

Progression in Confident

Skills	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)	As All Saints' Pupils make the transition to secondary school we want them to be able to . . .
Becoming confident in our environment	During their first few weeks, children will develop confidence in their new environment as they get to know the adults and routines in school. Children are also supported by Year 6 children through a buddy system.	At the start of the year children will become more familiar with their new classes, friends and adults and the routines and expectations for this phase. Year 2 children will have the opportunity to develop further confidence by becoming leaders, supporting and guiding the children joining their class. They also begin to attend school clubs after school where their confidence within the school environment continues to strengthen.	At the start of the year children will become more familiar with their new classes, friends and adults and the routines and expectations for this phase. Year 4 children will have the opportunity to develop further confidence by becoming leaders, supporting and guiding the children joining their class. Children continue to attend school clubs before, during and after the school day led by a range of adults where their confidence within the school environment continues to strengthen.	At the start of the year children will become more familiar with their new classes, friends and adults and the routines and expectations for this phase. Year 6 children will have the opportunity to develop further confidence by becoming leaders, supporting and guiding the children joining their class. Year 6 children also support the new EYFS children through a buddy system.	Through activities which raise the self-esteem of pupils we hope they will become confident individuals.

Developing self esteem	Through their Zap topic, children will begin to develop their sense of self and their unique potential. Through the superhero theme, children will learn to identify their own strengths and weaknesses and talk about themselves in a positive way. They also begin to learn about Growth Mindset	Children continue to develop and reflect on this skill through their Seaside Rescue topic where they explore the concepts of bravery and courage in the lives of real people from the past. In their Moana topic they have opportunities to reflect on how they can develop themselves and in their Mr Men topic they explore what makes them special. Classrooms have a Growth Mindset display that is used with children to promote their own reflection and development of this. Children have opportunities to reflect on their own abilities and skills through the feedback and marking policy, beginning to self-evaluate and consider their own next steps.	Growth Mindset continues to play an important part in developing self-esteem and reflective children. In Year 3/4 children continue to reflect on themselves positively, thinking about the life skills they have developed, regularly throughout the year with increasing independence. This is achieved through quiet independent reflection using a PSHE booklet which encourages children to comment positively on their development in each of the 12 life skills from the curriculum. Through feedback and marking children have further opportunities to self-evaluate where they have been successful and to reflect on areas they can develop further.	Growth Mindset continues to play an important part in developing self-esteem and reflective children. Throughout year 5/6 children reflect on themselves positively as individuals and the contributions they make to different communities through The Shine Award. They complete this independently choosing the standard to which it is completed, either bronze, silver or gold. These encompass the 12 life skills of the curriculum. They continue to reflect on themselves as learners through the feedback and marking policy.	
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Confidence in pupil roles and responsibilities	Throughout the year and by the end of their time in EYFS, children are confident in taking on a wide range of roles and responsibilities throughout the school environment and in their day to day routine, volunteering to help adults in many everyday contexts. In the summer term they become ambassadors for the school, welcoming the new prospective intake into our school community through a class assembly where they talk to the new children at the end.	Children begin to take on new roles and responsibilities within the school community. They may represent their class as School councillors and Environmental Champions, attending meetings with others in the school and feeding back to their classes. Year 2 children have opportunities to support and lead in EYFS/KS1 Collective Worship.	Children further develop their roles and responsibilities in school. They continue to be School councillors and Environmental Champions and also have the opportunity to be International Ambassadors who meet, lead and develop this across the school.	Further roles and responsibilities are introduced in Year 5/6. Children continue to be School councillors, Environmental Champions and International Ambassadors. They also have the opportunity to become a Librarian. In Year 6 they lead in many areas, including as Sports Captains, House Captains and Play Leaders.	
Confidence in communication and performing to others	In their People who help us topic they meet a range of visitors from different professions and develop confidence in their communication through asking	The opportunities to perform and communicate with others continues to evolve in KS1. Children perform with their class in a class assembly in the Spring term. They take part in	Children perform a class assembly in the summer term. They play an increasingly bigger part in Church services, both individually and as a group. They also continue to develop	Children perform a class assembly in the Autumn term and a Production in the Summer term, where Year 6 children take the lead. They continue to play a main part in Church services, both	

	questions to find out about their roles. They contribute to the EYFS/KS1 Christmas production in the Autumn term, perform together in the Church at Easter and perform a class assembly to the school, parents and new families in the summer term.	the Christmas production where Year 2's take a lead role. In Church services they begin to take on the role of a reader and perform as part of a year group or KS1 choir. They also perform either as a team or individually in a range of events such as sporting team fixtures, choir events and music concerts such as the Summer Music Concert. In their Toymakers and Moana topics, they continue to develop confidence in communicating by sharing toys and puppets with people from our local community, visiting elderly residents.	confidence in sports and music events, performing as a team or individually. Other opportunities to communicate and perform confidently and to a range of audiences arise through the curriculum, such as sharing and presenting a web page they designed to younger children in Antarctic Adventure, performing a fashion show to younger children in Imaginary Worlds, performing dramatic poetry (Jabberwocky) in Imaginary Worlds, pitching an invention to a panel of adults in Dragons Den and performing a Battle of Maldon re-enactment in public during Invaders and Settlers	individually and as a group. They also continue to develop confidence in sports and music events, performing as a team or individually. They plan and lead Collective Worship. Other opportunities to communicate and perform confidently and to a range of audiences arise through the curriculum, such as showcasing their Great Exhibition to the school community in The Empire topic and leading EYFS athletic sessions in their Faster, Higher, Stronger topic. Year 6 children also develop confidence in communicating with others when they visit a local care home in the Up Project.	
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