

Holistic Progress

Using Feedback from Home, Host Setting and Presentation at Kingfisher Academy

	1	2	3	4	5	6
Attendance %	0	1-19	20-49	50-74	75-99	100
Mental Health & Well-being	Mental health and well-being completely disables them from everyday activities.	Mental health & Well-being is a significant barrier to every day expectations.	Able to complete everyday task with support of an adult.	Developing some coping strategies that enable them to complete some every day tasks independently.	Uses coping strategies to complete some everyday tasks independently.	Unconsciously uses coping strategies that enable them to fulfil every day expectations independently.
Confidence to engage in activities	Will not engage in an activity for fear of failure.	Begins to engage in an activity with support and persuasion but stops at the slightest challenge.	Will engage in more challenging activities but may disengage when difficulties arise.	Willing to engage in activities that challenge and sometimes try to see them through.	Always engages in activities and often completes them, seeing errors as times for learning.	Never gives up until a activity reaches its completion.
Emotionally self-aware	Unable to express emotions appropriately.	Able to express basic emotions (sad, happy, angry) appropriately.	Able to articulate the majority of emotions and can describe situations that instil them.	Able to understand own emotions and to self-regulate according to a plan or principles.	Usually understands own emotions and able to self-regulate.	Emotionally mature.
Awareness of Consequences of Own Actions	Unaware of consequences.	Shows some awareness of consequences unable to apply to situations.	Shows awareness of consequences but chooses not apply this to own decisions.	Shows some awareness and applies this to some issues.	Shows full awareness and makes appropriate choices when situations are favourable to	Shows full awareness and always makes appropriate choices.
Coping with Change	Is unable to cope when any small changes arises even with support.	Needs significant support to cope any small change.	Can identify a coping strategy and use to cope with change with support.	With minimal support is able to use coping strategies to cope with change.	Is starting to independently develop coping strategies that enable them to cope with	Has developed coping strategies that enable them to mostly cope with change.
Relationship With Peers	No relationships. Problems with relationships at school and home.	Some interaction with another young person at school and home (but this may inappropriate).	Can make and maintain an appropriate, positive relationship with another young person at school and home.	Can make and maintain an appropriate, positive relationship with more than one young person at school and home.	Can make and maintain appropriate, positive relationships with several young people at school and home.	Can make and maintain appropriate, positive relationships with young people at school and home.
Activity in unstructured time	Unable to decide what to do during unstructured times — is passive and disinterested even when support by staff.	If supported by staff they will join in with a directed activity, but quickly become disengaged.	If supported by staff they will join in with a directed activity and sustain interest for a prolonged period.	Will independently choose an activity during unstructured times but cannot sustain for long periods of time.	Will independently choose an activity during unstructured times and can sustain interest for longer periods of time.	Chooses appropriate activities to do in unstructured times and engages with imagination, initiative and sustainability when
Relationship With Adults	Avoids communication even when directly spoken to.	Avoids interacting unless directly spoken to.	Will speak if directly spoken to with some reciprocal gestures e.g. nod, hand gesture, eye	Interacts with adults when necessary to meet their needs and uses some reciprocal	Will engage and respond appropriately to adults using a range of reciprocal	Initiates and forms effective relationships with adults.
Curricular Functioning	Cannot concentrate. Needs 1:1 support at all times.	Finds concentration very difficult. Lacks motivation. Needs constant help/prompts to start.	Poor motivation. Needs reassurance. Easily discouraged.	Concentrates for most the time. Some motivation and interest is evident.	Good level of concentration. Works independently. Highly motivated. Works to the best of ability.	High level of concentration. Highly motivated. Works to the best of ability. Overcomes difficulties presented by health
Attitude to Lessons	Makes no effort.	Shows some effort in lessons.	Satisfactory effort in lessons.	Often good effort in lessons.	Always good effort in all lessons.	Excellent effort in lessons.