

## REPORT COMMENTS

### ***General comments and overview***

Attitude to school work is serious/keen/reliable/relaxed/lacking urgency/enthusiastic/responsive

In group setting is flexible/uncompromising/assertive/retiring/quiet/domineering/a leader

Self confidence

Relationship with adults is friendly/reserved/chatty

.. is a popular member of the class, has a close circle of friends, finds keeping friends difficult..

.. has conspicuous areas of strength in..

.. has made steady progress in..

.. shows an ability to cope with abstract ideas

.. is unwilling to acknowledge difficulties

.. rarely/willingly asks for help when necessary

.. has matured (or not)

.. is polite/helpful

.. displays self-discipline (or not)

.. is attentive/inattentive/distractible/distracting

Progress in.. has been slow/remarkable/pleasing

Is too quick to finish/accept the first effort

.. has been a pleasure to teach..

.. has received additional help with..

Absence has broken routines/prevented continuity

Notable strengths underlined

Specific things to do at home

### ***English***

#### **Speaking & Listening**

.. willing to contribute to group/class discussions (or not)

.. needs encouragement/reminders to take turns

Interrupts

.. is a skillful/attentive listener

.. speaks in front of an audience confidently (or not)

.. participates in drama boldly/confidently/reluctantly/with energy

#### **Reading**

.. has reinforced/extended existing reading strategies

.. copes well with unfamiliar text

Self-corrects

.. attends to meaning of text

.. relies on context/pictures/sounds..

Confident (or not)

.. understands organisation of non-fiction texts

.. can explain/justify preferences/choices

..makes useful contributions to group reading activities

#### **Writing**

Handwriting style is routinely cursive/neat/uncontrolled/applied to everyday work (or not)

Content is interesting/well organised/skillfully constructed/immature/detailed/coherent

Vocabulary is interesting/restricted/adventurous

.. writes willingly/at length/reluctantly

.. will 'have-a-go'

Spelling is good in tests/transferred to day-to-day work (or not)

.. understands different forms, can pick appropriate form, uses forms with support

.. uses pen skillfully

## **Mathematics**

Grasp of key mathematical concepts (e.g. place value/addition..) is sound/insecure/satisfactory...  
Structured apparatus used successfully, needs to rely on more, no need to hurry to discard  
Understanding of.. is far from intuitive  
Quick recall of addition/multiplication facts is reliable/unreliable, needs practice (help at home?)  
Confident (or not)  
.. has extended understanding by..  
..has a logical approach..  
.. can make connections between..  
Enjoys..  
.. has fund of mental strategies  
.. can explain mental strategies  
Presentation is excellent/organised/poor/variable  
.. can apply knowledge..  
.. finds it hard to extract maths from a context/problem/everyday situation  
.. shows flexibility/efficiency/intuitive understanding  
Secure grasp of basic skills  
.. needs further revision before.. is mastered  
.. needs consolidation

## **Science**

Observant/attentive/interested/curious  
Recorded successfully/poorly  
.. used diagrams/sketches/tables of results  
'Gets the point'  
'Misses the point': focuses on incidental/peripheral details  
Making a general point/reaching a conclusion has been challenging  
Good scientific understanding, clings to pre-scientific ideas, is willing to challenge own ideas in light of observations/teacher explanations  
Is self-critical  
Good level of knowledge, informed  
.. contributes to discussions, proffers previous knowledge/thoughts

## **Geography**

.. makes informed judgements  
Used/made/interpreted charts, maps, sketch-maps, graphs  
.. draws conclusions based on evidence  
Completed field work/surveys

## **History**

Developed sense of past/chronology  
Used/made/located events on timeline(s)  
Referred to range of sources of information: non-fiction texts/artifacts/reconstructions/video programmes/software  
'Built up picture of the past'  
Keen to gather facts  
Able to understand causes/consequences/explanations/different points of view/interpretations

## **I.T.**

Keen/motivated  
Used software to draw/write/organise information/directed screen image with directional commands  
Able to load/save independently/with help

## ***Design Technology***

Group work: skilled/assertive/retiring/a leader

'Makes sure his/her contribution counts'

Good/fair/undeveloped understanding of how materials behave when cut/sawn/folded/shaped/joined

Design solutions are realistic/achievable/unrealistic/ambitious

Good ideas

Well developed/underdeveloped practical skills

## ***Art***

Works slowly/methodically/carelessly/in a rush

Preparation is thoughtful/not valued

Able/ready to refine/improve initial ideas

Used a range of media: paint/clay/drawing materials/printing materials

## ***Music***

Joins in singing lessons enthusiastically/if encouraged/reluctantly

Is self-conscious/accomplished

Can compose sound patterns/pictures

Happy/keen/ready/unwilling to perform in front of an audience/the rest of the class

## ***P.E.***

Good control/coordination/strength

Enjoys element of competition

Imaginative/thoughtful/confident (or not)/bold/cooperative (or not)/ready to join in

.. when composing movement sequences on floor/apparatus

.. when performing dances

.. in team games

## ***R.E.***

Learned about Judaism/Islam/festivals/religious practices..

Showed interest/curiosity

Keen to contribute to discussions (or not)

More confident in small group setting

Prepared to share insights/understanding/own experiences/knowledge