



**POULTON ST CHAD'S**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

Year Group Expectations in  
Resilience and Independence

## What are Resilience Year Group Expectations?

At St Chad's we recognise that children need to develop not only academically but also in developing skills to become more independent. The following information is designed to inform parents and pupils what is expected from every child in each year group. Of course, there will be circumstances where certain expectations will not apply to some children due to exceptional circumstances.

This information has been collated in order to help pupils become more organised, independent and, in turn, more resilient.

## What is resilience and why is it so important?

Resilience is not just about “bouncing back.” It’s about “bouncing forward.” Resilience doesn’t just mean getting back to normal after facing a difficult situation. It means learning from the process in order to become stronger and better at tackling the next challenge.

It’s not limited to tragedies or major life events, either. Resilience applies to more common struggles too. In fact, when children respond to *any* type of challenge—including new learning—it creates an opportunity to bounce forward. It helps them learn coping skills and how to find solutions to problems.

## **Whole School Expectations:**

- Be willing to have a go and understand mistakes are part of our learning experience
- All uniform must be named
- Shoe laces to be tied
- Keep shirts tucked in
- Have a suitable book bag - not a rucksack
- Ensure all homework is submitted on time
- Tidy up independently
- Inform an adult immediately of any accidents or incidents
- Walk into school – not carried

### *How parents can help:*

- Tying laces should be taught at home. Shoes with laces should not to be worn in school unless they can be tied independently – this includes non-school uniform days
- Ensure ALL your child's uniform (including PE kits and shoes) are named
- No toys should be brought into school
- Ensure your child has an appropriate book bag and not a rucksack.

## **Reception:**

- Take care of own personal hygiene independently.  
*For example: being able to use the toilet and wash hands*
- Eat with a knife and fork
- Follow two/three step verbal instructions
- Read / Recognise own name
- Recognise numbers 1 to 10
- Listen and focus for 5 minutes
- Hold book and turn pages correctly
- Look after own belongings
- Sit correctly on chair / carpet
- Understand and respect one another's personal space
- Use 'kind' hands with other children
- Walk without a pushchair or reins
- Not use a dummy
- Take turns when speaking

## *How parents can help:*

Please refer to your Welcome pack information which was given at induction. This information is also available on the school website.

## Year 1

- Hold a pencil correctly
- Correct number and letter formation
- Wash hands correctly
- Write own full name correctly
- Be able to tell their teacher where they live
- Independently use a knife and fork
- Recognise, read and write numbers to 20
- Use scissors safely and correctly
- Bring a named water bottle
- Change own reading book
- Listen and respond during conversations
- Walk without a pushchair or reings
- Not use a dummy

### *How parents can help:*

- Allow children to dress and undress themselves
- Regularly read with children
- Teach children their home addresses
- Practise writing their full names, including surname

## **Year 2**

### **Pupils to independently:**

- Copy text accurately
- Fasten top button on shirt
- Know to use the toilet at break times, not lesson times, unless discussed with teacher
- Remember to change their water bottle
- Locate their own belongings within school
- Take responsibility for taking own possessions out of school
- Remove own letters and homework from book bag and hand to teacher
- Be able to write own address and phone number
- Work cooperatively during paired work
- Neatly use a ruler for drawing lines

### ***How parents can help:***

- Time your child getting dressed. Can they do it in under 5 minutes?
- Provide a reusable, named water bottle.
- Play team games at home.
- Label each item that comes into school, including non-uniform days.
- Provide a pencil and ruler for homework.

## Lower KS2

- Accept finality of issues that have already been resolved in school
- Take drinks at playtimes only (unless a medical reason is given)
- Organise own resources without adult help
- Work co-operatively as part of a small group
- Be able to sort out minor disagreements on the playground
- Follow a written sequence of instructions without adult support
- Retrieve and print own work independently when using iPads and laptops
- Hand in home reading books ready to quiz
- Fasten own long tie
- Stay seated during lessons
- Snack money to be in named wallet
- To independently and regularly quiz
- To independently remember school lunch token
- To take ownership of home learning
- To refer to independent learning class strategies

More relevant to Year 4 pupils

*How parents can help:*

- Ensuring a *named* wallet is provided for snack money
- Teach how to knot a tie
- Encourage children to complete home learning independently
- Talk about friendship strategies

## Upper KS2

- Pupils responsibility to collect letters for home if they've been absent
- It is pupils own responsibility to ensure that their homework is completed to a high standard and is handed in on time
- To fully respect that the referees decisions are final
- To wear a helmet if using a cycle or scooter to travel to school or on local visits, such as swimming
- To accept responsibilities and carry them out with a mature attitude
- To be properly equipped every day with relevant items – see class letter
- Phones to be switched off and handed in to teacher. To be collected by pupil at end of day and not turned on until pupil has left school grounds

## More relevant to Year 6 pupils

### *How parents can help:*

- Provide a suitable cycle/scooter helmet
- Explain to children that there are consequences when not following instructions