

Progress File – Skills & Qualities

Progress File supports pupils in developing and recognising a wide range of personal qualities and skills. It can be used to:

- raise pupils' awareness of skills and qualities
 - what they are and why they are important
- prompt them to think about how they might develop skills and qualities
 - as part of target setting and action planning
- encourage pupils to identify when, where and how they have used their skills and qualities in different situations.

In particular, Progress File processes support the development of key skills in improving own learning and performance.

Progress File – Skills & Qualities

TN4 Teacher Notes

Pupils will be developing and demonstrating a variety of skills and qualities during their school and out-of-school activities. Qualities can be used to describe what makes individuals special: **I am.....** Skills are something that individuals are able to do: **I can....**

Activity:

1. Discuss the definition of a quality, including how it differs from a skill.
2. In pairs, ask pupils to 'thought-map' a list of qualities.
3. Evaluate the lists and decide which are qualities (rather than skills).
4. Introduce the positive qualities quiz (**P4.1**) and check pupils' understanding of the qualities listed (examples of qualities shown by others may be helpful, e.g. characters in stories, on TV). Ask pupils to work in pairs to complete the quiz.
5. Identify through discussion one or two qualities that makes each pupil particularly special and produce a head profile in silhouette, or similar, with the quality words attached for display/keeping in Progress File.

Some skills are subject-specific (e.g. painting in art) and some are common to several subjects (e.g. enquiry skills in science, history, geography). Skills that are universal, because they help individuals to improve their learning and performance in education, work and life, are known as key skills:

- communication – speaking, listening, reading and writing
- application of number – using number skills to tackle problems
- information technology – using ICT to find, evaluate and present information
- working with others – contributing to pair/group/team work
- improving own learning and performance – planning, reflecting, reviewing
- problem solving – planning, testing and evaluating ways to solve problems.

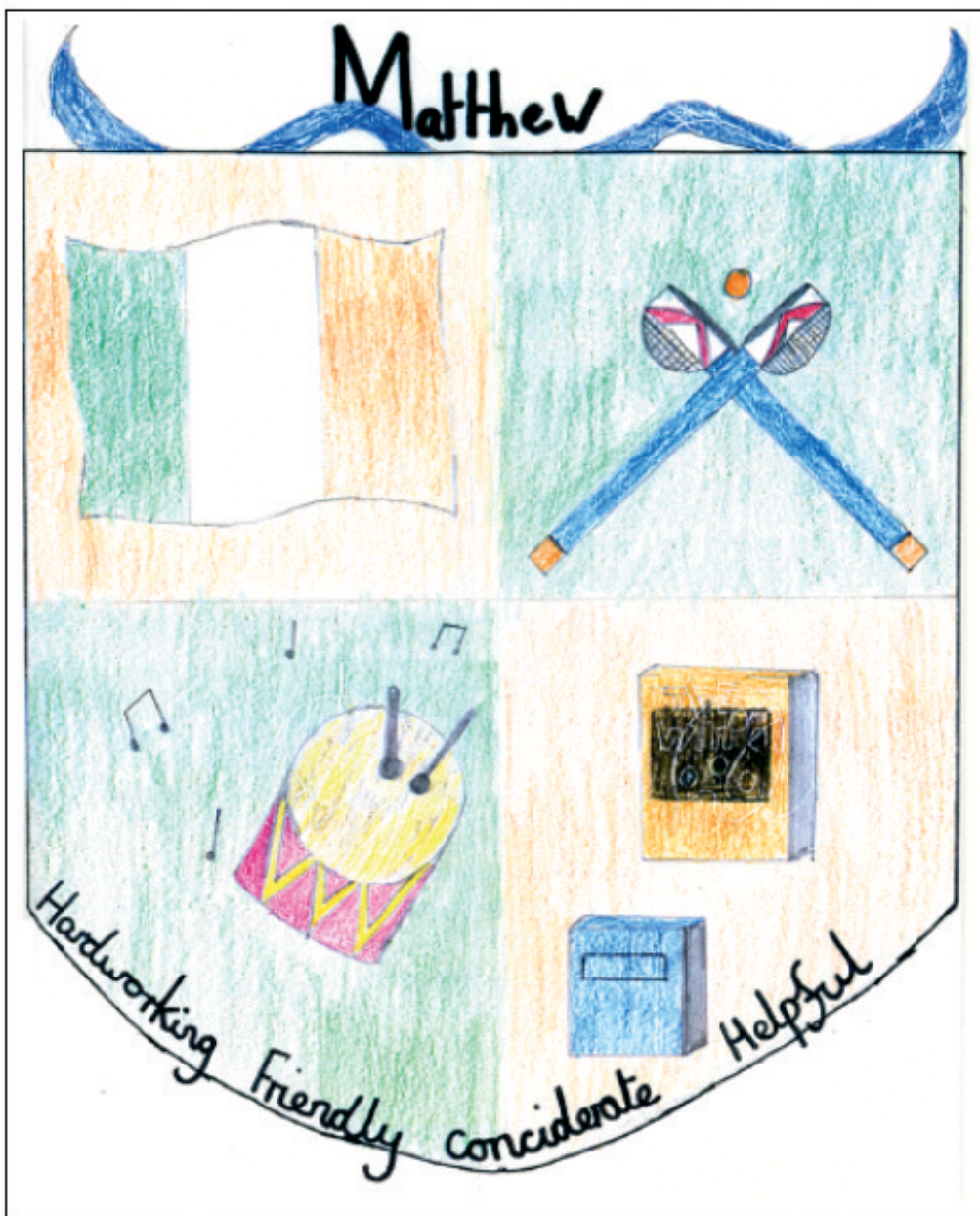
Key skills are embedded in the national curriculum and more detailed opportunities to develop these skills are suggested in the schemes of work.

Examples

E4.1 Qualities Shield	To record and celebrate individuals' qualities
E4.2 Responsibility Sheet	To encourage self-assessment of a quality
E4.3 Cog wheels	To record best qualities and those needing further development
E4.4 Hand to Success	To prompt pupils to think about their skill development.
E4.5 Linked Hands	To encourage skills assessment (by self, peer, family, teacher) and record the outcome
E4.6 Key Skills Subject log	To prompt pupils to log where they use key skills in their subjects to inform discussions
E4.7 Skills Review Map	For pupils to record skills shown during a chosen activity

E4.1

Teacher Note: A range of graphics can be used to record and celebrate skills and qualities, including heads drawn in silhouette. The qualities highlighted on the shield below were identified during pupil discussions as qualities that make Matthew special. The shield also displays his interests.



E4.2

Teacher Note: The example below was completed following paired work and a class discussion about the quality of being 'responsible'. It was also used to prompt pupils to think about evidence they could include in their Progress File folder. The sheet (P4.2) for use with pupils can be found in **Pupil Activities** and can be adapted to cover other qualities.

**PROGRESS
FILE**
CHILDREN'S PROGRESS

How responsible are you?

Name: xxxxxxx

Being responsible means.....

doing things on time, looking after things and other people

How much do you show responsibility?

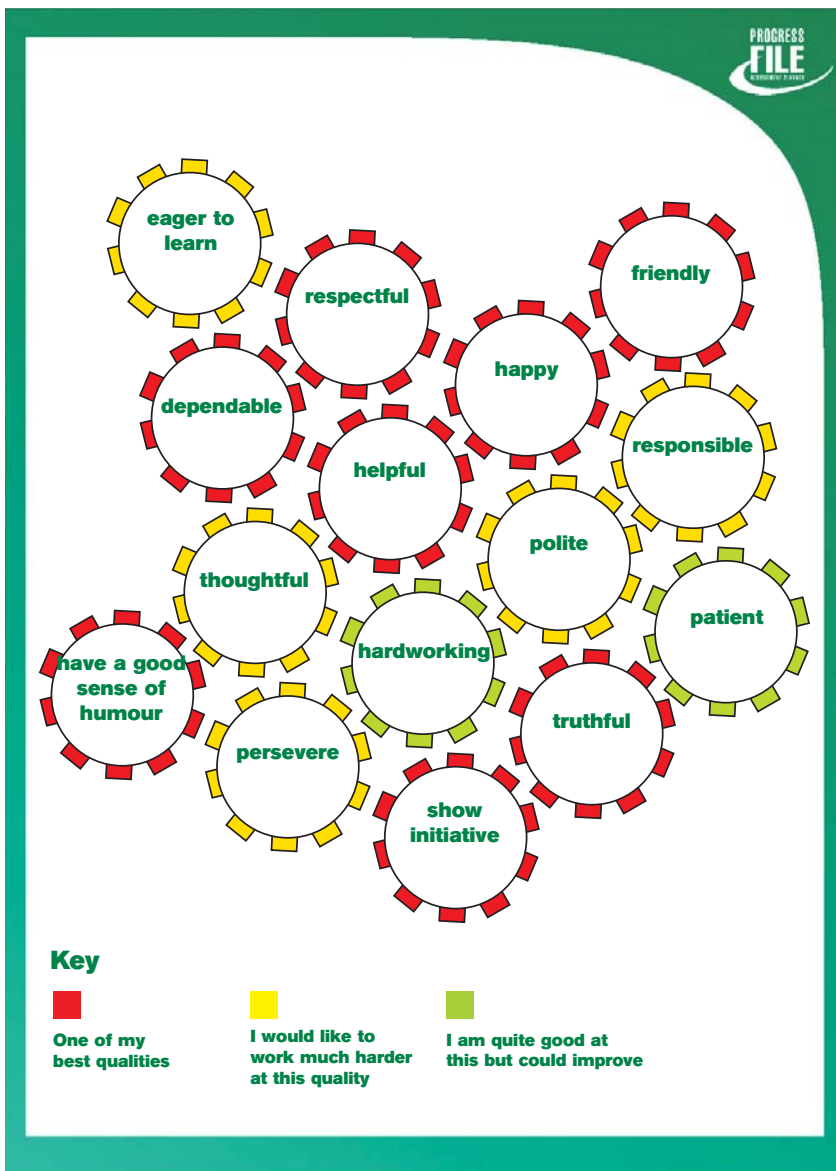
	Hardly ever	Sometimes	Usually
I arrive at school on time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I look after my books	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I do my homework on time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am playtime buddy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put litter in the bin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Think about other ways you show responsibility.
What evidence do you have?**

I... <i>remember my PE kit</i>	➔	Evidence: <i>ask teacher</i>
I... <i>keep my room tidy</i>	➔	Evidence: <i>photos of my room</i>
I... <i>am a reading partner</i>	➔	Evidence: <i>ask Joe in year 5</i>

E4.3

Teacher Note: The qualities listed on the Cog Wheels sheet were those that pupils had previously identified during 'thought mapping' and discussions. Thus they were familiar with the meaning of the terms before being asked to identify, through use of colouring, their best qualities and those that needed some further development. Forms (P4.3a and 4.3b) for use with pupils can be found in **Pupil Activities**



E4.4

Teacher Note: The hand graphic can be used to prompt pupils to think about their skill development. In this example, the focus is on different aspects of problem solving. The fingers could be used by pupils to write in skills they wish to develop and colour-in when they feel confident in these. A blank form (P4.4) is provided in the **Pupil Activities** section of this CD.

PROGRESS FILE
REINFORCE PUPILS

My hand to success

1. I can identify the problem

2. I can look for alternatives

3. I can consider advantages and disadvantages for each alternative

4. I can decide which idea to try

5. I know how to carry my idea out

6. I know how to review success

Problem Solving

Name: xxxxxxxx
Date: xxxxxxxx

E4.5

Teacher Note: In this example, the focus is on assessing the key skills of communication (comm), improving own learning and performance (IOLP), working with others (WWO), ICT and Problem solving/Analysis (PS/AN). Pupils were asked to self-assess and then ask the opinion of their friend, family and teacher. Other skills could be selected for assessment. A blank form (P4.5) is provided in the **Pupil Activities** section of this CD.

PROGRESS
FILE
RECORD PUPIL

How well do I

	I think	My friend thinks	My family thinks	My teacher thinks
Very well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Not very well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IOLP

	I think	My friend thinks	My family thinks	My teacher thinks
Very well	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not very well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMM

	I think	My friend thinks	My family thinks	My teacher thinks
Very well	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Well	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not very well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WWO

	I think	My friend thinks	My family thinks	My teacher thinks
Very well	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Not very well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


ICT

	I think	My friend thinks	My family thinks	My teacher thinks
Very well	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Well	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not very well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PS/AN

E4.6

Teacher Note: In helping pupils to become familiar with key skills, it has been found useful to identify one skill per week that teachers can highlight during subject lessons and discuss with pupils during form/tutor time or PSHE. A key skills log, like the one below, can then be used (e.g. included in pupil planners). Logs need to be reviewed at intervals so that pupils can identify their achievements and use the information to set targets to further develop their skills. A blank copy (P4.6) is provided in **Pupil Activities**.




Where do you use these key skills in your subjects?

Name: xxxxxxx

Key Skills	Subject Areas						
	English	Maths	Art	PE.	Geography	Drama	
Communication	Newspaper article 24.10.03 writing	Discussed problems 5.12.03	Discussed our card picture 14.11.03		I read about mountains 14.11.03	learning my part in the Christmas play 20.11.03	
Using Numbers		I have done co-ordinates 20.11.03					
IT	Newspaper article 24.10.03	I did spreadsheet and a graph 7.11.03			A text case and internet programme for mountains 20.11.03		
Working with others			We worked in a group on our christmas cards 14.11.03	Doing basketball team 14.11.03	Project on mountains we planned in a group 20.11.03	I worked on the Christmas play - helped others and did my part 12.12.03	
Improving own learning and performance	I tried to improve my handwriting 28.11.03	I set a target for joining in more in class 5.12.03		I reviewed my performance 7.11.03			
Problem sloving		I solved a problem with my 11 times table 20.11.03					

E4.7

Teacher Note: The example below illustrates a review process in which pupils are asked to choose an activity they enjoyed and identify the main skills they have shown. Pictures or photographs could be used instead of writing in the boxes. A blank copy (P4.7) is provided in **Pupil Activities**. A similar version could be used for planning an activity and identifying skills that might be developed.



Skills Reviews

Name: Year 8 pupil **Date:** SPring 2004

How I have shown the skill of: *Communication*

*I filled in an application form to be the chairman (writing)
I designed a poster to get myself noticed
I made a speech about why I wanted to be chairman to the whole school and what I would do to improve the school*

Activity

*Year 7/8 School Council
I stood for election as chairman of the Council at School. Everyone had a vote and I was voted in*

How I have shown the skill of: *IT*

I used skills I learnt in ICT to make my poster and to do my powerpoint presentation

How I have shown the skill of: *Improving my own learning and performance*

I had to identify my skills and qualities so I could convince people to vote for me. I am good at listening and at expressing myself. If I had to do the presentation again I would try and talk a bit slower