

ASSIGNMENT DETAILS AND FEEDBACK
SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Sections marked with * should be completed by module lead

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<u>Referencing:</u>	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).		
<u>Submission:</u>	<u>All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.</u> <u>Note:</u> the Turnitin version is the primary submission and acts as a receipt for the student. <u>Late submission of the electronic version of the assignment will result in a late penalty.</u> Penalties for late submission: Up to one	<u>Date:</u>	<u>30th May 2018</u>

	<u>week late, maximum grade D. Over one week late, Refer.</u> <u>Only the Extenuating Circumstances Panel may grant an extension.</u>		
<u>Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*</u>			<u>Y</u> <u>E</u> <u>S</u> <u>N</u> <u>O</u>
			✓

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 (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	x	☐	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	x	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	x	☐	☐	☐
4. Key Transferable Skills	☐	☐	☐	x	☐	☐

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 that I have structured my assignment appropriately. Referenced following UWTSD guidelines. Took into consideration ethics. Looked at and identified suitable strategies. Appendices used to support analysis.	Wider range of reading needed next time. Plan ahead. Next time use other forms of data such as RAG, ARC and other forms of data to help analyse. Use a variety of data collection methods. More synthesis required.

Student's Name	Alex Davies	Date	29/5/18
Student's Signature	A Davies		

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

Introduction

The data gathered was from a primary school setting that caters for three to eleven-year olds in the city and county of Swansea in South Wales. According to Welsh Government statistics, (My Local School, 2017) the primary school has approximately 452 pupils on roll. Divided into a total of 16 classes, based on age phase. Of those children, 22.8% are eligible for free school meals (FSM), which as of 2017 is above the local authority and Welsh National average. Furthermore, 91.7% of pupils have reached the expected level. According to the core subject indicator (CSI) the school is above its family of schools, Local Authority (LA) and Wales. There is only a small percentage of children with additional learning needs (ALN). Prior to gathering the data, it was important that the focus be on the child's holistic development and suggesting appropriate next steps to support their development. The data and work gathered was from that of an average year three pupil currently working at level 2 with elements of level 3. For ethical reasons, the pupils name will be anonymised.

Data Collection

The main form of data collection used was adopted from the Mosaic Approach introduced by Clark and Moss (2011). The Mosaic approach was inspired by the pedagogical practise of Reggio Emilia schools in Italy. It was developed with a key focus on early years education and has been adapted to work with children under the age of two. However, seeing as the learner is in year three, it could be argued that the Mosaic approach is not best suited for to data collection. The aim of the Mosaic approach according to Clark and Moss (2011) was to find practical approaches to support the development of pupil voice which recognises the learner's capabilities. It is a multi-method approach where children's photographs, tours, maps and samples of work can be amalgamated with talking and observations to give a

greater understanding of the child's learning. It allows the learner and the adult to be involved in making-meaning together.

The methods chosen for data collection were chosen to enable the learner to explore their educational experiences through talking and reflecting. It was the view of the practitioner that the work and data be gathered in an informal manner. Observations, pupil-led feedback in the form of 'child conferencing'/discussions/interviews and annotated work samples were gathered in order to analyse the strengths and weaknesses of the learner. As suggested by Clark and Moss (2001, cited in Stephenson, 2009) the 'Mosaic approach' is effective in that the range of approaches used to gather information permitted triangulation of data and allowed the children to select the task they preferred resulting in a unique mosaic pattern for each child. However, according to Denscombe (2014) having a wealth of data to analyse can be time consuming.

Observational records of the learner's day-to-day responses to activities and learning were gathered daily. A combination of both non-participant observation and participant was used to gather qualitative data. These qualitative forms of data allowed for a thorough examination of thoughts, feelings, opinions and experiences of the individual. By taking into account the context of the learning, the qualitative analysis can assist the observer in developing strategies that are customised to that specific context (NSW, 2017). As well as providing a snapshot of progress or difficulties encountered. However, the observation data collection method has been criticised because on times children's behaviour can change, this is known as the 'Hawthorne Effect'. On this occasion the learners within the setting were familiar with the practitioner, resulting in the risk of the Hawthorne Effect being significantly reduced.

'Child conferencing' or interviewing children is an important aspect of the Mosaic approach. This form of pupil-led feedback involves the learner in the 'internal audit process' and is a more active child-focussed process (Clark & Moss, 2011). The process encourages pupil voice and helps to reveal the learner's strengths, thoughts, feelings, perceptions and areas for improvement. According an Estyn report (2016) through pupil voice involvement pupils can develop valuable personal and social

skills as well as become a part of the decision-making process on a range of situations that can affect them. However, it is important that the context in which data is gathered is taken into consideration.

Annotated work samples were gathered from the learner across several areas of the curriculum. Annotating these samples allowed the practitioner to clarify the skills being taught and identify the knowledge required to help teach these skills effectively. Furthermore, annotation helped to identify the child's current strengths, abilities and understanding of the task (Willis, 2014). Difficulties encountered and next steps for improvement were also identified. A benefit to annotating such work is that it can help the practitioner draw conclusions. Contrastingly, annotation of work can be subjective as it is written from the viewpoint of the practitioner.

Several ethical considerations needed to be accounted for before data and work was gathered from the pupil. Ethical framework should encase all stages of research, for example, storing and presenting data (Grigg, 2015).

Before gathering the data and work from the pupil it was vital that key ethical guidelines were acknowledged to ensure they were adhered to. The documents adhered to are as follows, EWC: Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (2017), UWTSD: Research Ethics & Integrity Code of Practice (2017) and BERA: Ethical Guidelines for Educational Research (2011).

A letter of consent was prepared by UWTSD to inform the class teacher and senior mentor of the purpose of this assignment (appendix 1). As well, verbal assent was required from the pupil before data and work could be gathered. Upon confirmation, the pupil was made aware that they could withdraw from the process, as well they were told that their name would not be disclosed, and their anonymity would be respected. This adheres to section 19.4 and 19.6 of UWTSD Research Ethics Code of Practice and pages 5-8 of BERA Ethical Guidelines. Both the data and work were gathered in an ethically proper manner, ensuring that appropriate steps were taken to protect interests, status, values and beliefs of the participants in adherence to BERA Guidelines and UNCRC (1990) Rights of the Child.

Analysis of learner

The analysis of the learner will be structured using the 'ASK' (attitude, skills and knowledge) model introduced by Nottingham (2013). 'ASK' stands for attitudes: towards learning, including curiosity, skills: abilities required to carry out actions to achieve understanding and knowledge: familiarity with information and concepts. The fundamental aspect to this educational model is that it recognises the value and role that attitudes, skills and knowledge play within the learning process. It ensures that the learners education involves the development of all three elements together (Nottingham, 2013). The following analysis of the learner's work as well as the next steps, will adhere to the structure of the ASK model. (appendix 2).

Attitude towards school, peers and wellbeing

The learner has a good attitude to school. He attends school punctually, regularly and happily. According to researchers at Research Schools International (2015) their results revealed a significant correlation between happiness and academic success. As well, they found that relationships with peers were fundamental to happiness within the school setting. The learner displays a positive and sociable attitude towards his peers and school staff. He is a likeable member of a relatively large friendship group in which he is a lively character with excellent social skills, confidently and actively engaging with classmates, school staff and his class teacher. According to Hamre and Pianta (2001) studies suggest that early-teacher relationships can affect early academic and social outcomes.

From observations the learner's wellbeing appeared to be good. He enjoys physical activity and demonstrated good physical literacy during PE lessons, games and break time play. He is able to speak clearly and communicate his ideas effectively. His handwriting is legible with number and letter formation becoming clearer. The learner demonstrates a good sense of emotional and spiritual wellbeing. He appears to feel positive about himself and enjoys taking on classroom responsibilities, helping out with tasks, getting along with and caring for others in his class. He has a good

sense of purpose and belonging in the school setting, enjoying friendships and school celebrations of his own and other's achievements.

Attitude towards change

The learner appears to display a negative attitude towards change in lesson routines. Recently, the Year six classes planned a whole-school rich task based on enterprising and entrepreneurial opportunities. The day consisted of a range of activities such as orienteering, racing and problem solving based activities. After discussing the event with the learner appendix 3, it was clear that he preferred his established routine of Literacy, Maths, topic and missions, which suggests that he does not welcome new learning opportunities. On the other hand, it is possible that on this occasion the rich task activities were not engaging enough for the learner. As well this was the first whole school rich task the class had been involved in.

Research believes children need some system of routine to establish normality, as it brings comfort and consistency to their lives, a way to get things done and a sense of security. However, whilst change in routine is a learning opportunity, the unknown can be fearful and stressful for children. (Early Learning Journey, 2017). Conversely, whilst routine is beneficial, it is also vital to remain flexible as spontaneity and creativity are essential factors in a child's life.

Mathematics Attitude

Overall the learner has a good attitude towards mathematics. This was clear based on observational records taken during lesson time and from general class observations he would contribute when asked and appeared to be a well-motivated to learn, displaying confidence in areas of learning he was comfortable with during lessons and never asked for help. However, when the learner was challenged beyond his abilities, he became disengaged and appeared anxious, reluctant to ask for help from peers or adults. Unfortunately, this experience could have affected the learner's confidence and self-esteem. However, not all children who fail in school will have low self-esteem' (Lawrence, 2006, p.7) For example, appendix 4 shows the learners need for support to complete rounding numbers to the nearest ten and one hundred. During the interview following on from this task, the learner expressed that

he found the work difficult even though he was supported. He did not request help from peers or the class teacher, relying on the teacher to check his progress.

Mathematics Skills and Knowledge

The learner is currently working at a level two with developing skills towards level three. During mathematics lessons, the learner's intellectual skills are being challenged through open and closed differentiated questioning where the learner has to make connections between mathematical concepts. Based on observations appendix 5, and discussions with the learner and class teacher, it is evident that the learner shows by his responses a developing understanding of mathematical concepts. He has used familiar mathematical language, identified patterns, recalled number facts and for example, can identify halves in practical situations (appendix 5). He has been able to develop his knowledge and understanding to an extent by using his learning and applying it to new and challenging mathematical problems. This is referred to as 'bridging' (Cremin & Arthur, 2014) and it suggests that the learner is able to consciously transfer new ideas and understandings into a range of context. This however, was not present during the lesson on rounding numbers (appendix 6) the learner did not apply his prior knowledge on halfway numbers to aid him solve the rounding number problems. For most, the prior knowledge of halfway numbers would help interpret new mathematical problem (Ambrose et al. 2010). The learner has shown a developing ability to round numbers to the nearest 10 and 100 by using place value to make approximations. His work was organised and well set out, possibly on another day the learner would have achieved this task as unknown factors may have interfered with his thinking and impacted on his ability to succeed.

Literacy Attitude

Literacy acquisition plays an important role and has lasting effects on academic development of the learner (Antilla, 2013). Throughout all of the English lessons taught and observed, the learner showed enthusiasm for literacy lessons. He particularly enjoyed using his creative imagination when innovating a story, especially when he could incorporate his own ideas. He contributed to group discussions and expressed his own opinions clearly, mostly focusing on what was

relevant. The idea of working collaboratively encouraged the learner and his peers to consider a range of responses. Vygotsky (1934) believed that this community or social interaction is essential to making meaning. However, he would not always be listening to peer's contributions within the group setting as he became distracted by other groups talk close by. This meant he was unable to benefit from their contributions. He demonstrated a good attitude when editing and redrafting his story ending, striving to make the necessary improvements highlighted by the teacher.

Literacy Skills and Knowledge

In this area of learning the learner is working at a level two with some elements of level three present. Appendix 8 shows an innovated story based on 'The Way Back Home'. We can see that the learner is able to produce neatly presented work with small legible handwriting. He is beginning to use a cursive writing style and many words are spelt correctly. Where there are inaccuracies words are spelt phonetically. His writing communicates meaning and he uses appropriate and interesting vocabulary in sentences with some support. When sharing ideas within the group he is understood by his peers as they respond accordingly. Furthermore, when listening to peers he is mostly able to acknowledges their ideas. He prefers working independently, appendix 8 shows a text marking activity which he completed independently. His writing is organised, and the grammatical structure of his work is usually correct. He improved his work by using a thesaurus to include further adjectives. However, he was unable to remember to include full stops at the end of his sentences. He is developing confidence as a reader. On occasions he is beginning to use expression and is developing his comprehension skills. He has a range of strategies to help him read unfamiliar words, such as splitting the word into parts, looking for words within words and using picture cues and context. He also re-reads the word to check for sense. The combined literacy skills the learner possesses are fundamental to supporting his decision-making process along with his personal empowerment and active participation within his school community (Stromquist, 2005).

ICT Attitude

The learner displayed a good attitude towards ICT as a subject and was keen to develop new skills appendix 9. He found the task set challenging but did not ask for help. He persevered and overcome the difficulties he encountered independently to achieve success and as stated by Ingram (2017, cited in GL Education Foundation) no one learns without making mistakes. He took a risk by not asking for help in that he could have ran out time to complete the task effectively. This shows that as a learner, he has a good attitude towards perseverance and resilience in that he was keen to learn from his mistakes, solve problems as an independent learner and was not defeated. Here, his confidence and self-belief accelerated his learning (Smith, 1996). Appendix 10 shows an email generated by the learner and sent to Snowdonia visitor centre, here he displays the ability to shared information safely and independently. Appendix 9 shows the learners skill of producing databases and spreadsheets using the Excel program.

ICT Skills and Knowledge

The learner is currently working at level two with some strong elements of level three observed. Based on the two ICT lessons appendix 9 and 10 observed and taught the learner was competent using both word and excel programs and is efficient in saving and retrieving documents. He used his current ICT skills and knowledge obtained from using the iPad regularly transferring those skills when he used the HWB programs. Additionally, he is able to send and receive emails and understands the benefits of communicating electronically. The learner uses his knowledge of ICT skills to overcome obstacles when completing challenging tasks.

Topic Attitude

The learner took a keen interest in the current topic theme of Snowdon and appeared to engage with the tasks set in both lesson and mission activities. The topic work gathered was mostly of a cross-curricular nature and included elements of literacy, numeracy, ICT and geography appendix 11. The learner seemed to enjoy the cross-curricular work and for the most part was able to appropriately transfer

literacy and numeracy skills already taught to solve a variety of problems. According to the National Teachers Research Panel (2010 cited in Byrne, 2017), much can be gained from this cross-curricular experience and they concluded that it can significantly improve comprehension and problem solving. For those problems the learner found challenging, the difficulty for him was in understanding the questions and data set, which led to him being uncertain about which mathematical function to adopt. With some support and prompting from the teacher he was able to work out what was required. As a result, he was unable to talk with a peer to help make sense of what to do. According to Cremin and Arthur (2014) to develop metacognition, it is important for the child to be able to articulate their own thinking and learning.

Topic Skills and Knowledge

The topic observed was a Geography. In this subject the learner is currently working at level two with developing elements of level three. From the work set, the learner's intellectual skills were challenged by asking relevant questions, making connections between ideas and drawing conclusions. Based on observations and discussions with the learner and class teacher appendix 12, some aspects were too challenging for him and support was needed in order for him to achieve the learning outcome. The geography skills observed were making comparisons between seasons and identifying natural features in this case the weather appendix 11. During carpet discussion the learner offered an impressive range of responses when asked about the threats of litter to Snowdon, "nature and wildlife is in danger and we must recycle to preserve it" thus, he was able to express himself clearly and link the consequences of littering using relevant vocabulary. This not only helped the learner connect to the topic, but also developed the capacity for clear communication of ideas and meaning (Brookfield & Preskill, 2005). Furthermore, his response was organised and sequenced in a manner in which it was understood by all. As well the learner was also able to transfer mathematical skills to a variety of contexts and select the appropriate mathematics technique.

Next Steps

In order for the learner to progress and move onto the next levels with regards to the above areas covered the following areas need to be addressed.

Willingness to adapt to change

Coping with change is part of developing flexibility, an essential skill needed for success in learning. Flexibility is the basis of resilience, which Webster (cited in Psychology Today, 2014) defines as the ability to recover from, or adjust to change. In order to support the learner with managing change, the next step would be to implement strategies to support him with moving outside his comfort zone to enjoy spontaneity and creativity in his life. The teacher can alert the learner in advance of possible change and talk through what the change will involve. As well, the teacher could involve the child in discussion on the choice of rich tasks he would enjoy in the future to help engagement. Also, provide more regular rich task learning opportunities to allow the learner to become familiar with the change in routine.

Willing to ask for support and self-esteem in mathematics

As identified from observations, the learner prefers to work independently and is often reluctant to ask for support when he is experiencing difficulty. Even though it is good to be an independent learner, knowing when to ask for help is practical. It appears that the learner is lacking self-esteem and self-belief with regards to his mathematical competence. He doesn't want to be seen by others as unable to manage, so withdraws from the activity becoming disengaged rather than seek help. According to Smith (1996), the development of positive self-esteem and self-belief in the learner helps contribute to a physical relaxed alertness which enhances learning. This in turn, allows learners to set realistic and achievable goals whilst having a sense of one's own strengths and limitations. As well, there will be less likelihood of anxiety and displays of 'reptilian' behaviours. Next steps for boosting the learner's confidence in realising and accepting his limitations and need for help is to develop his self-esteem by acknowledging his efforts and value as an independent and supported learner. This can be done through specific positive praise, compliments,

reinforcement and the highlighting that everyone needs help sometimes. This form of praise 'can assist in enhancing self-efficacy and thus can be converted by students back into the impact on the task' (Hattie & Timperley, 2007, p.96). However, in contrast, Kohn (1993 cited in Henderlong & Lepper, 2002) suggests that praise is unnecessary and may in fact damage children's intrinsic motivation. Praise can create extreme pressure to keep performing well, deter risk taking and lessen perceived learner autonomy (Holt et al. 1982). When considering these arguments as a strategy the teacher would need to be careful as to when and what the learner is being praised for to avoid the him losing his preference to be independent and autonomous in his learning.

Activate and use prior knowledge

Students build on their current foundations of skills and knowledge and forge links between previously acquired knowledge and new knowledge. The building on current prior knowledge being assimilation and the development and storage of new knowledge being accommodation (Piaget, 1936). The learner's prior knowledge of halfway numbers appeared to be inactive as he did not draw on it to facilitate new learning (rounding numbers to the nearest ten or one hundred) (Ambrose, 2010). To assist the learner in activating prior knowledge to scaffold new learning the following would be useful next steps. Carousel brainstorming could be introduced to activate learners prior knowledge of a topic through movement and conversation discussing different aspects of a single topic at various stations located within the classroom (Appendix 13). Another strategy would be 'two-minute-talks' where the learners focus on the topic about to be addressed. During the talk, students will share with a partner by brainstorming all that they know about a skill or topic.

Active listening within group setting

Active listening is a vital skill, it is one of the most important skills for primary school children to master. It means giving full attention to the speaker and trying to understand the complete message being sent, encouraging positive conversation and acknowledging other points of view.

Active listening is not simply a cognitive process. To 'hear' the listener must not only comprehend what is being said verbally, but also the non-verbal communication which informs what is being said (Caspersz, 2015). Possessing active listening skills is beneficial to better comprehension in the classroom better communication with others and aids problem solving. To provide opportunities for the learner to develop active listening and engage and respond to a speaker during a group tasks more effectively the following next steps could be taken. Play a game such as Simon says, with one child volunteering to be Simon, modelling good listening strategies such as looking at the speaker in the eye, repeating directions to yourself aloud and not starting until you have heard all of the instructions. Circle time activities where children take turns to share their thoughts and feelings on the topic being discussed, children are encouraged to look at the speaker and listen to what is being said. Whole body listening, where a learner practises keeping key parts of their body focussed on the speaker. Eyes are watching, ears are listening, mouth is closed, and hands are folded in lap, feet are on the floor and the brain is focussed on the speaker. Telephone message, a message is passed around the circle to see if it stays the same.

Literacy

In the oracy level descriptors the learner displays majority of the skills outlined in level two. However, he can become distracted as previously mentioned. To progress, he needs to show an awareness of learners through listening in order to respond appropriately to learner's talk. See above for steps to address this.

In writing, the learner displays elements of both level two and three also. However, a recurring mistake identified in the learner's writing was the lack of full stops at the end of sentences. To help overcome this, the learner could have a 'Do Not Forget' stand in front of them during lesson times which includes a reminder. Additionally, the learner could have a ten-minute daily activity identifying the perfect sentence amongst a selection of five sentences with errors. With practice this would help him to help him identify missing full stops his own sentences when checking his work.

Based on the National curriculum level descriptors for reading, the learner shows elements of level two and three. During the topic activity, as already discussed he found it difficult to understand the questions and supporting data set. A strategy to help develop better understanding of questions when problem solving would be to use 'RUCSAC' (appendix 14). Read, Understand/Underline, Choose, Solve, Answer, Check. Visual RUCSAC prompt posters and flow charts could be displayed in class for the learner to refer to when needed, this would also support his preference for independent learning. The teacher could also use questioning to help the learner understand what a sensible or likely way of solving the problem could be. To support articulation of ideas and transference of skills to classwork word walls or mobiles containing specific vocabulary could be placed around the classroom or on a word table mat for the learner use as support. Visual aids are those instructional aids which are used in the classroom to encourage children's learning process. According to Burton (cited in Shabiralyani et al. 2015), visual aids are the sensory objects that can initiate, stimulate and support learning. As well, Kinder (cited in Shabiralyani et al. 2015) describes visual prompts as any device which can be used by the learner to make the learning experience more real, more accurate and more active.

ICT

The learner already shows elements of level two in ICT and is beginning to show strengths in some areas of level three. To move his learning forward, a SMART target could be developed with the child's involvement. Further opportunity to explore the effects of making changes in models and simulations is required. To achieve this, the learner could provide with opportunities to experiment with simulations and modelling on computers/laptops and iPad across a range of curriculum areas. As well, to develop the skill of searching for information using a given source, the learner could have missions based on Snowdon where they have to use Encyclopaedia Britannica on the HWB site. This could also be developed from delivering an ICT based Rich Task, which would also support other areas of learning such as mathematics and literacy. Implementing such activities can develop thinking, communication, number and ICT competencies (WAG, 2008).

Topic

The learner exhibits elements of level two and some developing elements of level three within the National Curriculum document for Geography. The next step for the learner is to look at and identify the features of a map and draw maps with a growing awareness of compass directions. As well, a closely linked next step would be for the learner to collect information and make observations both indoors and outdoors and to find suitable answers using resources. Both of these next steps could be achieved from by completing an orienteering rich task wherein the learner can explore the locality and create a map of the local area. Additionally, there is the opportunity for cross-curricular map work where the learner can develop their ability to use a four-point compass. Listening skills can also be developed within this activity, as the learner will have to listen to instructions when following a route.

Conclusion

This assignment has helped me develop an improved understanding of assessment for learning process through observation, data gathering and moderation of learner's work in line with key skills development and progression set out in the National Curriculum documents and level descriptors. Moving forward as a practitioner, it will be beneficial to my development to monitor the progress of all learners within the class to inform my future practice in identifying individual learner strengths, weaknesses, attitudes and learning preferences. Recognising the attitudes of the learner has provided me with the opportunity to gain a better understanding of the learner's thoughts, feelings, emotions and preferences towards learning. Identifying the strengths and weaknesses of the learner has enabled me to suggest effective strategies to help move their learning forward in relation to their learning outcomes when matched to level descriptors. As a result of this, I have obtained a clear image of the learner's current ability across the areas observed and assessed and how best to engage, challenge and support him across the curriculum to make next steps towards further progress in future lessons. Researching the strategies that are available to support steps has given me a wider knowledge of how to best help the learner as an individual across the areas of learning.

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Appendices

Appendix 1

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): _____

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).

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,

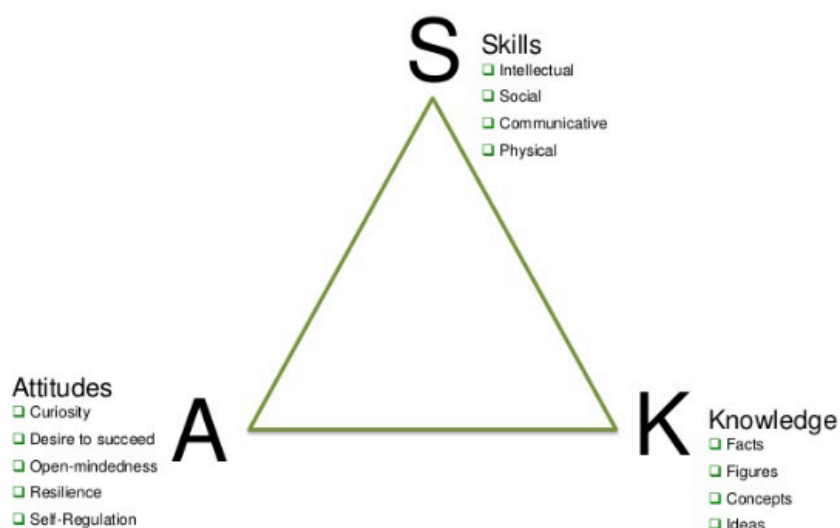
SDPP module team

Sarah Elsey
Dr. Helen Lewis
Linda Davies
Jayne Morgan
Heddwyn Davies

Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder

Appendix 2

The ASK model – Attitudes, Skills & Knowledge



Appendix 3

Transcript

Teacher: "Did everyone enjoy today's Grand Prix rich task?"

Class: mixed responses, some did, and some did not.

Teacher: "Did you enjoy?" (question focussed towards learner)

Learner: not really (accompanied with head shake)

Teacher: "Why not?"

Learner: "I like having English and Maths in the morning and I like missions after dinner."

Teacher: "So you like a usual day?"

Learner: "Yes." accompanied with a nod.

Appendix 4

WALT - round numbers to the nearest 10 and 100

S

Round to 10

$$73 \rightarrow 70 \checkmark$$

$$66 \rightarrow 70 \checkmark$$

$$94 \rightarrow 90 \checkmark$$

$$21 \rightarrow 20 \checkmark$$

$$87 \rightarrow 90 \checkmark$$

$$65 \rightarrow 70 \checkmark$$

$$53 \rightarrow 50 \checkmark$$

$$133 \rightarrow 130 \checkmark$$

$$179 \rightarrow 180 \checkmark$$

$$382 \rightarrow 380 \checkmark$$

$$5065 \rightarrow 5070 \checkmark$$

$$981 \rightarrow 980 \checkmark$$

Round up to 100

$$4 \rightarrow 100 \quad 361 \rightarrow 400 \checkmark$$

$$29 \quad 4 \rightarrow 300 \checkmark$$

$$326 \rightarrow 300 \checkmark$$

$$433 \rightarrow 400 \checkmark$$

$$724 \rightarrow 700 \quad 500200$$

$$815 \rightarrow 800$$

$$347 \rightarrow 300$$

$$66 \quad 0800 \rightarrow 800 \quad 700$$



1 to 4 jump down the tree, 5 to 9 up to the tree house

176 to the nearest 100 is?

425 to the nearest 100 is?

Required support.

Difficulty identifying when to round up/down

Unsure what place value number to look at to help round up or down

work is organised

Sylwadau / Observations

Halfway - Developing understanding of finding halfway numbers.

Has identified a pattern (numbers ending in 5) said that “all numbers between multiples of 10 will end with a 5.”

As well, said that the tens number will stay the same e.g. $40-50 = \underline{4}5$.

Rounding - Confident using subject specific vocabulary e.g. rounding, halfway, nearest

10/100 – however, difficulty completing the task today. Support needed.

Could complete a concrete activity next time before attempting the abstract again.

916118

WALT find the halfway number between ~~multiple~~ of 10

105	100	101	102	103	104	105	106	107	108	109	110
110	110	111	112	113	114	115	116	117	118	119	120
120	120	121	122	123	124	125	126	127	128	129	130
130	130	131	132	133	134	135	136	137	138	139	140
140	140	141	142	143	144	145	146	147	148	149	150
150	150	151	152	153	154	155	156	157	158	159	160
160	160	161	162	163	164	165	166	167	168	169	170
170	170	171	172	173	174	175	176	177	178	179	180
180	180	181	182	183	184	185	186	187	188	189	190
190	190	191	192	193	194	195	196	197	198	199	200

Prove it!

40 45 → 50
40-50

150 155 → 160
150-160

- * Identified patterns.
- * Used familiar mathematical language.
- * Recalled number facts to 10
- * Identified halves in practical situations (actively using number line and counters).

Appropriate and interesting vocabulary used

* Letters accurately formed and consistent in size.

* Simple/monosyllabic words usually spelled correctly. Others phonetically plausible.

* Used a thesaurus and adjective alternative mat to improve work.

Her mum picked her up and ^{took her home} and she went to her door. ^{There was a knock.} It was the post man. ^{Suddenly} it was a small parcel for the girl. It was a ^{valise} she took it and turned it on ^{hülle-hülle} it was the sun sand.

* You added more detail and extended your sentences using adjectives

!- You are still forgetting to put full stops at the end of your sentences.

The New Back Home

One sunny day the girl was waiting for her friend to ^{They went to} ~~bring~~ her seed. ^{to} ~~bring~~ in the garden with the dog. The ^{offered} ~~grains~~ were on the shed and they were ^{shooked} ~~shooked~~ to send a rocket. The rocket ^{was} ~~was~~ massive and shiny, it had a moon and a rocket ^{pointed on the side of it.}

The girl saw a door on the rocket and she went in to the rocket and sat down. She ^{noticed} ~~noticed~~ a big red button and she pushed it. ^{Suddenly} she ^{smoke} ~~smoke~~ and ^{was} ~~was~~ in space ^{towards} ~~towards~~ the sun.

All at a sudden the rocket ran out of petrol and it started to splutter and made a noise ^{that} ~~that~~ ^{the} ~~the~~ ^{rocket} ~~rocket~~ ^{was} ~~was~~ ^{cross} ~~cross~~ ^{landed} ~~landed~~ on the sun and it went ^{boom} ~~boom~~ and a sun sand in a ^{corner} ~~corner~~ ^{post} ~~post~~.

The sun sand ^{looked} ~~looked~~ and the girl ^{thought} ~~thought~~ about how to exit the rocket. So she ^{fumbled} ~~fumbled down into the sea to get her ^{tail} ~~tail~~ ^{up} ~~up~~. She went out ^{shouting} ~~shouting~~ and no body ^{heard} ~~heard~~ so she ^{climbed} ~~climbed~~ ^{the} ~~the~~ ^{mountain} ~~mountain~~ and ^{rope} ~~rope~~ came down. The girl ^{climbed} ~~climbed~~ ^{the} ~~the~~ ^{rope} ~~rope~~ and back on the sun. The sun sand and the girl ^{exited} ~~exited~~ the rocket with the ^{tool kit} ~~tool kit~~.~~

The girl said "god was and ^{even} ~~even~~ back home. There was a knock at the door. It was a post man and had a ^{parcel} ~~parcel~~. She opened the parcel and it was ^{nothing} ~~nothing~~ ^{she} ~~she~~ ^{heard} ~~heard~~ ^{"hülle hülle"} ~~"hülle hülle"~~.

* you have used paragraphs to show a new section of the story

redraft the last paragraph to add more details.

The girl said thank you and good bye and was ^{glad} ~~glad~~ she had to leave the sun sand and ^{missed} ~~missed~~ the sun sand very much. She flew in to the Earth and in to her garden. She hid the in the bush so her ^{friend} ~~friend~~ ^{to} ~~to~~ ^{see} ~~see~~ it. She ^{wasn't} ~~wasn't~~ ^{at} ~~at~~ ^{grammatically} ~~grammatically~~.

Thursday Mar 17th

WALT-identify features within a narrative text ✓✓

Walk the Plank

Ashanti was playing in the park with her brothers. They were playing on the pirate ship climbing frame. Max was always the captain because he was the oldest. Dez was always the first mate because he was the second oldest. Ashanti was the youngest. Her brothers always made her walk the plank when they played pirates. She sometimes asked if she could be captain, but they always said no.

Ashanti was being made to walk the plank because she hadn't washed the decks clean. Captain Max had been out burying his treasure. He had stomped back onto the ship with mud all over his boots. What a mess he made! Ashanti had tried to clean the decks, but she couldn't clean up the mud. Both of her brothers laughed when she jumped off the edge of the pirate ship climbing frame. She landed with a bump. She looked up at her brothers laughing at her and then she saw something odd. Underneath the climbing frame was a strange drawing. It was some skull and crossbones. She reached out and she touched the drawing. There was a flash of light and Ashanti was in a ship at sea! She could feel the ship tipping from side to side.

Ashanti looked around in amazement. There were lots of barrels of gunpowder. Then she saw something moving in the corner. Someone was hiding behind one of the barrels. Dez and Max's heads popped up slowly. Just then a real-life pirate appeared. The pirate grabbed all three children and marched them onto deck where the captain was. The captain was furious! He did not allow stowaways on his ship. He shouted at them to walk the plank. They were all terrified. What would happen to them? Ashanti wasn't scared. She was angry. She wasn't being forced to walk another plank! She grabbed a sword from the pirate who had found them, and she charged at the captain screaming "Arrggghhhh! You will not make me walk plank!"

The captain was shocked. He grabbed his sword to stop Ashanti, but she was so angry that she pushed him straight off the ship. The other pirates cheered and cheered "Ashanti! Ashanti!" The captain had been a cruel man and they were pleased he was gone. They made Ashanti their new captain and she sailed the ship to Pirate's Gold Island.

Finally, the children helped the pirates find the cruel captain's treasure chest. It was full of gold coins, red rubies and shiny diamonds. Next, the pirates gave Ashanti a beautiful, golden goblet to say thank you. She looked carefully at the picture on it. It was some skull and crossbones. She touched the picture and there was another flash of light. Suddenly she was back in the park with her brothers. Max and Dez were so grateful to Ashanti for saving them that they never made her walk the plank again. Sometimes they even let her be the captain!

There is a title.

There is a structure - introduction, build up, complication, resolution and end. (Tick each)

Character description.

Described setting.

Time connectives.

There are paragraphs. (//)

Past-tense.

2nd (you) and 3rd (he, she, it, they) person

Punctuated speech

Range of verbs instead of said.

Identified all the features individually.

Confident reading the text.

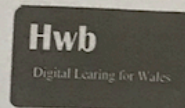
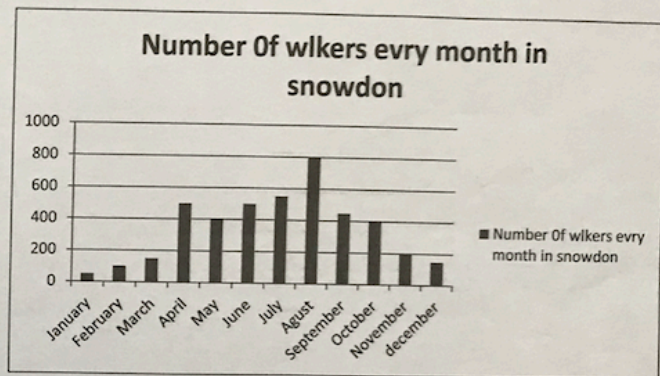
Independently completed likes to work independently.

Independent Da Jawn

Month	Number Of wikers evry month in snowdon
January	50
February	100
March	150
April	500
May	400
June	500
July	550
Agust	800
September	450
October	400
November	200
december	150

Month	Number Of wikers evry month in snowdon
Agust	800
April	500
december	150
February	100
January	50
July	550
June	500
March	150
May	400
November	200
October	400
September	450

* Number recognizer, input accurately.
 * Produced and used databases.
 * Use a spreadsheet (Excel)



Monday May 21st

Walt: construct and send an email

snowdonia

Mon 21/05/2018 15:05

Inbox

To: [redacted] <[redacted]>;

Hwb

Digital Learning for Wales

Dear Miss [redacted]

please can you help me find out

How many mountains in Snowdonia? y Migneint height is 479m

Thank you from [redacted]

Ar gyfer yr unigolyn y cyfeirir yr e-bost hwn ato yn unig y mae'r neges a'r atodiadau sydd ynghlwm. Os ydych wedi derbyn y neges e-bost hon drwy gamsyniad, rhwch wybod i'r anfonwr a'i dileu'n barhaol o'ch system. Os oes cynnwys yn y neges e-bost hon sy'n bersonol neu os oes ynddi gynnwys nad yw'n gysylltiedig â gwaith Llywodraeth Cymru, ysgolion, y consortia addysg rhanbarthol neu unrhyw awdurdod lleol yng Nghymru, nid ydym yn derbyn cyfrifoldeb am gynnwys o'r fath nac atebolrwydd drosto. Gallai data mewn negeseuon e-bost hon cael eu hanfon dros y rhyngwyd gael eu llygru, neu gallai negeseuon gael eu darllen cyn iddynt gyrraedd pen eu taith neu gael eu diwygio heb awdurdod; nid oes gennym unrhyw reolaeth dros hyn. Nid ydym yn atebol am unrhyw feirysau cyfrifiadurol a allai fod yn y neges hon nac am unrhyw golledion yn sgil feirysau. I gael gwybodaeth am y sail a ddefnyddir ar gyfer casglu gwybodaeth bersonol drwy <http://hwb.gov.wales>, ewch i <http://hwb.gov.wales/TermsAndConditions>, ewch i <http://hwb.gov.wales/Privacy>, ac i weld telerau defnydd y wefan.

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- * Shared and exchanged information safely
- * Used ICT equipment safely and legally and independently.
- * Store and retrieve information they have found.

dydd Fawr mai 17

WANT: Analyse and mark snowdon data //

Local area and National Parks.

1. Which month had the most walkers? Why?

2. Which month had the least walkers? Why?

3. Which months had half the number of walkers as August?

4. Which month had double the number of walkers as January?

5. 50 walkers went to Snowdon in January. Each walker was charged £2 for entry. How much money did the ticket office make?

6. In the previous year, only 35 walkers walked in January. How much less money did the ticket office make?

7. Next year, Snowdon ticket office are increasing their price to £3 per person. How much would they make if 150 walkers visited.

Month	Number of walkers every month in Snowdon
January	50
February	100
March	150
April	500
May	400
June	500
July	550
August	800
September	450
October	400
November	200
December	150

Comparison between seasons

* Distinct seasonal changes

1. August was the busiest month because it is summer

2. January with 50 walkers and it is school time

3. May and October

4. February had double the number of walkers

* Transfer mathematical skills

* Identify appropriate steps.

* Appropriate written strategy.

5. $50 \times 2 = 100$ the ticket office made £100

6. $50 - 35 = 15$ walkers. January this year = £100. January last year = $35 \times 2 = 70$

* Difference in money = £100 - 70 = 30 £30 / spent in 2018

7. $150 \times 3 = 450$

* Gwaith da ~~da~~ you analysed the data and answered questions using.

Number Of walkers every month in snowdon

Hwb
Digital Learning for Wales

Appendix 12

Sylwadau / Observations

Topic – found the questions challenging and some support was required for him to achieve the learning outcome.

Difficulty understanding the questions and the data presented.

Caused confusion and was unable to choose the appropriate mathematical function to answer the question.

Appendix 13

Sample Room Layout for Carousel Brainstorming

