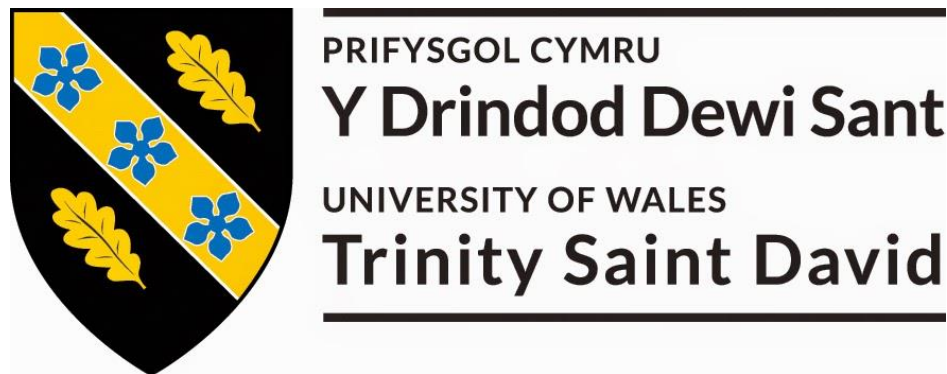


**Supporting pupil progress: a detailed
analysis of one child's holistic
development, with justification for the next
steps in learning.**



James Jewell-Edmonds
1401667

MX7X02153: School Development and Pupil Progress
Group 3

Word Count: 4,758

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)				✓		
2. Intellectual Skills (Analysis)				✓		
3. Pedagogic and Professional Applications (Practical Application and Deployment)				✓		
4. Key Transferable Skills				✓		

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I feel as though I was able to offer a comprehensive overview and analysis of the developmental challenges faced by my target pupil and offer an appropriate solution to improve the pupils' learning.	I feel as though I could have read wider in my research and included more sources to back my findings. I also feel as though I need to be more critical in my evaluation of the study.

Student's Name	James Jewell-Edmonds	Date	30/05/18
Student's Signature	<i>J. Jewell-Edmonds</i>		

The following essay aims to offer an analysis of a chosen pupil with regards to their holistic development and propose possible next steps to progress their learning. The analysis and evaluation is based upon observations made by the author during teaching practice, with close observation of a target pupil. The learner observations took place in a primary school located on the outskirts of the town of Llanelli in Carmarthenshire. The school has 243 pupils aged three to eleven on roll, distributed amongst eight classes between the Foundation Phase (FP) and Key Stage Two (KS2). Within the school, currently 14% of pupils are eligible for free school meals (FSM) which is below the average for schools within both the local authority and Wales as a whole (Estyn, 2014). The school is 63rd out of 106 schools within the local authority in terms of school budget per pupil and there are 22% of pupils with additional learning needs (ALN) in attendance at the school, which is close to the national average for primary school in Wales (Estyn, 2014). Attendance is at a strong level of 95% (for the school year); further to this, 87% of pupils achieved the expected outcome in the FP areas of learning and 85% of pupils reached the expected level at KS2 using the core subject indicator (Welsh Government, 2017).

Research was conducted in a KS2 year four class, consisting of 27 pupils, 3 of which have ALN. The target pupil (whose identity will be kept anonymous and will be referred to as 'Pupil A') is a child who transferred to the school earlier in the term; background information about the pupil has shown that he has moved to several different schools over the last few years due to his parents working in different areas of the region. Pupil A has been diagnosed with autistic spectrum disorder (ASD), a condition which has impacted on both his social and academic experiences within the school; the class teacher informed the author that the pupil has been unable to settle within the class, finding it hard to make friends and to participate in learning within the classroom. For this reason, Pupil A was chosen as he was identified as a child who would benefit from possible interventions which may improve his holistic development, which will be discussed in this essay.

Prior to conducting this study, the ethics of working with children as part of an academic study were considered by the author. Utmost care was taken to be aware of and follow the ethical guidelines put in place by the British Educational Research Association (BERA, 2011). Before conducting any research, a form outlining the desired aims and outcome of the study was submitted to the class teacher (a signed

copy of this form can be seen in appendix A). Along with approval from the class teacher and assistance in identifying a potential target pupil, further consent was obtained from the school head teacher, who is also the chief safeguarding officer for the school. The author outlined the desire to carry out the research with the utmost care and attention and that all data gathered would ensure that both the school and target pupil remain anonymous in line with the Data Protection Act (1998), which decrees that “participants must be made fully aware of the purposes for which the data gathered about them is to be used for” (HM Government, 1998). Further to this, the author produced proof of a Disclosure and Barring Service (DBS) form, certifying eligibility to work with children.

Amongst the ethical issues considered for the research being carried out, it is key to acknowledge that the behaviour of pupils, both Pupil A and his classmates, can be affected by the presence of the researcher within the class (Oliver, 2003). Oliver (2003) noted that the the behaviour and characteristics of participants within a study, particularly children, could possibly be influenced by the presence of a researcher as a stranger in the class; he argued that this can lead to results being produced that are not representative of the true classroom environment. Despite this, the author feels that this was not a major issue, as the author had been present in the classroom for four weeks as a teacher and as such the pupils (including Pupil A) all appeared to be comfortable in the presence of the researcher. The teacher noted that Pupil A can become distressed by disruption in his routine, including having new people come into the classroom; as such, it was the responsibility of the author to approach Pupil A with care and caution. During face to face contact time with Pupil A, he was assured that he was under no obligation to participate in the research or to behave in a particular manner (explained to the pupil in a child-friendly way); Pupil A was asked to provide continued assent throughout the duration of the study, as it was explained to him that he could opt out at any time and that he was under no obligation to remain in the study against his will. Further to this, it is important to note that Pupil A was not pressurised to provide any specific type of answer which could be considered to produce an unfair representation of the results obtained, in fact, he was encouraged to offer his own opinions at any time during the study (Oliver, 2003). Finally, as an overall view to ethical consideration, the author ensured that no pupils were exploited at any point during the study, citing Punch (1994, p.89) who noted

that “avoidance of harm, fully informed consent, and the need for privacy and confidentiality” is an essential element in ethical studies, especially with children who are vulnerable participants and as such the responsibility lies with the researcher to “ensure their wellbeing and safety at all times during the study” (Punch, 1994, p.89).

This essay aims to outline the holistic development of Pupil A and offer recommendations about the next steps which are required to improve his development. Holistic development must incorporate all of the child’s learning and development, which will take into consideration their knowledge and understanding, skills and their attitudes to learning, along with considering how these are linked through their development. The research undertaken for this study was gathered through the mosaic approach; this approach allows children to offer their unique perspective on their daily lives as seen through their eyes (Clark and Moss, 2011). It is a way of listening to the child and offering a route for them to co-construct the meaning of their views with an adult through visual and verbal means; the approach enables children to be viewed as experts in their own lives and presents them as meaning makers (Clark and Moss, 2011). Using this approach within this study, research was gathered through observation of Pupil A, taking photographs of areas of significance for the child within the school and child conferencing in which the child offers their views to the adult; all of these elements are brought together to present a final picture of their holistic learning, much like a mosaic for which the approach is named after (Clark and Moss, 2011). The approach is effective in that it puts the child ‘front and centre’ of the research being carried out and enables them to offer an organic view of their learning. A possible limitation of this is that it may be possible to question the validity and authenticity of the answers provided by the child, especially as the interactions will be with an adult they are not wholly familiar with. Despite this, the approach allows for strong collaboration between the child and researcher, offering the child a chance to have a say in the outcome of the study.

This type of qualitative data gathering was chosen for the study as it was considered to be the most effective way of gathering and presenting the data due to the nature of the study. One could argue that the use of quantitative data is more specific and can be useful in a study such as this, however due to a number of factors such as the relatively short amount of time being spent on the study, the broader nature of qualitative data gathering was a better fit for this study and a more appropriate use of

the data. Qualitative data can be gathered in a naturalistic manner which suits the classroom environment and can also lead to a broader scope of research. However, a limitation of this is the need to interpret the results obtained, such as the answers given by the child during conferencing, which can be considered a limitation in this study (Cohen and Manion, 2011). In interpreting the results, there is a need to be subjective and as such it is possible to call into the question the validity of the results in critique of the study. Despite this, qualitative data allows researchers the opportunity to understand the social world through observations of the participant in how they interact and participate in their learning and the classroom environment (Cohen and Manion, 2011).

One of the benefits of gathering data in this way is that there is very little disruption to the natural running of a lesson, which leads to an organic and an accurate representation of how the classroom and the learner operate; the researcher is able to observe the interactions and learning process of the target pupil from afar, which allows the child to behave naturally without the awareness and pressure of feeling like they are 'being watched' so to speak. Despite this, one must discuss the limitations of the process, such as the presence of a relative stranger in the classroom that is most likely going to affect how the target pupil or others in the class are going to behave. It is possible that the children may feel as though they need to act or behave in a certain manner due to the feeling of being observed and as such their behaviour could possibly be considered to be artificial. However, in this instance the researcher was given the opportunity to ingratiate themselves into the classroom over a number of week and due to the nature of their presence (as a trainee teacher) all of the pupils in the class, including the target pupil, appeared to be very comfortable with the presence of the author and as such it can assumed that their behaviour was typical and an accurate representation of their everyday classroom environment.

With regards to analysing the holistic development of Pupil A, prior to assessing his work, attitudes and behaviour during the study, it important to note that Pupil A has ASD, a condition which the author believes will impact upon the results of the study. Pupil A is a valued member of the class and participates in mainstream learning along with his peers. As he is a relatively new pupil, the class teacher explained that the school has spent time during this current term monitoring and assessing Pupil

A's work in order to form a picture of learning style and ability so that they are able to tailor their teaching methods in order to benefit his learning (much like the desired outcome of this study). The Welsh Government has outlined the need for inclusion and pupil support within Welsh schools as a matter of priority, citing the need for an "inclusive education to ensure the equality of educational opportunity by addressing the diversity of needs present in schools" (WG, 2010). In line with WG requirements, there is a need to engage all pupils, involving them in a range of academic activities, which includes providing the opportunity for ALN pupils to participate in such activities with their peers at every possible opportunity (WG, 2010).

To provide context for the issues which may affect Pupil A's learning, it is useful to briefly outline what ASD is; autism was first discussed by Leo Kanner and Hans Asperger in the 1940s and it is through their studies that they proposed the theory of the autistic spectrum. Their studies found certain children demonstrated "poor social and communication skills, yet appeared to have elaborate language" and that they can appear to be "emotionally distant and reluctant to engage in social interaction", which are traits which have been observed in Pupil A (Blamires, 2004, p. 139). The National Autistic Society (NAS) defines ASD as a "lifelong developmental disability which can affect how a person communicates with others and how they make sense of the world" (NAS, 2015). With regards to the use of the term 'spectrum' in ASD, this shows that although people with ASD share common difficulties, each person is unique in how they live with ASD and each person can live with differing challenges of varying severities; as such it is key that educational practitioners take note of the specific needs of pupils with ASD and adjust their teaching accordingly.

Children with ASD will all experience what is known as a "triad of impairments", which impact upon three areas of their holistic development: "impairment of social interaction, impairment of social communication and impairment of rigidity of behaviour and thought" (Plimley, Bowen and Morgan, 2007, p. 2). The areas of impairment may have an effect on the person's ability to "understand and use non-verbal and verbal communication", which again is a key issue which practitioners must take into consideration in implementing their practice (Blamires, 2004, p. 140). Despite these challenges, the NAS indicate that a number of people with ASD can live independent lives without the need for interventions or specialist support (NAS, 2015). With this in mind, it is important to consider the needs of children such as

Pupil A and ensure that they are provided with support during their time in school and given access to the relevant provisions and guidance during their education. Una Frith proposed that “Autism is not a disorder of childhood; instead it is a disorder of development”, which is a pertinent observation with regards to the holistic development of Pupil A (Firth, 1989, p.1)

With regards to the observations made of Pupil A, firstly it is key to note his attitudes towards others within the class; the aforementioned issues relating to ASD and how this can cause an impairment of social interaction is a point which is relevant to the experiences observed with Pupil A. Pupil A is an extremely quiet pupil and very rarely interacts with his peers in the classroom; when he does, his interactions are limited to brief exchanges with pupils whom he appears to have built a trust with. Pupil A will not work or interact with any of the boys within the class, but there are two girls whom he has warmed to and has demonstrated that he can work very effectively with them on occasions. With regards to his wellbeing development, Pupil A's reluctance to interact and make friends with his peers in the classroom is a cause for concern. When interviewed, Pupil A explained that he simply “didn't” like anyone” in the class, despite many pupils making an effort to go out of their way to make him feel welcome. Unfortunately, it seems that Pupil A has rebuffed their offers of friendship so many times that they are now reluctant themselves to interact with him. Despite this, an occasion was observed towards the end of the term whereby Pupil A played football with a small group of year three boys on the school yard; this was surprising as he has never shown any interest in playing football with the boys from his own class at any time, but appeared to be very comfortable with the younger boys. He was not making any verbal communication with the group, but he was actively involved with the game they were playing and appeared to be enjoying the interaction judging by the smile on his face (appendix B).

His attitudes towards learning in the classroom are very poor in that he does not see the value of completing the work set in lessons and will not complete anything that he doesn't feel is ‘important’; on a number of occasions, Pupil A has not completed any work in the observed lessons and has simply sat at his table staring at a blank page. When asked why his is not completing his work, Pupil A explained that he had completed work which was similar to the task in question at his previous school and as such, he did not see the value of doing it again. Pupil A was asked on numerous

occasions how the teaching and tasks being set could be changed to suit his needs and engage him, but he was unable to offer a definitive answer. It is also interesting to note that Pupil A dislikes writing, as it has become apparent that he was told that his writing was 'bad' in his previous school, an observation that appears to have severely knocked his confidence and resulted in him often refusing to write at all; the writing that has been observed of Pupil A is in fact at a good standard, which implies that the reason for his reluctance to write may stem back to the poor feedback he received in his previous school, which has resulted in a self-fulfilling prophecy of Pupil A believing that his is worse at writing than what he actually is.

As a result of Pupil A's reluctance to write, naturally his literacy work has suffered along with other subjects observed such as science and geography in which experiment write-ups and comprehension tasks are required. The annotated work shown in appendix C1 shows some the issues which have been highlighted by Pupil A's reluctance to write and engage with the work. Despite this reluctance, the work which Pupil A has produced over the term has proven to be of a good standard, which shows that he is in fact a very academic pupil and has proven to be very adept in his work when he chooses to complete it. This can also be seen in Pupil A's national test results, in which he participated in during the first weeks of the study; the results obtained show that Pupil A obtained 83% in his English paper. The class teacher explained that she had spoken to Pupil A prior to the tests and explained that he will not need to do much writing for the tests and that the quality of his handwriting was not going to be assessed; these reassurances appeared to calm Pupil A and allowed him to show a true reflection of his abilities in the tests.

The strengths of Pupil A's work can be found in maths and ICT, the two subject areas in which he is comfortable working with. In maths, the fact that he does not have to write as much and the logical nature of working with numbers as opposed to words is of a great benefit to Pupil A. He himself explained that he enjoyed maths during his interview and 'loves' using the computer at all times. The results of his maths national tests supports this theory, as he obtained 94% in his procedural test and 70% in his maths reasoning; again, this supports the fact that the procedural test yielded poorer results due to the word-heavy nature of the test versus using numbers and mathematical operations. Pupil A's maths work is of a good standard, as shown in appendix C2, with him displaying much higher levels of engagement in tasks that

require working with numbers. His ICT work is also at a good standard, with him demonstrating strong IT skills as he is able to use the computers/iPads independently in the class. During a science lesson in which the pupils needed to complete an iMovie to show how they did an experiment, Pupil A's work demonstrated very positive engagement as he completed the task on the iPad whilst paired with one of the girls in the class who he appeared to have formed a bond with; it appears that he completes his best work and demonstrates more positive engagement when working with the girl in question and using IT resources (as opposed to writing)- this can be seen in the RAG assessment in appendix D. Despite his aptitude for IT, an issue was observed when Pupil A needed to complete a spreadsheet for an ICT lesson; the author felt that Pupil A would enjoy the lesson as it relied heavily on the use of IT, but Pupil A completely disengaged with the lesson and did not complete any of the work (appendix E). Upon reflecting with the pupil at the end of the lesson, he explained that he had created a similar spreadsheet in his previous school and again complained that he saw no value in completing the work again in this lesson, which appears to be a common trend of him refusing to complete the work and is something that will need to be addressed in furthering his learning development.

In evaluating the strengths and weaknesses of the data provided, it is worth noting that the assessment of Pupil A's work provides a snapshot of his learning abilities and attitudes towards learning in the classroom, but does not show the complete picture; as mentioned, he has proven himself to be an academically competent pupil on certain occasions, but this does not reflect well in certain examples of his work. As a result, it is important to note that the work presented in the appendices is not truly wholly representative of the type of learner Pupil A is. By taking steps to tackle the challenges faced by Pupil A, namely the social and wellbeing challenges he faces due to his ASD, only then can the practitioner take steps to improve upon his learning and take steps to advance his holistic development.

Moving forward, with regards to the next steps required to progress the holistic learning and development of Pupil A, the data gathered has shown that the main issue which is impacting upon the pupil are the social and communicative impairments brought about by ASD. By tackling what is believed to be the root cause of the pupil's struggles within the class, it is then possible to explore further

interventions which can improve the writing and oracy skills required for Pupil A to fully engage and function within the class. One intervention which could be used to develop Pupil A's understanding of what is expected of him in the classroom is the use of 'social stories'. Social stories can be used help children with ASD to understand and deal with situations that may be unfamiliar to them. The social story can provide specific social information for the child which aims to clarify to them what and why something is happening, which will reduce confusion. The story uses a situation as a focal point and breaks down the events or processes which may be taking place. They may be written as first or third person, with the possibility of personalisation so that the child's name can be used in the story which will make it more relevant to them (Plimley, Bowen and Morgan, 2007, p. 59). Social stories are effective when they allow the child to assess their own learning and experiences in the classroom, and by comparing them to the outcomes shown in the story they can 'check' if what they are doing is correct (Blamires, 2004, p. 148).

Blamires (2004) highlights the need for three sentence features in order for a social story to be effective: "descriptive sentences, which describe what, where and why something is happening; perspective sentences, which help to describe the behaviours, feelings and reactions of those in the particular situation; and directive sentences which will guide the learner towards the correct response for the specific situation" (Blamires, 2004, p. 148). An effective social story must include all of the aforementioned factors and can provide a child with ASD such as Pupil A to successfully negotiate a social situation (such as peer interaction in the class or following instructions for an exercise) that they may not understand or feel confused by (Blamires, 2004). With correct implementation by the teacher, Pupil A can benefit from using social stories to improve their holistic development in the classroom by removing the barriers of confusion and making the expectations clearer so that he may focus on a successful outcome in his learning.

Using the ASK model as a template, in which approaches to attitudes, skills and knowledge are used to develop learning, practioners can aim to improve Pupil A's attitude to learning through an intervention such as using social stories, which will allow him to understand more clearly what is expected of him and how his learning will take effect (Nottingham, 2013). As part of the attitude strand, by instilling a desire to succeed, self-regulating his behaviour and building resilience, Pupil A can then

focus on building his skills and knowledge by become a more active participant in his learning (Nottingham, 2013). This can be achieved through planned interventions and by the teacher differentiating their learning to ensure that Pupil A understands what is expected of him, is challenged by his work and learns to find value in the tasks that he is required to complete (which was an issue highlighted by his refusal to take part in certain lessons). As discussed, Pupil A has shown an aptitude for maths and ICT, but is unwilling to complete large passages of writing in other subjects such as in English, science and geography. Moving forward, with the use of social stories as the main intervention for Pupil A to begin to understand and engage with his learning, it may also be appropriate for the teacher to adjust the lesson to allow Pupil A to type his work on the computer as opposed to writing it in his workbook.

The photographs shown in appendix F show areas of the school that Pupil A is most comfortable (identified during a learning walk). As seen in the photographs, Pupil A has identified the IT suite and the computer station located in the classroom as the areas he is happiest to work in. As such, utilising his skills with IT may allow for him to exercise his skills in other subjects by simply allowing him to complete his work on a computer or laptop. As explained, Pupil A does not struggle with the concepts and knowledge of the subject work that was observed, his main challenge is to overcome the process in which he required to record his work. By allowing him to work in his own way, enabling him to have some freedom and independence in how he approaches tasks by using IT more widely, he will be able to develop his learning more effectively than if he was simply forced to continue writing in his book against his desire.

To conclude, the research carried out for this assignment has enabled the author to reflect on one's own practice and understand how to use pedagogical practices and interventions effectively as a way of improving the holistic development of a child. Whilst this essay focused on Pupil A, many of the issues and interventions discussed here can be applied to a range of different contexts within the classroom to benefit learning. It is also important to acknowledge the limitations of the outcomes discussed in this paper, the main issue being the need for subjectivity in the analysis of the results; with a different viewpoint or opinion on how to deal with issues such as ASD pupils in mainstream education, it may be possible to critique the approaches

suggested in this essay, as each case is unique and there is no 'one size fits all' approach when it comes to developing a child's learning. However, by taking an open view and reflective approach towards the development of a child, practioners can begin to form an outlook on key interventions and strategies which can be used to aid learning in their classroom; whilst social stories may work in aiding Pupil A, they may have no impact upon a possible Pupil B with the same issues in another class. By acknowledging and being aware of the unique challenges that each classroom can present, practioners must offer a tailored approach which takes into consideration the bespoke needs of all of the pupils in their care and only then can effective holistic development of the pupils take place.

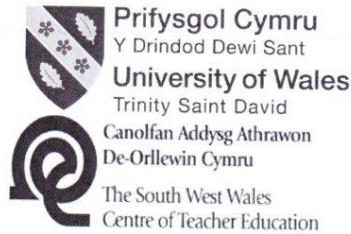
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Appendix A

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2018.

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

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

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identify 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 work has taken place.

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

STUDENT NAME (PLEASE PRINT): JAMES SEWELL-EDMONDS

SCHOOL NAME (PLEASE PRINT): HALFWAY PRIMARY SCHOOL

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): AM Williams

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

Appendix B

Pupil A	25/04/18	■■■■ has shown that he is competent in using IT within the classroom- he did however struggle with the bigger numbers on the mental maths activity on J2E Blast.
	08/05/18	Today ■■■■ refused to participate in my PE lesson- the class teacher explained that because ■■■■ has ASD, he does not respond well to a change of teacher and that is what led to his non-participation.
	16/05/18	■■■■ completely disengaged with my science lesson today- he did not complete the task and seemed uninterested in any of the work. I tried on several occasions to intervene, but to no avail.
	18/05/18	For the first time in one my lessons, ■■■■ displayed strong engagement and enjoyment in his work- key points may be that he worked well when partnered with ■■■■ and using an iPad (as opposed to writing)- this is something to bear in mind for future lessons.
	22/05/18	Today ■■■■ refused to participate in my ICT lesson as he didn't 'like copying' (I had asked him to follow my example and complete a data table shown on the IWB). I reluctantly asked him to advise me how I can change my lessons to suit him, but he was unable to reply.
	24/05/18	Interestingly, ■■■■ played with a boy with behavioural difficulties during this afternoon's play time- they were chucking a ball around and Felix later joined the other year 3 boys in a game of football. The teacher confirmed that this was unusual as ■■■■ usually spends his play times alone or with the girls. It seems as though he is more comfortable around boys that are younger than him.
	25/05/18	Today, when left on his own as half of the class were out playing football, he completed good quality Geography work, colouring in a double page picture of a river- it appears that he works better with less people around him and in a more relaxed environment. He appears to work better with the girls and with younger boys, but can seem intimidated by the boys in his peer group.
	25/08/18	The teacher has informed me that ■■■■ was told in his previous school that his 'writing wasn't very good' and that is the reason he does not write in class; he was also told not to use a pen in previous school and refuses to do so now- he takes a feedback very literally and is very regimented in his response. He feedback to his mother every day that he does not enjoy school and never smiles- but this is not true as he has been observed interacting positively with other pupils this week. Possible interventions- get ■■■■ to record his work on the computer/orally so he does not need to write. There is a need to improve his attitude to learning and increase his confidence in believing what he can do.
	25/08/18	Other pupils have observed that ■■■■ creates 'fantastic' drawings and are in awe of his work. This may be a point to build upon in getting ■■■■ to work with his peers- perhaps showing them some drawing techniques/encourage him to talk about his drawings?

Appendix C1

Dydd Iau Mawrth 15^{fed} 2.01

M.L. can't answer questions about
a text.

~~He~~ refused to do any work. (10)

Pupil A refusal to
carry out work.

Tuesday 6th March 2018

Unit 2 street child ✓

A 1. Because he had no home ✓

2. Bernie was impatient because jim
won't go

3. To show him where the boys

4. Shelter and coffee was ding of rd

5. jim drove him to the market

B 1. jim is a street child because he
lives on the street

2. Bernie is a helper and he
wants to help jim.

3. He wants shelter and coffee but
he wants to keep the boys happy

Pupil A happier working
with shorter sentences. ☺

Science

2 To carry out our test we will need the following equipment

- tongs
- tripod
- t-rainers
- open oil
- paper
- clipboard

3 we will change the following independent variables

Would not finish

Pupil A refused to finish science work.

4

Science

Dydd Mether Mawrth 21/04/20
measuring my heart beat

ML can't carry out an experiment
to see if exercise changes how
fast our heart beats?

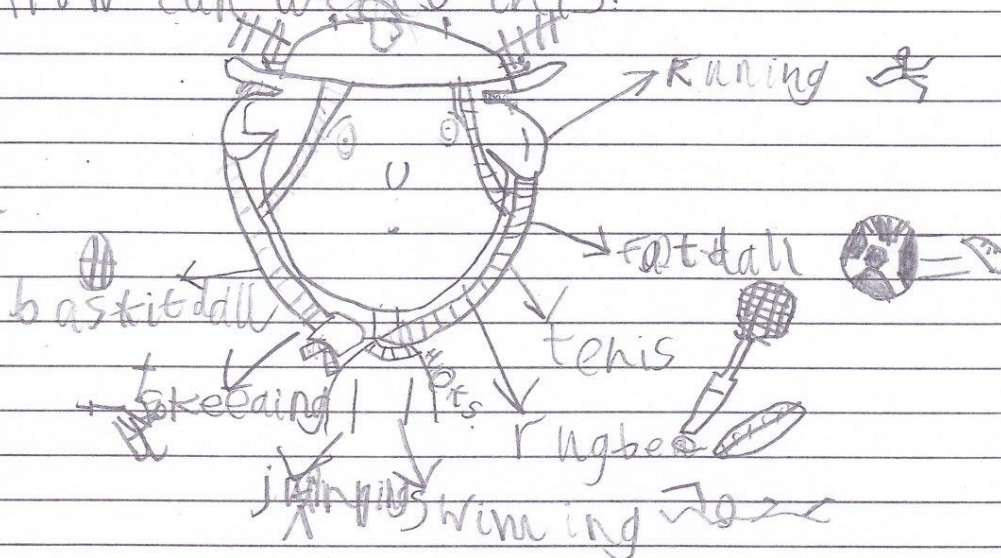
1. we are investigating our heart
beat.

can you suggest three different
ways that we can record our heart
beats?

nete
wrist-
wrist dit
forn

Pupil A happy to draw ✓
be creative

How can we do this?



Appendix C2

2/2018

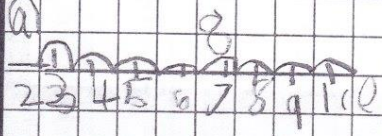
Pupil A achieved 10.

Success Criteria

ML: Can I show TWO different methods to answer the question?

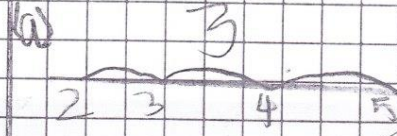
	SA	PA	TA
Did I use the column method to achieve my answer?	✓	✓	✓
Did I use the leap frog method to achieve my answer?	✓	✓	✓
Did I use number bonds?	✓	✓	✓
Did I use a ruler to find out how many?	✓	✓	✓
Can I explain what a bar graph is to my partner?	✓	✓	✓

red than pink

(a) 

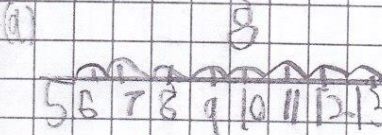
(b)
$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$
 ✓

4 yellow than pink

(a) 

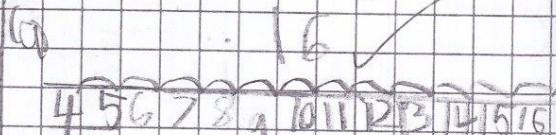
(b)
$$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$$
 ✓

2 blue than yellow

(a) 

(b)
$$\begin{array}{r} 13 \\ - 5 \\ \hline 8 \end{array}$$
 ✓

5 blue than yellow

(a) 

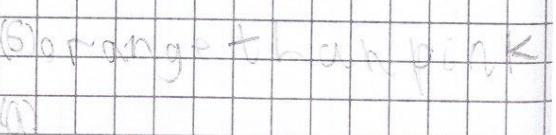
(b)
$$\begin{array}{r} 19 \\ - 4 \\ \hline 15 \end{array}$$
 ✓

3 orange than blue

(a) 

(b)
$$\begin{array}{r} 17 \\ - 13 \\ \hline 4 \end{array}$$
 ✓

5 orange than pink

(a) 

(b)
$$\begin{array}{r} 18 \\ - 13 \\ \hline 5 \end{array}$$
 ✓

A good understanding shown as

p 59

I read the following amounts?

✓	10.3900 ml	
✓	11.1.1.1	
✓	12.2700 ml	
✓	13.4200 ml	different 100 ml
✓	14.800 ml	14.800
50 ml	15.200 ml	15.1600
0.1 ml	6.71	
0.2 ml	1.300 ml	
50 ml	2.200 ml	
20 ml	3.700 ml	A good understanding
2.0	4.900 ml	Growth data
70	5.200 ml	
20 ml	6.259 ml	Pupil A demonstrates
5 L	7.1300 ml	a good understanding
0.0 ml	8.1908 ml	of mathematical concepts
5 L	9.750 ml	
0.0 ml	10.1200	
10.0 L	11.1800	
20 ml	12.750	
1 L	13.150	
31		

3/1/8
 Can I solve logic problems

Shape puzzle

Each shape stands for a number.

▲	♣	▲	●
♣	●	♣	▲
●	●	●	●
▲	♣	♣	▲

27 ✓

25 ✓

20 ✓

28 ✓

27 27 25 25

Key

● = 5 ✓

▲ = 8 ✓

♣ = 6 ✓

Excellent problem solving. ~~Excellent~~!

Pupil A demonstrates excellent problem solving skills.

Appendix D

[illegible]

Pupil A: iMovie science lesson
(increased use of IT and no writing)

Appendix E

[illegible]

Appendix F

