Journaling Monitoring Sheet

EYFS: Class book (floor book)

Year 1: Class book (floor book) and year 1 journals, which pupils start in Term 5.

The class books (EYFS and Year 1) should have contributions from a range of pupils and include relevant comments about the learning. References to application are to be encouraged. Eg "I could use Press Pause when I am angry."

Year 2: After a successful trial in 2024/25, the year 2 journals are now in operation and provide the bridge into the Key Stage 2 journal. The first term is heavily scaffolded with specific questions while terms 2-4 include more opportunity for innovation and should be the start of pupils reflecting on how the lesson can be applied to their lives.

Year 3:

For schools starting the programme, the first term in year 3 is the most challenging. The pupils are learning the concepts for the first time and have limited experience of journaling. Teacher modelling is therefore advised.

It takes a few weeks for year 3 pupils to develop the confidence and skill to apply their own ideas effectively. Two examples and comments can be found below:

The first example lists examples of getting in the Arena while connecting these examples (indirectly) to stereotyping - a more direct connection should be seen in year 4. Although barriers to the Arena were referenced in the lesson, the pupil has elaborated on these with original ideas. In the second example, the pupil adds detail to the steps rather than just referencing them. Misconceptions are present but there is evidence of innovation. The pupil appreciates the importance of the concept, which helps to support engagement and application of the behaviours.
In term 1 of year 3, the journals will look similar but by Christmas the majority should have been taught the skills and given the confidence to independently express their ideas.

Year 4:

The first example provides the definition, which leans on the content from the previous year but serves an important purpose given that the Arena is only introduced in year 3. The pupil references her own example of the Arena and makes a connection across the curriculum by explaining how she challenged the gremlin. The second example shows Being Human words in bubble form. A range of illustrations are used to support the pupil's example.

Year 5

The first example includes the first reference to Exploring Viewpoints. This is where a pupil creates their own quote/misconception and then uses the oracy sentence stems (partially agree, respectfully disagree etc.) to respond. The second example provides a commentary on the steps and states the consequences of not being able to follow them. The pupil provides examples of each stage of the Tornado Zone through illustrations and is starting to justify why these actions are important.

Year 6

At this stage, pupils should be innovating regularly and making numerous connections across PSHE, Careers and other subjects. The orange example demonstrates good subject knowledge that is confidently shared. The red example includes the relevant vocabulary and applies the skills taught in English that week. The purple example links many previously taught concepts including thought gremlins, sleep, judgement, perfectionism and reframing. The pink example references managing conflict and delegating effectively - two key skills from the Careers Curriculum.

Other journaling elements

Reference to the school culture and use of colour to highlight.

Explaining how the lesson is important both in the present and future.

Creative recording of learning, including reference to other subjects.

Use of a dictionary for key words and writing the script for the drama presentation.

Creative illustrations to show understanding.

Definition of the week, pros and cons, Words of Wisdom (own quotes), original illustration.

Use of charts/data to explain concepts.