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**Pupil Learning Profile: 2019-2020**

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| **Name:** | **Class:** | **Year:** |

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| Below National Expectations | Working Towards National Expectations | In line with National Expectations | Above National Expectations | Working at a Greater Depth |

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Academic Profile** | | | | | | | | **Core Subjects** | **Prior (EYFS)** | **January** | **April** | **July** | **Target** | **Progress** | | Reading |  |  |  |  |  |  | | Writing |  |  |  |  |  |  | | Vocabulary, Grammar and Punctuation |  |  |  |  |  |  | | Spelling |  |  |  |  |  |  | | Mathematics |  |  |  |  |  |  | | Science |  |  |  |  |  |  | | Listening |  |  |  |  |  |  | | Speaking |  |  |  |  |  |  | | | | |  |  | | --- | --- | | **Foundation Subjects** | **July 2020** | | RE |  | | Computing |  | | Design & Technology |  | | History |  | | Geography |  | | Art & Design |  | | Music |  | | PE |  | | French (MFL) |  | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Emotional Profile in school setting** | **Exceeding** | **Achieved** | **Working Towards** | | They can consider the likely outcomes or consequences of their actions. |  |  |  | | They can adapt and manage behaviour to different situations. |  |  |  | | The ability to regularly persist at challenging or tedious tasks. |  |  |  | | To easily express concerns, needs, or thoughts in words. |  |  |  | | The ability to accurately interpret social cues. |  |  |  | | The ability to appreciate how their behaviour is affecting others. |  |  |  | | The ability to appreciate how they are coming across or being perceived by others. |  |  |  | | The ability to start conversations, enter groups, and connect with people |  |  |  | | The ability to manage failure and disappointment i.e. making mistakes and losing. |  |  |  | | They have a range of strategies to manage sadness or anger such as seeking peer/adult support. |  |  |  | | |  |  |  |  | | --- | --- | --- | --- | | **Identity Profile in school setting** | **High** | **Medium** | **Low** | | People who display the [**openness**](http://www.yourdictionary.com/open) trait can be more creative and open to trying new things and are happy to think about abstract concepts.  People on the low end of the openness spectrum may indicate people who dislike change and may not like new ideas and can struggle to think imaginatively preferring straightforward solutions to problems. |  |  |  | | People who are **conscientious** have good organisational skills, are able to accomplish tasks and have the skills of self-discipline. |  |  |  | | People who display **extroversion** traits tend to experience enthusiasm, self-confidence, and stimulation from other people’s company. Extroverts tend to be competitive and very involved in social circles/*actively seek and enjoy the company of others.*  People low in extroversion are more likely to be introspective, happy with their own company, reserved and thoughtful. |  |  |  | | People who exhibit **agreeableness** show great compassion, cooperativeness, and empathy for *others and can hold back on expressing views which might impact on /to safeguard another people’s feelings*  People on the low end of the agreeableness spectrum tend to be ‘to the point’/speak directly and have a stronger ability to assert their own views, thoughts and feelings. |  |  |  | | |