

Progress File – Learning

Progress File aims to involve pupils in their learning by helping them to:

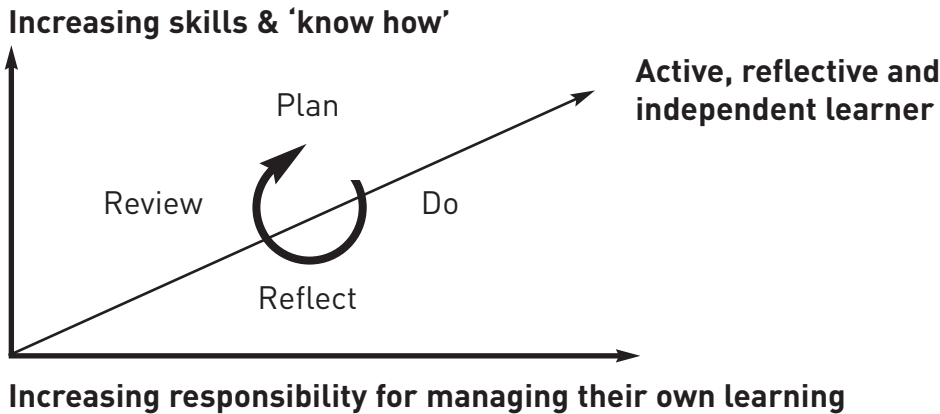
- understand the value of learning - what they are aiming to achieve
- think about **how** they are learning, as well as **what** they are learning
- recognise what they have done well and what they need to develop
- identify how they can make progress.

Every section of Let's Go with Progress File contributes to effective learning. This section focuses on raising pupils' awareness of how they learn and how they can make progress towards their learning goals.

Progress File – Learning

TN3 Teacher Notes

Progress File aims to develop active and reflective learners, capable of taking increasing responsibility for managing their own learning.



The materials on this CD can help pupils develop the skills and 'know how' they will need to make the most of their learning opportunities. These skills include those in:

- Self-assessment** - ability to identify strengths and development needs
- Reflection** - ability to think about what is being learnt and how to develop further
- Reviewing** - ability to identify progress, recognise and evaluate achievements.

By engaging in the review, plan, do and reflect cycle pupils should be clearer about where they are now, where they want to get to and, most importantly, how to get there. Constructive feedback is essential to this process, enabling pupils to see for themselves what they need to do to improve. Feedback can come from group sessions, as well as through individual and peer reviews.

Progress File can be used to stimulate and capture different ways of learning, catering for visual, auditory and kinaesthetic preferences in setting and working towards learning goals. In their book 'The Learning Revolution (Accelerated Learning Systems, 1994), G. Dryden and J. Vos claim there are about twenty ways of determining an individual's preferred learning style. One example - a VAK questionnaire for children **(P3.1)** - is included in **Pupil Activities**.

Examples

- | | |
|-------------------------------|--|
| E3.1 Card Sort | To identify how pupils think others can help them to learn |
| E3.2 Tree of Knowledge | To prompt reflection on different ways of learning |
| E3.3 Learning Map | To encourage discussion about learning at the start of a new topic |
| E3.4 Learning Log | To prompt pupils to note what they have learned and when they might use their learning again |

E3.1

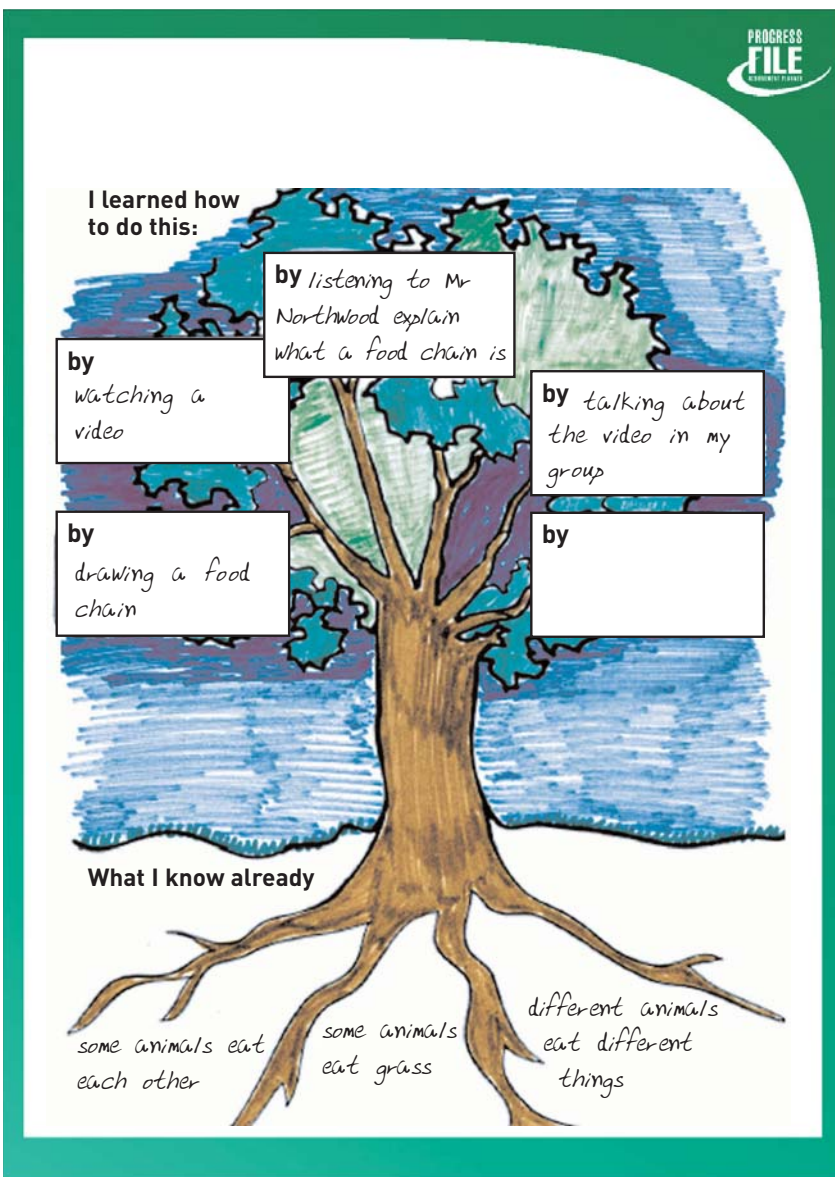
Teacher Note: This card sort can be used with pupils to identify their thinking on how they can be helped to learn. It could be used to follow-up the VAK questionnaire (P3.1) and/or to support the progress check activity (P3.5) in **Pupil Activities**.

Photocopy on to A3 and cut up the cards. Ask the pupils to sort the cards under the headings - Yes, No, Unsure – to show how they think people could help them learn better.

Yes	No	Unsure
Ask me to draw pictures	Make sure I can see the teacher clearly	Use pictures and diagrams to explain things
Encourage me to jot ideas down	Let me move around at times	Give me practical things to do
Give me spoken instructions	Allow me to discuss a task	Let me talk through what I have done
Let me listen to music to help me concentrate	Encourage me to ask questions	Encourage me to use mind maps
Encourage me to read aloud sometimes	Include role-plays in class	Make sure there is quiet working time during lessons

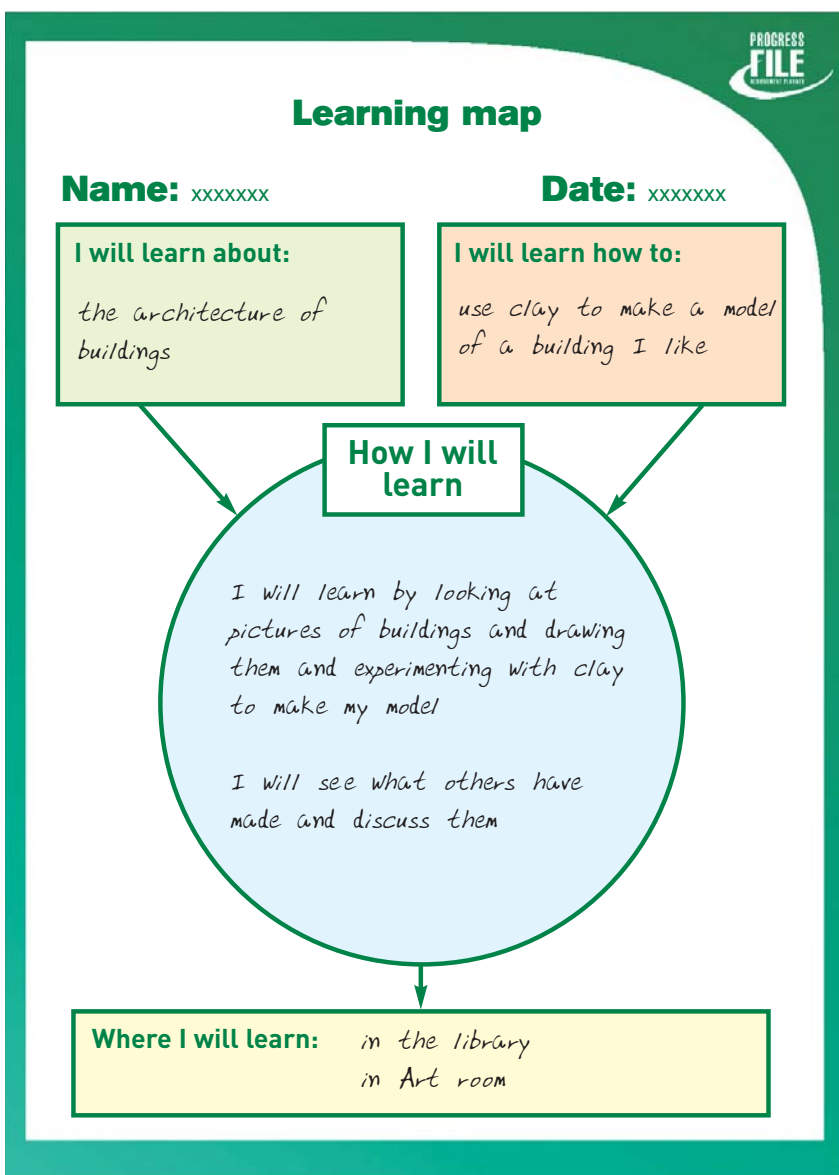
E3.2

Teacher Note: The tree of knowledge below was used to prompt pupils to reflect on the different methods of learning they used during a lesson about food chains. At the start of the lesson pupils were asked to record what they already knew about feeding relationships. The teacher used a variety of visual, auditory and kinaesthetic methods in covering each unit of work as the process of learning was felt to be just as important as the content of the lessons. The sheet (P3.2) for use with pupils can be found in **Pupil Activities**.




E3.3

Teacher Note: The example below was the outcome of a class discussion to plan work relating to the QCA Year 7 unit for art (7b - What's in a building?). It was used to prompt pupils to think about the different ways they were being encouraged to learn both knowledge and skills. The sheet (**P3.3**) for use with pupils can be found in **Pupil Activities**.



E3.4

Teacher Note: Pupils have been encouraged to use this log for themselves – at home and in school. It can be included as a page in school planners or homework diaries (to cover a half-term) and used to inform discussions on progress. Forms **(P3.4)** for use with pupils can be found in **Pupil Activities**.



My Learning Log

Name: xxxxxxx

Date	What have I learnt	Where I learnt this	When I can use what I have learnt
23.10.03	How to make a slipper out of a few pieces of material and glue	D & T at school	I can use the skill in art
7.11.03	That if you want to get on a programme on to textease you need to go onto another programme	ICT at school	I can use the skill in English
14.11.03	How to take proper notes when watching a video	English at school	I can use this skill again in history about Greeks
27.11.03	I learnt my part in a play	at home	In the play at school