

Positive, caring, hard-working, balanced and wise people
Sustained and substantial progress with attainment above LA and National
Aspirational, courageous, self-fulfilled, collaborative and reflective learners

Positive and caring:

YR: ** asked for help making a paper plan using instructions from a book. I was finding it tricky! ** was encouraging and said "You can do it". We talked about how you are always learning, even when older. ** commented "I'm teaching you, like you teach me."

Y3: ** is a wonderful caring friend, who is kind but becoming increasingly self-confident and assertive, able to make his own judgements and secure in his decisions.

Y4: Children want to take on roles within school and at lunchtime to support each other.

Y5: Always supportive of each other. They help each other without being asked.

Y6: Positive role models, demonstrating the different activities that children took part in.

Y6: The maturity and way the children conduct themselves around school.

Y6: The afternoon they returned from Calshot: coming over to the YR children to share all the adventures they had experienced. YR children crowded around and listening in awe and wonder.

- Member of staff reflecting on acts of kindness to support each other at challenging times / days.
- ** for being visible, consistently showing empathy and promoting understanding with a non-judgemental approach to the varying staff, parental and child issues encountered in daily school life and the wider community.

Hard-working:

YR: ** has grown into a very balanced person, after initially being very dependent on a friend.

Y2: Pushing themselves to ask a buddy for help when stuck with their learning rather than always asking an adult.

Y3: ** deciding to use his own time to finish his 'hard work'.

Y3: ** "I always work hard and try hard, even when I'm feeling sad."

Y3: ** was inspired to create his own 'Dream Jar' when he saw the Y1 display

Y4: positive attitudes and strong focus over the summer term.

Y4: ** has struggled to function on many levels, but since Easter he has completely blossomed into a happy, positive, 'twinkle in the eye' child.

Y6: Shown a hard-working, focused and positive attitude towards SATS, including perseverance towards tricky concepts and Growth Mindset by learning from errors and feedback.

- Support staff stepping in to cover classes due to teacher absences: proactively and collaboratively organising learning activities with support from leadership
- Reflective practitioners, continually striving to inspire the children to want to learn for themselves. Many interventions have raised outcomes this year.
- Ofsted Inspection: proved Cornerstone to be a fabulous community of dedicated and supportive people providing a rich, safe and happy learning environment for our children.
- Summer Fair: Excellent and energetic organisation by PTA Chair and team inspired a very rewarding and successful event.

Balanced and wise:

Y2: (Discussing Clever Never Goes). Children motivated to discuss how to keep themselves safe and very insightful into how situations could turn tricky.

Y2: Enjoying and taking on board the praise from an adult about their commitment to use their previous learning to help each other.

Y6: Setting an example, leading the KS1 carousel of activities during Sports Day.

Y6: Choices made, and strategies to manage emotions being used by a particular child that has previously struggled with behaviour choices / managing emotions.

- “I couldn’t have better confirmation that we are looking after ‘our’ children so wonderfully.”
- Children writing letters (including to the Queen and the PM) about Plastic Pollution.

Sustained and substantial progress:

Y2: Positive and accurate Year 2 moderation process.

Y2: Times tables progress has been very impressive.

Y2: Sustained progress with 1 to 1 reading. The child was clearly highly enthused by her success and love of school.

Y4: ** making great progress in maths and English – his attitude towards learning is really good.

Y4: ** has made substantial progress since Easter in everything he now does, academically and socially, always giving of his best.

Y6: Applying different areas of maths to solve answers to maths investigations.

Y6: Applying a range of writing skills, strategies and knowledge independently in a range of writing.

Y6: ** overcoming his worries by using the strategies we had shared.

- Lunchtimes Restorative Culture: group working with MQ. Solving more problems themselves and more aware of the impact of others of their words and actions.
- Ofsted Report.
- Rock Challenge performances and results.
- Spelling, reading and times tables progress for targeted children in Y2 and Y3.

High attainment:

YR: When ** joined he struggled with his speech. He has finished the year confidently reading blue level books.

YR: Apples phonics group: progress in writing and enthusiasm has blown me away.

Y1: Jack and the Beanstalk stories.

Y3: ** persuasive letter to government re. deforestation.

Y3: ** brought learning from Coding Club to teach his peers to use Kodu.

Y4: Egyptian diary writing – achieving outcomes in line with learning in English, even when writing on a Friday afternoon. (Also Egyptian instruction writing and mummification writing).

Y5: Perseverance with mastering long division.

Y6: Children understand the necessary tools that are needed to be successful in learning.

Aspirational and courageous:

Y1: Playtimes. Group of boys chasing ** which he didn’t like. They realised it was wrong and told their teacher that they wanted to apologise.

Y2: ** cheerful and positive after returning for hospitalisation for serious illness.

Y3: Child with mobility problems was worried about Sports Day. They were given an alternative to competing, but was determined to take part (in front of school and parent) even though they knew they wouldn’t win anything.

Y3: Whilst the classroom was empty ** wanted to do an Ironman dance. I made him a superhero mask, put on some Ironman footage with music and he danced with no inhibitions. As the class returned they stood back quietly so as not to disturb him. As he finished they gave him a spontaneous round of applause.

Y4: Beginner group of swimmers – consistently going out and beyond their comfort zone.

Y4: ** a positive and transformational change this term.

Y6: ** performing in second Rock Challenge dance and fully involved in Y6 residential, only months after being on crutches for an extended period following a serious medical condition.

Y6: Children are always trying to achieve their best at their learning.

Y6: Adapting to new environments in preparation for secondary school through transitions.

- Music Week Monday performances: Courageous and uplifting outcomes empowered all children. Every performance was the outcome of the children's own initiative and organisation.
- Dance club: children have been an inspiration. Willingness to be open, try new things and cope with lots of information has been amazing. They are a credit to themselves and the school.

Self-fulfilled:

Y2: ** made her own times table flash cards at Time Out. "Now I can practice all the time."

Y4: ** writing her own song lyrics to 'Footsteps Follower' based on the Cornerstone Values.

Y4: Children discussing how proud they are of themselves after receiving feedback.

Y6: Completing extra research towards a Learning Quest outside of class.

Collaborative:

Y2: DT Parks project: visit, identifying features and producing models.

Y2: Collective and mutual respect for each other.

Y3: Support staff team supporting each other to have a successful week of learning during the teacher's absence.

Y4: Partner work for torches – working together to create the final outcomes.

Y5: Art wire sculptures. Collaborating well and working off their own initiative.

Y6: Working together to encourage fellow peers on activities at Calshot residential.

Y6: Helping others without being asked, because they want others to achieve.

Y6: As a class to decide, design and create their stall for the Summer Fair.

- Rock Challenge.
- Sports Day.

Reflective:

Y2: Encouraging their peers with delight and sheer joy.

Y3: ** in maths. Asked for help. He knew what he was doing, but wanted help understanding why he was doing it.

Y3: ** a more positive attitude to learning and relationships. Inspired by her learning and broadening this at home.

Y4: Sikh unit in RE: lots of reflecting on themselves and their beliefs, discussing overlaps / similarities / differences, and showing great sensitivity alongside natural curiosity.

Y4: Children reflecting on task choice – "I'm going to choose green questions to challenge myself."

Y6: In Art, children thought about how to improve their work and considered what they would do next time.

Y6: During English, thinking how to improve a piece of writing using editing. In particular thinking about the effect that needs to be created.