

University of Wales Trinity Saint David

Programme: Primary PGCE

Module: School Development and Pupil Progress

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

Student number: 1701943

Word count:

Student Self Evaluation Form

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

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding			✓			
2. Intellectual Skills (Analysis)			✓			
3. Pedagogic and Professional Applications (Practical Application and Deployment)			✓			
4. Key Transferable Skills			✓			

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I feel I have considered the child as a whole. I have addressed the ethical considerations well.	Managing my time was a problem during the assignment, I felt rushed to get it finished in the end and this has had an effect on my level of writing. I need to give a more rounded opinion and ensure I use criticisms as well as strengths. References is something that I am still unsure of but try to use the references guide throughout.

This assignment aims to analyse a range of data collected on a year 2 learner, Child A. It will then suggest next steps to further her learning based on information and data collected. Throughout the assignment and collection of data ethical guidelines were adhered to and the learner and school will both remain anonymous. The learner will be referred to as Child A or she. The United Nations Conventions of the Rights of the Child (UNICEF, 1989) was also considered and consent from the school and pupil was gained prior to collection of any data (Appendix 1).

Child A is a year two child at a school on the outskirts of a city centre in South Wales. The school has 416 pupils who are in classes ranging from nursery to year 6. The school currently has 3.4% of children that are eligible for free school meals, this is considerably lower than the national average of 13.2%. There are no pupils with English as an additional language and most children come from British ethnic backgrounds. In 2017, 96.7% of children achieved the expected outcomes in the Foundation Phase and 95% reached the expected level in Key Stage 2. The school is currently categorised as a green school (my local school).

Child A is in a mixed ability year 2 class of 30 children with 18 boys and 12 girls. The school currently set the children for maths and literacy in the morning sessions and Child A is in the higher attaining literacy class and the lower attaining maths class. Afternoon sessions are topic related and the children are not set but do normally work in ability groups. The children also have access to enhanced and continuous provision but only in the afternoon sessions.

Methodology

The mosaic approach was the main method used to collect a range of data on Child A. Clark and Moss (2011) developed the mosaic approach as a way to involve children in their own learning and progression. It allows children to voice and express their ideas about their learning. This child led approach is supported by the United Nations Conventions of the Rights of the Child (UNICEF, 1987) that states all children should have a right to express views in matters affecting them. The approach uses a variety of different child friendly methods to collect data and consider the child in a holistic way. The child and adult then work together to gain a deeper understanding of the child and their learning. This method is also supported by some of the ideas discussed in Successful Futures (2016) and supports children in becoming independent learners and encourages children to be in charge of their own futures.

There are benefits of using the mosaic approach as it uses a range of methods to collect data, including photographs, interviews and tours. This multi-media approach provides an in depth view of the child and helps to create a bigger picture where the child is considered as a whole (Clark and Moss, 2011). Originally the model was designed for children aged under 5, younger than the target child in this assignment. However, Clark and Moss suggest that the approach has the potential to be used with older children (2011, 3). It could also be suggested that this data collection process would be time consuming as it incorporates a wide range of methods. However, it was used in this assignment as it gives the child the opportunity to communicate their views and consider the child in a holistic way.

As the mosaic approach suggests, a range of data collection methods were used for this assignment. One of the main methods used to collect data was through written recordings of observation made in and out of the

classroom. There are limitations to this method, for example research has show that children's behaviour can change when they are being observed (Papatheodorou et al., 2012: 56). However, this limitation was addressed through the observer remaining as unobtrusive as possible during observations. In addition to this, a learning walk was carried out with Child A. This provided the opportunity for the child to discuss the areas of the school and classroom that she enjoys and works best in. This method also gave the observer the chance to listen to the child and let the child lead the walk and discussion.

Finally, an interview was also carried out with Child A, which again gave her the chance to communicate her feelings about her own learning. A short interview was completed with questions based on those used by Clark and Moss (2011:19). Questions included favourite activities and likes and dislikes about school and as suggested by Clark an 'open ended' question was asked at the end to include anything else the child wants to add or think is important.

The ASK model (Nottingham, 2013) was used to help analyse the data collected on Child A and her skills, attitudes and knowledge were considered when analysing and creating next steps for the learner. Nottingham (2013) suggests that the key to education and progression of learners is 'to recognise the value and role that attitudes, skills and knowledge play in the learning process' (Nottingham, 2013:p2). He goes on to say that lessons should involve a development of these three areas. This model was chosen as it helps to create a well-rounded view of the child and supports in setting personalised 'learning goals' that focuses on the next steps for each individual child. Nottingham (2013) explains that there are some that criticise of the use of the ASK model, stating that knowledge is more important especially when considering national tests (Nottingham, 2013:14). However,

according to Nottingham thinking skills are particularly important when sitting national tests and 'taking time to develop the right attitudes will mean less time wasted in dealing with low-level disruption' (Nottingham, 2013:14).

During this assignment it was important to consider ethical issues throughout. BERA Ethical guideless (2011) state that the children, teaching staff and school should remain anonymous. As a result, Child A has been used to refer to the child and no photographs of the child or documents with the child name have been included. As this research was taking place at a school extra precautions were taken into account. It was important to gain consent and this was done using a letter produced by the University that was signed by the class teacher. It was also important to gain consent from the target child as Article 12 of the United Nations Conventions of the Rights of the Child (UNICEF,1987) states that children should fully formed consent. This was done verbally and the child's response was recorded on the consent letter in Appendix 1. The child was also made aware that she could withdraw from the project at any time. It is also important to note that all data collected was stored in a password protected file and complies with the Data Protection Act (1998).

Analysis of the Learner

During the learning walk the first place Child A requested to visit was the forest school area. She was particularly draw to the outdoor area and stated that 'my favourite place in school is forest school' (Appendix 2). Whilst in the forest school area Child A discussed some of her past experiences of learning and particularly enjoyed telling me about ' fun games' she enjoys taking part in (Appendix 2). This enjoyment of outdoor learning was further supported in the interview carried out with Child A where she again states it is her favourite place at school (Appendix 3) .It is important that sessions are fun

and exciting to increase motivation and engagement. When asked about what makes a good teacher children included making lessons fun as a top priority (Griggs, 2010: 22).

The use of outdoor learning is supported by Bilton (2010), he explains that engagement and motivation is often increased when learning takes place outside. Observations made of Child A during a forest school session support this idea as she was fully engaged with the task set (Appendix 4). She also appeared to be more relaxed in the outdoor area and showed some willingness to contribute to group discussions often in response to questions ask by her peers. She showed a real enthusiasm for exploring the natural materials and often volunteered to collect leaves and sticks that the group needed. The types of activities that take place in the outdoor sessions also support Dewey's (cited in Beauchame 2012) ideas that experiential learning provides the best learning experiences and give children lots of opportunities to discover and 'learn through doing' (cited in Beauchame 2012: 39).

When considering the ASK model Child A displayed a range of attitudes suggested by Clark and Moss' (2013) that indicate an outstanding learner. Child A's behaviour and enjoyment of being outside showed a curiosity in nature and an enjoyment for exploring while collecting different materials. She also showed a level of risk taking and managed her own risks successfully when carefully moving larger materials. In regards to skills Child A showed a range of physical skills during the forest school activity and seemed confident in running and climbing and moving branches and logs around. The forest school activities and environment provide the ideal opportunity for developing communication and social skills. However, while there were occasions where she joined in and contributed to the group they were often short sentences in answer to questions.

The section of the learning walk spent in forest school also suggested that Child A enjoys working collaboratively with her friends as experiences she discussed often involved working with peers. The use of group work in learning is supported by Keenan et al. (2016) who suggest that collaboration of peers is the key to progressing a child's learning. This enjoyment of collaborative learning was further supported when the learning walk continued inside and Child A discussed the areas of continuous provision (Appendix 2). She showed a particular interest in the craft area and discussed building models with her friends stating that it was easier to make the models when they all worked together. However, whenever discussing working with peers she always includes the same names and clearly feels most comfortable working with these children.

When observed during a capacity based maths session, where the children had to work together to sort containers into more than or less than a litre, Child A did not contribute a huge amount to the discussion (Appendix 5). She did appear to show a good level of listening and occasionally contributed to discussions but showed a lack confidence when working in this group. It is important to note that this particular group did not have any of the children that Child A refers to as her 'best friends'. This lack of confidence was particularly true when someone disagreed with her ideas and she seemed unwilling to explain her ideas to the other child and just agreed with them. This is certainly one of the limitations of collaborative learning supported by Daniels (2001) who explains that while there are many benefits to collaborative learning it can come with distractions or alternatively end with more able or more confident children completing the task for the less confident.

Information collected from the interview further supports findings from the learning walk that Child A likes to spend time with her friends. Child A

expressed an enjoyment in spending time with friends during playtimes as well as class time, again referring to the same group of friends. This was also shown during observations made at playtime on the school yard. However, observations show that she spends time with the same group of friends and often needs their support and direction to play, she was not observed initiating a game herself. This could again suggest a lack of confidence.

Throughout the data collection process maths and numeracy were identified as problem areas for Child A. During the interview and learning walk she expresses a dislike for maths, stating that it is 'tricky'. She often displays a negative attitude towards maths and a lack of resilience when completing activities. In addition, on a number of occasions, particularly in maths sessions, observations show Child A to be off task and distracted by various things in the classroom.

During an observation of a maths session measuring temperature Child A needed lots of support to complete a work sheet where she was required to read different temperatures on a scale (Appendix 6). She clearly found it challenging and got upset when she could not complete it saying it was 'too hard'. Once she was upset it took a while for her to get back on task however, once she was she managed to complete the final section independently.

Boaler (2015) suggests that maths over all other subjects has the 'power to crush students' confidence' (Boaler, 2015;22). She explains that we need to get rid of this idea that maths is a natural talent and only some people are good at it. She goes on to say that the way to achieve this is through encouraging a growth mindset. A growth mindset is something explored by Dweck (2012) she suggest that individuals with a growth mindset believe that they can develop grow and learn and show resilience when faced with challenging learning. Observations and data collected suggests

that Child A has a fixed mindset in regards to maths and often gives up easily when she believes she can not do it.

Observations made also show that Child A can often become distracted by things in the classroom. Currently the classroom is a very busy environment with lots of colourful displays and the classroom can often seem quite dark as some displays are covering the windows. Research carried out by Fisher and Godwin (2014) shows that when children are learning in classrooms that are highly colourful they are more likely to become distracted. It could be suggested that this is not the only reason Child A is becoming distracted research has shown that classrooms with more open space and natural colours are less distracting for children (Fisher and Godwin 2014).

Quantitative data was also collected from the schools assessment tracker for this assignment and to support in creating next steps for progressions. The data collected shows that Child A is currently achieving an outcome 5 with elements of outcome 6 in areas of writing. Within reading she has been benchmarked at a level 22 with a reading age of 8.5, a year above her actual age. However, her oracy skills are lower and she is currently achieving an outcome 4 with some elements of 5. This is consistent with findings from the observations and evidence suggests that this could be linked to a lack of confidence. In maths she is currently achieving an outcome 4.

When considering the ASK model (Nottingham, 2013) in regards to Child A, generally the information collected shows that she enjoys school and has a positive attitude to learning and school. She especially enjoys working with her friends and has a passion for learning in the outdoor environment. However, she expresses a dislike of maths and observations revealed a lack of resilience when completing activities during the maths sessions and she

would often give up stating it was 'too difficult'. This negative attitude for maths is reflected in her outcomes. Her communication and oracy skills are at a lower outcome than writing and reading and other data collected showed a lack of confidence when working as part of a group or whole class activities. However, this data was only collected over four or five weeks and therefore can only show a certain amount of information about the child.

Next Steps for progression

One area identified during the data collection was oracy, Child A shows a lack of confidence when communicated with her peers and teachers. To help develop these skills I would implement some of Elizabeth Jarman's (2013) key ideas about Communication Friendly Spaces (CFS) into the classroom environment. Jarman (2013) suggests that by creating small, intimate areas in the classroom children are more likely to engage in independent conversation and therefore develop their communication and listening skills. With this in mind I would create a comfortable communications area in the classroom for the children to access throughout the day. It could also be suggested that this would improve Child A's confidence levels, as it would give her the opportunity to use and develop her communication skills in a small safe environment.

When considering Child A's next steps for developing communication and oracy skills it is important to consult the foundation phases outcomes (WAG, 2015). One area for development is 'confidence' in her communication skills and use of these skills with a 'wider range of audiences' (WAG, 2015). I would look to address the lack of confidence by taking advantage of her enjoyment for outdoor learning. It would appear that Child A sometimes shows a higher outcome of communication, particularly when working in a small group in the outdoor environment. During forest school

sessions I would develop her oracy skills and confidence through effective questioning. In addition, I would ask her to regularly feedback to the class or small groups explain what she has done or enjoyed about the session.

Working in small groups provides an ideal opportunity for Child A to develop her communication skills. However, I would also suggest that it would be beneficial to provide her with a specific role in the group to ensure she is taking part fully and try to manage the limitations discussed by Daniels (2001) that children with higher levels of confidence have a tendency to take over.

Observations made in the classroom showed that Child A will avoid talking in larger groups in particular the whole class sessions and very rarely will put her hand up to answer questions. It could be suggested that this is linked to a lack of confidence. To help with this apprehension I would introduce talk partners in the classroom. This would give Child A an opportunity to voice her ideas to one person rather than larger groups. Clarke (2014), states that the use of talk partners gives children the opportunities to talk and learn from each other. She also suggests that the use of talk partners increases confidence and it gives quieter children the chance to improve their communication skills. This strategy would aim to improve Child A's confidence as well as her communication skills. In addition, I would introduce lolly pop sticks or a randomiser when questioning children as a class. This will ensure that all children are given the opportunity to answer questions. Black et. Al (2004) suggest that by using assessment strategies that get rid of hands up more children are able to contribute and children take charge of their own learning.

Throughout the collection of data outdoor learning was a key factor that Child A discussed. I would certainly try to include more outdoor sessions with an aim to make learning more enjoyable for Child A and the class the general. Outdoor learning provides an ideal place for children to 'learn

through doing' something encouraged by Dewey (cited in Beauchamp, 2012). Taking maths outside could provide an ideal opportunity to further develop Child A's maths skills in an environment she enjoys learning in. While on the learning walk Child A discussed how she enjoyed collecting leaves and sticks. This could easily be adapted to include elements of maths. The foundation phase outcomes for level 5 in maths state, 'They sort and classify using more than two criteria and gather and record data from a range of sources' (WAG, 2015). I would suggest an activity where children sort there found objects into different colours or textures to develop this skill. While there are limitations and risks to outdoor learning and it is not always suitable to take all learning outside I would aim to include it where appropriate and carry out the necessary risk assessment to help manage the challenges.

Child A also expressed an interest in the continuous provision. Currently the year 2 children only have access to this during the afternoon sessions. However, I believe it could be used during the morning sessions to help develop and reinforce skills learnt in the literacy and maths main teaching. The enhanced and continuous provision gives children the opportunity to become more independent and to learn through play something that Welsh Assembly Government say is key to the Foundation Phase (WAG,2015). I would provide different challenges for them to complete in the areas linked to previous learning in maths and literacy and consolidate their learning. This would also give Child A the opportunity to work along side her peers, something that was important to her.

Throughout the data collection Child A expresses a dislike for maths and a lack of confidence and resilience when completing maths activities. To help address this I would aim to develop Child A's mindset and encourage all the children in the class to have a growth mindset. To help develop a growth mindset Dweck (2012, cited in Meierdirk 2016) suggests using activities that

are challenging but meaningful to the child. Meierdick (2016) also stresses it is important that activities are exciting and not portrayed in a negative way as this will reinforce a fixed mindset.

I would use maths games to add excitement to maths sessions and learning. This use of activities would further support Child A's maths development as the sessions should be fun and therefore more engaging. Boaler (2016) discusses the use of reflection in maths to help develop a growth mindset and also to progress learning. With this in mind I would ask Child A to feedback during maths sessions and consider her learning. When she find something challenging I would encourage her to think of different ways to solve the problem or suggest things she has already tried.

As discussed previously, the classroom is currently quite a busy place which is highly decorated with lots of colour. It could be suggested that this is partially responsible for Child A becoming distracted during her learning. To address this problem I would try to reduce distractions in the classroom by changing displays to include more neutral and pastel colours while still focusing on celebrating children's work. This change is supported by research carried out by Fisher and Goodwin (2014) that shows a natural and calmer classroom environment supports children's learning and helps to manage distractions. In addition, I would also aim to improve the classroom environment by adding more natural light as Heschong (2002, cited in Bilton, 2010) suggests that increased daylight has a positive effect on children's learning.

In conclusion, I would hope that these steps help to progress Child A's learning and by considering her in a holistic way improve her confidence and well being. I would also aim to use her love of the outdoors to improve other areas of her learning and strive to encourage positive attitudes, particular in relation to maths. Taking into account information she gave during interviews

I would provide opportunities for her to learn as part of a group and use these opportunities to develop her confidence in her communication skills.

Conclusion

Overall I found this assignment has given me a real insight into how children learn and their opinions on school and learning. It has shown me the real benefits of including children in their own development. It has also allowed me to use a range of assessment methods and synthesis the findings from each method to show areas of strength and areas for improvement in a child's learning. I feel that this assignment has helped me progress as a teacher particularly in regards to assessing children's learning and considering steps to put in place to further their development. As a teacher I will aim to include the children in my class with their steps for improvement as well as include them in matters that affect them and their learning.

As Child A needed strategies put in place to help develop her oracy and communication skills this assignment has developed my learning of these different strategies. In addition, I have researched growth mindset and this is something that I will continue to consider in my own practise. Growth Mindset is something that I would like to research further and find ways to implement in my classroom. In general I have found the mosaic approach to be useful in analysing a children learning. However, there were time constraints to this assignment and therefore only a certain amount of data was collected. It could be argued that the analysis of the learner could have benefitted from a wider range of data collection.

While I will consider the voice of the child when analysing learning and creating next steps I would argue that time constraints would be a limitation with this particular method. Collecting the data and interviewing the child does give a wider view of the child but it would be challenging to achieve

this with all thirty children in my class. However, I can agree that giving the child a voice in their future learning and progression is important and helps to create next targets that consider the child in a holistic way.

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Appendix 1

Consent letter

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

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

Dear class/senior mentor,

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

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

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

Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): _____

SCHOOL NAME (PLEASE PRINT): _____

1

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): _____

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

child nodded her head, smiled and said "okay".

If you have any queries regarding this, please contact:

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

Many thanks in advance,

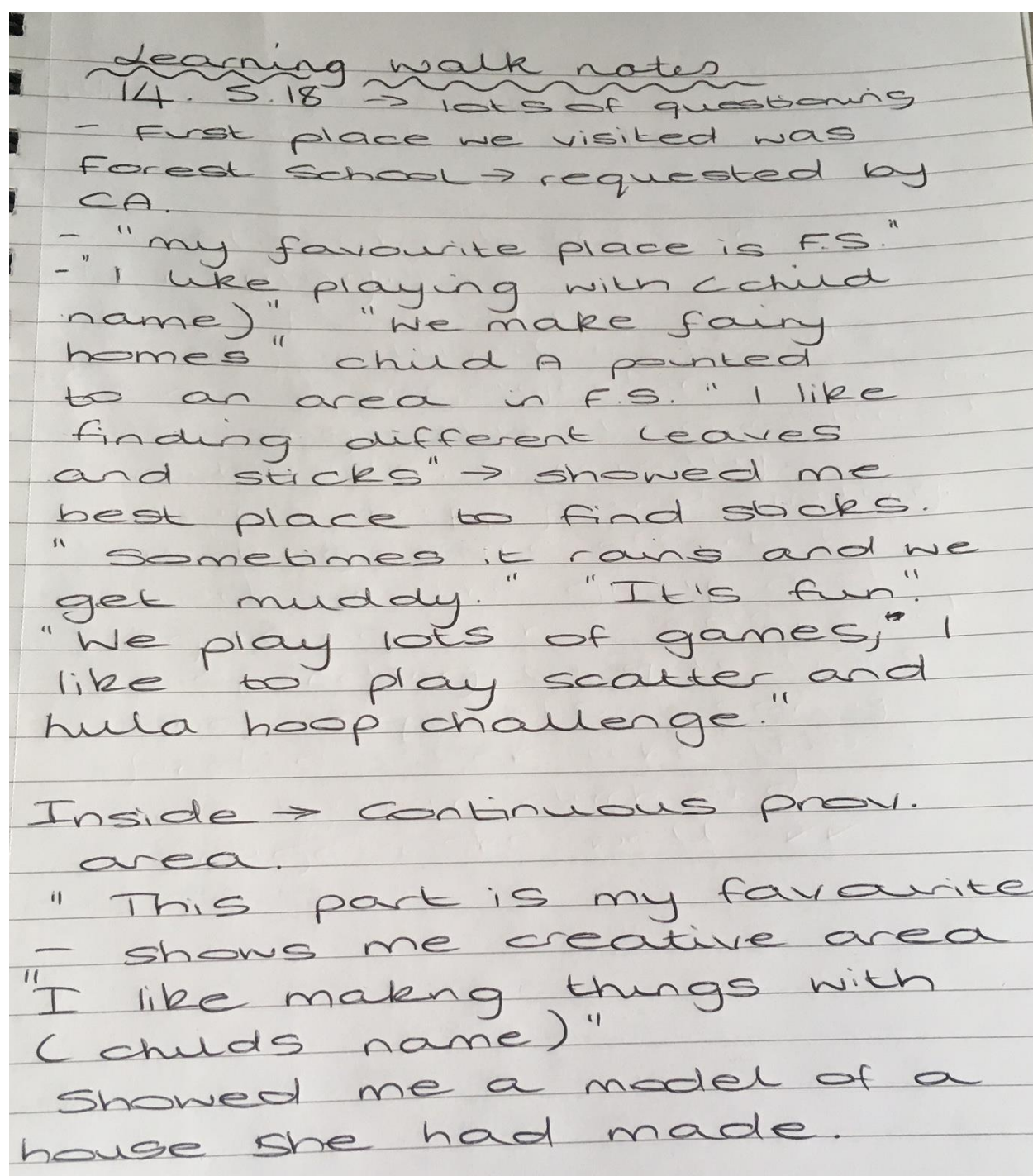
SDPP module team

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Rachel Wallis
Nerys Defis
Nana Ryder

Appendix 2

Extract from learning walk notes



Appendix 3

Child interview

Child interview (Conferencing)

Date: 18.5.18

Why do you come to school?

To learn stuff like writing and maths and to play with my friends.

What do you like best in school?

I like playing with my friends and forest school – it is fun.

What don't you like about being here?

I don't like maths. Sometimes it is tricky. Sometimes other children can be naughty.

What do the adults do at school?

Teach me things and help me with my maths. Sometimes they play with us as well. That is fun.

Who are your favourite people at school?

My friends. (lists 6 of her friends all girls) I like (class teacher) as well, he is funny.

Who don't you like?

(child's name) sometimes he can be a bit silly and he had a yellow card yesterday.

What should the grown up do at school?

Be kind and funny and help me with tricky things. Give Dojo points and yellow cards. Make sure no one is mean.

Where is your favourite place at school?

Forest school is the best. Thursdays are my best day because we don't do maths and we get to go to forest school. Playtime is good as well because I can play with my friends. The craft bay (continuous provision) I like as well. We make stuff together.

What part of the school don't you like?

The juniors can be a bit scary.

What do you find difficult?

Maths

What has been your best day at school?

The pizza trip. It was amazing. We got to make pizzas and eat them. I sat with my friends all day it was funny. Then when we came back to school we got to make pizzas

Appendix 4

Observation notes – Forest School activity

Forest school session.

17th May.

Activity → make pizzas
using natural materials.

✓✓ V. engaged in session.
enjoying collecting natural
materials. Generally
seems happy and smiling.
making some effort to
work in the group and
agreeing with ideas. and
responding to questions
and requests "can you
find a stick like this".
Able to run, climb and
manage risks well ✓✓

Appendix 5

Observation notes from capacity session

maths - capacity
Activity → sort containers into
more or less than a litre
21st May 2018.
CA → working in a group of
5 other chr.
Not contributing to group
discussion but appears
to be listening to what
others are saying.
Made a suggestion →
"I think it should go here"
dismissed by more confident
child. CA then said little
for remainder of the
session. Gaining confidence
when communicating in a
group.

Appendix 6
Maths session

