

Ballikinrain School

PUPIL REPORT

SESSION: SPRING TERM 2000

NAME : DARREN DOWNIE

CLASS : P.5

TEACHER : Mary Thomson

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- Level A should be attainable in the course of P1 - P3 by almost all pupils.
- Level B should be attainable by some pupils in P3 or even earlier, but certainly by most in P4.
- Level C should be attainable in the course of P4 - P6 by most pupils.
- Level D should be attainable by some pupils in P5 - P6 or even earlier, but certainly by most in P7.
- Level E should be attainable by some pupils in P7 - S1 but certainly by most in S2.

PERSONAL ASPECTS :Darren appears to be an intelligent boy with poor concentration who is seriously underachieving. He comes into the class and settles quickly to his work. He picked up the class routine quickly and, most of the time, he causes little disruption. His speech can be quite hard to understand at times, partly because he talks very quickly and quietly. He enjoys adult company and needs to be occupied at all times. He finds it hard to pick an activity for himself, preferring to be directed to one.

OVERALL COMMENT ON PROGRESS Darren has started on a scheme of work which he is easily capable of achieving in order to build up his confidence after moving to us. He works extremely slowly and at times needs (or wants) me to sit beside him in order to keep him on task. His concentration is very poor, 5 mins on a good day, in written work it is better for language lessons than maths.

ATTENDANCE : Day passes for leave.

LANGUAGE: Talking, Listening, Reading, Writing

These are EXAMPLES of what children can do in English at different levels of attainment. More information can be obtained from the school.

	Talking	Listening	Reading	Writing
	talk about experiences	listen to a story and show understanding	read a simple text with teacher support	write a brief story
A	give straightforward messages	listen and follow simple instructions	read simple books with pictures for enjoyment	write about an experience
	talk about own feelings after a story or TV programme	listen to a story and talk about events and people in it	read aloud familiar text with fluency	write a report which records key events in sequence
B	talk clearly to classmates and known adults	in listening, recognise several simple differences between stories, poems, plays and reference books.	use a reference book with teacher support, and find simple items of information	understand and use terms such as 'capitals' 'full stops' and 're-drafting'
	talk clearly to adults to ask and answer questions	listen in a group, make comments and offer opinions	read and understand a set of instructions containing several straightforward steps	with a brief story or poem using appropriate forms and language
C	convey several items of straightforward information	in discussion use and show understanding of terms such as 'low or high voice' and 'audience'	read a variety of straight forward texts and use evidence to reach conclusions	in own writing use a fluent, legible style of and writing
	talk about the feelings and attitudes of people in stories, poems and plays	listen in groups, ask questions and support an opinion	read from fiction and information books and write about the main ideas	spell accurately (checking when necessary) most of the words for their writing
D	in group discussion keep to the point and show awareness of others ideas	listen to information in order to make a decision	in reading recognise obvious differences between an account, a description and point of view	write about an experience using varied vocabulary to express thoughts and feelings
	understand and use terms such as 'argument', 'statement' and 'conversation'	alter to a story, poem or drama, show understanding of the different viewpoints of characters	use information from different sources in a piece of personal research	write in a variety of forms, using an appropriate style
E	talk about the point of view of characters, with some sense of what the author thinks of them.	in listening, recognise some features of drama, poetry, documentary, commentary etc.	present a considered view of texts read, and comment briefly on the opinions and attitudes of the writer	organise own writing into paragraphs in order to shape meaning.

CURRICULAR AREA : LANGUAGE

Language is composed of : Talking, Listening, Reading and Writing.

Teacher's comments : *Darren needs a lot of encouragement to take part in oral lessons preferring to let others do the talking. In our weekly news time he takes a turn and talks well but when others talk, although he appears to be listening, he rarely interacts with the speaker. His reading is behind average for his age, but he has good skills for breaking down unfamiliar words to work out what they say. His writing is untidy and he tends to do it as little as he thinks will be accepted, but he concentrates for longer on this than on other work.*

In Language Darren is working at level B in reading and writing but level A in talking and listening

Mathematics:

These are Examples of what children can do in Mathematics at different levels of attainment. More information can be obtained from the school.

	Information Handling	Number, Money & Measurement	Shape, Position & Movement
A	Collect familiar objects and sort them by shape, colour etc. Draw simple diagrams for example a chart showing pets.	Use whole numbers up to 100, halves and quarters, coins to 50p. Add and subtract numbers up to 10.	Sort shapes into those which roll, stack, slide etc. Use terms such as behind, above, left forward.
B	Use tables or simple computer databases to analyse information from class surveys.	Multiply and divide by 2,3,4,5, 10 mentally. Tell time in hours and minutes.	Make 3D shapes from diagrams or pictures eg with construction kits. Recognise a line of symmetry by folding or using a mirror.
C	Use a questionnaire to gather information, display on a bar graph and identify most and least frequent responses.	Work with patterns and relationships in multiplication tables. Estimate and measure in standard units eg weights in kilograms and grams.	Use a shape template to create or copy a regular tiling. Follow or give directions to known places.
D	Use computer databases and spreadsheets to organise information and to draw graphs.	Using a calculator, find fractions or percentages of whole number quantities. Use all UK currency to £1 and notes to £20.	Give the coordinates of a point on a grid. Measure and draw angles.
E	Obtain information by sampling. Compare sets of data by calculating averages.	Use simple algebra to describe relationships between sets of numbers. Check calculations by making estimates using rounded numbers.	Make scale drawings of triangles to find heights and distances. Decide whether shapes have rotational symmetry.

CURRICULAR AREA : MATHEMATICS

Mathematics is composed of : Information Handling; Number, Money, Measurement; Shape, Position & Movement; Problem Solving and Enquiry.

Teacher's Comment: After completing some assessment sheets, Darren begun working at Ginn Maths Level 3. Some of the work in this book is familiar to him and some of it is new. He is very unsure of even basic processes and needs a number line to add or subtract. He works very slowly and will happily sit and do nothing if I do not keep reminding him that he should be busy. His layout of work lacks method.

In Mathematics Ginn Maths Level 3 is mostly 5 - 14 Level B attainment targets but has some Level D.

RELIGIOUS & MORAL EDUCATION

These are EXAMPLES of what children can do in Religious and Moral Education at different levels of attainment. More information can be obtained from the school.

Christianity	Other World Religions	Personal Search
A Know something about Christian celebrations and Bible stories Be able to identify such values as caring and sharing	Know about stories, celebrations and places of worship.	Respond to the natural world. Appreciate ideas of fairness and show care and concern for self and for others.
B Know something about celebrations, key figures, religious and moral stories and local Churches	Know about religious stories and the importance of worship.	Appreciate our dependence on our world and our responsibility for it. Explore the importance of belonging to groups.
C Appreciate the importance of Jesus for Christians and be aware of the principal Christian codes of conduct.	Know something of sacred writings and key figures and explore customs, practices, beliefs and values.	Explore and put into practice ways of helping people in the local community. Display some interest and curiosity about such things as creation, people's belief in God, suffering and death.
D Explore Christian beliefs, practices, values and worship	Appreciate the significance of customs, practices, beliefs, values, sacred writings, symbols, and key figures from at least one world religion.	Investigate moral values in life-situations. Reflect on the significance of life and earth.
Understand symbols and their meanings. E Express informed opinions about Christian beliefs and values.	Express informed opinions about commitment, beliefs, and codes of conduct in relation to social and moral issues	Be able to apply moral principles. Explore religious and scientific views on such questions as belief in God, suffering, death. Appreciate ideas of fairness and respect for others in relation to issues of culture
Know about Christian denominations.		

CURRICULAR AREA : RELIGIOUS & MORAL EDUCATION

Religious and Moral Education is composed of : Christianity ;Other World Religions ; Personal Search.

Teacher's Comment : *This term we are using a series of taped radio programmes called "Talking Points". The ability to sit and listen without a picture to watch is a skill in itself and one which Darren finds almost impossible. We are onto the second part of the series which is about ethics. We now split each programme over a two week period due to the difficulty most boys had in listening for 20 minutes at a time. There is some written work which precedes and follows each lesson which Darren completes quickly if untidily. If there is discussion he rarely contributes voluntarily and seems to have no personal experience of religion or recollection of lessons taught in previous schools*

In Religious and Moral Education *Darren is working at level A.*

Physical Education

These are **EXAMPLES** of what children can do in Physical Education at different levels of attainment. More information can be obtained from the school.

- A** move, throw, balance with some control
work with others, sharing space
know and use parts of the body, eg thigh, ankle, elbow
- B** perform actions with increasing skill eg catch/strike a ball
choose and combine two or three actions using apparatus eg run along a bench, jump and land
experience and know the effects of exercise eg feeling hot/increased pulse-rate
- C** perform a full range of skills with accuracy and control eg combine dribbling/travelling, kicking
work in a team making up dances/competing in games
suggest ways of improving skills in the performance of others/a partner
- D** adapt skills to various activities and situations, eg basketball, dribbling, swimming strokes, ethnic dances
take supportive and lead roles in a variety of activities, eg bowler, scorer, goal-keeper
sustain energetic activities for longer periods of time and know own limits
- E** extend the application skills and knowledge in a range of physical activities eg outdoor pursuits
show an awareness of the relationship between exercise and health
make informed judgements of their own work and performance observed

PHYSICAL EDUCATION

Physical Education is composed of: moving, knowledge and skills of physical activities, working in a team, outdoor pursuits.

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|-------------------|--------------|
| 1. Excellent | 4. Poor |
| 2. Good | 5. Very Poor |
| 3. Com'tent/S'fty | |

	1	2	3	4	5	
Co-ordination				✓		Strengths Generally keen to participate.
Fitness				✓		
Applying Skills				✓		Weaknesses Listening skills and interaction with,peers.
Ind. Activities				✓		
Co-operation				✓		Activities Basketball, gymnastics, football.
Listening/O'sving				✓		
Attitude				✓		
Mot'ation/Interest				✓		
Team Game				✓		Comments Darren needs to try and concentrate on listening to and following instructions. He has a great deal of energy and should try to channel this more appropriately.
Level/Grade, Level A/B						

Outdoor Education: After a very positive start to this when he was proud of being better than Stuart and triumphant when difficulties were overcome, Darren has become lethargic and attention seeking on our expeditions. When put in front of the leader he can walk very well but in the middle of the group he makes no effort to keep up and splits us into two. This is annoying for other boys and dangerous in bad weather. Darren eats poorly and I believe genuinely lacks stamina due to this. We are working in class on identifying foods which give you energy. He is also being encouraged to do more sustained physical exercise and less sitting about watching T.V. He packs his rucksack well and is often first ready in the mornings. He travels in the minibus without annoying his classmates but finds working at a task with a partner difficult.

CRAFT & DESIGN 1

Craft & Design activities are about identifying needs, generating ideas, planning, making and testing. It is a subject concerned with practical actions aimed at solving practical problems. The skills gained are both sequential and aimed at improving the pupils range of expertise, satisfaction and confidence as he approaches more complex problems.

Teacher's Comment:-

Darren is presently making a small wall mounted ornament shelving unit which involves half lap and housing joints. We are attempting to finish each of the four components separately with much use of marking out tools as possible. This continues to be an area of some confusion for Darren. Generally Darren is keen to work and copes well with being the smallest member of the class and the problems that that brings.

In Craft & Design
Darren works through Level A.

NEXT STEPS

To ask more 'why' questions.

RUSSELL CRAWFORD

ART AND DESIGN

These are **EXAMPLES** of what children can do in Art and Design at different levels of attainment. More information can be obtained from the school.

- A** draw and paint, often telling a story in picture form
make models with e.g., lego, clay, packing materials
talk about their art work
- B** recognise colours and textures
choose appropriate materials when making e.g., models, puppets, collage
make personal comments on e.g., pictures, prints, slides, photographs, own work
- C** sketch, paint, model, attempting some detail, a given object e.g., a bag, a toy car, a shoe
paint, draw pictures which convey their own ideas and feelings
talk about other people's art and design using some appropriate vocabulary e.g., shapes, texture, tone
- D** produce work from their imagination and reality using a range of materials e.g., chalk and techniques e.g., printing
in groups or individually plan and consult from a given brief e.g., a space machine, a bridge
make personal evaluations of own or others' paintings/design work
- E** work confidently in a range of activities e.g., screen-printing, 3D sculpture in clay, photography, computer-aided design
present solutions clearly and independently to a given design task using e.g., sketches, diagrams etc.
make informed personal statements about their own work and that of other artists and designers

ART & DESIGN

Art and Design activates, promote discovery and understanding of ideas and feelings and provide a means of expressing these visually. Pupils develop their capacity to invent, create and interpret images and objects, design, make and evaluate.

Teacher's Comments:

Darren is making some progress in this subject although he is clumsy and tends to rush projects which he then doesn't finish, but there is some improvement on this, and he is now able to tidy it up and warm his bushes without too much prompting.

Art and Design Levels

A

NEXT STEPS

1. Encourage Darren to take more care and finish work.

JOHN LIGHTBODY