



Every child. Every chance. Every day.



Curriculum and Assessment Policy

Intent – Implementation – Impact

Responsibility. Empathy. Selflessness. Positivity. Equity. Courage. Trust.

Article 28: Every child has the right to an education.

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Intent

At OPUS, our vision for Social and Emotional Development is to cultivate a nurturing environment where every child can effectively address their social and emotional needs. We are committed to creating exemplary models of positive behaviours for learning, ensuring that ALL children are engaged and inspired by our inclusive and ambitious curriculum.

Our curriculum is designed to set consistently high expectations for learning, employing innovative pedagogical approaches that are explored and implemented by our dedicated teachers. Over a 18-week period, we provide intensive support to children, aiming to rekindle their love for learning while addressing their fundamental needs as outlined in Maslow's Hierarchy of Needs. This foundation prepares them for successful re-integration into mainstream educational settings.

We challenge each child to realise their full intellectual, creative, physical, and emotional potential. Our goal is to encourage ALL children to become independent, lifelong learners who develop intellectual curiosity, a passion for discovery and achievement, empathy for others, and the courage to act on their beliefs.

We strive to foster a diverse community that promotes mutual respect and social responsibility, strengthened by a robust partnership between home and school. Together, we create an environment where every child feels valued, empowered, and prepared to thrive in an ever-changing world.

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Implementation

At OPUS, we implement a thematic curriculum centred around social and emotional learning, utilising text-based resources to address the social, emotional, and mental health needs of every child. This approach specifically supports those who have faced permanent exclusion from their mainstream educational settings.

Each thematic unit begins with the selection of a text from our curated menu, which serves as a foundation for delivering targeted social and emotional learning. This focus is informed by comprehensive assessments of the children's needs, as identified through the Boxall Profile. Through our tailored curriculum we offer opportunities to access specific objectives from the National Curriculum to ensure children are not disadvantaged whilst being in an alternative provision

To enrich the learning experience, we actively incorporate outdoor learning opportunities and organise educational visits and guest speakers, fostering excitement and engagement among all learners. Additionally, we integrate new and emerging technologies throughout the curriculum, ensuring that children are well-prepared for their diverse and evolving futures beyond 2026.

We assess children's basic English and Maths Skills and provide intervention to support their basic understanding of number, number operations, phonics, spelling and reading skills to enable them to maintain a standard of English and Maths whilst focusing upon their emotional development. We personalise this provision to children's individual needs.

The texts:

The selected texts are based on extensive research into a diverse array of social and emotional literature. These texts serve as the foundation for the thematic learning during the designated time frame, which is tailored to the depth of the text, the specific needs of the children, and the level of emotional development required in particular areas.

The necessary emotional development will be identified through the results of the Boxall Profile assessments conducted on the groups of children participating in the 12-week provision.

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The text menu below shows the areas addressed through each of the texts. This is a non-exhaustive list and these can be used as supplementary texts alongside the 18-week programme.

Self-Identity & Self-Esteem

- What Makes Me a Me?
- It's Your World Now
- Find Your Happy
- Tilda Tries Again
- The Dot
- My Shadow is Pink
- Here We Are
- What's Inside Your Back

Feelings & Emotional Literacy

- The Heart and the Bottle
- Have You Filled a Bucket?
 - Silly Billy
 - The Worry Jar
 - Cloud Boy
- When Sadness Comes to Call
- A Shelter for Sadness
- The Very Hungry Worry Monsters
- Ruby's Worries

Friendship & Social Connection

- The Invisible String
- The Invisible Leash
- The Invisible Web
- Ruby's Backpack
- Ravi's Roar
- The Friendship Bench
- People Need People

Resilience & Growth Mindset

- Tilda Tries Again
- After the Fall
- Storm in a Jar
- The Dot (also in Identity)
- Blue

Inclusion, Empathy & Belonging

- We All Belong
- Can You See Me?
- The Bad Seed
- The Good Egg
- The Lion and the Mouse
- Bully

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Implementation

Program Overview Block Structure Summary

Block	Duration	Focus	Primary Boxall Targets	Diagnostic Concerns
Block 1: Foundations	Weeks 1-6	Building Security, Attention & Basic Engagement	Strands A, F, G	Q (Disengaged), V (Avoids attachment), U (Craves attachment)
Block 2: Growth & Resilience	Weeks 7-12	Developing Persistence, Problem-Solving & Emotional Regulation	Strands C, D, J	X (Negativism toward self), W (Insecure sense of self)
Block 3: Social Mastery	Weeks 13-18	Advanced Social Skills, Leadership & Community Building	Strands B, E, H, I	Y (Negativism toward others), Z (Wants, grabs)

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BLOCK 1: FOUNDATIONS (Weeks 1-6)

Building Security, Attention & Basic Engagement

Week	Core Text	Theme	Boxall Focus	Learning Objectives	Key Activities	Assessment Focus
1	Here We Are by Oliver Jeffers	Creating Safe Spaces	F (Emotionally secure), G (Accepts constraints)	- Establish classroom as safe, predictable environment - Begin developing trust with adult support - Introduce basic classroom expectations and routines	- Create class charter together "My Safe Space" mapping activity - Introduce worry box/comfort corner - Daily check-ins with visual emotion cards	- Does student make eye contact when addressed? (F) - Can student sit still during story time? (G) - Shows signs of beginning to trust adult support? (F)
2	The Heart and the Bottle by Oliver Jeffers	Understanding Emotions	A (Gives purposeful attention), F (Emotionally secure)	- Develop emotional vocabulary - Learn that all feelings are acceptable - Begin to recognize emotions in self and others	- Emotion identification games - Create personal emotion thermometer - Role-play different emotional scenarios - Introduce calming strategies	- Listens with interest during story discussions? (A) - Begins to express needs appropriately? (F) - Shows awareness of own emotional states?

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3	The Invisible String by Patrice Karst	Building Connections	F (Emotionally secure), A (Gives purposeful attention)	- Understand that relationships can be maintained even when apart - Develop sense of belonging in classroom community - Learn about different types of connections	- Create classroom "connection web" - Draw/write about important people in their lives - Practice appropriate ways to gain attention - Introduce "connection time" routine	- Turns to teacher for help when needed? (F) - Engages with activities without constant support? (A) - Shows interest in others' experiences?
4	Silly Billyby Anthony Browne	Managing Worry	G (Accepts constraints), A (Gives purposeful attention)	- Recognize worry as normal human experience - Learn practical strategies for managing anxiety - Develop self-soothing techniques	- Create worry dolls/stones - Practice breathing exercises - Design personal "worry action plan" - Share worry management strategies	- Can participate in group calming activities? (G) - Shows improved attention during structured activities? (A) - Demonstrates use of taught coping strategies?

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5	What Makes Me a Me? by Ben Faulks	Celebrating Uniqueness	F (Emotionally secure), A (Gives purposeful attention)	- Recognize and celebrate individual differences - Develop positive self-concept - Understand that everyone has unique strengths	- Create "All About Me" portfolios - Strengths identification activities - Celebrate differences through art/writing - Peer appreciation activities	- Takes care of personal work/belongings? (F) - Engages purposefully with creative materials? (A) - Shows signs of developing self-worth?
6	The Friendship Bench by Patty Brozo	First Steps in Friendship	H (Accommodates to others), G (Accepts constraints)	- Understand basic friendship concepts - Learn about inclusion and kindness - Practice social problem-solving	- Role-play friendship scenarios - Create classroom friendship charter - Practice joining in activities appropriately - Discuss what makes a good friend	- Makes appropriate requests to peers? (H) - Shows awareness of others' needs? (H) - Follows group rules during activities? (G)

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BLOCK 2: GROWTH & RESILIENCE (Weeks 7-12)

Developing Persistence, Problem-Solving & Emotional Regulation

Week	Core Text	Theme	Boxall Focus	Learning Objectives	Key Activities	Assessment Focus
7	Tilda Tries Again by Tom Percival	Learning from Mistakes	C (Connects experiences), J (Maintains internalized standards)	- Understand that mistakes are part of learning - Develop persistence and resilience - Learn to celebrate effort over outcome	- Share stories of famous failures/successes - Create "mistake museum" celebrating learning - Practice "yet" thinking ("I can't do this YET") - Develop personal resilience toolkit	- Returns to complete interrupted activities? (C) - Shows improved tolerance for imperfection? (J) - Demonstrates persistence when challenged?
8	Ravi's Roar by Tom Percival	Understanding Anger	J (Maintains internalized standards), D (Shows insightful involvement)	- Recognize anger as normal emotion - Learn healthy ways to express anger - Develop self-regulation strategies	- Anger triggers identification - Create personal anger management plan - Practice calming techniques - Role-play conflict resolution	- Shows improved emotional regulation? (J) - Demonstrates understanding of cause/effect? (D) - Uses taught strategies during difficult moments?

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9	The Dot by Peter Reynolds	Building Confidence	C (Connects experiences), D (Shows insightful involvement)	- Recognize creative potential in everyone - Build confidence through small steps - Understand that abilities can be developed	- Progressive skill-building challenges - Create personal achievement gallery - Practice positive self-talk - Celebrate small wins	- Makes connections between efforts and outcomes? (C) - Shows increased engagement with learning? (D) - Demonstrates growing self-confidence?
10	After the Fall by Dan Santat	Dealing with Disappointment	J (Maintains internalized standards), C (Connects experiences)	- Learn that disappointment is part of life - Develop strategies for coping with setbacks - Build resilience and bounce-back skills	- Share disappointment stories and coping strategies - Create "bounce-back" action plans - Practice reframing negative thoughts - Develop support-seeking skills	- Accepts disappointments more readily? (J) - Applies learned strategies to new situations? (C) - Shows improved emotional recovery?

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11	Cloud Boy by Marije Tolman	Finding Your Voice	D (Shows insightful involvement), C (Connects experiences)	- Develop confidence in self-expression - Learn different ways to communicate feelings - Understand that everyone's voice matters	- Explore different communication methods - Create personal expression portfolio - Practice assertive communication - Develop presentation skills	- Communicates thoughts with increased coherence? (C) - Shows genuine engagement with activities? (D) - Demonstrates improved self-expression?
12	Have You Filled a Bucket? by Carol McCloud	Helping Others	I (Responds constructively to others), D (Shows insightful involvement)	- Understand impact of actions on others - Develop empathy and caring behaviors - Learn about reciprocal relationships	- Daily bucket-filling challenges - Create kindness action plans - Practice helping behaviours - Reflect on impact of kindness	- Shows genuine concern for others? (I) - Demonstrates understanding of emotional impact? (D) - Initiates helpful behaviours?

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BLOCK 3: SOCIAL MASTERY (Weeks 13-18)

Advanced Social Skills, Leadership & Community Building

Week	Core Text	Theme	Boxall Focus	Learning Objectives	Key Activities	Assessment Focus
13	The Lion and the Mouse by Jerry Pinkney	True Friendship	E (Engages with peers), I (Responds constructively to others)	- Understand reciprocal nature of friendship - Learn about mutual support and respect - Develop collaborative skills	- Collaborative problem-solving challenges - Practice taking turns in leadership - Create friendship agreements - Develop conflict resolution skills	- Engages in sustained conversation with peers? (E) - Shows reciprocal behavior in friendships? (I) - Demonstrates collaborative skills?
14	We All Belong by Heather Avis	Inclusion and Belonging	H (Accommodates to others), B (Participates constructively)	- Celebrate diversity and differences - Learn about inclusion and acceptance - Develop skills for creating welcoming environments	- Diversity celebration activities - Practice inclusive language and behavior - Create welcoming classroom environment - Develop empathy through perspective-taking	- Shows interest in others' experiences? (B) - Accommodates different needs and preferences? (H) - Demonstrates inclusive behaviors?

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15	The Bad Seed by Jory John	Second Chances	I (Responds constructively to others), H (Accommodates to others)	- Understand that people can change - Learn about forgiveness and redemption - Develop growth mindset about behavior	- Discuss personal growth and change - Practice forgiveness exercises - Create "fresh start" opportunities - Develop behavior change plans	- Shows willingness to give others second chances? (I) - Demonstrates improved social flexibility? (H) - Applies growth mindset to social situations?
16	Bullyby Laura Vaccaro Seeger	Standing Up for Others	B (Participates constructively), I (Responds constructively to others)	- Understand different types of bullying - Learn bystander intervention skills - Develop courage to stand up for others	- Role-play bystander scenarios - Practice assertive communication - Create anti-bullying action plans - Develop support networks	- Shows genuine interest in others' wellbeing? (B) - Demonstrates constructive problem-solving? (I) - Takes appropriate action when others need help?

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17	The Good Egg by Jory John	Balancing Self-Care and Helping	J (Maintains internalized standards), I (Responds constructively to others)	- Learn about healthy boundaries - Understand balance between helping and self-care - Develop sustainable helping behaviors	- Self-care planning activities - Practice saying no appropriately - Create balanced daily routines - Develop sustainable helping strategies	- Maintains appropriate boundaries? (J) - Shows balanced approach to helping? (I) - Demonstrates improved self-regulation?
18	It's Your World Now by Barry Lane	Celebrating Growth	All strands - celebration and consolidation	- Reflect on personal growth and development - Celebrate achievements and progress - Plan for continued growth	- Create personal growth portfolios - Celebrate individual and group achievements - Plan for future goals and aspirations - Graduation ceremony/celebration	- Demonstrates growth across multiple Boxall strands - Shows increased self-awareness and confidence - Exhibits improved social and emotional skills

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This assessment procedures outline the principles, practices, and procedures for assessing children's progress and attainment at OPUS. It is designed to ensure that assessment is a meaningful and integral part of the teaching and learning process, supporting children's achievement and informing future planning. This policy aligns with the school's vision of respect, child-centeredness, and the realisation of potential, and reflects our commitment to providing Every Child with Every Chance, Every Day.

Assessment at OPUS serves the following purposes:

- To inform teaching and learning:** To provide teachers with timely and accurate information about Child understanding, skills, and knowledge, enabling them to tailor instruction to meet individual needs.
- To track children's progress and attainment:** To monitor children's progress against age-related expectations and national standards, identifying areas of strength and areas for development.
- To identify children who require additional support:** To identify children with SEND or other learning needs, ensuring that they receive appropriate interventions and support.
- To provide feedback to children:** To provide children with constructive feedback on their learning, helping them to understand their strengths and areas for improvement.
- To communicate with parents/carers:** To provide parents/carers with clear and informative reports on their child's progress and attainment.
- To evaluate the effectiveness of teaching and the curriculum:** To provide data that informs school self-evaluation and improvement planning.
- To meet statutory requirements:** To comply with all relevant legislation and guidance relating to assessment.
- To inform next placement:** To support in the direction of the next placement through accurate and timely assessment

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Assessment at OPUS is underpinned by the following principles:

Validity: Assessments should accurately measure what they are intended to measure.

Reliability: Assessments should be consistent and produce similar results under similar conditions.

Fairness: Assessments should be fair and equitable for all children, regardless of their background or learning needs.

Transparency: Assessment criteria and procedures should be clear and transparent to child, parents/carers, and staff.

Manageability: Assessment should be manageable for teachers and should not create an excessive workload.

Usefulness: Assessment data should be used to inform teaching and learning, track Child progress, and evaluate the effectiveness of the curriculum.

OPUS uses a range of assessment methods to gather information about children's progress and attainment:

Formative Assessment (Assessment for Learning):

Ongoing assessment that is used to inform teaching and learning.

Examples include:

Questioning

Observation

Self and peer assessment

Learning conversations

Class Dojo Portfolio observations

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Diagnostic Assessment:

Assessment that is used to identify specific learning needs or gaps in knowledge.

Examples include:

- Little Wandle Phonics Screen
- Salford Reading and Comprehension Assessment
- Vernon Spelling Assessment
- Basic Number Screening Assessment
- Renfrew Assessment
- Boxall Profile Assessment
- Dyslexia Screen
- 100 / 200 HFW read and check
- Age-Related MERIT Assessment should the child be working at their age-related point-

Statutory Assessment:

Assessment that is required by law will be completed at OPUS unless the child is Dual Registered and it will then be completed by the base school

Examples include:

- Phonics Screening Check (Year 1)
- Key Stage 1 SATs (Year 2)
- Key Stage 2 SATs (Year 6)
- Multiplication Tables Check (Year 4)

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Roles and Responsibilities

Head of OPUS

- Overall responsibility for the implementation of the Assessment Policy.
- Ensuring that the policy is reviewed and updated regularly.
- Providing leadership and support to staff on assessment matters.

OPUS Manager

- Supporting the Head of OPUS in the implementation of the Assessment Policy.
- Monitoring the quality of assessment practises.
- Providing training and support to staff on assessment matters.
- Reporting to Local Authority

OPUS Practitioner:

- Implementing the Assessment Policy in their classrooms.
- Using a range of assessment methods to gather information about Child progress and attainment.
- Providing Child with timely and constructive feedback.
- Communicating with parents/carers about Child progress and attainment.
- Identifying Child who require additional support.

Parents/Carers:

- Supporting their Child learning at home.
- Attending parents' evenings and other school events.
- Communicating with teachers about their Child progress and attainment.

Children:

- Engaging actively in their learning.
- Participating in assessment activities.
- Reflecting on their learning and identifying areas for improvement.

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Planning for Assessment:

Staff should plan for assessment as part of their lesson planning.
Assessment should be aligned with learning objectives and success criteria.
Staff should use a range of assessment methods to gather information about Child progress and attainment.

Conducting Assessment:

Staff should create a positive and supportive assessment environment.
Assessment tasks should be clear and accessible to all children.
Staff should provide children with clear instructions and guidance.

Marking and Feedback:

Marking should be timely and constructive.
Feedback should be specific and focused on helping children to improve.
Staff should use a range of feedback methods, including written comments, verbal feedback, and self/peer assessment.
Feedback should be differentiated to meet the needs of individual children.

Recording and Reporting:

Staff should keep accurate records of children's progress and attainment.
Assessment data should be used to inform teaching and learning.
Parents/carers should be provided with regular reports on their Child progress and attainment.

Data Analysis:

Assessment data should be analysed regularly to identify trends and patterns.
Data analysis should be used to inform school self-evaluation and improvement planning.

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Assessment and EAL

All children with EAL are entitled to a broad and balanced curriculum, including access to appropriate assessment.

Assessment for children with EAL should take into account their language proficiency.

Staff should use a range of assessment methods to gather information about children's progress and attainment.

Reasonable adjustments should be made to assessment procedures to ensure that children with EAL are not disadvantaged.

Reporting to Parents/Carers

Parents/carers will be provided with a report at the end of their child's placement

Reports will be clear, informative, and easy to understand.

Reports will include information on the child's strengths and areas for improvement.

Parents/carers will have regular opportunities to discuss their child's progress with teachers.

Policy Review

This Assessment Policy will be reviewed annually by the Head of OPUS, in consultation with staff and governors. The review will consider the effectiveness of the policy in supporting children's progress and attainment, and will make any necessary amendments.

Links to Other Policies

This Assessment Policy is linked to the following school policies:

- Curriculum Policy
- SEND Policy
- EAL Policy
- Marking and Feedback Policy
- Data Protection Policy

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Assessment timetable

Assessment	Week 1 [Baseline]	Week 6 [Mid-Point]	Week 12 [Transition]	Week 18 [End- Point]
Little Wandle Assessment	√	√	√	√
SSRT Reading	√	√	√	√
Vernon Spelling	√	√	√	√
Basic Number Screen	√	√	√	√
100 HFW check Read and Spell	√	√	√	√
Dyslexia Screen	√			
Boxall Profile	√	√	√	√

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Developmental Boxall Strands Assessment Statements



A – Gives purposeful attention

- Listens with interest when an adult explains something to the class
- Takes part in a teacher centered group activity
- Makes appropriate and purposeful use of materials/equipment/toys provided by the teacher without the need for continued direct support

B – Participates constructively

- Shows awareness of happenings in the natural world, is interested and curious and genuinely seeks explanations
- Shows genuine interest in another child's activity or news; looks or listens and gains from experience
- Is reasonably well organized in assembling the materials they need and in clearing away

C – Connects up experiences

- Of their own accord returns to and completes a satisfying activity that has been interrupted
- Recalls information of relevance to something they read or hear about and makes a constructive link
- Communicates a simple train of thought with coherence

D – Shows insightful involvement

- Appreciates a joke or is amused by an incongruous statement or situation
- Makes constructive and reciprocal friendships which provide companionship
- Responds to stories about animals and people with appropriate feeling; appropriately attributes attitudes and motives to them
- Shows curiosity and constructive interest when something out of the ordinary happens

E – Engages with peers

- Contributes actively to the course of co-operative and developing play with two or more other children and shows some variation in the roles they take
- Engages in conversation with another child

F – Is emotionally secure

- Turns to their teacher for help, reassurance or acknowledgement, in the expectation that support will be forthcoming
- Looks up and makes eye contact when the teacher is nearby and addresses them by name
- Takes appropriate care of something they have made or work they have completed

G – Is biddable and accepts constraints

- Begins to clear up or bring to a close an enjoyable activity when the teacher, with adequate warning makes a general request to the group
- Complies with specific verbal prohibitions on their personal use of classroom equipment
- Works or plays alongside a child who is independently occupied, without interfering or causing disturbance
- Sits reasonably still without talking or causing disturbance when the teacher makes a general request to all children for their attention

H – Accommodates to others

- Maintains acceptable behavior and functions adequately when the routine of the day is disturbed
- Makes and accepts normal physical contact with others
- Makes an appropriate verbal request to another child who is in their way or has something they need
- Accommodates to other children when they show friendly and constructive interest in joining their game or play
- Gives way to another child's legitimate need for the classroom equipment they are using by sharing it with them or taking turns

I – Responds constructively to others

- Shows genuine concern and thoughtfulness for other people is sympathetic and offers help
- In freely developing activities involving other children they constructively adapts to their ideas and suggestions

J – Maintains internalized standards

- Abides by the rules of an organized group game in the playground or school hall
- Accepts disappointments

Diagnostic Boxall Strands Assessment Statements



Q – Disengaged

- Oblivious of people and events; doesn't relate; is 'out of contact and can't be reached'
- Repetitively pursues a limited work or play activity which does not progress
- Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure

R – Self-negating

- Avoids, rejects or becomes upset when faced with a new and unfamiliar task or a difficult or competitive situation
- Self-conscious and easily rebuffed and hypersensitive to disapproval or the regard in which they are held by others
- Self-disparaging and self-demeaning

S – Makes undifferentiated attachments

- Relates and responds to the adult as a baby would; enjoys baby-level pleasures; may happily babble and coo, call out or crawl about or mirror others
- Over-reacts to affection, attention or praise; gets very excited and may become out of control
- Clings tenaciously to inconsequential objects and resists having them taken away

T – Shows inconsequential behaviour

- Inappropriate noises or remarks or patterns of behavior, that are bizarre fragments of no obvious relevance
- Gives uninhibited expression to boisterous and noisy behavior; is not influenced by normal social constraints and expectations
- 'Is into everything' shows fleeting interest, it doesn't attend to anything for too long
- Restless and erratic; behaviour is without purposeful sequence, continuity and direction

U – Craves attachment, reassurance

- Adopts strategies to gain and maintain close physical contact with the adult
- Desperately craves affection, approval and reassurance, but doubts and questions the regard shown; seeks it repeatedly but remains insecure

V – Avoids/rejects attachment

- Abnormal eye contact and gaze
- Sullen, resentful and negative in general attitude and mood
- Lacks trust in the adults' intentions and is wary of what they might do; avoids contact and readily shows fear
- Functions and relates to others minimally and resists or erupts when attempts are made to engage them further

W – Has developed insecure sense of self

- Variable in mood; sometimes seeks and responds to affectionate contact with the adult at other times rejects or avoids
- Contrary in behavior; sometimes helpful, co-operative and compliant at other times stubborn, obstinate and resistive or unheeding
- Attention seeking in a bid for recognition or admiration
- Cannot tolerate even a slight imperfection in their work and is angry or if they can't put it right

X – Shows negativism towards self

- Uncontrolled and unpredictable emotional outburst or eruptions that release and relieve pent-up and endured anger or distress
- Sulks when disapproval is shown or when attention is withdrawn or thwarted
- Spoils, destroys or otherwise negates the achievement or success they have worked for and values
- Feels persecuted; imagines that others are against them and complains of being got at and left out

Y – Shows negativism towards others

- Erupts into temper, rage or violence when thwarted, frustrated, criticized or touched; the trigger is immediate and specific
- Reacts defensively even when there is no real threat, is evasive, blames others, finds excuses or denies
- Disparaging attitude to other children; is critical and contemptuous
- Remembers a real or imagined offence, bears a grudge and determinedly takes their revenge
- Determinedly dominates or persecutes by bullying, intimidation or the use of force

Z – Wants, grabs, disregarding others

- Always has to be first, or the best, or have the most attention or get immediate attention
- Cannot wait for their turn or something they want, plunges in or grabs



Ball Green Primary School

Boxall Profile

Every child. Every chance. Every day.

Responsibility. **Empathy.** Selflessness. **Positivity.** Equity. **Courage.** Trust.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.