

1801942

M7X02153 – Level 7

School Development and Pupil Progress

‘Supporting pupil progress: a detailed analysis of one child’s holistic development, with justification for the next steps in learning.’

Word count: 4295

In this assignment, I aim to discuss the focused and detailed data gathered that is specific to one child's holistic development in order to discuss the next steps for the learner. The data will refer to specific areas of learning and experience that will include:

- Language, Literacy and Communication
- Mathematical Development
- Personal and Social Development, Well-Being and Cultural Diversity
- Welsh Development
- Knowledge and Understanding of the World

Alongside this, I will be reviewing the learning by using Nottingham's (2013) A.S.K model – Attitudes, Skills and Knowledge in order to reflect on how they all contribute to a learner's development.

School Y is a large English medium primary school which caters for 710 pupils between the ages of 3-11. School Y has a considerably low percentage of pupils entitled to FSM, 11.9% and identifies that 15.8% of pupils have additional needs. The school offers a range of extra curricula activities for pupils to attend after school as well as lunch time clubs.

Pupil A is in Year 2 and gets on well with a variety of children in the class. In School Y, they group their pupils according to their ability for Language, Literacy and Communication and Mathematical Development (MD). Pupil A is in the high ability groups for both Language, Literacy and Communication (LLC) and Mathematics. She is currently targeted to achieve outcome 5 for LLC and MD, and outcome 6 for Personal, Social and Emotional Development.

It was crucial that I considered the ethics of working with children before I collected any data in accordance with the British Educational Research Association (BERA, 2018). I gained permission from the school to undertake the work in line with this assignment (see Appendix 1) as well as sending a letter of consent to the participants parents to give permission for their child to be involved (see Appendix 2). I gained verbal assent to make sure that they felt comfortable and agreed to participate in the assignment, making clear of their right to withdraw at any time. To ensure anonymity of the participant and the school,

pseudonyms was used – Child X and School Y. This ensured that the participants or school could not be identified which complies with the ethical requirements set out by BERA. I acknowledged the participants entitlement to privacy, therefore accorded them their rights to confidentiality by not disclosing any identifiable information about the data gathered.

Data collection

The method that was used to collect data was the Mosaic Approach, first outline by Clark and Moss in 2001. According to Clark (2007), the term Mosaic refers to:

‘drawing together pieces from different sources to create a complete picture of children’s perspectives.’

(Clark, 2007, p. 77).

The Mosaic Approach encourages researchers to view children as; *‘experts in their own lives, skilful communicators, rights holders and meaning makers’*.

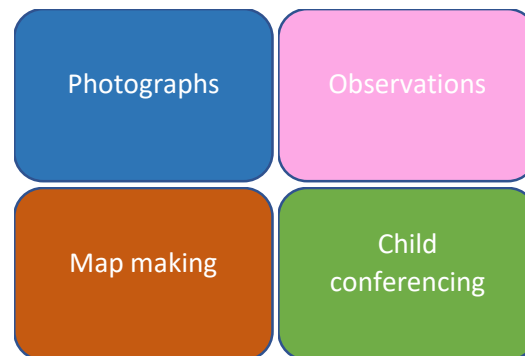
(Clark and Moss, 2005, p. 5)

Furthermore, they view children as constructivists in making meaning and constructing their own understanding (Tassoni and Hucker, 2005). Throughout the research, Child X played an active role in the process by taking the lead in explaining the significance of the learning environment and the impact it has on her learning.

The importance of listening to learners is outlined in Article 12 of the UNCRC 1989 which expresses a child’s right to say what they think should happen and be listened to (UNCRC, 1989). Likewise, Estyn (2016) highlight the correlation between pupil participation and school improvements. The Mosaic Approach has reflected this view, with a particular interest in the voice of the child (Clark, Kjørholt and Moss, 2005; Walker and Logan, 2008). Furthermore, there are similarities between the Mosaic Approach and Malaguzzi’s (1996) philosophy of how children communicate. Malaguzzi developed a concept of *‘The Hundred Languages of Children’* which recognises the multiple ways in which children can communicate their thinking and emphasises the importance of listening to children.

The Mosaic Approach combines multiple methods which Clark and Moss (2005) consider as individual tiles. This includes traditional methods such as observations of the learner, with participatory tools for the child participants to use.

There are four tiles of the mosaic that were used, each forming one piece of the mosaic in order to gather a holistic view of the child, these are:



The four methods used to collect the data enables both researcher and child to be co-documenters as they emphasise the child's role of capturing their experiences (Rinaldi, 2006). Having said this, Clark and Moss (2001) acknowledge that a multi-method approach can be time-consuming and complex.

The first data collection method used was observations. The use of observations in research with children is common practice for educators. Furthermore, the Welsh Government highlights the importance of observations within the Foundation Phase curriculum for noting children's progress and involvement in their learning as well as a tool to inform planning (Welsh Government, 2008). Observations are considered a popular method to use when carrying out research with children as it enables researchers to explore participants perceptions of the important spaces considered by the participant (Greenfield, 2011, Leonard, 2007; Palaiologou, 2016). However, Sharp (2012) recognises that it may be hard to capture everything within your observation of the child. In line with the Mosaic Approach, Neaum (2019) believes that observations enable researchers to understand how children make meaning of their learning and how best we can support their learning. For the

purpose of this research, the use of non-participant observations enabled me to capture the attitudes, skills and knowledge of Child X across the specific areas of learning.

Map making is a valuable piece that contributes to the Mosaic Approach, providing a visual perspective of their learning environment by using photographs they have taken and drawings to represent places that are important to them (Clark, 2001). Prior to Child X completing her map, she took me on a tour of the learning environment to indicate the important places to them. Child X used the iPad to take photographs of the tour to bring together the materials to create a visual map of the tour (see Appendix 3). Worth and Hardill (2015) identifies how map making can capture a child's relationship with their environment and leads to opportunities to engage in meaningful dialogue. Furthermore, it ensures that the researcher takes time to listen to the child, allowing their voices to be heard (Dudek, 2005). Gray and Winter (2011) highlights an advantage of using such participatory methods with children, stating that it offers creativeness of data collection.

Photographs were used as part of the participatory methods in order for children's perspectives on themselves as learners to be portrayed. Clark and Moss (2001) believe that the use of photographs contribute to a '*powerful new language*' for children to express themselves. Furthermore, the use of digital technology allows the process of documentation to be visible whilst enabling the child participant to make meaning of their learning, whilst enjoying the process (Clark, 2005, Cowie, Huser and Myers, 2014). However, Clark, Kjørholt and Moss (2005) consider the complexity of using digital technology within research due to the high cost of equipment which may not be available within the setting your conducting research.

Child X and I had opportunities to discuss what she believed supported her learning. This refers to the 'child conferencing' tile of the Mosaic Approach (Clark and Moss, 2005). This gave me the chance to listen to the participant and gather her perspectives towards the learning environment and how areas within the classroom support her. I discussed with her the reasons why she took photographs of specific areas which supported my analysis of her learning.

Analysis of learner

Language, Literacy and Communication

Child X took photographs of areas around the classroom that she felt supported her in LLC in order to discuss them with me. Child X chose to take a photograph of the reading corner within the classroom. When asked why, she explained that she enjoyed using the reading corner during COOL tasks (choose our own learning) to look at books with her friends. It is recognised by the Welsh Government that children should be given opportunities to '*choose and use reading materials*' (Welsh Government, 2015, p.14). Likewise, this is also echoed in the new curriculum for Wales, in the 'What Matters' statements for the six Areas of Learning and Experiences. Furthermore, The Welsh Government believe that literature has '*the power to expand the mind and give people dreams and aspirations*', (Welsh Government, 2017, p. 7). In relation to Child X's reading, she is developing her skills in this area in order to become a competent reader and able to apply her skills to different elements of LLC. With guidance, she is able to apply her knowledge of reading strategies to support her whilst also acknowledging speech within the text and developing pace and fluency.

Child X referred to the Literacy display board as an area which supports her learning, stating that it helps her to remember important things during lessons. This is something that she chose to photograph during our tour. School Y uses feedback as a way of assessing children's understanding of their learning. Child X was able to explain to me how she responds to her marking, referring to the use of purple pens and demonstrated her understanding of the school's policy of using a 'way forward' to extend thinking.

From observing Child X, she demonstrated her strengths in her ability to contribute to class discussions which was evident when working collaboratively on a shared task with her group to communicate ideas and listen to others to create a circle map for the bake sale (see Appendix 4). According to the Education Endowment Foundation (EEF), collaborative learning (CL) is proven effective in classrooms with an average of five months gained from using the strategy with children. However, Freeman and Greenacre (2010) argue that CL may present challenges to learners such as the lack of participation and communication skills. I took the opportunity to discuss this with Child X to gain her perspective on CL within the classroom and she explained that her group works well within the activities set, each having enough time to discuss the activity.

Child X displayed a range of skills in writing such as following and building upon a form modelled by the teacher during a write up of data collection for the Year 2 bake sale (see Appendix 5). Furthermore, it is evident that Child X takes pride in her handwriting and can form upper- and lower-case letters accurately which is recognised as an outcome 5 skill for the Foundation Phase (WG, 2015). When given the opportunity to discuss her work, she acknowledged her targets: to use ordering words and connectives, which she presented a can-do attitude towards, referring to the VCOP display that reminds her of how she can achieve these targets.

Next steps

Generally, Child X is doing well in reading, however in order to progress Child X will need to improve her comprehension skills. Save the Children (2015) identify reading comprehension as the focus of children understanding different texts that they are reading. This is something that Child X finds difficult, but it is an equally important skill that she will need to develop. My role as a teacher is to implement strategies which I believe would support a child's development in a specific area of learning. The EEF (2018) recognises reading comprehension strategies can contribute to an additional six months progress in this area whilst remaining low in cost. By putting an emphasis on this strategy within the classroom, Child X will be able to develop their skills and knowledge of a range of techniques which would support them in making meaning of what they read (Brooks, 2007). As a teacher, a strategy that could be used alongside this would be questioning which Coe *et al* (2014) identifies as good practice.

Mathematical Development

In Mathematical development, Child X is working towards an outcome 5 for end of Foundation Phase. The Welsh Government (2015) highlights the importance for children to experience '*practical, oral and play activities that help to develop children's skills, knowledge and understanding of mathematics*' (WG, 2015, p. 29). Child X has responded well to a range of activities when practising for the National Tests. When Child X led the tour of the learning environment, she referred to different display boards within her classroom that she felt supported her learning, making specific reference to the CLIC display board. Alongside this,

she explained the opportunities they have as a class to use a range of resources to support their learning, especially if she found something difficult during maths. During the practical reasoning lessons, Child X engaged with concrete and pictorial resources to aid her learning – this included counters, bead strings, clocks and coins. She was able to make connections between the different representations, deepening her understanding. Mink (2010) recognises how in order for children to gain a deeper understanding of a mathematical concept, they should be provided with experiences of concrete, pictorial and abstract representations of mathematical concepts. This approach is a continuum of developing the understanding of a concept, however Mattock (2019) emphasises that once the learner is secure with the concept, the child does not need to rely on such representations. The role of the resources is to scaffold the learner to conquer the concept, gradually removing them until the learner no longer needs them to support their learning. During CLIC math sessions, Child X demonstrated a range of skills which she was able to achieve: comparing and ordering 2-digit numbers, recall doubles, count in 2s, 5s and 10s using splat number square, find small differences between two numbers and identify o'clock, half past, quarter past and quarter to on an analogue clock.

In relation to Child X's attitude towards mathematics, I noticed at times she lacked confidence in her ability to complete the tasks, especially during the profit and loss activity. As this was a lesson I had planned, I reflected on my delivering of the lesson and the skills learners needed to complete the task. Joubert *et al* (2009) highlights how those who have a negative attitude towards mathematics will often be the children who disengage with the lesson. Having said this, it was also important for me to reflect on my role as a teacher and my ability to demonstrate effective subject knowledge to ensure that children were provided with opportunities to develop the skill (Kunter *et al*, 2013). Child X used the Learning Pit as a tool to support her learning and showed resilience towards the task in order to finish.

Child X demonstrates her knowledge and ability to apply numeracy skills across the curriculum which has been evident during topic related activities. She was able to gather and represent data using a pictogram of the ingredients needed for the Year 2 bake sale and was able to analyse this information.

Next steps

As Child X is making good progress in Mathematical Development and is achieving the expected outcome for Year 2, the next steps to consider will be relating to how the learning environment can facilitate learning, mathematical resilience and developing her reasoning skills. I also believe Child X needs to apply her knowledge of mathematical skills in wider areas of learning. To address this, I would consider how the learning environment is used, and the opportunities Child X has to practise her skills to build mathematical resilience. Child X at times can lack confidence when completing mathematical activities. In order for Child X to build mathematical resilience, there needs to be opportunities for her to engage in practical work, engage in conversations which encourage the use of mathematical language and explore complex situations in order to overcome a challenge (Johnston-Wilder and Lee, 2010). As a teacher, adapting the learning environment for the enhanced provision to enable rich learning opportunities through play-based learning will provide Child X the opportunity to build resilience and confidence in the areas of Mathematical Development. Play-based learning in general is reported to improve learning outcomes by approximately five additional months (EEF, 2019). Having said this, it should be noted that research regarding play-based learning has primarily been part of multiple interventions which have been analysed (EEF, 2019). In relation to improving Child X's reasoning skills, incorporating an array of different activities that have been developed by the Welsh Government could be used with the pupils to apply their skills and knowledge of mathematical concepts (Welsh Government, 2014).

Personal and Social Development, Well-Being and Cultural Diversity

The Welsh Government has put this area of learning at the heart of the Foundation Phase curriculum (WG, 2015) and has also influenced one of the six Areas of Learning and Experience within the new curriculum for Wales – Health and Well-being. Child X is an outcome 6 for this area of learning and has demonstrated her skills, knowledge and understanding about factors that affect their health and well-being of themselves and others around them. Using the iPad, Child X took photographs of the class charter and Good to be Green behaviour chart and was able to explain what how they contribute to her learning in school. She is able to recognise and appreciate what makes a good friend, and the importance of following the school rules and behavioural expectations of the school. My observations highlighted her ability to form friendships with children from her class and

play cooperatively with her peers (see Appendix 6). Child X demonstrated her knowledge and understanding of how to improve their learning and what strategies she could use. She placed great emphasis on how the Learning Pit helps her when the learning presents a challenge, it reminds her of how she can overcome barriers in her learning in many areas of learning. The Learning Pit is used throughout School Y to promote challenge and independence in pupil's learning. Created by James Nottingham, The Learning Pit is a model that is designed to guide learners critical and creative thinking towards a task (Nottingham, 2017). When asking how the class teacher uses the Learning Pit with the class, she explained that they stop during lesson to check on others in the class. In relation to her health and well-being, Child X engages in a range of activities such as Rubicon dance as part of their PE lessons, engages with yoga sessions within the classroom and uses outdoor equipment to develop gross motor skills. Child X understands how to improve their learning by engaging with the way forward that is sometimes used at the end of a learning activity. Likewise, she is able to self and peer assess work which Professor Donaldson recognises as a key role in children's ability to reflect and diagnose their own progress (Donaldson, 2015, p. 82). The importance of assessment has been a popular topic of discussion for many years with Black and William (1998) argument its importance in raising the standards in classroom and pupil's achievement.

Next steps

As evident, Child X is excelling in this area of learning. As a teacher, to help Child X continue to make progress in this area I will ensure that Child X has the opportunities to become independent learners. Through the use of COOL tasks for the enhanced provision, it will enable Child X to take an active role in her learning, by choosing the tasks/areas she wishes to challenge herself in. Thus, the environment plays a crucial part of facilitating the endless opportunities children will have to broaden their knowledge and skills (Woods, 2017). Furthermore, opportunities for risky play is addressed in the Foundation Phase Framework in order for children to become confident learners (Welsh Government, 2015). To promote well-being in the classroom, pupil voice will continue to be an advocate for supporting planning, particularly enhanced provision as mentioned previously. Even though this is not a specific 'next step' for Child X, it is an important next step in regard to her learning environment and how she can contribute to her learning. This is something that is

recognised by Estyn in their guide to best practice for pupil participation (Estyn, 2016). Furthermore, they acknowledge Glan Usk Primary School as a school that demonstrates best practice in relation to pupil voice. Glan Usk Primary School include a Learning Wall for *each* pupil, highlighting their ideas, skills and planning contributions enabling all children to have a voice in shaping their learning (Estyn, no date).

Welsh Development

Throughout the Foundation Phase curriculum, children are given opportunities to develop their welsh language skills through a range of '*enjoyable, practical planned activities...indoors and outdoors*' (Welsh Government, 2015, p. 38). This is one area of learning whereby Child X did not take any photographs relating specifically to Welsh. Having said this, observations and child conferencing still took place to collect data relating to this area of learning. Child X is currently achieving outcome 4 for Welsh Development and is always keen to participate in Helpwr Heddiw sessions in the morning. Within these sessions, Child X is able to show her understanding of basic instructions, listen and respond to activities and speak clearly by using simple greetings and expressions (Welsh Government, 2015). She participated well during a 'Ffrindiau Dysgu' activity, using the Chromebooks to send an email to a partner school asking a pupil in the class questions in Welsh. Child X used language mats to support her, copying correctly and writing some simple phrases from memory (see Appendix 7). When asking Child X what she likes learning in Welsh, she explained that she enjoyed the Helpwr Heddiw sessions and playing games such as Splat or Bang Bang. Furthermore, Child X expressed that she likes having Welsh stories such as Fflac and Tedi Twt in the classroom for her to practise her Welsh with a friend – this was an activity that Child X suggested as part of their COOL tasks (see Appendix 8).

Next steps

For Child X to make progress in her Welsh, opportunities must be provided for her to develop and practise her skills in this area of learning. Through the use of first-hand sensory experiences, oracy skills will be developed by using a range of planned activities, including child-led activities. Songs, rhymes, stories, media and ICT texts all contribute to supporting the development of children's Welsh oracy skills. Incorporating Child X's interests in using

the reading area and Chromebooks will help to make the progression steps in her learning. To incorporate this, a range of different texts will be available for the children to read independently as well as listening to others reading – include printed text and digital resources (Welsh Government, 2015). Opportunities for children to lead Helpwr Heddiw sessions will increase pupils' confidence in communicating clearly to a variety of audiences in include their peers and teachers.

Knowledge and Understanding of the World

Child X is currently achieving outcome 5 in this area of learning. She demonstrates a range of skills and has a positive attitude, concern and care for all living things and the environment. During the opportunities Child X had to discuss to her work, she was able to reflect in detail using appropriate vocabulary that was specific to the activity which is recognised as outcome 5 within the Foundation Phase Framework (Welsh Government, 2015). Child X did not take photographs that would link specifically to this area of learning, however she was able to discuss lessons linking to this area such as learning about the human body and names of main body parts. Child X is able to work on her own and in small groups which was evident during the rich learning task preparing for the Year 2 bake sale. Linking in with the class topic, 'Our wonderful world', Child X was able to use the internet to find out facts about different animals, creating a fact file with a range of information. As part of a COOL task, Child X enjoyed using a globe and map to identify places around the world by working with a partner to progress onto finding information about other countries, making comparisons to Wales.

Conclusion

The Mosaic Approach has enabled me to gather data relating to one child's holistic development. Through the use of a multi-method approach, I gained the child's perspectives on what contributes to their learning and provided them the opportunity to be deeply involved in the process. Much of the research around the Mosaic Approach acknowledged the importance of pupil voice as highlighted by Clark, Kjørholt and Moss

(2005) and understood the meaning of this once Child X took me on a tour and discussed with me what she values in her learning. The observations provided me with a more detailed analysis of Child X as I was a non-participant observer, allowing me to focus on Child X. The photographs taken by Child X as part of the data collection provided opportunities for her to be active in the process, however I believe this could have had a negative impact on the data as some of the photos taken were not linked to what Child X believed supported her learning. The process on child conferencing provided added value to the observations and photographs taken as the method allowed time for the child's voice to be heard. Having said this, it was a time-consuming process amongst the classroom practice which was previously noted by Clark and Moss (2001) and found difficulty gathering data due to the class practising for National Tests. I value the importance of children's perspectives and how often in research their voices can go overheard or forgotten, whereas the Mosaic Approach places this as a central element to the method. Overall, I believe the approach has enabled me to reflect on my own teaching practice and how I can use elements of the approach to gain a deeper understanding of children's holistic development.

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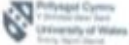
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Appendices

Appendix 1 – School consent

 **Yr Athrofa**
Institute of Education

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/mentor name,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explain their learning in detail. The evidence that they need to gather could include:

- observations;
- asking the learner to identify place/works that help teacher learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently whenever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical 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 work has taken place.

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

STUDENT NAME (PLEASE PRINT): 

SCHOOL NAME (PLEASE PRINT): 

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
 

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):


If you have any queries regarding this, please contact the module lead, Mr Mathew Jones, M.Jones@card.ac.uk

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2 – Letter of consent parents



Dear Parent/Guardian,

Your child's school is a partner with **Yr Athrofa** at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian of..... (pupil name),

I do / do not give consent (please delete) for my child to take part in this project.

Signed..... (Parent/Guardian).

Date.....

Appendix 3 – Map of photos/tour

(not present – still in school)

Appendix 4 – Child X circle map



Appendix 5 – Child X LLC Bake Sale data

Wednesday 5th May

Bake Sale Data Collection

What have we researched?

Today we received an email from Lorraine
Mary Darry Westbury to say a bake sale is being
run at primary school. We began to think all the children

What is our aim?

Our aim is to make biscuits and cakes for the
bake sale in which we are going to sell it to raise money
for the school.

What have we done so far?

As a class we started to make a list of
the things we need to make our biscuits
and cakes.

What do we need to find out?

We need to find out how much each ingredient costs
and make a price list for the ingredients.

Ingredients

Flavour	Number of Cakes	Total
Chocolate	00000	9
Strawberry	00	3
Vanilla	0	1
Fudge	00	4
Red Velvet	000	5
Buttercream	000	3

Key:

0=20=1

From the data I can see that the most popular flavour
was chocolate. We have decided to make the three most popular
which are chocolate, red velvet and buttercream.

Ingredients	Amount	Amount
Item	Amount	Amount
Butter	180g	1800g
Caster sugar	180g	1800g
Eggs	3	30
Flour	180g	1800g
Vanilla extract	1 tsp	10g
Baking powder	1 tsp	10g

Quantity of produce

We have measured the produce that we need. The 900g of butter. We found out that we need 2 blocks of butter because 180g = 200g = 2.2. Also we need 3 t of egg because they come in trays of 30. As well, this we need 2 bags of flour.

How much you want at the moment for 100? In the 100 x 10.

Appendix 6 – Child X observation cooperative play

 Australian Aboriginal Education
The South West Wales
Centre of Teacher Education

Learner Observation Form

Name of learner(s): EH-3 Class: Year 2

Time: 1:35pm Date: 1/5/19

Activity: Construction Area (outdoor)

Comments

EH-3 played collaboratively with three others in her class in the construction area. EH-3 engaged in role play - creating an ice cream parlour. She used foam bricks to create the outside and used materials to create the ice cream cones and ice cream scoops.

EH-3 used vocabulary specific to the role play e.g. "I've finished with the dispenser, do you want to use it now?" and "how many scoops of strawberry do you want?"

EH-3 showed her ability to work as a team during this activity.

Appendix 7 – Arc Welsh lesson

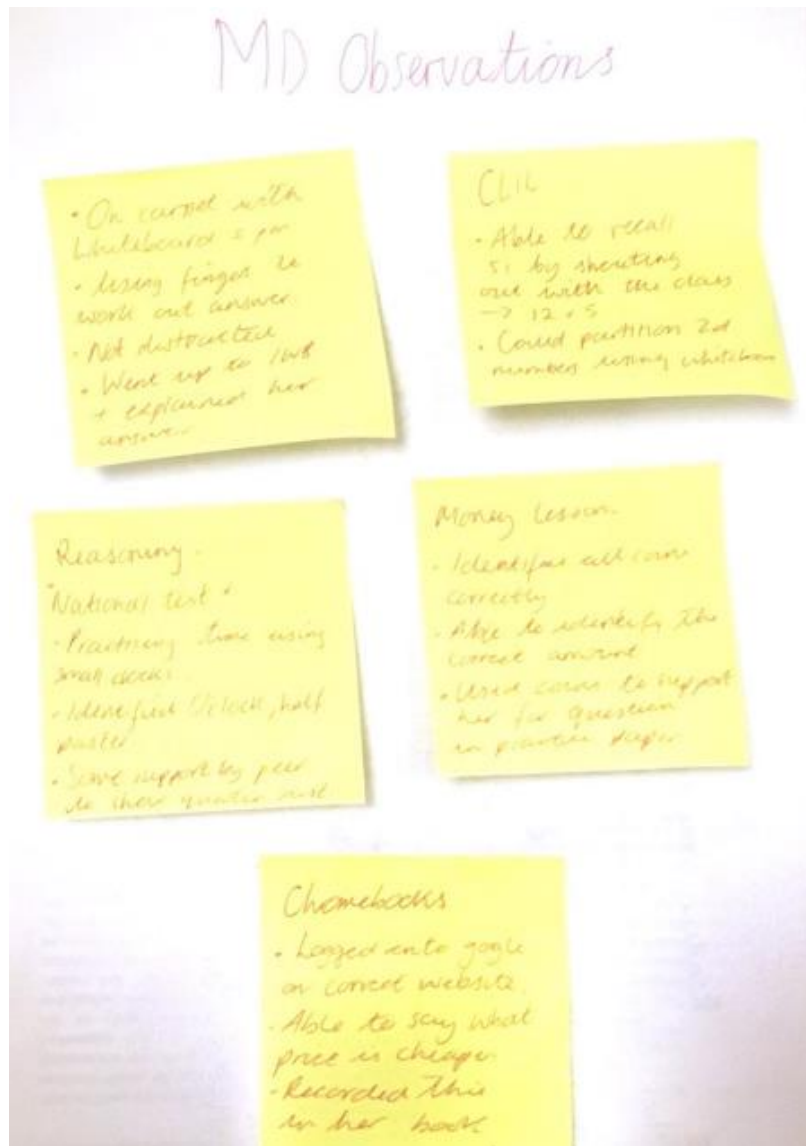
Assisted Reflective Conclusions (ARC) ModelDate: 20/05/2019Critical incident (focus): Welsh/ICT - emailing a partner school

Experience	
Feelings	I feel this was an interesting lesson for the children to complete as they were able to use the Chromebooks as the main part of the lesson. Overall, I felt the lesson went well.
Remember and Understand What did you see...	- Children sent an email to pupil's in [redacted] to ask questions in Welsh to which we await a reply and respond back in Welsh. - PP to demonstrate and model how to compose an email on Gmail. - Discussed E-safety and important things to remember when using the internet to communicate with others. - Used questioning and Talk Partners to engage children in Welsh language patterns - Provided language mats on table for LA and AA children to use as a scaffold. - Children could remember simple Welsh phrases and type them with little to no support.
Evaluate and analyse Why didn't it work... Age.. Misconceptions Delivery Culture	I believe this lesson went well as I ensured I modelled how to compose and structure an email to all of the children during the introduction. I ensured the questions were age appropriate and inline with the Welsh SoW. The teaching assistant was aware of what the children needed to do and scaffolded their learning when needed.
Conclusions and actions How are you going to overcome it..	When completing the two other groups of learners tomorrow, I will make sure I recap how to compose an email – looking for icons such as the Gmail logo and the multi-coloured cross to guide them. I believe when the children receive their reply from the pupil's at [redacted] the children's learning will be extended as they can include features such as connectives and adjectives to extend their learning.
Transformed experience	

Appendix 8 – COOL Welsh language task

Pupil Voice Continuous/Enhanced Provision Planner-Year 2 <u>Darpariaeth wedi'i Gyfoethogi</u>				
Sand/Soil <i>Twodod</i> 	Water <i>Dŵr</i>	Creative Corner <i>Cornel Creu</i> 	Malleable	Music
Create a desert island with small world animals Write the names of the animals in the sand	Compare the amount of liquid each bottle holds Record your results in a table in your cool books	Use craft resources to advertise our Bake Sale Bunting Labels Poster Signs (NM Circle Map)		Use instruments to create your own musical ideas Can you create a repeated pattern?
Construction <i>Adeiladu</i> 	Small World <i>Byd Bach</i>	Maths <i>Rhif</i> CLIC / Beat That! *	Discovery Den 	ICT
Build a venue for the Bake Sale Can you advertise the Bake Sale? (NM Circle Map)		Problem solving - use the key for landmarks to solve addition and subtraction problems Can you create your own questions?	Research and list the continents of the world Can you find out the names of the different oceans?	Research sea creatures on iPad to create a fact file Include images and colourful text
Reading House <i>Ty Ddarllen</i> Topic Book Box **	Super Scribblers *Writing	Role Play *Oracy	<i>Cwtch Cymraeg</i>	
Scan QR code to listen to information clips about countries around the world Write some interesting facts you found out	Write a postcard to a friend about your holiday. Can you use a thesaurus to upgrade your writing	Act out being a tourist in a different country Think of questions you could ask when visiting	Read <i>Fflic</i> a <i>Fflac</i> story to a partner Can you write questions for a partner to answer in your cool book 	

Observational notes



LLC Observations

Writing a letter

- Able to use model by teacher
- Copied letter & had sister read it
- Had some words to read

Coley

- With Africa sitting in circle discussing ingredients
- I know, we will need ingredients to make the cake!
- Shows good listening

Reading Comp

- Independent task
- Chose amber level of challenge
- Found this difficult
- Disengaged
- Ask EL to help him

Reading Corner

- Child 2 in reading corner on 'Cody'
- Turn taking to read a page
- Discuss pictures in text

1801942

Child X photographs of areas –

