

Borderline Emerging/Expected Listening and Attention

Key: MOOL-Managing Our Own Learning, Child Initiated sessions
 Buzz, Bullseye, Woody mascot stickers used to reward evidence of C of L strands in their learning

Judgement: *Expected*

Characteristics of Effective Learning

Sonny (EAL) 11/9/07

Playing and Exploring

During the year Sonny's confidence improved dramatically. During his time at Nursery he was a selected mute, but he instantly made friends at school and followed their lead to build his confidence. Sonny enjoys exploring new activities and resources within the classroom and outside. He particularly enjoys activities where he can use his creativity and imagination. He likes recreating roles and experiences in his play, acting out a trip to the moon, or playing Police officers. He enjoys competitive games and physical challenges for examples taking part in running races, football games and learning how to do a cart wheel.

Active Learning

Sonny's concentration is improving. He can now stay focused on self chosen activities for a sustained length of time. With encouragement he is starting to seek challenge and persist when an activity becomes more difficult. He is always proud of his achievements and loves to get praise from adults and share his achievements with the class.

Creating and Thinking Critically

Sonny is able to make decisions and plan his learning during MOOL planning sessions. He carries out activities and can talk about what he would do differently next time, sometimes with a little support. He can make predictions and test his ideas for example which objects may sink or float and how he could melt the ice to free the animals inside.



Name: **Sonny** Date: **4.6.13** Class: **H R M**
 Activity: **MOOL** CI **AI** Observer: **AG**

During MOOL planning Sonny was chosen to be the 'teacher' and ask the other children what they were going to learn during the session. (Using the telephones.)

S-"What are you doing today?"
 N-"Lego"
 S-"What are you going to make?"
 N-"A car."
 S-"Ok pass it onto Jamle."
 J-"I am going outside."
 S-"What are you doing outside?"...

He to respond to each child's plans with a simple question. Good concentration using each child's name.

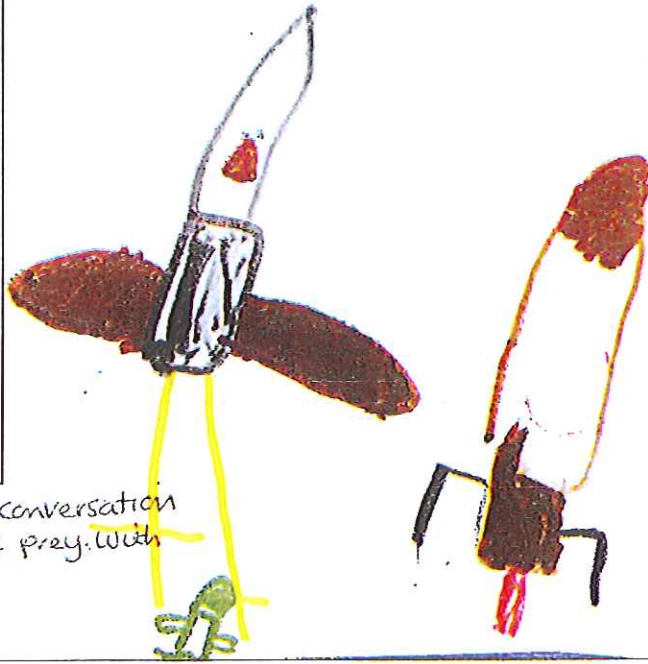


Sonny watched and copied his friends dancing to 'Gang Nam Style' on the stage. 20.5.13

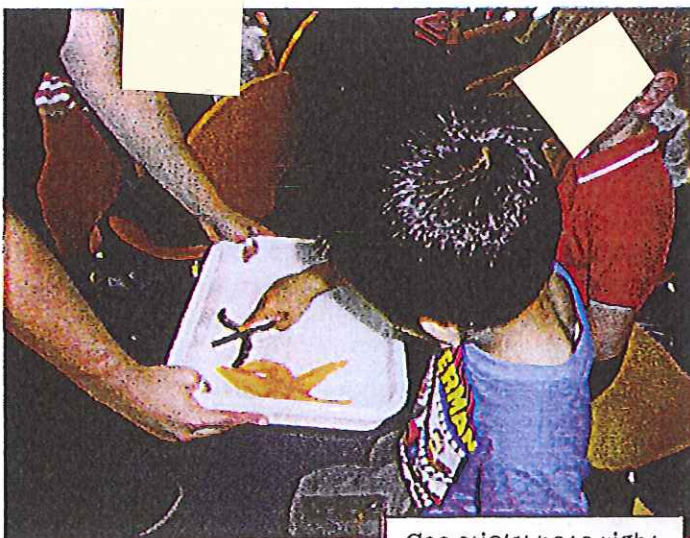
Play & Exploring Buzz	Active Learner Bullseye	Creating & Thinking Critically Woody
curiosity acting	motivated proud	ideas reviewing
senses risking	satisfied effort	thinking solving
exploring engaging	persisting energy	testing creating
pretending	challenges trying	problems links
initiating	focusing attention	strategies checking
challenge seeking	fascinated enjoying	evaluating new
representing	concentrating	deciding choosing
	persevering	planning patterns

Annotated work sample: 8.6.13

Sonny and best friend Ellis spent the afternoon talking about Ellis' pet sparrow hawk supported by TA to open Google webpage. They enjoyed looking at the different types of birds of prey. Sonny chose to draw a picture of some of the birds to show during review time. He told the class it was "This one's got a red tail." "He can fly high."



Drawn after a conversation about birds of prey. With Ellis



See sticky note right

Name: Sonny Date: 18.6.13 Class: H R M
Activity: Aquarium Trip CI AU Observer: AG

During our underwater workshop Sonny was confident touching the star fish and crabs. He giggled with his friend and commented on how it was bumpy. He sat and listened quietly to the lady from the aquarium. On the coach home I asked Sonny about how he had learnt about star fish, he was able to recall all the facts that we had been told during the workshop. "Star fish can grow another arm if they fall ff." "Spider crabs can grow as big as a car!"

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MOOL review: 17.5.13

During MOOL the boys decided to make themselves each a skate board. Helping each other to hold the cardboard steady as they each other cut out and decorated them. They took them outside to 'ride' them. At review time they demonstrated how to ride a skated board, stop and go faster.