

At Oakwood we have developed the 5Rs as outlined below.
As a parent or carer you will see the 5Rs reflected in feedback through both achievement and behaviour logs.

R	Definition	Skills	Key words
Respect	<i>"Understanding the worth, views and values of self, others and their actions. Treat people and property in an appropriate way."</i>	<ul style="list-style-type: none"> Working well with others Demonstrating appropriate behaviour towards staff / pupils Positive behaviour Politeness Helpful Sharing Looking after others / objects Learning from others Listening to other peoples opinions 	Honesty Trust Interdependence Collaboration Empathy Listening
Responsibility	<i>"The state or fact of having a duty to deal with something or of having a positive influence on someone."</i>	<ul style="list-style-type: none"> Taking responsibility for own learning and behaviour Staying safe (out of trouble) Kindness Taking care of people and property Completing tasks to best of ability Developing leadership skills Being equipped to learn 	Taking care of yourself and others Accountability Decision making Dependable
Resourcefulness	<i>"Having the ability to find quick and clever ways to overcome difficulties"</i>	<ul style="list-style-type: none"> Curious about learning Making use of learning resources / WAGOLLS SNOT Imaginative Independent Flexible and adaptable 	Questioning Imagining Reasoning Using resources
Resilience	<i>"The capacity to recover quickly from difficulties; toughness and not give up"</i>	<ul style="list-style-type: none"> Likes challenge Not afraid of finding things hard Getting 'lost' in learning Making accurate observations Ability to minimise distractions Stick at things / not giving up Growth mindset Learning from mistakes Grapple Overcome barriers 	Absorption Perseverance Observing
Reflection	<i>"Serious thought or consideration leading to improvements being made"</i>	<ul style="list-style-type: none"> Ability to organise work Knowing what has been done well and what needs to be done to improve / make progress, work and / or behaviour related 	Planning Reflecting Evaluating

		<ul style="list-style-type: none"> ● Transfer learning from one area to another ● Ability to anticipate problems ● Curious ● Closing the Gap 	
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Below are some examples of logs that pupils may receive:

Achievement Logs

- Sarah has shown **respect** for her peers today whilst working on her under age drinking discussion task in English. She listened well to others opinions and demonstrated appropriate behaviour throughout.
- These pupils have worked **responsibly** today on an independent task. They were all on task throughout the lesson and worked exceptionally hard completing the questions.
- Mia used her initiative today, being very **resourceful**. It was a new topic which firstly she had researched before the lesson using the internet but then she used the learning resources around the room to help her complete the tasks.
- Jack was finding algebra a challenge last week and did not score very highly on his test. However this week he has shown **resilience** and has worked extremely hard to improve his results and his understanding of the topic. This week he achieved one of the highest marks in the class and his confidence has grown massively.
- Joe has produced an excellent **reflection** task in his closing the gap lesson this week. He has considered his strengths and weaknesses in his essay question and he has discussed how he is going to improve it next time, along with some clear targets.

Behaviour Logs

- Amy demonstrated a **lack of respect** today towards the environment and members of staff. Amy threw her rubbish on the floor and refused to pick it up when approached by staff. After the third time of being asked she did pick it up and put it in the bin. Amy was warned about the consequences of not following instructions.
- Sam lost his PE kit in school at break time, however he did not try to find it before the PE lesson. Therefore he was not equipped for the lesson. Sam was told that this was his **responsibility** to find his PE kit and if he did not have it next lesson he would have a detention.
- Adam has had a poor lesson today. He was unable to work independently and expected others to complete his work for him, including the teacher. It was highlighted to Adam that he needed to be more **resourceful** and access the tools around him to help him. If work is not completed to the best of his ability he will be asked to do it again.
- Hayley found running in PE really difficult, however rather than attempting it at a steady pace she walked for the whole lesson. Hayley was warned that she needed to give it a go and not give up otherwise she would have a detention for her attitude and effort.
- Bonnie was in a fight at break time, when asked to **reflect** on her behaviour and the consequences of her actions she thought it was ok to

fight and that was the way to sort out her problems. Bonnie will be on internal this week.