

Progress File – Who Am I?

The aim of Progress File is to help learners to develop an understanding of self so they are able to recognise and build on their abilities and achievements to realise their ambitions in life.

Specifically, these materials aim to strengthen an understanding of self by:

- developing independence and self-esteem
- helping to increase the responsibility pupils have for their own learning
- providing a process that serves to underpin target setting in schools
- developing adult and pupil reviewing skills
- promoting positive adult-pupil relationships and insights into how children learn and develop personally.

Let's Go with Progress File introduces Personal Statements as the stimulus for pupils to review their experiences and achievements and to consider, with their teacher/other helper, how they might develop further.

Progress File – Who Am I?

TN1 Teacher Notes

Personal Statements can be used, in prompting pupils to review their experiences, abilities and achievements, to gain a sense of self and help pupils:

- provide others with key information about themselves, e.g. when introducing themselves to a new teacher or personal adviser
- make decisions about the future, e.g. in a careers session
- celebrate successes, e.g. at the end of a year or key stage.

Key information might include details of pupils' skills, qualities, likes and dislikes, interests, strengths, experiences and achievements, both in and out of school. It may also be useful to include information about learning and personal goals, and areas for development, to support the development of an individual learning plan (ILP).

Personal Statements do not have to be written – they can be recorded and/or include photographs or drawings. Some schools have used Powerpoint, including text, photographs and sometimes a short video clip, for pupils to share information about themselves with others.

Personal statements can be linked to preparation for and follow-up of personal, academic and career target setting reviews. Activities that can support the development of personal statements include:

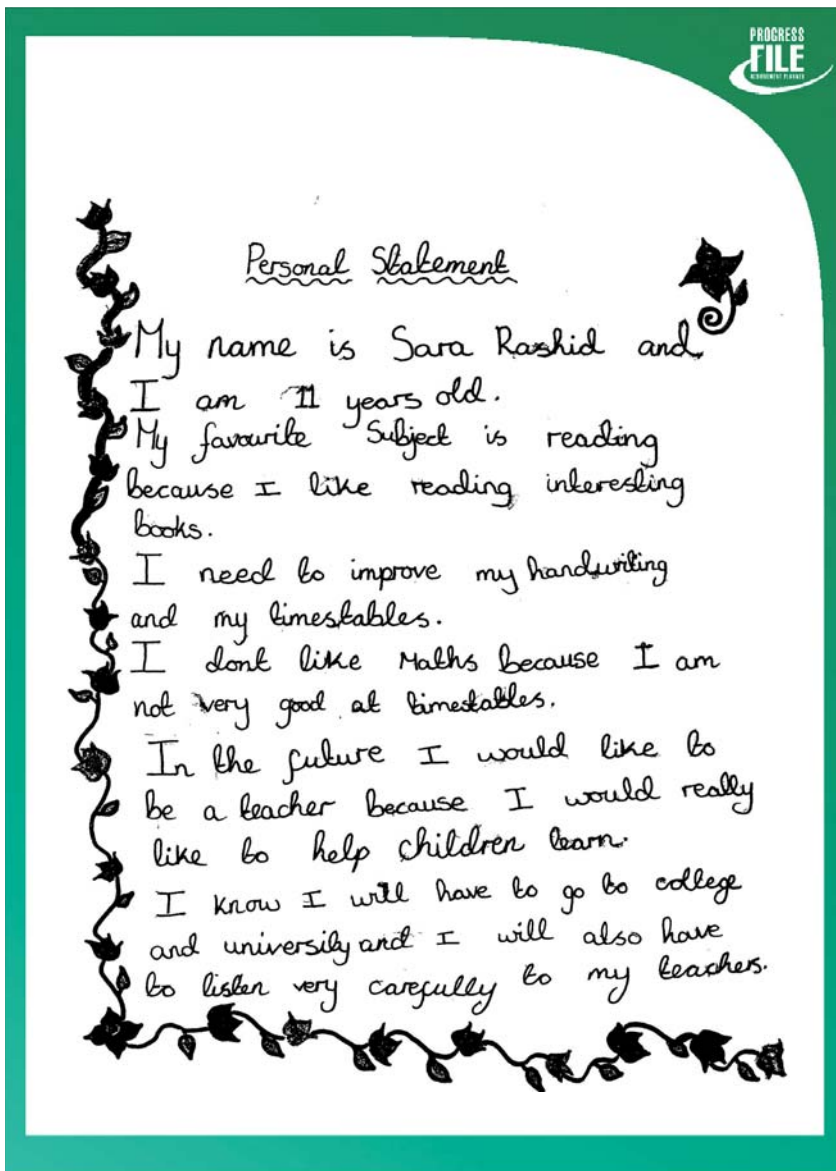
- individual portraits, e.g. a silhouette of a head with strengths written on it or a collage of photographs showing interests
- personal profiles or CVs
- time lines showing past achievements, where they are now, aspirations and how these might be achieved.

Examples

E1.1a Personal Statement	A basic example
E1.1b Personal Statement	A more developed example focused on a career goal
E1.2a Time Line	Produced by a 10 year old pupil to show skills and qualities shown/needed at key points in life 0-18
E1.2b Time Line	An alternative format for a Time Line, again based around skills and qualities
E1.3a Writing Frame	A simple writing frame with the start of sentences provided to prompt completion
E1.3b Writing Frame	A more open example to help pupils organise the content of their personal statement

E1.1a

Teacher Note: This personal statement includes basic information about the pupil's favourite subject, aspects of her work that she needs to improve and aspirations.



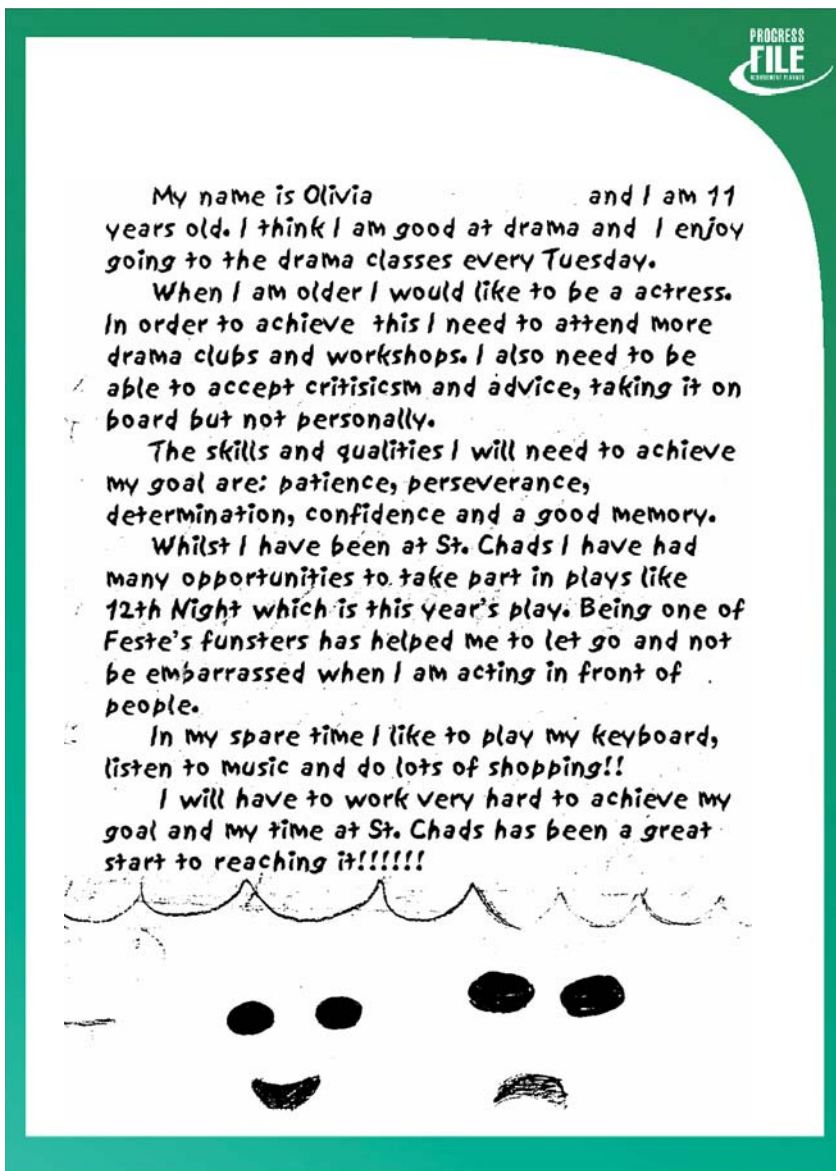
PROGRESS FILE
EASLEY PARK

Personal Statement

My name is Sara Rashid and I am 11 years old.
My favourite Subject is reading because I like reading interesting books.
I need to improve my handwriting and my times tables.
I don't like Maths because I am not very good at times tables.
In the future I would like to be a teacher because I would really like to help children learn.
I know I will have to go to college and university and I will also have to listen very carefully to my teachers.

E1.1b

Teacher Note: This personal statement focuses on the pupil's career goal and how it could be achieved in terms of skills, qualities and experiences. The example could be used with pupils to show how they could introduce themselves to teachers in a new school. In the context of the self-development strand of careers work, it could be used to help pupils in 'undertaking a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format'.



PROGRESS FILE
CAREERS PROJECT

My name is Olivia and I am 11 years old. I think I am good at drama and I enjoy going to the drama classes every Tuesday.


When I am older I would like to be a actress. In order to achieve this I need to attend more drama clubs and workshops. I also need to be able to accept criticism and advice, taking it on board but not personally.

The skills and qualities I will need to achieve my goal are: patience, perseverance, determination, confidence and a good memory.

Whilst I have been at St. Chads I have had many opportunities to take part in plays like 12th Night which is this year's play. Being one of Feste's funsters has helped me to let go and not be embarrassed when I am acting in front of people.


In my spare time I like to play my keyboard, listen to music and do lots of shopping!!

I will have to work very hard to achieve my goal and my time at St. Chads has been a great start to reaching it!!!!!!



E1.2a

An example of a Time Line produced by a ten-year old pupil (typed up from handwritten work)



Time Line

Name: **Age:**

Skills and Qualities

Skills and Qualities	Age	Important events
<i>Perseverance</i> <i>Concentration</i> <i>Balance</i>	0-1	Learnt to walk
<i>Courage</i>	2	Went to Nursery
<i>Learnt to tap dance</i>	3	Went to Beezy Beez
<i>Braveness</i>	4	Started School
<i>Learnt to paint</i> <i>proper pictures</i>	5	
<i>Perseverance</i>	6	Key stage 1 SATS
<i>Resilient</i>	7	Moved House
<i>Parience, Keep Still</i> <i>Not talk</i>	8	Went to First Wedding
<i>Responsible</i> <i>Helpful</i>	9	Brother Nicholas was born
<i>Dedicated, Observant</i> <i>Responsible</i>	10	Yr 6 Infant Monitor
<i>Courage</i> <i>Determination</i> <i>Confidence</i>	11	Start Secondary Year 6 SATs School
<i>Try your best</i> <i>Determination</i> <i>Intelligence</i> <i>Confidence</i>	12	Start Secondary Year 7 Tests School
	13	Paper Round
<i>Determination, Confidence</i> <i>Concentration</i>	14	Key stage 3 SATs
<i>Resilience</i> <i>Resourceful, Courage</i>	15	Start Duke of Edinburgh Award
<i>Courage</i>	16	GCSE 6th Form College
<i>Intelligence, Try your best</i> <i>Thinking Skills</i>	17	Learn to drive
	18	A Level

E1.2b

An alternative format for a Time Line on Skills and Qualities



E1.3a

Teacher Note: This simple writing frame prompts pupils to complete the sentences. The pupil who produced this example needs to be encouraged to expand on his answers, explore further his current goal of working with computers and perhaps broaden his interests.

The writing frame (P1.2) is included in the **pupil activities** section of this CD and can be adapted to provide more structure to meet individual needs and prompt more detailed responses.

PROGRESS FILE
EVALUATING & IMPROVING

Personal Statement

My name is *Jon* and I am *10* years old.

I am good at
Computers

At school I enjoy
doing my work on the computer

In my spare time I
go round my friends house to play on his computer

In the future I
want to work with computers

The skills and qualities I will need to achieve my goal are
computer skills, concentrate, not give up

I am aware how to achieve my goal and know that I will have to
work hard at school and do well in my exams

E1.3b

Teacher Note: This writing frame uses sub-headings to help pupils organise for themselves the content of their personal statements. This pupil has been thoughtful in her approach to writing the personal statement – a good basis for further discussion about her progress and aspirations.

PROGRESS FILE
EXERCISE 1.3b

Personal Statement

Name... *Melina* Date: ... *3 October 2003*

How I think I've been getting on generally in school
.. *I feel I have gone to school with a good attitude. I have had.....*
.. *a good try at most of my subjects and have made friends in...*
.. *my class*

The subject areas I feel happiest with and why
.. *I think art and maths because I like being precise and.....*
.. *drawing things and I get good marks*

The subject areas in which I can improve, and how
.. *I think English because I'm a bit shy when the teacher asks.....*
.. *me to speak up in class. I need to ask more questions in class...*
.. *to improve my confidence in speaking*

What I'd like to achieve in the short term
.. *Good marks in my subjects and stickers for doing good things....*
.. *around the school like helping others*

My aspirations (long term goals)
.. *I want to achieve high awards at school and go to college to.....*
.. *study engineering so I can design things*