|  |  |
| --- | --- |
| Pupil Name |  |
| Date of Birth |  |
| Class |  |
| School |  |
| Named Person |  |
| Class Teacher |  | Date |  |

This Nature Nurture Programme Assessment should be completed by the class teacher, in discussion with the pupil, before the pupil participates in the programme (**pre-assessment**) and then again immediately after he/she has finished attending (**post-assessment**).

**Each of the themes below should be rated on a scale of 1-5 using the descriptors on pages 2-4 of this document.**

The pre- and post-assessment data should be shared with the Nature Nurture practitioner immediately after it is gathered. Nature Nurture Practitioners are required to calculate the difference in scores between the pre and post assessment for each pupil and upload this to the relevant cluster’s Excel spreadsheet on the Nature Nurture Practitioners Team page (e.g., + 3 if the score from the post assessment is 3 more than the pre assessment score, 0 if there is no difference in the scores or -1 if the post assessment score is 1 less than the pre assessment score).

This anonymous data will be used to monitor the impact of the Nature Nurture Programme on children across Aberdeenshire.

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| --- | --- | --- | --- | --- | --- |
| **Theme** | **1** | **2** | **3** | **4** | **5** |
| Relationships |  |  |  |  |  |
| Participation |  |  |  |  |  |
| Communication |  |  |  |  |  |
| Resilience |  |  |  |  |  |
| Emotional Awareness |  |  |  |  |  |
| Emotional Regulation |  |  |  |  |  |
| Organisational Skills |  |  |  |  |  |
| Motor Skills |  |  |  |  |  |

**Relationships**

1. I prefer to engage in solitary or parallel play. I will often remove myself from situations that involve engaging with other people.
2. I mostly prefer to engage in solitary or parallel play. I mostly remove my self from situations that involve engaging with other people. I feel most comfortable engaging with adults.
3. I sometimes engage with joint play. I am developing my anticipating, waiting and turn taking skills. There are certain peers I feel more comfortable engaging with. I need adult support when I am not in control of the play.
4. I often engage in joint play. I will often follow a peers lead in play. I am aware of how another’s actions can impact on my peers feelings. There are occasions when I can manage disagreements with my peers. I sometimes need adult support with this.
5. I engage collaborative with my peers. I understand how my actions impact on another feelings. I can often manage disagreements with my peers.

**Participation**

1. I prefer to engage in independent play. I rarely engage with adult led activities. When I do join in this is often for a short period before removing myself.
2. I mostly engage with independent play. I rarely suggest activities to try. There are some activities that I am motivated to try. For these activities I can sustain my attention for longer periods. I can try activities that I am unsure of for short periods.
3. I often join in with play and I will try most activities. There are some activities that I will engage fully with. When I am unsure I need adult support to persevere.
4. I mostly engage and enjoy the play activities. I am developing my skills to persevere in a difficult task. I can ask for help.
5. I engage and enjoy all activities. I can problem solve when an activity is hard. I often can persevere.

**Communication**

1. I prefer to remain on the periphery of a group. I sometimes turn towards and enjoy watching activities. I do not yet feel comfortable with others in the group. I occasionally respond when someone initiates interactions. I will rarely initiate interaction.
2. I sometimes remain on the periphery of the group. I am often listening and watching activities. I occasionally engage with short non-verbal turn taking. I will often respond and occasionally initiate interaction with others in the group. I feel most confident speaking to an adult. I will sometimes ask an adult for help.
3. I am always near by the group. I will always respond to initiatives from peers. I feel comfortable and will initiate interactions with certain peers. I will occasionally give my ideas and suggestions. I can ask an adult for help.
4. I can interact with all peers and adults in the group. I can participate with longer turn taking, in a game or through conversation. I will often give my ideas and suggestions. I will occasionally build upon a peers response. I will occasionally check for understanding. I can occasionally provide help to my peers.
5. I am confident interacting with all peers and adults in the group. I can negotiate and plan with my peers. I will often check for understanding. I can provide help to my peers.

**Resilience**

1. 1. I prefer to engage with activities that are familiar. I often disengage when I think a task is too difficult or make a mistake.
2. 2. I occasionally engage with new activities. I often find it hard to engage with tasks I perceive a task as difficult. I can engage for short periods with adult support. I often need adult support to try again after a mistake.
3. 3. I often engage with new activities. I occasionally find it hard to engage with tasks I perceive as difficult. With some reassurance, I can engage for short periods without adult support. Often I will ask a peer for help first. I know the importance of mistakes and often encourage others to try activities they are unsure of. I often need support to apply this to myself.
4. 4. I always feel confident engage with new activities. I know that I can do hard things and will often give all activities a go. I will try an activity myself, before asking for peer or adult support. I sometimes celebrate mistakes. I always encourage and support my peers to give activities they are unsure of a go.
5. 5. I often feel confident to seek challenge activities. I often celebrate mistakes. When something does not go to plan, I feel confident to try again. I can do this without adult support. I always support my peers when they are unsure.

**Emotional Awareness**

1. I often need support to label how I am feeling, through a visual or language. I find it hard to link my body sensations to my emotions. I often use my behaviour to communicate how I am feeling. I need adults to co-regulate me when I am overwhelmed.
2. I can occasionally label my emotions. There are certain labels I use more often than others. When I am calm I can name body sensations linked to these emotions. I often need adult support to notice when I am becoming heightened and to support me to notice my bodily sensations. I sometimes discuss how I felt after a situation.
3. I often can label my emotions and have a wider vocabulary to describe how I am feeling. I can occasionally recognise when I feel a certain way and will seek adult support. I occasionally need adult support to recognise this. I can sometimes recognise and plan for situations I may find difficult. I can often discuss how I felt after a situation.
4. I have a wide emotional vocabulary. I can often recognise when I feel a certain way in the moment, and occasionally self-regulate. I can often recognise and plan for situations I may find difficult. I can discuss how I felt after a situation.
5. I can link my bodily sensations to my emotions in the moment, I can often self-regulation. I can recognise and plan for situations I may find difficult. If a situation goes wrong, I can reflect on how I felt and what I could do differently.

**Emotional regulation**

1. When experiencing an emotion, I often feel out of control and communicate using my behaviour. I do not yet know what to do to help myself calm. After a heightened emotion I may need space or an adult to comfort me.
2. I often need an adult to notice when I am becoming heightened. I need support from an adult to try strategies that may help. When calm, I can name strategies that linked to emotions that can support regulation.
3. I can occasionally notice when I am becoming heightened. I can sometimes seek adult support when this happens. With support I can try some strategies that help in the moment. I identify the strategies that helped more afterwards.
4. I am beginning to feel more in control of my emotions. I can often notice when I am becoming heighted and will occasionally try strategies that help. I occasionally require adult support. I have a clear plan of what to do when I feel this way. I know which strategies help more.
5. I know when I am becoming heightened. I know the strategies that work for me and have a clear plan of what to do when I feel this way. I can often do this independent

**Organisational skills**

1. I often need support from an adult to help identify what I need to do, and to help me complete the steps. I benefit from opportunities to practice by sequencing skills. I can sort tools into categories.
2. When engaging in a task, I know my first step. I often need adult support to know what to do next. I can categories tools, and can sometimes identify the tools needed to complete the activity. I can occasionally talk through the risks.
3. When engaging in a task, I can discuss what needs to happen now and next. I sometimes need adult support to follow tasks with multiple steps. I can follow instructions and often gather the tools needs to complete an activity. I can disregard irrelevant tools. I can sometimes talk through the risks.
4. I can independently plan parts of an activity. I can follow multiple steps. I can sometimes know what needs to happen next but may need reminders. I can gather multiple tools and I know their functions. I can follow a peers instruction. I can often discuss the risks.
5. I can contribute and plan an activity, discussing it is parts. I can sequence the activities in order and prioritise where to start. I can know the tools that I need and can support others. I can communicate with my peers about what needs to happen. I talk through risks.

**Motor skills**

1. I often need adult support for reassurance. I need support from an adult to engage with tools.
2. I sometimes need adult support for reassurance and to navigate new or more challenging environments
3. I can balance and navigate a variety of ground. With support, I can discuss cause and effect and can evaluate risks. I can engage with simple tasks using select tools.
4. I am steady on my feet. I can frequently use tools to engage with tasks, that require more than one step. I can evaluate risk and can keep myself and others safe. I occasionally need support when engaging with a tool that is unfamiliar to me.
5. I can engage with all gross motor and fine motor activities. I can use a variety of tools. I can discuss which tools may be most appropriate for a task, and how to use them. I can engage with task that have multiple steps.