

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Jovine Barrientos	Student ID number:	1600208
Programme:	BA Primary Ed (QTS)		
Module:	The Principles of Practice and Progress		
Module code:	ECAD6001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Carys Jennings	Internal Verifier:	
Assignment Title:	Individual video presentation and supporting file.	Word count (or equivalent):	3,000 words equivalent
Submission deadline:	13 th November 2018	Return date of provisional marks & written feedback:	11 th December 2018
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): USB/ File/ Turnitin Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Transition and progression from ‘home to school’

Theory and research

Transition

Theory

The process where a child experiences a change of environment; from one setting to another e.g. home to school, for educational purposes is known as ‘transition’ (Fabian and Dunlop, 2006). Fabian and Dunlop continue to express that this process can be demanding as the relationships formed, along with the pedagogy and well-being of the child are crucial aspects to focus on. Transition can be seen as a tool for children to develop resilience with guidance from practitioners and adults, as Page (2000) (cited in Fabian and Dunlop, 2006) proposes that experiencing ‘discontinuity’ or change is an aspect of the continuum of ‘life and learning’.

According to Cremin and Burnett (2018), practitioners need to prepare effectively and share information about what is to be expected of the whole transition process. They believe that teachers need to adopt a ‘pastoral role’; being able to cater for children’s health and well-being through a macro understanding of the child. Additionally, they mention the importance of ‘developmentally appropriate practice’ where by the teacher has a good understanding of where the child is through getting to know them. This could perhaps help with children who are about to start school. They quote the National Association for the Education of Young Children (2009, p. 104), stating that “teaching practices should be... attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live.”

Fabian and Dunlop (2006) convey that the transition from the home to primary schooling is one of the most challenging situations in a child’s life and if performed correctly, the child would flourish socially and intellectually in school. This could also have an impact on their future progress Ghaye and Pascal (1989) (cited in Fabian and Dunlop, 2006). Additionally, Symonds (2015, p.150) believes that providing interventions for well-being in schools increases the chances of a smooth transition and as a result “...there is social cohesion and respect for academic culture.” However, Galton et al. (2003, cited in Symonds, 2015) argued that teachers need to create a balance between ‘continuity’ and ‘discontinuity’, implying that they need to guide children in overcoming fear while ensuring they make consistent progress when transitioning.

Research

Collaboration

Evans et al. (2010) propose that contributions by all stakeholders are essential and valued during a transition process.

- Pupil engagement in the development of transition practices and policies through understanding their needs and concerns during and after transition.

- Parents and carers can be involved in the process by attending transition meetings and open days; communicating and reassuring their child; being prepared and being flexible.
- Local authorities can be involved by communicating and establishing partnerships with schools; they can create specific plans and approaches to support parents and children identified as more vulnerable.
- Educational staff must understand parents and children's needs and be willing to communicate with children, parents/carers and staff in partner organisations.
- "School and service leaders should work with the local authority and other senior managers to provide cohesive strategies to manage transition. This can include exchange of information, providing continuity of curriculum and pedagogy, introducing children and young people to their new teachers prior to transition and ensuring that transition offers positive opportunities." (Evan et al. 2010, p. 21)

PACEY – Professional Association for Childcare and Early Years – ‘School Ready – Practitioners’

President of PACEY, Penny Tassoni (2016) mentions the importance of ‘creating an understanding’: sharing information with the children about what is going to happen when they start school and what is expected.

Attachment/Separation Anxiety & Well-being

Theory

According to Mercer (2006) attachment is an emotional experience. It can be associated with things such as love, grief and anxiety. Thing suggests that attachment can be experienced in relationships and it is more noticeable in young children. They are also more likely to demonstrate behaviour such as crying and showing fear in response to being separated from a parent/carer. Mercer mentions Bowlby's (1950s) attachment theory. Bowlby's findings conclude that, children who are attached to their parents display normal, healthy behaviour as it is ‘basic human motivation’.

Children who are about to start school may experience intense feelings of anxiety and distress when they are separated from their parents/carers, and Bowlby (1950s) talks about how this behaviour (separation anxiety) can indicate attachment. He continues to say that children can be influenced by the ‘social world’; their experiences will inform their thinking and emotions which impacts their attitude and behaviour. Also, the level of attachment depends on the age and experience.

Paquette and Ryan (2001) summarises Bronfenbrenner's ‘Ecological Systems Theory’ (see appendix 1) as a system that explores a child's development through their interaction with people and the setting that they are in. There are 5 layers/systems which consists of different environments that affect the child's development and an environment can influence another or

in other words, connections between systems can be made. This would include family/community, impact of societal norms and cultural values and laws.

The *microsystem* includes an environment relating to direct experiences. This could involve the interaction between the child's family, community and school (Berk, 2000 cited in Paquette and Ryan, 2001). They mention that Bronfenbrenner believes that this has the most affect (out of all the systems) on the child as parents and teachers could influence the child's attitude and behaviour and vice versa. This is called 'bi-directional influences'. Additionally, the *macrosystem* involves those who have a direct impact on the child, being shaped by the culture and laws of society. Lastly, the *chronosystem* looks at different experiences that children have during their development and how they deal with change e.g. change in family structure or moving to a new house.

Symonds (2015, p.1), talks about how "well-being underpins whether children adjust well or poorly to the changes they experience at school transition". Symonds suggests that there six aspects to a child's well-being. These include material goods; health and safety; education; family and peer relationship; behaviour and risks and subjective well-being. According to the Welsh Government (2018), emotional well-being is a critical factor to address in schools today as the higher the child's well-being is, the higher they're going to achieve and attain. Therefore, teachers have the role to provide guidance in this aspect of the child's development which is seen as a 'Vygotskian approach to progress' (Gus, Rose and Gilbert, 2015; Eames, Shippen and Sharp, 2016).

learning including nurseries, schools, pupil referral units, careers services and youth support services. Information from inspections helps providers to improve quality and standards. It also provides the evidence to inform the development of the Assembly's Learning Country programme for education and lifelong learning.

In order to encourage a universal approach to the development of joint working arrangements across Wales we intend make use of legislation to introduce a duty to co-operate among statutory partners in local authority areas.

Professional Relationships

Theory

Pollard (1997) discusses how the classroom environment can be linked to 'interpersonal relationships.' The word 'environment' has been defined in many ways. More and more researchers agreed to it as being the perceptions of the teacher and children. He argues that teachers should consider an interpersonal climate in order to communicate understanding. Rogers (1961, 1969, 1980, cited in Pollard, 1997) suggests that the key characteristics to have for a good relationship would be: 'empathy, acceptance and genuineness'. Moreover, Pollard talks about the importance of helping children foster motivation as once this is acquired, they classroom environment will run 'smooth'. Teachers can influence children's types of motivation 'through the attitudes' they demonstrate.

Evaluation of the assignment: video presentation, planning and guidance and delivery of module

I believe that the video presentation was delivered with confidence, expression and persuasion (use of personal pronouns e.g. 'we'). The audio is clear and sufficiently loud. The language used was formal to address a professional setting, and with this came reference to Welsh government and policy. The slide in the background was clear and contained relevant information and images. However, in order to appear more articulate, I could have filmed it in one shot. Eye contact was weak at the beginning. The part where I talk about what separation anxiety was brief and I could have avoided the short silence by saying some of the characteristics of separation anxiety.

I used a range of sources including a video and articles. Notes from lectures, theory, research and personal experience informed my decisions, planning and the chosen interventions, consequently demonstrating understanding and knowledge. I also made links to theory. I mentioned some examples of interventions that worked well, however I could have evaluated them in greater detail. There could have been an opportunity to look at ELSA's as part of an intervention and explore pupil progress and whole school approaches e.g. 'IDP's and well-being policies. I could have also been more explicit about the causes of separation anxiety and included more of them.

The module was extremely insightful and the way in which the assignment was broad and allowed for some freedom and independence, gave me the opportunity to explore an aspect of interest, therefore I was engaged. However, I did struggle to understand the structure of the file and what to upload on to Turnitin. Overall, despite the areas of improvement, I feel that my performance for this assignment was good.

Student Self Evaluation Form

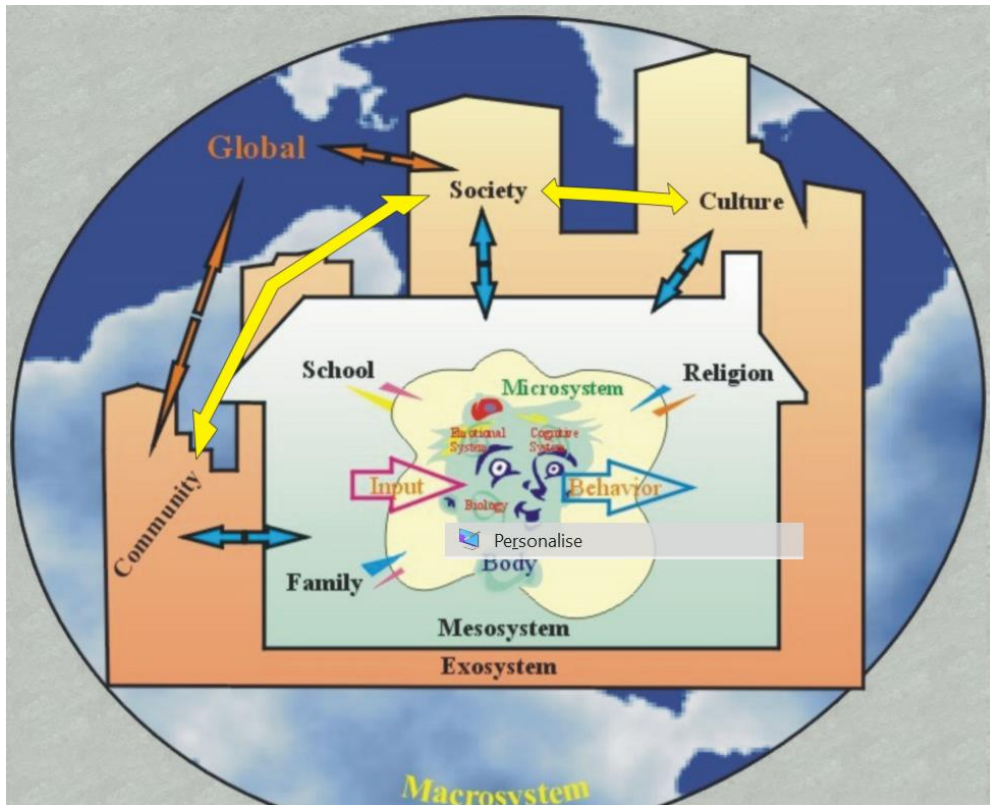
This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☒	☐	☐
2. Intellectual Skills (Analysis)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☒	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☒	☐	☐
4. Key Transferable Skills	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☒	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL		PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP	
- Links to theory and research - Planning - Execution of video presentation		- Critical evaluation - Exploring concepts in greater depth - Editing (exploring different software and programs)	
Student's Name	Jovine Barrientos	Date	13/11/18
Student's Signature			

Appendices

Appendix 1



Bronfenbrenner's Ecological Systems Theory

Paquette, D and Ryan, J (2001)

Appendix 2

Presentation on Prezi

Pupil Progression on Transition



Agenda:

- Estyn report feedback and recommendations on social and personal development;
- Transition aspect - 'home to school':
 - importance;
 - interventions;
 - school development plan;
 - funding



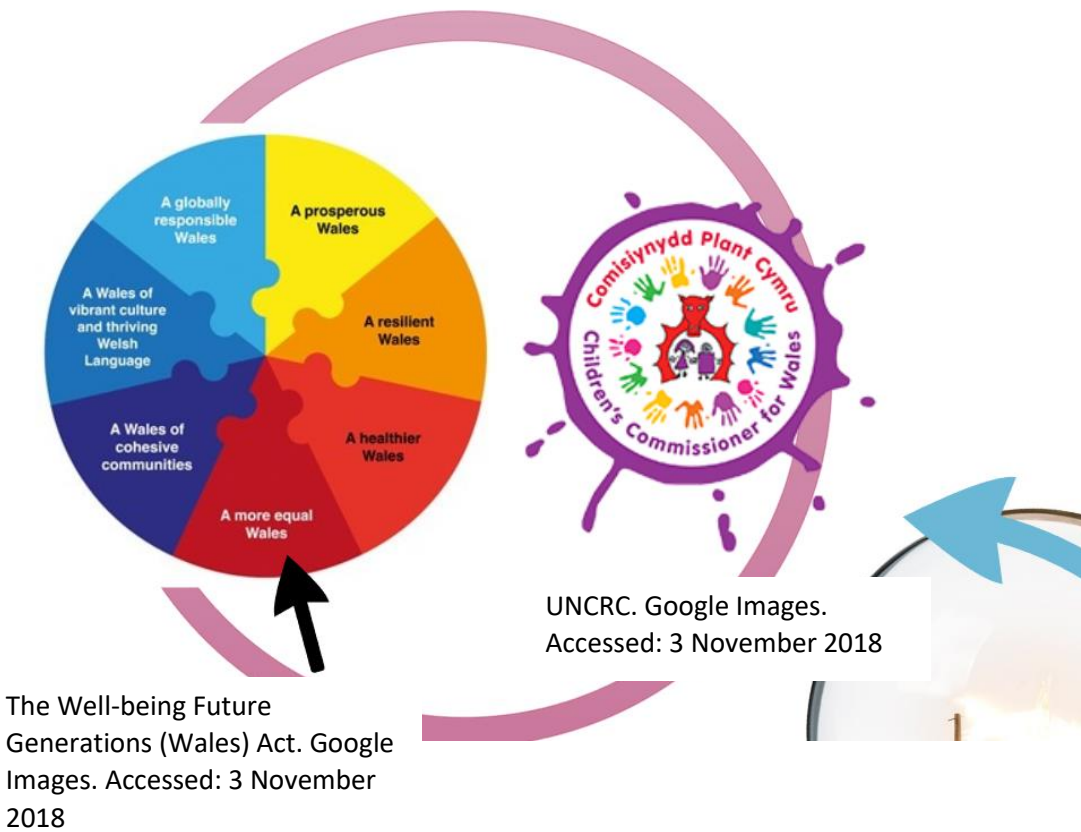
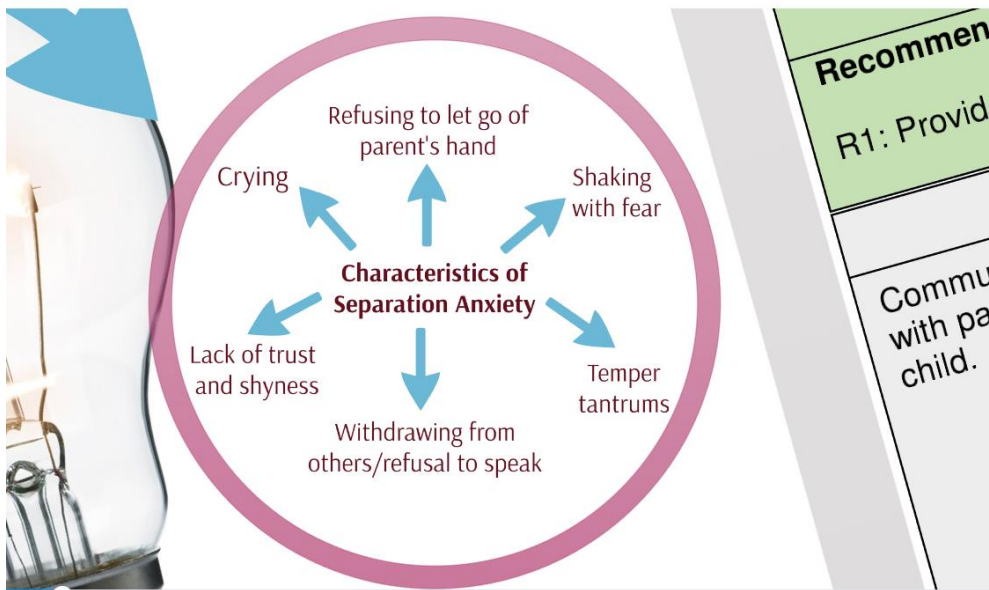
Recommendations

R1 Raise standards of attainment of pupils within literacy and numeracy: using effective differentiation.

R2 Improve and provide specific interventions for pupils transitioning from home to school.

R3 Ensure that self-evaluation and improvement planning are effective tools to raise standards of teaching and learning.





Mental health of children and young people in Great Britain, 2004

Figure 5.1
Age by type of emotional disorder, 1999 and 2004 combined

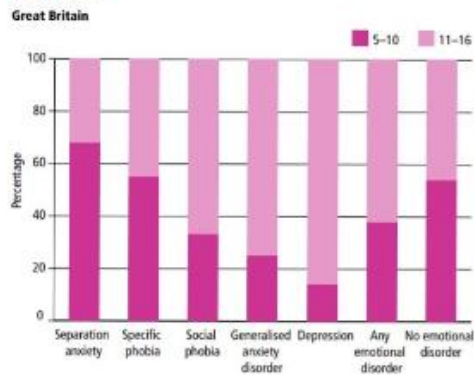
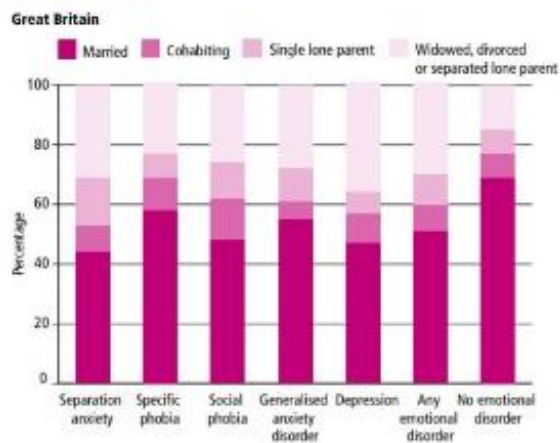


Figure 5.2
Family type by type of emotional disorder, 1999 and 2004 combined



A large pink circle with a thick border. Inside the circle is a light pink rectangular box containing text and a bulleted list. The circle is decorated with several small, dark pink arrow-like shapes pointing outwards from its edge.

Among children with separation anxiety:

- 49 per cent were girls
- 32 per cent were aged 11–16
- 31 per cent lived with a widowed, divorced or separated lone parent and 16 per cent lived with a single lone parent
- 62 per cent lived in households with gross incomes under £300 per week

A large pink circle with a thick border. Inside the circle are two light gray rectangular boxes containing text. The circle is decorated with several small, light blue arrow-like shapes pointing outwards from its edge.

Interventions

**Effective
communication with
the parent and child**

**Engaging the child with the
environment and objects**

Priorities for 2018-2019

Priority: Raising standards in the effectiveness of interventions on pupil progress in social and personal development			Accountability to the Governing Body: J. Barrientos	
Recommendations by Estyn: R1: Provide specific interventions for pupils transitioning from home to school.			Context: interventions supporting pupils with 'separation anxiety.'	
Aims	Who?	Timeline	Actions	Monitoring
Communicate effectively with parents/carers and child.	Teacher/teaching assistants, parents, child	Summer term (prior to starting school) – Autumn term 1 (Sept-Oct)	Early visits to school and home visits- 'Taster' afternoons in the nursery classroom and introduce child to staff.	Child will be familiar with environment and other adults and children.
	Teacher, parents, child	Summer term (prior to starting school) –	Frequent scheduled meetings with parents/carers and child before the child starts school and during the transition process. Share a Twitter account with parents to update on child's progress.	Informs planning for unique individuals/families' circumstances.
Engage child with the environment and objects.	Teachers/teaching assistants, child	Autumn term (Sept-Oct)	Allow child to develop relationships with more than one member of staff.	Child is reassured.
	Teachers/teaching assistants, child	Throughout the year	Ask parents/carers to create a 'chatterbox' with their child and put in items such as family photos, favourite toys. Bring into school and discuss items. Read books about starting school e.g. <i>My First Day at Nursery School</i> by Becky Edwards.	Child becomes distracted from tantrum and crying and is instead engaged.
	Teachers/teaching assistants, child	Autumn term – Spring term (Oct-Jan)	Communicate to the child through establishing routines e.g. times for goodbyes, and routine phone call to parents. Nurture group	Through predictability, child will feel more at ease when separating from parents/carers. More likely to engage in play with peers.
CPD opportunities for staff.	Phase Leaders	Summer term (July)	Train staff to be more aware of emotional well-being.	Identify low levels of well-being in children and plan for interventions to overcome them.
Cost and Financing				
- Improving health and well-being course - £185 - Supply cover for meetings & courses - £500				
Review/Evaluation				

Effective communication with the parent and child



HOME AND SCHOOL VISITS



Department
for Education

'We believe we have less children crying and upset now. Because they know that that key worker has talked to mummy, they've been to their house, they've read them a story, they've taken the toys, and that when they start, that key worker then talks to the parents, talks to the child, takes photographs of the family, and builds up a relationship with that child.'

(Setting manager, Nursery class, West Midlands)

MEETINGS AND UPDATES





St James' Primary - School Development Plan

Priorities for 2018-2019

Priority: Raising standards in the effectiveness of interventions on pupil progress in social and personal development.			Accountability to the Governing Body: J. Barrientos	
Recommendations by Estyn:			Context: interventions supporting pupils with 'separation anxiety.'	
R1: Provide specific interventions for pupils transitioning from home to school.				
Aims	Who?	Timeline	Actions	Monitoring
Communicate effectively with parents/carers and child.	Teacher/teaching assistants, parents, child	Summer term (prior to starting school) – Autumn term 1 (Sept-Oct)	Early visits to school and home visits- 'Taster' afternoons in the nursery classroom and introduce child to staff.	Child will be familiar with environment and other adults and children.
	Teacher, parents, child	Summer term (prior to starting school) –	Frequent scheduled meetings with parents/carers and child before the child starts school and during the transition process. Share a Twitter account with parents to update on child's progress.	Informs planning for unique individuals/families' circumstances.
Engage child with the environment and objects.	Teachers/teaching assistants, child	Autumn term (Sept-Oct)	Allow child to develop relationships with more than one member of staff.	Child is reassured.
	Teachers/teaching assistants, child	Throughout the year	Ask parents/carers to create a 'chatterbox' with their child and put in items such as family photos, favourite toys. Bring into school and discuss items. Read books about starting school e.g. <i>My First Day at Nursery School</i> by Becky Edwards.	Child becomes distracted from tantrum and crying and is instead engaged.
	Teachers/teaching assistants, child	Autumn term – Spring term (Oct-Jan)	Communicate to the child through establishing routines e.g. times for: goodbyes, and routine phone call to parents. Nurture group	Through predictability, child will feel more at ease when separating from parents/carers. More likely to engage in play with peers.
CPD opportunities for staff.	Phase Leaders	Summer term (July)	Train staff to be more aware of emotional well being.	Identify low levels of well-being in children and plan for interventions to overcome them.

Cost and Financing

Shortage of funding barrier to school readiness



Article by Meredith Jones Russell - September 2017

- Responses = 780 headteachers, deputy heads, assistant heads, middle leaders and year leads.
- "Children's services face £2 billion funding gap by 2020."
- Personal, social and emotional development was second most common issue.

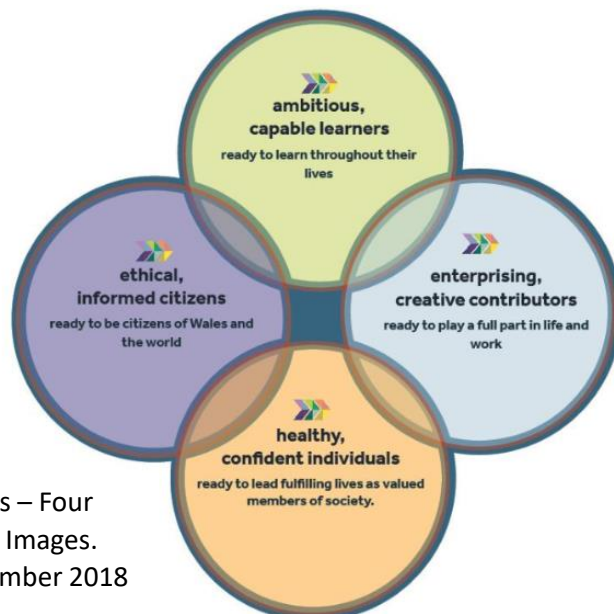
A Government spokesperson said, 'High quality early education is vital to ensure every child is able to achieve their full potential. That is why we are investing a record £6 billion every year by 2020 – more than ever before – in childcare and early education.'

Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales
Her Majesty's Stationery Office
February 2018



Successful Futures - Donaldson.
Google Images. Accessed: 3
November 2018



Successful Futures – Four
Purposes. Google Images.
Accessed: 3 November 2018

Appendix 3

Script for video presentation:

Bore da I bawb. Your presence here today is appreciated as we are going to explore one of the recommendations raised in our recent Estyn Inspection. Any questions will be answered after the presentation.

Hopefully you have had a read of the document in front of you regarding the recommendations to improve care, support and guidance for pupils.

As the foundation phase leader, I have been asked by Mr Daley (headteacher) to address the priority of improving our interventions for pupils, who not only find it challenging to transition from their home environment to our Nursery, but also for those who have difficulty in separating from their parents or carers.

As well as Estyn highlighting this area of improvement, over the recent year or two, Nursery and Reception staff, including myself, have recognised how common this behaviour of 'separation anxiety' is in the classroom. There are times of apprehension and uncertainty among staff in dealing with these situations. Through our self-evaluation process, I propose some interventions that correspond with our transition policy and enhanced them to suit the context.

First of all you might want to know a little bit about separation anxiety. This behaviour results in the difficulty of separating from someone because of a strong bond or attachment. These are some of the behaviour they display.

Why is this important?

One of the well-being goals in Wales is to ensure that everyone is given equal opportunities regardless of their background. We can apply this to our pupils as the Welsh Government, underpinning by the UNCRC's philosophy, wrote a policy considering seven core aims, which include the importance of early intervention and having a safe home and a community which supports physical and emotional well-being.

The 2004 mental health report in Great Britain identified a consistent correlation between separation anxiety and living in poorer economic circumstances. They also mentioned that the demographic of those with separation anxiety among young children were 68% of 5- to 10-year olds and 16% lived in a single-parent household. By looking at these statistics we can identify that each child is unique, and it is essential that we support them during their transition journey and minimise the likelihood of this behaviour from occurring. However, it is important to address the child's family circumstances and emotional needs with sensitivity. These are two proposed interventions consisting of different aspects to specifically support the child with separation anxiety. As a result of local Nurseries sharing their good practice on transition, we should adopt early interventions as they can help minimise the likelihood of behaviours such as separation anxiety.

The first intervention proposal is effective communication with the parents and the child. This will include home visits and taster days as part of early interventions. A 2017 report on Good Practice in Early Education, found that staff who visited homes before the child started school developed a rapport with them and their parents. To inform planning, they were able to collect information about the family as well as the child; there was an opportunity for the teacher to observe the child in their usual environment and they had the chance to identify specific issues within, for example, their social and emotional development. They could then decide whether to liaise with local agencies, our Family Liaison Officer and schemes such as 'sure start' when more serious issues arise in terms of mental health. Similarly, the child will be able to familiarise her or his self with the new setting if they visit during a couple of afternoons prior to starting school. Visits can be used to identify signs of separation anxiety in children and in parents as well.

Another aspect within this intervention would be frequent scheduled meetings with the parents and possibly the child to discuss the transition journey and share information and details. This will occur again prior to starting school and throughout the transition process. For further progression, teachers and parents can share a nursery Twitter account where both they can upload and comment on the child's progression. This can reassure the parent and allow them to become more involved with the transition process.

What happens if early intervention is ineffective and children struggle to be separated from their parents at school?

There is an intervention proposal which involves engaging the child with the environment and objects. Guiding the child to develop relationships with more than one member of staff could make them feel more comfortable if they become separated from the teacher. The teacher could also establish a routine as to when they are able to call their parents using the school telephone, and a spot to say their goodbyes. This could ease the child and parents' anxiety. Moreover, if the child has overcome his or her anxiety, then they can join a nurture group with other children. Here they can build positive attachments with others and perhaps be more engaged in activities with their peers. In addition, the parent and child could create a 'chatterbox' to put items in, such as family photos, favourite toys, or anything that holds value to the child. Then the teacher and child could discuss those items, consequently distracting the child from being anxious. Lastly, reassurance could be gained by reading and discussing books about starting school. For example, the book called 'My First Day at Nursery School' by Beck Edwards. The child could relate to the character in the book and understand the expectations of going to nursery school. This can also be used as an early intervention.

I have shown you a range of interventions which are flexible in order to cater for individual needs. The progression of the child's transition will be regularly discussed during meetings with the parents as well as updates of their progression online. Early interventions are crucial in supporting the child through their transition, therefore I want to introduce a timeline for the specific interventions for these pupils with separation anxiety.

I have included CPD opportunities to develop our skills and knowledge as teachers to cater for children's social and personal development. However, a recent report conducted by the National Association of Headteachers and the Family and Childcare Trust found that nine in ten respondents said that school funding is barrier for young children who are about to start school. There isn't enough funding to support families from disadvantaged backgrounds

(which has a correlation between children with separation anxiety), and this heavily impacts our pupils in terms of transition, as well as a whole. We need to work closely with parents in ensuring their child is given the best opportunities to overcome barriers to learning such as separation anxiety, and as a result they can successfully develop, achieve and attain.

However, to tackle this issue of funding, a spokesman from the Government stated that they are investing a record £6 billion every year by 2020 in childcare and early education". If we want our children to excel, we need to start early and help them achieve these four purposes.

Diolch am Grwando.

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