

EXCEEDING EVIDENCE - PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT.

Characteristics of Effective Learning	How George learns
<p>By playing and exploring:</p> <ul style="list-style-type: none"> • finding out and exploring • using what they know in their play • being willing to have a go 	<p><i>George is confident playing across the provision and is especially drawn to creative activities where he can explore his love of music and drama. He has a vivid imagination and is happy to talk about his play and involve others in his activities. George has consistently explored new experiences with great</i></p>
<p>Through active learning:</p> <ul style="list-style-type: none"> • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do 	<p><i>George enjoys being involved in a range of activities and concentrates well on completing a task to its successful conclusion. Even when George finds a task difficult he demonstrates resilience at adapting an activity or trying again to achieve success. This has been particularly evident in George's written work this year.</i></p>
<p>By creating and thinking critically:</p> <ul style="list-style-type: none"> • having their own ideas • using what they already know to learn new things • choosing ways to do things and finding new ways 	<p><i>George has an excellent imagination and is an eager contributor to both his own projects and those of others. He is a sensitive and supportive teacher and is often seen supporting others to develop their musicality. George draws on his personal experiences to develop his ideas and is now our resident expert on baby care!</i></p>

George was a fantastic shopkeeper after mass today talking confidently to unfamiliar people as he sold our spring plants. George listened carefully to their questions about the activity and responded thoughtfully talking to them about how hard he had worked planting all the bulbs and that decorating the pots had been the most enjoyable part. He showed he understood why we were raising funds and was able to talk about specific examples of CAFODs overseas work asking an adult to check that he had referenced the correct countries in his explanation. George was polite and friendly but entertained us all went a parishioner offered us a five pound note for a plant. George looked at the note and then the coins in the dish... "Sorry we only take cash!" He says, Clearly endeared the lady removed the five pound note and replaced it with ten pounds!! I think I chose the right child for the job, thanks for helping us boost our funds George!! George came back to class and was able to retell to the class how well the sale went. He suggested that next time we raise money we just collect the paper notes so that we can help even more people.

George was watching the television when an advert came on for "water aid" Previously he had been jumping around and being loud but he stood still and watched the advert. I was watching his face as he took in the sad images on the TV. After it had finished, I asked George what he was thinking and he said "Mummy, that advert made me sad" I asked why and he said "because that poor girl doesn't have any clean water or shoes on" I explained about the kinds of conditions those poor people live in and I could see George was thinking about what I was saying. He said he would never moan about not liking water again because he understood he was so lucky to have clean water here. I asked if he could help the girl in the advert somehow what would he do? George said - "I think the whole of the Isle of Wight could go over to where they live and take them lots of clean water and then I could take some of my shoes and clothes for the boys and girls, and we could give them some of my colouring pens and paper, as that would make them smile" I'm sure it would George.

Letter from mum :

Dear Mrs M

I just had to email and let you know what happened today. You know that George is a kind boy at school and we think he's that way at home too.

Lara hasn't been very well and was laying on the sofa near George who was playing with his bricks on the carpet. He built a brilliant castle with ramparts and everything and had attached a cardboard drawbridge using Sellotape.... George called me to take a photo to put on Tapestry to send you, when Lara kicked out and demolished it! George's face was a mix of rage and despair and I was so proud of what he did next. "Lara, I'm really cross that you broke my castle, but I know you're not very well. Will you promise not to break it again?"

Later when he was getting ready for bed he said "Mum, I was really cross with Lara, so I counted to 10 in my head and thought about chocolate buttons. It did take me ages to build it again!"

As you can imagine, chocolate buttons will be on my shopping list tomorrow!

Hannah B

George made a "bowling rolling machine," he and a friend enjoyed sending balls up and down the pipe. George is excited with his work, "I'm really happy with myself." He goes on to explain "we have to do sharing, taking turns with this game."

George continues to experiment with different kinds of balls and different arrangements, "two balls in a row... Almost but not quite!" After George has tried different combinations he concludes "that is just how they have to be!"

George is clearly delighted with his project and conscious that I am watching asks "Mrs McCraith how impressed with me are you?!"

Very George!!

Another child approaches and begins to remove parts of the guttering system for their own project. George explains "that is making me cross can you stop please you are bothering me.. its not nice to ruin our game" the child moves away and George repairs his machine with his friend. As they repair George listens to his friends ideas about how they can change the design to help the ball travel further and then makes some suggestions of his own. Once he has completed his design George looks for some smaller balls but they are all being used. George patiently waits for another child to finish with a ball before picking it up and using it himself.