

SIGNIFICANT FACTORS AFFECTING THE PUPIL'S PROGRESS & DEVELOPMENT

Pupil Name:

Date:

Classteacher:

Try to identify some of the significant factors that might be affecting the pupil's current progress and development:

- (a) factors that *help* the pupils to progress, and
- (b) factors that *hinder* the pupil's progress

Given below is an aide-memoire of some of the factors that can affect a pupil's progress and development. Do not attempt to comment on all factors - choose the ones that are relevant to this pupil and the teaching priorities identified. However, try to think about a range of factors. You might want to tick the helpful factors and cross the factors that hinder the progress. And/or you might want to write down brief notes of the most important points, using some of the headings and subheadings in the aide memoire.

<i>School Factors</i>	
<p>➤ Physical Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Size and layout of room <input type="checkbox"/> Pupil's usual place of work <input type="checkbox"/> Are appropriate resources for this pupil available? <input type="checkbox"/> Stimulation / distractibility of classroom environment <input type="checkbox"/> Layout of the school buildings, playground and immediate environment <input type="checkbox"/> <input type="checkbox"/> 	<p>➤ Levels of Praise & Feedback</p> <p><i>The extent to which. . .</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> A variety of different actions (academic and behaviour) is frequently noticed and praised <input type="checkbox"/> A variety of praise and rewards is used <input type="checkbox"/> Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress <input type="checkbox"/> <input type="checkbox"/>
<p>➤ Classroom Management</p> <p><i>The extent to which. . .</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom procedures and rules are made clear and understood by all pupils, and consistently applied <input type="checkbox"/> Equipment and resources are organised and readily available <input type="checkbox"/> Changes between tasks are managed smoothly and effectively <input type="checkbox"/> Pupils know what to do next without asking <input type="checkbox"/> Additional support personnel are available, and directed with a clear objective <input type="checkbox"/> Time is available to the teacher for planning and liaison with support personnel <input type="checkbox"/> The class is generally on-task <input type="checkbox"/> <input type="checkbox"/> 	<p>➤ School Organisation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Playtime and lunch time routines and activities <input type="checkbox"/> Amount of time available to SEN co-ordinator and other staff to support classteacher(s) <input type="checkbox"/> Extent of team planning and team teaching <input type="checkbox"/> How flexible can the use of resources in the school be to help support the classteacher to meet the pupil's needs - can these be used differently to be more effective? <input type="checkbox"/> Pastoral care system and pupil's access to this <input type="checkbox"/> Communications within the school - between all those working with the pupil <input type="checkbox"/> Communication with parents, and with other professionals <input type="checkbox"/> <input type="checkbox"/>

➤ **Learning Programme**

The extent to which. . .

- Tasks set are appropriate for the pupil's level of understanding and skills
- Opportunities are provided for the pupil to engage in activities in which s/he can be successful and do not highlight the pupil's area(s) of difficulty
- Activity content /tasks are of interest to the pupil
- A variety of teaching approaches - teacher directed, pupil directed, teacher/pupil active partnership - is used
- Opportunities are provided for a variety of pupil responses - oral / practical / written (with alternatives to writing where applicable)
- Opportunities are provided for pupil involvement in decision making and recording
- Learning goals are clearly defined *and* shared and developed with the pupil
- Steps in learning goals are small enough to ensure progress can be seen in a short space of time
- Tasks set take account of the pupil learning style: pace of activity, variety of activities, length of activity and time allowed to complete a task are appropriate
- Opportunities are provided for the pupil to generalise learning from one situation to another
- Regular monitoring and recording of progress occurs
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➤ **Home & Family**

- Beliefs about their role in the pupil's education; and beliefs about their abilities to contribute to bringing about change
- Family's cultural beliefs
- Beliefs about the focus of the difficulties - eg within child / within the school / etc
- Any stressful events that have occurred within the family (eg birth of baby; illness; etc)
- Amount of time available to the family to work on intervention activities with the pupil
- If home activities were/are part of an intervention plan, do the individual(s) involved have the knowledge and skills required to carry them out? If not, how can these skills be acquired, and is this feasible?
- Other professionals working with and supporting the family
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Individual Factors

➤ **Confidence, Independence & Approach to Learning**

- Approach to tasks and learning
- Ability to work independently - willingness to try tasks on own / with some support, ability to move from one activity to another without support
- Perseverance and willingness to tolerate failure/uncertainty
- What the pupil chooses to do given free choice
- Ask for help appropriately (from whom)
- Response to new tasks or situations
- Ability to set own goals
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➤ **Communication Skills**

- Language development - understanding
- Language development - expressive skills
- Understanding instructions
- Turn taking skills
- Contributions to group discussions
- Language maturity
- Ability to explain things orally / in writing [see also literacy skills]
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➤ **Learning Style**

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| <input type="checkbox"/> Concentration and attention
<input type="checkbox"/> Ability to listen
<input type="checkbox"/> Motivation for learning
<input type="checkbox"/> Response to praise and other rewards
<input type="checkbox"/> Likes being told what to do / likes to work things out or make decisions for her/himself
<input type="checkbox"/> Likes working in groups / likes working on own
<input type="checkbox"/> Likes new tasks and variety of tasks / likes familiar tasks, routines etc
<input type="checkbox"/> Reflective, slow to get started, thinks things through before acting / active, impulsive, like to complete tasks and then see end results | <input type="checkbox"/> Likes practical tasks / likes research, reading, writing tasks / likes worksheets, charts, multiple choice copying
<input type="checkbox"/> Learns best by listening, watching and reflecting/ learns best by doing
<input type="checkbox"/> Likes frequent changes of tasks / likes to work on a subject or task for some time
<input type="checkbox"/> Organisational skills (self and belongings)
<input type="checkbox"/>
<input type="checkbox"/> |
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➤ **Learning Across the Curriculum**

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- Auditory & visual memory
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- Sequencing skills
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- Literacy skills
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- Numeracy skills
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- Problem solving skills (exploring, investigating, making choices, predicting, hypothesizing, etc)
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- Constructional skills (concepts, not physical skills)
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- Draw-a-man skills
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- Presentation of work: layout, handwriting, care taken of work books, etc
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- Organisational skills (ability to organise and reproduce learning)
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- Ability to generalise learning from one situation to another
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Physical*Physical Skills*

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- Gross co-ordination
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- Fine motor control: pencil skills, scissors, hand-eye co-ordination (eg throwing & catching a ball, threading a needle, etc).
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- Drawing & painting skills
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Medical

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- Hearing & vision
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- Other physical or medical problems
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➤ **Social and Emotional Development**

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- Ability to make and keep friends
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- Bullied or teased by peers? If occurs, how does s/he respond?
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- Relationship with adults in school
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- Relationship with adults out of school
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- Behaviour in class / around school / at home
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- Ability to work with others: sharing, collaborating; willingness to let other take some responsibility / accept others' views; able to contribute own ideas
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- General attitudes in social contacts - appropriateness of: eye contact, facial expressions, posture, use of tone & pitch in voice, laugh & smiles, clarity of speech, fidgets & fiddles, etc
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- Response to any behaviour management programme
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➤ **Pupil's Perceptions & Views**

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- Likes doing at school / does not like doing at school
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- Good, and not so good at
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- Has s/he got enough friends or would like more friends
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- Any adults / children s/he gets on with particularly well. Why?
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- Any adults / children s/he does not get on with Why?
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- Beliefs about her/his difficulties - accepts that the difficulties exist; beliefs about why s/he has these difficulties; beliefs about ability for things to change, and who can make things change - does s/he believe s/he can make things change?
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- What helps her/him learn; to complete homework
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- What s/he would like to be able to do that s/he cannot do now or would like to get better at
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- What help does s/he want?
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- 5 best ways in which the teacher can say "well done" [eg praise, special treat, note home, etc] - ie what is rewarding for her/him
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Other factors

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- Previous learning / educational experiences
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- Previous experiences outside of school
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- Involvement of Support services and other agencies - past and present
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