

Reception

Tracking Progress – Termly Assessment Checkpoints



Personal, Social & Emotional Dev

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, be able to wait for what they want and control their immediate impulses.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Area of Learning	Baseline Checkpoint (End of Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Self-Regulation	<ul style="list-style-type: none"> *Express emotions and begin to talk about their own feelings. *Able to talk about own needs. *Finds ways to calm themselves when upset, seeking comfort when needed. *Begin to understand how others might be feeling. *Respond to the feelings of others showing concern and offering comfort. *Recognise that some actions can hurt or harm others, stopping themselves from doing something that they should not do. *Aware of behavioural expectations. *Consider what they want to do, selecting and using own resources, asking for help if needed. *Respond to suggested solutions to conflicts, beginning to find own ideas. *Share and take turns with minimal adult support. *Listen and respond to ideas and goals suggested. *Join in with adult-led tasks on request. *Follow simple instructions as instructed. 	<ul style="list-style-type: none"> *Seek support when needed. *Understand, talk about and manage their own needs and feelings. *Talk about and follow behavioural expectations. *Select and use activities and resources independently to complete a self-chosen task. *Tolerate situations where their wishes cannot be met. *Share, take turns and be willing to wait for things that they want. *Co-operate with adults, participating in adult-led or directed tasks as requested. 	<ul style="list-style-type: none"> *Consider the needs, feelings and perspective of others. *Respond to the feelings of others, offering empathy and comfort. *Seek ways to manage conflict. *Follow one and two step instructions as instructed. 	<ul style="list-style-type: none"> *Understand the impact of own actions and words on others. *Attempt to repair a relationship or situation where they have caused upset. *Work towards a self-chosen or suggested goal. *Follow more complex instructions as instructed.
On Track				
Not on Track				

Personal, Social and Emotional Development

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Area of Learning	Baseline Checkpoint (End of Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Managing Self	<ul style="list-style-type: none"> *Plays independently and with peers, seeking adult support when needed. *Asserting their own ideas, preferences and making choices and decisions. *Confident when exploring new activities and locations with familiar adults. *Settles to familiar self-chosen activities. *Mostly independent, asking for help if needed. *Shows some resilience and perseverance with support from an adult. *Develop sense of responsibility and membership to the class. *Remembers and follow rules, understanding why they are important. *Learning that actions have consequences. *Uses the toilet and washes hands mostly independently, asking for help if required. *Puts coat on and fastens it with some support. *Dresses and undresses with some support. *Can identify some foods that are healthy and are willing to try some. 	<ul style="list-style-type: none"> *Independent, asking for help if needed. *Confident when exploring new activities and locations, requiring minimal adult support. *Talks about behaviour expectations and rules, knowing why they are important and accepting consequences. *Uses the toilet and handwashes independently. 	<ul style="list-style-type: none"> *Plays independently and with peers, requiring minimal adult support. *Selects own activities and resources, remaining on task until it is complete. *Fastens coat, dresses and undresses independently. *Understands the importance of a balanced diet, knowing which foods are healthy. 	<ul style="list-style-type: none"> *Confidently speaks about their own needs, interests and ideas to a familiar group. *Shows resilience and perseverance when facing a challenge. *Willing to eat some fruits and vegetables for snack and lunch.
On Track				
Not on Track				

Personal, Social and Emotional Development

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to the needs of others.

Area of Learning	Baseline Checkpoint (End of Pre-School)	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
Building Relationships	<ul style="list-style-type: none"> *Enjoys playing alone, choosing what they like. *Plays alongside others, showing interest in their play and attempting to interact. *Develop appropriate ways of being assertive. *Talks with others to solve conflict, seeking adult help when needed. *Share and take turns with minimal adult support. *Seek to share experiences with others, choosing to play with others who have a similar interest. *Comfortable in the setting and with familiar adults. *Can talk about their likes and dislikes. *Can talk about their own physical characteristics and compare with others. 	<ul style="list-style-type: none"> *Enjoys playing alone, alongside others, inviting others to play and attempting to join others' play. *Comfortable in the setting. *Understand that they are unique and a valuable individual. *Aware of similarities and differences between themselves and others. 	<ul style="list-style-type: none"> *Able to articulate their needs, feelings and an account of any incidents that occur. *Share, take turns and wait patiently for the things that they want. *Comfortable in the setting, building constructive and respectful relationships with others (adults and peers). *Can talk about themselves in positive terms. 	<ul style="list-style-type: none"> *Show skills of assertiveness, negotiation and compromise, seeking help from an adult when needed. *Talks freely about their own home and community. *Can talk about themselves in positive terms, saying what they do well and what they are getting better at.
On Track				
Not on Track				