



SECTION 5

**A: Cognition and Learning Needs:
Moderate Learning Difficulties and
some reference to specific learning
difficulties**

PROGRESS FILE SEN WORKING GROUP 5

Introduction

Using the materials

Remember:

- ✍ All the materials produced have been trialled with pupils and adapted as a result, during the lifetime of the group. The 'what worked well' and 'tips' sections of the case studies are therefore based on actual practice with groups of pupils.
- ✍ Before you use any of the materials, it is essential to read the case study attached. Otherwise, there is a danger that you will miss the essence of what the materials are trying to do and how they can best be used.
- ✍ All group members supported the basis on which Progress File has been developed – that it belongs to the learner. The adapted materials are therefore intended for use in that spirit and **alongside** the mainstream Progress File Users Guides wherever possible.

Key Messages

These are general messages. Specific tips are included in each case study.

- ✍ **Progress File belongs to pupils (or trainees) - teachers (and trainers) hands off!**
- ✍ Progress File is about moving learners from dependence to independence.
- ✍ Remember – the mainstream materials are intended to be 'pick and mix' – you can use them in any order you like and adapt them to make them relevant to the needs of your learners. The package certainly offers a useful structure that was not there before.
- ✍ Train and inform colleagues.
- ? Set the context properly. Progress File is **NOT** just a Record of Achievement.
- ? It is **not** extra work, though it might mean working and thinking differently.
- ? It's about teaching and learning and raising achievement.
- ? Focus on the processes to support learning.
- ? If you've got imagination as a teacher (or trainer), you can make the whole thing work really well.
- ? It's all about how you present it to engage their interest – your delivery! Make it fun!
- ? Build on and blend with existing good practice. It is not a 'bolt on'.
- ? Don't reinvent the wheel. It's working on a spoke in the wheel, not a spanner in the works.
- ? Use Broadening Horizons yourself.

Gill Bracey
On behalf of Working Group 5

May 1999

PROGRESS FILE SEN WORKING GROUP 5

Contents

Adaptations from Progress File Getting Started

| | |
|--------------------------------------|------------------------------------|
| Checking Progress: Making Judgements | Skills and qualities |
| | Ways of Learning |
| Planning How to Move On | Goals, Targets and Action Planning |
| The whole document | Year 9 – A Pupil's Guide |

Adaptations from Progress File Moving On

| | |
|-------------------------|---------------------|
| Checking Progress | Key Skills |
| Planning How to Move On | Targets |
| Making Applications | Personal Statements |

General Information

| |
|--|
| Managing the move from NRA to Progress File: A Training Package for Managers and Key Stage 3 and 4 staff |
| Tips for teachers working with Dyslexic Students |
| Tips for teachers working with Autistic Students |

Gill Bracey
May 1999

Case Study

Background

These resources were written both to differentiate and complement those in 'Getting Started' for year 7 pupils as part of the 'Reflecting and Review' module already in place prior to writing their RoA. It was delivered to all seven, mixed ability tutor groups by their tutor in PSE time. This year group was chosen as the work on skills, qualities and learning styles is already delivered to year 7 pupils in Crispin School as part of the PSE programme at this time. All tutor groups contain a mix of pupils with MLD and SPLD.

Most of the activities described could be used after a little adaptation with any Key Stage 3 group to support the use of Progress File.

Outcomes/Benefits

- ✍ "Skills Police" immediately engaged the attention of the class and introduced the keywords investigate, interrogate and evidence.
- ✍ The use of the badge enabled both tutors and tutees to adopt a different personality.
- ✍ Role play gave pupils the opportunity to discuss and show understanding of the words Skills and Qualities in practical situations which they could relate to their own lives whilst emphasising that there are always things you can change about ourselves to improve things.
- ✍ The Skills and Qualities Tree, Stork, Heads and Certificates etc gave pupils a variety of ways to record their thoughts and achievements.
- ✍ The certificates at the end gave pupils a chance to celebrate success whilst providing them with ready made statements and targets for their RoA.

Planning

- ✍ I worked with the PSE co-ordinator to write a four week module on skills and qualities. Our aim was to focus very much on a tutor delivery which would immediately engage the pupils attention, get them involved and interested in the work.
- ✍ We looked for very different, fun ways of visually recording the work. The pupil worksheets in the booklet were on coloured paper to make them easily recognisable.
- ✍ I had two very short meetings with the tutor team. Initially I gave out the booklet, asked them to read it and come back to me with any observations and suggestions.
- ✍ At the second meeting suggestions were made and some minor additions and changes made to the booklet. These included keyword lists for the board and a skills and qualities definitions list. The skills search list from the original booklet was also added to make it more appropriate for year 7 pupils. After discussion it was also decided to use badges rather than hats to denote the 'police'.
- ✍ I used one of the tutors to show an example of the 'hotseating' by the 'Skills Police' and took along an example of a Skills and Qualities tree.
- ✍ This only works where the tutor is enthusiastic and fully committed and it takes time for tutors to become familiar and at ease with the material. Sufficient planning and familiarisation time needs to be built in.

Activity

Tutors worked through the booklet filling in the pupil sheets as they went.

Resources

Materials are linked to the sections on Skills and Qualities in 'Getting Started'.

What went well

- ✍ The police badges were a huge success allowing both tutors and tutees to adopt a different personality and there were several stories of very shy pupils, normally very unwilling to take part in class discussion adopting a very aggressive stance when 'hotseating' their peers.
- ✍ 'Hotseating' itself. Pupils enjoyed this activity very much especially where their tutors went 'off duty' and pupils took over the hotseating process.
- ✍ The skills and qualities tree where they could hang or stick their skills leaves and quality apples and the 'Stork' where they had to decide in pairs which six qualities they would give a newborn baby to ensure a happy and successful life.
- ✍ The role play situation cards, where in groups they had to describe what was happening, decide what skills and qualities were present or missing and what was needed to improve or maintain the situation. The pupils showed great insight in these situations and were able to give good advice.
- ✍ The certificates highlighting the skills and qualities they had proved evidence for and those they wished to develop with targets for achieving them.

Tips

- ✍ This module of work is absolutely reliant on tutor delivery, take time to get tutors fully committed, sufficient planning time for tutors to familiarise themselves with the materials is essential.
- ✍ Keyword lists around the room together with definitions or examples of skills and qualities are very helpful. Also, time spent in explaining and giving examples will save time later on.
- ✍ Laminating skills and qualities cards and developing simple games with them help to consolidate the work.
- ✍ Getting over the message that qualities as well as skills can be developed is very important and especially rewarding in the areas of inter-personal skills and self-esteem.
- ✍ Finding a large branch from the garden works very well to hand the 'skills leaves' and 'quality apples' on.
- ✍ Pupils genuinely like to see their work displayed and were very proud of what they had achieved.
- ✍ Linking the work to "tutor group affirmations" works very well and once given some examples pupils are very good at making up quite profound ones of their own!
- ✍ Celebrating their success with the certificates were a very important part in raising self-esteem in all pupils.

Rationale

'Progress File' seems to contain everything we value at Crispin in terms of teaching and learning.

- ? Viewing
- ? Reflecting
- ? Action planning
- ? Target and goal setting
- ? Evaluating
- ? Learning styles
- ? Ownership
- ? Self-knowledge

Main Aim

To choose something from "Getting Started" that we do already in year 7 and do it better eg The Learning Questionnaire and the Skills and Personal Qualities work.

Main Objectives

To differentiate the materials to use 'Progress File' initially as part of PSE in Yr 7 prior to the RoA schedule already in place. We will pay particular attention to:

- ? Reading levels
- ? Active learning techniques
- ? Different ways of recording

In order to address the learning needs of moderate and specific learning difficulties. In addition we hope that the emphasis at the end of the module on identifying and praising skills and qualities will raise self-esteem in all pupils.

Resource Implications

- ? some kind of A4 'progress file' in year 7 to record achievement.
- ? Whole school staff training on 'Progress File' as an ongoing, progressive, cross curricular tool to raise the achievement of pupils.
- ? Awareness raising about the professional standing of teachers in terms of teaching and learning.
- ? A need to look again at the marking policy and see how we can encourage teachers to target set in their marking.
- ? A need for time in departments to put together common subject targets which mention specific skills and personal qualities.
- ? We also need, as a team to use the same language when talking about skills and personal qualities cross-curricular.

Skills and Personal Qualities

This work follows the Learning Questionnaire which is completed by all year 7 pupils.

“The Skills Police!”

Aim: For pupils to have the opportunity to identify their skills.

Tips for teachers

- ? Investigate your tutor group and find out one thing they can do – comments on commendation slips would be a good place to start.
- ? You’ll need a common bank of skills cards X 2 to award pupils
- ? Skills keyword list on the wall
- ? Policeman’s hat
- ? It would be nice to ‘hot seat’ each tutee in turn - if this isn’t possible they could continue the process in small groups.

Activity 1 Teacher introduction

Key Words

Investigate Interrogate Evidence

“Today the ‘Skills Police’ have arrived in 7PM. We’ve had information that there are pupils in this tutor group with no skills! Those people will be investigated, interrogated and asked to provide evidence and at least one witness to prove they have a skill”.

Tutor to call out a tutee to the hot seat!

“It has been reported to the ‘skills police’ that you (name.....)

eg:

- ? walk your grandma’s dog each day
- ? have a pet rat
- ? achieved an ‘E’ in Maths
- ? received a commendation for excellent work in DT
- ? ride your bicycle to school each date

What skills does this say you have?

Teacher’s tip

- ? Encourage the use of keyword list on wall
- ? Encourage others in the group to help out
- ? Either draw a tree on the wall or bring a large twig from the garden to hang skills leaves on.

SKILLS SEARCH

| Activities which show skills | Skills I already posses | Skills I've provided evidence for | Skills I'd like to have |
|--|-------------------------|-----------------------------------|-------------------------|
| Acting Designing and making things First aiding Making models Negotiating Reading Braille Sewing Supervising others Being organised Drawing Leading a team Managing money Planning Repairing machines Shooting at netball/basketball Taking photographs Using sign language Cooking Making decisions Dribbling at hockey/football Map reading Playing a musical instrument Riding a bike Singing Programming the video Housework Doing the shopping Gardening Reading Playing computer games Computer skills Painting pictures/models Speaking a foreign language Looking after a younger brother/sister Horse riding Planning my time so homework is on time Camping skills | | | |

I have provided two piece of evidence and satisfied my partner that I have the following skills.

1

2

Signed:

Signed:

Choose one or two skills cards from your bank of cards to award the pupil and put it on the board with their name on.

Repeat for each tutee.

Lesson 2

Activity 1 Skills Search

Key words
Interrogate Evidence

- ? Individually complete skills search
- ? In pairs. Each person to pick two skills they possess and convince their partner by telling them about two pieces of evidence to support their claim
- ? What they are and where they can find them
- ? Enter this at the bottom of the "Skills Search" sheet and get your partner to sign it.

MY SKILLS

I can

Evidence

?

?

?

This shows I am

I can

Evidence

?

?

?

This shows I am

I can

Evidence

?

?

?

This shows I am

I can.....

Evidence

?

?

?

This shows I am

I can.....

Evidence

?

?

?

This shows I am

ME as I see myself!

Here pupils should draw an outline of their head. In this they should write all the qualities they think they possess. Keep this – it will be used in evidence later!

Activity 2

- ? Individually complete the worksheet “My Skills”

Activity 3

explanation of homework sheet.

Homework

- ? each pupil will be given, to complete at home over the next week, on A4 sheet with an outline of a head on it.
- ? Inside the outline they are asked to draw or cut out and stick pictures which represent them.
- ? The things they like, dislike, what they are good at, at school and at home.

Teacher’s Tip

- ? Get them to write their name head on the back of the sheet **only**
- ? You will use this to find information for the “Qualities Police”!
- ? Remind pupils to bring examples of best pieces of work from lessons, an extra curricular activity and an activity at home for next week’s lesson.

Lesson 3

Aim: To identify Learning Achievements Skills and Personal Achievements and skills.

Activity 1

- ? Collect in pupils' "Heads" Worksheets in registration and display around the room prior to this lesson.
- ? Pupils to circulate and guess who the head might be.
- ? Pupils then claim their head

Activity 2

- ? Pupils to have brought to the lesson 2 pieces of work which they are proud of from this year.
- ? For each piece identify and record 5 things this tells you about yourself.

Teachers Tip

Brainstorm on board these two examples.

90% in my Maths test

- ? record my work neatly
- ? know my tables
- ? work hard
- ? well organised
- ? good revision skills

"My" English essay.

- ? Writing Skills
- ? Reading
- ? Drafting
- ? Planning Skills
- ? Collecting information

Repeat this exercise for

- a) 2 pieces of school work
- b) 2 extra curricular activities
- c) 2 activities you do at home

Lesson 4

“The Personal Qualities Police!!”

Aim: Pupils to have an opportunity to identify their personal qualities.

Tips for teachers

- ? Investigate your tutor group and find one personal quality that each has.
- ? The information on the ‘head’ outlines might help
- ? You’ll need a ‘Qualities’ keyword list for the wall
- ? A common bank of ‘qualities’ cards

Activity 1 Teacher Introduction

“Today the Personal Qualities police have arrived in 7PM. There will be some arrests made of pupils in possession of certain qualities”.

You will be systematically investigated, interrogated and asked to provide evidence for why you should be in possession of these qualities.

Tutor to call out each tutee to the ‘hot seat’.

“Jamie, it has been reported to the Quality Police that you have”:

eg

- ? several very close friends
- ? take your mum tea in bed every morning
- ? do your grandma’s shopping on Saturday
- ? have a paper round.

“What qualities” does this prove you that you have?

Teacher to explain how skills and personal qualities are different but linked.

Could use the metaphor of a train track – the skills being the tracks which get you where you’re going and the sleepers being the qualities keeping them going in the right direction, holding everything together.

“Skills” are what I can do.

“Qualities” are what I am.

Activity 2

Brainstorm other words we might use

eg

characteristics
personality traits
innate qualities
attributes etc.

Tell quickly the story of “Sleeping Beauty” and the six good fairies who gave the baby gifts. For example good health, rule wisely, long life, beautiful, loving and caring.

Activity 3

- ? In pairs discuss and choose six qualities you would love every newborn baby to have in order to have a happy, successful and fulfilled life.
- ? Write or draw your six qualities on to the Stork worksheet.

PERSONAL QUALITIES QUIZ

Scoring 0 = not like me; 1 = a bit like me; 2 = quite like me; 3 = very like me; 4 = don't know

| Personal Quality | how I score | My partner's score |
|----------------------|-------------|--------------------|
| Determined | 0 1 2 3 4 | 0 1 2 3 4 |
| Dependable | 0 1 2 3 4 | 0 1 2 3 4 |
| Creative | 0 1 2 3 4 | 0 1 2 3 4 |
| Enthusiastic | 0 1 2 3 4 | 0 1 2 3 4 |
| Adaptable | 0 1 2 3 4 | 0 1 2 3 4 |
| Helpful | 0 1 2 3 4 | 0 1 2 3 4 |
| Considerate | 0 1 2 3 4 | 0 1 2 3 4 |
| Tactful | 0 1 2 3 4 | 0 1 2 3 4 |
| Polite | 0 1 2 3 4 | 0 1 2 3 4 |
| Patient | 0 1 2 3 4 | 0 1 2 3 4 |
| Responsible | 0 1 2 3 4 | 0 1 2 3 4 |
| Good sense of humour | 0 1 2 3 4 | 0 1 2 3 4 |
| Neat | 0 1 2 3 4 | 0 1 2 3 4 |
| Ambitious | 0 1 2 3 4 | 0 1 2 3 4 |
| Conscientious | 0 1 2 3 4 | 0 1 2 3 4 |
| Honest | 0 1 2 3 4 | 0 1 2 3 4 |
| Thoughtful | 0 1 2 3 4 | 0 1 2 3 4 |
| Easy-going | 0 1 2 3 4 | 0 1 2 3 4 |
| Adventurous | 0 1 2 3 4 | 0 1 2 3 4 |
| Energetic | 0 1 2 3 4 | 0 1 2 3 4 |
| Friendly | 0 1 2 3 4 | 0 1 2 3 4 |
| Caring | 0 1 2 3 4 | 0 1 2 3 4 |
| Loving | 0 1 2 3 4 | 0 1 2 3 4 |
| | 0 1 2 3 4 | 0 1 2 3 4 |
| | 0 1 2 3 4 | 0 1 2 3 4 |
| | 0 1 2 3 4 | 0 1 2 3 4 |

Lesson 5

Aim: for pupils to have the opportunity to identify personal qualities in themselves and others.

Activity 1

- ? Complete the "Personal Qualities Quiz" for yourself and your partner.
- ? Compare your scores, where they differ interrogate your partner to provide evidence to convince you that they do indeed possess that personal quality.

Activity 2

Aim: to give an opportunity to show they have an understanding of what the qualities mean.

- ? Give each pair a card from the common bank of 'qualities cards'.
- ? To call themselves A & B
- ? A to provide a phrase which shows the behaviour of someone who has that quality.
- ? B to provide a phrase which shows the behaviour of someone who has not got that quality. eg Considerate.
- ?
A "You've brought me a cup of tea everyday after school that's very considerate of you".
B "Oh! I can't be bothered to make you a cup of tea make your own".

Activity 3 Situation Cards

In groups of 4

Set of situation cards. Make up the cards from the pen pictures listed below from A to H.

- ? As a group discuss the situation on the card
- ? What do you think has been happening?
- ? What personal qualities do you think are present or missing?
- ? What do you think could be done to improve or maintain the situation?

Activity 4

Reflection

Look back over the work you've done on Skills and Personal Qualities.

Task 1

Choose two skills and two qualities you already possess.
Enter this information on the Certificate.
Get your partner and tutor to sign to say they agree.

Task 2

Choose one skill and one personal quality you would like to develop.
Say why you feel you would like to develop this further – what good would it do you?
Write three short targets to say how you will achieve it – who will help you
Enter this information on the Target sheet.
Sign it and get your partner and tutor to sign to say they agree.

Pen Pictures of “Qualities”

A

Jane finds it very difficult to make and keep friends. She seems to need on exclusive “best” friend and gets very upset when that special person has other friends who takes her time.

B

Josh is very sporty; he loves playing team games and keeping fit. He especially enjoys rock climbing and caving at weekends.

C

John finds mathematics very difficult. He finds it hard to remember his tables. However, he doesn't worry he doesn't care that he's not getting good marks in maths.

D

Annie has lots of friends and enjoys doing lots of different things. She doesn't mind whether she goes dancing, to the library or for a walk with the dogs as long as she's doing something.

E

No matter what his friends suggest doing at the weekend David never seems interested. He never appears to get excited about anything and doesn't seem to have any real interests of his own.

F

Sam's mum never has to ask him about his homework. She knows he'll get done what's necessary. He never seems to get in a muddle about his work and still has lots of time to go to Youth Club and football practice.

G

Jenny has very strong ideas about what she wants to do in the future. She wants a nice house an interesting career and a family. What is more she seems to know how to get there.

H

Chris is always late no matter what the occasion. It doesn't matter whether its school, a dental appointment or a shopping trip with friends. It makes it very difficult not to get cross with her.

| | | | |
|-----------------------|---------------|--------------------|-----------------------|
| Determined | Dependable | Creative | Enthusiastic |
| Adaptable | Helpful | Considerate | Tactful |
| Polite | Patient | Responsible | Sense of humour |
| Neat | Ambitious | Conscientious | Honest |
| Thoughtful | Easy-going | Adventurous | Energetic |
| Friendly | Acting | Designing | First aid |
| Taking photographs | Cooking | Signing | Using sing language |
| Dribbling at football | Map reading | Cycling | Playing an instrument |
| Making decisions | Making models | Sewing | Programming a video |
| Being organised | Negotiating | Drawing | Leading a team |
| Managing money | Planning | Repairing machines | |

Teachers Tip

- ? Laminate on to card all the 'skills' and 'qualities' listed in the questionnaires and on the previous page – all kinds of sorting games can be played to show pupils know the difference.
- ? A 'Skills' Tree and a 'Qualities' Tree would be nice to hang the cards given to each tutee after "hot-seating". This could be an actual "large twig" from the garden or an outline on paper. These could be added to showing that they can be increased to all the time by practise.
- ? Link the word on Skills and Qualities to "Affirmations" (positive statements) – maybe every tutee or tutor group could take an 'affirmation' for half a term and show by their behaviour that they are mindful of it. Especially good for self-esteem and inter-personal skills work.
 - eg "attitudes are more important than aptitudes".
 - "whether you think you can or whether you think you can't you are probably right"
 - "Enthusiasm a little thing that makes a BIG difference".

SEN GROUP 5

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Case Study One

Background

These materials have been written as an introduction to the effective use of Progress File for pupils who may require additional reinforcement of ideas and processes.

Pupils should be encouraged to see Progress File as second nature in their approach to learning. It is therefore very important that the ideas and concepts are clearly presented and that pupils are invited to re-visit them.

Year 9 pupils who have individual needs and who are being introduced to "Getting Started" have the opportunity to use games to familiarise themselves with key skills. SMART targets and setting goals.

Outcomes/benefits

These materials encourage students to;

- ? Acquire an overview of the important processes and vocabulary in Progress File.
- ? Engage in activities that will reinforce the importance of key skills and processes in 'Getting Started'.
- ? Understanding how to set SMART targets.
- ? Appreciate how Progress File can influence learning outcomes in terms of confidence, organisation and independent learning.
- ? Produce a detailed personal statement using a prompt sheet.

Planning

- ? Pupils need to understand the processes that they meet in 'Getting Started'.
- ? The package is a series of activities to enable teachers to teach what is involved in each section using visual, active materials. When pupils look again at targets or action planning, they have some understanding of the process and something to refer back to.

Activity One

Use 'Getting Started' – What's in it for me? (pages 1,2)

1. Discuss how recording achievements is an important process. Invite pupils to suggest how this can help them individually.
2. Pupils' work arising from this discussion:
 - ? design an advertisement for recording achievement (either individually or as a group task)
 - ? ICT can be used for this work
3. Key ideas to include:
 - ? Plan to improve upon what you can already do
 - ? Understand more about yourself
 - ? Be more confident in the way you present yourself
 - ? Recognise and celebrate your successes
 - ? Use a variety of different ways to record what is important to you.
 - ? There is no need to write everything down.
 - ? Recording achievements helps you prepare for and deal with change during your school career and after.

Activity Two

The Key Skills Game

Reinforces key skills and encourages familiarisation with the terms involved. Hints on making playing cards is provided. A series of cards should be made giving an example of when each skill can be used. These can be drawn from pages 23 and 24 of 'Getting Started'.

How to Play:

First make up big cards divided into 6 sections, each with the name of a Key Skill. Each player has a big card with squares showing the six Key Skills

Make other smaller cards (the size of each square on the big card). On each one is written an example of when a Key Skills can be used. Look at pages 23 and 24 of 'Getting Started' for some ideas and you can add your own examples.

Shuffle these cards and put them in a pile in the centre of the group.

The pupils take turns, each picking up a card which they must place on the appropriate square on their big card.

The first pupil to have picked up 6 different cards and placed them on the right names of their big card is the winner.

Time needed – up to 50 minutes if cards are to be made and game played.

Activity Three

'What is a Goal'? / All about Goals

Here are some ideas for working with Goals:

A. Pupils fill in the spaces in writing or orally.

1. A goal gives me something to _____ for
2. Another word for goals is _____
3. Having a goal will help me work harder. Why? _____
4. Having goals will help me to plan _____ and where _____
5. A goal will give me the reason to _____

B. True or False?

I can change my mind about the goals I set myself (True or False?)

It doesn't matter if I haven't decided yet what I want as a career (True or False?)

I should aim high with my goals but be realistic (True or False?)

You can make up lots more of these and use them as a warm up exercise.

A summary information sheet to read through with pupils and use as a basis for discussion. This should be followed by pupils writing their responses to consolidate learning and provide a document that can be referred back to.

A Focus on Targets

A summary information sheet for pupils is included and pupils should develop their own understanding and examples of SMART targets. The result can be used as a pupil reference document for future prompting.

Time needed – Approximately 50 minutes

Activity Four

'Are you Smart enough?'

Using page 44 of 'Getting Started', create a set of playing cards on to which targets are written. Provide a good mix of SMART and other targets.

The object of the game is to use knowledge gained to collect a set of 6 SMART targets to win. The teacher should check the winners hand and share this with the group for additional reinforcement.

Played as a 'Rummy' type game.

Time needed will vary depending on whether pupils are new to the game or having additional time on this activity. It may be used by pupils as a short time activity. A set could remain in tutor bases for this purpose.

Activity Five

Personal Statement Prompt sheet

This can be added to the ICT computer network as a template for pupils to use when producing their personal statements. Pupils may wish to use this framework for reference only.

Additionally year 9 pupils may feel that they could contribute to the learning of other by producing a presentation at the end of year 9 to demonstrate their own understanding of PF. They may be able to produce video material to share their learning. Where this is possible pupils may be able to produce 'Powerpoint' presentations. This could be of particular use to new year 9 pupils as a first hand account of Progress File.

Resources

Materials are linked to 'Getting Started', section 1 to 6.

Blank playing card were available from 'Taskmaster'.

Tips

- ? The materials provide an alternative means by which Progress File processes may be accessed for pupils with individual needs.
- ? They may be used in any order each section of activities is self-contained and will exemplify the relevant Progress File section.
- ? Whether pupils participate in the making of the described games will rest upon the teacher's judgement. It may be more suitable to provide a ready made game for some pupils.
- ? The idea of the pupil reference documents is that there exists something concrete for pupils to re-visit. They may benefit from several opportunities to play the game.

Case study 2

Background

These materials have been written for use with students who have both generalised and specific learning difficulties. The format is of a more visual nature offering access to pupils who have significant delay in the acquisition of literacy skills. It is likely that the target group of students will experiences some weaknesses in personal organisational skills and will benefit from strategies to address this in relation to their own learning. Homework can also be problematic where levels of personal organisation and independent learning can undermine competence and the pupil becomes overwhelmed by the process rather than the content.

Outcomes / Benefits

These materials encourage student to:

- ? Adopt a 'small steps' strategy to approach simple learning tasks.
- ? Apply this approach to specific learning tasks.

- ? Consider their personal learning needs and preferences.
- ? Develop a greater degree of self-awareness as a learner.
- ? To increase independent learning, with particular reference to homework tasks.
- ? To encourage pupils to contribute effectively to IEPs with increased knowledge of how they learn best.

Planning

- ? The materials were planned as a result of discussion around the notion of how we learn best.
- ? It became clear that additional material to introduce and reinforce the ideas in 'CHECKING PROGRESS MAKING JUDGEMENTS' would be beneficial to establish how learning can take place effectively.
- ? The pupils needed a structured exploration of how they actually learn, before they could examine what they were learning and why.

Activities

Pupils were asked to make general comments about how they approach a learning task. This discussion led to key phrases such as 'just learnt it', 'I go over them', or 'I look at them'. There was a perceived need to provide an explicit structure to learning tasks in general. The pupils did not provide a clear picture of 'how' this learning was achieved. There was no clear explanation of the way in which they approached the learning.

Activity 1

Time needed – 1 lesson of approximately 50 minutes.

Pupils were then asked to consider the three key areas.

'I am ready to learn when.....'

'Helpful ways of working for me are.....'

'How I can stay on top of my learning.....'

Each idea was addressed in turn. Pupils first generated their ideas in a random order.

Pupils then shared their ideas with the rest of the group. Finally they were asked to put in priority order what they required to be ready to work.

This included very sound thoughts such as 'I am sitting quietly', 'I am listening to the teacher', 'I have the sheets to help me', 'I am concentrating', 'I have the correct equipment'.

This activity was repeated for the other two key ideas giving the pupils insight into what strategies they may find most useful and how they can help themselves to learn effectively.

The group was positive about the good quality ideas that they had generated about their own learning. A boy who has a particular auditory memory weakness was able to identify for himself that he worked best when he had something to look at. He said that he remembered the shape of a spelling in his head. This is an important introductory activity to target setting for effective learning.

Activity 2

Time needed – 1 lesson of approximately 50 minutes,

Pupils completed page 16 of 'Getting Started' or play the game devised from this quiz.

Follow up discussion reinforces the fact that pupils are adept at identifying what should be happening but require practical strategies to help them to accomplish this. Pupils now summarise their own needs and preferences on the 'Plan for Learning'.

Activity 3

Time needed – 1 lesson of approximately 50 minutes.

Pupils are ready to apply what they know that they need to do a specific task using their 'Plan for Learning'.

Pupils write on the sheet what they need to do to complete the task well and how they will follow the plan with that particular task. One boy who said that he should draft his work, then

check it and copy it out, produced markedly better homework than he had done previously without the prompt of the plan for learning. It is hoped that this approach will progress from a prompt to good work habits for KS4.

Resources

The materials relate directly to pages 13 to 16 of 'Getting Started'.

What worked well

- ? Good quality discussion work was generated by the notion of how we learn best.
- ? The way in which pupils arrived at what best suited them as individuals.
- ? The structured approach to homework provided by the plan for learning.

Tips

- ? Young people with special educational needs will benefit from a small steps strategy, which encourages them to think about how they approach simple learning tasks.
- ? Simple activities lead pupils towards a greater degree of self-awareness which they can use to structure their own learning.
- ? Encourage pupils to think through step by step how they go about a learning task.
- ? Discuss the outcomes and brainstorm ideas associated with the learning process using the appropriate sections of 'Getting Started'.
- ? Pupils can begin to build up their ideas into a Personal Learning Plan. Suggestions are in this pack and should be used in conjunction with page 13 of 'Getting Started'.
- ? Photocopy each pupil's plan for learning with their personal key areas on them. They can then be used for any task/home task without the pupil writing in their own ideas for learning best each time.
- ? Homework is more successfully completed in this way. Pupils are clear about the task and how to approach it.
- ? It may be appropriate in some cases to complete these alternative tasks relating to pages 13 to 16 and then revisit the section at a later date when and if pupils are able to approach their work without a learning prompt.
- ? This work lends itself to cross-curricular target setting. Areas to concentrate on can be identified from discussion and work on this section. Targets can be extended into all subject areas for pupils to self monitor their progress in listening or following instructions etc. with positive feedback that can contribute towards meeting targets contained in the pupil's IEP.

Spotlight on success

A Focus on Targets

To be successful your targets must be SMART

- Specific** - says exactly what you need to do
- Measurable** - says clearly how you will know when you have achieved your target
- Achievable** - is simple enough to achieve in the time you have said
- Realistic** - is something you can really achieve that will help your progress
- Time related** - has a clear time-line by which the target will be achieved.

Explain what you understand about targets on a separate sheet headed "Spotlight on Targets"

Are you SMART Enough?

HOW to PREPARE

- ? Use a pack of blank playing cards that are available from Taskmaster
- ? Write a TARGET on each card
- ? Use Pg 44 of 'Getting Started'
- ? Create a mix of SMART targets and other targets.

WHAT'S the IDEA?

- ? The object of the game is to collect a set of 6 SMART targets.
- ? This reinforces the pupil's ability to recognise what a SMART target is.

HOW to PLAY

Deal 6 cards to each of 4 players to begin. In turn each player picks up a card from the pack and EITHER:

- ? returns it to a second pack. OR
- ? swaps it for a card in their hand

The FIRST player to collect 6 SMART Targets is the winner!

Be realistic but aim high!

What is a Goal?

A goal is something you want to do in the future.

Another word for goal is ambition. If you have a goal it gives you something to aim for. You will want to work harder at your learning in and out of school or college. You may want to take up outside activities that may help you reach your goal.

Having a goal can help you plan what you need to do and where you want to be. You can have a goal which takes a short time to reach. You can have long term goals too.

You can change your mind about your goals!

A short term goal-----By the end of year 9

A medium term goal-----By the end of year 11

A long term goal-----When I am 18

Year 9 Personal Statement Prompt Sheet

In my spare time I enjoy _____

I enjoy playing the _____ and I have passed grades _____

I am a member of _____ club

I also go to _____

My favourite film is _____ and I like reading books by _____

I like to listen to music by _____

I also have tapes/CDs by _____

I have taken part in a musical production of _____ at school

My sporting achievements are _____

I have receive an award for _____

Since I have been at this school I have been on residential visits to _____

I am pleased to have taken part in events in school that have helped to raise money for charity. These events include _____

I work well as a team member. I get on well with other. I am a _____ person and I _____

My favourite subjects are _____

because I _____

The high points of my time at this school include _____

By _____ this term I would like to _____ and _____

Personal Learning Plan

Build up a Personal Learning Plan by:

- ? Getting pupils to write a flow chart of what they do when they are learning something. Make a step by step diagram.
- ? Make sure the steps are in the right order
- ? List the conditions which help learning
- ? Think about how to stay on top of the learning plan and meet the targets.

This can be used as a reference sheet for all kinds of learning.

Breaking down the task into steps makes it easier to achieve.

This is the basis of action planning.

PROGRESS FILE Working Group 5

Mary Bruton, Combe Pafford School, Torquay

Background

The materials have been developed to help pupils organise themselves, think about their achievements and their future plans.

Materials

Three sets have been produced:

The "Achievement Planner" is intended to be used by pupils themselves to help them identify their own strengths, successes and future plans.

"What are you like" has been produced to help pupils build up a picture of themselves, using ideas from their Achievement Planner. They should use all the information to write a Personal Statement.

The "Target Planner" helps pupils to plan, review and set new targets for their work.

All these materials support the use of Progress File and should be kept in the pupil's file as part of their own development record.

Tips for Teachers

Two pages of tips are included. The first one to remind teachers that they should encourage pupils to use the Planners themselves but that the notes should contain dates so that information can be cross referenced and used to produce a profile of achievement where needed.

The second page give teachers guidance in the support pupils need to target planning.

Although these planners may be checked and updated during registration time, all teachers may be involved in using the planners to help pupils raise their achievements and set targets in individual subjects.

The planners contain boxes to be signed by teachers where agreed targets are reached.

This can also be extended to include parent signatures and this will support the partnership between school and home.

Outcomes

By using the achievement and target planners it is expected that pupils will become better able to plan and review their progress and take responsibility for setting new targets for achievement.

The use of the planners is a means of extending the principles of Progress File across the curriculum. As teachers and pupils become more used to the process it is expected that the planners will become established tools to support pupils in making the most of their abilities and opportunities.

Resources

In addition to the published Progress File materials, the planners will eventually be produced in school for every pupil following a trial period. New pages will be regularly needed to keep the planners up to date. This will be an on-going cost for reprographic materials and time.

COMBE PAFFORD SCHOOL
**Advice for Teachers re:
All About Me**



1. As with all Progress File material, although you should advise pupils, the sheets are designed for them to use as they choose.
2. Remind pupils to write in notes rather than sentences and to include dates.
3. The sheets are for collating information so should be up-dated regularly.
4. It may be necessary to photo-copy additional centre sheets.
5. It may be a good idea to cross reference the skills/qualities to evidence (see "Look at Me"), eg punctual/reliable ↗ Work Experience.

COMBE PAFFORD SCHOOL
ALL ABOUT ME
Progress File Achievement Planner



NAME

INTRODUCTION

This planner is to go with your Progress File and is designed to help you organise information about yourself and the things you have done as well as things you hope to achieve in future.

There are three main sections in the middle for you to complete:

1. LOOK AT ME: This page is for you to record things about yourself such as personal details and skills and qualities you think you have.
2. LOOK WHAT I'VE DONE : This double page is for you to record details of:
 - a) Employment history and vocational experiences
 - b) Additional achievements and experiences, including any badges, certificates or awards you may have.
3. LOOK WHAT I'M GOING FOR : This page is for you to record details of any progress certificates you have gained, and any exams or awards you have been entered for.

In addition there is a page titled IN THE FUTURE which is for you to record targets that you hope to achieve in the future.

The information you keep in this planner can be used in the following ways:

1. To help you list achievements in you Progress File
2. To help you write reports or accounts for your Progress File.
3. To help you write your Personal Statement
4. To help you compile a C.V. or write a letter of application.

HOW TO USE YOUR ACHIEVEMENT PLANNER

You may be asked to work on your Progress File in Tutorials or in Careers lessons or Vocational lessons so you should always take it to these lessons. You may also be asked to take it to other lessons. You should always keep your Achievement Planner in Progress File where it can be easily found. Always use your planner as a reference when preparing a report or summary for your Progress File. You should also add new information in the appropriate place in your planner as soon as possible. You do not need to write in full sentences on your planner but write NEAT, BRIEF NOTES that are accurate and informative. Include important details such as DATES, GRADES and MARKS.

HOW TO WRITE YOUR PERSONAL STATEMENT

Your Personal Statement is important because it allows you tell other people (parents, friends, tutors, employers) all about you in your own words. You can use the information in your Progress File Achievement Planner as a starting point for writing your Personal Statement. You might like to include something about yourself (refer to 'Look at Me'), something about your achievements (refer to 'Look What I've Done') and something about things you are currently working at (refer to 'Look What I'm Going For'). You might also like to make a comment on your targets for the future (refer to 'In the Future').

You might like to try word processing your Personal Statement on a PC. As far as possible, try to make your Personal Statement sound like a conversation and not just a series of sentences containing lots of facts. Tell us your thoughts, feelings and opinions.

GUIDELINES/REMINDERS

PROGRESS FILE ACHIEVEMENT PLANNER

- ✍ Keep your Achievement Planner in your Progress File.
- ✍ Refer to your Achievement Planner when writing reports and lists for your Progress File, and when writing your Personal Statement.
- ✍ Update your Achievement Planner regularly.
- ✍ Write in NEAT, BRIEF NOTES not sentences.
- ✍ Include as much detail as possible – be accurate.
- ✍ Make sure you check spellings to get them right.

PROGRESS FILES

- ✍ Take your Progress File to all Tutorial, Careers and Vocational lessons, and other lessons when required.
- ✍ Keep your records, certificates and Progress File sheets in a neat, tidy and organised order in your Progress File. You decide how to organise it.
- ✍ When preparing reports for your Progress File you will need to write a rough draft first and re-draft, if necessary. Use your achievement planner to help you.
- ✍ You can choose what you would like to write about for your Progress File – there are six report sheets to choose from:
 - Work-Related Experience, eg your best Work Experience
 - Vocational Experience, eg your favourite Link Course
 - Physical/Leisure Activity, eg Ten Tors Expedition
 - Practical/Creative Activity, eg your entry for the Xmas cake competition
 - Service to Others, eg Volunteer Service
 - Travel or Visit, eg your favourite school campYou can include DRAWINGS and PHOTOGRAPHS or even include a favourite piece of work.
- ✍ You might like to have a go at creating a neat list summarising your employment history, vocational experiences and additional achievements

*Developed by Mary Bruton and Edward Thompson, Combe Pafford School
(December 1998)*

COMBE PAFFORD SCHOOL

Personal Statement



**WHAT ARE
YOU
LIKE?**

COMBE PAFFORD SCHOOL
**Writing your
Personal Statement**



A Personal Statement is like an advert not for a new car or a fizzy drink, but it's an advert for YOU! It's your opportunity to tell people about yourself, all about your skills (the things you can do) and qualities (what you're like as a person).

When you look at an advert, it tells you all the good things about the product. Well, that's what you have to do when you write your Personal Statement. It's probably the only chance you'll get to really show off and write about the things you want without anyone saying "You can't write that!".

You can use your "All About Me" sheets to help you write your Personal Statement. "All About Me" will help you remember to include all those important experiences and achievements that make YOU special. All those experiences and achievements are the proof of your skills and qualities don't be shy or too modest mention them in your writing.

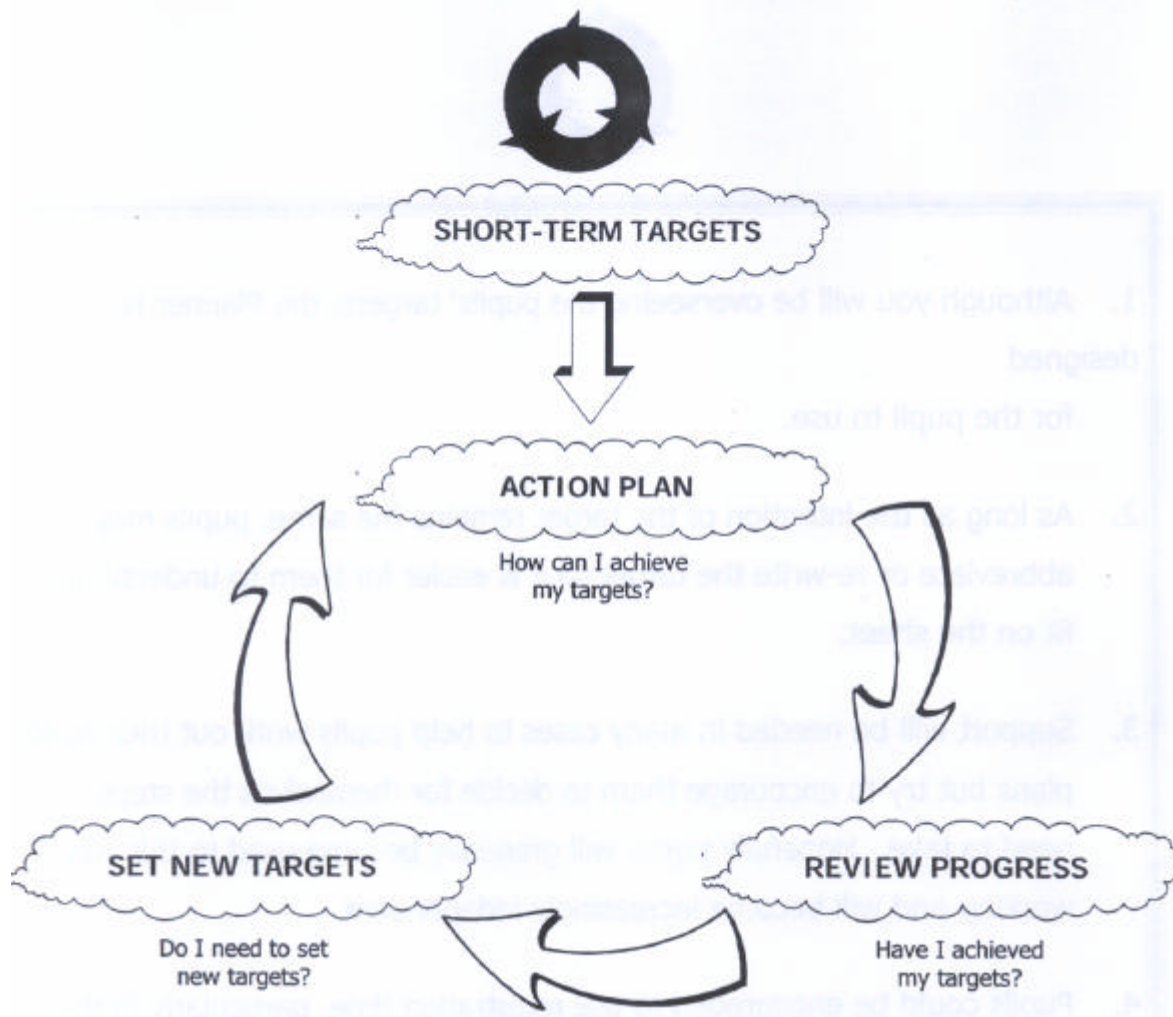
You may begin to write your Personal Statement well before you leave school, so remember to keep up-dating your "All About Me" sheets and keep adding to your Personal Statement.

Keep in mind that your Personal Statement is your advert for YOU! You have many skills and qualities that are admired, make sure you tell people about them!

COMBE PAFFORD SCHOOL
**Advice for Teachers re:
Progress File Target Planner**



1. Although you will be overseeing the pupils' targets, the Planner is designed for the pupil to use.
2. As long as the intention of the target remains the same, pupils may abbreviate or re-write the target so it is easier for them to understand/fit on the sheet.
3. Support will be needed in many cases to help pupils work out their action plans but try to encourage them to decide for themselves the steps they need to take. Hopefully pupils will gradually become used to this way of working and will become increasingly independent.
4. Pupils could be encouraged to use registration time, particularly in the morning, to check their Target Planners and work on any learning targets with a partner.
5. It is intended that pupils should have only one Target Planner in use at a time. Should a target be achieved ahead of the dead-line, the time could be spent working on the other remaining targets. It is suggested that targets are reviewed half-termly.



INTRODUCTION

The Progress File TARGET PLANNER is to help you work in a more effective and organised manner. It will help you achieve your Short-Term Targets and will encourage you to approach your work in a more adult manner. By getting you to write an ACTION PLAN, REVIEW YOUR PROGRESS and SET NEW TARGETS in a regular cycle, you should see your progress clearly and feel more in control of your learning.

PROGRESS FILE TARGET PLANNER



| A | | B |
|---------------------------|--|--------------------|
| SHORT-TERM TARGETS | | ACTION PLAN |
| ENGLISH | | ENGLISH |
| | | 1 |
| | | 2 |
| | | 3 |
| MATHS | | MATHS |
| | | 1 |
| | | 2 |
| | | 3 |
| PERSONAL | | PERSONAL |
| | | 1 |
| | | 2 |
| | | 3 |
| VOCATIONAL | | VOCATIONAL |
| | | 1 |
| | | 2 |
| | | 3 |
| IT | | IT |
| | | 1 |
| | | 2 |
| | | 3 |

| |
|--|
| THINGS I NEED (Books, materials, resources, access to PC/Library) |
| |

PROGRESS FILE TARGET PLANNER



C

| REVIEW PROGRESS | |
|-----------------|--|
| ENGLISH | |
| 1 | |
| 2 | |
| 3 | |
| MATHS | |
| 1 | |
| 2 | |
| 3 | |
| PERSONAL | |
| 1 | |
| 2 | |
| 3 | |
| VOCATIONAL | |
| 1 | |
| 2 | |
| 3 | |
| IT | |
| 1 | |
| 2 | |
| 3 | |



D

| SET NEW TARGETS | |
|-----------------|--|
| ENGLISH | |
| | |
| MATHS | |
| | |
| PERSONAL | |
| | |
| VOCATIONAL | |
| | |
| IT | |
| | |

| SUMMARY OF TARGETS | | | DATE | SIGN |
|--------------------|--|--|------|------|
| ENG. | | | | |
| MATH. | | | | |
| PER. | | | | |
| VOC. | | | | |
| I.T. | | | | |

HOW TO USE YOUR TARGET PLANNER



A. PRESENT TARGETS

Select one each of your existing Maths, English and Personal targets that you want to work on and write in the appropriate space on your Target Planner. For the remaining targets, think of one Vocational target and one IT target and write them down on the Planner too (you may want to talk to your teachers first).

B. ACTION PLAN

Analyse all five targets and for each target write down three things you need to do in order to achieve that target. Your items for action must be SPECIFIC, RELEVANT and ACHIEVABLE. You may need to discuss your ideas with members of staff before finally deciding on your action list.

C. REVIEW PROGRESS

As you complete items for action, you should record this in the REVIEW PROGRESS section. Every half term, when asked to review your progress, you should complete this section stating which items remain unfinished.

D. SET NEW TARGETS

Every half term after reviewing your progress, set new targets if necessary, keeping any old targets that you still want to work on. Copy the new targets in and transfer them into the SHORT-TERM TARGETS section of a fresh Target Planner. The whole process starts again!

FOR EACH TARGET AT EACH STAGE OF THE CYCLE THERE IS A BOX THAT YOU CAN TICK, DATE AND INITIAL TO SHOW WHEN EACH STAGE HAS BEEN COMPLETED. THERE IS ALSO A SUMMARY TABLE THAT YOU OR YOUR TEACHER CAN SIGN.

KEEP YOUR TARGET PLANNER IN YOUR PROGRESS FILE TOGETHER WITH YOUR ACHIEVEMENT PLANNER AT ALL TIMES.

*Developed by Mary Bruton and Edward Thompson, Combe Pafford School
(December 1998)*

CASE STUDIES

Roger Mackenzie
Priority School, Bury St Edmunds

Benefits

Guidebooks provide outline structure but encourage teachers to dip into the mainstream materials (Getting Started and Moving On) and use them as appropriate – useful references are also provided.

Guidebooks for Year 9 and Year 10 offer concrete evidence of progression and are popular with pupils and staff – reflecting back and looking forward.

Guidebooks can provide reassurance and offer the opportunities to build on sound existing practice.

Pupil's use of guidebooks met Suffolk LEA requirements for annual reviews and avoided duplication of documentation.

Background

The Year 9 Progress File guidebook was developed from Getting Started and trialled with 16 pupils in Year 9. The class contained pupils with a wide range of learning difficulties within the broad classification of MLD. The Year 10 guidebook was developed from Moving On and was designed to offer progression from Year 9.

There is a Record of Achievement system running throughout Priory School (Year 5 to Year 11) and, since 1986, all pupils in Years 10 and 11 have had their NRA accredited.

Planning

Year 9 tutor with no previous experience of NRA was given the Progress File Getting Started booklet. The tutor was allocated a day's supply cover to produce a simplified format for use with Year 9.

The Year 9 tutor trialled the booklet. Following evaluation with the NRA co-ordinator, the booklet was modified to make the format clearer.

NRA Co-ordinator and Year 9 tutor produced draft Year 10 booklet which was modified following discussions with Year 10 tutor.

Headteacher was consulted to ensure pupil review format was in line for Suffolk LEA requirements for annual reviews.

Year 9 and Year 10 guidebooks modified further (introducing chunking and some art work) following feedback from SEN Working group 5.

Activity

Year 9 guidebook first introduced to pupils in Spring 1998 as part of Eastern region Progress File Special Educational needs trials.

Delivered as part of an autobiographical English module – 1 hour per week for half a term.

All pupils completed the guidebook and presentation folder within the timescale allotted.

Guidebooks and presentation folders were designed to assist the transfer of information from Year 9 to Year 10 tutors and help pupil preparation for transitional reviews.

Modified guidebooks were produced in Spring 1999 with clearer format.

March 1999 – Year 10 guidebook trialled with pupils who had experience of Year 9 guidebook from 1998 trial.

Resources/Links

Main resources required were human! School management and Year 9 and Year 10 tutors were very enthusiastic and willing to trial new materials which built into, and enhanced, their current provision.

What worked well

Year 9 guidebook

- ✍ Very popular with pupils – provided a reference point and end product to support their RoA work.
- ✍ Helped pupils in preparing for their annual reviews and enabled Progress File to become integral to this process.
- ✍ Easy to deliver within English curriculum and did not require timetable changes.

Year 10 guidebook

- ✍ Built on pupils' experience of Year 9 guidebook and encouraged pupils to refer/reflect back to it **and** look forward.
- ✍ Provided an opportunity to show progression in Key Skills from Year 9.
- ✍ Focused on key areas of Moving On for Year 10, leaving more vocational elements of Moving On for Year 11.
- ✍ References to specific pages in Getting Started and Moving On proved to be very helpful in highlighting additional resources that could be used/modified if required.

Tips

Reassure staff that Progress File will build on good practice already established.

The guidebooks offer a simple structure that is pupil and staff friendly.

The format can be easily modified to suit individual pupil needs.

Roger Mackenzie – with acknowledgement to Sue Weeks, Year 9 tutor, for development work on the guidebooks.

Priory School

Progress File

Year 9

A Pupil's Guide

This guide belongs to:

What is a Progress File ?

It is the new Record of Achievement.

It is to help you make the most of yourself.

It has 3 parts.

A Pupil Guide:

things to think about
tips on what to do
examples of what others have done
ideas to try out

A File:

so that your information, plans and records are organised and easy to find.

A Presentation Folder:

so that you can put together the evidence that you need when you are going to your Annual Review or going for an interview. It will include a Personal Statement.

Remember, Progress File is YOUR record.

What is a Progress File for ?

It is to help you make the **most of yourself**, through work, training and everything you do. You can use it to:

Think about your achievements so far.

Show others what you can do now and set goals for the future.

Store your most recent certificates and awards.

Help you to prepare for college and work.

Help you to talk and write about yourself with more confidence.

Plan how to improve what you are doing at school and at home.

Remember, talk to people.

I can talk to _____

Achievements

I know that I have done well when:

Achievements can be to do with:

attendance
punctuality
sports
tests
helping others
speaking in public



charity work
a competition
your community
group work
organising an event
a club/a play

To prove your achievements you need evidence.

My evidence is:

What should be in Progress File?

Here are some ideas:

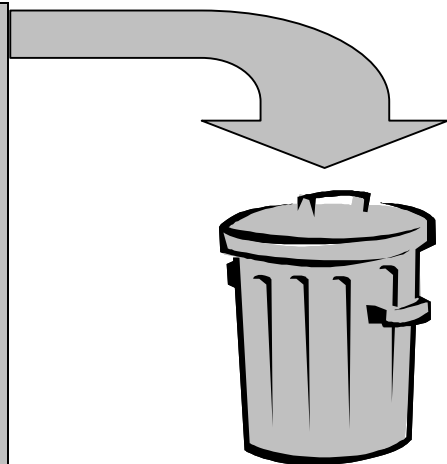
- Your latest achievements and the evidence (your work, certificates, photographs etc).
- Your latest ideas of what you hope to achieve (your goals).
- Your latest targets
- Your most recent certificates

You should also keep safely:

Last years achievements and evidence, ideas about goals and targets.

You could throw away:

- Targets that are more than a year old.
- Ideas about goals, if you have changed your mind.
- Records of skills & qualities if you have some more up to date ones.



This is called Sifting, Sorting and Selecting.

Key Skills

Key Skills are important skills that you need to get on in life.

You already have many of these skills.

Think about your own Key Skills and how you use them.

Communication (listening, following instructions and advice)

Using ICT (computers and other technology)

Using Numbers

Key Skills

Working with others (as part of a team)

Improving your own learning and performance

Problem Solving (deciding how to do things without help)

Remember – these skills are important.

Collect evidence of when you have shown them and keep it in your Progress File.

What are your Personal Qualities ?

These make you **different** from other people. They make up your **personality**. They help to describe what **sort of person** you are.

You have recently been interrogated by the Personal Qualities Police. What was their verdict?

What was said about you?

What qualities does this show?

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Do you have any other qualities?

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Goals

A goal or an ambition is something that you want to do in the future.

Goals: give you something to work on
give you a reason for making progress
help you to plan what you need to do

My Goals

By the end of Year 9

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By the end of Year 11

By the time I 'm 18

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By the time I 'm at work

Setting Targets and Deciding Action Points

Targets need to be things you can achieve
but they may need **hard work**



Some tips for setting targets:

- Look at your Individual Education Plan (IEP).
- Make sure you understand your targets and your Action Points. Do the Action Point Quiz*
- Date your targets and ask for help if you need it.

| My Target | Set on _____ |
|------------------|---------------------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |

| My Action Points are |
|-----------------------------|
| 1. |
| 2. |
| 3. |

Presenting Yourself to Others

There are times when you need to **summarise** your information and evidence in Progress file. This will help you to:

- remember your **achievements** in the past year.
- be clear about your **skills and qualities**
- **introduce yourself** to someone new like a Careers Advisor

You are going to write a summary called a **Personal Statement**. It will be useful when you:

1.

2.

3.

Suggestions - change class, Careers Interviews, Work Experience Interview, Annual Review, a job or College Interview.

Presenting Yourself to Others

You are going to start by writing a Personal Statement for your Year 10 teacher.



Your new teacher will want to know about your achievements.

Try this out for yourself.

My achievement

Why I am pleased about it

My evidence

Writing a Personal Statement

Think about these questions

Why am I writing it?

Who am I going to show it to?

What evidence should I include?

Here are some other tips:

- Look at some examples of Personal Statements.
- **Sift, Sort and Select** - choose a few important pieces of evidence to go with your Personal Statement
- Talk about your ideas to other people who know you.
- Use the method that suits you best, write, word process or tape record.



Put it all together in a presentation folder.

Getting Ready for Your Annual Review - Year 9

This is a very important meeting

You will be asked about your progress since your last review and your hopes for the future.

Name _____ Class _____

How do you think the last year has been for you at school?

How hard do you think you have worked and what are you most pleased about? (Include achievements in and out of school)

What would you like to improve on in the coming year?

What sort of things would you like to do when you leave school?

Signed _____ Date _____

Getting Ready for Your Transition Review - Year 10

This is a very important meeting

Use this opportunity to think about your Personal Statement and update your targets. You will be asked about your progress since your last review and your hopes for the future.

Name _____ Class _____

How do you think the last year has been for you at school?

How hard do you think you have worked and what are you most pleased about? (Include achievements in and out of school)

What would you like to improve on in the coming year?

What sort of work would you like to do when you leave school?

Who can help you make this decision?

What information do you need to help you make this decision?

Signed _____ Date _____

PROGRESS FILE Working Group 5

Debbie Stewart, Cricket Green School, Mitcham, Surrey

Background

- ? The session was delivered to a group of seven Year 11 pupils, all of whom had recently completed a two week work placement.
- ? All pupils had moderate learning difficulties, but were at the top end of the spectrum. They were able to record written information with only limited help.

Outcomes/benefits

Pupils will:

- ? Record the key skills used on their work experience
- ? Raise their self esteem through discussion of what they have experienced
- ? Complete work to gain credits for YAS or key skill experience for GNVQ
- ? Produce a large (A1) brainstorm poster for display in classroom
- ? Develop speaking and listening skills
- ? Be able to record accurately their achievements for their Progress File
- ? See the relevance of work in the real world

Planning

- ? Arranged for local employer to attend the session
- ? Briefed employer beforehand, reinforcing key skills
- ? Photocopied key skills record sheet packs (one for each pupil plus one for each member of staff)
- ? Had a range of coloured pens available.
- ? Informed pupils before hand of lesson content, ie let pupils know that we would be talking about key skills used on work experience. Asked pupils to bring along work experience diary to the session. Also asked for volunteers to meet employer in the reception hall and organise the making of coffee at the close of the session
- ? Had tea/coffee making facilities available to give a more age appropriate feel to the proceedings
- ? Positioned chairs in an informal relaxed circle with a flip chart in an appropriate place where it could be viewed by all
- ? Set up two tables with chairs for pupils to complete their written work

Activity

- ? Lesson length: 90 minutes
- ? Introduced employer, asked him to talk about what his job involved. Our employer was the local supermarket's Personnel Officer.
- ? Recappped key skills with the pupils, put headings on one page of flip chart in spider type layout, leaving room for examples to be written under each heading.
- ? Asked each pupil to state where their placement was and their job title.
- ? Encouraged students to talk about their individual experiences and attempted to match them to specific key skills.
- ? I used plenty of encouragement/prompting, ie 'Did you answer the telephone?', 'Did you do any photocopying?', as MLD pupils will usually lack the ability to transfer their experience to the key skills framework. This helped pupils grasp the concept of key skills.
- ? As the pupils talked, I wrote each example on to the flip chart and emphasised that some experiences will fall into more than one key skill area.
- ? Pupils started to see how many key skills they had already used.
- ? The employer had a good rapport with the pupils and did an excellent job of helping to

coax them into discussing their experiences.

- ? To help pupils focus on the skills they had experienced and used, I asked them to refer to their work experience diaries and key skills prompt sheets. The newly devised prompt sheets offered some useful examples of work related skills. I was pleased to see that the symbols made the sheet very accessible to pupils, a definite improvement on the previous lesson when prompt sheets were not used.
- ? When all of the key skills areas were full on the flip chart sheet, I split the pupils into two groups. Three students worked with the employer and four with me.
- ? The groups worked at tables, helping each other with ideas to fill in their record sheets. The employer and I helped with spellings and ideas. The flip chart poster was also used as a reference.
- ? Pupils were encouraged to complete the records as neatly as possible so they could include them in their Progress File.
- ? To close the session, two pupils made coffee for the whole group. During this time I recapped the positive experiences that each of the pupils had mentioned. This ensured that all the pupils were praised and that the session finished on a positive note.

Resources

- ? Flip charts
- ? Felt tip pens
- ? Key skills record pack (see attached)
- ? Tea/coffee making facilities

Support

- ? Local employer

Links

- ? Completed Skills Record Sheets have been included in pupils' own Progress Files.
- ? All work produced is used towards the Bronze Youth Award Scheme.
- ? The work is an integral part of the Careers Education and Guidance Scheme of Work.
- ? All work produced is accredited through the SERA Work Experience Key Skills accreditation system.

What worked well

- ? Employer involvement helped to foster a valuable link within a local workplace (useful for future work experience placements)
- ? The session enhanced the pupils' understanding of key skills (it de-mystified the terminology!!)
- ? The flip chart poster produced during the session was displayed in the Year 11 tutor room and provided a useful prompt during subsequent careers lessons.
- ? Tea/coffee is always a useful 'carrot', and it helps to create a more relaxed atmosphere.
- ? Social skills were reinforced through involvement with another adult other than a teacher, ie the local employer.

Tips

- ? Use your local Education Business Partnership to help find you a local employer.
- ? Briefing the employer beforehand is essential as not all employers are familiar with key skills, particularly the terminology.
- ? Ensure that the adult/pupil ratio is as low as possible.
- ? Ensure that the key skills are referred to as low down in the school as possible. (Key Stage 3 can deliver lessons on the theme of key skills. Build this into your school's CEG programme).
- ? Display the Key Skills poster in a prominent position in the tutor room. It can prove to be an invaluable resource.

PROGRESS FILE

WORKING WITH OTHERS

Name: _____

Date: _____

Give a mark out of 10.

| | I think - | My partner thinks - | My teacher thinks - |
|--|------------------|----------------------------|----------------------------|
| 1. I am well-mannered and polite | | | |
| 2. I am well-behaved in school. | | | |
| 3. I am well-behaved out of school | | | |
| 4. I am reliable | | | |
| 5. I am tolerant - (I get on well with all sorts of people). | | | |
| 6. I am patient - (don't easily lose my temper) | | | |
| 7. I am helpful in school. | | | |
| 8. I am honest. | | | |
| 9. I don't get upset if I lose a game. | | | |
| 10. I try to listen to other people's opinions | | | |

PROGRESS FILE

IMPROVING OWN LEARNING

Name: _____

Date: _____

Give a mark out of 10.

| | I think - | My partner thinks - | My teacher thinks - |
|---|------------------|----------------------------|----------------------------|
| 1. I want to get on in life. | | | |
| 2. I can use my initiative. | | | |
| 3. I can work on my own. | | | |
| 4. I can stick to a job and not give in easily. | | | |
| 5. I will ask for help if I need it. | | | |
| 6. I can concentrate hard on my work. | | | |
| 7. I like to do a job well. | | | |
| 8. I can set myself targets of goals. | | | |
| 9. I take care in my work. | | | |
| 10. I like to keep busy. | | | |

More About Me

Name _____ Date _____ Year _____

Give yourself a mark.

A = Excellent/I never need help

B = Quite good/I sometimes need a bit of help

C = Not very good/I often need help

D = Poor/I need lots of help

| <u>Communication</u> | |
|--|--|
| Speaking - I can speak clearly to one or more people. | |
| Listening - I can listen carefully and understand instructions. | |
| Reading - I can read a newspaper. | |
| - I can read my reading book. | |
| Writing - I can write an interesting story. | |
| - I can write a thank you letter. | |
| - I can write or type a business letter. | |
| Spelling - I can spell the words I use. | |
| Handwriting - My handwriting is neat and easy to read | |
| Further comments: | |
| | |
| | |
| | |
| | |
| | |

More About Me

Name _____ Date _____ Year _____

Give yourself a mark.

A = Excellent/I never need help

B = Quite good/I sometimes need a bit of help

C = Not very good/I often need help

D = Poor/I need lots of help

| <u>Application of Number</u> | |
|-------------------------------------|--|
| Maths | - I can add up a shopping list. |
| | - I know what change I need |
| | - I can tell the time |
| | - I can work out a bus timetable |
| | - I know my 2, 5 and 10 x tables |
| | - I can use a calculator to add up a shopping list |
| | - I can write numbers in words |
| | - I can draw and read graphs |
| | - I can recognise different shapes |
| Further comments: | |
| | |
| | |
| | |
| | |
| | |

Communication
When have I used this key skill?

Try to think of examples where you have used these yourself, in and out of school:

| Key Skill Area | Examples where I have used these in school | Examples of where I have used these out of school |
|---|--|---|
| Discussing things, (speaking and listening) | | |
| Writing | | |
| Producing diagrams | | |
| Reading and understanding | | |

Signed _____ (Student)

Signed _____ (Teacher)

Using Numbers
When have I used this key skill?

Try to think of examples where you have used these yourself, in and out of school:

| Key Skill Area | Examples where I have used these in school | Examples of where I have used these out of school |
|--|--|---|
| Measuring, estimating | | |
| Checking figures | | |
| Collecting results from a survey | | |
| Working with graphs | | |
| Doing calculations (in my head or on a calculator) | | |
| Presenting numerical results | | |

Signed _____ (Student)

Signed _____ (Teacher)

Information Technology
When have I used this key skill?

Try to think of examples where you have used these yourself, in and out of school:

| Key Skill Area | Examples where I have used these in school | Examples of where I have used these out of school |
|--|--|---|
| Entering information on a computer | | |
| Working on files and saving them | | |
| Playing computer games | | |
| Presenting information (including word-processing) | | |

Signed _____ (Student)

Signed _____ (Teacher)

Working With Others
When have I used this key skill?

Try to think of examples where you have used these yourself, in and out of school:

| Key Skill Area | Examples where I have used these in school | Examples of where I have used these out of school |
|-----------------------------------|--|---|
| Working in pairs | | |
| Working in a team or group | | |
| Following the team or class rules | | |
| Leading or supporting a group | | |

Signed _____ (Student)

Signed _____ (Teacher)

Improving own learning and performance
When have I used this key skill?

Try to think of examples where you have used these yourself, in and out of school:

| Key Skill Area | Examples where I have used these in school | Examples of where I have used these out of school |
|---------------------------|--|---|
| Managing my time | | |
| Planning and organising | | |
| Setting and achieving | | |
| Working well on my own | | |
| Asking advice from others | | |

Signed _____ (Student)

Signed _____ (Teacher)

Problem Solving
When have I used this key skill?

Try to think of examples where you have used these yourself, in and out of school:

| Key Skill Area | Examples where I have used these in school | Examples of where I have used these out of school |
|--|--|---|
| Spotting a problem and noticing what is causing it | | |
| Finding a solution to any problem | | |
| Making decisions | | |
| Using my imagination | | |

Signed _____ (Student)

Signed _____ (Teacher)

Practical Skills
When have I used this key skill?

Try to think of examples where you have used these yourself, in and out of school:

| Key Skill Area | Examples where I have used these in school | Examples of where I have used these out of school |
|-------------------------------------|--|---|
| Using equipment, handling materials | | |
| Making or mending things | | |
| Showing body co-ordination | | |

Signed _____ (Student)

Signed _____ (Teacher)

Progress File

Residentials

List the places you have visited on residential trips

Can you answer yes to any of these?

I had to work in a team with my class

We had to organise ourselves in things like packing, preparing packed lunches and making beds

The residential involved doing a lot of outdoor activities

We had the chance to do a lot of computer work

When I was away I tried to help other students

Now put some of these sentences together to make a paragraph about your residential trips

Progress File

Tips for Teachers:

- ? Keep photocopied examples of pupil work from previous years to provide good examples for future students.
- ? If possible have a 'Progress File' lesson timetabled each week, this ensures that regular formative work will be done.
- ? Refer to our recommended resources list for a wide range of published materials which will reinforce and extend 'progress file' work.
- ? Organise a cluster group of similar schools and arrange termly meetings to enhance and support 'Progress File' work.
- ? Make 'Progress File' as high profile as possible, ideally a member of SMT should have overall responsibility of Progress File.
- ? Dedicate a Progress File notice board in the entrance hall.
- ? Have a Progress File display table at Parents Evenings.
- ? Mention Progress File in assemblies throughout the year (a merit system works well here).
- ? Include Progress File on the agenda of staff and team or departmental meetings.
- ? Include Progress File in Key Stage Development Plan.

|

SEN Working Group 5
Caroline Kedge, St Phillips School, Chessington, Surrey

Preparation for Recording Key Skills on Work Experience

Background:

Materials were used with a group of twelve Year 11 pupils, mostly with moderate learning difficulties. The group also included three pupils with severe learning difficulties who would be undertaking a work experience within a sheltered employment placement accompanied by non-teaching support staff. All of the other pupils would be embarking on two-week independent work placements.

Outcomes:

- ? Raises an awareness of the importance of key skills
- ? Enables pupils to achieve half a credit towards YAS
- ? Prepares pupils to record work experience key skills for Progress File
- ? Emphasises the value of a successful well recorded work experience placement

Planning:

- ? Work Experience task cards needed to be produced matching the relevant vocational areas.
- ? Colour-coded key skill flash cards were produced to match the coloured key skill stickers produced by ASDAN. The pupils would be using the key skill stickers in their Bronze/Silver Award record books to record the skills they had used during their work experience on their return to school, so it was important to get them used to the symbols and colours used.
- ? A flip chart with the appropriate coloured pens was also needed.

Activity

Session 1:

- ? Introduction: Pupils were asked to identify the different skills the teacher had used in preparing and teaching the lesson i.e. speaking to the pupils, listening to what they had to say, writing things down, using IT to produce the resources and the photocopier to produce enough worksheets, counting how many of each resource were needed.
- ? The different skills were recorded and grouped under the appropriate key skill heading, i.e. talking to pupils, reading what had been written, listening to what the pupils had to say - could all be listed under communication, etc.
- ? Lots of discussion was used to ensure that all the pupils understood what was meant by the different key skill headings and the chart was left up as a prompt.
- ? Discussion then took place on what kind of skills the pupils themselves might use on work experience.
- ? The pupils were then grouped according to the kind of work they would be doing on work experience eg Retail and given the appropriate Work Experience task card. They often completed the Key Skills and Work Experience sheet.

Session 2:

Introduction: Revision of key skills and discussion

- ? Pupils worked in pairs according to the vocational area they would be working . Each pair were given a key skill flash card and a large piece of paper to brainstorm all the activities they might do on their work experience in their specific key skill, eg How they

would use communication whilst working in child care.

? They then produced a poster highlighting these activities.

Session 3:

- ? Pupils were given their Work Experience Diaries and shown the Key Skills Record Sheets differentiated according to their vocational area. They were given time to look through and discuss the examples of tasks and told how to record them. Emphasis was given to the importance of completing the Key Skills Record throughout the placement and not leaving it to the end, and also the importance of involving the employer and asking them to sign the final page.
- ? Pupils also produced an Action Plan including the key skills they wanted to develop and the evidence they would collect to support their key skills record.

Resources: Key Skill flash cards - small and A4
Work Experience Task Cards
Flip chart and appropriately coloured pens
ASDAN key skill stickers
Key Skills and Work Experience sheet
Key Skills Record Sheet (in Work Experience Dairy)
Action Plan

Support: Support assistant working with group of three SLD pupils

Links: These sessions were taught as part of Careers Education and Guidance. The evidence produced was used as part of the ASDAN Bronze/Silver Award and the WJEC Certificate of Educational Achievement in Life Skills.
Pupils who successfully record their key skills on work experience were awarded a certificate endorsed by the local TEC and EBP.

What worked well:

All pupils bar one successfully recorded their key skills during their work placements and have a good recall of what the key skills are. On their return from Work Experience they presented an assembly for the rest of the school which included an explanation of key skills. The pupils were able to identify the key skills very quickly during session one.

Tips: Ensure the Work Experience Task Cards cover the relevant areas for each group!
Display the A4 Key Skills cards prominently to remind pupils.
Don't deliver this session too early. The sessions should be taught about two/three weeks before work experience to keep key skills fresh in the pupils' minds.
Talk to the employers about key skills and ask them to sign the record page.
Send a letter home to parents about the Work Experience Diary and particularly the Key Skills Record page.
Photocopy the Key Skills Record page in a different colour to the rest of the Diary so that pupils can find it easily.
Remind all staff visiting pupils during their placements to talk to them about key skills.

KEY SKILLS AND WORK EXPERIENCE

1. Read the Work Experience task card for your group.
2. What area of work is it for?
Eg: child-care, retail, practical, catering etc.
3. Discuss with your group the key skills you might use in carrying out the task.
4. List them under the different key skill headings:

* COMMUNICATION

- a. Taking part in discussions
- b. Producing written materials
- c. Using diagrams
- d. Reading and understanding written materials



PRACTICAL WORK

Following your supervisor's instructions, you must work with three others to help unload a delivery lorry.

You must put the stock on to a trolley, wheel it into the store room, unload it and put the correct stock on each shelf.

You must then help put up a new shelving unit and attach some labels.

WORKING IN AN OFFICE

Following your supervisor's instructions, you must photocopy a newsletter for 50 customers, staple it and then put each newsletter in an envelope.

You must then ask for a printout of address labels for the envelopes.

After that you must put out some new leaflets/brochures on the display racks and remove any that are out of date.

WORKING WITH CHILDREN

Following your supervisor's instructions, you must get the room ready for an art lesson.

You must work with an assistant to cover the tables, mix the paints, put out an apron for each child and cut the paper to the correct size.

When you have helped the children with their paintings, talk to them about their pictures and label them.

WORKING IN A SHOP

Following your supervisor's instructions, you are to remove old stock from the store shelves.

You must put damaged goods in one container and the rest in the trolley.

You must then take the trolley to the stockroom by lift and then enter the numbers of the damaged stock on the computer.

WORKING IN CATERING

Following your supervisor's instructions, you must put out the plates for lunches, open a sack of potatoes and put them into the peeling machine.

Then, working with a partner, make a variety of sandwiches, put them in containers and label them.

After lunch you must load the automatic dishwasher and start it.

KEY SKILLS RECORD SHEET

Here are some examples of tasks you might have to do when you are working with animals eg at Deen City Farm or Chessington World of Adventures.

Use a highlighter pen or coloured pencil to mark the tasks you **have done**. **Don't expect to** do all of them. Only do tasks you have asked to do! There are spaces for you to write in any tasks which haven't been included.

COMMUNICATION



1. Taking part in discussions

Meet the person in charge (your supervisor) and introduce yourself

Meet and greet other people working there

Talk to your supervisor about how you are getting on

Talk about rules with your supervisor

Talk about how to care for the animals with your supervisor

Talk to members of the public politely and clearly

2. Written material



Write notes for someone

3. Using images/pictures

Understand any posters or charts at the zoo/farm

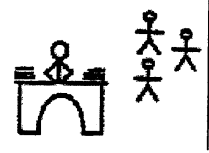
Understand any labels about the animals, their food or their care

4. Reading and acting on written materials

Read and understand Health and Safety information

Understand any written instruction

WORKING WITH OTHERS

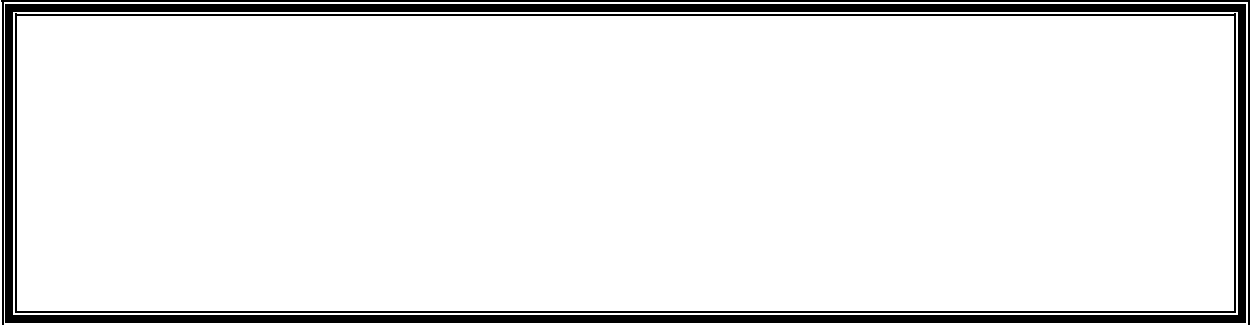


Work in a team with other members of staff eg tidying up or getting out equipment

Help children

Help visitors and be polite to them

Carry out instructions or requests quickly and without fuss



IMPROVING YOUR OWN LEARNING



Learn about the farm/zoo quickly

Carry out instructions properly without giving up

Get on with things without being asked

Clear away and clean up

Keep your diary up-to-date

PROBLEM SOLVING



Help visitors with any problems they might have

Cope with a problem sensibly

Go for help if you can't solve a problem

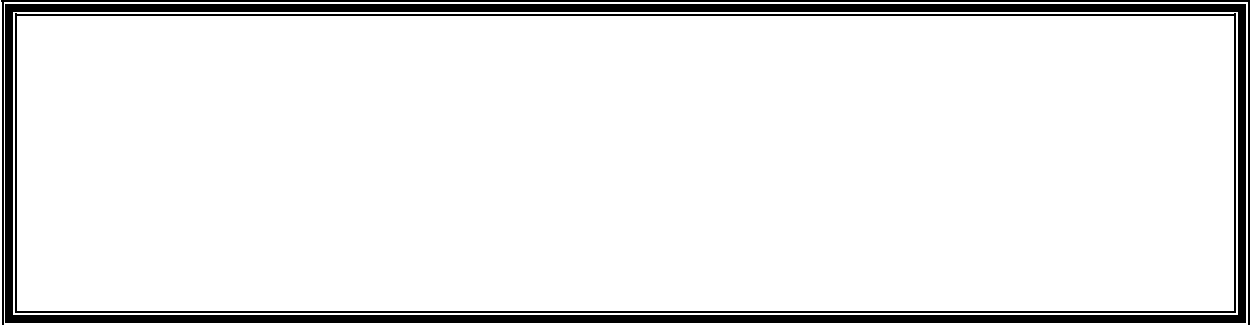
PRACTICAL SKILLS

Handle equipment properly and safely

Make something or put something together

Handle small animals properly

Measure out feed or bedding



EMPLOYER'S SIGNATURE: _____

**WELCOME
BACK FROM
WORK
EXPERIENCE**

NAME:



**Before you forget about
your experiences,
We will record them for
future use.**

| GOOD POINTS |
|--------------------|
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| NOT SO GOOD POINTS |
|---------------------------|
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WORK EXPERIENCE

HOW DID IT GOT?

Ask your partner the following questions.

Don't let them give one word answers!

Note down your findings.

1. Where did you go for your Work Experience?

2. What was the best thing about where you worked?

3. Why did you choose this type of work?

4. Would you make the same choice again if you knew what you know now?
Why/why not?

5. If you got a job in this type of work, what would you see yourself doing in ten year's time?

6. Did you have to work with other people? How?

7. Tell me about a problem you had to solve.

Now make up five more questions of your own to ask your partner.

SEN GROUP 5

Sheila Roberts, Cambridgeshire Careers Guidance

Training and development package:

This section shows how Progress File can be introduced during a 2 hour INSET session for teachers in a special school for students with moderate learning difficulties.

The package includes:

- ? The session Outline
- ? A set of pages to be photocopied as OHTs
- ? Key Action Points

This pack can be used by Careers Advisers working with teachers.

It can also be used as an in-house resource for any organisation making the transition from the NRA to Progress file.

INSET: Managing the move from NRA to Progress File

Target audience: Managers and Key Stage 3 and 4 staff in special schools for students with moderate learning difficulties.

Duration: 2 hours

Aims:

- ? to clarify how Progress File came into being
- ? to consider the relationship between the NRA process and the principles underpinning Progress File
- ? to establish how Progress File relates to existing curriculum activities and learning practices in a special school
- ? to explore how Progress File could be integrated into a special school.

Session Outline

A. Why fix it if it's not broken?

1996 - 1999 Dearing, NRA Review, Progress File Trial, Demonstration projects *OHT* RoA principles past and present *OHT*

B. How do special schools view the NRA? *Group work*

In small groups consider the comments on the sheet which can then be shared and discussed with the whole group.

The purpose of these discussions is to establish people's views and understanding of the current NRA process and product.

Issues: presentation documents are important for SEN/ reviewing and planning is harder but not impossible for students with moderate learning difficulties; staff should not be compiling NRAs but supporting students as they do so; a flexible approach should be taken to recording which suits the needs of the student; draw upon rather than duplicate work and recording being done elsewhere in the curriculum.

C. What is Progress File? *OHT*

D. Progress File Materials *OHT*

Outlining the framework and generic nature of the materials through section headings. Introducing titles

E. Time to look at the materials

In small groups look at sample sections and consider:

- i) how appropriate/relevant for students?
- ii) could this material be used as it stands or would it need to be adapted?

F. Integration not duplication *OHT/handout*

Discuss when the processes underpinning Progress File happen currently and to what extent students are actively involved in them.

The bold headings are the terms used in Progress File whilst the smaller print in brackets relates to terminology used in related to the NRA process)

G. Opportunities for integrating Progress File *OHT*

Spend some time dipping into the materials using the 'taster sheet' as a prompt to see how they might fit in with your current curriculum activities.

H. Key Action Points *handout*

Ref: progress/senfeb

Why fix it if it's not broken? NRA to Progress File

1996 Dearing Review of Qualifications 16-19

- ? Review and re-launch NRA
- ? Introduce process earlier
- ? Support development of planning skills
- ? Tool for management of learning and personal development
- ? Link to Key Skills

1997 NRA Review Report

- ? Build on current best practice
- ? Emphasise on reviewing and planning
- ? Lifelong learning, management of learning and career planning
- ? Individual not institutional ownership
- ? Forward focus not just presentation document of things done
- ? Integrate with and support programmes/processes including careers education

1997/98 Progress File piloting

- ? Cross sector trials - education, training and employment
- ? Trial name, materials, folder
- ? Generic sets of materials for students from Year 9 and adults: *Getting Started, Moving On, Widening Horizons, Broadening Horizons*

1998 Evaluation of pilots

- ? Materials revised and designed
- ? Developments to support the use of Progress File with SEN

1999-2002 Demonstration Projects

- ? Further testing and development across sectors

How do special schools view the NRA?

In small groups consider these comments:

1. Our students need and like a substantial summary document like the NRA to take away with them.
2. We start RoA folders in the primary years so we don't need NRAs.
3. Our students can not review progress or plan so the NRA process is not appropriate.
4. Staff spend hours putting NRAs together for our students just before they leave.
5. The NRA duplicates much of what students have to do for other accredited programmes eg Key Skills, so the don't see the point in doing it all again in another file.
6. We don't like the NRA headed pages. Our students need to record their achievements in a different way.

What is Progress File?

- ? A **process** to help people of all ages makes the most of themselves and their opportunities throughout life.
- ? Shift in focus from a presentation folder to a set of materials helping individuals work through an ongoing **process**:

Recognising, reviewing and recording achievements

Identifying skills, particularly Key Skills

Setting goals and targets

Planning how to achieve them

Sorting, sifting and selecting data to present to others

- ? Builds on best RoA/NRA practices and principles
- ? Focus on individual ownership and responsibility for own learning planning and career development
- ? Flexible framework - pick, mix and adapt materials (no standard, headed pages)
- ? Guidance available for using Progress File with SEN students.

Progress File Materials

A generic set of materials following a common framework but written to suit different age groups of people

The framework

Checking progress
Setting goals
Planning how to move on
Career planning
Presenting yourself to others
Making applications/Presenting your achievements

Progress File Materials

| | | |
|-----------------------------------|-------------------------|------------|
| <i>Getting Started</i> | Wake up to learning | KS3 |
| <i>Moving On</i> | Your key to the future | KS4 |
| <i>Widening Horizons</i> | Set your sights high | Post 16/FE |
| <i>New Horizons</i> | Training for the future | Trainees |
| <i>Broadening Horizons</i> | Map out your future | Adults |

Additional support materials - Progress File in practice:

Tips for teachers
A guide for co-ordinators in schools
A guide for careers advisers and development managers in careers services
A guide for Employers
A guide for Training Providers

Time to look at the materials

In small groups look at one of the following sections from the Progress File materials:

- | | | |
|--------------------------|-----------------------------|------|
| ? Getting Started | Personal Qualities activity | page |
| ? Moving On | Personal Qualities | page |
| ? Moving on | Learning Style Quiz | page |

Consider:

- i) How appropriate/relevant is this activity for my students?

- ii) Could this material be used as it stands with my students or would it need to be adapted?

- ii) When and where in the curriculum might it fit? Do we do something similar already?
Could this material provide a new slant?

NB. Progress File is a framework not a prescriptive teaching programme
Pick and mix, use the ideas and feel free to stick with existing materials

Integration not duplication

When and where these processes taking place and to what extent are students actively involved in them?

1. Checking Progress (Achievements)

(Guidance, reviewing and continuous recording)

recognising achievements

reviewing achievements

recording achievements

2. Checking Progress (Making Judgements)

(Guidance, reviewing, assessment and continuous recording)

identifying different ways of learning

identifying Key Skills

identifying personal qualities

identifying skills (vocational, creative, practical)

3. Checking Progress (Using Judgements)

(Guidance, reviewing, action planning, continuous reading)

understanding and quantifying achievements

understanding and quantifying personal qualities

understanding and quantifying skills including Key skills

understanding the learning process

4. Setting Goals

(Guidance, reviewing, action planning, assessment, continuous recording)

understanding what a goal is

understanding why goals are important

understanding how to set relevant goals

5. Planning how to move on (Target setting)

(Guidance, reviewing, action planning, assessment, continuous recording)

action planning through SMART target setting

6. Presenting yourself to others

(Guidance, reviewing, action planning, summary recordings)

sorting, sifting and selecting

producing and using a summary

Opportunities for integrating Progress File

? **IEP process**

? **Annual Reviews**

? **Formal and informal reviewing of progress**
in class and individually with tutor, Personal Learning Planning

? **Careers Education and Guidance**
self-awareness, career planning, CV writing, interviews, applications

? **PSE/NRA/Progress File lessons**
exploring skills and qualities, writing personal statement

? **Work Experience**
identifying and developing skills and qualities, reviewing, Key Skills

? **Accredited programmes**
eg Key Skills in Youth Award Scheme, action planning

? **National Curriculum**
reviewing progress, subject assessment, setting targets, Key Skills

? **Community based learning**
identifying and developing skills and qualities through residentials, voluntary work, sporting/activities and projects etc.

Integrating Progress File Materials

Supporting reviews

Getting Started section Could be used when preparing for Annual Review/Careers interview etc.

Work Experience

Careers Ed/PSE

Moving On section on personal qualities

Key Action Points

Supporting integration and implementation

Providing an opportunity to reflect, review and revise current practices as part of the school's continuous improvement

? **Conduct an audit across the curriculum**

Which activities and programmes already cover Progress File ground?
How good are we at engaging students in reviewing and planning their learning?
Where do the opportunities already exist to involve them in these processes?
How well does our NRA process match that required by Progress File?
What new dimensions/extensions/improvements could Progress File prompt?
What gaps need plugging?

? **Use Progress File as a flexible resource**

Pick and mix from the range of materials to fit needs
Blend with materials already in use
Be prepared to modify
Use as an additional teacher resource - ideas, different approach
Catalyst for reviewing and improving current practices eg target setting

? **Use Progress File to increase student involvement in planning own learning**

Blend and use alongside accredited and other programmes and activities
Use learning processes inherent in Progress File to strengthen curriculum
Use materials and ideas selectively to complement and enhance

? **Consider summative documentation**

Determine what is most valuable for students whilst upholding value of process

? **Work on sorting, sifting and selecting skills**

Successful development of Progress File dependent upon these skills SEN students will need significant teacher guidance support

SEN Group 5

Lindsay Peer, British Dyslexia Association

'Tips for Teachers Working with Dyslexic Students'

By the time dyslexic students reach Year 9 and above a lot of damage may have been done! It is critical that students have dyslexia explained to them in such a way that they view themselves positively with successes to achieve. Dyslexia undoubtedly is understood today as a combination of abilities and difficulties, with much teaching of adolescents or beyond focussing on skills and strategies, and often has to include the rebuilding self-esteem. Motivation follows achievement. Teachers need to point out their strengths and begin to direct them towards appropriate careers.

- ? Often dyslexic learners have particular strengths in areas of creativity and/or verbal abilities: these need to be highlighted.
- ? These days, with the sophistication of ICT, no-one should be left to flounder because their reading is not up to speed or their spelling is poor.
- ? Calculators are helpful for those with problems in areas of short-term memory relating to the processing of number.
- ? Word processors help with the organisation and sequencing of ideas in papers. Spell checkers and dictionaries such as the ACE are helpful to many.
- ? As Voice Activated Software develops and comes within the domain of the average student, even more of the 'known' difficulties will disappear, leaving the dyslexic learner free to demonstrate creativity, imagination and innovation.

When asked what I consider to be the greatest gift any teacher can give dyslexic learners, I have to answer 'time'. The more recently recognised problem of slower than expected processing of spoken and/or written language is highly significant in the learning and working zones. When students have assignments given to them at

a manageable pace, and they do not have to rely on a long series of tasks held in memory, they can succeed very well indeed. We as teachers must find ways of presenting such information:

- ? May be written down by a friend or the teacher:
- ? May be left on the board for longer - simple ways to allow the learner time to process and work logically and consistently.

Note taking is often a difficulty at this level, particularly when teachers/lecturers 'jump around'.

- ? Use of strategies such as 'Mind Mapping' ? are highly successful due to the combination of colour, key words and diagrams. Spelling is not important with such a technique, allowing the learner freedom to move about, focus and take meaning from notes at a later date.
- ? Memory techniques are certainly capable of development and aid the growing abilities of the learner.
- ? Organisation of timetables and work must be taught, perhaps in a 'study skills' framework.
- ? Preparation for revision and examination, as well as continuous assessment assignments, must be done giving the learner time to take on a new way of learning.

Assessing the needs of the learner so that (a) a coherent IEP can be produced and (b) appropriate examination provision can be applied for in good time are critical steps towards success.

Most importantly, encourage the learner to explain the abilities that he/she has to offset the dyslexia, and foster the confidence to ask for what they need in order to

succeed.

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 50 Aylesbury Road, Aston Clinton, Aylesbury, Buck HP22 5AH

3. 'Mind Mapping - Get Ahead' - video
 Buzan Centres Ltd, 54 Parkstone Road, Poole, Dorset B4 15 2PX

4. Use your Head - Developing Memory

 Buzan Centres Ltd, 54 Parkstone Road, Poole, Dorset B4 15 2PX

5. In the Mind's Eye: Visual thinkers, gifted people with learning difficulties,
 computer images and the ironies of creativity (1997)

 West, T
 Prometheus Books

Useful Addresses:

1. British Dyslexia Association
98 London Road, Reading, RG1 5AU
Tel: Helpline 0118 966 8271
Fax: 0118 935 1927 Email: info@dyslexiahelp-bda.demon.co.uk

2. The Dyslexia Institute
133 Gresham Road, Staines, TW18 2AJ
Tel: 01784 463 851
Fax: 01784 460 747

3. The Hornsby Learning Centre
Glenshee Lodge, 261 Trinity Road, London SW18 3SN
Tel: 0181 874 1844
Fax: 0181 877 9737

4. Helen Arkell Dyslexia Centre
Frensham, Farnham, Surrey GU10 3BW
Tel: 01252 792 400
Fax: 01252 795 669

5. Adult Dyslexia and Skills Development Centre (David McLoughlin)
5 Tavistock Place, London WC1H 9SN
Tel: 0171 388 8744

SEN Group 5

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Useful Guidelines for working with students within the Autistic Spectrum Disorder

- ? Always break tasks down into small, manageable parts.
- ? Use pictorial representation of sequence.
- ? In the top box insert a photograph of the student.
- ? Visually represent information through signs, symbols, pictures, videos, words or a combination of all these.
- ? Visual representations must demonstrate differentiation and must reflect the student's level of understanding.
- ? The aim of using visual representation is to enable the student to complete tasks as independently as possible.
- ? When the stages of the sequence have been learnt by the student then you can reduce the amount of visual representations.
- ? Once tasks have been learnt, the student may only require one visual representation in order to carry out the task successfully.
- ? Students who have language difficulties can also benefit from the use of visual representations. These are used in order to support their learning and access to learning.
- ? The use of key words or flash cards can be a useful visual prompt for students.

Guideline when working with students within the Autistic Spectrum Disorder re Sequencing

Photograph of student

Visual representation of the part of the
sequence

Visual representation of the part of the
sequence

Visual representation of the part of the
sequence

Visual representation of the part of the
sequence