

Supporting Pupil Progress: a detailed analysis of
one child's holistic development, with justification
for the next steps in learning.

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Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	☐	X	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	X	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☐	X	☐
4. Key Transferable Skills	☐	☐	☐	X	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL		PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP	
I feel that even though I have only known the child for 3 weeks that I managed to gather enough information on her to deduce where she is now in terms on her learning.		I feel that I need to develop my knowledge and understanding of the intervention/initiatives/resources available to progress children's learning. This assignment has been a good starting point for my research.	
Student's Name	1700266	Date	30/05/18
Student's Signature			

Introduction

The purpose of this assignment was to carry out a detailed analysis of one child's holistic development. Through using the Mosaic Approach (Clark and Moss, 2011), evidence and information was gathered from several sources to gain an overall perspective on where the child was at with their learning. From this the gaps were identified, and next steps were identified to progress the child's learning. The next steps were identified in conjunction with Wales National Curriculum documents to ensure the learner progresses in line with the Welsh Curriculum.

The research took place in a large school located in a residential area of Swansea. There are 353 pupils on roll in the school and 21% of pupils are entitled to free school meals. The child that was selected for this research was an eight-year-old girl from a year three class. She was identified by the class teacher as being a mid-attaining pupil in most areas of the curriculum. To protect her identity the name of the school will not be disclosed and throughout the research she will be referred to as the child.

Data Collection

The Mosaic Approach (Clark and Moss, 2011) was the data collection method that was chosen for this research. The Mosaic Approach (Clark and Moss, 2011) involves collecting data through a variety of different methods when working and listening to children. These individual pieces can then be put together to form a whole picture about the child and their learning. This approach combines traditional methodologies such as observations and interviews with more participatory tools including learning walks, photography and map making. This method was chosen as it allows children to play an active role in the research and to lead on which ideas, places, people and objects are important.

Clark (2011) argues that some children would be excluded from participating in research if they only used traditional methods such as interviewing. The benefit of using the Mosaic Approach is that due to the different methodologies that are used it allows more opportunities for children to be involved. The Mosaic Approach has been criticised for not being scientific enough and therefore the findings cannot be

generalised (Clark, 2011). In this research the data collection methods that were used as part of the Mosaic Approach were traditional methods including observations, interviews and annotated pieces of work as well as more participatory methods such as learning walks and photography. A brief description of each of these methods follows.

Observations

Through effective observations practitioners can gain enough information about children to plan an appropriate curriculum that supports individual needs (Welsh Assembly Government, 2008). Participant observations were one of the methods chosen for this research. Participant observation is when the observer participates in the activity and records observations. One of the main benefits of using observations is that it allows the researcher to get a true reflection of what they are studying as they are immersed in the activity. It is also easy to record the data that is being produced. However, one of the main disadvantages of using observations is that participants may change their behaviour because they know they are being watched. This is known as the Hawthorne Effect and is an inevitable bias that will need to be taken into account when analysing the data (McCambridge et al, 2014). It was felt that it was essential for the research to observe the pupil in their learning environment to see how they interact with the environment before making suggestions for next steps in their learning.

Interviews

Interviews are a less structured data collection method that are more naturalistic (Alshenqeeti, 2014). Interviews were selected for this research as they provide the opportunity to gather information that most likely would not have been accessible if other techniques such as questionnaires would have been used (Blaxter et al, 2006; cited in Alshenqeeti, 2014). Interviews have been criticised for their poor reliability due to their openness to various types of bias (Brewerton and Millward, 2001; cited in Alshenqeeti, 2014). Informal interviews were carried out firstly with the class teacher to gain a general overview of the child. Secondly, an informal interview was carried out with the child to gather their views on various issues related to their learning and the school environment.

Learning Walks

Dallas (2010) states that the value of learning walks in schools has been well documented. Learning walks are a structured school or classroom visit which gather information about the teaching and learning through interaction with pupils and observations (Bloom, 2007). The main aim of the walk is to support professional learning for schools and educators. Dallas (2010) found that when used correctly learning walks can generate constructive and thoughtful discussions about the teaching and learning. Learning walks are not without criticism. Bickford (2010) says that in situations where the learning walk objective is not clear, where feedback is limited or not given or when it occurs as a summative process it is likely to be counterproductive in improving teaching and learning. A learning walk was chosen for this research as it gave the child a voice in the research to give their perspective on their learning environment.

Photography

To give the child some control and to gain a perspective into how they view the school photography was used. The child was given an i-pad and asked to photograph areas and items in the school or classroom that they like and that helped them learn. Their education is a major part of their lives. Although this method is not scientific and therefore would score low for validity and reliability, it allowed a glimpse of the school through their eyes and provided an element of pupil voice in this research. This is in accordance with the United Nations Convention on the Rights of the Child (1992) which state that all children should have a say in decisions that affect their lives.

Ethical Considerations

In accordance with Bera's (2011) Ethical Guidelines for Educational Research, the following actions were put in place for this research. Firstly, consent was obtained from the senior mentor at the school. A signed copy of the letter can be found in appendix one. Secondly, assent was obtained from the target pupil. Thirdly, it was explained to the pupil that everything would be anonymous, and they would not be able to be identified. Fourthly, it was explained to the pupil that they could withdraw at any point if they changed their mind. Lastly, the school's safeguarding policy was

followed. All the research took part in the familiar environment of the school which would have put the child at ease.

Analysis of learner

The analysis of the learner will be structured using Nottingham's (2013) ASK model. During this section the child's attitudes, skills and knowledge will be discussed in relation to numeracy, literacy, wellbeing and other areas of the curriculum. By structuring it using this model it allows the missing pieces of evidence to be identified and these will form part of identifying the next steps of the learner.

Attitudes:

During the informal interview with the child she shared that literacy was one of her favourite subjects. She specifically mentioned the recent letter that she had written (Appendix two) as a piece of work she had particularly enjoyed. During the task the child was really determined to include all the key features which were used as success criteria for the task. Her determination paid off and she produced a good quality letter and achieved all the success criteria. Her love of literacy stems from her enjoyment of reading. When asked to take photographs of areas of the classroom and school she liked or thought helped her she took photographs of both the class reading area and the school library. As a member of the class she is shy, quiet and sometimes lacks confidence. During classroom discussions she will rarely offer an answer unless called upon. Although, when called upon she always answers appropriately using relevant detail and vocabulary. She does struggle when asked for an opinion on a topic, she works better with facts. This is in agreement with research into the area of shyness as Crozier (2003) state that shy pupils tend to talk less in the classroom and make fewer comments when they are asked to speak or answer a question.

During the informal interview and in general discussions in the classroom mathematics was not a topic that she mentioned. When prompted about the subject she stated that she did not think she was very good at maths. She mentioned that the only area she liked in mathematics was addition as she found this easy. During the learning walk and photography session no reference was made to anything maths related and she did not make any reference to any of the maths resources or guidance within the classroom. She shows more enthusiasm for maths related tasks

when they are cross curricular. Recent examples of this including producing bar graphs on ICT and physically weighing out ingredients for a recipe. This finding is in accordance with national research which shows that interest in maths is far lower for females than that of their male peers (Frenzel et al, 2010).

The child has a keen interest in art and design. During her free time in the classroom and during playtimes she is always drawing and designing. She brings two pencil cases to school everyday that are full of drawing resources. During the learning walk she highlighted the art cupboard within the school and showed the different resources and equipment she likes to use. In addition, she photographed the art equipment as one of the items that aid her with her learning. She will often question whether she can bring elements of art and design into other areas of work.

The topic for this term is global gourmet which includes looking at different foods from across the world. The child has shown a real interest in this area. Observations during recent lessons on researching foods across the world and looking at food miles have revealed a real curiosity and thirst for knowledge. During these tasks she has shown animation and confidence which is rarely shown. This is shown in the work that has been produced from these lessons.

Overall, the child really enjoys school life and there is never an issue with her coming to school. Even though she is shy and does not show much confidence she has a good circle of friends. Observations with her and her friends reveal a personality that she doesn't often reveal in the classroom. She is kind and considerate and always has a smile on her face. When questioned about how she learns best she answered that she prefers to work in pairs and groups than by herself. Also, she stated that she likes it when she works in the bay just outside the classroom as it is quieter and easier to concentrate.

Skills:

The child always shows neat legible handwriting and her work is presented appropriately in a tidy way. When looking at her writing there is an issue with punctuation. She often writes very long sentences and forgets to use any punctuation in her writing (appendix three). Her levels for reading and oracy are higher than her level for writing. The child is a very capable reader. She shows an

enjoyment for reading and often brings in her own books from home to read at school. She uses appropriate strategies to aid her to read independently.

The child shows good listening skills in the classroom. She can listen carefully and respond appropriately. Her shyness does hinder the amount that she communicates during lessons as a class but when called upon she can communicate effectively using the correct vocabulary. Her communication skills are more evident during group/pair work where she feels more comfortable. There does seem to be an issue with expressing an opinion. She can answer factual questions with no problem, but she does not answer so easily when asked for her opinion. It takes her longer to answer and to find the correct words. It would seem that this is more of a confidence issue than a communication issue.

When it comes to procedural maths the child can explain and talk about what they are doing. She can use and interpret the correct symbols and diagrams. Although she has little confidence in her mathematical ability her level for maths is higher than it is for literacy. Her problems with maths arise when she tries to apply her knowledge in maths reasoning. Her work shows that she can master a mathematical skill but when she comes to apply it in a different task or situation she struggles. Recent work on weight and capacity showed her understanding the skill of working with the correct units of measurement. However, when these were put into word problems she required support to pull out what information she needed and what operation was required to solve the problem.

The child shows fantastic art skill (Appendix four). She pays attention to detail, use of colour and to the general design of her work. She can explain in detail why she has chosen certain colours, features and techniques. She will try and include her interest and skill in art throughout the curriculum wherever possible.

Her informal interview revealed that she preferred to work collaboratively rather than independently. Observations during the lessons and of the work produced uncover a different story. When the child works independently she produces longer and better-quality work than when she works collaboratively. Observations of her during collaborative working showed that she tends to be the quieter of the pair/in the group. She is happy to sit back and let others take the lead and often gets left behind on what has been discussed. Attention seems to sometimes wander on tasks and a

regular comment within her books seems to emphasise the need for more work to be completed (Appendix five). Attention is essential in collaborative working as for it to be successful it requires a joint amount of attention from all those involved (Goncu, 1993).

Knowledge:

The work produced by the child would suggest she is better at factual writing than imaginative writing. She excelled when she wrote a letter and managed to include all the success criteria. In contrast, when she had to write a poem (Appendix three) she produced very little and ticked only a couple of the success criteria. This is evident throughout the different types of writing she has produced. When the literacy is linked with art and design, for example when the work was on advertising, her use of imagination is far better.

Observations during lessons have shown that the child struggles with her 3 and 4 multiplication tables. She is confident with the 2, 5 and 10 multiplication tables. The ability to recall the 3 and 4 multiplication table is a key area within the Literacy Numeracy Framework for year 3.

The Mosaic Approach (Clark and Moss, 2011) and the different methods used within it has allowed the collection of a large amount of information on the child. From this information a coherent picture of the child's current level and achievement can be deduced. Samples of work have suggested a best fit judgement of level 3 for literacy with levels for reading and oracy (3b) scoring slightly higher than the level for writing (3c). Strengths in literacy include reading, factual writing and handwriting. The elements of literacy that need to be worked on include working on her confidence with oracy in the classroom, imaginative writing and sentence structure and punctuation. Samples of work have suggested a best fit judgement of level 3 for mathematics. With the child having a strength in procedural maths and addition. The elements of mathematics that need to be worked on include building confidence in her ability, 3 and 4 multiplication table and developing her maths reasoning ability.

Overall, the child is happy coming to school and enjoys spending time with her friends. She is a kind and considerate member of the class and in her own words enjoys learning new things. Although she is shy and sometimes lacks confidence in the classroom she has a good circle of friends and is far more confident in

interactions with them. She prefers to work collaboratively but her best work is produced when she works independently. She has an interest and flair in art and design and is keen to incorporate this into other areas of the curriculum where possible. Where art and design are used within an activity she tends to succeed in these tasks. This would suggest she tends to work best visually and when visual aspects are included in activities it does benefit the work produced.

Evaluation of data:

The data obtained for this research was all qualitative. Qualitative research is the collection and analysis of data that is not easily reduced to numerical values. There are many advantages of using qualitative data including it produces detailed information which include feelings, experiences and opinions and it includes the meaning behind actions (Denzin, 1989; cited in Rahman, 2017). Furthermore, it is interactive and more flexible in structure (Maxwell, 2012; cited in Rahman, 2017). However, there are disadvantages to using qualitative data. Firstly, the findings often lack generalisability (Atieno, 2009). Secondly, data interpretation and analysis can be complex and time consuming (Rahman, 2017) and finally there can be ambiguities within the English language (Atieno, 2009). Considering the advantages and disadvantages of using qualitative data it was felt that due to the nature of this research qualitative methods would work best. The research was about one child, so it did not matter that the results could not be generalised. Furthermore, detailed information with opinions and feelings were required to get a holistic view of the child.

Next Steps

Attitudes:

Through analysing the learning of the child using Nottingham's (2013) ASK model it has revealed the gaps in her attitudes, skills and knowledge that need to be addressed to progress learning. Firstly looking at attitudes, the child shows a lack of confidence in their maths ability. To tackle this a Growth Mindset approach could be adopted. Those who adopt a Growth Mindset believe that intelligence and ability is obtained through learning which requires effort, time and perseverance and not an innate ability as those with a fixed mindset would believe (Dweck, 2006). By using this approach, the child could be shown that it is ok to make mistakes and to use

these mistakes and failures to adjust the learning for the future to improve their intelligence. The role of the teacher within this approach would be to model this type of working within the classroom. This could be done through praise. Dweck (2006) argues that children should be praised based on the processes that they use, such as engagement, determination, effort, perseverance and motivation and not ability or intelligence. This is because when children are process praised it keeps them focussed on the processes they need to engage with to learn (Dweck, 2006).

Dweck (1999) showed that if pupils knew that maths ability is something that can be improved and developed by hard work, using additional resources and asking for assistance when they felt challenged, then they would maintain interest and confidence in maths even when faced with difficulties. This also links in with Donaldson's (2015) new curriculum as one of the pedagogical principles that should be used in the classroom is around mindset and effort. Although Growth Mindset has been criticised the lack of independent replication of Dweck's studies (Bahník and Vranka, 2017), this way of working can only benefit the child's confidence in maths and other areas of the curriculum. Donaldson (2015) has included this way of working in his new curriculum, therefore it is a way of working that needs to be adopted in classrooms in Wales.

Through observations and from the informal teacher interview it was found that the child suffers with shyness and confidence in whole class situations. To improve her confidence and combat the shyness a form of graduated exposure technique would be used. To implement this the child would be gradually exposed to situations that they might find intimidating including verbal participation, reading aloud in class and finally an oral presentation. The role of the teacher would be to scaffold and praise each of the successive steps to move the child on to the next more challenging activity. Scaffolding is where an adult supports (scaffolds) the child's learning (Wood, Bruner and Ross 1976). O'Connor et al (2014) showed that using this type of initiative increased the social performance and academic performance of shy pupils. In addition, Donaldson (2015) advocates the use of support for social and emotional development in the progression of learning.

Skills:

Secondly, analysis of the child's skills highlighted gaps in her literacy with the use of punctuation. Her work showed a lack of punctuation in her writing (Appendix three). Being able to use 'full stops, question marks, exclamation marks and commas for lists' is a statement from the National Curriculum for English (2016; p.12) that needs to be progressed in year 3. It is also included in the National Curriculum Level Descriptors for level 3. Thus, if she is going to progress onto the next level this is an area that needs to be developed. To improve her use of punctuation a form of shared and guided writing would be used. Shared writing is whole class working where the teacher models and scaffolds specific aspects of writing; there is also an element of showing links between reading and writing (Department for Education and Employment, 2000). Guided reading is similar to shared writing, but it usually takes place within a small group rather than the class (Department for Education and Employment, 2000). It has been referred to as the bridge between shared writing and independent writing (Welsh Assembly Government, 2010). The Department for Education and Employment (2000) argue that the teaching of grammar and punctuation needs to be embedded in the teaching of shared reading and writing. This is supported by the Education Endowment Foundation (2014) who found that teaching grammar and punctuation in the context of different writing genres in small groups made an estimated three additional months' progress in pupil learning.

This intervention would work by firstly shared writing where the teacher would model and scaffold a specific area of writing. The child would then write something based on the modelling from the shared writing. Then in another session the child would be taken in a small group, as a guided writing session, where they can edit and improve what they wrote, including punctuation, in the shared writing session. This would allow the development of grammar and punctuation skills. Eventually shared and guided writing flow into independent writing and the grammar and punctuation would be embedded into this. A challenge of using guided writing groups is that the rest of the class need to be trained to work independently whilst the teacher focuses on working with the guided writing group (Welsh Assembly Government, 2010).

There is a large amount of literature which shows that collaborative group working has a positive effect on pupil attainment and social outcomes (Slavin et al, 2003). During the informal interview with the child she expressed a liking for working in groups, however observations of her working collaboratively and scrutiny of her work

showed that she did not work better this way. Her independent work was of higher quality and she produced far more work working this way. This would suggest that she needs guidance on how to work collaboratively.

Blatchford et al (2005) carried out research into collaborative working in the classroom and highlighted the following as areas to work on to promote successful collaborative working. Firstly, present strategies that gradually introduce group working to pupils this would include think, pair share, listening and talking triad and snowballing. Through these activities the child would gain clear instructions on how to work together and communicate as a group. Secondly, establish and reinforce ground rules for group working to model how to communicate best. This could include looking at what makes good group working and evaluating at the end of a piece of collaborative working what they did well and what they did not do well so they can work on improving their skills. Thirdly, the teacher could allocate roles within the group, so the child is clear on what they specifically should be doing in the task. Finally, the teacher would observe the children working collaboratively and monitor, scaffold and intervene where necessary.

By implementing these steps in the classroom, the child would learn how to successfully work in a group and what is expected of her during a group activity. This should improve her collaborative working skills and address the issue of how much work is produced. The challenge of implementing this would be the time and effort that the teacher would have to input. This intervention would take time to implement but the skills gained would benefit the child throughout the rest of her life.

Furthermore, Donaldson (2015) includes collaborative working as one of his pedagogical approaches to progress learning, therefore it will be a key feature of the new Welsh curriculum.

Knowledge:

Finally, analysis of the child's knowledge highlighted gaps in maths in her 3 and 4 multiplication tables. Being able to recall the 2, 3, 4 and 5 multiplication tables and to use the multiplication to solve problems is included as one of the Literacy Numeracy Framework (Welsh Government, 2013) statements included under year 3 within the National Curriculum for Mathematics (2016). It is also included within the National Curriculum Level Descriptors at level 3 therefore to progress she needs to address

this. To improve her knowledge of the 3 and 4 multiplication tables drilling sessions could be implemented in the classroom during a dedicated timeslot during the day. This will increase her use and confidence of multiplication tables. Schilling (2009) states that learning maths is like learning a foreign language in that learning new content requires the retrieval of previous knowledge. Previous knowledge is stored in memory. Drilling or rote learning is a good way of getting this information into memory. Improving this knowledge of multiplications will also improve the issue the child shows with maths reasoning as procedural knowledge and conceptual knowledge in maths are closely linked (Bruning et al,2004; cited in Schilling,2009). Rote learning has been criticised for just being memorisation and not understanding. Askew (2012) argues that intelligent learning requires context so that it can be transferred to other tasks.

Analysis of the child's knowledge in literacy highlighted gaps in her ability to write with imagination. This was an area that the child struggled with. She had mastered the ability to write factually as was demonstrated in the letter she had written (appendix two). To be able to write imaginatively and to write using different forms of writing are both included in the level descriptors for level 3 in writing. For her to progress in literacy this is an area that needs to be tackled. To improve her imaginative writing, visual literacy could be implemented.

Visual literacy concerns the ability to understand and use visual stimuli to progress learning (Hortin, 1980; cited in Serafini, 2017). In practical terms it involves the use of images, films, books and paintings as a stimulus for writing. Visual literacy is effective for developing writing and it is effective for visual learners (Carry, 2009). As previous work of the child has shown a tendency to excel in tasks where there is a visual element this would suggest she is a visual learner. Therefore, this approach would benefit her and encourage her imaginative writing. The role of the teacher in this initiative would be scaffolding by providing visual aids and stimulus to develop the imaginative writing. Visual literacy has been criticised for its lack of a broadly accepted definition and this has caused problems as different researchers have tried to interpret it in relation to their own areas (Avgerinou and Ericson, 1997).

Conclusions

This assignment has been a useful exercise to prepare me for the realities of a career in teaching. Teachers have an important role in analysing where pupils are with their learning and identifying next steps to progress the learning. This assignment has provided a useful opportunity to carry out this role before I enter the teaching world and to research interventions and techniques that could be introduced in the classroom to aid learning. I now feel more confident in entering my first teaching year with this knowledge behind me.

This assignment has provided a wealth of knowledge of assessment for learning including:

- Assessment for learning techniques should be used throughout lessons to make improvements and not just at the end
- Suggesting improvements in a summative way is pointless and will not lead to any improvements
- Teachers need to develop a wide range of assessment for learning strategies to use during lessons to encourage learners to make ongoing progression.

Donaldson (2015) states that in the new Welsh curriculum, teacher assessments will be the main channel for assessment before qualifications. Therefore, it is essential that teachers have the knowledge and understanding to carry out this role.

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Appendix one – Permission letter



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

RE: PPGCE (with QTS), permission and confirmation that work has been undertaken in school for assignment Datblygiad Ysgol a Chynnydd Disgyblion - School Development and Pupil Progress (M6X02151-C) (M7X02153-C)

Dear class/senior mentor,

For the university module 'School Development and Pupil Progress', trainees are required to identify one 'average' attaining learner within the class in which they are based and, over the PTE, explore what helps the pupil to learn language and mathematics. Such exploration could involve:

- observation;
- asking the learner to identify places/things that help him/her learn language and mathematics;
- discussing what helps the pupil learn language/mathematics and how they feel about those areas with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's language and mathematics learning.

Undertaking this work should support trainees in understanding how children learn and how they can develop their teaching to ensure effective learning. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical day-to-day classroom practice. The trainees have been asked not to reveal the identity of the learner or the school within their assignment.

Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the exploration work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that exploration tasks have been undertaken by signing below.

STUDENT NAME (PLEASE PRINT):

SCHOOL NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

Cjma.

Student to verbally ask the child: 'I have talked to (trainee's name... Miss / Mrs/ Mr) about my work, and I am happy for it to be used in their work. I know that my full name won't be used (Record their response below).

"I am happy with that Mrs Tucker"

If you have any queries regarding this, please contact:

Helen.lewis@uwtsd.ac.uk (PPGCE Lead) / sarah.elsey@uwtsd.ac.uk (Module Lead)

Many thanks in advance,

SDPP module team

Sarah Elsey
Dr. Helen Lewis
Linda Davies
Jayne Morgan
Heddwen Davies

Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder

Appendix two – letter produced by the child



✓ Arddanwg [redacted]. This
is an excellent
letter. I am really
impressed!

(52)

10.05.18

10 May 2018 ✓

Dear Sir or Madam ✓

I am writing My name is [redacted] and
I go to [redacted] primary so
can we visit your shop for a school
trip. ✓

Our new topic for this term is
global younet and we are learning
about different types of food and
we have been researching about
different food ✓

Success Criteria	Self	Peer	Teacher
My address	✓	✓	✓
Tesco address	✓	✓	✓
Date	✓	✓	✓
Dear	✓	✓	✓
Introduction	✓	✓	✓
Paragraphs	✓	✓	✓
Formal language	✓	✓	✓
Sign off line – your sincerely	✓	✓	✓
Signature/name	✓	✓	✓

could inform us with
a good time to visit
be helpful ✓

Yours faithfully
[redacted] ✓

Appendix three – poetry produced by the child

Dydd Mawrth 22 Mai 2018

L.O TO Create a poem using key features

Vegetables ✓

Vegetables, Carrots attack the snore
and Peasnip poke the onions and clove
that Beetroot and Tomato Pinched
perfect Chokes by the spinach
Hair ✓

⊕ Can you please write another verse

Onions slapped the sprouts and
Carrots clouted the poisoned parsley
and pulled the Peas Hair Beetroot
Chokes

✓ Good start to [REDACTED]

Success Criteria	Self	Peer	Teacher
Title			✓
Verses			✓
Rhyming			✓
Alliteration			✓
Onomatopoeia			
Similes			

Appendix Four – Art and design produced by the child

Pydel Maiche 16 Mar 2018

L.O: TO DESIGN good packaging
using key features

What is the product? Unicorn Foodloops ✓

Who is it aimed at? Kids ✓

⑦ Why did you chose this colouring on your food package? ✓

Because it's an eye catching if you are lucky you will

get candy With a unicorn surprise

Unicorn Foodloops

900g

Wee Sugce oil Food Oy

10 December | Dec 10

Wow

Gwaithda

You designed a fantastic food package with the key feat

Dydd Mercher 23 Mai 2018

Byddo explorer now Food is celebration in

Ramadan

Ramadan is the sacred month of the year in Islamic culture.

Hebrew word's sum meaning "ToC" where

Fasting is where they do not eat food until sun sets

✓ Da Iawn [redacted] You have found out some interesting facts about Ramadan.

(V) Next time can you work a bit faster to make sure the task is finished.

(J) 24.5.18



