

Assignment Title:

School Development and Pupil Progress

Word Count: 4,197

Introduction

This assignment aims to give a detailed analysis of one child's holistic development, focusing on their mathematical and language development, wellbeing and other areas of learning. I will be following the learner's progress in these areas and considering the appropriate next steps for the learner.

The school where the research took place is located in Pontypool, Torfaen. It is a maintained primary school for 473 pupils aged three to eleven years. The school has eight classes containing two year groups, including a Nursery. Currently around 29.8% of pupils are entitled to free school meals. This is above the national average for schools in Wales. The school has identified 16% of its pupils as having additional learning needs and currently no children with statements. Most children come from English speaking homes and very few children have English as an additional language. 9% of pupils are from gypsy and Traveller backgrounds (Estyn, 2014). According to the school data, an overall percentage of 89.8% of pupils achieved the expected outcome in the Foundation Phase areas of learning (My Local School, 2017). The Schools name will not be referred to during this assignment, to protect its identity and anonymity.

Prior to undertaking this research, the class teacher and the chosen learner were made aware of the assignment aims and permission was obtained from the class teacher in order to gather data and proceed further (Appendix 1). Following this, it was essential that informed consent was gained. This was done verbally with the learner stating whether or not she was happy to proceed. The learner was made aware that she was able to withdraw at any point and refuse to participate without any consequences. This was to ensure the rights of the child were respected at all times, Article 3 from The United Nations Convention of the rights of the Child (UNCRC) states 'The best interests of the child must be top priority in all decisions and actions concerning the child' (UNCRC, 2018). For this assignment the chosen learner will be referred to as Child A. This is to ensure the learner's identity remains anonymous at all times. This will uphold the ethical guidelines set out by the British Educational and Research Association (BERA) who clearly state "researchers must recognise the participants entitlements to privacy and must accord them rights to confidentiality and anonymity" (BERA, 2011:p7) as well as following the ethical guidelines of the University.

Child A is a six year old girl in a year one class of 60 pupils, with two class teachers running the large class. The classroom holds a focused group teaching approach where pupils work in small groups throughout the day with different members of staff. When pupils are not participating in focused tasks, they are freely able to choose the planned continuous and enhanced provision activities inside and outside of the classroom. Child A is currently working at an Outcome 4a in literacy, outcome 5c in numeracy and an outcome 4a in personal and social development. Child A is recognised as a bright and capable learner who has the potential to obtain outcome 5's in all areas of learning by the end of

the academic year. However, challenges have been recognised which could potentially effect the learner meeting her full potential by the end of the year. This will be discussed further and next steps will be considered in order to support the learner reaching their full potential.

Data collection

The methodology used was the Mosaic Approach, which was developed to explore the voice of the child. The Mosaic approach allows children to create a picture of their lives through their own eyes, Clark and Moss (2005). The Mosaic approach puts children's opinions at the centre. This is underpinned by the United Nations on the Rights of the Child (UNCRC), where Article 12 (2018) states that "children and young people have the right to opinions and for these opinions to matter. Children and young people should be considered when people make decisions about things that involve them". This emphasise the importance of listening and involving learners in being part of their own learning experiences and in this instance through the Mosaic approach. When conducting research and collecting data, it is important to ensure that ethical issues have been considered. Before data was collected BERA guidelines (2011) and the UWTSD Ethical guidelines and code of practice (2017) were adhered to at all times to ensure ethical issues were minimised. All of the collected data was stored securely in accordance with the Data Protection Act (1998) to safeguard the confidentiality of the chosen learner and the research school.

The data was collected over a week, where the focus was to explore different approaches of the Mosaic approach. This included, observations, a learning walk, interview, reading, map-making and drawings. From these observations, qualitative data was gathered and data was explored to gain a view on how the learner perceived the learning environment. Bell and Waters claims that "researchers adopting a qualitative perspective are more concerned to understand individuals' perceptions of the world (2014:p9). Although, Johnsen and Christensen (2014) argue that qualitative methods of data collection produce large quantities of information and important themes can be overlooked due to the complexity of the data. However, the Mosaic approach was used to ensure that the learners were able to share and express their views and opinions of how they learn.

The Mosaic approach is a multi – method approach, in which children's own photographs, tours and maps can be joined to talking and observing to gain deeper understanding of children's lives (Clark and Moss 2011:3) .Some of these individual methods used in the Mosaic approach were chosen to enable Child A to explore their own experiences within their learning environment, through different ways that were appropriate to the learner. This was done via, walking, talking, and taking pictures, drawing and map making. Clark and Moss (2011) describe these methods as a springboard to encourage more talking, listening and reflecting.

The first collection method used was observation. This was a starting point for the research and allowed the researcher time to observe Child A in her learning environment. The researcher spent the morning observing Child A and wrote a narrative account (Appendix 2) this was an easy method to use as limited equipment was required in order to continue. Reynolds and Kamphaus (2003) discuss the limitations to narrative observations explaining how it is unrealistic for observers to record all events observed, as well as it being time consuming to write. An observation is like a camera shot, although it is said that the camera doesn't lie, it may distort (Sharman, Cross and Vennis, 2002:2). That being said we shouldn't always make judgments about children from a single observation

The second collection method used were cameras, the aim was for Child A to independently take pictures of their learning environment of important things and places. Entz and Galarza (2000) support the use of cameras, stating that the silent tool has great potential for use with young children. This is also in keeping with the new curriculum complementing the Digital Competency Framework, which encourages the independent use of camera devices. Following this Child A chose four of her favourite pictures which she had taken and created a map, we discussed why these areas were important and the researcher scribed Child A's comments. This was a good way of identifying Child A's places of significance (Appendix 3). Clark explains, how map making offers further opportunities for the children involved to think about their environment and for others to discuss their perspectives illustrated by the map (2010:40).

Next the learning walk took place around the school and led by Child A. It was an opportunity for Child A to share her knowledge about different areas of the school from her perspective (Appendix 4) Leading on from this. Child A wanted to create her own map of the school (Appendix 4a), which demonstrated particular areas of interest to Child A. A theme was beginning to emerge from the data collected and it was clearly showing areas of interest to Child A. Finally, an interview took place between the researcher and Child A. After the researcher collected data and samples of Child A's work, the researcher collated some questions in order to gain a deeper perspective of Child A's thoughts about learning (Appendix 5).

It could be said that the data collected doesn't show genuine characteristics of the child, along with limited evidence of their personality, capabilities and challenges, File et al (2017).

As a result of the tried methods of data collection, it is apparent that there are some limitations to the collection methods used. Becker et al (2014) as cited in Clark and Moss (2011: p118) considers whether that one-time measure of interview, observations and learning walks is a fair representation of the children. Other limitations to the methodology could be the amount of data to analyse can be time consuming, Cargan (2007).

Analysis of learner

The ASK model was used to structure the analysis of the learners, Attitudes, Skills and Knowledge (ASK) (Nottigham, 2013).

Attitudes

Child A's attitudes towards learning appears to be positive. Observations of how Child A conducts herself in the learning environment suggest that she enjoys to participate in work and enjoys being given responsibility from other adults. Child A has a loud and bossy personality, with a caring and passionate energy towards others and her learning. Although her energy can sometimes be detrimental to her concentration skills especially in literacy, when faced with writing large amounts. Nevertheless, when Child A is asked to discuss her work with a teacher, she is open to discuss her mistakes and usually is already aware of the mistakes made, Child A will demonstrate this by pointing them out in her book. Child A will express this in a flamboyant way, and display lots of expression and bodily movements. This can be disruptive for others in the group. When Child A was asked by the researcher "why are you rushing your work?" Child A replied "I want to play, but I have to do my writing properly first". This clearly shows that Child A is fully aware of the mistakes and how she needs to rectify the problem which shows persistence and resilience in her character. Goldstein and Brooks (2013) believe that a resilient mind-set allows children to cope with challenges and bounce back, which will support them in developing clear and realistic goals to solve problems. Although Child A appears confident and a more mature year 1 pupil, her burning desire for play reflects an element of her immaturity. Child A has clearly established good relationships with her teachers, demonstrating reasonable listening skills and the ability to follow class rules. According to Greenspan's theory of development (1979), children's intellectual development depends on their healthy emotional growth, which in turn depends on the quality of relationship between the adult and the child (Bayat, 2017:50). Following the interview with Child A (Appendix 5) it appears that she places great importance on her school teachers and only recognised them as effective tools in supporting her learning. The interview also reflected how Child A doesn't use the classroom displays and other resources to prompt and remind her for extra support, she did not recognise the importance of the class displays and resources available. The data revealed Child A's most important places in school to be the ICT and den building area. This shows a good balance between outdoor and indoor areas and the types of activities they offer.

Skills

Child A is currently working at Outcome 5 in Numeracy, and has an overall best fit of 5c. This data was obtained from Inserts, where the school records pupils' attainment in all areas of learning. Child A appears to enjoy numeracy and is maintaining a good level of progress in numeracy lessons (Appendix 6). Ashby (2009) explains, how a negative attitude towards numeracy could considerably reduce a person's willingness to persist with a problem. Most of the lessons are hands on lessons with practical challenges and lots of modelling. Bandura's social learning theory (1977) of modelling suggests that children learn through observation and modelling by the teacher. Taylor (2004) explains how children learn a number of social responses from observing role models around them, e.g. teachers and parents. Bandura (1977) calls this observational learning which will support children in acquiring new patterns of social behaviour. Child A is currently working at an outcome 4 in personal, social and wellbeing development (PSD) which is the average outcome for pupils in year 1. It has been noted that Child A is very expressive and feels comfortable when sharing thoughts and feeling. Child A displays the ability to manage her emotions. She can motivate herself and others as well as displaying empathy for her peers and other adults. Csoti (2009) states that being able to empathize with others is a high level social skill. An example of Child A's PSD work, using a Philosophy for Children technique, where children had to respond to a scenario, demonstrated that Child A was able to give an articulated view from both perspectives. Child A shared valid reasons for both arguments in a mature way. This demonstrated elements of Outcome 5 (Appendix 7).

Although her lack of concentration during some lessons and talkativeness can be a challenge for child A. It could be argued that the lesson isn't stimulating enough for her ability nor is there enough challenge. Hobson, Malderez and Tracey (2014) suggest how boredom can occur when pupils with high level skills don't have enough challenge. The lack of concentration in learning can be seen to affect Child A's handwriting. This can also be seen from annotated examples of Child A's work that she occasionally spells high frequency words incorrectly and misuses capital letters, although Child A clearly tries to spell other tricky words, she does not always recognise the initial sounds.

Child A's physical skills appear to be an area of concern. It was identified during the first observation in literacy that Child A's fine motor skills are poor. Child A's overall best fit for literacy is 4a. The data collected presents an example of some literacy work from Child A (Appendix 8) the evidence suggests room for improvement. In order for Child A to reach an Outcome 5 by the end of the year she will need to be demonstrating that she can 'form upper- and lower-case letters accurately, with consistent size and orientation' as well as 'use their knowledge of syllables to spell high-frequency and polysyllabic words including some simple suffixes' (Welsh Gov, 2015).

Knowledge

Child A shows much progression in developing her literacy skills in oracy and reading. Child A displays confidence when reading and can be seen to comment on her reading abilities during the interview (Appendix 5). Child A works with a small group of children within her reading group, she is currently reading 'blue' level read write inc books which suggests Child A is working at the expected level for a year 1 pupil. After reading with Child A it has been noted (Appendix 9) that Child A is progressing well with reading and oracy. Child A enjoys reading, and reads with expression. Child A took time to analyse the pictures and create deeper meaning of the illustrations in the story, relating experiences to her own real life experiences. Child A furthered her own knowledge by asking the researcher questions to enhance her own understanding. Child A was able to de-code tricky words and self correct herself independently. It is understood that she is read to regularly at home but doesn't read independently.

Child A is working at Outcome 4 in Knowledge and Understanding of the World and is enjoying their current topic of 'Circus and Carnivals'. The topic was chosen by the year 1 pupils, teacher then planned activities that stemmed from the pupils interests. Cheminais (2008) explains how pupil voice is integral to the success of their work in improving outcomes for children. Child A has completed lots of written work about their current topic, (Appendix 10) shows Child A designing a dragon boat for the school Carnival. Child A has also been participating in African drumming sessions once a week, where the whole class have been preparing to perform with the drums in their school carnival. Child A's concentration in these lessons has been good and she has remained fully engaged. It is understood that Child A feels she has an influence over the direction of the learning and is very enthusiastic and engaged.

Upon evaluating all of the data collected, the researcher has a reasonable amount of evidence to compare and gain a general impression of the learner. However, the evidence collected only gives a limited view of the child's development and from a subjective point of view, which can suggest limitations to the data collected.

Next Steps

Taking into consideration the data collected. The researcher has recommended some next steps to be considered that will support Child A in making further progress in Child A's learning and development.

Child A is a capable learner, who has the ability to take control of her own learning. Therefore, an appropriate next step for Child A would be a target book. The target book would be referred to after each piece of work and the teacher would give an appropriate target to focus on. However, targets of a reasonable amount, so the targets are achievable. In Child A's instance the targets to include would be focusing on handwriting and presentation. This will enhance Child A's sense of ownership and responsibilities for her own learning. Wood (2013) claims that if children feel in control of their learning it will develop their confidence and abilities, as well as supporting them to respond to setbacks and challenges. Child A could evaluate their own learning and begin to set her own challenges. By Child A recognising and making her own targets, this is another strategy to introduce independent thinking and ownership over her own work. This will support Child A in making progress as well as supporting her transition for year 2 in September, when the children are working towards becoming more independent and taking responsibility for their own learning. As an incentive for child A to achieve these targets, the researcher suggests allowing Child A an allocated amount of free time using the ICT area and equipment at the end of the week, if she has been seen to make progress against her targets over the week. This would be a good incentive for Child A as the ICT area is an area of importance to her and has been recognised throughout the data collection methodology.

As the evidence indicates, Child A needs support with her fine motor skills. Firstly a suggestion of including fine motor-skill activities within the continuous and enhanced provision areas. This would give Child A regular opportunities to practice this skill. During the first part of Child A's morning routine at school, she is required to practice writing her numbers for the first fifteen minutes of the day, as well as the other pupils in the class. The next step for Child A would be to practice her letter formation along with high frequency words and tricky spellings. The researcher feels that repetition of these activities for short periods of time would drastically improve Child A's handwriting and presentation. Educational theorist Montessori believed that children learn best by doing and through repetition (Mooney, 2000:29). This could also be used in line with Child A's target book, to ensure links with the target book, reward and encourage Child A for good pieces of handwriting. Currently year 1 pupils don't partake in handwriting sessions. A handwriting session would be a good intervention to support the pupils' handwriting and fine motor skills. Other pupils in the class would also benefit from this session.

Child A occasionally lacks concentration during lessons, this is mainly due to Child A's naturally chatty personality. However, this can become an issue on times and disruptive to other children in the class. A suggestive next step would be to introduce regular circle time sessions. Where pupils have to follow a strict set of rules such as, listening ears, only one person talking at a time and hold the wooden spoon if you want to talk etc. By exercising these types of practices on a more frequent basis will foster self – awareness in the class. Circle time facilitates five vital skills, looking, listening,

speaking, thinking and concentrating (Mosley, 2015:1). Garforth (2009) suggests that, by facilitating children's concentration and attention skills, they are more likely to achieve their potential in their communication, speech and language skills, thus impacting on their learning skills and attainment development.

Lastly, the next step would be to encourage the use of displays to support and scaffold learning. The data collected shared some dialogue of Child A having no connection with any of the displays in class. Child A proceeded to say how she doesn't use the displays at all. Pollard (2002) explains how displays in the classroom can form part of the learning process as well as providing great stimulation to learning. Child A needs to be made aware of the resources available on the displays, particularly the literacy and numeracy displays. These displays have valuable tools and resources available that can scaffold children's learning. Child A should be encouraged to use the literacy display board to support her letter formation and spelling of high frequency words. This will also support Child A in achieving her targets. Eventually, Child A will use the display boards independently as a resource and can draw other children's attention to resources available to them.

In order to facilitate the use of displays, the children in the class need to take ownership of some displays by having an input in the creation and decoration of the displays. Drake (2013) considers how all displays should be child friendly and easily accessible for children to use. If a number of items are being displayed, they should be accessible and within a child's vision. The classroom displays currently have very little work displayed. The class needs to make efforts to celebrate pupils work in class and create a proud wall so that eventually children will begin to share pieces of work independently, taking ownership of their own work and learning. Displaying pupils work will also act as an incentive for pupils to put maximum effort into their work and ensure a spot on the proud wall. Beeley and Bryce-Clegg (2014) suggest, by celebrating children's work you are celebrating their achievements and building their self-esteem.

By taking these suggested next steps on board and using them regularly, Child A's levels of attainment should start to increase, as well as supporting her wellbeing and overall development. Child A is capable learner who is performing at outcomes appropriate for her age. However, Child A has the potential to develop these skills further by making these small changes to her daily school routine. By maintaining achievable learning targets and setting new goals it will ensure a good level of challenge for the learner and improve her attainment. These next steps will also inform any future planning, in order to support the challenges the learner might face, as well as informing other members of staff who also work with Child A. If all members of staff are on board and delivering a consistent approach this will support the learner's needs and support them to continue their success.

Conclusion

In conclusion, the involvement of the learner and the data collected has shown the value of pupils' perspectives and the impact this has in supporting learners in making progress as well as transforming provision and pedagogy. Pupil feedback and views play an important role in moving the learning forward by informing future planning and developing learning experiences for the learners.

This research has helped me as a practitioner to consider the data I have collected and which data has been most useful, along with the methods and strategies I have used to support me in finding out how children learn best. However, I feel that a limitation to the assignment was not having enough time to collect the data and work with the learner, more time would have provided me with a better view of the learner's holistic development. I also feel that the Mosaic approach would be an unrealistic methodology to use on a whole class of 30 pupils, due to the amount of data needed and the time limitations of this.

Listening to learners about their views and beginning to understand how they portrait the learning environment is quite clearly a unique experience, which can be used to inform future pedagogy and the learning environment. Involving learners in making decisions is crucial if we want to move forward to support pupil engagement and attainment. That being said, I for one have been given a deeper understanding of the importance of pupil voice and will be encouraging its application in my own pedagogy to ensure a holistic approach to learning and meeting the learners individual needs and interests.

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Appendix 1Signed Permission Letter

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	 Canolfan Addysg Athrawon De-Orllewin Cymru The South West Wales Centre of Teacher Education
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RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2018.

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): [REDACTED]

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): *Gemma Jones*

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): *G Jones*

If you have any queries regarding this, please contact the Programme Lead Helen Lewis : h.e.lewis@uwtsd.ac.uk

Many thanks in advance,

Helen Lewis

Helen Lewis, 5.3.18

Appendix 2

Observation - Narrative Account

Observation - Narrative Account

8:50 am Child Arrives to school on time. Passes a teaching assistant (TA) on her way to hang her coat up and says “sandwiches please” as the TA does the dinner register. Child A finds a seat and proceeds to practice numbers on the number grids, Child A is on task and concentrating. 9:05 am child A begins to help a peer on the same table and shows them how to form their numbers correctly. 9:15am all children are asked to line up ready for assembly. During assembly Child A is moved away from another child, Child A has been following rules and trying to ignore her chatty peer, unfortunately the peer is persistent in talking. When we move Child A she says “I did try but she won’t listen Miss” (makes gestures with her hands). 9:30am all children go back to class and are sent off to choose in the areas. Child A makes her way outside. Child A plays with girls in her class (maximum of 3 others). They are in the den building area, plying house. Child A is the dog, she proceeds to crawl around on the floor making dog sounds. She is happy and content in her play. 10am Child A is still outside, now she is playing tag with her peers (all girls). 10:30am Child A is called into her Read Write Inc group. Child A dominated the discussions in the group. The Teacher has to remind Child A to use listening ears and quite lips. Child A pays attention to this for a short while. When the children are reading the book as a group, Child A is fully engaged in the book and asking lots of questions and answering questions. The other children in the group don’t have much chance to talk. Child A has an activity to do (hold a sentence) the teacher has to discuss Child A’s handwriting with her, the content is good but very hard to decipher 11:15am allowed back into class to choose. Child A is called by another teacher to complete a literacy task (create a fact file about the circus) Child A can orally explain and discuss ideas that show a good level of understanding, however Child A’s handwriting is at a low level. The teacher talks to Child A about her handwriting. Reminding her to sit letters on the line, finger spaces. Child A says “I know it is bad”. Child A is quite dramatic in her mannerisms (e.g. facial expressions, hand gestures, tone of voice). ***End of observation: 12am***

Appendix 3Map Making

Child A independently took pictures of her favourite areas within the class. I then asked child A to choose four of the most important things and tell me why. Child A's responses have been scribed onto the picture. This showed consistency following a discussion with Child A previously in the week, when we discussed her favourite areas, the ICT area and den building were Child A's choices again, along with the cooking station and the tadpoles.



Appendix 4

Learning Walk

Learning Walk – the classroom

Teacher: Can you take me to your favourite areas in class please?

Child A: "yes certainly!" (Leads me over to the ICT area)

Teacher: ICT is your favourite area, why is that?

Child A: "I love the ICT area because I love the iPad and the games and DCF"

Teacher: what can you tell me about DCF?

Child A: "let me show you" (gets large DCF floor book and proceeds to open the book) "this is all the DCF stuff we have done"

Teacher: do you know what DCF means?

Child A: "umm, digital something, I can't really remember now"

Teacher: you mentioned that you like playing games in ICT, what games are they?

Child A: "simple city and cool maths, but we are not allowed on cool maths anymore (hands on hip and points finger in my direction) so I go on it at home, it's fun!"

Teacher: what else do you enjoy doing in school?

Child A: "outside, let's go!" (Confidently leads the way)

Teacher: there are lots of fun areas to choose from, what do you like best?

Child A: "I just like playing tag"

Teacher: I've noticed that you often play in the den making area too, is that something you enjoy doing?

Child A: "yeah I like that too, we always play house"

Teacher: How fun!

Appendix 4

Learning Walk

Learning walk – Class displays and resources

Teacher: you are so lucky to have this wonderful big classroom, with all of these lovely areas, toys and displays. Tell me, when you are finding your work a little bit tricky what helps you in class?

Child A: the teacher

Teacher: what about the displays on the wall, do you ever use them to help you?

Child A: no (shaking head)

Teacher: what if you were struggling in maths, would you go over to the maths board (pointing to the maths board) and find something that might help you?

Child A: "no, just the teachers"

Teacher: would you use resources to help you like these? (Pointing to multi-link cubes and 100 square)

Child A: "umm not really just the teacher"

Teacher: I know what you would use to help you! The learning pit?

Child A: "I don't really use that anymore"

Teacher: can you explain to me what the learning pit is about?

Child A: "well when you are stuck, you're in the pit (pointing to the pit) so you have to use the characters like, persevere with Pop, motivated with Marty and all that to get out of the pit, basically"

Teacher: what other characters are there?

Child A: "be creative with Carl and resourceful with Rhys, here they are" (pointing to the display of characters in class)

Teacher: well it sounds like you do use them to help you when you're a little bit stuck and that great!

Appendix 4a

Child A independently drew a map of the classroom and outside area. This map is a very basic drawing of the class and outside. However, this is a true representation of how Child A views the learning environment. The ICT area remains consistent in Child A's discussions and drawings, which is demonstrating to be an influential element in Child A's learning and view of the environment.



Appendix 5Interview Questions**Interview Questions****1. *How well do you think you are doing with your writing?***

“Not good, I do my b’s and d’s wrong and have very messy writing, I don’t write on the line”

2. *Do you know what your targets are for writing?*

“No”

3. *How do you know if you have achieved your targets?*

N/A

4. *Does your teacher or another adult help you with your reading?*

“No, cos I’m really good at reading, Miss F said”

5. *Do your parents or another adult help you with your reading and writing at home?*

“I don’t write at home, so no. I sometimes read at home with my family”

6. *Do you like reading?*

“In the middle” (shaking thumbs to the side)

7. *Do you think your writing has improved this year?*

“On my comprehension, Yes! But anything else not really. I love answering comprehension questions because it’s short not long!”

8. *Do you like maths?*

“Yes”

9. *How well do you think you are doing in maths?*

“Good, except when I had a baddie on my arm and it started bleeding”

10. *If you’re a finding something tricky, what do you use to help you?*

“The teachers”

11. *What about the displays in class do they help you with your work?*

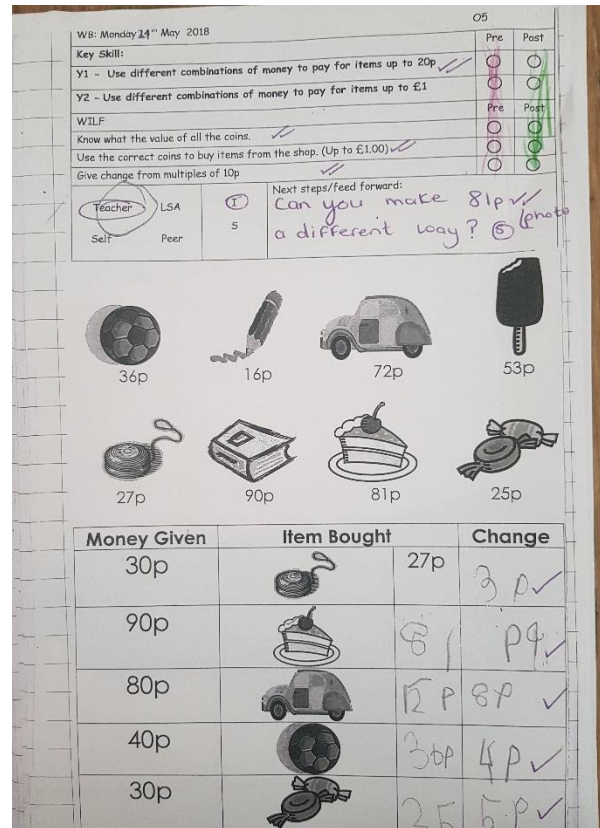
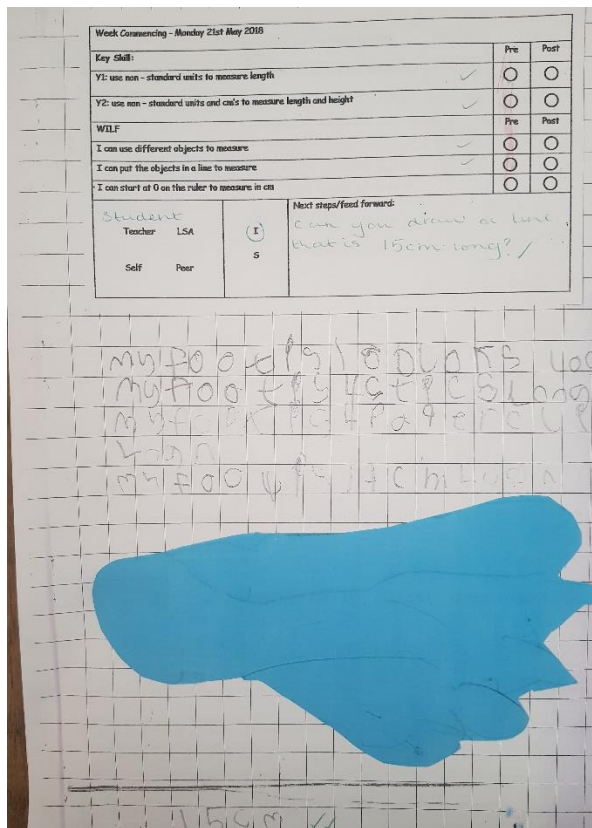
“No I don’t look at them just the teachers”

12. *Do you use the resources in the class to help you?*

“Not really just teachers”

Appendix 6

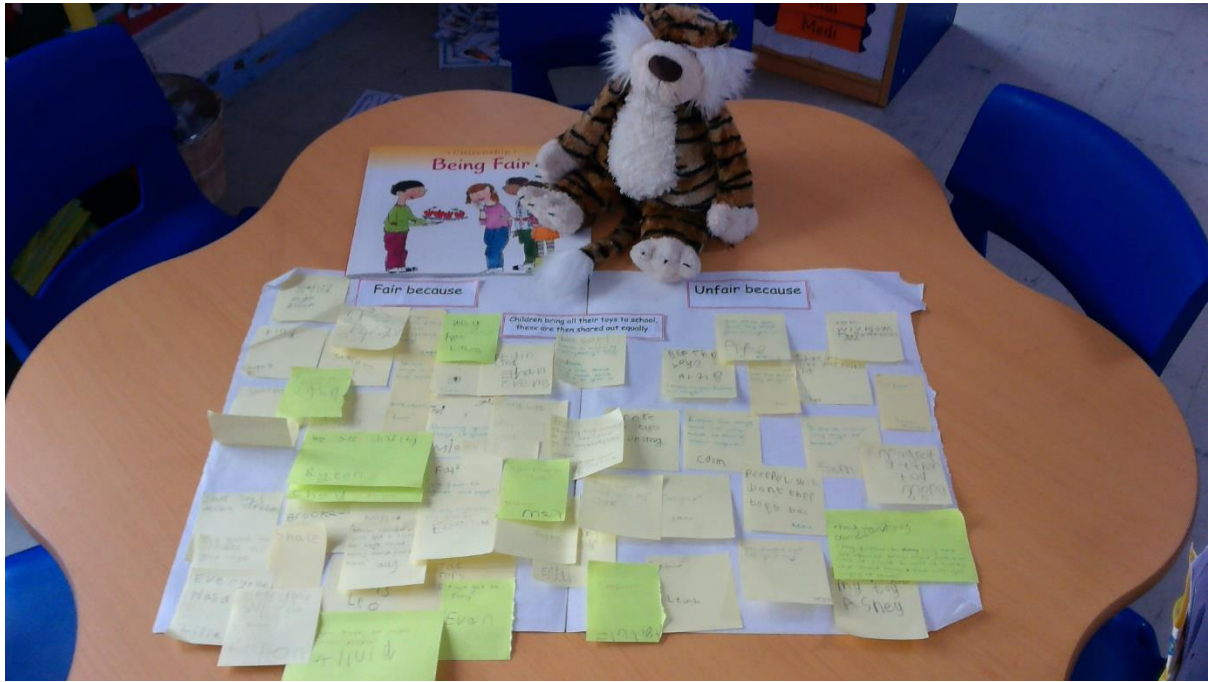
Numeracy



Child A is working at an Outcome 5 in Numeracy. On my first impression of these examples I was drawn to the learner's presentation. I immediately noticed the poor fine motor skills and shaky lines. Child A has also written the number 9 backwards. However, on other examples of work there is limited evidence to show that her number formation needs major attention.

Appendix 7

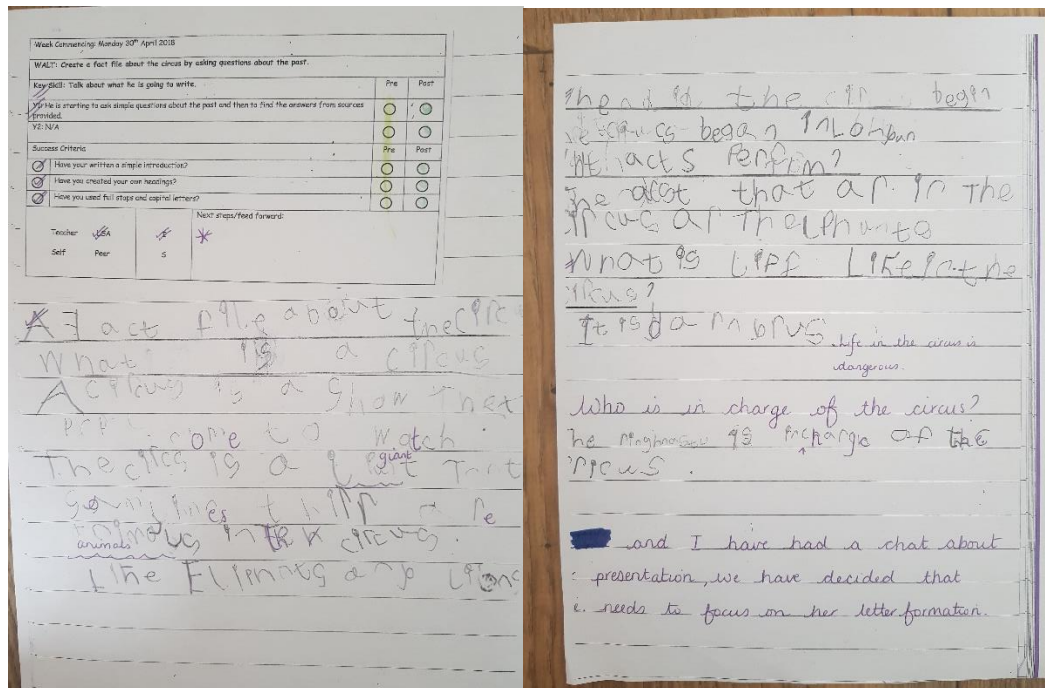
PSD – activity



Child A was able to give me her view from both perspectives, showing awareness of other people feelings, views and beliefs this is an outcome 5 skill from Inserts.

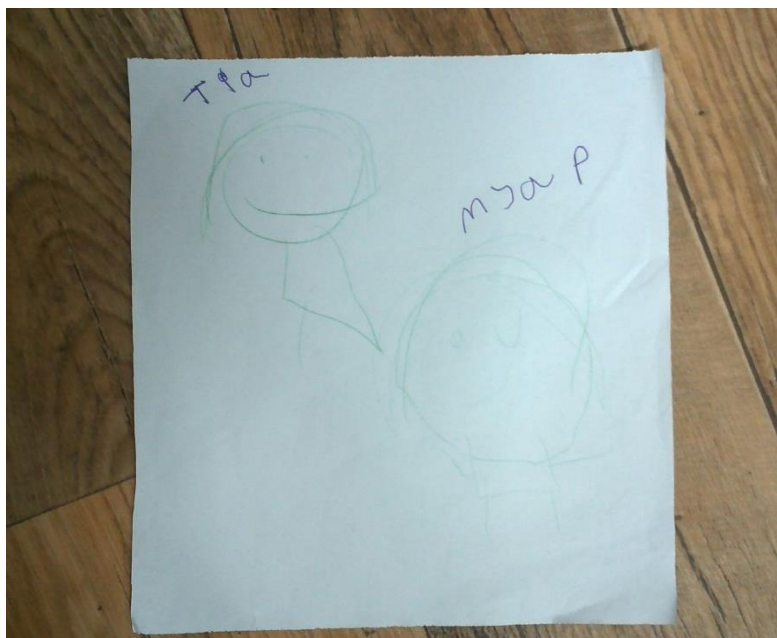
Appendix 8

Writing



The letter size and formation are inconsistent – Best fit for Child A's writing is Outcome 4. Child A needs support with her fine motor skills.

Drawing



Child A drew a picture of her friends. It can be seen that the drawings are basic and have very little detail on them as well as body parts being drawn out of proportion. It could be suggested that Child A's fine motor skills are not fully developed. In my opinion, the best fit for this drawing would be Outcome 4.

Appendix 9

Reading Observations

Observation – Reading

Book: Read Write Inc. (blue level)

Title: A Jar of Oil

Child A read this book with lots of expression and enthusiasm. Child A took time to analyse the pictures and create deeper meaning of the illustrations in the story. Child A furthered her own knowledge by asking me questions to enhance her own understanding.

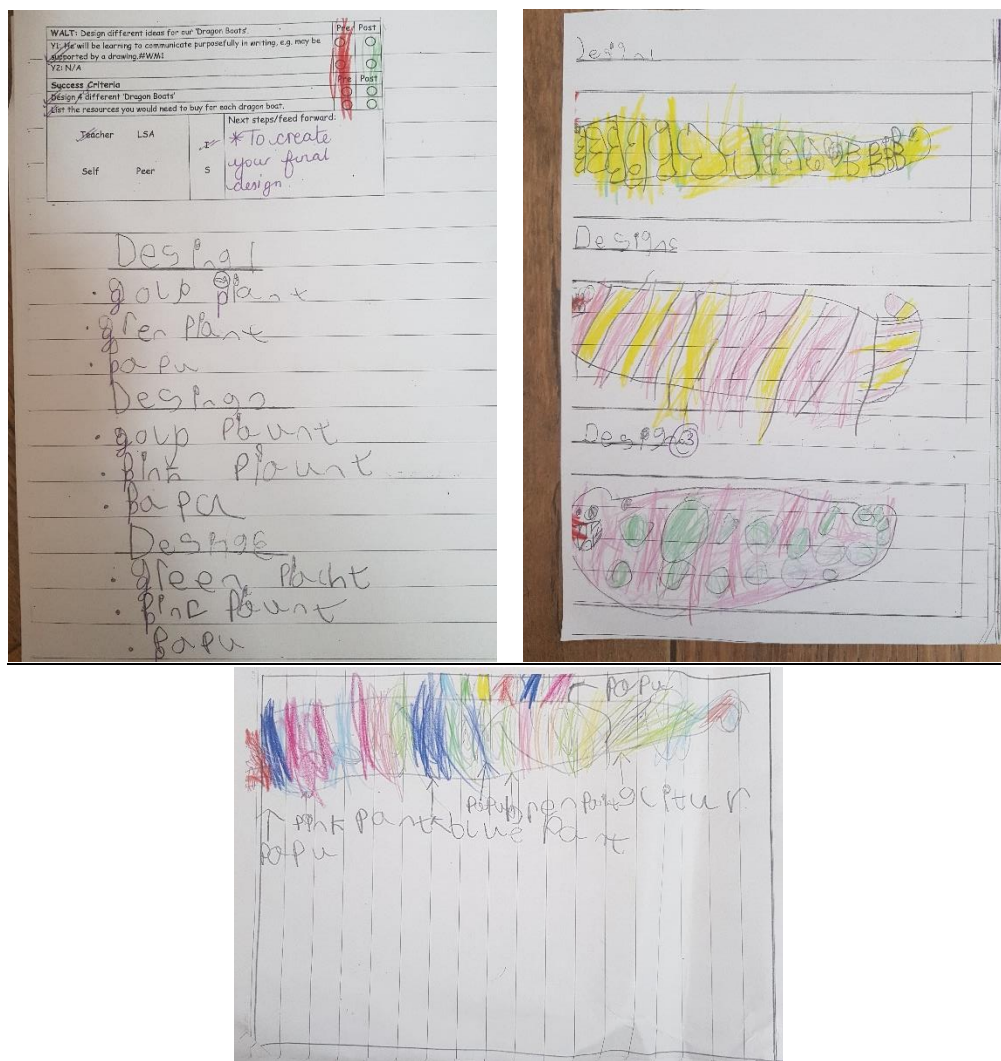
Throughout the story, Child A would make links to real life, For Example: “we use oil at home to do the cooking sometimes”.

Child A was able to read with fluency and aware of minor mistakes she may of made by self-correcting almost immediately.

It was evident that Child A had an extremely good understanding of the story and was able to answer questions from myself. Child A’s attention to punctuation was extremely good and demonstrated this through expression and hand and facial gestures.

Appendix 10

Knowledge and Understanding of the World – Topic



This shows a sequence of topic work, where Child A had to design a dragon boat. Child A has been enthusiastic about this Topic of 'Circus and Carnivals'. Child A has especially enjoyed participating in our Music sessions using African drums. The children have been putting together a routine ready for the School Carnival! Child A's concentration skills are very good in these sessions.

