

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

Introduction

This research project is designed to collate evidence of data on a pupil's progress in various aspects of the curriculum, using the Mosaic Approach (Clark and Moss, 2011). Additionally, Nottingham's (2013) ASK model will be followed to outline a detailed analysis of Child A's holistic view of learning, with a justified analysis on recommendations that would benefit the pupil's future progress throughout various curriculum areas such as, Literacy, Mathematics and Wellbeing.

The research was conducted in a small primary school in South Wales. The setting accommodates 150 pupils aged 3 – 11 years; 27 of which are situated in the Reception / Year 1 classroom; 14 boys and 13 girls. According to an inspection report issued by Estyn (2015), 17% of pupils are eligible for 'Free School Meals', 14% of pupils have been registered to have Additional Learning Needs, and few pupils speak Welsh as a second language, are of EAL backgrounds or come from 'looked after' families.

A target child was chosen prior to conducting the research; a boy, aged 5 from the higher ability group in Mathematics and low ability group in Literacy. Throughout the essay, the target child will be referred to as Child A to ensure anonymity and confidentiality is adhered to. According to Article 16 of the 'United Nation Convention on the Rights of the Child' (UNCRC, 2015) "Children have the right to privacy...". A consent letter explaining the aim of the research was devised by the University and signed prior to the commencement by the class teacher. The pupil was advised on all occasions why he was taking pictures and being asked questions. In all circumstances, the pupil was given the right to withdraw.

Data Collection

The research will be conducted using the Mosaic Approach; a framework used to gather children's holistic views and perspectives on learning and life. The framework is designed to adopt the voice of the child and acknowledge them as co-constructors of meaning (Clark and Moss, 2011). The approach was influenced by the findings of Qvortrup (1994) who stated that children are seen as social actors who are 'beings' as opposed to passive objects who are 'becomings'. Likewise, the approach adopted aspects of Christensen and James' (2012) theory which states, in educational research the practitioner should allow the child to highlight their perspectives and perceptions of all aspects of their childhood.

However, a criticism of the approach may be that the framework limits the ability of collecting data that can be generalised, as it may not be scientific enough (Miller, *et al.*, 2011). In contrast to this limitation, the approach offers an insight into a child's holistic being in a form that is more powerful than the scientific and traditional methods can offer (Lovegrove, 2017).

The Mosaic Approach is designed using a multi-methodological approach to collect and record qualitative data, through observations, photographs, map making and interviews with children and adults. To gather effective and relevant data, during the interview process, the researcher is able to adapt questions according to the aim of the research, however, this can result in the data being biased and subjective (Thyer, 2010). To further evidence the pupil's responses to the interview questions, photographs were taken by the pupil. An advantage of allowing the pupil to take photographs of various areas within the setting is, that he is likely to give his honest opinions and views towards learning (McNaughton and Hughes, 2008). However, the pupil may only photograph the areas that are of the most interest to him. As a result,

this method may not provide sufficient data that can be analysed in depth without further data being collected (Miles *et al.*, 2013).

Observations were also used as a form of collecting data, by means of structured and non-structured formats. An observation involving the levels of the Leuven Scale was used to measure the pupil's interests and engagement levels during a Mathematical session (Pine, 2008). However, according to Mertler (2008) semi-structured observations can be influenced by the predetermined outcome of the research, resulting in the data being biased, therefore, unstructured observations were also used to gather data and record any unexpected events (Trodd, 2016). An advantage of implementing observations as a method of collecting data is, it gathers permanent empirical data that can be revised on all occasions (Knight and Benson 2013).

Each tool enables the researcher to collect data in a range of different contexts, piecing together to form a comprehensive mosaic style image of the holistic child (Clark and Moss, 2011). Methodological tools that collect qualitative data enable the researcher to examine the various dimensions of the data, in-depth and in detail. On the other hand, qualitative data is gathered based on human experiences which can be seen as more compelling and powerful than quantitative data. Using a multi-method approach provides triangulation to the data findings. Nevertheless, Richardson and Adam St. Pierre (2008) cited in Clark and Moss (2011) described this form of collecting data as 'crystallisation' as opposed to triangulation, as it is a process of viewing the world in a multi-dimensional way.

To ensure the data considers the child holistically, Nottingham (2013)'s ASK model will be implemented. The ASK model (2013) is a framework designed to incorporate the attitudes, skills and knowledge of children (Nottingham, 2015). Nottingham (2013)

emphasises that in order for the ASK model to be effective, it is essential for the practitioner to shift the responsibility for learning onto the child, enabling the researcher to collect evidence, reflect and identify any gaps in the child's learning, and implement strategies to support the child's holistic development (Nottingham, 2013).

Prior to conducting the research, ethical guidelines were considered, as the research process involved a human subject. According to Alderson and Morrow (2011) it is essential for the researcher to administer the principles set out by ethical guidelines such as confidentiality, anonymisation and consent of the participants. Therefore, the pupil and setting will remain anonymous throughout the essay to ensure confidentiality is adhered to. The pupil will be referred to as Child A throughout. Child A was informed that he has the right to withdraw from the process if needed. Prior to conducting the research, a letter of consent was signed by the class teacher (See Appendix 1) as well as parental consent, signed by the parent (see appendix 2). Likewise, various guidelines such as BERA (2018) and Data Protection Act (1998) were followed throughout the research process.

Analysis of the learner

Prior to conducting the research, it was believed that in order to gain a clear, constructive insight into the child's abilities and interests, an informal interview with the pupil was essential. The interview questions were designed to gather evidence of the pupil's holistic views towards learning (Clark and Moss, 2011). It was clear from the responses of the interview, that child A expressed enjoyment when working and playing independently as opposed to socialising and interacting with peers. In contrast to these findings, Keenan and Evans (2009) suggests that social skills play a significant

role in their emotional and well-being development and therefore is an important aspect of the pupil's developmental process.

On many occasions, child A highlighted that he has a preference to learning Mathematics Which is evidenced in his responses to question 1 and 2 of the interview (See Appendix 3). On the other hand, in response to question 3 child A expressed his dislike of learning Literacy, stating "reading because I can't do it and it's really hard". In support of these findings, Finn (2010) suggests that pupils desire to read is influenced by the child's self-concept and sense of self-efficacy in all aspects of Literacy.

In support of these findings, following an interview with the class teacher, it was evident that Child A excels in all Mathematical lessons, working beyond his expectations (see appendix 4). Furthermore, Heinzmann (2013) highlights when children are interested in a specific subject, they will often process information efficiently, show higher levels of concentration, engage in the topic, develop critical thinking and build on existing knowledge more effectively. However, analysing the pupil's 'Middle Infant Mathematical Screening Test' results, child A answered 7/25 questions with a score of 6 (See appendix 5). Nevertheless, the test questions are designed for pupils aged

3 – 7 years, and therefore, the test is not a true reflection of the child's ability in Mathematics, as question 8 onwards are designed around Mathematical skills that child A would not have been introduced to.

Despite, the findings of the pupil's test results, child A is working beyond his expected ability in everyday Mathematics and therefore is provided with activities and tasks of a

More Able and Talented pupil (See appendix 6, 7, 8). It can be suggested that the child's interests in Mathematics play a significant role in his ability to succeed, as Wood and Attfield (2005) state children who are interested in a subject tend to work harder and persist for longer, enhancing their self-regulatory skills and knowledge further.

To further support these findings, child A was asked to participate in a learning walk around setting to photograph areas of interest, as well as evidencing on a map the areas of the classroom that he likes and dislikes (Clark and Moss, 2011) (See appendix 10, 11 and 12). Child A took photographs of the Mathematical resources in the classroom, including the 100 square and Mathematical corners, which was also evidenced on the class map (See appendix 10). However, child A only photographed specific areas within the setting and stated that they were the only areas in the school that included resources that he enjoyed playing with and learning about.

Following the interview with the pupil, it was clear in his response to the questions that his speech and language skills were poor, which may be having a detrimental effect on his reading skills. As evidenced in the child's reading test (Appendix 13) child A scored 14 out of a possible 50, resulting in his reading age being 5.6 with a chronological age of 5.10. The test highlights his ability to read 2-3 letter words only, which is further evidenced in the pupils reading book stage of 'initial sounds' (see appendix 14). According to Neaum (2010) pupils who develop poor language and oral skills often experience difficulties when learning to read, which may affect their overall academic achievement in Literacy, this may also have a negative impact cross-curricular.

During an observation of the pupil writing a diary recount of what he did in the Easter holidays, child A became very frustrated and lacked the concentration levels needed to stay focused on the task (see appendix 15 and 19) This has been supported by Sprenger (2008) who states that children often become disengaged, anxious and frustrated when activities are beyond their capabilities or of disinterest to them. To further evidence this, an additional observation was conducted, to ensure the findings of the interview and first observation were valid and reliable. During the additional observation (see appendix 16), the pupil participated in a language session, where he was asked to recognise and sound phonemes and digraphs on the whiteboard.

This highlighted the pupil's overall engagement and understanding levels were significantly low as the pupil did not recognise the letters or sounds of 'c,k,e,p,t,n'. In support of these findings, Tassoni (2007) argues that poor language and oracy skills can have a significant impact on children's attitudes towards learning. Likewise, Flood (2013) states that the lack of interest in a subject, can impact pupil's engagement level. He goes on to argue that a pupil who's interests lie in one subject, will often contribute and participate less in others.

On the other hand, during an observation of a mental arithmetic lesson 'adding with 2, 3 and 4', child A's overall engagement and participation levels were scored at level 5; the highest score of the Leuven scale (See appendix 17). According to Skinner (1978) cited in Christenson *et al*, (2012) children who highlight high levels of involvement throughout lessons will often exhibit positive emotions such as interest, enthusiasm and curiosity. However, when asked by the class teacher to describe how he was able to mentally calculate the sums, child A was reluctant to provide an explanation of his method to the class. This further evidence's the pupils lack of confidence in oracy skills

and therefore may be a contributing factor to his dislike of learning Literacy. In support of this, Dockrell and Connelly (2009) argue that limitations in oracy development and performance are related to poor contribution in other aspects of learning.

Additionally, child A was observed during break time outdoors, to gather data on how he interacted with peers (See appendix 18). It was clear from the observation, that child A preferred to play alone on the climbing frame as opposed to being with groups of children. These findings were supported in the photographs taken by the pupil, when asked to take photos of the outdoor areas he enjoyed most (See appendix 11). Child A enjoys playing with a specific child, however when other pupils want to join the activity, he often withdraws from the play and will play alone. These findings may contribute towards the pupil's disinterest in learning Literacy, as the child may lack the confidence and self-regulation to communicate with peers due to poor oracy skills. In support of this Abbott and Esther (2015) highlight that children with language difficulty will often experience social difficulties, as they lack the understanding and comprehension of spoken language by their peers and/or have difficulty expressing their ideas into words.

When assessing the pupil's well-being, child A always appears to be happy and content when participating in Mathematical lessons, however, his anger and frustration is always heightened when asked to complete a Literacy task, which may impact on the pupil's well-being. According to a report published by Donaldson (2017: 4)

“wellbeing encompasses the interdependencies of the physical, psychological, emotional, cultural and social dimensions which enable everyone to participate in life as best they can in an ever changing world”, therefore it is a vital that the pupils' wellbeing is at the heart of his learning, to enable him to become a successful learner.

It is clear from the findings, that child A has difficulty in socialising with peers and lacks confidence in speaking with others. In support of this Meggitt (2012) argues that there is a need for children to develop and master oral skills for them to be socially adept.

With this in mind, child A's poor pronunciation and lack of oracy skills may be negatively influencing his attitude and skills in other Literacy areas such as reading and writing.

According to Bukatko and Daehler (2012) learning to write is dependent on various aspect of basic cognitive and language processes and therefore writing and reading skills are influenced by the language development difficulties. Therefore, it is essential for the child to have support in enhancing his skills and confidence, ensuring his well-being is wholesome, as this will influence his interest in learning

Literacy. It is clear from the pupil's self-regulation, when asked to use the traffic light system to assess his skills and understanding of a task, he always uses the red light in all literacy activities (See appendix 19, 20 and 21).

These findings have been supported by Plummer (2007) who states, children with low self-esteem will assess their work in a way that does not necessarily reflect their skills and abilities, as they often feel that their standard of produced work is not worthy of praise. On reflection, according to the Health and Well-being Area of the Successful Futures document how children process and respond to various experiences will affect their emotional well-being and mental health, therefore it is vital for child A's attitude towards Literacy is addressed (Welsh Government, 2017). On the other hand, child A always self-assesses his Mathematical work with a green traffic light, as he continuously evidences the desire to succeed with positive attitudes towards learning (See appendix 6, 7 8 and 9).

Despite the findings of the pupils Mathematical, Well-being and Literacy skills, further research was carried out to assess the pupil's Creative skills and interests (See appendix 22). During the interview with the child, he stated that he enjoyed drawing and colouring (See appendix 3), however, the class teacher highlighted in her interview that despite child A trying hard and concentrating well during Creative lessons, child A's skills are below the expected outcome (See appendix 23). Child A has difficulty with fine motor skills, such as pencil control, which may be linked to the lack of writing skills such as letter formation (Isbell, 2010). It could be suggested that there is a direct correlation between language and oracy development and fine motor skills, as children who lack the ability to pronounce and recognise letters will have difficulty forming letters, which may lead to poor pencil control and writing skills

(Wolpert-Gawron, 2017). Therefore, in this instance, child A's poor skills are influencing his creative abilities. In support of this, Bruni (2006) emphasises that fine motor skills significantly impact the quality and outcome of a task and is intrinsically linked to the development of creative abilities such as drawing.

To gain a deeper and further understanding of how the lack of Literacy skills can impact other curriculum subjects, the pupil's skills and abilities in other areas of the curriculum such as Welsh language development were assessed. During an observation of a Welsh oracy session on 'days of the week', it was clear that he had difficulty pronouncing the sounds and words in Welsh (See appendix 24). It was evident that the poor language skills of the pupil were having a negative impact on the skills required to pronounce Welsh phrases and words. According to Baldwin (2008) children who experience language and oracy difficulties will not reach their full potential in other areas of the curriculum.

The pupils lack of oracy skills were having a detrimental effect on his writing skills during the Welsh lesson, as he was unable to pronounce the words, which impacted his ability to blend letters to form words (see appendix 25). Consequently, child A required the practitioner to write a basic Welsh sentence on the board for him to copy word for word. Research suggests that oracy skills and language development can have a negative effect on children's abilities in other areas of learning across the curriculum (Martin, 2013).

It is clear from the data collected that child A's abilities in all aspects of Mathematics are beyond his expectations. On the other hand, child A has difficulty with all areas of Literacy and therefore this needs to be addressed and interventions are required, to enhance his skills further. According to Hall (2018) early intervention will increase the pupil's academic readiness and the ability to interact with peers. Likewise, Justice (2006) suggests that implementing various strategies will enable the child to reach the cross-curricular and developmental milestone. Equally, the pupil's Welsh language skills will benefit from the implementation of Language, Literacy and Communication interventions and strategies. Overall, child A's well-being is at the heart of his learning journey and therefore by supporting him with various interventions, this will prevent his confidence levels decreasing which will have an overall impact on his well-being (Abbott and Langston, 2006).

Next steps

Having recognised that the pupils lack of language and oracy skills are the main concern, the implementation of various interventions and strategies would be beneficial towards enhancing the skills and mindset of the pupil, ensuring an effective outcome of intellectual growth in all cross-curricular areas. According to Vygotsky

(1962) reviewing and implementing various strategies to improve the oracy skills of the child, may influence and enhance all Literacy, fine motor and social skills, increasing his level of confidence and wellbeing (Pound, 2017).

A case study by ARK; an educational charity (2016) recognised that the phonic teaching strategy devised by the Read Write Inc programme is effective, as statistics evidence that 93% of year 1 pupils in schools where the strategy is being used, achieved above the national average in reading, writing and oracy. Likewise, a report issued by Ofsted (2010) 'Reading by Six' stated, all settings across Wales who have implemented the Read Write Inc programme have been awarded with 'Double Excellent' by Estyn. However, Read Write Inc is a whole-school intervention and therefore the programme cannot be implemented as an intervention to support one child (Miskin, 2013). Despite being unable to implement the whole programme within the setting, it would be beneficial to utilise the specific phonic teaching strategy of the Read Write Inc programme to support child A, as it will enable him to recognise the 44 speed sounds and how to blend the sounds to form words (Miskin, 2016).

It would benefit the pupil to receive one-to-one sessions, where initial sounds are taught on a regular basis to assess and monitor the pupils understanding and whether there is a need to revisit specific sounds prior to progressing to the next level. This will enhance the child's oracy skills and pronunciation of letters which in-turn, may impact the development of handwriting, spelling and reading (Miskin, 2013). According to the 'Successful Futures' document "competence in Literacy, including competence in the spoken word, syntax and spelling, is essential for learning across the curriculum, not least because of the fundamental role of language in thinking." (Donaldson, 2015: 40). Likewise, Hattie (2012) highlights that Phonic interventions will provide an effect size

of 4 months; therefore, this will enable child A to further his skills with his literacy age reaching or surpassing his chronological age.

According to Estyn (2017) pupil's outcomes in reading and writing are often influenced by the pupils oracy skills and language development. Implementing Lego Therapy sessions where the pupil will participate in 1-1 sessions with a practitioner to construct models using Lego, the child and the practitioner will take turns to play the role of 'engineer' and 'builder'. The 'engineer' will have an instruction sheet and guide the 'builder' in selecting the correct pieces of Lego and instruct them on how to build the Lego set (LeGoff, 2017). Ralph and Rochester (2016) suggests that Lego therapy strengthens children's social interactions, communication and collaboration skills. In support of this, Robson (2012) emphasises the importance developing language and oracy skills for lifelong learning and academic achievement. Likewise, the intervention has been recognised as a form of enhancing fine motor skills as the pupil would be required to master the skills of gripping, controlling and piecing together small parts (Thomsen, 2018). This strategy would benefit child A as it encompasses a broad range of developmental areas.

Conversely, a disadvantage of this intervention is, that it will require a practitioner to deliver regular 1-1 sessions, removing them from the classroom environment. However, this limitation can be overcome as the setting employs 'floater teaching assistants' who are available to assist with extra support sessions. On the other hand, there are no financial or training requirements for this intervention to be implemented.

Another teaching strategy that can be used to promote understanding and comprehension of sounds is; 'sound of the day'. This strategy requires a whole-class

approach, preventing the pupil from feeling singled out; increasing his levels of confidence and self-esteem. A box can be displayed at the front of the class stating, 'sound of the day'. At the beginning of each day, a child will be asked to choose a flashcard displaying a sound, for example 'a' and place it in the box. Children will then be required to work in pairs; one high and one low ability, to think of a word that includes this sound. Children will be asked to write their word with their partner on the display board. All words will be collated on the sound board and displayed at the front of the class throughout the day. According to Hayden and Jordan (2015) developing effective classroom talk can lead to cognitive, personal and social gains for children.

This strategy will encourage scaffolding to take place, as child A will work with a more able peer to complete the task, building on his self-esteem, self-confidence and social skills that, in-turn will develop his and oracy skills. According to Bruner (1977) classroom activities that involve a more able pupil and a less able pupil working together to complete a task, will assist the learner in achieving goals that would otherwise be beyond them (Jarvis and Chandler, 2001). The benefits of implementing 'sound of the day' are: that it is a strategy that can be used daily encouraging the repetition of sounds, the strategy can take place as part of the morning routine, it is cost free with little preparation of resources and materials and can be beneficial to the class as a whole. Therefore, there is difficulty in identifying any limitations to the strategy.

A strategy that has been recognised by the Welsh Government (2012) as an effective strategy of improving speaking and listening skills is 'Talking Partners'. This approach has been influenced by the Vygotskian principles of developing and improving oracy skills that will later influence the ability to read and write accurately. According to Vygotsky (1962) children's language skills and experiences are linked to their

intellectual and cognitive development in a continuous spiraling process (Charlesworth, 2016). This intervention provides opportunities for child A to concentrate, develop play-skills, understand receptive language and develop the motivation and desire to communicate with others (Wilson, 2012).

Each skill can be enhanced through the delivery of various activities that relates to the pupil's interests, such as, singing songs, playing games, drawing, letter formation or taking photographs to record a sequence of event and reflect on them together. These activities will also enhance child A's fine motor skills allowing him to express language in various other forms, if oral language is developing significantly slower than expected (Benson and Lawson, 2017). Likewise, this strategy is influenced by the interests of child A and therefore, he will not recognise it as a learning process but as a joyful and fun activity, that will also enhance his cross-curricular skills.

It has been recognised that the intervention is a committed 10-week programme that also requires a teaching assistant to deliver the session, however, the setting includes 3 floater teaching assistants who are always at hand to help with interventions and extra sessions (Clark, 2005). A benefit of the strategy is that it has been recognised to have an effect size of 18 months on pupils oracy skills at the end of the 10-week programme (Welsh Assembly, 2012).

The implementation of all the above strategies and interventions will have a positive impact on child A's learning and development. To ensure the holistic needs of the child are met including well-being, attitude and views, a 'Gallery Wall' will be constructed allowing child A and other children to display work that they feel proud of, encouraging the practitioner to provide the well needed praise, building on their self-esteem (Robins, 2012). An advantage of this strategy is that it will encourage the pupil to work

harder in all tasks and express his skills in a simple and effective way, enhancing his confidence and over all well-being (Mercer, 2010).

Despite child A evidencing that his Mathematical skills are beyond the expected outcome, it is equally important to continue to enhance his skills and understanding further. Therefore, this can be accomplished by ensuring the interventions put in place include Mathematical aspects, as it will grasp the interests and attention of the pupil. A relationship with home and school would be beneficial, where child A is provided with a Mathematical booklet that can be completed at home to further enhance his skills.

Conclusion

Following the research project, it has become apparent that there is a need to consider the pupils holistic development cross-curricular when implementing interventions and strategies as children's skills in one area of learning can have a negative impact on other subjects. However, the research was conducted over a short timescale, which may have provided a less reliable source of outcome, as pupil's skills would be assessed in more detail over a longer period, making the data more valid than the current findings (Williams, 2013).

Despite using various data collection tools devised by the Mosaic Approach, it would have been beneficial to provide a more in-depth triangulation to the data by implementing a mixed method approach, where the pupils incerts and tests results are analysed to determine whether there is a clear correlation to data findings and statistical evidence, providing an extensive method of gathering evidence (Pernecky, 2016). Likewise, as a result of using the Mosaic Approach framework, it was difficult to allow the pupil to fully engage in the task due to his age and abilities. The pupil was

unable to draw the class map and therefore, it was the responsibility of the researcher to design the map and ask the child to identify the areas of most interest to him. Consequently, this limited the validity and reliability of the data as the pupil may have identified more areas on the map if available.

On the other hand, implementing both the Mosaic Approach and ASK model enabled the researcher to gather sufficient data on all aspects of development and learning for the pupil, and identifying effective next steps that would be most beneficial to the pupil, that would allow him to succeed holistically.

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Appendix 1 – School Consent



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

Yr Athrofa
Institute of Education
Adding i Gymro Education for Wales

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/senior mentor,

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, explore their learning in detail. The evidence that they need to gather could include:

- observation;
- asking the learner to identify places/things that help him/her 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 wherever 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): _____

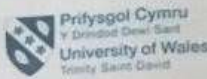
SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

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

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

Appendix 2 – Parental Consent


Prifysgol Cymru
 Y Ddwydd Ddeul Sant
 University of Wales
 Trinity Saint David

Yr Athrofa
 Institute of Education
 Addressing Learning / Education for Wales

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 [redacted] (pupil name),
I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed [redacted] (Parent/Guardian).

Date [redacted]

Appendix 3 – Child Interview What

are your favourite things to learning in school?

“I like learning numbers”

“my favourite thing to learn is maths”

“I really like drawing and colouring in my art book”

What resources do you like to use when learning?

“numicons”

“100 square, because it has lots of numbers on it and I am good at counting”

“lego, because I get to build things”

“linking dinosaurs, because you can learn to count to 50”

What don't you like learning?

“writing”

“reading because I can't do it and it's really hard”

What do you like doing or playing in the yard?

“I like playing on the climbing frame when it is empty”

“sometimes I like playing with my friends, but I like running around on my own, because I'm fast”

What areas do you like in the class?

“on the carpet playing with lego”

“maths area where I can put numbers together”

What areas don't you play in?

“I don't like the reading corner”

“I don't like being in the role play area if it is busy”

Appendix 4 - Interview with class teacher Is

it evident that Child A prefers one subject to another?

Child A's ability and understanding in math is much higher than literacy.

Child A always works beyond their expectation in Math, however, during literacy lessons, child A lacks concentration and understanding

Is there a difference in the work produced by child A in literacy and math?

Yes, child A produces excellent work in Math, more specifically number math.

In literacy, child A has difficulty recognising most letters and therefore this has a negative impact on his reading ability.

Is there one area of literacy that is poor for Child A or is it his overall ability?

Yes, child A has difficulty recognising letters and their sounds and therefore this impacts his reading.

Child A can write in sentences but requires lots of support from the practitioners.

During Octobers MIST (Middle infant testing) child A scored 'red' for 'writing', 'listening', 'sentence dictation' and 'reading' with a score/ age of 5.2 which is below his chronological age.

Child A often reverses letters, y d g i f.

Does child A have a preference to work individually or with peers?

Child A will turn to peers for help during literacy lessons and uses them as a form of scaffolding as he lacks the confidence to complete the task independently. However, during math lessons, child A is often the leader who is able and willing to help peers.

How does child A interact with others on the school yard?

You will often see child A playing alone on the climbing frame, once the frame gets busy, he will run around the yard or overlook peers playing.

Child A enjoys playing on the math resources painting on the school yard grounds.

What about his social skills?

He will often become more sociable when participating in activities that suits his needs and interests i.e. maths.

Does child A have much support at home?

Having taught his siblings, each child has had speech issues, and difficulty in understanding literacy.

However, all siblings have excelled in math.

Child A reading record evidences that parents often read with him.

Is child A eligible for FSM?

No, child A does not receive FSM.

What are your thoughts on child A's creative/ artistic skills?

As you can see from his art work, child A tries hard with his drawing, however, when drawing his family, child A needed to be reminded to include body parts such as arms, legs, hands and feet.

Despite trying really hard, he does not produce work of the expected level and his writing skills when analysing the work is poor.

Appendix 5 – MIST Test

11 3 19.

~~11 3 19~~ **2** 6 (5 7)

1 Draw a ring round the number three: 4 2 0 3 5 ✓

2 Draw a ring round the number ten: 6 10 11 15 9 ✓

3 Draw a ring round the number forty-three: 42 53 43 34 27 ✓

4 x x x x x x x x x Count how many crosses 9 ✓

5 Add: $4 + 3$ equals 7 ✓

6 Subtract: $5 - 2 =$ 3 ✓

7 How many days in one week? 7

8 How many pence in one pound?

9 Multiply: $3 \times 2 =$

10 Fill in the missing numbers:
 $9 + 5 + 6 =$

11 $12 - 3 - 0 =$

12 $14 + \dots = 21$

13 Divide: $12 \div 3 =$

14 Subtract: $\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$

15 Add: $\begin{array}{r} 27 \\ + 14 \\ \hline \end{array}$

16 Four 10p and two 5p make

17 How many minutes in one hour?

18 Tom had some toy cars. He gave 5 to Jim and still had 16 left. How many cars had he to begin with?

19 Fill in the missing numbers:
 $4 + 3 = 2 + \dots$
 $3 \times 4 = 6 \times \dots$

21 Arrange these three numbers in any order so as to make the biggest number you can. 6 4 9

The biggest number is

22 425 means 4 hundreds, 2 and 5 ones.

23 If $4 + 8 = 8 + x$ Then $x =$

24 Add: $\begin{array}{r} \text{£ } p \\ 6.77 \\ + 3.45 \\ \hline \end{array}$

25 Subtract: $\begin{array}{r} 560 \\ - 192 \\ \hline \end{array}$

GO STRAIGHT ON TO PAGE 3

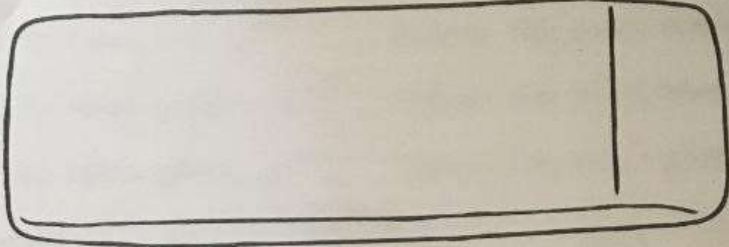
Page total

Appendix 6 – Maths

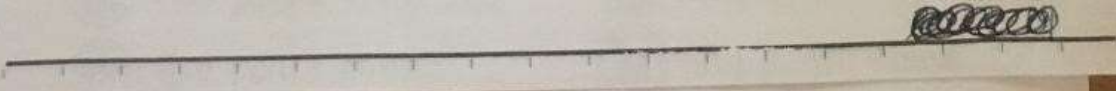
10 To use non-standard measures

Measuring Length Using Informal Units

Estimate and measure the length of the eraser using different uniform materials.



Unit of Measurement	Estimate	Measurement
Cubes	I estimate the eraser to be <u>10</u> cubes. ✓	The eraser is <u>7</u> cubes. ✓
Paperclips	I estimate the eraser to be <u>8</u> paperclips. ✓	The eraser is <u>5</u> paperclips. ✓
Counters	I estimate the eraser to be <u>8</u> counters. ✓	The eraser is <u>5</u> counters. ✓
Dominoes	I estimate the eraser to be _____ dominoes.	The eraser is _____ dominoes.



Appendix 7 – Math Money

LO To identify coins.




Colour 1p coins red. 

Colour 2p coins yellow. 

Colour 5p coins green. 

Colour 10p coins orange. 

Colour 20p coins blue. 

Colour 50p coins purple. 

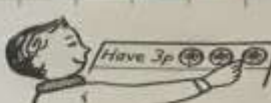


How many coins?

 one penny coins <u>4</u>	 ten pence coins <u>5</u>
 two pence coins <u>6</u>	 twenty pence coins <u>1</u>

Appendix 8 – Math Coins

Put on coins. Spend them.

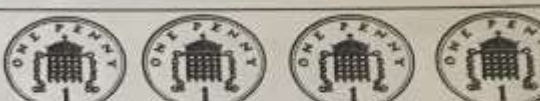
Have 3p  

Have 6p 

Spend 2p 4 p left ✓

Have 5p 

Spend 3p 2 p left ✓

Have 4p 

Spend 3p 1 p left ✓

Have 3p 

Spend 1p 2 p left ✓

** Well done you can give change*

Have 5p 

Spend 2p 3 p left ✓

Teacher's note: alternatively, pupils could cross out coins.

Page 23

Appendix 9 – Abacus

Adding 2, 3 and 4

$3 + 3 = 6$

$17 + 2 = 19$

$24 + 4 = 28$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$31 + 2 = 33$

$45 + 3 = 48$

$56 + 2 = 58$

$62 + 4 = 66$

$74 + 3 = 77$

$87 + 2 = 89$

Find the answers to the additions. Write the answers in the boxes.

ACTION Use a counter on the 100-square or a bead string to help.

THINK $25 + \square = 30$
 $35 + \square = 40$
 Write more additions like these.

13

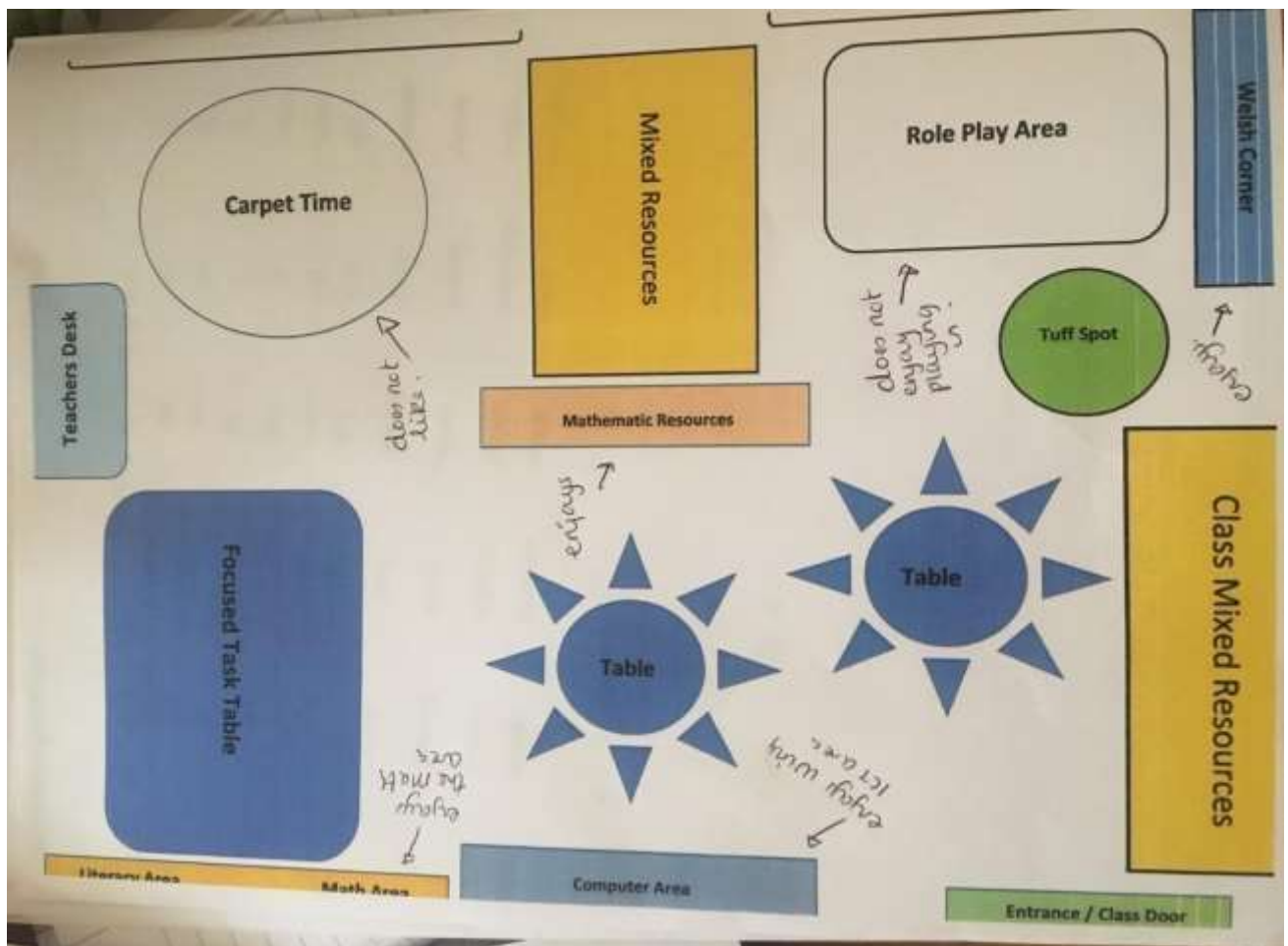
Appendix 10 – indoor pictures



Appendix 11 – outdoor pictures



Appendix 12 – Class Map



Appendix 13 – Reading Test

~~Reading Test~~

Burt Reading Test (1974) Revised

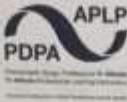
to ✓	is ✓	up ✓	he	at
for ✓	my	sun ✓	one ✓	of
big ✓	some	his ✓	or ✓	an
went	boys	that	girl	water
just	day	wet ✓	pot ✓	things
no	told	love	now	sad ✓
nurse	carry	quickly	village	scramble
journey	terror	return	twisted	shelves
beware	explorer	known	projecting	tongue
serious	domineer	obtain	belief	luncheon

R. Age 5 6

14 (W)

CHR Age 5 10

Appendix 14 Reading Log



APLP
PDPA

C11b

Reading record

Name of learner: Lucas Reading age (if known): 5.6 Chronological 5-10

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
30/4/19	Poor floppy. 1-5	Action Initial reading.	Need to practise more. Sounds every letter of every word. Practise high frequency words.
2/5/19	Poor floppy 5-end	Action Initial Reading.	Has been practising the high frequency words - able to recognise most 'could' 'what'.
3/5/19	A Present for Mum.	Fiction Initial Reading	Sounds every letter to blend a word. Guesses words by looking at images. Struggled with 'present' and 'thought'.
8/5/19	The boys party	Fiction	Read flashcards with vocabulary clearly. Good effort. Found some words difficult - such as sugar, baked, waited.

This form should be used after reading the school's reading policy, if available

Appendix 15 – Diary recount literacy writing

Observation – Literacy writing
Time: 9:30am
Activity: Writing a diary recount Child is expected to write a diary recount on his Easter holidays. Evidences low concentration levels throughout Low engagement levels Mixes capital letters and lower-case letters in sentences and words Asked teacher to write the sentence on the board to copy Has difficulty in copying word for word Demonstrated high levels of frustration throughout Lacked the understanding Poor pencil control

Appendix 16 – Initial sounds oracy task

Observation – Literacy oracy
Time: 9:50am
Activity: initial sounds Does not recognise various sounds such as c, k, t p, i and n. Evidences low concentration levels throughout Low engagement levels Does not contribute to the task Becomes easily distracted on the carpet Has difficulty in pronouncing the letter sounds Becomes very frustrated Lacked confidence in participating throughout Lacked the understanding Was aware of his inability to sound the letters

-

Appendix 17 Mathematical**Observation 2 Mathematics****Time: 9:00 am****Engagement and Involvement**

Child A	1	2	3	4	5
----------------	---	---	---	---	----------

Listening and Concentration

Child A	1	2	3	4	5
----------------	---	---	---	---	----------

Communicating ideas

Child A	1	2	3	4	5
----------------	---	---	----------	---	---

Collaboration and Discussion

Child A	1	2	3	4	5
----------------	---	---	----------	---	---

Understanding the task

Child A	1	2	3	4	5
----------------	---	---	---	---	----------

Staying on task

Child A	1	2	3	4	5
----------------	---	---	---	---	----------

Comments:

Worked independently
 Completed the task with little or no adult support
 High levels of concentration and engagement throughout

—

Appendix 18 outdoor play

Observation – Outdoor play – break time
Time: 10:30am
Activity: social skills and well-being Child A is happy to play alone He enjoyed playing on the climbing frame alone Enjoys playing on the 100-square painted on the school yard Did not socialise with peers Played with one child, however when another child joined in on the play, child A became withdrawn and left the play Seemed happier when on his own and in the Mathematical area of the school yard Sat and overlooked the children playing from the seated corner Withdrawn and anti-social Did not interact with peers

-

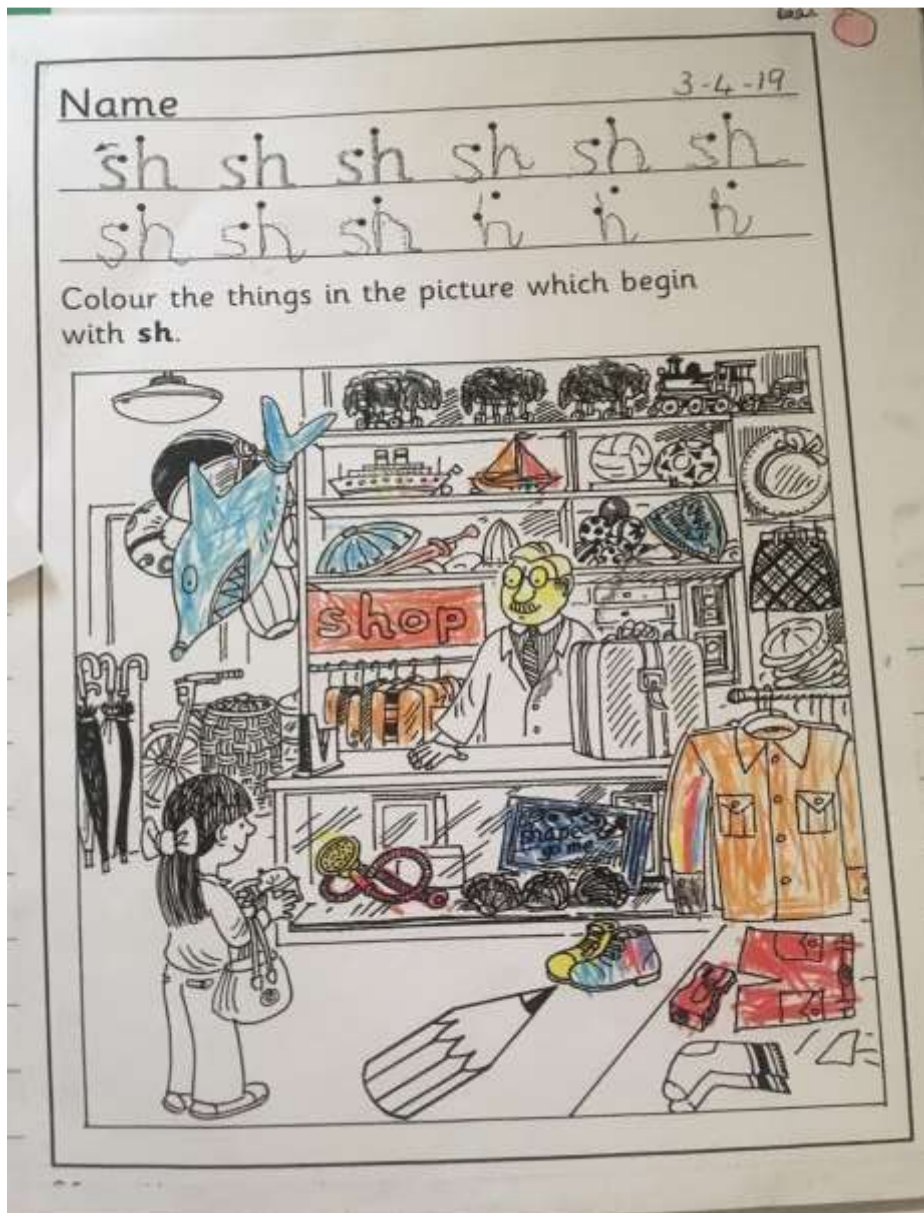
Appendix 19 Literacy work



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Appendix 20 literacy work

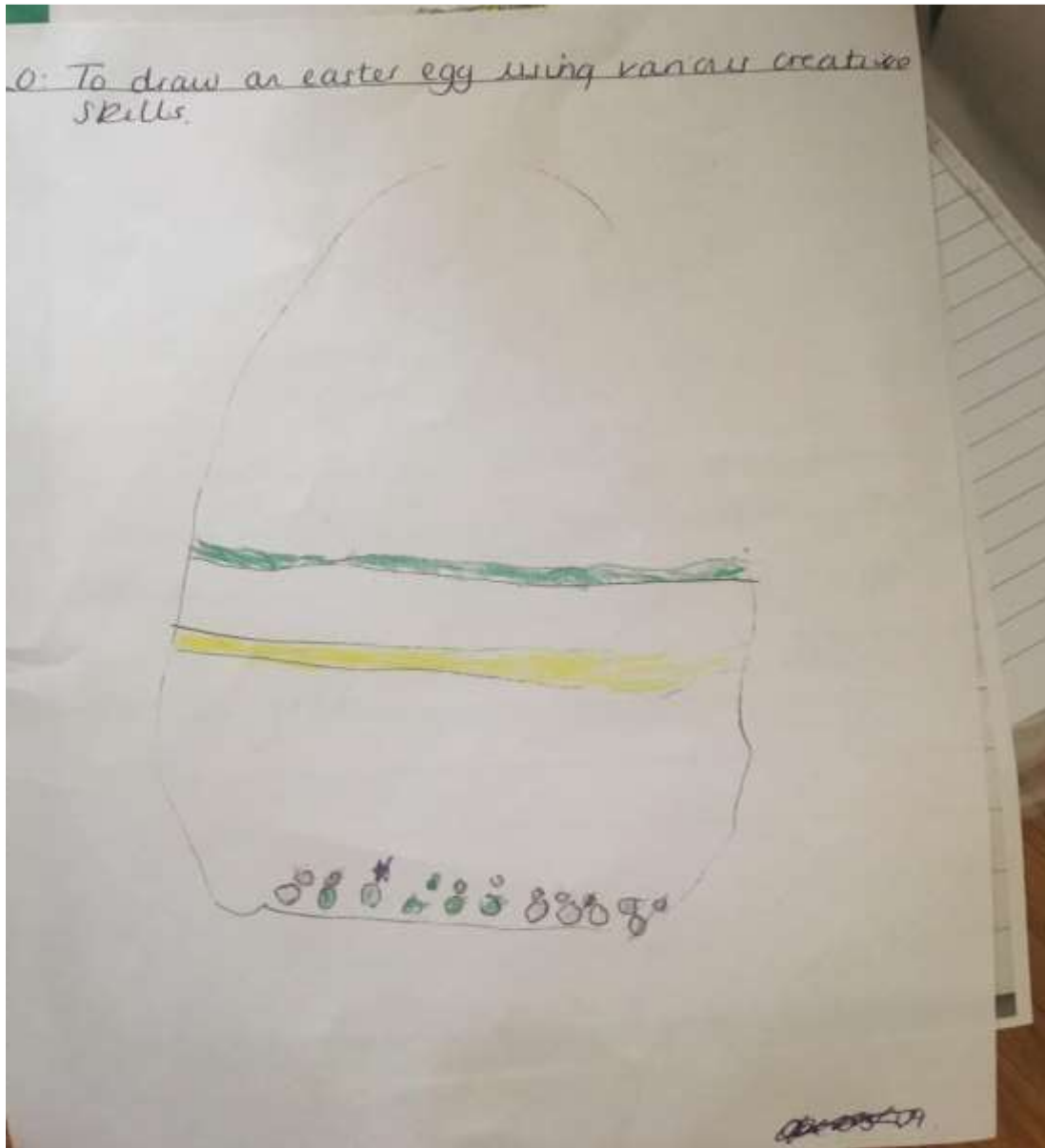


Appendix 21 Literacy work

Appendix 22 – creative



Appendix 23 – Creative



Appendix 24 – Welsh Observation**Observation** – Welsh oracy**Time:** 10:50am**Activity:** days of the week

He has difficulty pronouncing the words and sounds

Is asked to sound 'dydd' alone, however cannot pronounce properly

Despite having difficulty with the task, was confident and eager to keep trying Expressing some enjoyment throughout Was eager to learn new Welsh phrases. Participated in the task throughout

Enjoyed the song of days of the week

Listened to peers practising the words and sounds Tries really hard throughout.

Appendix 25 – Welsh work