Pupil can think of many things could do if they set a goal/ have a problem. Pupil can identify main steps in action plan of successful completion of task.</p> <p>Pupil can identify and access unseen resource.</p> <p>Simple evaluation skills but not yet using to inform future.</p>
	<p>Pupils able to consistently ignore simple inappropriate behaviour.</p>	<p>Pupils remain positive in event of problem or challenge.</p> <p>Pupil consistently demonstrates resilience by standing up for themselves when challenged by peers.</p>	<p>Pupil can adapt ideas when communicating with a group with encouragement of peers or adult.</p> <p>Pupils begin to be aware and talk about the effect of their behaviour on others.</p>	<p>Pupil uses class time appropriately to complete tasks.</p> <p>Pupil completes class work, homework in agreed timescales.</p>	<p>Pupils are able to self -correct or problem solve when they realise they are about to make a mistake or as problems occur.</p> <p>Pupil can accept adults' judgement on their rating on how well the pupil did on relation to their target.</p> <p>Pupil continues task even when frustrated more independently.</p>



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THREE	<p>Pupil can listen and show comprehension in more formal situations.</p> <p>Pupil demonstrates more confidence in listening, sometimes when more unfamiliar</p>	<p>Pupil can take part in and organise themselves in familiar and new routines.</p> <p>Pupil can apply knowledge and begin to use a wider number of strategies (thinking Flexibly).</p>	<p>Pupil begins to adapt what is said to the needs of listener-varying use of vocab and level of detail.</p> <p>Pupil can contribute in discussions through making suitable comments, asking relevant questions and identifying key points.</p>	<p>Pupil considers other group members.</p>	<p>Pupil will independently check their own work and self -correct errors found linked to criteria set.</p> <p>Pupil can support goal setting. Pupil can increasingly deal with pressure,</p> <p>Pupil can independently set goals and begin to think about what to do to achieve it.</p>
	<p>Pupil begins to show more confidence in talking, sometimes to unfamiliar people.</p>	<p>Pupil uses simple jokes and idioms more appropriately.</p>	<p>Pupil responds with specific vocabulary choices and non verbal features to show awareness of the listener. Pupil will support creating or allocating roles within learning group.</p> <p>Pupil begins to understand conversational rules.</p>	<p>Pupil respects teacher and cooperates and is compliant, responding positively to instruction.</p>	<p>Pupil can plan tasks anticipating consequences of actions/decisions.</p> <p>Pupil has ability to adapt actions in response to unfamiliar people and events.</p> <p>Pupil can create or select limited strategies to overcome barriers.</p>
	<p>Pupils begins to accept overt positive praise and is support maintaining good behaviour choices.</p>	<p>Pupil can recognise achievement in other pupils in the class and begin to say why.</p> <p>Pupil, with support, begins to understand that effort is needed to achieve desired outcomes.</p>	<p>Pupil can develop/ adapt ideas and suggestions as a member of a group.</p>	<p>Pupil more able to evaluate learning.</p>	<p>Pupil can show simple evaluation skills which are beginning to impact on future learning.</p> <p>Pupil can review activities and use to inform future planning of similar tasks.</p> <p>Pupil can independently reflect on their own work.</p> <p>Pupil can reflect on feedback about a piece of work or activity and with support, plan next steps.</p>



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FOUR	Pupil can sustain focus on a problem.	Pupils can encourage others through their positive approaches.	Pupil is able to listen carefully to content of class and demonstrate through asking questions and making relevant comments.  Pupil can give reasons for choices.	Pupil can recall and apply knowledge in more creative and new situations.	Pupil can prioritise tasks to manage time.  Pupil can visualise next steps based on what they know now.  Pupil begins to know how their education equips them with the behaviours and attitudes for success in continuing education/life.
	Pupil is able to accept change without hesitation.	Pupil can understand jokes and idioms and more able to say what they mean.	Pupil can take on roles and responsibilities when working in pairs or in groups.  Pupil can take a more active part in setting roles.	Pupil avoids involvement in conflict situations.	Pupil can demonstrate more resilience in the face of challenges, activities, learning.  Pupil can stop, reassess and select another strategy to overcome barriers.
	Pupil doesn't seek to attract inappropriate attention in classroom.	Pupil is more confident /flexibility in choosing strategies.  Pupil can identify when they need help.	Recognise effect of their behaviour on others and support those with difficulties.	Pupil doesn't seek to attract inappropriate attention in classroom.	Pupil can assess and reflect on strengths and weaker areas to set a goal.  Pupils can act on constructive feedback about performance.  Pupils discuss their own learning, can make suggestions as to what they may do differently next time, when reflecting on an activity.



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FIVE	Pupil listens with confidence in an increasing range of contexts, e.g. More formal situations and in unfamiliar surroundings.	Pupil is understanding of benefits of wide variety of strategies and begins to choose the most effective.  Pupil can approach a new task with a positive attitude.	Pupil has a well- developed sense of humour.  Pupil can contribute appropriately to differing points of view and can offer reasons and evidence for their views.	Pupil is aware of obvious consequences of actions and hidden consequences – linked to work.	Pupil can organise strategies for overcoming barriers.  Pupil can initiate change.  Pupil can create an action plan, identifying and prioritising the next steps and key learning for completion of a task.
	Pupil listens with increasing confidence in wide range of context.	Pupil to be more creative in strategies to use (within regulation or boundaries).  Listen and respond carefully to others speaking and show this by making some variation to vocabulary to suit audience.	Pupil can contribute to discussions and respond accordingly to contribution of others.  Pupil is beginning to lead groups.  Pupil understands and uses rules of conversations and knows limits surrounding it eg speak at appropriate times, appropriate people / shows respect.	Pupil can accurately identify future learning and make more sophisticated evaluation on how they learn and make choices to match.	Pupil can make a plan, think about what I need to do to achieve it and go around barriers that get in my way.  Pupil can draw conclusions, and defend them using evidence.  Pupils have an understanding of benefits of wide variety of strategies and begins to choose the most effective (different example).
	Pupil can show more sustained effort in response to challenge.	Pupil can understand jokes and idioms and more able to say what they mean.  Pupil begins to know how they learn best, e.g. preference on layout, presentation, content, learning styles etc.  Pupil identifies learning opportunities, choices and strategies to meet personal needs and achieve goals.	Pupil advocates appropriately for the rights of self and others  Pupil listens carefully in class discussions and shows this by making suitable contributions and asking questions that are responsive,  Pupil is able to identify reasons for and against and give reasons.  Pupil is able to evaluate evidence listened to.	Pupil understands more about rules/ laws and why they are needed in society.  Pupil is aware of consequences of breaking the law and impact it can have on society and individuals.	Pupil is more able to critically evaluate, e.g. Evaluate success for a specific activity using a complex activity scale.  Pupil is more analytical in their thinking/research. Pupil can set a personal goal and split into smaller manageable chunks Pupil can assess and can reflect critically on own strengths, needs and interests.  Pupil can explain how their education equips them with the behaviours and attitudes for success in continuing education/life.

