



ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	Leah Wright	Student P number:	130100
Programme: *	PGCE Primary		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):*	7
Module code: *	M7X02153	Contribution to Overall Module Assessment (%): *	70%
Module Lead:*	Helen Lewis		
Assignment Title:*	Written assessment 4,500 words	Assignment No (x of x):*	1/2
Start date:*	5/3/17	Submission deadline:*	30 th May 2018
Return date of provisional marks & written feedback:*	27 th June 2018		

Referencing:	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, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	30 th May 2018
Module lead tick to indicate if a hard copy version of the assignment must be submitted.*			YES
			NO ✓

Learning Outcomes tested (from module syllabus)	Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:
• critically reflect upon teachers' professional responsibilities in working closely with parents governors, local authorities and agencies which support schools and the wider community • synthesise and analyse performance data accurately to inform decision-making, illustrating a comprehensive understanding of national requirements relating to progress within the statutory and non-statutory curricula • identify, apply and evaluate appropriate formative and summative assessment strategies, and critically reflect on the effectiveness of selected strategies in their own classroom practice • reflect critically upon their own learning, drawing upon relevant theories and personal experience	• Discuss the intended professional data collection justifying its suitability and purpose; • Support the discussion by referring to a range of relevant literature; • integrate theory and practice with regard to the pedagogic context; • Discuss the ethical issues that should be considered during the assessments • Write a well-structured piece of work in a coherent writing style

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Grade awarded
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	
2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working	
4. Key Transferable Skills Deployment of appropriate media; presentation and organisation.	

Assignment Grade (Assessment grades are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)	
	Up to 1 week late	D Max
	Over 1 week late	Fail

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 I have reflected well on the assignment.	I found this essay very hard because I feel I know the child and I understand what I would like to implement in the areas and focus activities but I really struggled to put into works and organise my writing to explain this.

Student's Name	Leah Wright	Date	30th May 2018
Student's Signature	L. M. Wright.		

M7X02153 - School Development and Pupil Progress

A Detailed analysis of One Child's Holistic Development, with Justification for the Next Steps in Learning

4,901 Words

Level 7

Assignment 1 of 2

By Student 1301200

30th May 2018

Contents:

Introduction _____	p6
Data Collection _____	p6-7
Analysis of Learner _____	p8-9
Next Steps _____	p9-11
Conclusions _____	p11-12
References _____	p12-17.

Appendices- p18-31

Appendix 1 _____	p19-21
Appendix 2 _____	p22
Appendix 3 _____	p23
Appendix 4 _____	p24
Appendix 5 _____	p25
Appendix 6 _____	p26
Appendix 7 _____	p27
Appendix 8 _____	p28
Appendix 9 _____	p29
Appendix 10 _____	p29 - 31.

Introduction:

The school is situated in the Gower Peninsular six miles from the city of Swansea. The school is currently a pioneer school and is working with the Welsh Government and other schools to proceed with developments relating to curriculum reform. The school is situated in a affluent area. There are currently 157 pupils in the school from the ages of three to eleven. Over the last three years, the average number of pupils eligible for free school meals is around 3%, well below the national average of 19% (WAG, 2017, Estyn, 2010). The school identifies around 17% of pupils as having additional learning needs, which is below the national average of 25% (WAG, 2016, Estyn 2010). No pupils speak Welsh as a first language and very few pupils have English as an additional language (ESTYN, 2010). The school is highlighted as a green support category. The schools foundation phase indicator identifies that 75% of pupils will achieve the expected outcome in learning by the end of the foundation phase (WAG, 2017).

There are five classes in the school, three of which are mixed classes. This includes the class of children I am currently undertaken in my placement. I am in the foundation phase in a Nursery and Reception class. There are 50 pupil in the class, 18 reception children and 32 nursery children aged between 3 to 5 years old. In essence, there are three year groups in one classroom. I decided to observe a male learner in the nursery 2 year group. He is 4 years old. The British Educational Research Association (2011) informs guidelines on responsibilities as the researcher to apply a duty of care to ensure an obligation to the participants anonymity and confidentiality (UWTSD, 2017). Thus, ensure the anonymity of each participants rights to privacy the children's identity will be unknown. It is the recognition of these obligations to ensure the integrity in which the research is undertaken is conducted through appropriate standards and conforms to accepted ethical practices and principles (BERA, 2011, UWTSD, 2017). To refer the learner throughout the essay, he will be identified as Child H within the essay to ensure his anonymity is protected..

In an over view of the learner he displays understanding and knowledge above some of his peers. He is willing to participate in learning and is very articulate to explain what he understands and is inquisitive to learn and take part in all activities and is always eager to play with his friends. This essay will discuss a detailed analysis of Child H's holistic development, with justification for his next steps in learning. and development.

Data Collection:

Over the past decade, early childhood research has featured a growth in studies which are placing the views and experiences of young children at the centre of the studies (Clark, 2011). According to Clark (2011) these explorations have included the importance and exploration of issues within methodologies. The McNair Report (1944) identifies that in the, then present system, there were individuals that placed a moral strain on the profession of teaching and who ought to not be imposed on young children. Thus, coinciding with the now present identification of the moral purpose that is expected and guides how an adult should be upheld when working with or researching children (Grigg, 2016, Hill, 2012). Highlighting, the wider re-evaluation of research conducted with children and young people (Lewis et al. 2004; Christensen and James 2008). These factors contributed to the design in studies needing to incorporate the value of pupil participation. Research suggests there are numerous studies with the a common factors to explore, learn and understand the everyday experiences of children in the contexts which are familiar to them (Alderson 2008; Harcourt, Perry, and Waller 2011; Clark, 2011).

As a result, the Mosaic approach is designed to involve children in the design and review of the research study (Clark and Moss, 2001, 2011). The Mosaic approach name suggests that it regards multiple types of data to help researchers understand the views of children, on their own learning (Clark & Moss, 2005, 2011, Greenfield, 2011). This coincides with the fact that when data is collected in a variety of methods and sources it will provide validity in which evidence can be compared and combined to better understand the findings (Roberts-Holmes, 2014). When using a variety of different methods in research it can help to provide a clearer overview of the children's holistic learning and development. According to Clark and Moss (2001, 2005, 2011) the desire of using the variety of strategies is because the Mosaic approach identified that the use of the many methods of data collection is designed to

strengthen the research participant because it facilitates the co-construction of meaning. Similarly, Greenfield, (2011) states that the use of the multiple methods is to gain a clear understanding of the children's perceptions and views. Thus, identifying that the researcher can obtain a clearer understanding of the child's perspective and opinions when there has been time spent with the participant and the analysis of multiple methods is providing an evidence base on the child.

Within this study, observation is an important form of data collection to inform analysis and to understand the learners' holistic development and learning. I decided to use the observation methods to gather data on Child H because according to the Welsh Assembly Government observation can support the judgements on children's skills and development and form part of overall assessments and procedures (WAG, 2008). Moreover, observation provides a lens which the observer can gain knowledge of the learning to provide a 'living picture' which can draw together a platform of the child's overall learning (Clark and Moss, 2011, Bruce, 2012, Louis, 2008). Although, Montessori urged observers to dissociate themselves from observations so the perspective is on the learning occurring within the lesson instead of the basis of a bias perspective (Papatheodorou et al, 2013, Dudley, 2014). Thus, highlighting the significance of observations to not standing alone in the assessment and evaluation of students' learning and development.

These factors contribute to the use of interviews with the child and his teachers in order to gain the holistic overall picture of the child based on his views, teachers and my observations. According to, Jürgen Habermas' theory of Communicative Action it recognises feedback from pupils under a social constructivist perspective to focus on the complexity and importance of the interpretation and relationships between pupil and teacher feedback (Dan, 2016). This means, that the feedback from a pupil in an interview needs to be interpreted correctly and not a one-way process. Similarly, Bragg and Fielding (2005) found that it is valuable feedback to teachers which can inform future practice and increase the awareness of pupils' needs and learning (Cremin and Arthur, 2014). Therefore, it is important to obtain a clear understanding of the child's meaning through the interview because it can greatly impact the analysis of the data and the child's understanding of learning. Even more the relationship between social research and children highlights the significance of exercising article 12, children who are capable of forming their own opinions on circumstances affecting them should be acknowledged and permitted with the right to express their views freely and without consequence (UNICEF, 1989). In acknowledgement of this, the methodology used in this essay is linked to the mosaic approach which means pupil participation is vital to ensure children are respected contributors in decision making to which their rights are able to be expressed and views are given due weight within the study (Cremin and Arthur, 2014, Lundy, 2007).

Secondly, the focus group will provide their feedback on the research lesson through an interview process and taking into account the child's opinion will in turn have an influence and effect on the analysis of the research outcomes (Papatheodorou et al, 2013). The interviews are a semi-structured technique used in qualitative data because as it provides valid and in depth understanding alongside observation on the topic (Baines et al, 2018).

Complementary to this, it is important to acknowledge that the collection of the data is led by myself as this ensures that no unethical distress comes to the child (Riddall-Leech, 2008) or direct impact from observer on the observed (McCambridge et al, 2014). Equally, to ensure that under ethical consideration the child's views were always understood and taken into account it is essential to include in the data collection that Child H did not want to participate in taking photographs or map making (appendix 2). Therefore, observation and interviews methods have been the preferred form of data collection. The use of these approaches in data collection methods will develop an overall view of the learners' views on learning within the foundation phase. Thus, it is the variety of research techniques that will combine the findings to ensure a holistic view of the child (Mukerji and Albon, 2009).

Analysis of learner

This section of the essay will discuss and consider the whole holistic development of Child H. According to Nottingham (2013) debates around education are usually leading towards to knowledge that schools need to give to children. Recently, Graham Donaldson new curriculum for Wales in 2020 is aiming to develop students to have the four purposes embedded into their learning, to ensure that as well as engaging with knowledge they become 'ambitious, capable learners, enterprising, creative contributors, ethical, informed citizens and healthy, confident individuals' (WAG, 2015, p5). Therefore, when considering the child's holistic development I will be using the A.S.K model so that not only their knowledge is taken into consideration but the learner attitude and skills to view the child as a whole (Cox, 2017).

Vygotsky theory on the attitudes and the way children learn identifies that through cultural learning children begin to adopt the same attitudes and values adults portray in their everyday lives (Nottingham, 2013, Macblain, 2015). Thus, children learn to mentally and physically adopt habits from their surroundings. Perhaps, this is why Child H's attitudes are resilient when it comes to learning. As information states gathered from Child H's interview, teacher M has taught him the importance of trying hard when he is learning (appendix 8). Therefore, he has a good starting basis for wanting to work hard and understand that learning will take time and this has developed from his teacher showing him that learning is a process of trial and error. Furthermore, it is evident this identifies Child H to have a growth mindset and emphasises his level of resilience as a learner (Nottingham, 2013, Appendix 4 and 8). This also coincides with his attitudes to want to succeed because Child H appears to very competitive and within this he strives under challenges and wants to work harder when there is an element of a game which he can win (appendix 4 and 8). For example, when Child H participates in the game beat the teacher during read write inc (RWI) he is usually the first child to say the sound of the letter and wants to success as the winning team in the game (appendix 7). Moreover, Child H will not give up if he finds something tricky because he will either find a way to ask for help and will not feel disappointed that he cannot do it. He repeats to himself, "I can't do it yet". The word yet is very important as it implies that he understands that he will be able to do it with practice. Therefore, he appears have effective attitudes towards learn to express the ability to be keen to learn from his mistakes, ask for support and the desire to succeed (Nottingham, 2013)

The analysis of the data gathered presents a variety of Child H's social skills. Child H is very confident and displayed a good level of attitude towards other people because he is able to work in a group and individually. He is kind to his friends and this is clear because he has many friends in class and is now able to develop relationships with both girls and boy who are older and younger than him in the class (appendix 8). This highlights his good use of social communication though play. He also demonstrates an understanding and knowledge of social language to be able to tell jokes and laugh with his friend. The photographs taken in appendix 3, shows that his social skills are extended when he is able to work in a group and contribute his own ideas and knowledge of where a spider would live. Furthermore, he displayed knowledge about spiders and he knew that they live in web and he was innovative to think about how he can use sticks to create a web for the spiders home. This coincides with his knowledge and understanding of animals and their habitats (Griggs, 2016, Nottingham, 2013).

In the observation and group work with Child H he is able to listen to the teacher on the carpet, during the register and in focus tasks (appendix 4). It is inevitable that Child H can often display "silly" behaviour in class especially when with particular children but he is able to understand and use communication skills to know when a teachers actions and tone changes (Nottingham, 2013) and if they expect him to stop what he is doing and listen. In comparison, his use of humour exemplifies his ability to laugh. This shows that he has an understanding of language and that he is now able to relax more in the classroom environment (appendix 8). Child H is a good listeners with both the teachers and his friends. From working with him in class and observing his behaviour it is clear that he is always willing to take part in the focus activities during class and listens for his name and group (appendix 8) and when he wants to leave an activity his skills extended to his ability to request thing politely. The factors that contribute to his attitudes in class can exemplify a good learner who has a desire to embrace the verity of his curiosity and wonder within the classroom and use effective communication skills (Nottingham, 2013).

With reference to his physical skills Child H is developing his mark making skills in RWI to write his sounds (appendix 2). His work identifies that he is able to hold a pencil in his right hand and write the letters but he is still working on developing his fine motor skills to be able to develop his writing skills, especially the 'h' letter. Child H physical skills are also developing to be able to manipulate objects (appendix 3). Child H needed support to be able to control the pipe cleaner to turn around the spoon but with persistence he was able to twist it around the spoon. Based on these findings of his skills it is arguable that due to his age these will be a continuous development for his next steps in learning.

Child H's knowledge in mathematics skills appears to be reaching aspects of outcome two and three. His intellectual skills demonstrates the ability to identify numbers and recognise the similarities between numbers 1-10 and the teen numbers. Child H is quickly developing his recognise from numbers 1-14. Over the process of the 3 weeks in placement (appendix 1) it is evident that his number skills and knowledge have developed. Furthermore, Child H displays the ability to understand the relevance of an ideas. In appendix 1, week 3, Child H was able to explain to me that if he knows he has 11 ants but needs the number 14 then he can just count on. This conversation and observation of his abilities identifies that he is working about his chronological age in relations to numeracy and is demonstrating an understanding of number knowledge and intellectual thinking skills. Recently, it has be observed that Child H will also try to help his friends with their work. If he can see that they haven't chosen the correct number, for example, he will try to explain what number they have found. The level of oracy skills he presents within the findings emphasis his articulate abilities (appendix 9 and 1)

Child H's knowledge appears to be more stimulated around play based topics. He has a variety of knowledge which he uses to explain in his reasoning when he has been asked to discuss why he thinks something or asked to prove what he knows (appendix, 7, 8, 9). Equally, when interview Child H his opinions and knowledge of what he believes learning to be identified his understanding of the environment clearly. Therefore, based on the data findings, when Child H was asked his opinion on learning in the classroom environment he stated that he loves to play with his friends and that learning is play(appendix 9). Indeed, Child H is always asking to go and play after an activity. Thus, this identifies how Child H's knowledge towards learning is based upon playing in the areas of the classroom. In particular, Child H's attitudes appear to be bias towards the role play area. Child H's acknowledge the role play areas as his favourite area in class and is often engaging with imaginary play (appendix 7,8, 9). Through discussion with Child H his opinions towards the role play area is that it can help him learn about food and putting on clothes. Perhaps, he views the role play area as learning about his daily lives and friends within the area as he can discuss his friends dislikes through the food they have played with (appendix 9). He demonstrates a clear understanding to reason his thinking about his learning and what learning is and demonstrates a level of understanding through his reasoning.

With regards to the analysis above, it is suggested that although there is a picture and over view of some of the child's skills within their holistic learning development it is also recognisable that the data collected is small snap shots of the child's overall learning abilities. Thus, the is not enough sufficient evidence to back up the existing data. According to Sammons and Starkey (2013) a sufficient amount of evidence needs to be provided in the collection of data due to the fact it can add weight to a clearer overview to the research findings. Plus, the evidence sample is a small size which can affect the results due to showing either a lack of relationship, difference and the results can appear bias (Kucuk et al, 2011) but the evidence does prove an insight to the performance and understanding of the pupils progress (Chokshi and Fernandez, 2004). This is significant as it can provide an view of their learning and developmen

Next Steps

This section will discuss the next steps for the Child H's learning and development. In acknowledgement of Child H he is in the nursery 2 class and even though he has the ability and learning to show the attitudes, skills and knowledge are reaching areas of outcome 2 and 3 in maths (appendix 1) above his development age he is still continuous within these areas of learning and will be repeated.

Child H possesses a strong ability to want to challenge his abilities and a resilience to progress in his learning. This growth mindset is a practice which is embodied as a whole school approach to ensure all learners will be able to face adversity and challenge difficulties. In particular this is significant to children as the future of what they may face is unknown and they need to be prepared to face challenges (Donaldson, 2015). In light of this, Dewey (1910) expressed the theory that the child's learning is not separate from the influence a teachers personality has over the child and it's subject. In agreement, Hattie (2009, Dunn, 2011) acknowledges that a teachers perceptions of a child is important to the child's self belief. Additionally, Child H expresses the impact that teacher M has had on his growth mindset to develop his attitude to want to be resilient in his learning. The evidence suggest that studies have identified that children who display a growth mindset often obtain better grades in comparison to students who do not have a growth mindset (Stipek and Gralinski 1996, Blackwell et al, 2007, Romero et al, 2014). In appendix 5, Child H assessment show him to be a strong candidate who achieves learning outcomes. Thus is it students who have a growth mindset and see tasks as a way to increase their abilities and seeks out challenges (Mueller and Dweck, 1998, Romero et al 2014) because their mindset has an influence over their behaviours which impacts academic achievement (Claro et al , 2016).

Therefore, the next steps for Child H appears to be to develop his curiosity and mindset to want to take on the independent challenges in the enhanced provision. To elaborate on the above next steps Child H could have an influence over the challenges that are placed within the enhanced learning environment to encourage his curiosity to want to challenge himself and his learning. The pedagogical approach to teaching Child H new learning could include the use of pupil voice. What this includes is giving the child to power and the chance to express ideas related to the areas within the learning environment and what they feel will extend their learning in the areas. Research findings have identified that the increased use of pupil voice can impact upon positive influences on children's levels of motivations and engagement with learning and school (Marsh, 2012). Evidently, it is acknowledge as a child's right to have their views respected and listened to, so it does appear that through exercising this children not only develop thinking skills but develop their creativity and begin to take risk within their learning and development (Griggs, 2016). Subsequently, the Reggio Emilia approach is based on the belief that children's voices should be prominent in deciding what they are learning (Grigg, 2016). It regards the children's role in their learning with respect and an active part and it has produced children who have motivated to progressing independently in their learning (Gardner and Jones, 2016). Thus, through Child H actively contributing to his learning it could motivate his willingness to engage metacognition and cognitive skills that can impact his learning by seven months addition progress (Sutton trust, 2018).

Play is highly regarded as a fundamental pedagogy and is fundamental to life (Moyles, 2006; Brock et al., 2009). Theorists such as Piaget and Vygotsky's value purposeful play as it can provide access to learning that is engaging and effective for children's development (Bruce, 2011) Moreover, play often involves the blurring of boundaries between play and learning so that it becomes the same activity (Huizinga, 2000; Griggs, 2016). This appears to be an important aspect of engaging and sustaining the interest of Child H's his learning and activities. Although, this is an important aspect for developing his interest in activities this approach of incorporating more play needs to be particularly apparent in numeracy.

In addition. Child H's knowledge of numbers could be developed to enhance his concept of number facts. Child H is able to present knowledge which reaches a best fit of an outcome 3 identifying his ability to recite numbers up to 20 and count reliably 10 and more objects reliably (WAG, 2015, appendix 1). However, during his learning he showed a level of curiosity to want to understand one less. This is an outcome 2 skill to develop his concept of understanding numbers (WAG, 2015). Therefore, through analysis of Child H's prior knowledge he is able to recognise numbers beyond 10 and it may be more beneficial to his learning to use Vygotsky's zone of proximal development to scaffold and model one less to extend their knowledge and skills further to transcend the individual learning process (Powell & Kalina, 2009; Macblain, 2015; Gardener and Jones, 2016). To do this, the teachers observational knowledge of the child and understanding their needs would help them identify progress based on the child prior knowledge and the use the materials in which they are able to manipulate to aid the child's learning (Gardener and Jones, 2016).

Thus, this leads the next steps for Child H's learning to include extending his knowledge of one less within his knowledge of numeracy but that with the inclusion of play and materials to manipulate the learning environment Child H could model the teacher and this could impact and extend his learning abilities. Equally, the use of materials and resources coincides with the High Scope approaches within the early years curriculum. The resources and materials that are made available to the children provides easy access for independent learning in a play environment (Holt, 2007). Therefore, to align these three approaches means that Child H would feel more inclined to participate in furthering his numeracy knowledge of one less through being able to access practical resources to coincide with a playful activity to develop his learning and development.

Vygotsky (1962) suggests that the language child acquire from an early age can play an important role in their access to intellectual ability as it is the language with lays the foundations for future learning. It is apparent from observations and conversations with Child H he is very capable of articulating his thoughts, feels and communicating in the classroom environment. To progress Child H in his literacy skill he needs to practice holding a pencil and his ability to control his fine motor skills. Research has found that, fine motor skills are predictive of following academic performance in literacy, particularly reading and writing, (Brown, 2010; Grissmer, et al., 2010, (Bhatia et al., 2015) and math (Grissmer et al., 2010). The functions of developing cognitive ability and fine motor skills will help develop learning and performance in a wide range of task due to the coordination activated jointly during these two processes (Adolph & Berger, 2006; Diamond, 2000; Seger, 2006). However, the research has not take into account the change that happen over time during development (Bhatia et al., 2015).

To aid the development of Child H's fine motor skills he may benefit from the Montessori approach which incorporated realise life activities into the curriculum and routines and are designed to develop fine motor skills (Bhatia et al., 2015). Montessori pedagogy recognises that children are active learners that need choice and independence in an environment that caters to facilitate the learning environment aided towards their development (Isaacs, 2012). Therefore, to aid his development in fine motor skills it is more than practicing with a pen and pencil and writing out his letters of the alphabet , rather is it a variety of materials that are provided to develop the dexterity of fine motor skills and increase the skills to eventually use the pen and pencil correctly (Bhatia et al., 2015; Ohl, et al., 2013). Equally important, the Montessori approaches highlights evidence which identifies that through the intervention both short and long term can greatly improve fine motor skills for children through embedding these skills in the enhanced and focused learning (Ohl, et al., 2013; Ratzon et al, 2007). Therefore, to develop his learning in next steps the enhanced provision will include activities of interest to Child H in the finger gym area to use real learning activity to enhance his fine motor skills. However, the body of published research on the effects of the Montessori approach is very small, and studies have been completed in the past 10 years (Bhatia et al., 2015; Ohl, et al., 2013)

Conclusion

The information that this assignment has give to my development in terms of knowledge of assessment for learning, is that a child's development and abilities need to be processed over a variety of opportunities and time. Within research and validity it requires time to gather findings enough findings to ensure the reliability of data (Hobart and Frankel, 2009). Therefore, the assessed work in appendix 1 to 9 offers a brief overview of his holistic learning there is more to his learning and abilities than is documented. Moreover, the time scale of the research needs to be greater in order to have a clear assessment of his abilities. In particular, Child H is in a nursery class and most of the learning and abilities he displays are practically based and providing the evidence for these abilities proved difficult to document.

Moreover, it was a challenging experience to understand outcomes and trust in the knowledge that I understood where the child's ability lay is within that best fit of an outcome. However, it provided a exclusive to assessment and monitoring children in the classroom to gain further development for furture teaching practice. The experience identifies that there are difficulties associated with assessment when data is derived only from the

measures of analysis within a pupils outcomes (Griggs, 2016). In effect, this enhanced how the mosaic approach aided the learning of assessment through this experience because it expanded how teachers can use the child's voice to deeply understand their learning and gather understanding in a variety of content to create a clearer picture of the holistic learning (Clark and Moss, 2001, 2008, 2011). This identifies with the new approaches in development of assessment to ensure that frameworks cover all learners and abilities (WAG, 2015). Acknowledging that students achievement and abilities are to become successful learners, confident individuals, effective contributors and this cannot be fully revealed by attainment results alone (Menter et al., 2010; Donalson, 2015).

Therefore, in reflection of assessment, the ASK model and the impact these will have future teaching practice is the importance of including children in their own learning. According to Battista (2007) educators need to understand their students' thought processes so that the children experience a meaningful education. Clark and Moss (2011) highlighted that to listen does not mean to misinterpreted what the child is saying. The articulation of Child H in his opinions and views on his learning made perfect sense that children should be included because within their own experiences and knowledge they can express how they want to learn and my knowledge of him grew to understand his needs. In comparison, research states that understanding students' minds during problem solving improves a teacher's understanding of his pupils because In this process, students can be encouraged to explain their understand exhibited certain misconceptions to the teacher to aid future learning (Makina and Wessels, 2009; Molefe & Brodie, 2010). In conclusions, Child H's views on learning have inspired my future teachers to research new pedagogical approached in order to implement in future teaching to hopefully access engaging attitudes, intellectual skills and develop to further knowledge and learning experience of all children in the class and my teaching practice.

References

- Adolph, K., & Berger, S. A. (2006) *Motor development*. In W. Damon & R. Lerner (Series Eds.) and D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology: Cognition, perception, and language* (pp. 161–213). New York, NY: Wiley.
- Alderson, P. (2008) *Young children's rights: Exploring beliefs, principles and practice*. London: Jessica Kingsley.
- Battista, M.T. (2007) *The development of geometric and spatial thinking*, In F Lester (ed). *Second Handbook of Research on Mathematics Teaching and Learning*. Reston, VA/USA: National Council of Teachers of Mathematics.
- Baines, L. S., Dulku, H., and Jindal, R. M. (2018) 'Risk Taking and Decision Making in Kidney Paired Donation: A Qualitative Study by Semi- Structured Interviews', *Transplantation Proceedings*, [Online]. Available at: https://ac-els-cdn-com.ezproxy.uwtsd.ac.uk/S0041134518302434/1-s2.0-S0041134518302434-main.pdf?_tid=29dd3e5c-f8b3-470c-8436-0902fb8044cd&acdnat=1523302722_263fb8ad38abd9a630ec4cabe1ff322e [Accessed 29th May 2018].
- Bhatia, P., Davis, A., and Shamas, E. (2015) 'Educational Gymnastics: The Effectiveness of Montessori Practical Life Activities in Developing Fine Motor Skills in Kindergartners' *Early Education and Development*, 26, 4, pp.594-607.
- Blackwell, L.S, Trzesniewski, K.H, Dweck, C.S. (2007)' Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention'. *Child Development*, 78, 1, pp. 246–263.
- Bishop, J.C. and Curtis, M. (2001) *Play Today in the Primary School Playground*, Buckingham: Open University Press.
- Bragg, S and Fielding, M. (2005) "'It's an equal thing... it's about achieving together": Student voice and the possibility of radical collegiality', in H.Street and J. Temperley (eds) *Improving Schools Through Collaborative Enquiry*, pp. 105-34, London: Continuum.
- Brick, A., Dodds, S., Jarvis, P. and Olusoga, Y. (2009) *Perspectives on Play: learning for Life*, Harlow: Pearson.
- British Educational Research Association (2011) *Ethical Guidelines for Educational Research*, Available at: https://moodle.uwtsd.ac.uk/pluginfile.php/133352/mod_resource/content/1/2018%20BERA%20ethical%20guidelines.pdf [Accessed 17 May 2018].
- Brown, C. G. (2010) 'Improving fine motor skills in young children: An intervention study', *Educational Psychology in Practice*, 26 pp. 269–278.
- Bruce, T. (2011) *Early Childhood Education*. (4th ed). London: Hodder Education.
- Claro, S., Panuesku, D., and Dweck, C.S (2016)'Growth mindset tempers the effects of poverty on academic achievement', 113, 31, *Proceedings of the National Academy of Sciences of the United States of America*, [Online] Available at: <http://www.pnas.org/content/113/31/8664> [Accessed 20th May 2018].
- Christensen, P., and James. A.A. (2008) *Research with Children: Perspectives and practices*. (2nd ed) London: RoutledgeFalmer.
- Clark, A. (2011) 'Breaking Methodological Boundaries? Exploring Visual, Participatory Methods with Adults and Young Children', *European Early Childhood Education Research Journal*, 2011, 19,3, pp.321-330. Available at: <https://web-b-ebshost-com.ezproxy.uwtsd.ac.uk/ehost/pdfviewer/pdfviewer?vid=1&sid=68216cb2-212a-4862-80af-de4abec95c07%40pdc-v-sessmgr01> [Accessed 28th May 2018].
- Clark, A (2008). *Early childhood spaces: Involving young children and practitioners in the design process*. Working Paper 43. The Hague: Bernard van leer Foundation.

Clark, A. (2010a) *Transforming children's spaces: Children's and adults' participation in designing learning environments*. London: RoutledgeFalmer.

Clark, A. (2005) Ways of seeing: Using the Mosaic approach to listen to young children's perspectives, in Clark, A., Moss, P., and Kjørholt, A. (ed), (2008) *Beyond listening: Children's perspectives on early childhood service*. Bristol: Policy Press, pp.29 – 49.

Clark, A., and P. Moss. (2001). *Listening to Young Children: The Mosaic Approach*. London: National Children's Bureau for the Joseph Rowntree Foundation.

Clark, A. and Moss, P. (2011) *Listening to Young Children: The Mosaic Approach*, (2nd ed) London: National Children's Bureau.

Clark, A., and Moss P. (2005) *Spaces to Play: More listening to young children using the Mosaic approach*. London: National Children's Bureau.

Clark, A. (2010b). 'Young Children as Protagonists and the Role of Participatory, Visual Methods in Engaging Multiple Perspectives': *American Journal of Community Psychology*, 46, 1–2, pp.115– 23.

Cox, T (2017) Children as Learners, Lecture at The University of Wales Trinity Saint David.

Cremin, T. and Arthur, J. (2014) *Learning to Teach in the Primary School*, (3rd ed) Oxon: Routledge.

Dunn, D (2011) *How to be an Outstanding Primary School Teacher*, London: Bloomsbury

Dann, R. (2016) 'Developing Understanding of Pupil Feedback Using Habermas' Notion of Communicative Action' *Assessment in Education: Principles, Policy & Practice*, 23,3, pp.396-414.

Dewey, J. (1910) *How We Think*, Lexington, MA: D.C. Heath.

Diamond, A. (2000) 'Close interrelation of motor development and cognitive development and of the cerebellum and prefrontal cortex', *Child Development*, 71, pp. 44–56.

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* Cardiff: Welsh Government.

Dudley, P. (2014) *Lesson Study: a Handbook*, Cambridge [Online] available at: https://moodle.uwtsd.ac.uk/pluginfile.php/133342/mod_resource/content/1/Lesson%20Study%20Handbook.pdf (Accessed 26th May 2018).

Gardner, A.F, and Jones, B.D. (2016) 'Examining the Reggio Emilia Approach: Keys to Understanding Why It Motivates Students', *Electronic Journal of Research in Educational Psychology*, 14, 3, pp.602-625

Greenfield, C. (2011) 'Personal reflection on research process and tools: Effectiveness, highlights and challenges in using the Mosaic Approach': *Australasian Journal of Early Childhood*, 36, 3, pp.109-117.

Grigg, R. (2016) *Big Ideas in Education what every teacher should know*. Carmarthen: Crown House Publishing.

Grigg, R (2015) *Becoming an Outstanding Primary School Teacher*, Oxon: Routledge

Grissmer, D., Grimm, K., Aiyer, S., Murrah, W., & Steele, J. (2010) 'Fine motor skills and early comprehension of the world: Two new school readiness indicators' *Developmental Psychology*, 46, pp. 1008–1017.

Guhan, B, C. (2014) 'A Case Study on the Investigation of Reasoning Skills in Geometry' *South African Journal of Education*, 34, 2, pp. 1-19.

Harcourt, D., B. Perry, and T. Waller. (ed) (2011) *Young Children's Perspectives: Debating the ethics and dilemmas of educational research with children*. London: RoutledgeFalmer.

- Hattie, J. (2009) *Visible Learning: A Synthesis of over 800 Meta-analyses relating to achievement*. Abingdon: Routledge.
- Hill, R. (2012) *Teach First: Ten Years of Impact*, London: Penguin.
- Hobart, C. and Frankel, J. (2009) *A Practical Guide to Child Observation and Assessment*. (4th ed). Cheltenham: Nelson Thomas Ltd.
- Holt, N (2007) *Bringing the high/scope approach to your early years practice*, London: Routledge.
- Huizinga, J. (2000) *Homo Ludens: A Study of Play-element in Culture*. London: Routledge.
- Isacss, B. (2012) 'Understanding the Montessori approach : Early Years Education in Practice' London : Routledge.
- Kucuk, S., Aydemir, M., Yildirim, G., Arpacik, O., and Goktas, Y. (2013) 'Educational technology research trends in Turkey from 1990 to 2011' *Computers & Education*, 68, October, pp.42-50
- Lewis, V., M. Kellett, C. Robinson, S. Fraser, and S. Ding. (ed) (2004) *The Reality of Research with Children and Young People*. London: Sage.
- Lundy, L. (2007) "Voice" is not enough: conceptualising Article 12 of the United Nations of the Rights of the Child', *British Educational Research*, 33(6): pp.927-42.
- Louis, S. (2008) *Again, Again!: Understanding Schemas in Young Children*, London: Featherstone Press.
- Marsh, H. (2012) 'Relationships for Learning: Using Pupil Voice to Define Teacher-Pupil Relationships that Enhance Pupil Engagement', *Management in Education*, 26,3,pp.161-163.
- Makina, A., and Wessels, D. (2009) 'The role of visualisation in data handling in Grade 9 within a problem? centred context', *Pythagoras*, 69, pp. 56-68. Available at: <http://scholar.sun.ac.za/handle/10019.1/19525> [Accessed: 14 April 2014].
- McCambridge, J., Witton, J., and Elbourne, D.R. (2014) 'Systematic review of the Hawthorne effect: New concepts are needed to study research participation effects', *Journal of Clinical Epidemiology*, 67, 3, pp. 267-77. [Online]. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3969247/> [Accessed 10th April 2018].
- Macblain, S. (2014) *How Children Learn*. London: SAGE Publication.
- McNair, A. (1994) *Teachers and Youth Leaders* [McNair Report]. London: HMSO.
- Menter, I., Hulme, M., Elliot, D. and Lew, J. (2010) *Literature Review on Teacher Education in the 21st Century*, Edinburgh: Scottish Government Social Research.
- Molefe N & Brodie K. (2010) ' Teaching mathematics in the context of curriculum change', *Pythagoras*, 71, 3, pp. 3-12.
- Moyle, J. (2006) *The Excellence of Play*, Buckingham: Open University Press.
- Mueller, C.M, Dweck, C.S. (1998) 'Praise for intelligence can undermine children's motivation and performance'. *Journal of Personality and Social Psychology*, 75, 1, pp.33-52.
- Mukerji, P. and Albon, D. (2009) *Research Methods in Early Childhood: An Introductory Guide*. London: Sage Publications
- Nottingham, J. (2013) *Encouraging learning*, London : Routledge
- Ohl, A., Graze, H., Weber, K., Kenny, S., Salvatore, C., and Wagreich, S. (2013) 'Effectiveness of a 10-Week Tier-1 Response to Intervention Program in Improving Fine Motor and Visual-Motor Skills in General Education Kindergarten Students', *The American Journal of Occupational Therapy*, 67, 5, pp.507-14

- Papatheodorou, T., Luff, P. and Gill, J. (2013) *Child Observation for Learning and Research*. Oxfordshire: Routledge, [e-book]. Available at <https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/readonline/9781408262368> [Accessed: 8th April 2018]
- Powell, K. C., & Kalina, C. J. (2009). 'Cognitive and social constructivism: Developing tools for an effective classroom' *Journal of Education*, 130,2, pp. 241–250.
- Ratzon, N. Z., Efrain, D., & Bart, O. (2007) 'A short-term graphomotor program for improving writing readiness skills of first-grade students', *American Journal of Occupational Therapy*, 61, pp. 399-405.
- Riddall-Leech, S. (2008) *How to Observe Children*. (2nd ed.). Harlow: Heinemann.
- Romero, C., Master, A., Paunesku, D., Dweck, C.S. and Gross, J.J. (2014) 'Academic and emotional functioning in middle school: The role of implicit theories'. *Journal of Emotion*, 14, 2, pp. 227–234.
- Sammons, H. and Starkey, E. (2013) 'Vancomycin use in neonates and children: evidence-based practice is needed', *Archives of Disease in Childhood*; London, 98, 6, pp. 447.
- Seger, C. A. (2006), 'The basal ganglia in human learning' *The Neuroscientist*, 12, pp. 285–290.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 47, 1, pp. 1–22 [Online]. Available at: <https://www.scribd.com/document/259629047/Shulman-L-S-1987-Knowledge-and-Teaching-Foundations-of-the-New-Reform-Harvard-Educational-Review-57-1-1-23> [Accessed: 9th April 2018].
- Stipek, D. and Gralinski, J.H. (1996) 'Children's beliefs about intelligence and school performance'. *Journal of Education Psychology*, 88, 3, pp. 397–407.
- The Sutton trust (2018) 'Metacognition and self-regulation' Available at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/> [Accessed: 26th May 2018].
- The Sutton Trust and Education Endowment Foundation (2015) *The Pupil Premium Next Steps*, Available from: <https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf> [Accessed 15th March 2018].
- United Kingdom: United Nations International Children's Emergency Fund (UNICEF) (1989) *The United Nations Convention on the Rights of the Child*. London. Available at: https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf [Accessed 28st May 2018].
- Vygotsky, L.S (1896) *Thought and Language*, London: Massachusetts Institute of Technology Press.
- Wales: University of Wales Trinity Saint David (2017) Research Ethics & Integrity Code of Practice. Swansea. University of Wales Trinity Saint David (UWTSd), Available at: <http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf> [Accessed: 29th May 2018].
- Welsh Government. (2017) 'Foundation Phase' Available at: <http://gov.wales/topics/educationandskills/foundation-phase/?lang=en> [Accessed: 12th May 2018].
- Wales: Welsh Assembly Government (2010) *How to develop thinking and assessment for learning in the classroom*. Cardiff: Welsh Assembly Government. Available at: <http://learning.gov.wales/docs/learningwales/publications/130429how-to-develop-thinking-en.pdf> [Accessed: 26th May 2018].
- Wales: Welsh Assembly Government (2008) *Observation Children*, Cardiff: WAG. Available at: <file:///F:/PGCE%20File/SDPP/140828-observing-children-en.pdf> [Accessed 27th May 2018].
- Wales: Welsh Assembly Government (2017) 'My Local School: sharing information about local schools', Available at: <http://mylocalschool.wales.gov.uk/School/6702159?lang=en> [Accessed 23rd May 2018].

Wales: Welsh Assembly Government (2017) 'Achievement and Entitlement to Free School Meals'. Available at: <https://gov.wales/statistics-and-research/academic-achievement-free-school-meals/?lang=en> [Accessed 25th May 2018].

Welsh Assembly Government (2015) QUALIFIED FOR LIFE A curriculum for Wales: a curriculum for life, Cardiff: WAG. Available at: <https://gov.wales/docs/dcells/publications/151021-a-curriculum-for-wales-a-curriculum-for-life-en.pdf> (Accessed 23rd May 2018).

Appendices

Appendix 1_____ p19-21

Appendix 2_____p22

Appendix 3_____p23

Appendix 4_____p24

Appendix 5_____p25

Appendix 6 _____p26

Appendix 7 _____p27

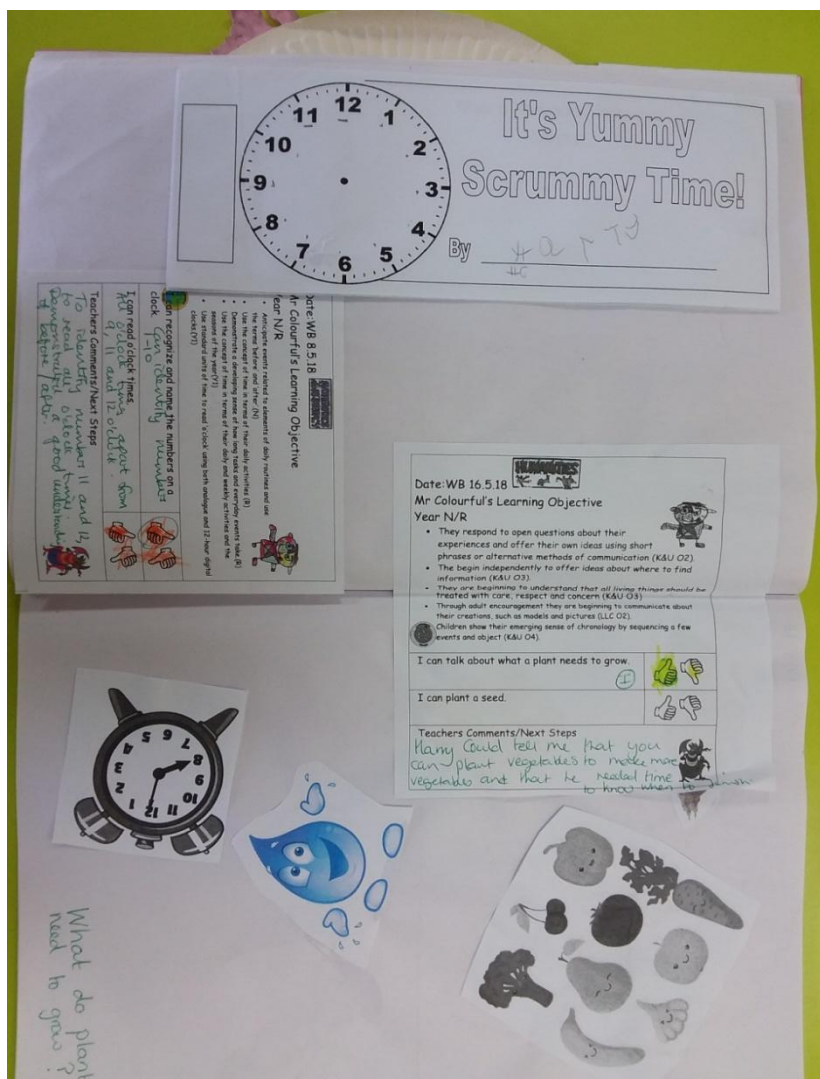
Appendix 8 _____ p28

Appendix 9_____p29

Appendix 10 _____ p30 - 31

Appendices 1

Week 1 Work Numeracy



Child H: Best Fit Outcomes: Numeracy. Child H can count reliably up to 10, this highlights that he is reaching a foundation phase outcome 2 because he is able to recite up to 10 forwards and backwards using songs and rhymes. Harry is also reaching towards outcome 2 because he is able to use the vocabulary of before and after to anticipate events related to elements of the day and begin to use simple time-related words.

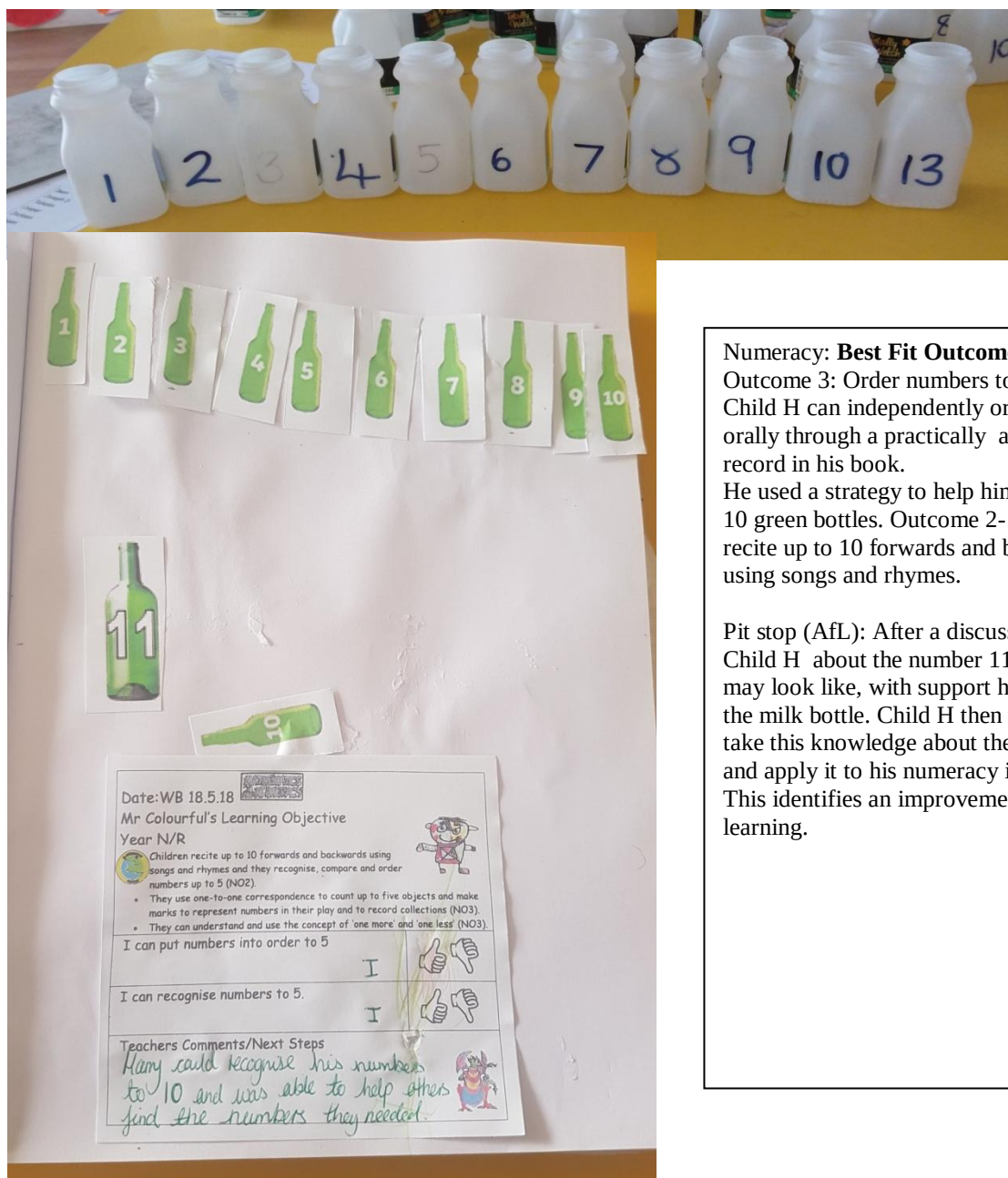
Next step- To begin to recognise numbers 11 and 12.

KUW: Best Fit Outcome 2.

Children begin to sort objects into simple categories. They handle and explore the use of a range of tools/equipment. They can make some choices about materials/equipment to complete a given task. They respond to open questions about their experiences and offer their own ideas using short phrases or alternative methods of communication. They begin to match specific activities to certain times of day/week and show some appreciation of present and past. They are becoming more confident when communicating/talking about their work.

Best fit outcome 3: Through enquiry, they are able to identify changes in their environment/materials/natural features.

Week 2 Numeracy



Numeracy: **Best Fit Outcomes.**

Outcome 3: Order numbers to 10.

Child H can independently order numbers orally through a practical activity and record in his book.

He used a strategy to help himself- singing 10 green bottles. Outcome 2- Children recite up to 10 forwards and backwards using songs and rhymes.

Pit stop (AfL): After a discussion with Child H about the number 11 and what it may look like, with support he could find the milk bottle. Child H then was able to take this knowledge about the number 11 and apply it to his numeracy in his book. This identifies an improvement in his learning.

Week 3 Numeracy

Week 3 Numeracy:



Outcome 3 best fit:

Can recite numbers up to 20 and higher, and order numbers over 10 and count them reliably.

When I asked Child H what number is this (pointing to the number 14) he was able to tell me the number and recite 11, 12, 13, 14 and find them in the pile of cards but he could not identify 15.

The image above shows that Child H has already counted out 11 ants so when asked to show me what 14 ants would look like? Child H counted "11, 12, 13, 14" and moved 3 ants over to the pile where the 11 ants were and said that makes 14 after he counted out. Thus, his best fit identified Child H to be able to understand very simple addition and subtraction and mentally recall 'one more' and 'one less' within 10 (best fit outcome 3).

Observation note here: Example of good welsh skills. Child H ask as he sat down for this activity.

H: Sut wyt ti

W: Dw i'n happis.

H: Pam, Wyt ti'n happis Teacher W?

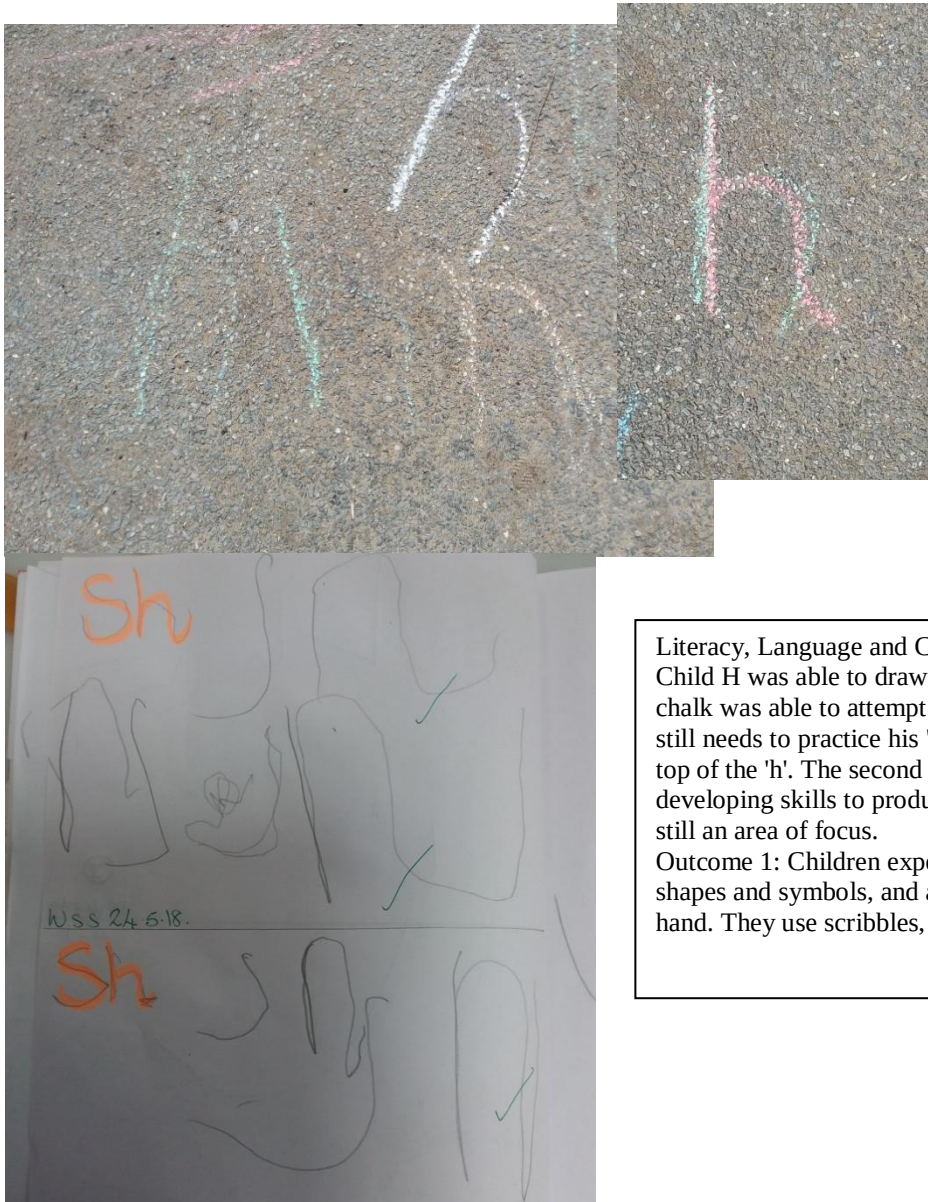
W: Achos

H: does that means because?

W: Dw i'n hoffi ysgol.

H: I like school too.

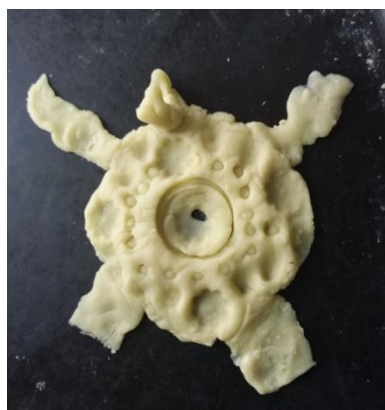
Appendix 2
Literacy, Language and Communication



Literacy, Language and Communication: Best Fit outcomes.
Child H was able to draw over my 'h' and then using the green chalk was able to attempt his own. He practiced a few attempts, but still needs to practice his 'h' because he needs a longer line on the top of the 'h'. The second image in his book shows that he is developing skills to produce the mark making for 'S' but the 'h' is still an area of focus.
Outcome 1: Children experiment with making purposeful marks, shapes and symbols, and are starting to use implements in right hand. They use scribbles, shapes or pictures to express a sentence.

Appendix 3

Fine motor skills and Knowledge and Understanding of the World.



Knowledge and Understanding of the world. Best fit outcomes.

Observation: Child H was able to bend the pipe cleaner around the spoon.. He needed some assistance to start but was able to do the second and their pipe cleaner independently. He also stuck on the eyes but the glue was all over the table. Child H could tell me basic knowledge that an ant is an insect. Insects have 6 legs and 3 body parts.

Outcome 2: They handle and explore the use of a range of tools/equipment. They can make some choices about materials/equipment to complete a given task. They are becoming more confident when communicating/talking about their work.

Outcome 4: Children communicate their knowledge and understanding of basic features of their immediate locality, objects, materials, living things and events present and past through a variety of media.

Physical Development: Best fit outcome 1. I have observed during the activity is was clear to see that Child H can recognise and use different pieces of equipment when playing with others. They are able to manipulate and explore materials by pulling, stretching and squeezing.

Also Child H was very pleased when he created this sea turtle in the play dough area. It was during our recycling week and he wanted to show me this creation and said that plastic harms sea turtles. The planet needs love.



Appendices 4

Interview with Teacher

What do you know about Child H? What is he like as an individual learner in this class?

He is a lovely boy, who is a good listener in class, kind to his friends and loves to dress up in the castle as Woody from Toy Story- I would say imaginary play is his favourite, especially in the castle or previously we had a role play cafe/ shop. He was very inclined to be friendlier with the girls when he first arrives but recently he is beginning to play with the boys in his group more. He is particularly silly with one boy but I like seeing the more relaxed and playful side of Child H as he was very uptight for personal reasons. Harry has good levels of PSE skills but I would like to begin to encourage him to independently try the challenges around the room. Although, he is always keen and ready to come over and do some learning and activities with all adults in the room. He is very happy and loves to pick up the biggest books in the morning, the bigger the better, and he will look at the pictures and turn each page and can be very enthusiastic to show his friends what is inside his book. Child H loves to sing all the songs during the day (e.g. hold hands and make a circle, number songs, tidy up songs, etc). Child H is exceeding in his oracy skills he is very articulate and wants to talk to you about what he is thinking and usually has very appropriate answers to justify his reasoning. He is also very resilient, if he is finding something a little difficult he won't let it bother him he will either say "I can't do it yet" and then ask for help. He is a very positive little boy and loves to say that his work is fantastic all the time, so self assessment is something we need to practice but it will develop over time.

What do you think best suits Child H's style of learning?

Anything that is physical and practical because if he can be competitive or think that it is a game you will have him hooked to the activity and it has to be at a fast pace because he can lose interest and want to go and play, but that is expected because he is only 4 years old.

I also believe that due to Child H's background with a mother in education he has an excellent start to his learning and understanding.

Appendix 5

Tracking records of Child H: Numeracy:

Subjects/areas of learning: Numeracy	Date:10.11.18		Date:18.5.18		21.5.18	
	L.O: anticipate events related to elements of daily routines and use the terms 'before' and 'after' Appropriate? Yes/No	Next steps for learners	L.O: WALT: compare and order numbers to at least 5. Appropriate? Yes/No	Next steps for learners	L.O: recognise numbers 0-5 and relate a number 0 to 5 to its respective quantity. Appropriate? Yes/No	
Names of Learners	RAG rating		RAG rating		RAG rating	
Child H	10th May	To play games to learn the time.	18th May	To practice/ recognise numbers 11 and 12.	21st May	Child H could identify numbers to 14. Practice using 'one more' and 'one less' in games.

Knowledge and Understand of the World:

Subjects/areas of learning: KUW	Date:16.5.18		Date: 21.5.18	
	L.O: WALT: investigate outdoor learning environments to learn how plants grow. Appropriate? Yes/No	Next steps for learners	L.O: WALT: identify ants that live in the outdoor environment Appropriate? Yes/No	Next steps for learners
Names of Learners	RAG rating		RAG rating	

Child H		Could discuss what plants needs and explain that they also need time to grow, like jaspers bean stalk.		To practice using PVA glue. Able to show an understanding of an ant anatomy and use the new language and needs to practice fine motor skills.
---------	--	--	--	---

Subjects/areas of learning: Language, Literacy and Communication.	Date: 9.5.18	
	L.O: : link and identify a growing number of spoken sounds to letters. Appropriate? Yes/No	Next steps for learners
Names of Learners	RAG rating	
Child H		To practice writing their name.

Literacy

Appendix 6

ARC about Child H

Model BeirniadWediAdfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 24.5.18

Digwyddiadcritigol (Ffocws)/Critical incident (focus): Child H's teen numbers.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yweichteimladauynghylch y profiad?</i> “What are your feelings regarding the experience?”	Today I was really happy with Child H's progress with his teen numbers. He is working very hard to remember numbers from 1-15. I feel confident that I have helped him during this process. His learning seems to prefer to be built upon practical activities and the incorporation of fun.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r ragweddauar y profiaddysgaaethyndda?</i> “Can you list the aspects of the learning experience that went well?” <i>Pa elfennauo'r profiaddysgioeddynsiomedig?</i> “What were the elements of the learning experience that were disappointing?”	The learning that went well is that Child H was able to look at the number 11, 12 and 14 and identify the new numbers learnt on Monday. So, he was able to recognize how much the amount was. He found it tricky to identify 15. It is disappointing that sometimes he will choose to be silly because when asked to count 12 ants into the ant hill he decided to grabbing handfuls of ants. However, when questioning is that 12 ants? He was able to explain no because I didn't count them one by one. I asked him to prove it to me- he then counted one by one independently and could find 12. I then gave him the number 14 and he was able to add two ants on to the end of 12 and said now that makes 14.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwchchi'ncadw'r un fathisichrhaudysgu ac addysgueffethiolyn y dyfodol?</i> “What will you keep the same to ensure effective teaching and learning in the future?” <i>Beth oeddachosyrelfensiomedigbwysicaf?</i> “What was the cause of the most important disappointing element?”	I will ensure that children are exposed to the learning in order to have the knowledge to know what is expect. It is taking the learning right down to their level of understanding. In child H's case, he had been exposed to these numbers on three occasions and now he is able to recognise the numbers by identifying them and can understand the concept of amount through counting. The use of questioning really helped Child H to justify his reasoning to the answers. He would explain that you need to count to check. Child H was very capable of explaining his reasoning's. The cause of the most disappointing issue is that Child H is very eager to play and experience all the areas and sometimes his need to play can take over and he can become silly in his action but through questioning it was easy to see he understood how to count the number of ants to 14 and said that he was sorry for being silly.
Casgliadau a chamaugweithredu/ Conclusions and actions <i>Beth yweichatebionposibli'r materiaonsiomedig a nodwyd?</i> “What are your possible solutions to the disappointing issues identified?” <i>Beth ydychynmyndi'wwneudnesaf?</i> “What will you do next?”	The solutions are to try and create a game like activity for him to be encouraged to see his learning as play and then he will be unaware that he is progressing in his development. Also, I will develop his use of number skills for example using 'one more' and 'one less' because he has developed curiosity to play with numbers, so I believe instead of learning higher numbers maybe he needs to learn to extend his knowledge to use numbers in simple numeracy.
Y profiadnewydd/ Transformed experience	

Appendix 7

Date: 15th May 2018 Child H Observation:

Overview: Reception in Assembly. Nursery are practicing speed sounds, planning where to play and going into the enhanced areas.

Start: 9:10am Finish: 9:45am.

Check ins: Child H is sitting with his legs crossed and hands in his lap. He is asked to stand up and get a toy to pass around for circle time and check ins. Child H stands up and runs over to the book corner and chooses one of the Flic and Flac puppets. Child H walks back over to the circle and sits down in his spot and asks if he can speak first. The teacher nods her head. Child H is tossing and turning the puppet around his hands and arms and he is speaking. He explains that he is excited today and then he says oh.. Dw i'n happis and then continues to say because I am going to my Bampa's farm today with my sister and I get to have a ride on the tractor. He is asked if he has any other news and he says yes. He stops and thinks and says "ummm" and is repeating this a few times while turning the puppet in his arm and then says that "he is happy to be in school to play with his friends". Child H then passes on the puppet and with everyone he repeats "Sut wyt ti Child A?" Child H looks at his friend and then around the room and he begins to play with the velcro straps on his shoe by moving them up and down. Child A is talking and Child H interrupts him as says, "he always talks about breakfast club". This was a true statement and acknowledgement of Child A's circle time. Child H was asked to listen to his friends and he does so before giggling and looking at another friend of his friends in the circle. Child H repeats the "Sut wyt ti" for each friend. Observation stopped 9:15am to set up RWI.

9:20- RWI - Speed sounds: The TA introduces the new sound and Child H is repeating the sound 'b' and using the picture to help him b, b, b, for boot. Child H is repeating the sound and watching the teachers hand instructions for me and you so that he knows when to listen and when to repeat the sound. Child H loses interest he is begging to look around and is being asked to give the TA magnet and eyes and he listens very carefully and looks at the teacher. The teacher is now explain that she doesn't think the children can beat her in the letter sound game. The children and Child H shouts "yes we can!". Child H moves to sit tall and look at the cards. He is very quick to distinguish the older sounds he know. Child H is listening to his friends for the 'k' sound, he is paused and then he repeats what he has heard them say. Child H says look at the pile of cards we have! He then sits back on his bum. Child H and the other children help to count the pile of sound cards, "1, 2, 3- 10" and then counts her one card and the teachers asks "who had more?" Child H shouts out "we did!".

Planning where to play: Child H and his friends are all sitting around a hoop with one of the TA's in the class. They are singing hot potato, hot potato, hot potato, bop, hot potato, hot potato, hot potato stop and as they are singing the children are all turning the hoop. Child H is very excited and is trying to move the hoop faster and sing faster. He is asked to slow down and listens to teacher. The hoop turns round and lands on Child H and he is smiling very wide and moving his feet up and down in a quick kicking motion. Child H says 'Dw i'n e eisiau.. Castle'. Child H moves quickly into the Role play area and grabs the woody outfit. He walks over to me and asks "can you please put this on me?" 9:35am (Observation stopped). Child H is going back into the castle after having his costume put on him and he starts to pick up the plastic food and put it in the microwave and then bring it out and eat it. He then looks over the other side of the room and says to his friends "look over there!... He's coming for you Buzz!". The children move to hide in the small world area and duck down by the cupboard. The children then start to say use your lasso gun! The TA hears this and talks to the children about not using and pretending to play with guns. Child H and his friend move back into the role play area and they role around on the couch. Child H is now sitting up and is pretending to watch something on tv, using his hand in a closed position and bouncing his thumb up and down. The girls come into the castle and they say "we will make you food and the baby". Child H asks "can I be the prince?". Child H puts a crown on his head and marches around the castle areas but his friend starts to cook the food and he walks over to help the girls with the food and are takes turns to hold the baby.

Observation stopped: 9:45am- Reception are back from assembly.

Appendix 8

After observation 15th May Child interview took place:

I asked Child H if he would help me to be a good teacher. I explained that to be a good teacher we need to be able to help children like you learn. So I would like to ask you some questions about what helps you learn, would you help me? I will be writing things down that you say, so I can remember them. Child H gave his assent and stated that he liked to talk to me.

Q: What is learning?

A: Learning is doing your challenges.

Q: What do you mean by that?

A: Teacher M says that learning is when you are trying hard. We have challenges to do and they can be hard but I say 'I can't do it yet'.

Q: How do you think you learn best?

A: Learning can be boring but I like when it is fun and I'm playing games and going into the areas I want too.

Q: What is your favourite area to go in?

A: The home corner and castle.

Q: Why?

A: Because there are clothes in there and food you can pretend to eat and when you pretend to eat food it can help you learn more. I like that I can do anything in the home corner and pretend to do anything. It's fun and I get to play with my friends.

Q: When you find something hard in learning, what do you do?

A: I ask Teacher M or you or someone that can help me. That's what you do, is help me. Can I play now?

Interview stopped for Child H to play.

Appendix 9

Child H conference about what has been discussed and observed in class.

Date: 21st May 9:15am

When we talked before you said that you would helping me learn about how you learn best. Is it okay to help me now? If not then you don't have too. Child H gave his assent to help.

Q: Before you say that teachers help you learn if you find something trick so how do they help you learn?

A: If I ask a teacher to put on my woody outfit they will help me. If I am being silly they will put me on the thinking chair. Teachers will sing songs with me and I like that. Teachers are next to me when I work and they always want to talk to me about what I'm doing. I like talking to them.

Q: Why do you like playing in the home corner/ castle area?

A: It has special things like the woody costume and the cape. I can be Woody, Buzz Lightyear or a Knight. I can be anything.

Q: What do you like about learning in the classroom?

A: I love playing with my friends.

Q: What do you like about playing with friends and how do you learn?

A: because if you want to play with some you can. Playing is learning. I can cook food in the microwave and my friends can eat it and I know that Child G doesn't like bananas.

Q: Would you like to take some photos of things that help you learn?

A: No. Can I play now, please?

Conference stopped because child did not want to participate.

Appendix 10

Letter of Consent



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 (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): LEAH. WRIGHT.
SCHOOL NAME (PLEASE PRINT): LLANRHIDIAN PRIMARY
SCHOOL.

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

L. MARCHANT

Student to verbally ask the child: 'I have talked to Miss Wright 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