

# 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                |
| <b>1. Subject Knowledge and Understanding</b><br>(which includes using research-informed literature and knowledge and understanding of the subject) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>2. Intellectual Skills (Analysis)</b>                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>3. Pedagogic and Professional Applications (Practical Application and Deployment)</b>                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>4. Key Transferable Skills</b>                                                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL                                                                                                |          | PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP                                                                    |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>I have read a wide range of literature.</p> <p>I have structured my essay well.</p> <p>I think my data collection part is good.</p> <p>Good use of appendices.</p> |          | <p>Could have been more critical.</p> <p>Better analysis of learner.</p> <p>Could have read a wider range of literature.</p> |          |
| Student's Name                                                                                                                                                        | Nia John | Date                                                                                                                         | 30.05.18 |
| Student's Signature                                                                                                                                                   | Nia John |                                                                                                                              |          |

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

**Student Number: 1700781  
School Development and Pupil Progress  
M7X02153-C**

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

Introduction

This essay aims to give a detailed analysis of one child's holistic development, focusing on their language and mathematical development, well-being and other areas of learning. After analysing their progress in these areas, next steps will then be suggested for the learner. The child that I have decided focus on will be referred to as Child A throughout this essay in order to protect their identity. Child A is a six year old girl who is currently in year one in X Primary School, which is also unable to be named to protect their identity and anonymity (Denscombe, 2014). X Primary School is a large primary school in a small village in the Vale of Glamorgan with approximately 428 pupils aged three to eleven on roll (ESTYN, 2016). It is located in a predominately affluent area of the Vale of Glamorgan, with around 9% of pupils being eligible for free school meals, which is well below the national average of 20% (ESTYN, 2016). The school has identified about 18% of pupils as having additional learning needs and very few come from an ethnic minority background with no children receiving support in English as an additional language (ESTYN, 2016). According to their school data in 2017 96.5% of pupils in their Foundation Phase achieve at least an outcome 5 in 'Personal and social development, well-being and cultural diversity', 'Language, literacy and communication skills – English and Welsh', and 'Mathematical development' in combination which is the expected outcome in the Foundation Phase areas of learning and is currently categorised as a green school (My Local School, 2017).

Child A is in a mixed ability year one class in X Primary School which contains 18 boys and 11 girls, with a female teacher and two female teaching assistants. Child A is a looked after child (LAC) who currently lives with her foster family in the local catchment area. She is an average attaining pupil who is currently the middle group for both literacy and numeracy within the class. The school do not set for maths in the Foundation Phase but do follow the scheme Read Write Inc. (Miskin, 2018) which is a phonics based whole-school literacy programme for children learning to read and write (Miskin, 2018). Child A is currently in one of the middle Read Write Inc. groups but is making good progress.

### Data collection

The primary data collection method used for this assignment was the Mosaic Approach (Clark and Moss, 2011, Clark and Moss, 2005). The Mosaic approach is when children and adults gather documentation and qualitative data in a variety of child-friendly ways which are then pieced together in order to show a full picture or 'mosaic' of the child's holistic development (Clark and Moss, 2011, Clark and Moss, 2005). The variety of methods of gathering data in a mosaic approach include things such as observations, child conferencing, interviews, photos, map making and learning walks (Clark and Moss, 2011). Clark and Moss (2011: 15) suggest that the use of a 'combination of techniques provides the scope for flexibility and creativity'. Using such a wide range of tools also enables you to gain 'a more detailed impression of young children's perspectives' compared to the insight you would get if you just used one or two tools of data collection (Clark and Moss, 2005: 14).

The mosaic approach is beneficial for children as it believes that young children are 'competent commentators' and allows them to have a voice and give their views and experiences (Clark and Moss, 2005: 13), it also sees children as being rights holders and strongly believes in and adheres to their rights. This is upheld by the United Nations Convention on the Rights of the Child (UNCRC) (UNICEF, 2018) which recognises the rights that children have, Clark and Moss (2005) state that Article 12 and Article 13 of the UNCRC are of particular importance when discussing listening to young children, as they state that children are capable of forming their own views and have the right to express them freely and that they have the freedom of expression. This also supports some of the ideas suggested in 'Successful Futures' the current developing curriculum reform for Wales (Donaldson, 2015) which emphasises that children should become independent learners, have more of a say in their learning and be in charge of their own futures.

When following the mosaic approach, the data collection tools used for this particular research included observations, photographs, map making of the areas the child likes to use, child conferencing and gathering evidence of annotated pieces of work. The benefits of using such a wide variety of data collection tools is that it enables the researcher to gain a detailed impression and broad analysis of the whole child to gain a deeper understanding of their lives and holistic development (Clark and Moss, 2011). Denscombe (2014) highlights how using a variety of methods can allow the researcher to gain a fuller

picture and have confidence that the findings are more accurate. Another benefit of using the mosaic approach is that it gives the opportunity to young children and adults 'to be involved in the meaning making together' and gives young children a voice and gains a child's perspective (Clark and Moss, 2011: 3).

However, as with many data collection methods, the mosaic approach does have some challenges. Clark and Moss (2011: 64) suggest that children may find listening to them and asking them questions is an 'unwanted intrusion' and that there needs to be space to respect the child's need for privacy if they do not want to talk or participate for a long period of time. Hobart and Frankel (2004) argue that methods such as observations could also influence the child's behaviour if they are aware they are being observed. It could also be suggested that the views and experiences of the child could be misconceived by the researcher. Some of the data collection methods such as observations and gathering evidence of work only gives an adults perspective on a child's life (Clark and Moss, 2011) which may be different to the child's, to gain the full picture a wide range of methods must be used. Another challenge is that because such a wide range of data collection methods were used, there may be a lot of qualitative data to analyse in order to gain the full picture of the child. Denscombe (2014) highlights that qualitative data can be more time consuming and harder to analyse when compared to quantitative data. This is reflected by Cohen *et al* (2011) who argue that qualitative data collection methods produce a lot of information, which is not only time consuming but there could be the chance that some detail in the results is missed or overlooked. With these challenges considered, the researcher believed the mosaic approach was the most beneficial approach as it allowed the researcher to gain detailed information about the child and allowed the child who participated in the study to communicate their ideas and views in a meaningful way (Clark and Moss, 2011).

The 'ASK model' was used to structure the analysis of the data on Child A. The ASK model was introduced by Nottingham (2013) and focuses on the attitudes, skills and knowledge of the learners. Nottingham (2013) recognises the value that attitudes, skills and knowledge play in the learning process and states that a child's education needs to involve the development of all three. The researcher used this model to look at what the data suggested about the attitudes, skills and knowledge of the learner which allowed them to identify what was missing which then enabled them to suggest next steps in filling these gaps.

When conducting research and collecting data, it is important to ensure that all ethical problems have been considered. Throughout the study the British Educational Research Association Guidelines (BERA, 2011) and the UWTSD Research Ethics & Integrity Code of Practice (2017) were followed at all times to ensure that all ethical problems were avoided. Because this research was being conducted in a school and involved the participation of a child, special considerations had to be made. BERA (2011: 5) highlights that 'researchers must take the steps necessary to ensure that all participants in the research understand the process' which includes gaining voluntary consent. To gain informed consent, a consent letter was devised by the university and signed by the class teacher who gave her permission for the process to take place (See Appendix A). The process was also explained to the child verbally to make sure she was fully aware and that she also knew she had the right to withdraw from the process at any point, as BERA (2011: 6) states that 'researchers must recognise the right of any participant to withdraw from the research for any or no reason, and at any time'. The researcher also ensured that the data collected was held securely in accordance with the Data Protection Act (1998 cited in BERA, 2011:7) to ensure that confidentiality and anonymity of the participant and school would be kept at all times.

### Analysis of learner

This part of the essay is going to analyse the various data that was collected on Child A, aiming to gain a full picture of her holistic development. Using Nottingham's (2013) ASK model to structure this analysis, it will first focus on the attitudes of the learner, then discuss her skills and then finally look at her knowledge.

### Attitudes

Child A's attitudes towards school and her classroom were evident during the learning walk of her classroom and during her map making of the classroom. Child A covered the whole of the classroom in her learning walk but only discussed a few places in great detail. One of the areas that she discussed thoroughly was the class' rewards chart, she discussed how when the children were good they got a point on the chart and how

these points were added up at the end of term and the children with the most points won a prize. The positive attitude she showed towards this rewards system complies with the Behaviourist's theory of positive reinforcements (MacBlain, 2014). Behaviourist theorist Skinner (1904-1990 cited in Crowley, 2014) came up with an approach called the operant conditioning theory which suggests that the likelihood of good behaviour reoccurring can be increased by the use of positive reinforcements such as praise, smiling and rewards. As well as the reward chart display, she also pointed out many of the other displays in the classroom, she discussed that she loved looking at the displays and enjoyed it when her work was displayed on one of them as it made her proud. This could also be linked with the Behaviourists operant conditioning theory and positive reinforcements (MacBlain, 2014) as it is reinforcing the importance of working hard and producing good work to be proud of. Burnham (2016) suggests that displaying children's works gives the children a sense of belonging and ownership and makes them feel proud of their classroom.

The other areas she had a positive attitude towards in both the learning walk and the map making (See Appendix B) were the role play area, the playdough table and the reading corner, these areas were also the only places she took photographs of during the learning walk (See Appendix C). This could suggest that Child A enjoys being creative and learning through play. This could be linked with Piaget's (1936 cited in McLeod, 2015) theory of cognitive development which suggests that children learn best through doing and actively exploring and that play is central in a child's learning. Moyles (2010) agrees with Piaget, highlighting the importance of role play and suggests that it can have many benefits for child as it helps them learn through their experiences.

During the child conferencing after the learning walk and when filling in a 'getting to know you' activity (See Appendix D) Child A discussed that one of the things she likes to do is play with her friends in the role play area, at playtime and when they come over her house. Child A highlighted four specific friends that she likes to play with and drew a picture of them. This suggests that Child A has positive attitudes towards others in her class which could be linked to Vygotsky's (1896-1934 cited in MacBlain, 2014) theory of social constructivism, which suggests that children learn through the social interaction with other people. Vygotsky believed that the role of other and more skilful children are essential in a child's learning (MacBlain, 2014, Crowley, 2014). However, during an observation of Child A when participating in a group activity (See Appendix E) she was observed to be finding

working with others to be quite difficult. Whilst working in a mixed ability group of nine children sorting facts, Child A was observed to be finding basic group work skills such as taking turns, listening to others and taking part to be quite difficult, she also cried when she did not get her own way. This could suggest that although she may enjoy the company of the few children she identified, she needs more opportunities to work with others and work on her group work skills in order to learn from others. As well as crying during the group work activity, Child A was also observed to have cried or become upset on various occasions (See Appendix F). Child A often cries when she has not been chosen for something, on the carpet when she doesn't get picked and when she is not getting her own way. This could suggest that she has problems with her well-being and emotional development. McKillop (2015) suggests that this could be linked to the fact that she is a looked after child (LAC) and currently in foster care. McKillop (2015) suggests that looked after children were more likely to experience social, emotional and behavioural difficulties which could have an effect on both their well-being and their learning and could also have an effect on other children in the class.

### Skills

Child A's mathematical skills are developing well, she is currently in the middle attaining group for numeracy and usually enjoys maths lessons. Her practitioner states she is currently working towards an Outcome 4 in the Foundation Phase Framework (2008) for mathematical development which is where she should be at the end of year one. Looking at the annotated examples of her work (See Appendix H) it is clear that she is quite confident in mathematics and can complete most tasks independently. Her work suggests that she is able to confidently read hours on a clock, measure using non-standard units, recognise 2D and 3D shapes and understands odd and even numbers. From observations and child conferencing, Child A stated that she enjoys more practical mathematical lessons such as the lessons where they were using real money to pay for objects and using non-standard objects to measure their own feet. This suggests that she is a practical learner and learns through actively doing something, which again can be linked with Piaget's (1936 cited in McLeod, 2015) theory of cognitive development which suggests that children learn through actively doing and exploring the world themselves (Moyles, 2010).

As stated earlier Child A's social skills need to be developed. Nottingham (2013) states that social skills includes the ability to build rapport, respect other people's viewpoints, work individually and in a team and respond appropriately to others. As discussed, Child A is able to build rapport as she has a small group of close friends and can also respond appropriately to others. However, she needs to develop working as part of a team and respecting other people's viewpoints as these are things she struggles with.

With regards to her physical skills, Child A's growth and fine motor skills are well developed. She is able to catch and throw objects, manipulate objects such as playdough, climb, sit still and play sport (Nottingham, 2013). However, one of the skills the data collected suggested that Child A needs to improve on was her handwriting skills which is a fine motor skill. Observations of Child A found that although she can normally form her letters correctly, she can often become uninterested in her work and gives up easily, so her work sometimes becomes scruffy (See Appendix G).

### Knowledge

Child A is also doing well in developing her literacy skills and her knowledge of the English language. Her practitioner stated that Child A is currently working towards an Outcome 4 in the Language, Literacy and Communication Skills Foundation Phase (2008) area of learning. Annotated examples of her work (See Appendix G) show that her capital and lower-case letters are usually formed correctly, and she uses spelling strategies to spell longer words. However, as stated earlier when she becomes uninterested in the work and gives up her handwriting can usually become scruffier and she stops using her spelling strategies and guesses words. Her oracy and reading skills are progressing well, she is doing well in her Read Write Inc. group and she reads regularly at home and in school. Her reading record suggests she can recognise familiar words and uses strategies to decode others and she is beginning to read with some expression.

In the Knowledge and Understanding of the World area of learning Child A is working towards an Outcome level 3 and is enjoying their current topic of 'Minibeasts'. Annotated pieces of her topic work (See Appendix I) show that she is able to sort objects into categories, she can identify similarities and differences between different minibeasts and also understands life-cycles. During child conferencing she discussed that she has enjoyed

learning lots of facts about minibeasts in their topic minibeasts and has loved playing in the 'bug investigation lab' roleplay.

Overall, the data suggests that Child A is developing well and at the right level in both literacy and numeracy for a child of her age who is coming to the end of year one. The data suggests that she enjoys school and her classroom and is usually a hardworking girl who tries hard and is proud of her work. It suggests that she enjoys being creative and active and socialising with her friends. However, the data collected also suggests that the areas Child A needs to develop are more social and emotional. Child A needs to develop her social skills as she finds working as a part of a group and listening to other people's ideas difficult. She also needs to work on her resilience and her well-being as she often gives up on her work and gets upset about various things. As suggested earlier, these social and emotional difficulties could be linked to the fact that she is a looked after child as they are more likely to experience social, emotional and behavioural difficulties when at school (McKillop, 2015).

### Next Steps

This final part of the essay is going to discuss the gaps that were found in the analysis of the learner's development and suggest the next steps needed to help their learning progress. It will suggest approaches, resources and activities that may be useful in helping her achieve her next steps.

Regarding the classroom environment, Child A clearly has a positive attitude towards displays and reward systems. The points reward system already in place should continue to be used as this is clearly having an impact on Child A's behaviour. However, it could be used more to reward good pieces of work and for children working hard as this could have an effect on Child A's resilience and make her work harder and neater. If Child A observes other children receiving points for working hard and producing neat work, then this may influence her to do the same and encourage her to take more care with her letter formation and spelling strategies to push her towards an Outcome 5 in the writing area of 'Language, Literacy and Communication Skills' Foundation Phase (2008) area of learning. This is reflected in Skinner's (1904-1990 cited in Crowley, 2014) theory of operant conditioning

which states the likelihood of good behaviour reoccurring can be increased by the use of positive reinforcements. Another way of using positive reinforcements to encourage good work would be to display children's work and also having their names clearly labelled on their displayed work and on things like their pegs as this would give the children a sense of belonging and ownership in the classroom and make them feel proud of their learning environment (Burnham, 2016). Involving the children in creating wall displays could give them even more of a sense of ownership and a more inclusive environment. By involving Child A and the rest of the children in the class in creating and having more involvement in the wall displays would again encourage good work, encouraging resilience and neat letter formation and would also give them more of a say in their learning which is suggested by Donaldson (2015) who states children should be more involved in their own learning.

To be able to monitor Child A's well-being and the well-being of the rest of the class there could also be a well-being check in display which is where the children can put their name or a picture of themselves on an emotion as they arrive at school and throughout the day. This was the practitioner will be able to see how Child A is feeling to be able to give her the attention she might need. Having a display like this will also make the children feel valued and cared in their learning environment which would give them a sense of belonging and should have a positive impact on their well-being (Burnham, 2016). Having a positive well-being and a growth mindset encouraged in the classroom may help Child A's emotional development and may stop her from crying when things are not going her way. In Bandura's (1997 cited in McLeod, 2016) social learning theory he states that children learn behaviour from observing the behaviours of children or people around them. He states that children observe these behaviours and then imitate this behaviour. This suggests that if the rest of the class are following having a positive growth mindset and well-being then Child A might observe this behaviour and imitate it which will have a positive impact on her well-being and emotional development. It will also make Child A more aware of other people's feelings, views and beliefs and ability to control their emotions and cope with disappointment which she needs to be able to do to enable to her to achieve a Foundation Phase (2008) Outcome 5 in the 'Personal and Social Development, Well-being and Cultural Diversity' area of learning.

To ensure that Child A develops her social skills and develops the ability to be able to work cooperatively in a group of children that are not her close friends she needs to be

given more opportunities to work with peers. Giving Child A regular opportunities for group work and partner work will develop her ability to work well in a group and listen to other people's ideas and also help her learn from others. Vygotsky (1978 cited in McLeod, 2012) stated that children learn through the social interaction with other people. He believed that children develop with the help from a more skilful peer within the zone of proximal development through the use of scaffolding (MacBlain, 2014, McLeod, 2012). One strategy that could be implemented into the classroom is Clarke's (2014) idea of 'Talk Partners'. Clarke (2014) suggests that giving children talk partners that change every week allow the children to get a rich diet of interacting with different children that all bring different strengths. Having talk partners in the class would give Child A the opportunity to interact with a variety of children in the class which will develop her social skills and she will become used to interacting with other children. Another way to develop Child A's social skills would be to encourage her to join some extra-curricular activities and give her opportunities to play in group games that encourage being social.

One strategy that could really help Child A develop not only her social skills but also her emotional and physical is the use of the outdoors. Currently Child A does not get very many opportunities to use the outdoor learning environment in X Primary School. If she had more opportunities for learning outdoors then it could have a big impact on both her learning and her well-being. Bilton (2010: 1) believes that the outdoor learning environment 'caters for all children's needs – cognitive, linguistic, emotional, social and physical'. Although it is not always possible to use, the use of the outdoor learning environment would be beneficial for Child A as the data found she preferred learning practically and through actively doing things. The use of the outdoors would be supported by the work of Piaget (1936 cited in McLeod, 2015) who stated how children through doing and actively exploring the world around them.

## Conclusion

In conclusion, this assignment has impacted me as a teacher as it has given me the opportunity to use a new approach to assess a child's learning that I have never seen or used before. Using the mosaic approach has been beneficial as it has enabled me to discover the variety of different data collection methods you can use to assess a child's

learning and how to analyse that data in order to find out how children learn best, which I will be able to use in my NQT year and in the rest of my career. Using the mosaic approach has also shown how important it is to involve children in their own development and let them have a voice (Clark and Moss, 2011). Listening to a child's perspective is crucial in supporting pupil engagement and involving them in their education. Giving children a voice and letting them be involved in their own education is something that Donaldson (2015) values highly in the future curriculum in Wales, so I will ensure that this is something that I will take forward into my future career.

However, although this assignment has shown me how useful it can be to collect data and analyse a child's holistic development and suggest their next steps, it has been very time consuming and would be an unrealistic task to do for a whole class of thirty children. One of the main limitations to this research was the little amount of time for data collection. If there had been more time to collect data, a more detailed and fuller picture of the child's holistic development could have been achieved. As this was done in a small amount of time, only a snap shot view of the child can be given and cannot be taken as a definitive view of their development. It is also important to note that the findings and analysis in this essay are only the perspectives of one person which could be different to the view of someone else (Denscombe, 2014).

Word Count: 4512

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## Appendix A

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

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

Dear class/senior mentor,

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

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

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

Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): NIA JOHN

SCHOOL NAME (PLEASE PRINT): RHWS PRIMARY SCHOOL

1

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SHELLEY HOPKINS *Shelley Hopkins*

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).

*'I would love you to use my work'*

If you have any queries regarding this, please contact:

[Helen.lewis@uwtsd.ac.uk](mailto:Helen.lewis@uwtsd.ac.uk) (PPGCE Lead) / [sarah.elsey@uwtsd.ac.uk](mailto:sarah.elsey@uwtsd.ac.uk) (Module Lead)

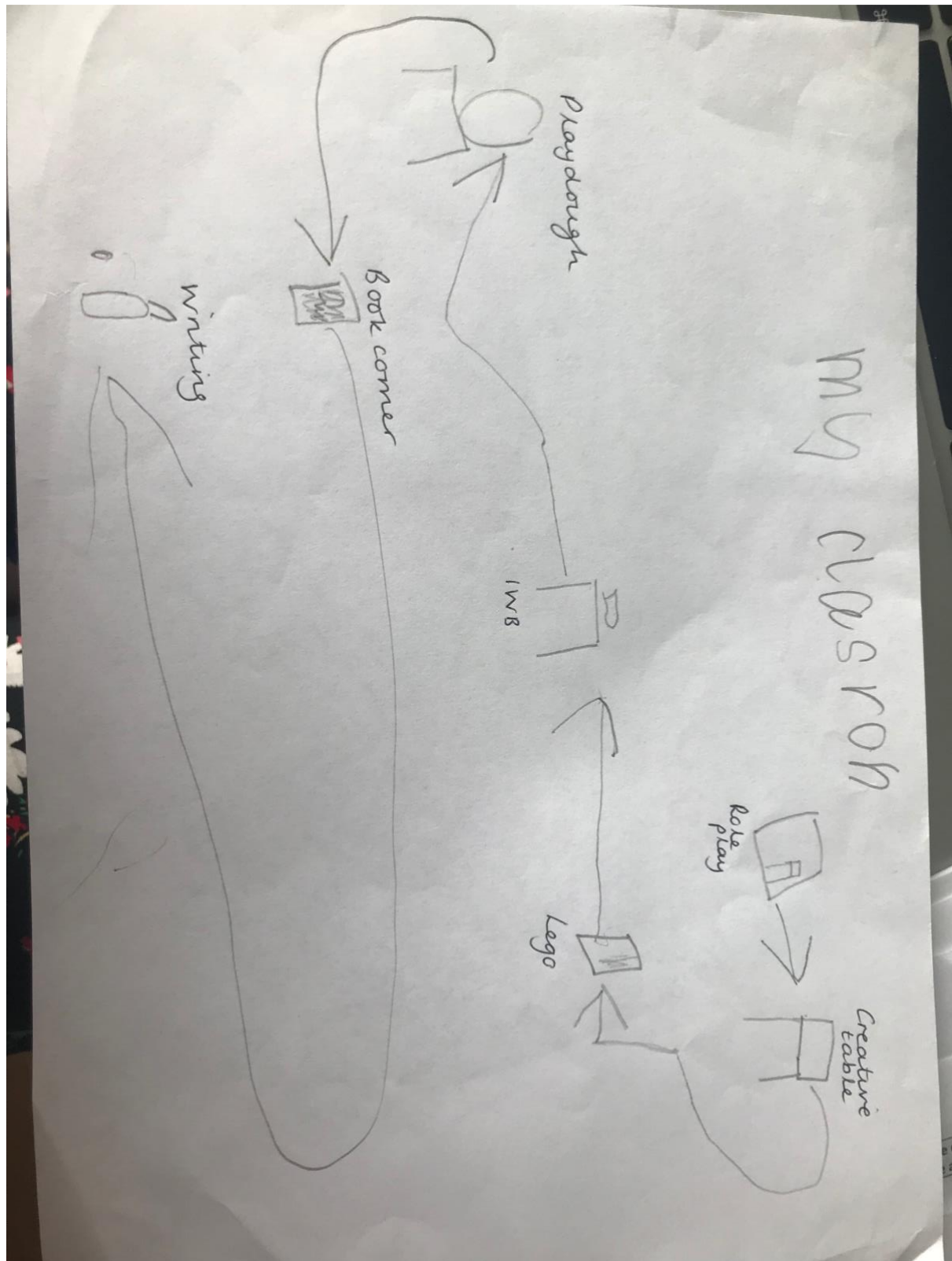
Many thanks in advance,

SDPP module team

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

Gail Parker  
Rachel Wallis  
Nerys Defis  
Nana Ryder

Appendix B



1700781

## Appendix C



Self Portrait



My name is: [redacted]

I am 6 years old.

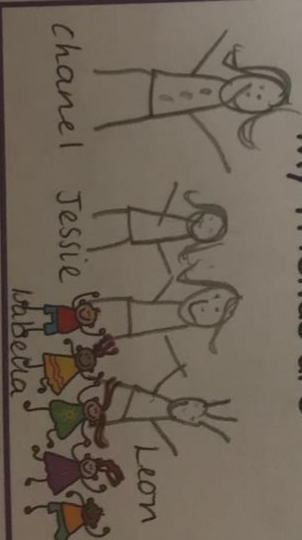
My favourite place in the classroom: roleplay

My favourite subject: ART

At home I like to:  
play with my friends when they  
come over.

In school I like to:  
like to dress up.

My friends are:



Chanel Jessie Labella Leon

Appendix E

Wednesday 16<sup>th</sup> May  
Working in a group to sort Slug and Snail facts



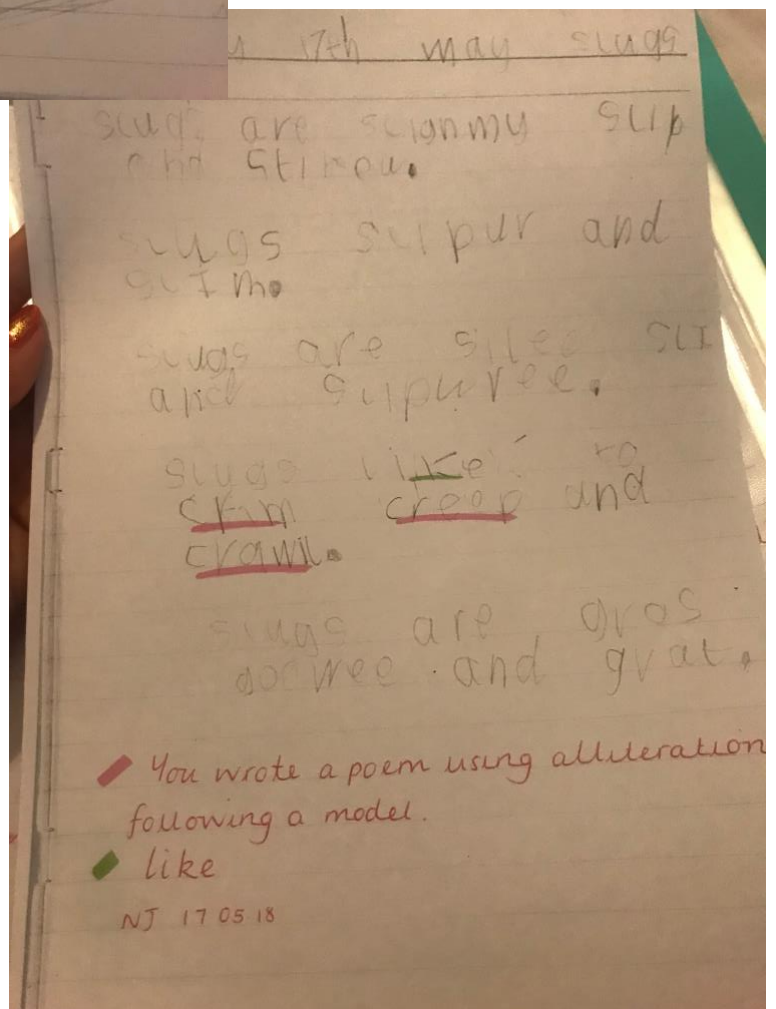
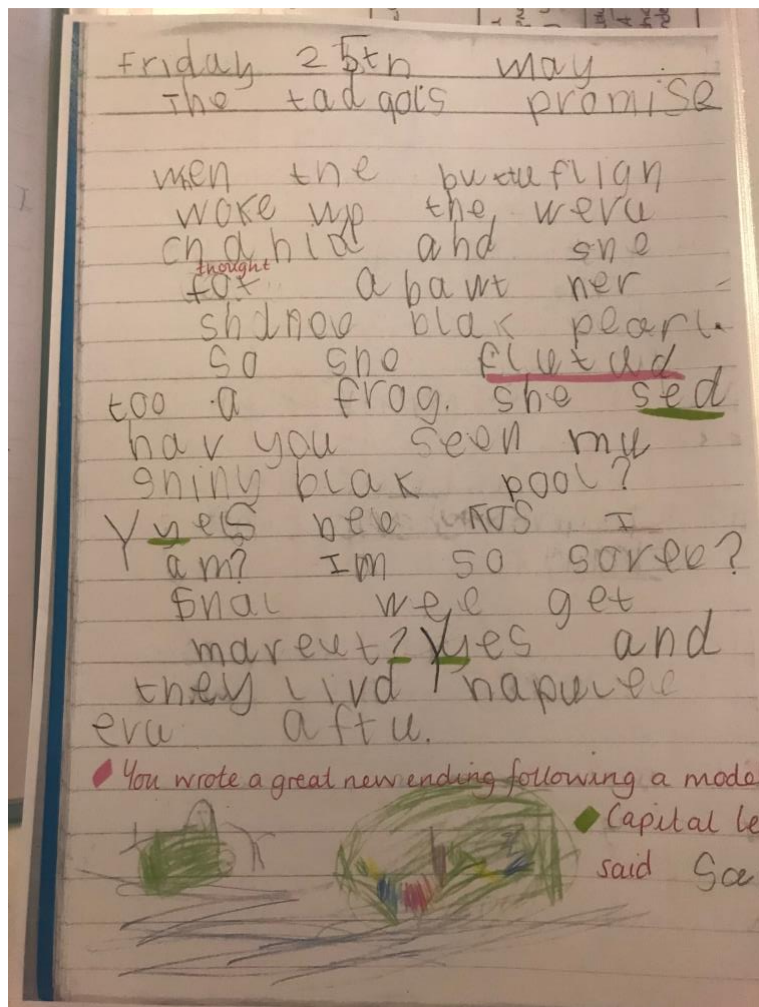
was able to work in a group but found it difficult at times to take turns and listen to others.

## Appendix F

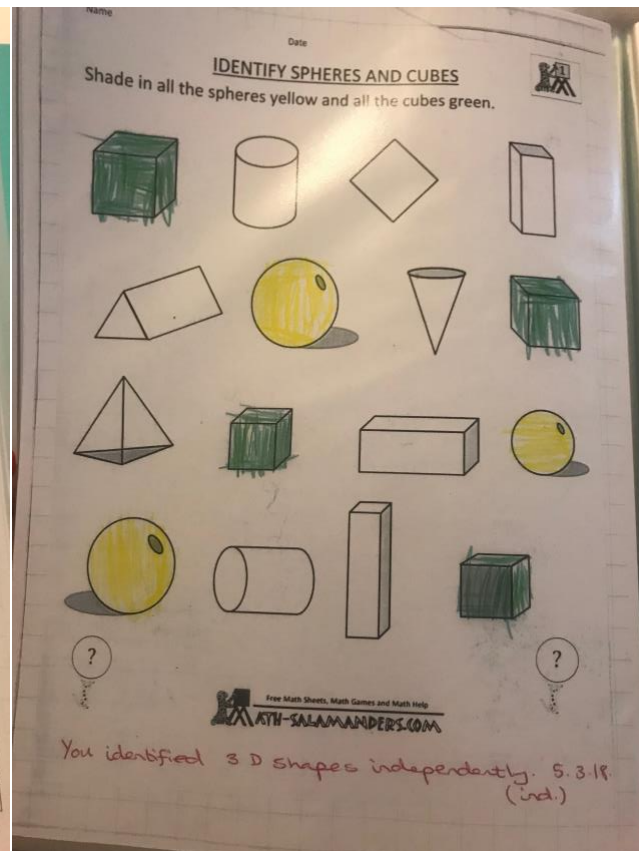
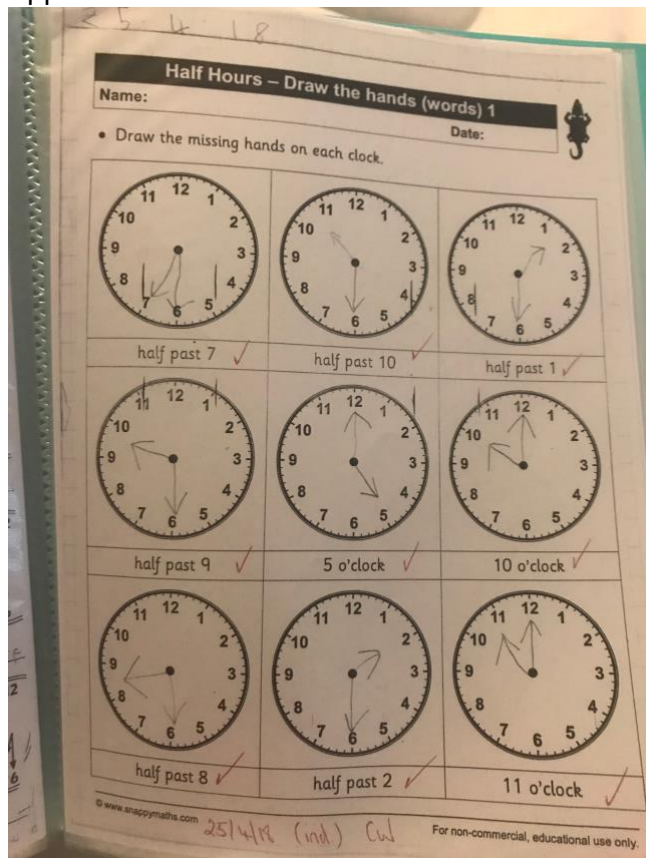
## Observations

- \* Often cries when not picked / doesn't get own way on carpet.
- \* Can get very distracted on carpet - doesn't sit still.
- \* Not great when working with others in a group.
- + Likes to go in role play during golden time.
- \* Gives up on work easily.
- \* Produces neat work when she tries.
- \* Likes to draw pictures.
- \* Enjoyed being help keddw.
- Said her favourite places were role play, book corner and playdough table.
- \* Does not often bring in a 'how & tell' like other children do.

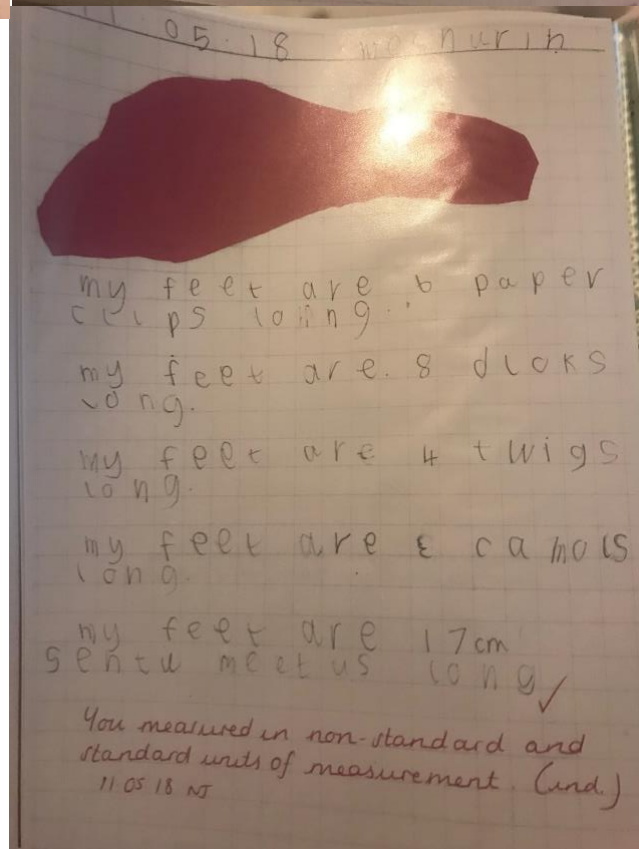
## Appendix G



## Appendix H

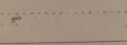


was able to recognise the different coins and make combinations of money up to 20p to pay for the minibeasts



1700781

measuring 16.5.18

|                |                                                                                   |        |          |
|----------------|-----------------------------------------------------------------------------------|--------|----------|
| A pencil       |  | 16 cm  | 8 cubes  |
| A felt tip pen |  | 13 cm  | 7 cubes  |
| A maths book   |  | 20 cm  | 11 cubes |
| A water bottle |  | 22 cm  | 1 cubes  |
| A ruler        |  | 30 cm  | 16 cubes |
| A table        |  | 109 cm | 59 cubes |
| A chair        |  | 51 cm  | 31 cubes |
| A lunch box    |  | 24 cm  | 13 cubes |

With some support you measured objects in st and non-standard units of measurement.  
18.5.18

| odd   | Even  |
|-------|-------|
| 50    | 22    |
| 66?   | 100   |
| 88    | 44    |
| 89    | 50    |
| 55    | 54    |
| 385 ✓ | 252 ✓ |

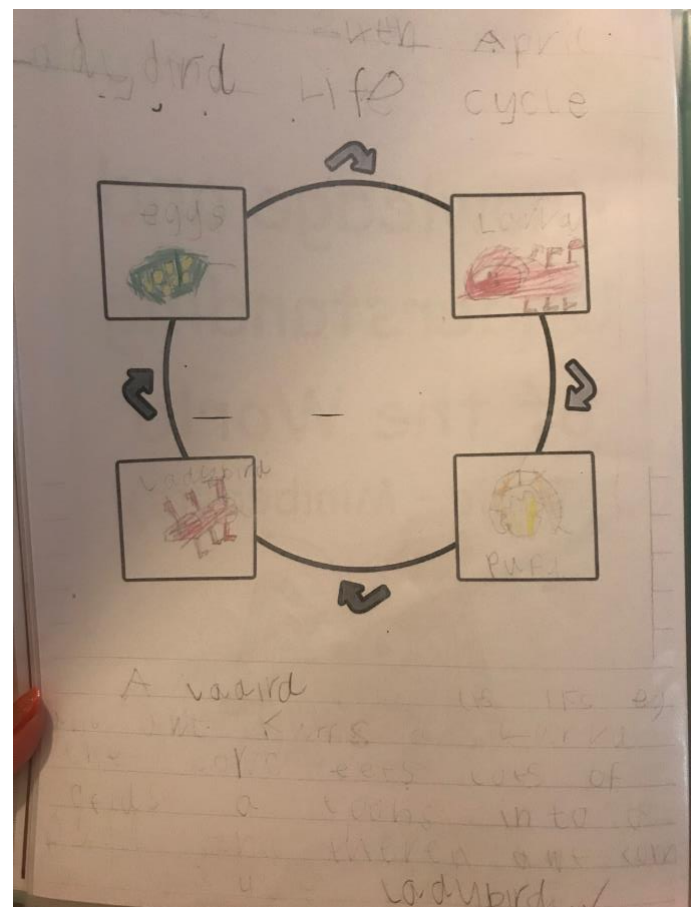
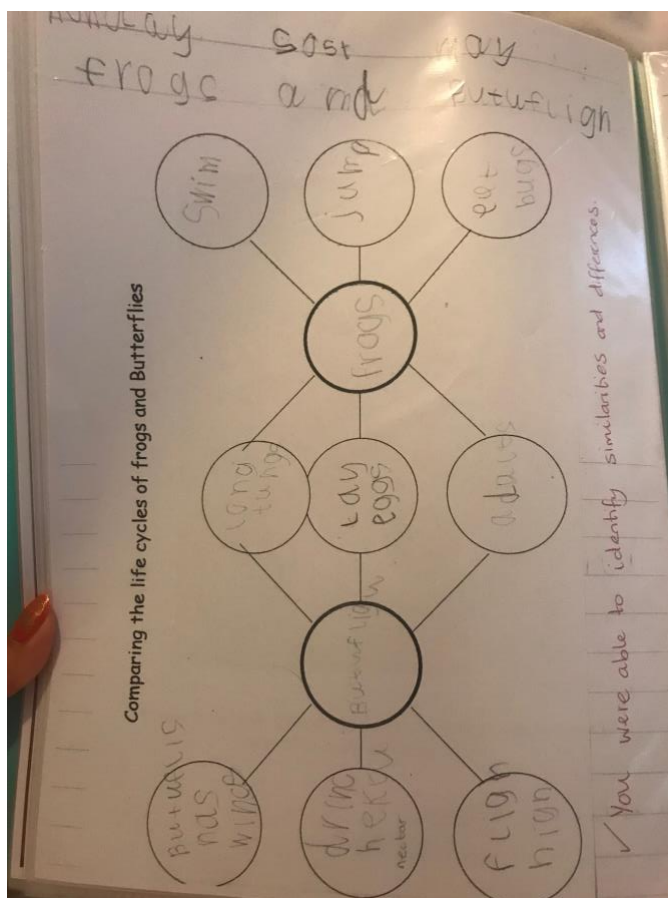
With a little support to start you worked out + even numbers.  
27/3/18 CW

29.3.18

| odd  | Even |
|------|------|
| 57   | 32   |
| 19   | 280  |
| 547  | 402  |
| 783  | 196  |
| 549  | 832  |
| 1573 | 620  |

Good knowledge of odd + even numbers  
DW

## Appendix I



Thursday 52nd May

Friends

| Good Friend                                                                                                                              | Bad Friend                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <p>each other</p> <p>help echu.</p> <p>go his fings.</p> <p>don't not echu.</p> <p>for echu looks.</p> <p>say sorry</p> <p>say sorry</p> | <p>kikin echu.</p> <p>not in echu.</p> <p>show in at</p> <p>echu.</p> <p>don't quite</p> |

Independent writing.

could not remember most of what she had written when reading it back.

22/5/21