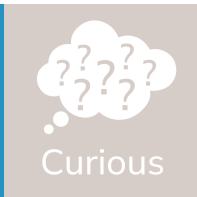




Daven graduation *challenge journal*



What it's all about

Daven Graduation Challenges are designed to offer year 6 students a range of opportunities outside the classroom. The rationale behind this is to enable our pupils to become brave, kind and curious learners with a thirst for learning and drive to conquer new experiences and challenges.

We want every child to 'graduate' so all students are expected to meet the minimum requirements; however, we know that many of you are already beyond these! A celebration of your achievements will take place at the end of the academic year, with a special ceremony where you will wear a cap and gown and graduate in front of your invited guests.

This journal is for you to record all of these achievements. We cannot wait to celebrate your achievements with you.

How to graduate

Year 6 is a very important time where you will get ready for future success in secondary school. In order to graduate, you will need to achieve the goals within each characteristic - these goals are clearly explained throughout the booklet.

The more goals you achieve, the more likely you are to graduate. Children that go above and beyond will have the opportunity to graduate with honours. To graduate, children need to achieve at least 80% of all objectives, in each area.

Each term, your class teacher will tell you what your result is in each area and help you during reflections so that you can continue to excel. This enables you to set yourself challenging targets, and it will help you to address how you will progress in the next term if you are not on track for graduation.



Graduation characteristics

As well as meeting the school values, we have come up with extra characteristics for you to meet in order to graduate. These characteristics will support you in your next phase of education, and beyond.



BRAVE ...means that you face challenges with courage, cope with disappointment, and learn from your mistakes.



KIND ...means that you work effectively, and respectfully, with others in a range of situations.



CURIOUS ...means that you ask a range of questions about your learning and you conduct further research at home.



ARTICULATE ...means that you use the power of your voice to make a positive change. You are able to speak confidently, correctly and clearly in a range of situations.



MOTIVATED ...means that you take an active role in your learning, you aim high and you work as part of a team to protect the planet.



WELLBEING ...means that you take care of your physical health and you build your own toolkit to look after your mental health.

Achieving the goals



BRAVE	KIND	CURIOUS
<p>I step out my comfort zone by having a go at things that I have never tried. These are highlighted in my work or discussed with my class teacher.</p>	<p>I accept and celebrate differences. These examples will be shared and discussed with my class teacher.</p>	<p>During lessons, I ask a range of questions and I receive 'curious' stickers and achievement points for this.</p>
<p>I will keep on trying, even when faced with problems, challenges or barriers, and I will discuss these with my class teacher.</p>	<p>I am open to forgiveness, forgiving and moving on. When I do this, I am awarded with a 'kindness' sticker.</p>	<p>I actively listen to others so I am able to challenge opinion, build on ideas or summarise viewpoints.</p>
<p>I will stand up for what I believe in, in a range of contexts and I will discuss these with my class teacher.</p>	<p>I treat children and adults with respect and I am celebrated for this.</p>	<p>I conduct at least one piece of research, each term and at home, about learning in class.</p>
<p>I demonstrate bravery in a range of lessons, and these have been highlighted by my class teacher.</p>	<p>I treat the school environment with respect and go out my way to keep it clean and tidy.</p>	<p>If I finish my work early, I conduct further research - using the iPads or a non-fiction text.</p>
<p>I have my own example to share.</p>	<p>I can work with others, respectfully, in a range of contexts and I'm awarded with a sticker for this.</p>	<p>I have my own example to share.</p>

Achieving the goals



ARTICULATE



MOTIVATED



WELLBEING

I can recite part, or the whole, of a poem studied in my English sessions - clearly and confidently.

My school attendance is greater than 94%

I have taken part in at least one after-school club this year, or represented the school in a sporting activity.

I use the 'Voice 21 talk tactics' confidently to instigate, build, challenge, probe, summarise and clarify other people's ideas.

I take pride in my work, in all subjects across the curriculum.

I have created a bank of strategies that will support a positive mental health, and know what to do if I am struggling.

I am able to speak my lines, confidently, in a class assembly.

I have read at least three books every half term, and completed Accelerated Reader quizzes for these.

I always try my best in the Daily Mile and I have taken part in the Y6 Big Walk.

I can write and present a speech as part of my learning in class, or as part of my student leadership campaign.

I do my best in my low-stakes quizzes, at the end of each unit of learning, to show how much knowledge I have remembered.

At playtimes and lunchtimes, I participate well in the zones set up, or I support younger children with playing the games.

I use language respectfully, at all times of the school day.

I have completed at least one activity to help protect the planet this year.

I have led a healthy-living workshop to younger pupils.



BRAVE

I face challenges with courage, cope with disappointment, and learn from my mistakes.

	T1	T2	T3	T4	T5	T6
I step out my comfort zone by having a go at things that I have never tried. These are highlighted in my work or discussed with my class teacher.						
I will keep on trying, even when faced with problems, challenges or barriers, and I will discuss these with my class teacher.						
I will stand up for what I believe in, in a range of contexts and I will discuss these with my class teacher.						
I demonstrate bravery in a range of lessons, and these have been highlighted by my class teacher.						
I have my own example to share.						



MY OWN EXAMPLE IS...

Reflections

Term 1

My highlights have been...

My next steps are...

Term 2

My highlights have been...

My next steps are...

Term 3

My highlights have been...

My next steps are...

Term 4

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...



KIND

I work effectively, and respectfully, with others in a range of situations.

	T1	T2	T3	T4	T5	T6
I accept and celebrate differences. These examples will be shared and discussed with my class teacher.						
I am open to forgiveness, forgiving and moving on. When I do this, I am awarded with a 'kindness' sticker.						
I treat children and adults with respect and I am celebrated for this.						
I treat the school environment with respect and go out my way to keep it clean and tidy.						
I can work with others, respectfully, in a range of contexts and I'm awarded with a sticker for this.						



WHEN HAVE I SHOWN KINDNESS?

Reflections

Term 1

My highlights have been...

My next steps are...

Term 2

My highlights have been...

My next steps are...

Term 3

My highlights have been...

My next steps are...

Term 4

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...



CURIOUS

I ask a range of questions about my learning and I conduct further research at home.

	T1	T2	T3	T4	T5	T6
During lessons, I ask a range of questions and I receive 'curious' stickers and Achievement Points for this.						
I actively listen to others so I am able to challenge opinion, build on ideas or summarise viewpoints.						
I conduct at least one piece of research, each term and at home, about learning in class.						
If I finish my work early, I conduct further research - using the iPads or a non-fiction text.						
I have my own example to share.						



MY OWN EXAMPLE IS...

Reflections

Term 1

My highlights have been...

My next steps are...

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My highlights have been...

My next steps are...

Term 4

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...



ARTICULATE

I use the power of my voice to make a positive change. I am able to speak confidently, correctly and clearly in a range of situations.

	T1	T2	T3	T4	T5	T6
I can recite part, or the whole, of a poem studied in my English sessions - clearly and confidently.						
I use the 'Voice 21 talk tactics' confidently to instigate, build, challenge, probe, summarise and clarify other people's ideas.						
I am able to speak my lines, confidently, in a class assembly.						
I can write and present a speech as part of my learning in class, or as part of my student leadership campaign.						
I use language respectfully, at all times of the school day.						



THE POEM I CAN RECITE IS...



THE SPEECH I WROTE WAS FOR...



MY FAVOURITE TALK TACTIC IS...

Reflections

Term 1

My highlights have been...

My next steps are...

Term 2

My highlights have been...

My next steps are...

Term 3

My highlights have been...

My next steps are...

Term 4

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...



MOTIVATED

I take an active role in my learning. I aim high and I work as part of a team to protect the planet.

	T1	T2	T3	T4	T5	T6
My school attendance is greater than 94%						
I take pride in my work, in all subjects across the curriculum.						
I have read at least three books every half term, and completed Accelerated Reader quizzes for these.						
I do my best in my low-stakes quizzes, at the end of each unit of learning, to show how much knowledge I have remembered.						
I have completed at least one activity to help protect the planet this year.						



THE BOOKS WHICH I'VE ENJOYED READING THE MOST ARE...



MY SCORES FOR LOW-STAKES QUIZZES HAVE BEEN...



THE PROJECT TO PROTECT THE PLANET HAS BEEN...

Reflections

Term 1

My highlights have been...

My next steps are...

Term 2

My highlights have been...

My next steps are...

Term 3

My highlights have been...

My next steps are...

Term 4

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...



WELLBEING

I take care of my physical health and I build my own toolkit to look after my mental health.

	T1	T2	T3	T4	T5	T6
I have taken part in at least one after-school club this year, or represented the school in a sporting activity.						
I am able to create a bank of strategies that will support a positive mental health, and know what to do if I am struggling.						
I always try my best in the Daily Mile and I have taken part in the Y6 Big Walk.						
At playtimes and lunchtimes, I participate well in the zones set up, or I support younger children with playing the games.						
I have led a healthy-living workshop to younger pupils.						



OUR BIG WALK WAS TO...



THE WORKSHOP WHICH I LED WAS...



MY BEST TIME IN THE DAILY MILE WAS...

Reflections

Term 1

My highlights have been...

My next steps are...

Term 2

My highlights have been...

My next steps are...

Term 3

My highlights have been...

My next steps are...

Term 4

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...

Term 5

My highlights have been...

My next steps are...

My achievements

Above and beyond

