

My Learning at a Glance



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SCOTTISH GOVERNMENT

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Guidance for Schools

'Recognising achievement, profiling and reporting are all integral elements of Curriculum for Excellence.'

Curriculum for Excellence 5: A Framework for Assessment.

This initial curricular information helps you to plan my learning needs. By keeping this document up to date you will help to address possible interruptions in my learning. Making a copy for inclusion in my Personal Pupil Record (PPR) file will help to support continuity in my learning.

'Children who succeed do so because they grow in understanding both at school and at home and are able to build a learning bridge between them.'

How Can Parents Help Their Children's Learning (Improving Scottish Education)

Guidance for Parent/Carer and Pupil

Please take this with you when you move and give this to your next school.

My Profile at a glance - exemplar of record

Name: *Sammy Lee (aka Creddy)*

Gender: *Male*

Date of Birth: *17th Feb 2000*

Unique Pupil Identifier: (UPI): *XXXX*

Parent/carer name and contact details:

Mrs Priscilla Lee

Butterburn Site, Shawfield Road, Hamilton

Phone: 0773 570 6921

Sibling details (name and date of birth):

Charlotte Lee (aka Bonnie)

13th Jan 1997

Alisha Lee (aka Cuchy)

21st Aug 2002

Relevant medical information:

Allergic to nuts (should carry epipen)

Asthmatic (sometimes needs inhaler during PE)

Curricular information at a glance

School: *St Joseph's Primary School, Hamilton*

Class: *P7*

School contact details:

St Joseph's Primary School

Patrick Street

Hamilton

ML3 8LZ

Class teacher: *Mrs Eleanor Jones*

Telephone: *01698 325489*

Email: *jonese@southlanarkshire.gov.uk*

Date: *3rd March 2011*

Please include Curriculum for Excellence Stage (or equivalent), resources (schemes, texts) and any other useful information

Mathematics and Numeracy

Sammy is working to second level in CfE, using Heinemann 6 & Patilla Mental Maths. He responds well to interactive learning activities although lacks confidence in computing tasks.

- Has been introduced to decimals and should now go on to link first place decimals with tenths*
- Is learning how to simplify basic fractions and the concept of equivalence*
- Can name basic 2D shapes but needs practice in using properties to describe more complex shapes*
- Is secure in 2, 5, 10 times tables and should now consolidate more complex ones*
- Can work with time on hours, half hours and quarter to/past. Should now go on to read minutes to/past and am/pm*

Literacy and English

Working to second level in CfE, Sammy is using Literacy World (Level 4), Nelson Grammar (level 4), Nelson Spelling (level 3) and schools own writing programme.

- Is a reluctant reader and becomes self-conscious when asked to read aloud in class. Needs encouraged to participate in class discussions. Responds well to linguistic formulae during discussions.*
- Enjoys interactive learning opportunities and responds well to Active Spelling techniques eg. Rainbow writing, sand writing, pyramid writing*
- Needs encouragement to use more advanced punctuation eg speech marks and commas. Misuses apostrophes often.*
- Responds well to functional writing opportunities. Needs support to plan fantasy fiction.*
- Is working hard to develop paragraphing skills in conjunction with general editing and self-correction techniques*

Health and wellbeing

- Is very active during playtime and enjoys football.
- Is keen to participate in PE, although usually has to borrow schools PE kit as he doesn't have one
- Parents have requested that Sammy be withdrawn during Sexual Health/Relationship lessons

Other curriculum areas

Main topics studied by Sammy in this class have included:

- World War II - The Home Front
- Living in a Democracy - a comparative study with Scotland and China
- Enterprising Us - Our P7 Yearbook

Strengths

- Sammy seems to particularly enjoy French where he responds well to the interactive learning opportunities and picks up vocabulary quickly
- In Art, Sammy is creative and is a skilled drawer. He particularly enjoys drawing dinosaurs and has a good knowledge base in this area
- Sammy has a beautiful singing voice and enjoys music. He has been an asset to the choir. However, his parents aren't keen for him to participate in evening performances.
- In Maths, Sammy responds well to situations which are put into a familiar context for him eg. Using practical materials when working with money

Pressures

- *Sammy has been involved in conflict situations which have resulted in physical violence. He is being encouraged to use other strategies to deal with anger, including:*
- *Counting to 10/controlled breathing*
- *Walk away and cool down*
- *Homework is an issue for Sammy and he needs support to complete personal research tasks such as reports and projects. He responds well to being given time in the school library at lunchtime to work on homework.*

Other support input

e.g. Support for Learning teacher, Allied Health professionals etc.

- *Peripatetic Behavioural Support teacher visits weekly: Mr Andy Jones Inclusion Department*

Any other relevant information, including child and parent input

- *Sammy is a popular monitor with the staff and pupils in the infant department and has responded well to this responsibility*
- *Attendance has been sporadic which has left gaps in Sammy's learning. When in school, he works hard and is keen to learn. He responds well to praise and encouragement.*
- *Mum has been a parent-helper and has joined the class during several class outings. She enjoyed being included and was a great help. The trips also offered her an insight into the daily workings of school life.*

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Literacy and English

Health and wellbeing

Other curriculum areas

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This document is based on research with pupils, families and educators. This document is informed by legislation and policy designed to deliver Curriculum for Excellence and meet additional support needs.



THE UNIVERSITY
of EDINBURGH

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