

Student No. 1801774

WORD COUNT: 4,946

DAFYDD DAVIES



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Context

During my professional teaching experience 2 (PTE2) I focussed on one pupil to then analyse their holistic development and recommend next steps for learning. The school I was placed in for PTE2 is a large suburban primary school located in an affluent area of Bridgend County Borough in South Wales. The school has approximately 500 pupils on roll taught in 16 single-age classes. Approximately 10% of pupils are eligible for free school meals and 19% of pupils identify as having some level of additional learning need.

To maintain confidentiality throughout this essay the focus pupil will be known as Pupil X and the names of the school and teachers will also be omitted. Pupil X is a 9-year old male currently in one of the year 5 classes at the time of writing this essay. He is in the higher set for mathematics and has completed reading levels in the school so currently chooses his own books to read in school. Pupil X's parents are both primary school teachers in a different school in Bridgend.

In order to gain informed consent a letter was sent home to Pupil X's parents (Appendix 1) and written confirmation was returned to the school. This consent was acquired in line with the PTE2 school's policy. Permission from the school was also required to carry out the research (Appendix 2). As well as consent from parents, assent was also sought from Pupil X himself. The expectations of Pupil X for the duration of the data collection process was conveyed to him in a way he could understand and he was informed of his right to withdraw from the study at any point in time with no repercussions and he would not be identified in any data. All recorded data will be stored securely in a password protected folder on the University of Wales Trinity Saint David (UWTSD) cloud storage until I complete the Primary Postgraduate Certificate in Education course at which point, they will be deleted.

Methodology

In this study I utilise the mosaic approach as a data collection method. When working with children traditional methods of data collection may not be best suited. For example, a formal interview may be too long and arduous for children and they often find it difficult to express themselves in a way an adult can understand. Clark and Moss (2001) developed the mosaic approach as a way for researchers to collect data through a wide range of methods. Each data collection method employed during the process forms a “tile” which when pieced together into a “mosaic” can form a picture of a child’s development holistically. Whereas some traditional data collection methods can distort how much or little a child understands about their experiences, in this approach children participate as experts in their own lives (Langsted, 1994 cited in Clark and Moss, 2005). The researcher plays the role of the novice who must be prepared to not only listen but also learn from the child (Cowie, Huser and Myers, 2014) whilst prompting them to explore the way in which they make meaning from the world around them (Clark, 2005).

The main emphasis of the mosaic approach is to explore children’s interests, concerns, priorities and how they perceive their own lives through the combination of some traditional methods of data collection and through participatory methods (Clark, 2005). According to Cowie, Huser and Myers (2014) there is a greater potential for children to express themselves through participatory methods than through traditional methods alone which is a strength of the mosaic approach. This is because in traditional methods, interactions between children and adults often focus on conversation and written text which gives the power in these exchanges to the adult (Clark, 2005). However, to truly begin to understand how children and

young people think and how they feel we need to take careful account of their views of the world in a medium that is meaningful to them (Cowie, Huser and Myers, 2014).

The tiles of my “mosaic” will consist of:

- Photographs- taken and captioned by Pupil X
- Child conferencing or semi-structured interviews with Pupil X
- Observation notes
- Examples of Pupil X’s work

In my approach I will also utilise conferencing with Pupil X’s class teacher. This is important as it makes no sense to consider the child as being isolated in their views with their behaviours not being connected to anything or anyone else (Greenfield, 2011).

Participatory methods like those included within the mosaic approach have been found to facilitate children and young people to express themselves in more meaningful ways and allow them to have a voice about their lives and learning (Cowie, Huser and Myers, 2014). Another strength of the mosaic approach is that it involves a variety of participatory methods which the children can select from (Cowie, Huser and Myers, 2014). This allows the child a certain freedom of choice and hands the power to them in researcher-child exchanges. Although the use of a variety of participatory methods in the mosaic approach is something to aspire to in the research of children’s views, it can still be argued that the voices of children can be misrepresented or modulated through the analysis of the data (Groundwater-Smith and Downes, 1999). This draws attention to another limitation of using a multi-method approach such as the mosaic approach. Although the data gathered may be qualitatively valuable it can be overwhelming and complex (Cowie, Huser and Myers, 2014); this can cause data analysis to be time-consuming and difficult.

Analysis of Learner

When looking to select a focus pupil for the purpose of this essay I liaised with the class teacher to gain advice about using Pupil X. When speaking with the class teacher he informed me that Pupil X was not a low achiever but not one of the highest achievers in the class. However, Pupil X is a very hard-working pupil who is always polite and helpful to others. His class teacher informed me that Pupil X tends to regularly rush his work as he believes Pupil X may see being the first to finish his work as a demonstration of his ability in school. Unfortunately, as a result of this he often makes mistakes in his work where he really should not be. Following this brief conversation with Pupil X's class teacher I decided to use Pupil X as my focus as I found him an interesting student.

Following my own observations of Pupil X (Appendix 7 and 8) and a semi-structured interview with Pupil X's class teacher (Appendix 10) we both drew attention to the fact that Pupil X tends to rush through his work to try and be the first to finish. In the scientific community one reason for children rushing through their work in school is in the population of children diagnosed with Attention Deficit Hyperactive Disorder (ADHD) due to their reduced ability to focus on a task for an extended period (Thompson, Morgan and Urquhart, 2003). There was a surprising lack of research into this area regarding the general population of primary school children. Pupil X does not have a diagnosis of ADHD or exhibit any other traits commonly seen in children with ADHD. There are numerous websites, however, directed towards teachers, which deal with the issue of students rushing through their work. Other reasons for primary school children rushing their work could be; they are bored with the work, they are lacking energy to focus and want to get the work done, sees work as an

obstacle which is stopping them from doing other things (WeAreTeachers, 2015) or that finishing work first makes the pupil feel the smartest in the class (WeAreTeachers, 2015; TheOwlTeacher, 2019). Although these reasons are not verified in peer reviewed journals it is still valuable that the issue of children rushing their work is recognised in the teaching community.

According to TheOwlTeacher (2019) when students speed through their work they often complete work which is riddled with careless mistakes, of poorer quality and is presented in a slovenly way. Pupil X's work often encompasses the success criteria for the lesson but he often makes careless mistakes especially towards the end of a piece of work when he can see the end and loses focus on the actual task (Appendix 12). Also, Pupil X's handwriting and presentation is not as high a standard as other pupils in his class (Appendix 3, 5, 6 and 7) which could point to the idea that he is more focussed on completing the work than on ensuring it is presented neatly and legibly. The quality of Pupil X's handwriting may also signify that he has poorer fine motor skills (Volman, Van Schendel and Jongmans, 2006) than some of his peers. In a conferencing with Pupil X (Appendix 9) he highlighted that the thing he found most difficult about school was when he had to do lots of writing. He stated that after producing approximately a page of writing his hand starts to ache and shake and causes his handwriting to be worse. According to Volman, Van Shendel and Jongmans (2006) the best predictor for children with poor handwriting is a lack of hand-eye coordination. Pupil X however, plays numerous sports which require a certain level of hand-eye coordination such as rugby and cricket (County standard) which leads me to believe that this is not the issue causing his handwriting problems. An underlying weakness in the small muscles of the hand and wrist could be causing the issues with handwriting, an area usually targeted by

occupational therapists when providing handwriting intervention (McMaster and Roberts, 2016).

I also found out in informal conversation with Pupil X and his teacher that both Pupil X's parents are primary school teachers in a different school. It seems that Pupil X's parents have a big influence on him as in the conferencing between us (Appendix 9) he alluded to the idea that he was just like his parents on more than one occasion without them being mentioned by the researcher. According to Bronfenbrenner (1979) the inter-relationships that children have with their environmental systems is key in shaping their development. This means that family, homelife and, indirectly, parents' workplace will all be a factor in how Pupil X develops. It makes sense that if both parents are, themselves educators then they are likely to spend time with Pupil X at home engaging with his schoolwork and helping him develop his learning. This was confirmed by Pupil X in an informal conversation. According to Higgins and Katsipataki (2015, p.3) "parents play a vital role in promoting children's school success" and that parental involvement can improve pupil attainment in school by up to eight months (Higgins and Katsipataki, 2015).

In learning it is vital to engage in how attitudes, skills and knowledge effect the learning process because if one of these areas is lacking then this can inhibit development according to the A.S.K. model (Nottingham, 2013). Pupil X has a fantastically positive attitude towards learning in that he has a great desire to succeed and displays open-mindedness and curiosity in any subject (Appendix 8). This has most likely been instilled in him by his parents (Denny, 2011) who seem to also serve as a big motivation for Pupil X to succeed in his academic life. He enjoys sharing his schoolwork with his parents at home daily. Adult praise and reassurance also serve as motives for learning for Pupil X (Appendix 8 and 10). Bandura (1977) described

motivation as playing a key role in learning and development. Although this motivation serves to foster a positive attitude towards learning we must question whether wanting to succeed to please other people is really the most beneficial motive in the long term.

Pupil X is always willing to ask an adult for guidance when needed (Appendix 8, 9 and 10) which also exemplifies a positive attitude towards learning. However, he often asks for help or guidance when it does not always seem relevant. This could be a sign that, although he tackles schoolwork in earnest, he is not as confident in his ability as he portrays. For example, in most maths lessons, activities are differentiated in a “chilli challenge” whereby the pupils are given the choice to choose the difficulty of challenge based on how confident they feel about the lesson content. Pupil X almost always chooses the lowest level of difficulty initially and seeks praise from the teacher upon completion. Although he counts mathematics as one of his favourite subjects (Appendix 9) he lacks the confidence to challenge himself and in doing so may not be getting as much out of maths lessons as he is capable of getting. This lack of confidence could be another reason why he seeks adult praise and reassurance so readily and could impact his health and well-being as he has the potential to develop his self-regulation and become more independent. This will allow him to take more measured risks and a crucial aspect of being successful is knowing when and how to take measured risks (Miller and Byrnes, 1997).

It is also important that we observe Pupil X's skills including social, physical, communication and intellectual which will all have an impact on his learning according to the A.S.K. model (Nottingham, 2013). He displays great social skills which I have drawn attention to in my lesson observations (Appendix 7 and 8) and has also been highlighted by his class teacher (Appendix 10). In the photographs Pupil X took using a tablet he included a display in

the class which reflected the personalities of his peers (Appendix 11) and he identified this as an important part of school and his learning as it helps him to build relationships and understand other people. The fact that Pupil X acknowledges this as an important factor in his learning shows that he has an awareness of the significance of social skills. Social skills allow us to build rapport, work together as a team and encourage others (Nottingham, 2013). Pupil X very much demonstrates these skills daily but more so when observing him in a cricket competition. Pupil X was able to influence and encourage his teammates by listening and responding appropriately and showing his peers respect demonstrating good social and communicative skills. His love of the social side of school was drawn on in an interview with his class teacher (Appendix 10) and Pupil X himself mentions socialising with friends on numerous occasions during his interview (Appendix 9). Overall his physical skills are good and he enjoys being active, the only limitation in this area is the aforementioned fine motor skills which may be the cause of his poor handwriting. When looking at the intellectual skill required for learning proposed by Nottingham (2013) Pupil X exhibits the ability to ask relevant questions and generate theories of his own (Appendix 3 and 6) however, he is currently limited in his ability to draw conclusions without help or guidance. This could link to a lack of confidence and less risk-taking ability associated with Pupil X wanting to get everything right first time.

During the child conferencing with Pupil X (Appendix 9) he highlighted that he really enjoys the outdoors and being active and he always disliked sitting for long periods on the carpet in previous years at the school. He also took photographs of the “trim trail” and the outdoor classroom as important areas to him in the school (Appendix 11). This reveals that Pupil X has a real fondness for the outdoors and he stated a benefit of having outdoor lessons is that it helps him to be more alert and that it is “refreshing”. However, the outdoor

classroom is currently cordoned off due to maintenance and safety issues. This could be having a detrimental effect on Pupil X's learning as well as his health and well-being. Outdoor learning has the potential to improve pupils' ability to think critically and creatively and improve performance on national tests (Dyment, 2005). Outdoor learning has also been linked with deeper levels of learning and understanding (Laevers, 2000).

Pupil X is a hard-working and enthusiastic child with a strong attitude towards learning and good skills all round to support his learning. He enjoys the outdoors and the social aspect of school. He is motivated to succeed in all areas of learning and seems to have good support systems in place through a close group of friends, family members and school staff. However, there are some limitations which may be affecting his learning and development in different areas. The limitations I will be focusing on and discussing next steps for are as follows:

- Poor handwriting and presentation of work which impacts his language and literacy, science, mathematics and numeracy and Welsh.
- Reduced risk-taking and self-regulation causing him to seek constant reassurance and praise. This could stem from less confidence in certain subject areas such as mathematics and numeracy. Pupil X needs to plan and monitor progress of how to be successful in activities with greater independence.
- Rushing through work which seems to be a result of wanting to be the first to finish so he feels the smartest in the class and that he will make his parents proud. This has an impact on all areas of the curriculum.
- Reduced outdoor learning time which may be impacting his well-being and may cause a reduction in the opportunities for outdoor experiential learning.

Next Steps

One important way to modulate the speed a pupil gets through their work it is often for the teacher to tell the class how long a piece of work should take them and why (TheOwlTeacher, 2019), this can work as a foil for the rushing student as it teaches them time management. However, Pupil X seemingly rushes work either in order to feel like he is the smartest in the class or because he knows that if he finishes his work he is more likely to get chosen to carry out a task for the teacher. Pupil X's class teacher refers to the fact that Pupil X relishes responsibility and enjoys taking on a role for the school (Appendix 10). For a pupil who enjoys adult praise and reassurance this is a strong motivator for getting his work done and out of the way. If this is the case, then strategies need to be put in place to slow him down. One strategy is to issue him a 'speeding ticket' (TheOwlTeacher, 2019; TeachHub, 2019). If Pupil X subsequently rushes through his work and on inspection it is riddled with mistakes and poorly presented, then the speeding ticket can be issued. This ticket lets them know that they have done their work too quickly and not taken due care in completing it and should inform them ways to improve their work. It must now be redone, at home if necessary, with an emphasis on quality of work. Pupil X's class teacher emphasised that he needs to focus on quality and depth of his work, and this could be a way forward to help him accomplish. A limitation of this is that it has not been tested scientifically in a randomised control trial as a method for slowing down rushing students but more of a recommendation by teacher run websites. Therefore, it is difficult to know the true effect this strategy will have. Also, the issuing of a 'speeding ticket' can be a negative strategy, punishing the pupil who takes less care.

An alternative method could be giving Pupil X individual success criteria making expectations clear. This can be coupled with a checklist to prompt him to proofread, assess and edit his own work (Welsh Government, 2015), an area in which Pupil X is currently lacking. This individualised approach, according to the EEF (2019a) has a moderate effect on learners based on moderate evidence and is relatively cheap to employ. However, this method may require the learner to be more independent in their own learning, another area in which Pupil X is limited. This method could be used as a training tool to initiate in Pupil X the skill of proofreading and editing work. Working on this skill will improve the quality and depth of work produced by Pupil X in all subject areas including English writing, Welsh writing, science, topic work and art.

The next area Pupil X needs to improve in order to develop is his handwriting and presentation. The year 5 skill to work towards is the production of legible, cursive handwriting with greater fluency (Welsh Government, 2015). Although Pupil X's handwriting is often legible, he rarely writes cursively (Appendix 3, 4, 5 ,6 and 12) which effects the presentation of his written work in all areas. Legible and fluent handwriting is still an important life skill even in an age where computer word processing has escalated. Handwriting difficulties do not resolve without some sort of intervention according to Feder and Majnemer (2007). Pupil X's school follows the Penpals handwriting scheme but during my time in the class I rarely witnessed this in action. This may be because much of the class do not require cursive practice but for pupils who do require it supplementary individual handwriting instruction has been found to have merit (Feder and Majnemer, 2007).

By involving Pupil X's parents to support him in practicing his handwriting at home it will act as a motivator for Pupil X to work on this area as he seems to constantly want to make

adults and parents proud to gain praise. Pupil X's parents already engage well in his schoolwork and he enjoys sharing good pieces of work with them. As primary educators themselves they will be able to confidently and effectively support this practice at home. The evidence on the impact of parental involvement on children's progress is extensive however there is a lack of strong evidence (DoE, 2010). By focusing on handwriting at home this takes the focus off improving handwriting in the classroom which can cause focus to be lost in other areas of writing such as spelling, punctuation and grammar for example.

By Pupil X's own admission, he finds writing for up to a page of text difficult and his hand starts "shaking and aching". This could be recognised as motor function in his hand and wrist starting to fatigue highlighting a weakness in fine motor skills (Case-Smith, 2002). Therefore, to gain advice and strategies to improve strength and fine motor skills a referral to occupational therapy (OT) services may be required. OT fine motor services have been found to improve letter legibility and fluency of movement (Case-Smith, 2002). Although Pupil X's handwriting may improve if he slows down his work it is important to have strategies in place to support handwriting as well.

The new curriculum for Wales has a dedicated area of learning and experience (AOLE) for health and well-being. The AOLES are split into progression steps for each 'what matters' statement. Self-regulation features heavily throughout the new health and well-being curriculum document and describes self-regulation as learners becoming more independent and competent as they develop (Welsh Government, 2019). According to Baumeister and Vohs (2004) one aspect of self-regulation is to devise a target, plan a strategy to achieve it and monitor and evaluate your own progress. Pupil X is hard-working and tackles all tasks in earnest but as previously mentioned he often seeks adult reassurance, guidance and praise.

By developing his ability to self-regulate this will, in turn, have a positive effect on his ability to take measured risks and think critically about his own work and learning and adjust accordingly. Self-regulation often goes hand in hand with metacognition and are both central to good learning and development (Welsh Assembly Government, 2008). Metacognition concerns the learner's ability to have control over their thinking and learning how to learn best (Grigg, 2015). For Pupil X to develop he needs to plan the process or method to be used independently and to evaluate learning and thinking strategies for future use (Welsh Assembly Government, 2008) to develop his learning.

By teaching different planning strategies such as mindmapping, flow charts and storyboards and encouraging reflection on each task the two areas for development in the previous paragraph can begin to be worked towards. Encouraging reflection on its own is a very important part of developing metacognition and self-regulation. A program called ReflectED funded by the EEF encourages reflection in primary schools and mathematics progress was equivalent to an additional 4 months based on very secure results (EEF, 2019b). However, a programme such as ReflectED would work better as a whole school initiative to include it in school culture rather than aimed at individual pupils. By improving Pupil X's self-regulation and metacognition this could decrease the number of mistakes made in work including mathematics, English and science, it will slow him down as he continues to monitor his progress and improve the presentation of his work.

Pupil X loves the outdoors and being active and stated that he used to hate sitting still for long periods of time (Appendix 9). However, due to the dilapidation of the school's outdoor classroom the regular opportunities for outdoor learning have declined in recent months. This lack of regular outdoor learning could have a detrimental effect on pupils' health

and wellbeing (LOTIC, 2019), especially on Pupil X who is already a lover of the outdoors. The benefits of outdoor learning include not only improved health benefits but also improvements in resilience, self-esteem and confidence have been observed (Austin, 2017). An increase in confidence and self-esteem can help Pupil X to gain more independence and take measured risks in the classroom. Both low and high achievers stand to benefit from outdoor learning through experiential learning opportunities which add value to everyday lessons in the classroom (Austin, 2017; LOTIC, 2019). Outdoor learning would enable Pupil X to experience direct, hands-on learning which would serve as a great motivator for learning (Waite, 2009). Even though Pupil X has a good attitude towards learning his motivation seems to stem from the praise he will receive from adults (parents and school staff). If his motivation instead stems from the love of learning, then this could improve his confidence and independence to develop.

There are potential barriers to outdoor learning however, such as a full curriculum and an overcrowded timetable for the school to access outdoor learning. In the next academic year the school is dedicating one of the teachers to delivering outdoor learning across the school in a range of subjects which will be a positive for Pupil X as well as other pupils in their holistic development. Also, with the new curriculum for Wales, schools will have more freedom to deliver learning in a way which suits the AOLE best. This could allow for greater flexibility to include outdoor learning more often in each term.

Conclusion

During this process of data collection using the mosaic approach and analysis of Pupil X's learning we can deduce that Pupil X is achieving a generally high level academically. He

exhibits level 4 skills across the curriculum and regularly demonstrates level 5 skills. Pupil X has completed the reading scheme and now reads books of his own choosing and enjoys reading. He has good support systems in place through a tight-knit group of friends and an engaging family. A variety of data was collected using both participatory and traditional methods, in-keeping with the mosaic approach. Then again, learning never ends and there are always ways for a person to develop their learning. In Pupil X's case it has been suggested that he focus on slowing down to limit mistakes and take time to plan, monitor and evaluate his work in all areas. This will allow him to learn more about how he learns best, apply it in all subjects and reduce the need for adult reassurance and praise. Pupil X also needs to be given more opportunities to learn in the outdoors through experiential learning which improves confidence and adds more value to skills learnt within the classroom; this will also aid his understanding of concepts and procedures across the curriculum. Furthermore, by developing his handwriting and presentation it will enable him to develop more fluency and legibility without rushing his work. With these strategies in place it could allow Pupil X to learn and develop holistically.

By giving power to Pupil X in playing an active role in data collection it allows him to communicate his thoughts and feelings in a more meaningful way to him (Clark, 2011). The data collected allows us to learn about Pupil X's learning through a number of different lenses including Pupil X, the class teacher and the researcher. Although the data gathered was qualitatively rich it could have been made even more so by adding in some more processes. For example, the photographs taken by Pupil X of his favourite and most important things in the school which help him to learn provided a valuable insight into his learning. However, to gain a more comprehensive picture Pupil X could then have been asked to rank these pictures in using a diamond 9 ranking system to promote discussion and reflection of learning (Clark,

2012). Also, if Pupil X was to be interviewed for a second time at the end of the data collection process then we could have discussed what he thinks should be changed and what could be kept the same to help him develop further in his learning. According to Bronfenbrenner's (1979) the impact of family members on a child's development can be significant. It could be useful to include interviews with parents in order to gain a more holistic and intricate picture of Pupil X and his learning.

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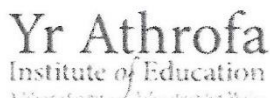
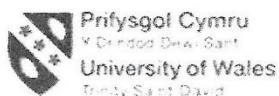
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Appendix 1 – Parent consent form



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 2 – School consent form



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 identify 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): DAFYDD DAVIES

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

R.P. Jones

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 3 – Writing an interview

Thursday 16th May

LO: I can ask and answer questions about the past.

Questions	Answers
1. What symptoms of the plague have you got?	I'm suffering with many sores that burst with puss. I've got a raging fever, headache and I'm coughing up blood.
2. What cures have you tried?	I've tried sniffing roses and lavender and ~~they~~ ^{still} haven't worked.
3. When did you get the plague?	I got it 2 weeks ago.
4. Are you in pain?	Yes, I am in some pain.
5. Do you think your doctor helped?	Not at all.
6. Do you think god caused the plague?	Yes, I really do.
7. How many people have you lost in the village?	1 million people have died of the plague.
8. Did you go to church yesterday?	No, I couldn't be bothered.
9. Where are you feeling your pain?	I am feeling the pain in my gut.
10. Are you feeling any other symptoms?	Yes, I am feeling a fever.

Appendix 4- Maths

10419
h.o: Angles in a triangle
P149

1.

$\angle A = 96^\circ$	24		
$\angle B = 48^\circ$	48		
$\angle C = 36^\circ$	48		
<u>Total = 221</u>	<u>180</u>		

2

		191
		180
		90
		<u>461</u>

total = 189

$\angle A = 45^\circ$	45	35	
$\angle B = 68^\circ$	76	104	
$\angle C = 76^\circ$	70	70	
	191		

total = 189

		102
		180
		152
		<u>434</u>

total = 91

$\angle A = 49^\circ$	48	49	
$\angle B = 28^\circ$	105	76	
$\angle C = 104^\circ$	27	22	
	90	152	

total = 91

more care with your measuring
 Protractors aren't
 easy...

2. I noticed they are same for all.

3.

$a = 44^\circ$
 $b = 90^\circ$
 $c = 46^\circ$
 Total = 185 (?)

Appendix 5- English writing

~~Tuesday~~ Tuesday 17th January

The Terrible Monster Returns!

Along time ago in a galaxy far far away, there was a man called Darth vader and he came up with a plan. His plan ~~contained~~ ^{was}, he ~~made~~ would make 2 rovers and send them to Mars to grow N-seeds because Darth vader is low on food sources so sends them to Mars.

Meanwhile on Mars ~~5~~ razor and Junkman were planting N-seeds ^{which} were not working. Then when they had scouted the planet Junkman and razor came across a ~~cave~~ cave and in the cave there was a cage and in the cage was a figure and the figure was a monster and the monster's name was the undefeated indoraptor. Razor ran away leaving Junkman alone, with the indoraptor. Suddenly the indoraptor ~~struck~~ ^{CK} and knocked Junkman out with one swipe of a ~~claw~~ ^{claw} and dragged him in the cage and said "mhm Super for me" he ~~murdered~~ ^{murmured}.

After ~~meanwhile~~ ^{meanwhile}, on the ship Darth vader has had a message of razor and the letter said, Please master come and help me get Junkman because we run into the under Geethel indoraptor" and that is what the letter

Try to add
some more
description
of the fight

So that led him all the way down to
Mars and he found razor hiding in fee
what are you doing? Said Darth vader, hide
Said Razor. Then ~~Razor~~ Meanwhile in the
cage the Beast was about to tuck in
when. Darth vader comes in and fight
with the indo raptor and kills the ino
raptor and Saves Junkman.
The End ✓

Prologue (Epilogue)

So in the End Razor, Junkman and
Darth vader got back to the ship and
lived Happily ever after. ✓

Well done Tomos.

You've worked hard as always to get
some imaginative ideas down in
the story. Try when you redraft to
start down and add more detail
to paint a more detailed picture
of the story.

Appendix 6- Science evaluation

Thursday 16th May

LO: To write an evaluation.

Introduction:

During this evaluation I will be discussing my work and the castle I made during the lesson. I will be analysing the sense of the castle and highlighting the positives, negatives and some areas for improvement and development for it.

(Positives)

Introduction:

In this evaluation I will be discussing my sand castle trip to Ror Bay and I will be analysing all the parts of my sand castle. The castle has a village with people with a well where the creator is, the whole village and the castle.

Positives:

I was really excited for the trip and to exhibit sand castle. I was a fast for thinker and built a draw bridge and worked a treat. I made sure I was ready for the trip. I used some skills I used: design, planning and teamwork. The reason is because good at all of the skills.

Negatives:

I was not pleased with the moat around the village because it all collapsed in. I was not pleased about the walls because

were rushed ~~(because)~~

Improvements:

If I were to build the sand castle I could improve castles I would spend more time on something like the moat and the village ✓

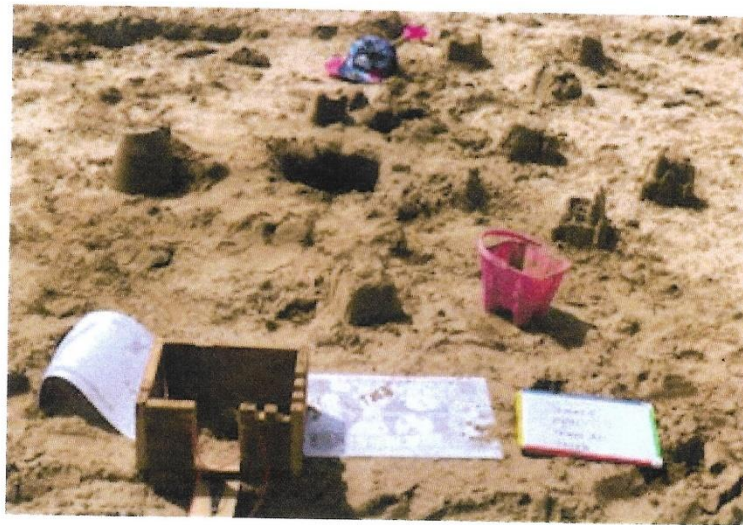
I think I could get some pebbles next time ✓

I think I could improve on the Build ✓

Conclusion:

The castle itself needing improving and overall it was very fun.

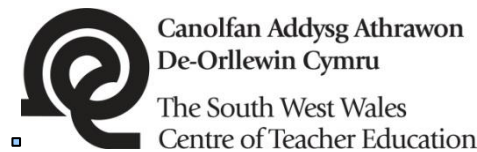
I would change the moat and change its walls. I would keep the well. ✓



Good work [redacted] Excellent reasons used.

Δ

Appendix 7 – Lesson Observation 1 (Welsh)



Learner Observation Form

Name of learner(s): [REDACTED]

Class: Year 5

Time: 14.00am

Date: 16/05/19

Activity: Welsh- Teledu

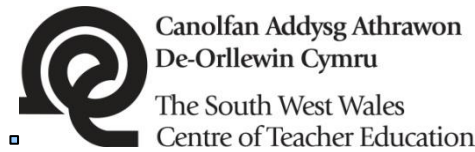
Comments

- Worked collaboratively in a small group to complete a task.
- Really enjoys Welsh and able to give extended answers to questions confidently.
- Happy to help other pupils in completing sentences or asking questions.
- Very enthusiastic.
- Did not need any reassurance in this lesson.
- He exhibited good social skills in group work by responding to other appropriately and encouraging other members of the group.
- Engaged well in all activities.
- Expresses thoughts and ideas clearly through good use of welsh language.
- Handwriting is legible but untidy and not in cursive.

What needs to be done to move the learning on?

- Make welsh task more challenging for him as he is very confident in this area
- Set up a help desk in class which he can oversee for welsh lessons. Other pupils can go to him for help and advice to help further develop communicative skills.

Appendix 8- Lesson observation 2 (Maths)



Learner Observation Form

Name of learner(s): [REDACTED]

Class: Year 5

Time: 11.00am

Date: 13/05/19

Activity: Fraction word problems

Comments

- Worked well with a peer to complete a task in a pair and communicated effectively to explain an answer.
- Able to verbalise reasons behind choices.
- Demonstrates little confidence in own ability and asked for help when needed. Sometimes exhibiting a defeatist attitude.
- Chose the easiest level of differentiated worksheets even though this was well within his ability.
- Sought praise in completing each task that was set.
- Engaged well in all activities.
- Expresses thoughts and ideas clearly through good use of language.
- Showed real enthusiasm to answer questions posed to the whole class. First to have his hand up each time.
- Seemed to be trying to race his peers through his work to be first to finish and seemed proud to be one of the first to complete a task. Eager to know what he can do next.
- On checking his work he started well but as he got to the end of a task he made more and more mistakes.
- Presentation of work in his book is scruffy.
- Exhibited open-mindedness and curiosity when exploring new processes and procedures

What needs to be done to move the learning on?

- Encourage [REDACTED] to take on the next difficulty of worksheet in order to challenge himself.
- Needs to slow down and monitor his progress and check over his answers.

Appendix 9- Pupil Conference**Pupil Conference****Preamble**

I would like to have a little discussion with you now about school, your learning and what you like and dislike. Even though I have had permission from your parents to have this chat with you, it is important for you to know that you have just as much say in this as anyone. Firstly, it would be really helpful to me if you could have this conversation with me, but you do not have to participate if you do not want to. Secondly, if there are any questions you do not want to answer then let me know and we can move on to the next. If at any point you want to stop the chat then all you need to do is say and we will stop and that will not be a problem at all. It is important that you know that I will not use your name in any of the things we talk about and nobody will see what I write apart from myself and my teachers at university. After I finish my course in university, all the information I have collected from you will be deleted.

Do you understand everything I have said to you? Is there any questions you would like to ask or anything you want me to go over again before we begin?

Questions and answers

Question	Answer
1. Why do you come to school?	To learn and make new friends
2. What do you like best?	My teachers, what they teach me, playing with my friends. I really enjoy maths, I think that is my favourite subject.
3. What don't you like about being here?	When we were in year 3 we used to have to sit on the carpet for ages. I didn't like that.
4. Who are your favourite people?	*class teacher's name*, *lists 7 friends names* because they are all really kind to me and helpful.
5. Who don't you like?	I don't dislike anyone really.
6. What do teachers and adults do at school?	They teach us subjects like maths, science etc. They help us when we need it. They organise everything and take us on school trips. They show us how to play sport and tell us about healthy eating.
7. What should adults do at school?	I think they should give us more reading time in school because I really like reading.
8. Where is your favourite place in school?	The big bank outside. I really enjoy rolling down it. We play there most break times. I love being outside in the fresh air, I'm exactly like my dad in that way.
9. Which part of school don't you like?	There is a really narrow, small space over there *points to a corner of the playground*. I don't like that because I'm a little claustrophobic. My mum is like that too.
10. What do you find difficult?	I find it hard when we do lots of writing. Like about a page of writing or more. My hand starts to ache and shake if I write for that long and I find it difficult.
11. What has been your best day in your current class?	My first day in class. Since that first day *class teacher* has helped me with everything I have ever been stuck on.

Appendix 10- Teacher interview

Class Teacher Interview

Question	Answer
1. What do you think *pupil X* feels about being at school?	He grabs the challenge of school with both hands. He relishes everything. He is always enthusiastic and tackles any task or activity earnestly. This is sometimes a downfall for him as he almost finishes a task before he starts. He needs to slow down and plan. If he aims for more quality in depth and accuracy and the presentation of his work in maths, science and English especially then he will go far. He enjoys the social side of school very much as well and has a good group of friends. He volunteers for any clubs and teams in school. He is currently in the cricket and rugby team as well as the class representative for the school sports council. I genuinely believe that he loves school.
2. What would be a good day for *Pupil X* in school?	Pupil X relishes responsibility and being given a role e.g. helpwr heddiw, completing tasks to help others so any day where this takes place would be good for him. He works really hard and likes to succeed so a day where he has been successful would also be good.
3. What do you think would be a bad day?	A bad day would be just the opposite of the answer to previous question. He enjoys getting praise and always seeks adult reassurance. So being overlooked for a role or responsibility or being unable to get reassurance would be a bad day for pupil X.
4. What sort of day do you think *Pupil X* had today?	It was school photos today so he really enjoyed having photos for the various clubs and teams he is a member of. I think this gives him a real sense of pride and belonging. However, he wasn't feeling well this afternoon so was quieter than usual but he still remained enthusiastic in the classroom.

Appendix 11- Photographs

Photograph taken by Pupil X	Caption written by Pupil X
	Jigsaw display- Each member of the class designed their own jigsaw piece to show their personality. The display helps me to understand other people in the class and helps me build friendships (Aware of resources and displays in class can be used to build social skills and relationships among peers).
	Diamond 9 class rules- Reminds you of the class rules and how to act in class and helps you to learn.
	iPads and laptops- Helps us to research things in more detail (enjoys using digital devices to investigate topics and find out things in more detail that can be shared with the class).
	Books in class (these were on the current class topic)- Gives you more information about a topic to help you with work if the iPads and laptops are in use (In an increasingly digital age he still recognises the merit of books to find information).

	Outdoor classroom- I find it very refreshing to learn outdoors (on further questioning he meant this quite literally in a physical sense, he felt it makes him more alert and able to learn better). The outdoor classroom isn't being used at the moment because it is starting to fall apart.
	Trim trail- wooden obstacles out in the yard. They help us to learn to improve balance (recognises them as a tool to improve physical skills).
	Welsh posters and displays around classroom- helps me when doing welsh work to use the right words and helps me to learn what welsh words mean because they are on show all the time. Used regularly during welsh lessons and during helpwr heddiw sessions.

Appendix 12- Maths Fraction word problems

1. a 60 words ✓

b $\frac{1}{10}$ and 40 words ✓

2. a £50 ✓

b £25 each ✓

3. a 60 children ✓

b 10 children ✓

4. a £300 ✓

b £100 ✓

5. a 30 mins x 50 mins

b 30 mins x 10 mins

6. a 60g x 1200g

b 30g x 600g

c 10g x 200g

7. a 10 $\frac{1}{10}$ for bag

b half of 10 is 5m ✓

c $\frac{4}{10}$ of 10m = 4m ✓

8.