

INCIDENT SHEET

MARK ASHTON / JEANNIE MCKENZIE

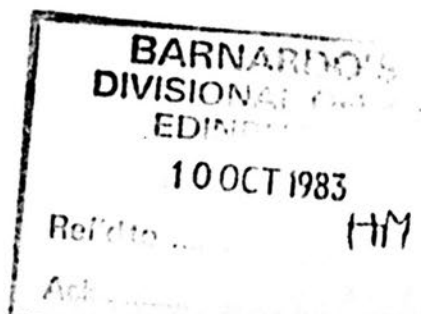
29th September 1983

Mark Ashton refused to go on outing this afternoon. The outing was cancelled because he did not come. He dodged class most of the afternoon and was put in twice by Mr. Jensen. The second time I told him to come and sit by me. He refused to do so and ran around the classroom knocking over tables and chairs. When I took hold of his arm he used foul language and lashed out with feet and fists. I put him on the floor and sat on him while he continued to punch. At one point I slapped his face.

JEANNIE MCKENZIE

I warned Mark that recurrence of such violence would result in serious disciplinary action. In view of the number of incidents in recent weeks I would want more than just educational suspension. It may be that Mark needs a placement with more intensive supervision than we can offer.

BRIAN C. JENSEN



Mr. Mackintosh, ADD

MARK ASHTON

Report on the Children's Hearing on the 20th July 1983.

Present at the Hearing: Mark Ashton, Mrs. Ashton, Mr. Ashton, Mr. Forman (Local Authority Social Worker), Panel member and Reporter and Mr. Alan Harley, Thorntoun School).

Mr. Ashton arrived with Aaron (younger sibling) *3rd party information*
3rd party information

Mrs. Ashton and Mark arrived later. Mrs. Ashton looked surprised to see her husband. The boys 'exchanged' partners, Mrs. Ashton gave a great display of affection towards Aaron, Mr. Ashton gave Mark very little attention.

At the start of the Hearing the grounds of referral were stated: that Mark had intentionally and wilfully set fire to a working man's hut.

Mark seemed confused and was vague when asked if he accepted the above. After some prompting Mark said that he had only been playing in the hut when things got out of control, he got scared and consequently he ran away.

It was then agreed to alter the grounds of referral to: fire raising due to irresponsible behaviour.

The panel members then focussed their attention on how Mark was functioning at Thorntoun. Mark said he was not happy at Thorntoun but gave no clear reasons why. I informed the panel it had proved difficult in getting Mark settled at the school, as he was inclined to run away home when difficulties arose, rather than stay and get things resolved at the time of the incident.

Mr. Forman asked Mark if he could confide with, or talk to, the teaching or care staff at Thorntoun. Mark did not reply to this but Mrs. Ashton said that Mark had told her that there was no discipline at the school and the children could do what they wanted, she further added that in her opinion Thorntoun was too close to home.

Again the panel members prompted Mark to express his own feeling and thought about things. Mark again stated he did not like being at Thorntoun and added that he was often bullied so therefore he ran away.

I spoke directly to Mark and mentioned a few occasions when he had contacted staff when he had been bullied and pointed out to him how things had been resolved at these times. Mark reluctantly agreed with this.

Mr. Ashton considered that Thorntoun may not be the best place for Mark. He was especially concerned about any form of stigma that could result when he left school at 16. Mr. Ashton said that he had been informed of a sort of Outward Bound School where Mark would be in a small class and would have greater freedom to let off steam. I explained that Thorntoun operated in the same fashion. Mr. Ashton did not seem impressed.

The Panel members were concerned about Mark's frequent absconding and asked if there was any means of some form of tighter security for Mark at Thorntoun. I replied that this/

this could only be done as a short term measure but really the onus was on Mark to make some form of commitment towards his placement at Thorntoun. Mr. Forman supported this view saying that Mark would have to demonstrate that he can settle at Thorntoun before any decision can be made on future plans.

The panel members considered that because of Mark's frequent absconding Thorntoun had not had a fair opportunity to help him. Their decision was that Mark should try harder to make something of his time at Thorntoun but, if his placement still proved difficult or if Mark commits any more offences, the only option would be a List D school.

ALAN HARLEY, Senior Houseparent.

10th August 1983.

MARK ASHTON

Case Notes

- 25.1.83 - Home visit with Alison Cuthill
- 15.2.83 - Phone call to Alison Cuthill re Mark going home at mother's request.
- 17.2.83 - Home visit
- 14.3.83 - 6 weekly review
- 15.3.83 - Meeting with Mrs. Ashton at Thorntoun
- 18.4.83 - Home visit
- 3.5.83 - do.
- 10.5.83 - do.
- 31.5.83 - do.
- 14.6.83 - do.

My initial involvement with Mrs. Ashton was fairly limited due to our staff shortages although she continued to get support from Alison Cuthill and had numerous contacts with Thorntoun staff as a direct result of Mark's continual absconsions. I have tried to become more involved since the Easter break but have found Mrs. Ashton a very difficult person to pin down and stabilise; planned visits can be greeted by the information that she was just going out and the discussion and decisions of one meeting will be overturned by Mrs. Ashton's response to a crisis often within 24 hours of my calling. She presents as a bright, perceptive individual who is nevertheless extremely over-anxious and over-protective towards her children.

During the time I have visited she has maintained contact with her husband either by phone or visits to Glasgow *3rd party information*
3rd party information This relationship terminated at the end of May and she is now devoting her time to supporting her local Gingerbread group. Mrs. Ashton receives considerable support from Gingerbread and recently went on a holiday arranged by her local group.

My initial contacts were complicated by the presence of Mark and Aaron in the home as Mrs. Ashton seems unable to sit still when the boys are around and is constantly monitoring their behaviour or becoming involved in almost pantomime arguments with them of the "Oh no you won't" - "Oh yes I will" variety. Her responses to both boys can be confusing and contradictory; she can really lose her temper at them over a small incident but within seconds will be cuddling them and apologising even though they were the primary offenders. I therefore feel that there have been few limits which have been maintained in the house and both Aaron and Mark have not been set acceptable standards of behaviour.

Mrs. Ashton's feelings with regard to Mark are also confused which may contribute to her contradictory attitudes and behaviour. His offending during the Easter holiday (i.e. burning a workman's hut down using a burning tyre) brought out considerable rejection, guilt at not being able to control Mark and at rejecting him and pity because of what could/...

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DIVISIONAL OFFICE

EDINBURGH

27 JUN 1983

Ref'd to

Ack.

HM

could happen to him. My subsequent visits have also involved Mrs. Ashton expressing her rejection (she now does not want Mark at home over the summer), guilt, pity, fear that he may be involved in further offences and disgust at some of the activities in which he has become involved; however, overriding most of these feelings seems to be a strong need for self preservation and Mrs. Ashton now feels that separation from Mark is necessary for her future survival.

Mark apart, Mrs. Ashton is also confused about her own life at present; the bereavement period following the break up of her marriage has not ended and she seems to be constantly wanting to get out and enjoy herself; she regularly attends local discos and clubs and will talk freely of her hope that she will meet somebody suitable during her outings. However she feels very conscious that this could be seen as a rather immature way to behave and is therefore trying to become involved in voluntary work.

Mark himself seems to resent his mother's relationships with other people, whether male or female, and much of his problematic behaviour at home can be seen to stem from attempts to stop her going out or to deter friends from visiting. His most recent misdemeanour on 11th June 1983 seemed to evolve as the result of a build-up of resentment that Mrs. Ashton was going to a party; Mark was supposed to spend the weekend with his father but behaved so badly that he was sent home. Mrs. Ashton then tried to get him to accompany her to the party where arrangements had been made for Mark and Aaron to spend the night. Mark had run out of the house returning an hour later still refusing to go but had been told by his mother to join her there after he had finished playing. When he had not arrived by 11.30 p.m., Mrs. Ashton returned home to find that Mark had broken into the house with five friends, had a game of football in the living room and had drunk whatever alcohol was available to the extent that he was rolling drunk. For Mrs. Ashton this behaviour has been the final straw.

Cathy Johnson,
Senior Family Social Worker.

CJ/JW
17.6.83.

ANNUAL REVIEW OF CHILDREN IN RESIDENTIAL CARESUMMARY

Review Chair Person: John S. Scott

Date of Review: 16th May 1983Unit: ThorntounChild for Review:Date of BirthDate admitted into care

MARK ASHTON

2. 7.70

12. 1.83

Responsible Local Authority: Strathclyde Education - AyrCasework Responsibility: Barnardo's/Joint/Local Authority

Name of local Authority Social Worker (if appropriate)

Plans from 6 week Review:

These centred round the problems of getting Mark to attend school.
Getting Mrs. Ashton to commit Mark to further residential schooling.

Since last Review

Mark has settled much better this term April/May. He has stopped absconding and is more able to return following weekends home. He is more accepting of the residential unit - Don Clayton special person. Happier at the school - uses the unit well.

Educational needs are apparent and quite massive. He is much more settled in class. Arithmetic and writing needs.

No news of action following fire raising to date.

Home situation - is always changing. Mother's attitudes change rapidly.
Mother not wanting to talk when Mark is getting on well. Aaron *3rd party information*
Boy friend living at the house. Hiding in the kitchen.

Plans made at this Review

1. To help Mrs. Ashton to make and keep realistic day time plans for Mark. Mrs. Ashton - family visit at the end of term.
2. To consolidate on Mark's use of the unit and acceptance of the school - further consultation with David Clark, Psychologist.
3. To arrange specialist remedial help.

Present at the Review: Roger Perry, Fred Orr (teacher), Cathy Johnston,
Chris Barratt, Linda Crow, Alan Harley and John S. Scott



JOHN S. SCOTT, Principal.

17th May 1983

Mary Racey
SIX WEEKLY REVIEW - 14TH MARCH 1983 - MARK ASHTON

This is difficult due to the number of absences Mark has had. Cathy's recommendations in short term were to keep Mark at school and build up Mum's abilities and confidence. Mark is outwith parental control at home as is his six year old brother. Mark has had some contact with father and has lived there for some weekends. Mum and Dad won't get together again and want a divorce. Cathy feels Mrs. Ashton needs a lot of support and guidance towards coping with her sons. Mark appears to be jealous about Aaron being there when he isn't and is displaying resentment towards him consequently.

Chris feels we need to keep Mark at school and we must try to aim towards keeping him here a full fortnight at a time. This should give us more chance to work with Mark to settle him. No way is mother able to cope with Mark on a day pupil basis and it is possible too many adults have been involved in going to his home. Mark has been making a small investment in the way of commitment here but he continues to use bullying as an excuse to run off. It appears he creates situations in order to justify being bullied. He is antagonistic and poor in his social skills in relation to integration. Chris feels we must attempt to keep Mark here for the next 2 weeks. We cannot expect consistent co-operation from Mrs. Ashton to return Mark to us if he runs to home inappropriately.

Tomorrow's meeting is very important in sorting out where we are going with Mark. (Meeting with Principal Residential Social Worker, Family Social Worker, Mrs. Ashton and Miss Cuthill, Child Guidance). Any arrangements made tomorrow will be difficult for Mum to undertake and Cathy suggests that something in writing for Mum would be useful.

Tomorrow it must be clear to Mark that he will not be removed to another school and he will not become a day pupil until he can settle down as a resident. A consistent male figure has eluded Mark due to Don and Alan's commitments to courses.

Mrs. Ashton is continuing on her study course due to pressure from Miss Cuthill and Cathy Johnson. At tomorrow's meeting Mr. Scott will be present to lend weight to the decisions made.

Typed 30. 3.83

| | |
|-------------------|-----------|
| BARNARDO'S | |
| DIVISIONAL OFFICE | |
| EDINBURGH | |
| - 5 APR 1983 | |
| Ref'd to | <i>Mr</i> |
| Ack. | |

PROFILE OF THE ASHTON FAMILY

DRAWN UP BY: C. Johnson

DATE: 7.3.83

MEMBERS OF THE FAMILY:

Mrs. Ashton - mother - early thirties
Mark - subject, aged 12
Aaron - brother, aged 6

Mr. Ashton - father - lives in Glasgow

MAJOR HEALTH PROBLEMS AND/OR HANDICAPS:

Mrs. Ashton has an artificial right arm which appears to be more cosmetic than of any practical use. There would appear to be no other health problems in the family.

EXTENDED FAMILY SYSTEM:

Mrs. Ashton appears to be a fairly isolated individual. Her major contact appears to have been her husband and his family but with the breakdown of the marriage, this has obviously been withdrawn.

Home and Financial
Circumstances

Social Network and
Relations with the
Community

General Environmental
Conditions in which
this family live

RATING A - E

Comments and Rate

B.

The Ashton family live in a three bedroomed house on a private estate in a recently built suburb of Irvine. The home is comfortably furnished to a high standard and there appear to be few financial problems.

Rate A - E

Items

C.

Mrs. Ashton has a close relationship with her next door neighbour who also acts as a child minder when Mrs. Ashton is at college. Mrs. Ashton appears to be fairly well known in the area but again I have got the impression of social isolation and feel that Mrs. Ashton's life tends to revolve around her children and her college attendance.

Rate A - E

Items

B.

The estate has recently been completed and is in the process of establishing it's own amenities and community groups. There are small local shops but the major shopping centre is a bus ride away in Irvine as are leisure facilities.

FAMILY
INDIVIDUALS

A

Endangering
Grave Risk

B

Debilitating

C

Hindering

D

Sustaining

E

Enriching

Parent(s)

Name:

Mrs. Ashton

Age:

early 30's (C)

Mrs. Ashton is a small, slightly built individual who presents as nervous and under-confident. She appears to have been dominated by her ex-husband whose attitude has magnified her low self image. She seems to be unsure and inconsistent in her handling of Mark, alternately rejecting, chastising and loving, cuddling, often rewarding inappropriately or just giving in to constant demands from him. She feels guilty about attending college to do her 'O' grades in case the "neglect" will cause Mark's behaviour to worsen and therefore tends to try and make this up to him. I feel that Mrs. Ashton is a confused individual who needs support to establish consistency and confidence in her own decision making.

Name:

Mr. Ashton

Age:

unknown (C)

I have been able to find out little about Mr. Ashton as Mrs. Ashton has tried to wipe him out completely from her life. He appears to be a more "intellectual" character than his ex-wife and to have made her very aware of his considered superiority whilst also taking little responsibility for the care and control of his children. Mr. Ashton *3rd party information*
3rd party information Aaron but I understand that Mark regularly spends the weekend with him.

| | | | | |
|------------------|-------------------|----------------|-----------------|----------------|
| A Endangering | B Debilitating | C Hindering | D Sustaining | E Enriching |
|------------------|-------------------|----------------|-----------------|----------------|

Parental System

C

The Ashtons are at present going through the painful process of separation and divorce and like many couples, have been unable to keep the children out of the haggling. The couple have never had a united front as far as the care of the children were concerned and I suspect that Mrs. Ashton has tried to make up to the boys for her husband's apparent lack of interest. Mr. Ashton appears to blame his wife for many of Mark's problems but has himself refused to become involved.

Marital System

B

The marriage now appears to have ended with Mrs. Ashton seeing little of her husband who has now bought a house in the Glasgow area. However, she still appears bitter about the break-up
3rd party information

Please comment on these relationship systems

The marital relationship never appeared settled and happy with Mr. & Mrs. Ashton usually in covert dispute with one another and never able to agree on the correct handling of their children. I feel that this has played a major part in Mark's present problems *3rd party information* Aaron *3rd party information*
Mr. Ashton appears to have an almost contemptuous view of his wife's ability and therefore although in the position of having to take an authority role with the children had her position, particularly with Mark, eroded by her husband's attitudes.

INDIVIDUALS

Rating Scale

CHILDREN

A
Endangering
Grave RiskB
DebilitatingC
HinderingD
SustainingE
Enriching

Start with
child referred
for help

Name:

Mark Ashton

Age:

12 B.

(presenting
problem - prior
admissions to
care)

Mark has had problems with hyperactive and often socially unacceptable behaviour from an early age. He is a demanding but isolated child with a strong independent streak and an unwillingness to accept or even consider being corrected should one of his decisions be wrong. He can be rude to both peers and adults often pushing his peer group to their limit with his insolent, taunting behaviour. He has no desire to remain at Thorntoun possibly through insecurity about home and jealousy of his brother Aaron and I feel that an adequate assessment has been impossible through his constant absconding.

Name:

Aaron Ashton

Age:

6 *3rd party information**3rd party information*

Name:

Age:

Any general
comments on the
sibling system

Aaron and Mark have a very active sibling rivalry both vying constantly for mother's attention and often telling her lies to get the other into hot water. Both are anxious that the other shouldn't get more than him from mother and Mark is therefore anxious that he is missing something when away from home.

Social Worker's perception of the family functioning at this point

The family is functioning at an emotionally chaotic level with inconsistencies of response on all sides and levels. Mrs. Ashton never appears to follow a decision through without changing her mind several times creating more and more confusion.

Target Areas for future work

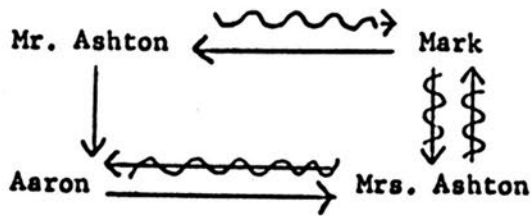
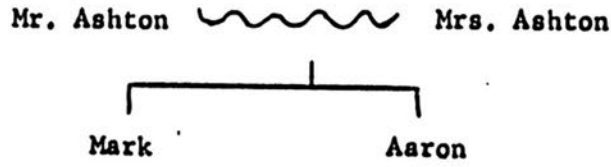
Short Term:

1. Get Mark to stay at Thorntoun without absconding.
2. Build up Mrs. Ashton's self confidence and determination.

Long Term:

1. Look at Mrs. Ashton's methods of handling behaviour in the family and look at how she can change.
2. Work with Mark to decrease his insecurity vis-a-vis home and Aaron.

Are there events or factors which you can identify which could prevent or delay the realisation of the proposed plan?



← positive

~~~~~ negative

**Possibilities:**

1. Genogram
2. Visual picture of when difficulties arose in family's life cycle.
3. Repetitive events.

MEMORANDUM

To: Hugh Mackintosh, ADD (Mal.) Divisional Office, Edinburgh  
From: John S. Scott, Principal, Thorntoun School, Kilmarnock

14th December 1982.

Initial Visit - 14.12.82 - MARK ASHTON

Present: Mr. John S. Scott, Don Clayton, Mr. Gardiner, Teacher, Kirkmichael,  
Mrs. Ashton and Mark.

Content: Shown round by *3rd party information*

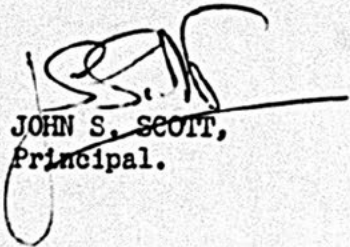
Mrs. Ashton came ~~xxx~~ but had decided that things at home were better and Mark should be at home and back to Annick Primary School.

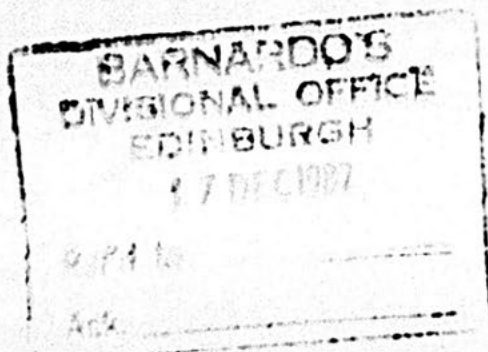
Mark himself seemed less than certain about returning home and seemed to be hoping to come to Thorntoun.

Discussions centred round - school facilities, routines and the work of the Family Social Worker.

The length of stay and progression towards day pupil status were discussed as we emphasised Thorntoun as a staging post towards returning home.

We agreed that Mark's place at Thorntoun would be kept until February if he did not start here on 11. 1.83. A final decision about this will be taken following Mrs. Ashton's meeting with staff at Kirkmichael House tomorrow.

  
JOHN S. SCOTT,  
Principal.



MEMORANDUM

To: Hugh Mackintosh, ADD (Mal.) Divisional Office, Edinburgh  
From: John S. Scott, Principal, Thorntoun School, Kilmarnock

13th December 1982

Referral Meeting - Mark Ashton (2. 7.70)

Present: John S. Scott, Brian Jensen, James H. Bale, Chris Barratt, Cathy Johnson, Team Leaders, Mr. Cairns, Principal Psychologist, Miss Cuthill, psychologist, Irvine, Mr. Foreman, Local Authority Social Worker, Mrs. Ridge member of staff at Kirkmichael House.

Mark is presently at Kirkmichael House following a return there after the breakdown of his home base in September. Mrs. Ashton phoned Local Authority Social Work Department for help.

Family Mother 35 years finds Mark hard to handle. Very difficult prior to first placement at Kirkmichael. Presently attending Technical College for 'O' grades leaving no time for Mark. Mark jealous of younger sibling Aaron <sup>3rd party</sup>  
<sub>3rd party information</sub> Mother supportive of school. Visits regularly. <sup>ii</sup>

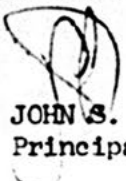
Father - Lecturer in Catering in Glasgow - now away from home and not wanted back. History of marital instability. Mother finally excluded father at a weekend visit in October. Father rarely visited Mark at school. Father leaves action for separation and divorce to the mother.

Up to about Primary 6 level. Intelligent but unconventional; not violent or delinquent at school. One incident of breaking in to a workman's hut whilst situation at home broke down. Responds well to a clearly stated goal. They see Thorntoun as providing education, getting nearer home - regular weekends then eventually day boy. Now able to accept physical contact from mother - very cautious in approach to other adults. Related well with male teacher at Kirkmichael House. An isolate from fringe activity.

Decision - to offer place from January 11th 1983.

Initial visit planned for 14.12.82

Unit - Mull.

  
JOHN S. SCOTT,  
Principal.

BARNARDO'S  
DIVISIONAL OFFICE  
EDINBURGH  
17 DEC 1982

c.c. Dr. James

Department of Education  
Ayr Division

Child Guidance Centre  
Wills Road  
Ayr KA8 9NL

Principal Psychologist  
Robert T Cairns BSc MEd ABPsS



Tel Ayr 61738

Our ref RTC/ELK

Your ref

If phoning or  
calling ask for Mr. Cairns.

Date 9th June 1982.

Mr. Scott,  
Principal,  
Thorntoun School,  
Nr. Kilmarnock.

Dear Mr. Scott,

MARK ASHTON, 2 West Bow, Girdle Toll, Irvine. D/B. 2.7.70.

I enclose a report and school profile in respect of this boy whom I mentioned to you last week. I would be grateful if you could consider him for a day placement as soon as possible. I look forward to hearing from you.

Yours sincerely,

A handwritten signature in cursive script, appearing to read "R. Cairns".

Principal Psychologist.

C.C. Thornton }  
Elmbank St } 24.6.82

All communications to be addressed to the Principal Psychologist

KIRKMICHAEL HOUSE.

Pupil's Profile - ENGLISH.

Name Mark Ashton Date of Birth 2/7/70 Date 25/4/82

- (1) Reading: Cannot read/ready to read/has little basic sight vocabulary and poor work attack/reads hesitantly/reads moderately well/reads fluently/reads fluently and with expression.  
Heale Analysis: <sup>Diagnose</sup> C.A. 11, 10 R.A. 8, 11 Comp. -
- (2) Spelling: Cannot spell/spells phonetically only/makes little use of rules/ can spell but is careless/accurate.
- (3) Comprehension: Reads without understanding/has moderate recall/reads with understanding/is able to infer/appreciates figurative language.
- (4) Mechanical Writing: Cannot write/can form letters when copying/can form letters from mental images/writes fluently but untidily/writes fluently and neatly.
- (5) Creative Writing: Cannot commit thoughts to paper/writes poorly and with no imagination/writes imaginatively but with poor structure/writes with good structure but little imagination/writes well.
- (6) Speaking: Hardly speaks/communicates but not spontaneously/talks without thinking/communicates moderately well/communicates freely and effectively.
- (7) Listening: Inattentive/has a very short concentration span/concentration good when interested/alert and responsive.
- (8) Interpretation of Instructions: Cannot follow/needs help/does not try/interprets accurately.
- (9) Use of Reference Books: Cannot use/can use when guided/makes reasonable use of/uses effectively.
- (10) Appreciation of Fiction: Uninterested/enjoys listening to a story/enjoys <sup>beginning to</sup> personal reading.

Teacher

J. D. CAMPBELL

COMMENTS:

Reading is no problem now and he is developing an interest in personal reading. He now tries very hard to produce acceptable written work and is succeeding (at a P4 level) with the exception of spelling which is still a great problem. His creative writing can be very interesting. His ability to follow written instructions is limited.

MATHS. ASSESSMENT SHEET - KIRKMICHAEL HOUSE.

NAME Maria Jackson

Class 26/4/82

|                                | Check | Date | Comment                                      |
|--------------------------------|-------|------|----------------------------------------------|
| NUMBER - Notation to Millions  | ✓     |      | Understand Th. H.T. U.                       |
| - Understanding of Place Value | ✓     |      | 3 + 4 column addition                        |
| - Addition                     | ✓     |      | and multiplication with                      |
| - Subtraction                  | ✓     |      | knowing.                                     |
| - Multiplication (short)       | ✓     |      |                                              |
| - Multiplication (long)        | x     |      | Needs constant review                        |
| - Division (short)             | x     |      | of method.                                   |
| - Division (long)              | x     |      |                                              |
| - Percentages                  | x     |      |                                              |
| VULGAR FRACTIONS               |       |      | Know $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$ |
| - Equivalence                  |       |      |                                              |
| - Improper fractions           |       |      | Frequent review                              |
| - Mixed Numbers                |       |      | essential.                                   |
| - Addition                     |       |      |                                              |
| - Subtraction                  |       |      |                                              |
| - Multiplication               |       |      |                                              |
| - Division                     |       |      |                                              |
| DECIMAL FRACTIONS              |       |      |                                              |
| - (Place value to thousandths) |       |      |                                              |
| - Addition                     |       |      |                                              |
| - Subtraction                  |       |      |                                              |
| - Multiplication (short)       |       |      |                                              |
| - Multiplication (long)        |       |      |                                              |
| - Division (short)             |       |      |                                              |
| - Division (long)              |       |      |                                              |
| - Division by decimal fraction |       |      |                                              |
| Approximations                 |       |      | Good at simple money problems                |
| Ratio                          |       |      | and giving change                            |
| Proportion                     |       |      |                                              |

|                                                                          | Check                     | Date | Comment                                                                                       |
|--------------------------------------------------------------------------|---------------------------|------|-----------------------------------------------------------------------------------------------|
| <b>MEASURE</b>                                                           |                           |      |                                                                                               |
| Length - Relationship between mm., cm., m., Km.                          | ✓                         |      | Completed in practical measuring                                                              |
| - Application of four processes in length                                | x                         |      |                                                                                               |
| Weight - Relationship between Gram., Kg., Metric tonne                   | ✓                         |      | eg. kg. only.<br>Completed in understanding weight and estimation                             |
| - Application of four processes in weight                                | x                         |      |                                                                                               |
| <sup>Telling</sup> Time - 24 hour clock                                  |                           |      | Can only tell the hours.                                                                      |
| - Calendar Reading                                                       | ✓                         |      |                                                                                               |
| - Use of stop watch                                                      |                           |      |                                                                                               |
| Time, speed and distance                                                 |                           |      |                                                                                               |
| Area - Rectangles                                                        |                           |      |                                                                                               |
| - Triangles                                                              | x                         |      |                                                                                               |
| Volume - Relationship between: millilitres and litres, cubic centimetres | x                         |      |                                                                                               |
| Graphs - Statistical graphs                                              | ✓                         |      | Very simple column graphs                                                                     |
| - Straight Line graphs                                                   |                           |      | but understands easily                                                                        |
| - Curved graphs                                                          |                           |      |                                                                                               |
| Shape - Circles                                                          | ✓                         |      |                                                                                               |
| - Triangles                                                              | ✓                         |      |                                                                                               |
| - Angles                                                                 | Right angles.             |      |                                                                                               |
| - Rotating and fitting                                                   |                           |      |                                                                                               |
| - Diagonals                                                              | x                         |      |                                                                                               |
| - Regular 3D Shapes                                                      | Cube - cuboid, cylinders  |      |                                                                                               |
| - Enlargement                                                            | - enlargement prism.<br>x |      |                                                                                               |
| Understanding of mathematical language                                   | ✓                         |      | Poor but improving                                                                            |
| Application of mathematical skills to problems.                          |                           |      | On a simple level fairly good - shows initiative - sometimes unusual but get correct answers. |