



KINGSNORTH PRIMARY SCHOOL



PERSONAL PROGRESSION FRAMEWORK



PERSONAL PROGRESSION: KINGSNORTH

This framework is designed to run alongside the school's skills progression and content curriculum. It places an emphasis on three powerful concepts:

- Thinking Schools (metacognition approach)**
- Explicit wellbeing and mental health focus**
- Consistent language and questioning approach when dealing with conflict (Restorative Approach)**

This framework will allow the school:

- To future-proof our children
- To develop the 'Kingsnorth Child' – a child who can cope with challenge, is curious, able to work alone or with others...
- To acknowledge the need for EI before IQ (Emotional Intelligence nurtured before high level learning can take place – leading to increased attainment)
- To foster wellbeing
- To create a positive ethos towards behaviour through Restorative Approaches
- To encourage the development of thinking skills



		EYFS	BY END OF YEAR 2	BY END OF YEAR 4	BY END OF YEAR 6
PERSONAL SKILLS	Self-Awareness	<ol style="list-style-type: none"> 1. I can tell you something special about myself 2. I can say what I like and dislike 3. I can say how I am feeling using key words 4. I can successfully work on my own on a task 5. I can apologise to others if I have done something wrong 	<ol style="list-style-type: none"> 1. I can tell you how I am the same as and different from my friends 2. I can say what I'm good at 3. I can explain why I like/dislike or agree/disagree with something 4. I can work well on my own for short amounts of time and ask for help when I need it 5. I can talk about how my behaviour might make others feel 	<ol style="list-style-type: none"> 1. I can talk about what I'm good at and what I need to improve 2. I can say what is good about me and my culture 3. I can begin to explain my opinions about different subjects 4. I can work well on my own and ask for help when I need it 5. I can understand how my behaviour affects others 	<ol style="list-style-type: none"> 1. I can talk about my strengths and areas for development 2. I can begin to make up my own mind and make decisions based on different opinions 3. I can motivate myself to work well on my own 4. I can confidently and assertively stand up for what I believe in 5. I can accept responsibility when things go wrong
	Self - Regulation	<ol style="list-style-type: none"> 1. I can tell someone if I am happy or sad 2. I know that I get cross sometimes but that I mustn't hurt other people 3. I can usually stop and think before acting 4. I am calm in the classroom 5. I can understand if I do not get what I want all the time 	<ol style="list-style-type: none"> 1. I can tell someone if I'm particularly pleased or worried about something 2. I know that having any feeling is OK, but that it is not OK to behave in any way because of that feeling 3. I know and follow the school's behaviour rules 4. I can talk about how I feel in new situations and how I felt in the past 5. I know how to behave in the classroom to make sure my learning and relationships with others are successful 	<ol style="list-style-type: none"> 1. I can give reasons for my feelings 2. I can predict how I am going to feel in a certain situation and prepare for it 3. I have ways that I use to keep calm when necessary 4. I can sometimes use what has happened before to help me control my feelings 5. I understand how to follow the school's rules and why those rules exist 	<ol style="list-style-type: none"> 1. I can use appropriate words to explain how I feel as the result of a difficult situation 2. I can explain how I feel in new situations 3. I have strategies to help me cope with uncomfortable feelings when necessary 4. I use past experiences to help me control my feelings 5. I am prepared to talk openly with others involved in difficult situations to move forward from them
	Motivation	<ol style="list-style-type: none"> 1. I can work hard at something because I enjoy it 2. I can talk about why I need to do a piece of work 3. I can talk about where I work best 4. I can have another go if something goes wrong 5. I can actively engage with our learning in the classroom and play happily at break time 	<ol style="list-style-type: none"> 1. I can work at making something because I want to see the finished object 2. I can talk about my goals when I am working on something in my learning 3. I can ignore interruptions if I am doing something I enjoy 4. I can talk about why I need to improve a piece of work 5. I can talk about what helps me to work well 	<ol style="list-style-type: none"> 1. I can work hard because I like the feeling of learning something new 2. I can usually ignore interruptions and carry on working 3. I am able to focus on difficult tasks because I am enjoying the challenge 4. I can work with a partner to assess my work and identify targets for improvement 5. I can talk about how the surroundings affect the way I work 	<ol style="list-style-type: none"> 1. I work for the pleasure of learning 2. I can set my own goals and work towards them 3. I can break down long term goals into short term goals and evaluate my progress towards them 4. I gain pleasure from successfully achieving my learning goals and look forward to the next 5. I can make decisions about the way I work
	Social Skills	<ol style="list-style-type: none"> 1. I can share and take turns in a group 2. I know how to be kind to others in the classroom, or people visiting 3. I am confident when meeting new people and making new friends 4. I know other people might think differently to me and that's OK 5. I know when my friend is happy or sad and how to help them 	<ol style="list-style-type: none"> 1. I can talk about my ideas with a friend, a teacher, or in a small group 2. I know some ways to make people feel better 3. I can explain why two people might disagree 4. I know why others may feel the way they do 5. I am polite to visitors 	<ol style="list-style-type: none"> 1. I can talk, listen and question when working in a small group 2. I can recognise when there is a disagreement and suggest ways to sort it out 3. I know that people have different opinions and try to understand their point of view 4. I can recognise the feelings of others and how to help them 5. I can confidently and independently initiate and maintain conversations 	<ol style="list-style-type: none"> 1. I work well in a group and know what makes a group work well together 2. I can predict conflict and take action to avoid it 3. I act appropriately according to who I am with and where I am 4. I can help others to feel welcomed and valued 5. I am confident when making friends and can maintain friendships



		EYFS	BY END OF YEAR 2	BY END OF YEAR 4	BY END OF YEAR 6
THINKING SKILLS	Grappling Understanding Remembering Struggling Challenging	1. I know that sometimes I have to try and do something more than once to get it right 2. I can remember things I have previously learnt in a particular subject 3. I like trying things that are new 4. I don't mind if things are difficult to start with 5. I ask questions to make sure I understand and to help me try something new	1. I am able to talk to an adult about problems with my work and then try a different way of doing it 2. I keep trying even when things are difficult 3. I can talk about how I feel when something is difficult 4. I can learn from mistakes 5. I am beginning to understand how it is important to practise things I have already learnt	1. I know it feels to start something new and can find ways to cope with these feelings 2. I am aware that disappointment is difficult, but that I can learn from it 3. I am beginning, with help, to have methods to help me revisit my own learning 4. I know how important it is to take on others' ideas and suggestions when tackling something difficult 5. I keep trying different ways and embrace struggle	1. I am able to persevere, trying alternative solutions as necessary 2. I ensure I have methods to help me recap and revisit my own learning 3. I approach challenges with enthusiasm and positivity 4. I can work independently and use support from others when appropriate and useful 5. I know that struggling is part of learning something new and embrace it
	Analysing Examining Linking Considering Contrasting	1. I can talk about ways of solving a problem that has been explained to me 2. I can explain why I think something has been made 3. I can look at two different objects or ideas and talk about how they are different 4. I can link simple ideas together 5. I can spend a significant amount of time carefully completing a task	1. I can talk about how things I know might help me when learning something new 2. I can see the similarities and differences between two ideas 3. I know that when I learn something in one subject it can help me in another subject 4. I spend time looking at a new text or an idea to make sure I understand 5. I can explain my point of view	1. I am beginning to find evidence to support my ideas 2. I take time and care to examine a text or idea closely 3. I know that there are different points of view and can give some reasons for opposing views, particularly the view I agree with 4. I can link ideas or learning together 5. I can explain why I have a particular point of view	1. I can use evidence and research to support my views 2. I can link different areas of learning together and understand how these links help me learn something new 3. I can give arguments for and against something even if I have a different opinion 4. I examine something new carefully, finding key details to ensure I understand 5. I can compare and contrast two theories
	Creating Imagining Developing Innovating Conceiving	1. I like to find out more about things so I ask questions 2. I can pretend to be different people or things when I play 3. I can say what something might be or become 4. I can try different ways of doing things 5. I can try out my own ideas	1. I am curious and ask questions about what might happen 2. I can use my imagination to think of ideas that are all my own 3. I can discover more about things when I am exploring and talk about these 4. I can give more than one idea 5. I can choose which idea to develop	1. I can ask questions that begin 'what if' or 'why' 2. I can use my imagination to think of new ideas for different activities 3. I can discover, make links and find patterns between things 4. I can suggest ways to develop and change ideas 5. I am willing to explore and adapt my own thoughts to achieve my purpose	1. I can use my imagination to come up with original ideas 2. I can speculate about possibilities and think about their consequences 3. I sometimes question what I am being told and provide alternative suggestions 4. I am prepared to take risks and change things as they develop 5. I can judge my ideas and outcomes against the purpose
	Reflecting Reasoning Contemplating Concluding Speculating	1. I can talk about my work as I do it 2. I can say if I like what I've made or not 3. I can sometimes talk about what helped me to do something 4. I can say what I think about what other people have done 5. I can sometimes think about what I'd like to try next	1. I can say why my work is good or not 2. I can talk about what helped me in my work 3. I can give opinions about others' work 4. I can think about what I'd try next and how that might work out 5. I can predict what I think might happen and compare this to what did happen	1. I can give reasons why things helped me reach a solution 2. I can summarise the quality of my work and suggest improvements 3. I can contribute to discussions about success criteria 4. I can make predictions based on what I already know 5. I can make statements about the outcomes of my work and how successful they are	1. I can recognise the importance of success criteria and use it to help me make judgements about my work 2. I can justify my decisions using evidence and outcomes as support 3. I am able to amend judgements in light of further evidence 4. I can evaluate my own progress and offer ideas for improvement 5. I can assist in the evaluation of others' work, offering support, guidance and ideas