

This assignment will focus on a child within my second professional teaching experience (PTE 2). Using the mosaic methodology, I will be considering the whole child's development and learning taking into account skills, knowledge, understanding and attitudes. The second part of the assignment will discuss and justify a variety of strategies to support the next steps in his learning. The school I am working in is a small rural school with approximately two hundred students ranging from ages three to eleven years old. One quarter of the students are eligible for free school meals (FSM) which is higher than average for the local authority by ten per cent. In addition, 93.5% of the students achieved level four within year six, this is five per cent more than the local authority statistics.

The student I will be focussing on shall be referred to as student A and he is in year four. The class size is 27 pupils which is supported by a Learning Support Assistant (LSA) three days during week one and two days the following week. The children are seated according to their ability and Pupil A sits with five other students on the high ability (HA) table. In addition, there are a further four students within the HA category that sit together on a separate table. The remaining 17 pupils are grouped into medium ability (MA), low ability (LA) and basic skills (BS). Pupil A is a confident and popular student within the class. He has a large group of friends and is comfortable collaborating with both girls and boys. Pupil A has a strong personality and usually initiates and organises the group during both play time and class time. If the other students don't conform to his ideas during playtime he often walks away from them and will begin again with a different group of children. The class teacher sometimes groups the children in mixed abilities for tasks and the children within the LA, MA and BS groups will always look to him to take the lead. Within the HA group there is another student – child B who sits on the other table. On occasions Student A and B work together in cooperative groups, it is very interesting to observe how this combination completely changes student A's role within the group and this will be discussed in more detail later.

Data collection methods

The methodology used to collect information relating to Pupil A was the mosaic method. Clark and Moss (2011:3) maintain this methodology is participatory research that allows children and adults to be 'involved in meaning making together.' Edwards (1998) points out listening is a process which is not restricted to spoken words as reinforced by Malaguzzi's phrase 'the hundred languages of children'. The Mosaic approach consists of a variety of methods in which children's own photographs, tours of the school and maps can be collated with child conferencing and observation to gain deeper understanding of children's lives. Furthermore, these approaches form a 'living picture' of what being in school is like for children and may promote further talking, listening and reflecting. Clark and Moss (2011:16) believe that when observing children, the questions 'what is it like to be here?' and 'do you listen to me?' provides one way of making children's lives more visible. However, they contend this piece of the mosaic needs to be seen in conjunction with other sources of information, in particular those based on participatory methods. Child conferencing is often referred to as a more traditional piece of the mosaic. Prosser and Loxley (2008) contend that attitudes of young children are given an increased status when represented by visual materials. A child may find it difficult to emphasise the importance of a person or a particular area within the school using only vocabulary. However, a photograph or making a map with their chosen images can sometimes provide a more visual picture. Tangen (2008) points out that participatory visual methods are not appropriate in every research context however they can provide powerful tools if handled carefully.

Another part of the mosaic is the tour or walk of the school, which should be led by the child. Clark and Moss (2011) contend it is important the child should also take photographs and if possible make an audio recording of the tour. Once this is complete a map can be made of the walk by the child using their own photos. Clark and Moss (2011) maintain that the essential parts of this methodology are, first the methods: the various use of tools to allow children to voice their ideas and feelings with confidence. Second, recognising children as experts in their own lives. Third,

there is value in each piece of the mosaic and this value is increased by combining it with other pieces or perspectives, including those of parents and practitioners.

There is a considerable amount of literature relating to the facilitation of children as active participants in research rather than passive objects of research (Alderson, 2008; Birbeck and Drummond, 2007; Christensen and James, 2008). Cowie et al. (2014) points out that access to children's lives requires careful consideration in terms of how to enter their world and how to receive informed consent from minors. In addition, children are not always able to decide themselves whether to participate in research. On occasions adults as gatekeepers can withhold permission for children to partake thus denying them the opportunity to take part if they wish. Prior to beginning my assignment, I spoke to the class teacher and asked if she was happy for me to focus on a student for my research. She suggested student A and I had a chat with him to ask if he would like to help me with my essay. I explained what he would need to do but also advised that if he changed his mind he could stop at any time. In addition, I have written consent from the head and class teacher to confirm they have given me permission to carry out this research. ()

Analysis of learner

Clark and Moss (2011) maintain that a walking tour of the school allows children to prioritise their favourite areas in a relaxed informal manner. In addition, photographs taken by the child whilst on the walking tour provides a form of communication that is accurate but fun. When I asked student A 'what is your favourite part of the school?' He took me to the forest school area and walked me around the different areas. He explained that on one occasion they had sat around the fire eating marshmallows and drinking hot chocolate. He was very animated when telling me that he had 'loved this activity.' Furthermore, he showed me the special shed where all the tools are stored for forest garden. He explained there is a very dangerous saw stored in the shed however they have been shown how to use it safely and if the teacher is watching them, they are allowed to use it. He then proceeded to add that the teacher allows only him to use it without any supervision which I know is incorrect.

I noted this comment with interest because I had observed earlier in the week that another situation had occurred when Student A had assumed that the teacher's instructions did not apply to him. He had been asked to go to the photocopier and wait for the copies the teacher had requested. This would take around five minutes to complete and children were not normally allowed in this room so he felt very privileged. Half an hour later I was printing some work and he was watching me, without asking him he walked straight out of the classroom to get the print outs which I was not aware of. Another student told me what he had done and so I went to the photocopying room, however he was hiding behind the bookshelf because he knew what he had done was wrong. He was very apologetic and understood that he had not been asked to leave the classroom and that although he had been asked to collect print outs earlier in the day it was a one off. Whilst observing Student A during the last few weeks it has been very interesting to watch his behaviour, he is always trying to push the boundaries very slightly as if to show the other children he is allowed to have a few extra responsibilities and privileges than they have. It is never anything that much to warrant strict consequences but when discussing it with the class teacher she replied he sometimes feels the rules don't apply to him and that although his class mates are the same age as him he assumes he should be treated more like an adult than a child.

Student A's sibling is a pupil in year six and he wanted to show me a display highlighting the trip year six had taken to London, which his sibling had recently returned from. Student A was very excited when telling me about this two-day excursion that everyone gets the opportunity to go on in year six. He added that he can't wait to go and pointed to every picture on the display and explained in detail where it had been taken. It was obvious that he had already studied this display in detail for he knew all the facts about the attractions and the names of every student in the pictures. I asked him if he liked looking at the displays in the school. He replied, 'only this one and ones that have my work in them'. I got the impression that Student A looks up to his older brother as many younger siblings do.

After the walking tour we returned to an area outside the classroom with a couple of chairs and table so we could reflect and carry out a child conference. Clark and

Moss (2011) point out that talking to children is an essential part of the Mosaic approach and child conferencing provides a formal structure. I had planned a few questions, the first being 'What helps you learn?' Pupil A replied he prefers to work alone on tasks and finds it frustrating when working in pairs or larger groups. He likes to be given a sheet with lots of questions on, he commented that 'I don't want them to be too easy' and work through it at his own pace. He doesn't like to work in groups because he has to listen and do what the other children say which he finds difficult. He has recently been working in a mixed ability group on a task which involves designing a tee shirt and logo. There were six pupils in the group and each person had to design a tee shirt based on their group theme. At the end of the lesson each member of the group had to vote on which design they wanted on their group tee shirt. Student A won the vote and he was very animated in telling the whole class it was his design that the group had chosen. I heard another pupil within this same group complain that he knew Pupil A would win the vote and it wasn't worth anyone else having a go.

Appendix ... relates to work completed by Pupil A and the learning objective (LO) was to find fractions of quantities. This is the type of work Pupil A prefers, he is working on his own and there is a list of identical type questions that he can work through at his own pace. He likes to be the first to finish and this sometimes can be to the detriment of the quality of his work. He has to be reminded frequently that it is not always the quantity but the quality of work that is important. There are four boys on his table and they're always in competition with each other on who will be the first to complete their work. Pupil A completed this work accurately and has an understanding of the stages involved to find the calculation. It was carried out independently with no adult support and this level of work is shown to be a level five. Furthermore appendix .* and *. also relates to numeracy. They were similar styles of task as appendix * and were carried out independently. Once again both levels of work are shown to be level five.

Appendix * is a literacy based task with a learning objective of writing a formal letter. Pupil A has written the minimum amount he can however still ensuring he just about achieves the five success criteria's. I marked this piece of work alongside Pupil A

and said I was disappointed in the effort he had put into this work and I knew he was capable of writing a more comprehensive letter. He was apologetic and said he wanted to get it finished quickly because he was timetabled for forest school in the afternoon and didn't want to be held behind because he hadn't finished his work. I asked if this had ever happened before and he replied yes on a couple of occasions children hadn't been able to participate because they hadn't completed their work during the morning. I explained I would not be doing this but that in future I expect him to put the maximum amount of effort possible into all his work at school. This piece of work represents the limitations of data, for on this occasion he achieved level. 3. Without the background knowledge of why this occurred it would represent very misleading data relating to pupil A.

Appendix * is a piece of cross curricular work researching and creating a glossary about the interdependence of organisms. It is clear that the level of effort put into this piece of work far exceeds that of appendix *. This piece of work has been levelled at five because words with complex regular patterns are usually spelled correctly in addition the work is legible and well presented. Coe et al. (2014) believes that there are limitations to book scrutiny and what you see in a book only tells you so much. He maintains there is no all-encompassing single efficient method of judging the levels of a student and this needs to be used in conjunction with a discussion alongside the teacher

Next steps to progress their learning

To assist Student A in advancing his learning progress the first area I would focus on is teaching for mastery. At present the strands and elements he is working within for the Mathematics Programme of Study are often year five and on occasions year six. The National Centre for Excellence in the Teaching of Mathematics (NCETM, 2017) contends Mastery translates into students acquiring deep, long-term, secure and adaptable understanding of the subject. The Education Endowment Foundation (EEF, 2018) maintains Mastery is how a student can apply much of the curriculum as a whole in more complex and in-depth, cross objective, multi-modal methods. It is

not just about knowing the facts, but it is using that fact in increasingly more complex situations. The Department for Education (DFE, no date) points out that a child with better Mastery will score higher when tested than a child with lower Mastery, even if they know the same content.

To complement this, I would also introduce the bar model which supports children in problem solving, it supports the challenge of changing real life problems into a mathematical form and can bridge the gap between concrete mathematical experiences and abstract representation. In addition, the EEF (2018) contends that Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for each other's progress. Furthermore, the EEF (2018) suggests that Mastery may be more effective when used as an occasional or additional strategy as the impact decreases for longer programmes over twelve weeks. I feel this type of learning would but benefit Pupil A not only academically but also holistically. He struggles to work in groups with his peers however this methodology supports group work. In addition, rather than letting him progress to the next years curriculum which would only widen the gap with his peers, this would allow him to develop deep, long-term, secure and adaptable understanding of the subject.

Marzano (2001) contends that the answer to grouping children is to group them in mixed ability groups which are then divided into small cooperative learning groups. He maintains that research has shown this is an efficient way to extend student's learning which equates to an effect size of 0.78 (Nottingham, 2013). Hattie (2009) believes that an effect size of more than 0.4 represents a significantly-positive effect on pupil achievement; anything between 0.4 and 0.0 is positive but less than average and anything below 0.0 represents a negative effect on pupil achievement. Nottingham (2013) believes that organising groups based on ability levels should be kept to a minimum and that cooperative groups are best if children work in pairs or at the most 3-4. However, Nottingham (2013) points out that cooperative learning should not be overused and that grouping patterns should be varied. For example, informal groups could be talk partners, formal groups completing a task over a few days and a base group that completes a range of task together.

The EEF (no date:2) supports collaborative learning and reports that it can add an additional five months of learning per year when done correctly. It is not just about sitting pupils together and working in a group but ensuring there is a structured approach with well-designed tasks. Approaches that promote talk and interaction between learners tend to result in the best gains however it is important that the groups don't focus on the competition between each other rather than the learning it aims to support. However, Nottingham (2013) maintains that cooperative groups are not always the best way to learn and that the desire to agree and work together can lead to a disregard for critical thinking. This includes intolerance where a member of the team rejects any outside views that do not fit with their own and overestimation of a group member who feels superior to other members. This is a situation I had observed relating to my focus pupil when working collaboratively.

The growth mindset is another area I would introduce to student A. Dweck (2006) points out that learners with a growth mindset focus on learning and not looking smart. She also introduced the concept of a fixed mindset which is a person who believes they have a predetermined amount of intelligence and skills. A student who has a fixed mindset but is an advanced learner can become focussed on 'looking smart' at all costs. Very often they have progressed through school with very little effort however they are frequently praised for their good grades and strong skills. As they progress through their schooling they will often avoid situations where they may fail and become 'risk adverse'. Busch (2018) points out that children who are praised for their intelligence are more likely to choose future tasks that they think will make them look smart. Children who had been praised for their effort tended to choose tasks that would help them learn things. In addition, 87% of children praised for their intelligence asked for information about how their peers did on the same task. Whereas only 23% of children who had been praised for effort asked for this type of feedback. Furthermore, 38% of children praised for their ability lied about the numbers of problems they solved in the task. Only 13% of the children praised for effort did the same. This are situations I can relate to with my focus pupil and I feel introducing the concept of growth mindset would support him. He likes to monitor the results and progress of his peers on a regular basis, furthermore he is very vocal in telling his table what marks he has received. Ricci (2017) maintains that expecting a

shift in mindset immediately is not realistic and it can be a challenge however with the correct tuition a mindset can change. The emphasis should be on not how fast students master learning but the persistence and effort they put into it.

Ricci (2017) believes growth mindset should be introduced into the classroom from day one so they instil a belief that all students can succeed. Research has shown that as students' progress through their schooling the fixed mindset learner increases, in reception 100% of the children embraced a growth mindset however by year three 42% of the students were fixed mindset learners. The EEF (no date:3) reports that a study showed that the impact of weekly mindset sessions, against a control group of pupils who were receiving similar sessions, but without the mindset message. This estimated an effect size of 0.1 standard deviations on Maths which translates to an additional two months of progress within the year.

The final strategy I would like to roll out to my profile pupil is the social and emotional aspects of learning (SEAL) Department for Children, Education, Lifelong Learning and Skills (DCELLS, 2010). This programme helps to promote children's social, emotional and behavioural skills which underlie almost every aspect of school life including effective learning and getting on with other people. It is divided into five domains of emotional intelligence however the two I would focus on are the social competencies which include empathy and social skills. This would work on my profile pupil recognising the feelings of others, understand another person's point of view, be a good listener and cooperate with others to achieve a joint outcome. The DCELLS (2010) points out that recent research shows that SEAL not only benefits social interactions and conflict resolution skills but improves academic performance as well.

Humphrey et al. (2008) points out that the pupils engage in activities which include warm up activities which increase group cohesion, practise listening, turn taking and mix up children to encourage them to work with each other. This is followed by a core activity which relates to the chosen theme and then concludes with reflection and relaxation. Ellis and Tod (2009) point out that because SEAL is applicable to all pupils it constitutes a more inclusive approach and are consequently less likely to

reinforce negative stereotypes about disruptive pupils. Thus, the programme is equally effective and successful in both lower and higher attaining schools.

In conclusion although student A is a confident, popular and high achieving member of his class there are still a variety of strategies that could be introduced to support him further. They consist of programmes that would support both his academic, social and emotional aspects of learning. Teaching for mastery would allow Pupil A to acquire a deep, long term, secure and adaptable understanding of the subject. This would ensure the gap between him and his peers doesn't widen as he progresses through his school years and just keep pushing him onto the next years curriculum. Furthermore, I would be more aware of the importance of grouping and ensure that he sits with a variety of different students where there is a structured approach with well-designed tasks. I would be very aware of situations occurring where pupil A would not be tolerant to a member of their group and reject their views because it does not fit in with his or feel he is superior to other group members.

Furthermore, the growth mindset concept would support pupil A because at present he is an advanced learner with a fixed mindset. It is important to him that his peers always view him as the best at everything within the class and I am concerned as he gets older he will avoid situations where he may fail and become risk adverse. The final strategy I would introduce is the SEAL programme. This would enable pupil A to recognise the feelings of others, understand another person's point of view, be a good listener and cooperate with others to achieve a joint outcome. As he progresses through his schooling he will have the skills to engage in social interactions and conflict resolution skills.

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