

Teacher Assessment Framework Self-regulation

Pre- nursery (emerging, developing and secure)	
	<p>1 I can express preferences and decisions. I also try new things and have started establishing my autonomy.</p> <p>2 I am aware that some actions can hurt or harm others.</p> <p>3 I try to help or give comfort when others are distressed.</p> <p>4 I can show an understanding and can cooperate with some boundaries and routines.</p> <p>5 I am beginning to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>
Nursery (emerging, developing and secure)	
	<p>1 I am aware of my own feelings, and I know that some actions and words can hurt others' feelings.</p> <p>2 I increasingly follow rules, understanding why they are important.</p> <p>3 I do not always need an adult to remind me of a rule.</p> <p>4 I am beginning to understand how others might be feeling.</p> <p>5 I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>6 I can talk with others to solve conflicts.</p> <p>7 I am developing appropriate ways of being assertive.</p> <p>8 I can usually tolerate delay when my needs are not immediately met, and I understand that my wishes may not always be met.</p> <p>9 I can help to find solutions to conflicts and rivalries.</p> <p>10 I can usually adapt my behaviour to different events, social situations and changes in routine.</p> <p>11 I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>
Reception (emerging, developing and secure)	
	<p>1 I understand that my actions affect other people.</p> <p>2 I am aware of the boundaries set, and of how to behave in the setting.</p> <p>3 I am beginning to be able to negotiate and solve problems without aggression.</p> <p>4 I can think about the perspectives of others.</p>
ELG	
	<p>1 I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly</p> <p>2 I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate</p> <p>3 I can give focused attention to what the teacher says, responding appropriately even when I am engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>*4 I can talk about the things I enjoy, I am good at, and about the things I don't find easy.</p> <p>*5 I am resourceful in finding support when I need help or information.</p>

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	*6 I am beginning to talk about the plans I have made to carry out activities and what I might change if I were to repeat them.
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