

# **Examples of Annual Education Reports**

This document contains anonymised reports. Each report is based on a real report that was assessed as satisfactory. These reports are examples to support other EHE families.

## **Contents**

### **Report 1 – p2**

Serena Meredith

DOB: 18/01/2008 (Aged 15 at time of report)

### **Report 2 – p2**

Emily Allman

DOB: 17/02/2012 (Aged 12 at time of report)

### **Report 3 – p8**

Timothy Key

DOB: 10/09/2015 (Aged 7 at time of report)

### **Report 4 – p14**

Suzie Smith

DOB: 01/01/2007 (Aged 16 at time of report)

# REPORT 1

This is based on a real report received from a Shropshire EHE family that was assessed as satisfactory. This report has been anonymised, to be used as an example to support other EHE families who prefer to submit an annual report.

## Elective Home Education – Education Report

### Serena Meredith – January 2023

<b>Child's name:</b> Serena Meredith
<b>Date of birth:</b> 18/01/2008 – 15 years old (Year 10)
<b>Address:</b> 101 Church Avenue Whitchurch Shropshire
<b>Parent/Carer's name:</b> Samuel and Carys Meredith (Father and Mother)
<b>Report date:</b> January 2023
<b>General</b>
<i>How have things been going in general? What is your educational philosophy?</i>  We have been home educating Serena for the past 2 years. Whilst at school Serena struggled with her mental health and began to remove herself from the activities of daily life. I cannot express the difference we have seen in her since we have been home educating. Serena is now a happy and social young person. It has truly been the best decision we have ever made as a family.  We follow the national curriculum for both maths and English and have a very structured routine for this doing an hours work on each every morning. For other subjects we believe a child-led approach is the best way to foster natural curiosity. This approach has been working really well for us.  My husband and I share the responsibility for Serena's education. Sam supports Serena on a Monday and Tuesday and I support her on a Thursday and Friday. We are fortunate that on a Wednesday we are both off work, so we tend to use this day to complete more practical activities and visits.
<b>Wellbeing</b>
<i>Have there been any health issues that have affected your child's education?</i>  Serena has suffered a recent ankle sprain that has reduced her physical activity, but she is now slowly increasing this throughout the week.
<i>What opportunities has your child had for social development?</i>  Serena is a member of the local tennis club and enjoys socialising with her tennis friends. Serena still has close friendships with the children she was at school with. She talks with them regularly, meets up occasionally at weekends and during each of their school holidays. Serena volunteers at the local nursery for an afternoon a week.
<i>What opportunities has your child had for physical activities?</i>  Serena is a member of the local tennis club and goes twice a week. Serena goes jogging twice a week. Serena is a very active young person who is always on the go, trying out new exercises and walks our dog every day. As mentioned earlier for the last 2 months Serena's physical activities were reduced due to her ankle sprain. She is on the mend now and is beginning to slowly add more exercises into her week.
<b>Curriculum</b>

## Maths

*What topics have you been covering in maths?*

*What progress has your child made?*

*What challenges and celebrations have they had in maths?*

We have used the Key Stage expectations document you have created on your webpage to allow us to systematically work through Key Stage 4 topics to ensure Serena will be in a good place next June when she sits her maths GCSE. We have contacted our local schools and one of them has kindly accepted Serena to sit her exam with them as a private candidate, next year. I have broken down which skills we have covered in the past year below. If you require any further information, please let me know. We have found that Serena sits comfortably at the level of 'working at' with some elements of 'greater depth'.

**January – Algebra** - Add, subtract, multiply and divide algebraic fractions. Simplify algebraic fractions. Change the subject of more complex formulae. Simplify and expand expressions involving surds. Rationalise the denominator.

**February – Algebra continued** - Use function notation. Find composite and inverse functions. Prove a result using algebra.

**March – Probability** - Calculate simple probabilities from equally likely events. Understand mutually exclusive and exhaustive outcomes. Use two-way tables to record the outcomes from two events. Work out probabilities based on experimental data. Find and interpret probabilities based on experimental data. List all the possible outcomes of two events in a sample space diagram. Find the probabilities of mutually exclusive outcomes and events. Work out expected results for experimental and theoretical events and compare results to see if a game is fair. Draw and use frequency

**April – Trigonometry** - Understand and use Pythagoras' Theorem. Understand and use trigonometric ratios to calculate angles and lengths. Serena found this topic extremely difficult to comprehend.

**May - Multiplicative reasoning** - Calculate percentage profit or loss. Find the original amount given the final amount after a percentage increase or decrease. Calculate average speed, distance and time.

**June – Revision** - when we get halfway through the year, we take a month to go over all of the topics we have covered so far and try to expand Serena's understanding and ensure the knowledge is cemented.

**July - Equations and inequalities** - Rearrange and solve quadratics to find the roots. Use the quadratic formula to solve a quadratic equation. Solve quadratic equations by using a graph. Solve simultaneous equations. Solve inequalities and show the solution in a number line and using set notation.

**August – Holiday** - we follow term times and did not complete our normal formal learning during August.

**September - Perimeter, area and volume** - Calculate the circumference, area, diameter and radius of a circle. Work out areas and perimeters of semi circles and quarter circles. Solve problems involving areas and perimeters of 2D shapes.

**October – Transformations** - Reflect, rotate, translate and enlarge a 2D shape. Describe single and combined transformations. We also looked at Trigonometry again as this was an area that Serena was not yet confident with.

**November – Holiday** - We completed a family trip to Australia in November to meet up with our Australian family.

**December – Past Papers** - Completion of past papers to check where Serena is and what topics need to be our area of focus in the next year.

## English

*What topics have you been covering in English?*

*What progress has your child made?*

*What challenges and celebrations have they had in English?*

We have decided rather than completing a GCSE in English it will be more appropriate for Serena to sit her Functional Skills examination instead. Serena is going to be sitting her level 1 English this year (we are hoping in March) and then we will progress to level 2 next year.

We have purchased a full English Functional Skills package through - <https://passfunctionalskills.co.uk/>

This year we have completed the package at level 1 this includes Initial assessments, diagnostic assessments, access to the self-learning courses, skill checks and interactive revision scenarios.

In Serena's mock before Christmas she passed her level 1 so we are hopeful for her real exam.

Here are examples of some of the topics Serena has covered:

- Summarise Information
- Examine Primary Themes Purpose of Texts
- Detect Point of View, Fact, Opinion and Bias
- Present Information Persuasively, Logically, Clearly and Concisely
- Use a Range of Writing Styles
- Sentence Structures
- Language - Purpose and Format and Structure
- Correct Verb Tense and Subject-Verb Agreement
- Punctuation

If you require any further information, please let me know.

## Other Subjects/Interests

*What other areas of learning have you covered?*

*What progress have they made in these areas?*

*What hobbies or interests does your child have?*

*Have you been on any excursions and what was the educational value?*

*What challenges and celebrations have they faced?*

In September, Serena approached a local nursery on her own and asked if they would allow her to volunteer an afternoon a week to gain some work experience and they agreed. Serena has been volunteering on a Friday afternoon every week. She has gained customer service skills, child development knowledge, time keeping and so many more invaluable life skills. We are extremely proud of her for this. Serena would like to work with children when she is older so having this experience is great for her future.

Serena has started to complete some Open University courses - <https://www.open.edu/openlearn/free-courses/full-catalogue>. She has already completed and gained certificates for Childhood in the digital age and Children's perspectives on play. She is currently halfway through Early years teamwork and leadership. She loves completing these courses and getting certificates as she feels she is actively working towards her goal to work with children and already has qualifications to add to any job/college applications.

Every Wednesday we have a family day and pick somewhere to go and explore. Serena has to work out the logistics of the day, she is given a set budget so she has to calculate the fuel cost, food and any other expenses the day may have. She likes to go on local free visits for a few weeks to accumulate the 'visit pot' so we can then do something more exciting. I am impressed with her ability to budget and apply financial knowledge. Some of the places we have been include Chester Zoo, Brown Moss, local heritage centres, libraries, Warwick Castle, London, Chirk Castle and many more. As Serena is completing an online English course, we require her to do a review/diary entry when we complete any visits to ensure she completes handwritten work.

Serena is a very creative person and loves any opportunity to be artistic. She enjoys drawing, painting, clay sculpting and mosaics. She has recently covered our outside table in a beautiful mosaic design. Other upcycling projects she has completed include repainting bedside tables and adding new knobs, using old wooden pallets to create an outside seating area with the support of my husband and she has sanded, primed and used chalk paint to update our kitchen. With all of these projects we have given her a budget and she has had to be savvy to find the most cost effective way to achieve her goal.

Serena has recently started completing a CREST Silver award - <https://www.crestawards.org/crest-silver>

She has chosen to complete a communication project. CREST's requirements for communication projects:

- A target audience

- Background research of the topic and the audience
- Design of a form of communication
- Reflection and explanation of how the communication is fit for purpose, including being pitched at the correct age and level of understanding
- Evaluation of their communication using appropriate measures
- Conclusion

Serena's chosen topic is the importance of bees in our ecosystem. She has chosen her target audience as adults and is in the process of completing research. She has decided that she would like to create a podcast as her communication style. I am looking forward to her completing this project as so far, she has been very enthusiastic and passionate about it. Once completed, I will be signing her up to complete the gold award.

Serena completes many activities that add educational value every day. An example of this is that she must cook for the family twice a week. She has to plan her dishes and shop for the ingredients. It is impressive to see how far her culinary skills have advanced.

We were very fortunate to have had a 3-week trip to Australia to meet my brother, his wife and their new daughter. Serena was very excited to meet her new cousin. Serena emerged herself into the culture and completed so many different amazing experiences. It truly was an experience of a lifetime.

#### **Resources and materials being used**

*What resources and material are you using to support your child's education?*

Functional Skills programme  
 CREST awards  
 Key Stage expectations  
 A variety of online websites  
 And many more.

#### **Involvement of parents/carers**

*How are you supporting your child to make progress?  
 How are you monitoring your child's progress?*

I feel this information has been included throughout the report.  
 If you do want any further information regarding our involvement, please let me know.

We have a robust morning programme to ensure that maths and English work is completed. We encourage Serena to work independently. She is working through the topic areas listed in the age-related expectations for maths and the functional skills curriculum for English. We check her journey through this programme regularly to ensure she is working at an appropriate level and is making progress.

#### **Additional Comments**

We have found the resources available on your website very useful. These have helped us to improve the education we have provided for Serena - particularly the Key Stage expectations and the qualification guidance.

*You may like attach any photographs of your child and/or their work to accompany your report.*

## REPORT 2

*This is based on a real report received from a Shropshire EHE family that was assessed as satisfactory. This report has been anonymised, to be used as an example to support other EHE families who prefer to submit an annual report.*

### Education Report for Emily Allman 17/02/2010

Date of report: 20/09/2022

#### **Educational philosophy:**

I feel education should allow for a child to grow at their own pace and feel happy and confident to ask lots of questions and follow their interests. I do not believe they should feel under pressure to achieve unrealistic goals that not every child can reach at the same time. Children should be encouraged to follow their interests and to be given the time and resources to achieve this to the best of their ability. I believe that home educating my children gives them one-on-one time, excellent resources, and the opportunity to succeed in life. We work to a structured timetable as I feel this best suits our family, and Emily works well with a plan in place.

#### **About Emily:**

Emily is an animal lover and she loves everything from cats to giraffes. Her favourite place to visit is the West Midland Safari Park. Emily's interests include painting, Minecraft, and photography. I believe Emily will achieve more now she is happy in her learning environment and is able to work at her own pace.

#### **English:**

Epic poetry:

Activities:

- \* Watched all Oak Academy videos on epic poetry.
- \* Read The Odyssey to learn more about this story.
- \* Researched epic poetry to find out why they are still popular today, how the original copies have survived for hundreds of years and the history of Beowulf.
- \* Completed worksheets about epic poetry and Beowulf from Twinkl.

Progress/Result:

- \* Emily can now explain what an epic poem is, what makes an epic hero and villain and what a kenning is and how to use it. She can now retell a story using the oral tradition. Emily now understands that poetry does not have to rhyme, and that poetry can be short or long like a story.
- \* By the end of the lessons Emily had written her own epic poem with her own epic hero. Her poem 'The Message', tells a story of a God called Neptune who gave his son a message which was to save him from a monster. She deliberately chose not to rhyme her poem just like Beowulf. She used her own kennings like 'treasure-hoard' and 'sea-clever' which describes something using a hyphen and unusual words. These kennings are describing the monster and the ocean. She is now aware of the oral telling tradition, as written language was not accessible to the masses in the times when Beowulf and The Odyssey were written and how these are some of the earliest examples of written epic poetry that we know of.

#### **Oliver twist:**

Activities:

- \* Read the novel Oliver Twist.
- \* Watched all lessons on Oak Academy about this subject.
- \* Completed worksheets about Oliver Twist from Twinkl.
- \* Researched history about Victorian workhouses using the internet.

Progress/Result:

- \* Emily can now retell the story of Oliver Twist and can explain the different emotions Oliver has throughout the story. Emily thought his story was incredibly sad and that living in this way would have been extremely hard and scary. She hoped at the end of the story Oliver went on to have a happy, successful life.
- \* Emily researched the history of the workhouses and wrote a fact sheet about what life was like for people who went in them, what the conditions were like and what circumstances lead to them needing the workhouse. She now has an understanding of what childhood was like for the poor and working-class children in this period of time. She is also aware of the differences between how the middle class and rich children lived, and the privileges rich children had such as an education. Researching the Victorian era has given her a more solid understanding of Oliver Twist in terms of historical context.
- \* Emily visited Blist Hill, details to follow in the history section.
- \* Emily can now confidently use different emotions in her own work when writing her own stories and enjoys drafting stories set in the past. She knows that to accurately describe historical settings and spending time doing research helps to make the setting come alive and be more accurate.

#### **Conspiracy theories:**

Activities:

- \* Completed worksheets about conspiracies from Twinkl.
- \* Researched several types of conspiracies and why people may believe them.
- \* Following on from Emily's Twinkl worksheets she had many questions, for example: Why is there a horse at Denver Airport? Why has no one ever caught bigfoot? Why has the Lochness Monster never been caught? Emily then researched all these unanswered questions.
- \* Borrowed a book from the library on conspiracy theories.

Progress/Result:

- \* Emily wrote down all the information she had gathered on the different stories to document her findings. She wrote about each conspiracy with information about why people may believe them, how long the story has been around for and what people believe the truth to be. Before starting the topic Emily had little knowledge of Bigfoot and The Loch Ness Monster. During this topic Emily has learned about Denver Airport and the moon landing, both of which she had not heard about before.
- \* Emily can now explain what a conspiracy theory is and what makes it different from a fact. Her understanding of conspiracy theories is that some people believe them to be an event caused by powerful groups or people and a fact is something that is proven with evidence to be true.

### **Descriptive and narrative writing:**

Activities:

- \* Completed worksheets from Twinkl.
- \* Reading assorted styles of books to see what types of writing are in each.
- \* Using the internet to research another word for something to make a story or piece of writing more interesting. For example, using another word for 'said' and changing it to 'added' or 'responded'.
- \* Books by authors including: David Walliams, William Shakespeare, Roald Dahl, and Michael Morpurgo.

Progress/Result:

- \* Analysing writing and breaking it down to determine how writers use a variety of techniques to engage the reader's attention has improved Emily's writing and has made her more confident in pushing her limits when drafting her own stories.
- \* Emily is now more confident in writing stories. Her writing has become more descriptive, and she is always trying to improve her writing when she can, given her new awareness of structure and techniques such as setting, plot, style, and genre.
- \* Emily can now explain the difference between narrative and descriptive writing, she knows descriptive describes a person, an object or a scene and a narrative is designed to tell a whole story.
- \* Emily now knows how to use a thesaurus.

### **The Queen:**

Activities:

- \* Emily has been researching the history of Queen Emilybeth II as we celebrated her Jubilee.
- \* Completed worksheets about The Queen from Twinkl.
- \* Watched YouTube videos and used the internet to research facts about her.

Progress/Result:

- \* Emily has a good knowledge now of the history of Queen Emilybeth II. She has learned that the Queen's favourite dogs are Corgis, she is the longest reigning monarch, her father was George VI, she was born in 1926 and she served in the Auxiliary Territorial Service and trained as a driver and mechanic.
- \* Emily wrote The Queen a letter to mark her Jubilee, which included in it some facts she had learned such as; the Queen's Dorgi dogs, the Queen had appeared on a children's BBC episode when she was a child in the war time and about her service in the military.
- \* Emily has learned how to address a letter and envelope correctly and how to formally address the Queen correctly. She now knows to start a letter to the Queen with 'Your Majesty'.
- \* Emily has improved in her writing using correct punctuation and grammar due to exercises on writing strategies and vocabulary on IXL.
- \* Emily has also received a response from the Queen thanking her for her kind words on her Jubilee.

Emily has also covered many other topics in English using IXL such as: proofreading, grammar and punctuation, English language, literature and creative writing. Emily can confidently analyse a quote to determine the meaning using IXL exercises. Her grammar and punctuation have come on massively in the last few months. She can also confidently research answers and evidence to go in her writing. Emily absolutely loves reading and reads everyday confidently. She can read fluently. Emily loves to read books about animals. Some of her favourite authors are; David Walliams, Roald Dahl and Michael Morpurgo.

Some of the books Emily has read recently include: Horrible Histories collection, The Boy, the Mole, the Fox, and the Horse, Diary of a Wimpy Kid, The Girl who Speaks Bear, Enzo's Egg and Charlotte's Web.

### **Maths:**

Algebra:

Activities:

- \* Completed worksheets from Twinkl.
- \* Completed tasks on IXL.

- \* Watched Oak Academy lessons on algebra.
- \* Researched and watched BBC Bitesize videos on the internet.
- \* Completing CGP workbooks.

Progress/Results:

- \* Emily had struggled with algebra before, by using IXL and Oak academy she has now learned how to use letters (variables) and numbers with mathematical symbols to solve problems. She can now describe number sequences using letters as symbols.
- \* She now understands a number sequence is a set of numbers that follow a pattern or rule.
- \* Emily now knows what algebraic expression is, she can now identify an integer (whole number), she knows that letters represent variables, and she can also explain that a constant does not change its value over time whereas a variable changes its value depending on the equation.
- \* Emily can now simplify equations she has learned through her Oak Academy and IXL lessons. She has started to learn more about BODMAS and adding subtracting methods and is becoming more confident in this area.

### **Statistics:**

Activities:

- \* Completed worksheets from Twinkl on probability, averages, and range and representing data.
- \* Completed tasks on IXL.
- \* Watched Oak Academy lessons on probability.

Progress/Result:

- \* Emily now understands that probability is a study of how likely things are to happen, and that we can estimate how likely something is to happen on a scale from certain to impossible.
- \* Emily can now express her answers in percentages, decimals, and fractions due to exercises she learned through IXL.
- \* She is more confident in this subject now and can complete worksheets easily.
- \* Researching probability has given her a better understanding of how to estimate how possible an event is likely to happen.
- \* Emily can now use tables and charts to show her work, she now knows that a chart uses symbols, a table uses rows and columns. She believes that charts are the simplest way of representing data collected. She has gained better knowledge of this by daily lessons on IXL and watching YouTube videos. She also likes to create her own charts by tallying cars on a road trip by colour and then making a chart with the information she has gathered.
- \* Emily has been learning about the mean, mode, median and range of a number. She has gained knowledge in this by using Twinkl worksheets and IXL. She can now explain the range is the difference between the highest and lowest number, mean means average, median is the middle number and mode is the number that occurred the most.

### **Time:**

Activities:

- \* Completed worksheets on time from Twinkl.
- \* Completed lessons on Mathsframe.
- \* Using a talking clock to practise.

Progress/Result:

- \* Emily can now confidently tell the time and has a solid understanding of the minutes and hours on a clock face, by the end of the lessons she could distinguish the minute hand as the longer one and the hour hand as the smaller one. She can now tell the time to a minute whereas before she could only tell the time to a quarter past and quarter to.
- \* Emily now has a good understanding about a 12 and 24-hour digit clock and can convert a 24-hour clock into a 12-hour clock, she changes it by taking 12 from the 24-hour time.
- \* Emily has started to learn to determine time related problems for example, if it is 11.30 am now, how long until dinner at 6pm?
- \* Emily no longer needs to ask what the time is.

### **Numbers and Ratio:**

Activities:

- \* Completed worksheets from Twinkl.
- \* Completed Oak Academy lessons on fractions, percentage, and ratio.
- \* Watched BBC Bitesize videos.
- \* Used shapes to convert fractions.

Progress/Result:



\* Emily has a good knowledge of converting fractions, decimals, and percentages, she now knows to convert a percent to a fraction, you remove the percent sign and divide the number by 100. She also knows to convert a fraction to a percentage you divide the numerator by the denominator then multiply by 100.

\* She has also learned that a fraction has two numbers, the numerator is part of a number, and the denominator is the whole number.

\* Emily has improved in her decimals, by completing lessons on IXL and Oak Academy and she can now convert decimals easily into percentages by multiplying by 100.

\* Emily has learned about ratio and can now simplify these by applying the same principle as one would do when simplifying a fraction. She now knows to simplify you need to divide all the numbers by the same number until you cannot divide anymore. By watching videos on YouTube, she has become more secure in this area.

### **Geometry:**

Activities:

\* Completing worksheets from Twinkl.

\* Watched lessons on Oak Academy.

\* Researched online on BBC Bitesize and YouTube.

\* Completed lessons in angles and shapes on IXL.

Progress/Results:

\* Emily has learned the different types of angles based on their measurements by using IXL and Twinkl. She previously had not known that they had names and rules regarding these angles. She can now recognise acute- less than 90 degrees, right- exactly 90 degrees, obtuse- more than 90 degrees but less than 180 degree, straight- exactly 180 degrees, and reflex- more than 180 degree but less than 360 degrees. Emily is now confident using a protractor,

\* Emily now fully understands the properties of shape and she has been using Twinkl worksheets and BBC Bitesize to build her knowledge. She can now identify the number of sides, number of angles, length of sides, types of angles and if they are perpendicular or parallel. She has applied this to real life during her compost bin project.

### **Number:**

Activities:

\* Completing worksheets from Twinkl on place value and rounding and four operations.

\* Watching BBC Bitesize videos and reading information.

\* Completed lessons on IXL.

Progress/Result:

\* Emily is now confident using place value, she knows how to use a place value chart, and this has helped her in working out more complicated division, multiplication, and subtractions. Researching place value has given her a good understanding in this area.

\* Emily can now use the four operations (additions, subtraction, multiply and division), she has focused a lot of time in becoming more solid in this area. Emily has used BBC Bitesize and IXL to achieve this. She has now moved on and is able to apply the four-operation using negative numbers by using a number line. Emily can now confidently work out negative and positive number sums, and knows two negative numbers make a positive answer, two positive numbers make a positive answer but if one number is positive and the other is negative the answer will be negative. She has started work on multiplying and dividing with negative numbers.

Emily has also covered many other topics in maths using IXL and Numerise such as: prime numbers, area, Indian number system, volume, remainders and co-ordinates. She can now confidently sit and complete maths work independently. Her attitude towards maths has changed and in these past few months she has become much more confident and eager to learn and even if she finds it hard at first, she does not give up. When first starting home educating Emily completed a Year 7 baseline test from Twinkl and achieved 69% two months later she completed this test again and achieved 92%, I feel this is a huge achievement.

### **PE/Outdoor learning/Forest school:**

\* PE: Emily enjoys sports, and she is encouraged to exercise every day, whether this be walking the dog, jogging, football, tennis, treadmill, exercise bike, biking, skipping, or playing in the garden. She has a wide range of items to use to support this.

\* Photography: Emily has a keen interest in photography and enjoys taking photos of nature whilst on walks in the forest. She has focussed on flowers as she likes colourful photos with lots of detail. She has been inspired by nature photography because she loves the outdoors. Emily has learned how to use the different lenses for close up photos and far away photos.

\* Forest school: We are incredibly lucky to live in a beautiful part of Shropshire, with a lovely forest within walking distance. Emily loves exploring in the forest and has been reading a book about foraging and has been looking in the forest for plants in her book.

\* Walks: Again, we are lucky to live in the countryside and Emily enjoys walking to the top of local hills to admire the beautiful views and to spot our farm in the distance.

\* Swimming: Emily enjoys swimming and has started to feel more confident in the water. She can now swim independently and is working on improving her backstroke.

\* Martial arts: Emily has recently started a martial arts group.

### **Socialisation:**

Emily has a lot of opportunities to socialise, and this includes;

\* Meeting friends.

\* Visiting family.

\* Trips.

\* Playing in the park.

\* Shopping.

\* Holiday club.

\* Home education classes in maths and animal care.

\* Days out with family.

\* Day trips out with friends.

\* Sleepover with friends.

\* Chatting with neighbours.

\* Pen pal.

\* Speaking to family on the phone.

\* Chatting with friends on the phone.

\* Local home educating groups/meet ups.

\* Martial arts class.

### **Art:**

\* Emily has always had a love for drawing, arts, and crafts. She has a wide range of resources for this and creates some beautiful pictures such as: animal pictures, self-portraits and flowers.

\* Emily has a small mannequin that she crafts clothes for using old materials. She likes to hand sew and experiments different patterns from watching YouTube videos. She also has used a sewing machine and knows how to thread the needle and use the machine safely.

\* She also likes to recreate artists' paintings such as Munch's The Scream, where she will bring her own take on the painting by changing the background or the face. Also, Leonardo Da Vinci's Mona Lisa by recreating her clothes and making her look happy in the picture.

\* Emily enjoys painting eggs by boiling them first and making new patterns on them. She has explored different paints and has chosen watercolours as her favourite as she feels it coats the egg better.

\* She has recently started learning Origami and has learned how to make a butterfly and paper finger game. Emily is able to follow the complicated instructions and is now learning to make a swan.

\* She has also gathered materials she has found in the forest to use in her art project. She made a lovely wind chime using a branch, leaves and small stones.

### **Geography:**

\* Emily has loved learning about different flags of the world, she has been researching flags that are similar in colour or style to see if there is a connection. She has realised that the Australian and New Zealand flags have historical links to the UK and that is why they both have the Union Jack on their flag. She has also learned about the Commonwealth nations all of which are former territories of the British Empire.

\* Emily has learned about the different continents and where they are located on a map. She can now point out the seven continents and five oceans on the world map. Using posters and a globe. She now has a good knowledge of the different temperatures and climate zones in each country and why their location on Earth contributes to this. Emily can explain what the Northern and Southern hemisphere are, where they are located on the map and what the Equator is and what countries are in each part. Emily has used Twinkl, BBC Bitesize, and YouTube for her research and completed a lovely poster with information and facts about this.

### **Science:**

\* Emily has learned a lot regarding the ecosystem, and she now has a good understanding of all the different food chains and about the impact it would have, for example: if there were to be less of one species, how would this affect other species on the food chain. Why do all animals on the food chain have a different purpose? She has used animal books and documentaries from YouTube. She understands that humans are at the top of the food chain and can survive on different foods from fruit to meat. We have also visited West Midlands Safari Park to view different animals in the food chain. Emily also learned about why most animals there are endangered in the wild and that humans are the main reason for this.

\* Emily has been focusing a lot on her carbon footprint and how to reduce the energy she uses. She has put her ideas into practice. She likes to walk as much as possible instead of using our car. She has made a compost bin with her dad. They used an old recycling box, and made a hole on the side. They then made a door with a latch on the side. Covered the top with a lid and started recycling all the left-over fruits and vegetables.

\* Emily has also researched natural disasters and has completed some Twinkl worksheets and watched BBC Bitesize videos. She has focused on hurricanes, floods, droughts and earthquakes. Emily has explained that she would not like to live in America, Africa, or Australia as they have a lot of natural disasters. Emily feels that they happen mainly because of climate change and the Earth warming

up which causes more floods and forest fires. She can explain what causes these disasters such as volcanic eruptions are due to a build up of magma and earthquakes are due to the tectonic plates getting stuck.

\* She has also been researching The Solar System and has produced a written poster with all the planets drawn in order and a fact file beside each one. She has learned that planets further away from the Sun are colder and planets closer are warmer. She understands that planets orbit the Sun and that there are gas and rocky planets and that Earth is a rock planet.

### **History:**

\* English Civil War: Emily now has a good understanding of this topic and has used worksheets from Twinkl and researched any information needed by using BBC Bitesize. Emily researched information regarding Oliver Cromwell and who the Roundheads and Cavaliers were. She then had to decide whether she believed Oliver Cromwell was a hero or a villain and create a pamphlet with her reasons. She decided she believed he was a villain because he used religious reasons to explain his action and he went on to treat parliament worse than the King had done. We have visited Ludlow Museum and Clee Hill with its old remains of a hilltop fort, and these visits have given her an idea of what buildings were like in that era.

\* WW2 and the Holocaust: Emily was fascinated with the history regarding this topic, researching stories from survivors and facts around why it happened, who caused it and what it was like in the camps. She used BBC Bitesize, Twinkl, and YouTube to investigate, and went on to write a fact sheet on the subject based on the survivors' recounts. Emily understands that it started due to the German army and their belief that Jewish people were to blame for their defeat in the first world war.

\* Victorian era: Following on from her lessons on Oliver Twist she decided to research more about the Victorian era. By the end of her research Emily had gained a great deal of knowledge in what it was like to live in that era, what conditions were like in workhouses, what buildings were like and what window tax was. Following on from this we went for a visit to Blist Hill Museum where we were taken back in time to get a feel for what life was genuinely like. Emily converted her money into Victorian money and used this around the museum shops. She sat in the school and was told what it was like for children back then, she learned that if you were left-handed you would have to sit on your hand and be made to use your right instead, as being left-handed was believed to be a sign of the devil. Emily also watched how candles were made using a double wick so they can be left outside without blowing out. She learned that houses were very cramped for the poor with outdoor toilets. Emily now has a solid knowledge of Queen Victoria and the Victorian era.

### **Life skills:**

It is especially important Emily learns everyday life skills: this will help her as she grows up. The skills we have been covering so far are.

\* Cooking/baking- Emily loves baking and created a beautiful two-tier princess cake.

\* Shopping- Emily has become confident using money in shops, working to a budget for groceries and calculating her change independently.

\* Sewing- As mentioned above, Emily enjoys making clothes for her mannequin.

\* First aid- Emily has watched YouTube videos and has practised first aid using a first aid box. She can now use a sling, bandages and plasters correctly. She also knows how to clean a wound before dressing.

\* Foraging- Emily enjoys looking for plants and berries using her book on the subject. She has also searched for these on our forest walks.

\* Cleaning- Emily is helpful in helping around the house, hoovering, or washing up for example.

\* Ironing- Emily has also learned how to use an iron safely with supervision.

\* Recycling- Emily has learned all about recycling and how important it is to help the planet. She has researched this using BBC Bitesize and books from the library.

\* Growing vegetables: We have recently started growing a small amount of vegetables including; strawberries, spinach, green beans and tomatoes. Emily helped to plant them and likes to help water them each day.

\* Pet care: We have one dog and two cats, Emily helps to feed and water them and also helps to bath the dog.

\* Gardening: Emily enjoys helping in the garden, she helps to water the plants and cut the grass(supervised).

### **Kitchen safety and cooking:**

Emily enjoys cooking and baking in the kitchen. She researches ingredients needed and can weigh them independently. Emily has a good understanding of kitchen safety such as: washing hands, preventing cross contamination, storing food correctly, always having supervision when using the oven and hobs, tying hair back and wearing correct clothing. Emily can now cook a range of things such as: beans, egg, pasta and stir fries. As stated above, Emily made a beautiful two tier cake with supervision and decorated it independently. It was vanilla sponge with jam and cream centre. She learnt whilst making it that sponge cakes need a lot of beating so as to get air into them to help them rise.

### **Trips:**

Recent places we have visited includes: West Midlands Safari Park, Blist Hill Museum, Ludlow Castle, RAF Cosford, Clee Hill, Severn Valley Country Park, Bridgnorth Cliff Top Railway, Bewdley Museum, Brown Clee Hill, Ludlow food festival and a Sabrina boat trip.

## **REPORT 3**

*This is based on a real report received from a Shropshire EHE family that was assessed as satisfactory. This report has been anonymised, to be used as an example to support other EHE families who prefer to submit an annual report. Please note, pictures of children have been removed from this report.*

***Report Date: 10<sup>th</sup> May 2022***

# **Home Education Report**

**Timothy Key**

**D.O.B 10/09/2015**

### **Introduction**

The last academic year has been a varied and rich one for Timothy: rich in educational experiences, rich in exploration of his interests and rich in social interactions with his peers. Timothy continues to learn on weekdays (Monday-Friday) for 4.5 hours each day and during half-term and summer holidays, he carries out his educational work on a part-time basis. This enables continuation of learning for Timothy, as well as making time for free play and visiting friends. During the last academic year, Timothy began learning French as part of his personalised learning curriculum, he attended Musical Theatre classes and became a member of a Mixed Martial Arts School. Our vision is to utilise the skills and expertise of local home educators, running a variety of educational and social sessions for home educated children.

Prior to pausing sessions in December 2021, due to the risk of the Omicron variant, we used a local community centre as our venue for group sessions. Sessions included an 'At the Beach' theme including: drama, dance, story-telling, games, show and tell and clay modelling. We read 'Sharing a Shell' by Julia Donaldson as a group, this story not only supported our theme for the session but taught the importance of sharing what we have with others. The session ended with a picnic. Since then, the sessions included: a Harvest Festival theme, a Halloween theme and a Lego design technology theme.



### **English**

Timothy's literacy has progressed very well over the past academic year. What has stood out particularly, is his love and enjoyment of story books and also his enthusiasm to read stories out loud. Over the past year, we have read a wide

range of books. We continued exploring classic Ladybird tales, reading stories such as: Rumpelstiltskin, The Elves and the Shoemaker, The Three Billy Goats Gruff and the Ugly Duckling. Timothy has also grown to love modern classics from Julia Donaldson and over the past year we have added extensively to our collection and read: What the Ladybird Heard at the Seaside, What the Ladybird Heard on Holiday, Zog, Zog and the Flying Doctors (part 2), Princess Mirror Belle, The Ugly Five and Sharing a shell. We have also begun to explore stories from different cultures and Timothy is enjoying the tales of Handa and his bestfriend Okeyo in: Handa's Noisy Night, Handa's Surprise and Handa's Hen. Timothy also enjoys the Anna Hibiscus series by Atinuke and Lauren Tobia.

During the national lockdown of January-April 2021, we also subscribed to Lovemyread, a monthly storybook and gift package which is curated by acclaimed children's authors such as Malory Blackman. As a part of that subscription we had the opportunity of reading: Tom Percival's acclaimed The Invincible, Not That Pet by Smitri Halls and The Duck Who Didn't like water by Steve Small. Alongside reading stories, Timothy has also continued progressing through his Peter and Jane Series and is reading up to level 11a. Timothy has learnt about how to plan and structure his own stories, creating a beginning, middle and end. As a pastime, Timothy is also now good at completing age appropriate crossword puzzles and wordsearches.

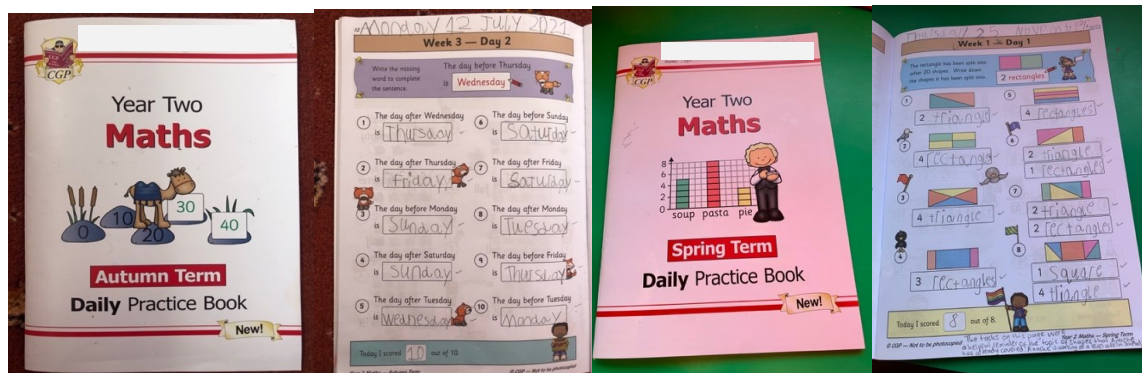
Alongside reading, Timothy has learnt a wide range of topics that cover the national curriculum in English for Year 1 and 2. We have utilised his Collins targeted practice book, his Scofield and Sims Grammar 1 and additionally Scholastic Grammar and Punctuation Workbook for Key stage 1 (Years 1-2). Timothy has learnt about word endings such as: 'y' 've' 'tch'. He has learnt about different spellings for sounds such as: 'igh' 'ie' 'i\_e' 'oi' 'oy' 'ow' 'ou' 'ph' 'wh' and 'k'. He has also learnt about the use of 'ar' 'or' and 'air' in words. Timothy has learnt extensively the use of adding 'er' and 'est' to words. As a part of Timothy's study of grammar, he has also learnt about verbs and nouns and also looked at adjectives and how they can make sentences more interesting. He has also looked at the use of 'un' and how adding 'un' can dramatically change the meaning of a word.



## Maths

Timothy is excelling in his study of maths. He conveys a natural confidence in the subject and enjoys doing his maths lessons every day. This past academic year we have utilised CGP daily practice books and they have helped us to explore a wide range of maths topics featured in the National Curriculum in England. Some of those topics are fractions, focusing on identifying halves, quarters, thirds and weight, focusing on heavier and lighter and the practical use of scales. We have looked extensively at money and identifying real life coins and their values and times tables, and revisiting the 2, 5 and 10 times tables. Timothy has learnt about patterns and is able to anticipate sequences in a given pattern. He has also learnt to identify 3D shapes such as spheres, cubes and pyramids.

Timothy has a very good understanding of common signs in maths such: ‘+’ ‘-’ ‘x’ and is currently learning about the division sign, greater than sign, less than and equal to sign. He can also read and understand the signs in their written form. Over the past year his mental maths has improved remarkably and he is learning to add and subtract two-digit numbers. Timothy has an excellent understanding of preposition in relation to maths, confidently identifying inside, outside, above, below, in front of and behind. Measurement has been another topic Timothy has learnt, and he has practical knowledge of using a 30cm ruler. Timothy has looked at the topic of time extensively and can identify when the clock is on the hour, half past and is also beginning to understand, quarter past and quarter to. Another topic that Timothy is confident in is telling the days of the week in any given sequence. Overall, Timothy is working at a level which is appropriate for his age in Maths and can even carry out maths tasks independently. As a family we are very proud of how well he is progressing.

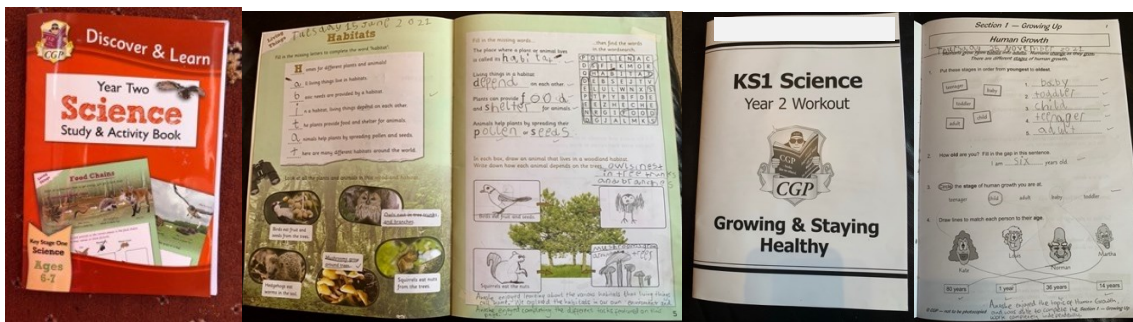


### Science and Geography

Topics in Science and Geography often overlap, and Timothy has taken much pleasure in learning both subjects. He shows an affinity to the subjects and genuine enjoyment in learning about the nature around us particularly. This past year, we utilised CGP Discover and Learn Year 2 Science Study and Activity Book for ages 6-7 alongside Carol Vorderman Science Made Easy for Key Stage 2 and Collins Primary Geography Investigation Pupil Book 3. Once Timothy finishes working on a particular stage in science, we move on from the stage to keep up with his growing interest. The topics Timothy has learnt include: Alive, Dead or Never Lived? Large Habitats, Micro Habitats, Food Chains, The Seashore, A Plant Adventure, From Acorn to Oak and Life Cycles. During our study of: Alive, Dead or Never Lived? Timothy enjoyed learning about the acronym ‘MRS GREN’ which explains how living things: move, reproduce, are sensitive to the world, grow, respire, excrete and use food for nutrition. The topic of life cycles was also particularly interesting, as he could relate it to how we grew vegetables this year.

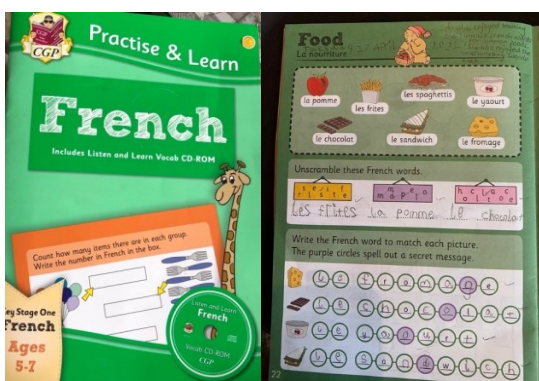
In 2021, Timothy helped to plant and nurture a wide range of our home-grown vegetables. We grew kale, peas, runner beans, spinach, sweetcorn, tomatoes and potatoes. Not only was it a good real life experience of the life cycle of plants, it was also a very good form of exercise, planting, watering and tending to the vegetables and also continues to encourage Timothy to eat fresh and nutritious food and to stay healthy.





## French

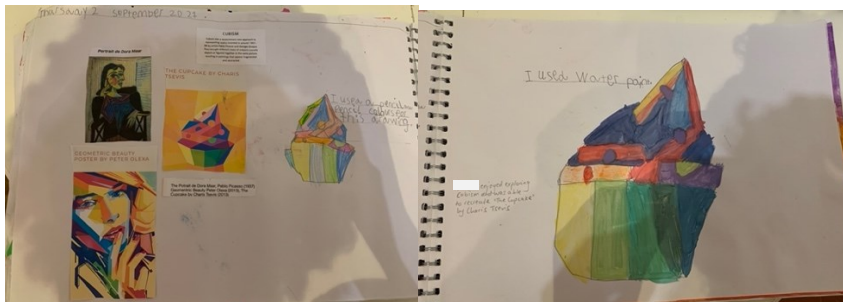
Both English and Arabic are languages which are spoken in our household and Timothy has a basic understanding of Arabic which is a language spoken by his Mother. Nevertheless, as a family, we had a strong desire for Timothy to learn a modern foreign language. We decided to embark on teaching Timothy French, utilising CGP Practise and Learn French, Key Stage 1. Timothy's enjoyment of this language has been remarkable. The topics which Timothy has learnt to date include: Greetings, Numbers, Colours, My Family, Animals, Clothes, Food, In My Pencil Case, Where I live, My House and What I like doing. Another resource which we use as part of Timothy's French lessons are Translate, an Audio APP which helps him to pronounce French words correctly.



## Art

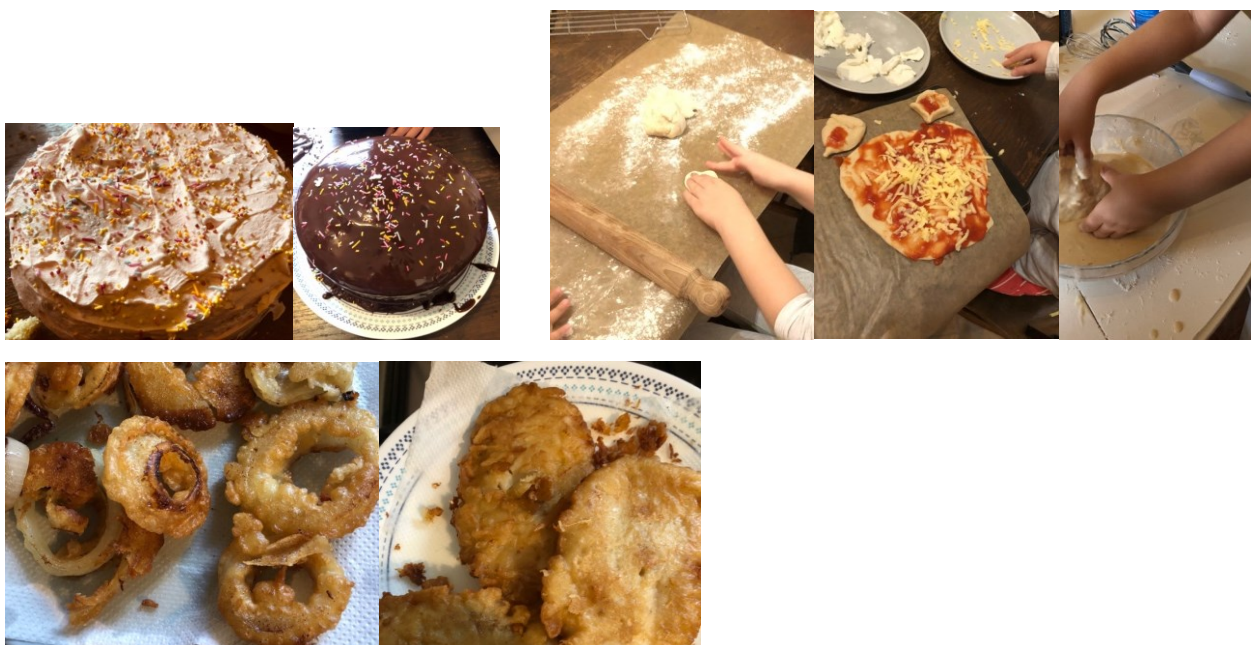
Timothy is a budding Artist and Illustrator and enjoys adding drawings to most of his work. He enjoys experimenting with colours, textures and patterns and one of the best topics he has covered over the year is Abstract Art and the works of: Jackson Pollock, Wassily Kandinsky and Sonia Delauney. Timothy enjoys paint as his primary medium in Art however, recently he expressed an interest in weaving. We have utilised art and craft kits from Baker and Ross and Timothy has been able to weave a set pattern and also to experiment with patterns. Over the past year Timothy has also explored fashion illustration which has helped him to draw the human figures more accurately and explore clothes design. Timothy also explored Cubism and more recently he has begun exploring Graffiti art.





## Cooking

Timothy enjoys all types of cooking from helping to cut up vegetables for stews, forming meat balls for bolognaise recipes to taking a much more pro-active role in preparing batter and pastries for baking. Over the last academic year, he has gained a good understanding of the importance of measuring ingredients with scales and varying ingredients to produce different flavours. He has also had experience using tools such as cookie cutters, piping nozzles and using a palette knife to smooth out the surface of cakes. Over the past year Timothy has made savoury pies, pizza, battered fish and onion rings, chocolate cake, lemon drizzle cake, strawberry sponge cake, pancakes and various cupcakes.



## Religious Studies

Over the past academic year, Timothy has enjoyed reading and learning from a children's Christian resource called Veggie Tales My Time with God – 365 Daily Devotionals for boys. As a part of these devotionals, he has learnt topics such as: Joyful Living, Happy Thoughts, Turn Your Frown Upside Down, Just Believe and A Reason to Hope. Veggie Tales also includes an animated video series which Timothy enjoys. Additionally, over the past year, we have used the Super book and Saddleback Kids Series to support Timothy's Christian Studies.



## **Physical Education and Social Interaction**

Timothy is a very active boy and enjoys playing outdoors on a daily basis. When he is at home or at the park, he enjoys, running, jumping, skipping, trampolining, using slides and riding and cycling. Timothy also enjoys listening to music and he can be found dancing regularly. Over the past academic year, Timothy continued with his dance classes, continuing with Ballet, Acrobatic Dance and Musical Theatre Dance. Taking part in these classes not only helped his to be physically fit, they have also helped grow his confidence among his peers and make lasting friendships. Musical theatre classes also revealed talents within Timothy such as singing, drama and the ability to remember and recite songs and poems with ease. His enjoyment of Acrobatic dance also conveyed to us as a family how Timothy is physically flexible and how he has good physical endurance. This led us to enrol Timothy into a weekly Martial Arts class, where Timothy is learning Jujitsu. Timothy is absolutely thriving in this class. His confidence among his peers continues to grow and his teachers regularly praise him for his enthusiasm in class. Timothy attends Jujitsu classes with his childhood friend and has made additional friends since starting the class. The classes utilise a jo staff (long wooden stick) and boxing gloves to teach the children how to defend themselves in combat. Last month, Timothy passed his first Grading exam for Jujitsu and was awarded a certificate and a new white and red belt.

## **Educational Visits/Sight-seeing**

One of the most memorable educational visits that Timothy went on last year was to see Pistyll Rhaeadr Waterfalls in Wales. This was a part of a topic he was studying called 'The Water Around Us' in Geography. Considered to be one of the seven wonders of Wales, Pistyll Rhaeadr has the largest single drop Waterfall in all of the United Kingdom. Timothy enjoyed consolidating his learning by seeing a waterfall close up and exploring its beautiful surroundings. Timothy enjoys being in the water and swimming and therefore another memorable visit we had last year was our trip to the Island of Anglesey in Wales. Timothy enjoyed being in the sea, picking various shells and discovering jelly fish. As a family we also explored the smaller uninhabited Island of Llanddwyn which is steeped in Welsh mythology.

Timothy visited Cosford Air Museum last summer, to explore the new nautical inspired play area recently built. He enjoyed discovering all the new swings and slides as well as seeing the various planes within the museum. In May of 2021, to celebrate Timothy's 6th birthday we returned to Alton Towers, one of his favourite theme parks and during this visit, spent several hours at the waterpark. We also visited Waterworld this summer in Stoke on Trent, which is another centre Timothy enjoys. Around Easter last year, as mentioned before, Timothy took part in a Forest School Home Education session and he thoroughly enjoyed the various bushcraft and survival activities on offer.

## **Conclusion**

In conclusion, as a family we are confident that we are providing a fulltime education which is suitable to Timothy's age and aptitude. Timothy is progressing through the English National Curriculum which we use as a springboard for Timothy's home education. We are confident that the samples we have provided of his work and the activities he takes part in are testament to this. Furthermore, we are confident that in the next/current academic year, he will continue to progress well and he will continue to have enriching educational experiences which will leave his in good stead to play vibrant and valuable role in society once older.

## **Resources List**

- Scholastic The National Curriculum in England, Handbook for Primary Teachers, Key stages 1 & 2
- Scholastic English Skills, Grammar and Punctuation Workbook, Ages 5-7, Year 1-2 Key stage 1
- Schofield & Sims, Key Stage 1, Spelling 1
- Year 1 English Targeted Practice Workbook, Age 5-6, Year 1
- Scholastic, 100 Maths Lessons Year 1
- CGP Year Two Maths Autumn Term Daily Practice Book
- CGP Discover and Learn Year 1 Science Study & Activity Book, Key Stage 1 Science
- CGP Discover and Learn Year 2 Science Study & Activity Book, Key Stage 1 Science
- CGP Practice & Learn French, Ages 5-7
- Collins Primary Geography Investigation, Pupil Book
- Ladybird Keywords with Peter and Jane
- Dance` Studio
- Community Centre, (Home Education Group)
- Community Centre (Jujitsu Club)

## **REPORT 4**

*This is based on a real report received from a Shropshire EHE family that was assessed as satisfactory. This report has been anonymised, to be used as an example to support other EHE families who prefer to submit an annual report.*

### **ELECTIVE HOME EDUCATION REPORT**

**Name: Suzie Smith**

**DOB: 01/01/2007**

**Address: 1 Pevensey Road, Shrewsbury, Shropshire, SY1 0AA**

**Date of Report: 14<sup>th</sup> June 2022**

As you are aware, I, Paul Smith, take on the sole responsibility for Suzie's education. Suzie's confidence has increased significantly over the past 12 months. Suzie has previously struggled with her mental health and anxiety but has been using coping mechanisms to manage these. I have thoroughly enjoyed home educating Suzie and have learnt so much myself!

For Maths, English and Science we have purchased a subscription to EdPlace. Every day Suzie has to complete 3 activities for each subject as her starter. We thoroughly enjoy this app as it instantly marks the work and demonstrates Suzie's gaps in learning. I have a linked parent account so I set Suzie her work and can track her scores/progress in each topic. I am really happy with the progress she is making. She currently has an average of 78% in English, 88% in Maths and 69% in Science.

#### **English**

We are using KS4 CPG books for English.

Suzie has independently read *Of Mice and Men* as her evening reading book. She has created posters for the book and a book review. To incorporate speaking and listening skills Suzie has recorded a monologue of the character Lenny – I maybe bias but this video was spectacular and ever so funny.

Suzie has a passion for writing her own stories. She mainly enjoys writing horror stories but does delve into a variety of genres from time to time.

Suzie completes most of her English work on her laptop. I have recently had to disable the automatic spellcheck function as I began to notice Suzie was not developing her skills as she was becoming far too reliant upon technology.

We have inputted Suzie for her literature GCSE this year and she will be taking her language GCSE next year. We have already completed 2 mock exams and the 1<sup>st</sup> Suzie scored a 5 and the 2<sup>nd</sup> she scored a 6. Her aim is to gain a 7 on the actual exam.

We have recently discovered the Literacy Shed which we both thoroughly enjoy using. The thought-provoking videos provide us with loads of topics to discuss and write about.

#### **Maths**

After lots of effort and hard work Suzie can recall all times tables up to 12x12. This has been an area that Suzie has found very difficult in particular her 7- and 9-times tables. We found a useful trick only for her 9 times tables by using her fingers which allowed her to learn up to 9x10 with ease.

We have covered shape, perimeter, area, and graphs. For all topics we used KS4 CGP books.

Shape – we utilised the KS4 maths videos and worksheets from mathsgenie.co.uk. Suzie created a table of the properties of 2D shapes and another for 3D shapes. We incorporated cooking skills into one lesson by making cookies into different shapes. This went well until our triangular prism collapsed through using far too much icing as an adhesive.

Perimeter and Area – we looked at Mr Barton Maths videos and GCSE questions for area and perimeter. Suzie understood both topics with ease so we have been looking at A level maths questions in area and perimeter to ensure she is being appropriately challenged and is making progress.

Graphs – a few sessions were dedicated to bar graphs, pie charts and pictograms as Suzie covered these in KS3 in depth. We focused our attention on scatter diagrams and the different quadrants. This is an area that requires more work. I have recently ordered some graph paper as I believe this will support Suzie in securing her knowledge in this topic.

## **Science**

Suzie is an eco-warrior! She has such a passion for our planet and ensures she can do everything within her control to preserve it. We frequently watch Green Planet by David Attenborough. Suzie has assembled a green house in our back garden and is growing a variety of vegetables. We completed some experiments by putting the plants in different locations and seeing how the elements affect their growth.

## **ICT**

Suzie uses a laptop for most of her home education. Suzie is proficient in Microsoft programmes. We have worked very hard on ensuring her competency with excel. She can now sort, order, input calculations etc on spreadsheets. We have not yet explored the new Microsoft Sway together, so this is the next item on our agenda.

## **Languages**

Suzie is self-teaching herself Italian. Suzie uses the duolingo app to support her learning.

## **Geography**

Suzie and I love walking. We frequently visit Lawley hill and Stipperstones. Suzie's recall regarding capital cities is outstanding and she frequently quizzes me. A few months ago, we visited Devon on holiday. I allocated Suzie the job of being tour guide for the holiday – she did a great job.

## **Art**

Suzie loves to sew. Suzie has recently made some of her own clothes. She is currently using patterns but is hoping to trial a few of her own designs in the coming months. To date she has made 3 tops, a skirt and a dress. Suzie has recently joined a sewing club, she has made a couple of close friends of her own age.

## **Music**

Suzie has currently passed her grade 5 piano exam. Suzie practises the piano for 30 minutes every day. I brought Suzie a ukulele for her birthday and she is enjoying learning some basic songs. Somewhere Over the Rainbow is her current favourite.

## **Summary**

I am so proud of the progression Suzie has made over the last 12 months. Her attitude to learning is fantastic. We start each day at 8am and finish at 2pm. If you require any further information, please just let me know.