Report-card comments — 24 stems

Two stems per student: a strength from their work, and one next step. No labels about the child. Fill the brackets from the evidence.

Area	Excelling	On track	Needs support
Learning · strength	Has mastered [skill] and applies it to new problems.	Solves core [topic] problems with correct steps.	Knows [what they have secured], and we will build on it.
Learning · next step	To justify each step of their working in writing.	[Skill] in word problems.	One step: [specific skill], which we will work on [when].
Effort · strength	Checks their work and corrects their own mistakes.	Hands in complete homework on time.	Attempts problems even when they are hard.
Effort · next step	To stay with a hard problem longer.	To redo what they got wrong after marking.	To write what they know, even without a full answer.
Behaviour · strength	Helps classmates without giving the answer.	Starts work without reminders.	Treats classmates with respect.
Behaviour · next step	To let classmates answer first.	To take part in discussion more.	To start the task in the first five minutes.
Progress · strength	Marks in [skill] rose from [–] to [–].	Fewer mistakes in [skill] than at the start of term.	Now solves [n] of [n], up from [n].
Progress · next step	Goal for next term: [a goal you can check].	To keep [skill] with short weekly practice.	At home: [a short, specific activity].

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