



The Rocket: Independence Framework

Last Updated: 10/12/2024
Simplified Version



Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
Resilience	Try	I can try tasks on my own before asking for help.	I can try difficult tasks on my own before asking for help. I can ask my friends or classmates for help before asking the teacher.	I can try tasks on my own before asking for help. I can use the "3-before-me" strategy without being reminded.	I can attempt difficult tasks on my own, using strategies and tools independently.	I can try difficult tasks on my own, using strategies and tools, without needing the teacher to prompt me.
	Persevere	I can keep going even when things don't go right the first time.	I can keep trying several times before asking for help if things aren't going well.	I can persevere by using a range of tools and strategies before asking for help. I can also use the "3-before-me" strategy.	I can persevere with difficult tasks by taking risks, experimenting, and asking questions. I think of ways to find information to solve the problem. I can use the "3-before-me" strategy.	I can confidently persevere with difficult tasks by taking risks, experimenting, and asking questions. I think of ways to find information to solve problems and use these methods on my own. I use the "3-before-me" strategy.
	Manage Distractions	I can focus on a task for a short time when I'm in a quiet environment.	I can focus on a task for a while in a calm environment. Sometimes, I can manage to stay focused even when there are distractions around me.	I'm beginning to understand how to manage distractions that could take my attention away. I am beginning to focus better and stay on task.	I understand how to manage distractions that could take my attention away. I can fully concentrate and stay focused on the task at hand.	I understand how to manage distractions that could take my attention away. I can fully concentrate and stay focused on the task at hand. I keep track of time to manage it well and avoid procrastination.
	Make Choices	I can choose between two things.	I can choose between two things and give a reason for the choice.	I'm starting to make sensible choices based on logic. I'm beginning to understand that my choices can affect others.	I can make sensible choices and explain the reasons behind them. I understand that everyone has the right to make their own choices, and I'm starting to respect this.	I can make sensible choices by considering the impact of each one. I can explain the reasons behind my choices. I understand that everyone has the right to make their own choices, and I respect those choices.

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Working Together	Sharing	<p>I can share with others.</p> <p>I can do this politely by using “Can I... please” and “Thank you”.</p>	<p>I can share with others.</p> <p>I can do this politely by using “Can I... please” and “Thank you”, showing respect for people and things.</p>	<p>I can share resources and ideas.</p> <p>I'm starting to talk and discuss my ideas with others.</p>	<p>I can confidently share resources and ideas with others.</p> <p>I'm comfortable presenting my ideas.</p> <p>I respect the ideas and opinions of others.</p>	<p>I can confidently share resources, ideas, and strategies with others without needing prompting.</p> <p>I'm comfortable presenting my ideas.</p> <p>I respect the ideas and opinions of others, using them to enrich my work.</p>
	Listening	<p>I can listen to simple instructions.</p>	<p>I can listen carefully and pay close attention.</p> <p>I can act on the ideas I hear.</p>	<p>I can listen to the ideas and opinions of others with more attention.</p> <p>I'm starting to respond by asking questions.</p>	<p>I can listen to the ideas, concepts, and opinions of others.</p> <p>I respect and value others' ideas.</p> <p>I can respond and ask questions to better understand their perspective.</p>	<p>I can listen to the ideas, concepts, and opinions of others with confidence.</p> <p>I respect and value others' ideas.</p> <p>I can confidently respond and ask questions to better understand their perspective.</p>
	Communicate	<p>I can communicate my basic needs to a familiar adult.</p> <p>I can ask for help in a simple way when I need it.</p>	<p>I can communicate my needs to others.</p> <p>I'm starting to share my opinion with reasons sometimes.</p> <p>I'm beginning to respond when others share their opinions.</p>	<p>I can communicate my needs with others with increasing confidence.</p> <p>I'm beginning to share my opinions and explain the reasons behind them.</p>	<p>I can communicate my own opinion and understand the opinions of others, recognising that different opinions are important.</p> <p>I can sometimes give reasons and evidence to support my opinion.</p> <p>I can respond to others and ask questions to better understand.</p> <p>I can communicate my needs and rights clearly in both Welsh and English.</p>	<p>I can confidently communicate my own opinion and understand the opinions of others, recognising that different opinions are important.</p> <p>I can state reasons and evidence to support my opinion.</p> <p>I can respond to others and ask questions to better understand others' views.</p> <p>I can also communicate my needs and rights clearly in both Welsh and English.</p>
	Empathise	<p>I can tell when someone feels happy or sad.</p> <p>I can help others when they need it.</p>	<p>I'm starting to see different emotions in others' behaviour.</p> <p>I can help others when they need it.</p>	<p>I'm starting to imagine how others might feel in different situations.</p> <p>I can notice different emotions in how people act, (<i>e.g. anger, sadness, fear, happiness, surprise, respect, or jealousy</i>).</p> <p>I can help others when they need it.</p>	<p>I'm getting better at understanding how others feel.</p> <p>I'm starting to ask questions to understand others' feelings and ideas.</p> <p>I try to see things from others' point of view.</p> <p>I can support others and respect their rights.</p> <p>I'm learning to show care and understanding towards others, even if I don't completely agree with them.</p>	<p>I can confidently understand how others feel.</p> <p>I ask questions to better understand their feelings and ideas.</p> <p>I'm brave enough to see things from their point of view.</p> <p>I can support others and respect their rights.</p> <p>I show care and understanding towards others, even if I don't completely agree with them.</p>

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	Inclusion of Others	I can notice others while playing.	<p>I include others in play and tasks.</p> <p>I'm starting to see how working together is important.</p> <p>I'm noticing how others are different from me and learning to compare with me.</p>	<p>I'm learning to stand up for others' rights and make sure everyone is included at school.</p> <p>I'm starting to understand that everyone is important and that it's good to listen to different opinions and include them in decisions.</p> <p>I notice how others are different from me and see how working together is important.</p>	<p>I stand up for others' rights and make sure everyone feels included, both in school and outside.</p> <p>I'm learning that everyone is important and that listening to different opinions and including them in decisions matters.</p> <p>I understand that people are different and come from unique backgrounds, and I think that's something to celebrate.</p>	<p>I confidently and maturely stand up for the rights of others and make sure everyone is included, both in school and beyond.</p> <p>I understand that everyone is important, and it's important to listen to different opinions and include them when making decisions.</p> <p>I know that people are different and come from different backgrounds, and I celebrate those differences.</p>
Curiosity	Inquisitive	I can ask questions after something catches my attention.	I can ask questions about the world after something interesting happens.	I ask questions to learn more about the world. I get excited when I'm curious and share what I notice.	I can ask how things work and try them out to learn more. My questions help me make choices and come up with new ideas.	I can learn new things by watching, exploring, and asking questions. What I discover helps me understand more and keeps me curious to learn even more than I already know.
	Think	I can think and talk about things I like and don't like.	I can talk about what I like and don't like, and I can explain why.	<p>I can talk confidently about what I like and don't like, and explain why.</p> <p>I'm also starting to understand that everyone has the right to think differently.</p>	<p>I can think for myself and explain why I have certain ideas. I understand that everyone has the right to think differently, and I respect that.</p> <p>I'm also starting to think carefully about different opinions.</p>	<p>I can think for myself with confidence and explain why I have certain ideas. I know everyone has the right to think differently, and I respect that.</p> <p>I can also think carefully about different opinions.</p>
	Making Connections	<p>I'm starting to sort and group things by shape, size, color, and type. I do this by playing games and doing activities.</p> <p>I also make connections based on what I know (<i>like if it's cold, I need to wear a coat</i>).</p>	<p>I can sort and group things by shape, size, color, and type on my own. I think about how things are different and how they are the same. <i>For example, I know that penguins and ostriches are birds, but they can't fly like other birds.</i></p> <p>I also feel confident making connections based on what I know from my own experiences.</p>	<p>I can gather facts from different places. I can confidently sort objects, thinking about how they are both different and the same. I'm beginning to connect different topics and facts to see how they relate.</p> <p>I'm also starting to link ideas that are more abstract (like feelings) with things I can see or touch.</p>	<p>I'm starting to gather information from different places, think about how to use it, and then use it.</p> <p>I connect ideas and pull information together to help me with a specific task. I'm learning to think about different opinions and how some information might be biased.</p> <p>I also make connections between different topics and facts to see how they are linked, and I'm starting to connect big ideas with things I can see or touch.</p>	<p>I can gather information from different sources, think about how to use it, and then use it. I can also think about whether the information is trustworthy or if it might be biased.</p> <p>I connect ideas and bring information together for a specific reason, always considering different opinions. I confidently make links between topics and facts.</p> <p>I'm beginning to understand that sometimes facts can be twisted into conspiracy theories, and figuring out the truth isn't always easy.</p>

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Resourceful	Explore	I can explore and try out different resources, and it makes me excited to learn.	I can confidently explore and try out different resources because I'm curious to learn.	I can explore confidently in different situations and use different resources to help me.	I can explore confidently in different situations. I know how to use different tools the right way, and I can manage risks to do things safely.	I can explore confidently in different situations. I know how to use tools the right way, and I can manage risks to explore safely and successfully.
	Planning	I can think about what needs to be done to finish a task, with some help.	I'm starting to think about the steps I need to take and why, to be successful in a task.	I can think of the steps I need to take and why, to succeed in a task. I can plan this with help, and sometimes we do it as a group.	I'm starting to plan confidently for tasks, thinking about what resources and support I'll need. I can do this on my own or with a group. I am beginning to think carefully about the steps I need to take and what a success criteria will look like for each step.	I can confidently plan for tasks, thinking about what resources and support I'll need. I can do this on my own or with a group. I carefully think about the steps needed and set a success criteria. I can use my plans to check how things are going and make changes when needed, explaining why.
	Reason	I'm starting to draw conclusions and come up with a plan to solve simple problems. I'm beginning to use what I already know to choose the best option from the choices given to me.	I'm starting to figure out the best ways to think and solve tasks. I can draw conclusions and make a plan to fix a problem. I use what I already know and look at evidence when making choices or reaching conclusions. I'm beginning to think about how things are done and explain my ideas simply and clearly.	I'm becoming more confident at choosing the right ways to think and solve tasks. I can figure out and make a plan to solve a problem. I use what I already know and look at evidence to make decisions or come to a conclusion. I can also look at how things were done and explain my ideas in a simple way.	I'm starting to use logic to see if there's enough evidence to support a claim or conclusion. I can come to a decision, make a plan, and carefully consider ideas. I check my decisions and adjust my actions if needed. I'm beginning to think about how well ideas, products, methods, or approaches work based on clear success criteria.	I can use logic to see if there's enough evidence to support a claim or conclusion. I can come to a decision, make a plan, and carefully consider ideas. I test my ideas and adjust my actions if needed. I can explain why I do things, support my ideas and actions, and compare the results—both what I expected and what I didn't—using a clear criteria.
	Evaluate	I can talk about what went well during a task or while I was playing.	I can confidently talk about what went well during a task or while I was playing. I can discuss what I can do better or what didn't go as planned.	I can talk about what went well and what I can do better in my work and play. I give reasons and confidently explain why something went well and why something didn't work.	I'm starting to talk about what went well and what I need to do better next time. I'm beginning to plan the next steps to better my work or skills. I'm learning to use helpful feedback to figure out how to get better.	I can talk about what went well and what I need to do better next time. I can plan the next steps to improve my work or skills. I use helpful feedback to understand how I can get better, and then I can make a plan and take action to improve.

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	Time Management	<p>I can tell what's coming next and start following the daily routine.</p> <p>I'm beginning to understand when things happen during the day.</p>	<p>I can follow the daily routine and start to understand when things happen.</p> <p>I can explain a specific procedure and why it's important.</p>	<p>I can follow the daily routine.</p> <p>I can confidently explain a specific procedure and why it's important.</p> <p>I'm starting to understand how to complete a task within a given time.</p>	<p>I can complete simple tasks on time.</p> <p>I'm starting to understand how to focus on the task I'm doing</p> <p>I'm starting to understand how to decide which tasks are most important.</p>	<p>I can complete tasks on my own and on time.</p> <p>I can explain why some tasks take longer than others and understand that some people might need more time.</p> <p>I know how to focus on the task I'm working on and how to decide which tasks are most important.</p>
Effort	Participate	<p>I can join in during activities and tasks.</p> <p>I show commitment and enjoyment during activities and tasks.</p>	<p>I can join in and stay focused during adult lead tasks.</p> <p>I'm starting to share my ideas and appreciate the ideas of others.</p>	<p>I can work together with others on tasks.</p> <p>I share my ideas and feel more confident in understanding the ideas of others.</p>	<p>I'm starting to appreciate how others enjoy and dedicate themselves to tasks, considering the skills and needs of my peers.</p> <p>I can commit to different activities, showing respect for things that might not interest me.</p> <p>I can work well in a team, understanding the importance of everyone's different roles.</p>	<p>I can appreciate how others enjoy and commit to tasks, considering the skills and needs of my peers.</p> <p>I'm able to commit to different activities, even if they're not things I'm personally interested in, and show respect for them.</p> <p>I can work confidently and effectively as part of a team, understanding and valuing the importance of different roles within the group.</p>
	Challenge and Motivation	<p>I'm starting to take on challenges given by the teacher.</p> <p>I'm becoming more excited about learning new things and skills.</p>	<p>I take on challenges given by the teacher and am starting to choose tasks that challenge me.</p> <p>I'm excited about learning new things and developing new skills.</p>	<p>I'm starting to understand that challenges in tasks and life are a good thing.</p> <p>I choose to challenge myself to become an independent learner.</p> <p>I'm excited about learning new things and skills.</p>	<p>I understand that challenges in tasks and life are good opportunities.</p> <p>I choose to challenge myself to be an independent learner.</p> <p>I keep going and stay motivated to complete tasks and keep learning.</p>	<p>I know that challenges in tasks and life are good opportunities.</p> <p>I choose to challenge myself to be an independent learner, even when it means I might fail.</p> <p>I keep going with enthusiasm and stay motivated to complete tasks and keep learning.</p>
	Take Risks	<p>I'm starting to take risks when doing tasks in the classroom.</p>	<p>I'm starting to take risks when doing tasks in the classroom.</p> <p>I'm learning to think carefully when I make decisions.</p> <p>I am becoming more confident in not being afraid of making mistakes.</p>	<p>I'm starting to think about how risks might affect the results when predicting outcomes in practical tasks.</p> <p>I'm starting to take careful risks to learn new things.</p> <p>I am becoming more confident in not being afraid of making mistakes.</p>	<p>I can think about the impact of risks when carrying out practical tasks.</p> <p>I'm beginning to understand that innovation and risk-taking go together.</p> <p>I take thoughtful risks to learn new things and I'm not afraid to make mistakes once I've considered the risks.</p>	<p>I can confidently think about the impact of risks when carrying out practical tasks.</p> <p>I understand that innovation and risk-taking go hand in hand.</p> <p>I take thoughtful risks to learn new things and I'm not afraid to make mistakes once I've carefully considered the risks.</p>

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Self-Awareness	Reflection	I can simply talk about what I have done.	I can confidently talk about what I have done and explain why I did it.	I'm starting to reflect on my work and past experiences. I can use my thoughts to make changes and improvements.	I can reflect on my work and past experiences and respond to what I've learned. I use my reflections to shape my opinions and make improvements. I'm starting to reflect more thoughtfully, considering different perspectives.	I can reflect on my work and past experiences independently and confidently respond to what I've learned. I use my reflections to shape my opinions and make improvements. I reflect purposefully and show respect for others and their thoughts.
	Take Responsibility	I'm starting to understand that I need to take responsibility for my own behavior. I am starting to understand that my actions have consequences.	I understand that I need to take responsibility for my behavior. I understand that my actions have consequences. I'm beginning to realise that taking responsibility means being honest, self-aware, and reflecting on my actions.	I understand that it's my responsibility to learn and improve myself. I'm beginning to realise that I need to learn from things that go wrong or when I fail. I know that my actions have consequences, and I can explain why. I'm starting to understand that there are responsibilities both for myself and as part of a group. Taking responsibility means being honest, self-aware, and reflecting on my actions.	I can take responsibility for my choices, whether the consequences are positive or negative. I understand that I have a responsibility to learn from mistakes or failures. I'm beginning to see that there are individual responsibilities as well as responsibilities when working in a group. I know that my actions have consequences and can explain why. I confidently understand that taking responsibility means being honest, self-aware, and reflecting on my actions.	I can take responsibility for my choices, whether the consequences are positive or negative. I confidently understand that I need to learn from mistakes or failures. I recognise that there are individual responsibilities as well as responsibilities when working in a group. I know that my actions have consequences and can explain why. I understand that taking responsibility means being honest, self-aware, and reflecting on my actions.
	Goal and Target Setting	I take on tasks and goals set by the teacher to help improve myself.	I take on tasks and goals set by the teacher to improve myself. I'm starting to understand that I need to challenge myself to keep getting better.	I'm starting to set targets for my learning after reflecting on my strengths and areas for improvement. I check my progress regularly to make sure I stay focused on improving. I'm beginning to understand that challenging myself is key to reaching my full potential.	I can set targets for my learning on my own, after reflecting on my strengths and areas for improvement. I check my progress regularly to stay focused on getting better. I understand that challenging myself is important to reach my full potential.	I can set learning targets on my own after reflecting on my strengths and areas for improvement. I check my progress regularly to stay focused and confident in improving myself. I understand that challenging myself is important to reach my potential. I'm motivated to plan my next steps.