

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

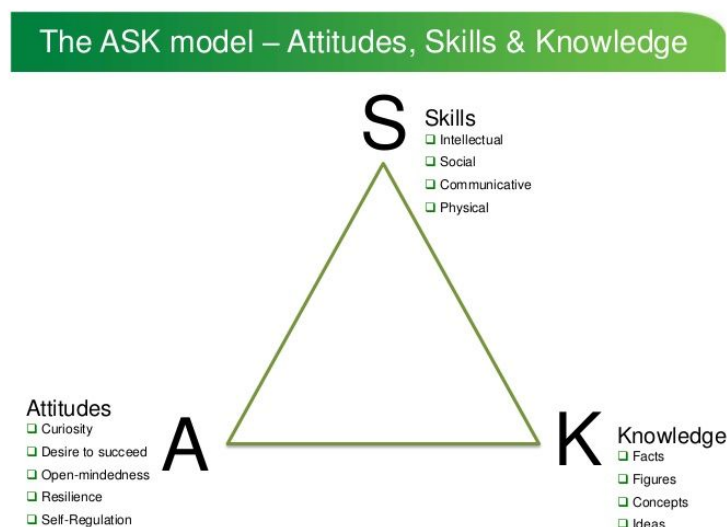
This research has taken place in a school within Bridgend County Borough. The school currently has around 470 pupils on roll aged between 3 and 11 years old, including 60 in the two nursery classes. The school has a 2 form entry with 16 single-age classes. Around 10% of the pupils are eligible for free school meals, which is well below the national average. Free school meal eligibility is often linked with socioeconomic status and is a prevalent indicator of poverty (Taylor, 2017). There are around 12% of children within the school that are identified with having some additional learning need. The majority of the pupils that attend this school are of White British ethnicity and speak English as their first language (Estyn, 2017). The pupil that I have chosen to focus on throughout this essay is a 5 year old boy in Reception. He is academically an average learner within the classroom. The target child I have chosen will therefore be referred to as 'Child A' throughout this essay to protect his identity and maintain anonymity.

The Mosaic Approach is the method that was used for data collection as it was important to consider 'the voice of the child' in the data collection process (Clark, 2011). Including the child within decisions about their learning can allow them a greater sense of autonomy within the classroom and according to the Department for Education (2014) can allow them to become "active participants in their education". The Mosaic Approach lends itself to opportunities for the child to be involved in creating and developing goals to work towards and to discuss their next steps in the learning process. The Mosaic Approach includes collecting a variety of information to build up a holistic picture of the child. In order to grasp a greater understanding of the child it was important to gather both the child's and adult's perspective about their learning and to consider how this could influence the child's next steps. This information was gathered through detailed observations within the classroom as well as through getting Child A to participate in taking photos of 'places that you think help you learn'. I believe that this was a particularly important part of the process as the roles are reversed and the child is able to talk openly about their own ideas and opinions. Clark (2011) supports this idea and believes that the child is able to lead the process and this may reveal more about the child than first anticipated. Another aspect involved in the Mosaic Approach is analysing the data that you collect with the child. I did this by allowing the child to photograph areas where they thought they learned best and then we reviewed the photographs. I asked Child A questions about what he thinks he learns in these areas and why he felt they were important. This allowed me to establish purposeful communication with the child about their learning. Greenfield (2011) believes that

establishing a relaxed form of communication that encompasses open ended questioning techniques are the most appropriate for young children as it allows the adult to ask key questions but to be flexible and follow the children's ideas and thought processes.

The Mosaic Approach allowed me to gather a plethora of qualitative data on Child A through various techniques. Qualitative data can allow a deeper insight in human complexities and can generally allow us to build a good understanding of the child's holistic experiences (Rahman, 2016). However, qualitative data is open to interpretation and is therefore given 'low credibility' by some academics (Rahman, 2016). Throughout this process it was important to maintain the anonymity of the school and target child. For this reason the target child will be referred to throughout the essay as 'Child A'. To protect the identity of the school any references included are partially blocked out and the school name will not be included in the essay. BERA guidelines (2018) recommends that only anonymised data should be shared and therefore by anonymising data believes that the researcher minimises the risk of participants being identified. The Mosaic Approach was specifically designed for work with young children and for this reason I believe that it was a useful method of data collection as the children in my class are between 4 and 5 years old (Clark, 2011(a); Clark, 2011).

To establish a clearer picture of what the data was revealing it was important to consider a way of analysing this data thoroughly. Therefore, the ASK model (Nottingham, 2013) provided a structured way of analysing the data that I had collected. The ASK model looks at the Attitudes, Skills and Knowledge that is important in a child's holistic development.



The ASK model allowed me to look closely at what the data was revealing and I was able to link the data to at least one area of the ASK model. Furthermore, the ASK model revealed to me gaps in the child's learning and therefore enhanced my ability to seek next steps in a 'missing area'.

Child A photographed 'The Writing Shed' in our classroom and discussed why he thought this was an important area. When observing Child A it was also noted that he spends time with his friends in the writing shed and enjoys copying the words and letters that are provided to the children and then reading them aloud. Child A believes that the writing shed helps him to practice his writing (Appendix 6). Child A is able to form letters correctly and is able to sound out simple CVC words. He is beginning to look at more complex words such as 'I' and 'I'm' and words with shared sounds such as 'ck', 'th' and 'sh'. Despite reading with Child A (Appendix 9) and with him independently visiting the writing shed to practice writing these words himself; it is important to note that Child A still has some difficulty in recognising these words (Appendix 2). This would suggest that Child A sits in Outcome 3 for Language, Literacy and Communication as he is able to discriminate between letters and write from left to right. A target of Child A's during the summer term has been to practise sounding out cvc words and to use a letter chart to help him write his letters the correct size. By independently visiting areas such as the writing shed, Child A can practice and consolidate his learning through participating in activities such as these in his play (Foundation Phase, 2015; DeNeen, 2013). The environment can play an important role for the children in allowing them to practise their writing skills; these early writing experiences can prepare Child A for writing and reading and can allow them to understand the functionality of literacy (Kearns, 2017; Victoria State Government, 2019). Welsh Government (2015) also supports this idea and believes that children should be given the opportunity to experience a language-rich environment that immerses them in the spoken and written word. Looking at the ASK model, this shows me that Child A has developed a good attitude towards Language, Literacy and Communication as he is curious and enjoys participating in writing activities independently. This good attitude towards his learning is also strengthening his ability to develop his knowledge of literacy. Nottingham (2013, p.13) believes that the 3 strands of the ASK model; attitudes, skills and knowledge unequivocally go together "hand in hand" and that through strengthening one area you will ultimately be strengthening another.

Child A completed a lesson on practical subtraction using skittles and a bowling ball (Appendix 1). Child A was able to successfully understand some simple subtractions and could understand 'one more' or 'one less' to a number within 10 but was not able to

reliably mentally recall this without a physical resource. The use of a physical resource during these lessons helped Child A to develop a better understanding of subtraction. By looking at “how many are there to start with?”, “how many have you knocked over?” and “how many are left?” Child A was able to visualise his own subtraction sums in a step by step process. Piaget’s work supports this ideas and believes that ‘schemas’ are the basic building blocks of knowledge and they enable us to form a ‘mental representation’ (McLeod, 2018). These mental representations can then be retrieved from memory and applied when necessary. Using the ASK model this shows me that by using a physical resource Child A is developing the ‘skill’ of subtracting and this is helping him to develop the concept of subtraction. Moreover, he is developing both his ‘Skills’ and ‘Knowledge’ using the ASK model. As Child A still relies upon physical resources to support his learning I believe that Child A is currently an Outcome 2 in Mathematical Development.

Child A has a strong friendship group made up of 3 other children. He plays with these children regularly but on occasions has been found to be ‘play fighting’ and sometimes hurting the other children in the class. Child A pictured the ‘house/role play’ area (Appendix 5) and from our subsequent discussion believed that this area teaches him how to play nicely with his friends and follow the class rules regarding safety in the house (Appendix 6). Child A’s targets focussed on maneuvering safely around the classroom and following the classroom rules (Appendix 4) . When discussing this area with Child A; he believed that only 5 children were allowed in the house so that they learn how to play well together and keep each other safe. Wagner (2016) believes that roleplaying is an important part of a child’s personal and social development and can help them to ‘self regulate’ their own behaviour. Furthermore, role play can help children to examine their own personal feelings towards others and can allow them to learn real-world skills that will benefit their holistic development including developing empathy, confidence and spontaneity (Beeley and Bryce-Clegg, 2013). According to Bandura (1977), a child’s behaviour is learned from the environment and from observing others behaviour (McLeod, 2016). This is particularly important for Child A as he and his close friends are often found imitating each other or playing in the same way. Therefore, Child A is learning ‘the wrong way’ to behave by copying others around him and in doing so is reinforcing in his own mind that this behaviour is acceptable. However, an individual's behaviour is a complex phenomenon and although the theory of social learning is a relevant one, it is open to some criticism as some suggest that ultimately it is us that have control over our own cognitive behaviour and whether we choose to imitate behaviour or not is down to the individual. Furthermore, in Child A’s case, just because he is seeing ‘undesirable behaviour’ from his peers; it is up to him whether he imitates that behaviour or not (McLeod, 2016). An important aspect of the ASK model

(Figure 1) is a child's attitude towards learning; including the ability to self-regulate. This suggests that although Child A may have the 'knowledge' to know the difference between right and wrong; he has just not developed the right 'attitude' in order to self-regulate his own behaviour yet.

Given that Child A still need some assistance from adults in regulating his own behaviour I believe that Child A is currently an Outcome 2 in Personal and Social Development, Well-Being and Cultural Diversity.

Child A presented me with two pieces of work that he was proud of during a Welsh lesson on 'fy nillad' (Appendix 8). He had designed a picture on the computer and then was able to write "Dw i'n gwisgo cot" with support from an additional adult in the classroom and had independently dressed a paper doll and when he brought it over to me I asked him "Beth wyt ti'n gwisgo?" whilst pointing at the doll; Child A was able to confidently say "Dw i'n gwisgo siwmpwr." We celebrated this achievement by placing his work on our "WOW wall" in the classroom and as a result Child A was pleased and encouraged to use more Welsh within the classroom. Child A enjoys Welsh and is able to respond to questions and understand simple instructions in Welsh.

Whilst observing Child A he took part in Welsh songs with the classroom (e.g. 'Eisteddych ar y mat' song) and takes pride in the work that he produces. Through celebrating his achievements and displaying his work on the wall, it has not only boosted Child A's self-esteem and confidence but has positively reinforced the use of incidental Welsh within the classroom (Kim-Kregel, 2015). Child A will be more likely to repeat the behaviour as Skinner (1938) believed that if the consequence of a certain behaviour is rewarding then the likelihood of that behaviour happening again increases (McLeod, 2018a). Looking once more to the ASK model (Figure 1) and analysing the data here it could suggest that Child A has developed a good attitude towards Welsh and he demonstrates a desire to succeed. This finding is interesting as it appears that in other areas of learning, particularly his Personal and Social Development and Well-being, that he has previously struggled with his attitude towards learning. This suggests that Child A may engage more with specific areas of the curriculum and thus his attitudes, skills and knowledge in each area differs. This will be important to consider when detailing his next steps for learning.

Child A is becoming increasingly confident in using the Welsh Language; he can follow simple instructions in Welsh and is able to join in with some Welsh songs and rhymes. For this reason I believe that Child A is currently an Outcome 2 in Welsh Language Development.

Next Steps:

Child A is working at an Outcome 3 for Language, Literacy and Communication. He is able to communicate clearly and audibly and enjoys participating in reading and writing activities independently. Child A needs to develop his recognition of phase 3 'tricky words' that will help him in both his writing and reading. During the data collection Child A identified the computer to be of particular importance to him for learning (Appendix 5) and therefore I believe that my strategy for Child A to develop his word recognition and blending can be improved through playing literacy games on the computer.

Technology can instantly make lessons more engaging for children and can deepen their learning and understanding and encourage active participation (University of Washington, 2019; Walden University, 2019). The idea of using technology in the classroom is not a new concept but given that it could significantly improve Child A's literacy skills then I believe that it is an opportunity that should be more readily available and accessible to him. Estyn (2016) supports the idea of using games to improve children's literacy skills and believes that it can motivate and inspire learners to make good progress and improve their attitude towards learning; which is a key aspect of the ASK model.

However, not all schools are fortunate enough to have vast amounts of technology at their fingertips and unfortunately schools like the one Child A attends are currently lacking the resources to allow fair access to technology. There is 1 computer in Child A's class and 1 interactive whiteboard. Given that 30 children would all like to engage with the technology it comes down to splitting the time equally so that each child has an opportunity to use it. Unfortunately, in Child A's case, this would mean that he would only get an opportunity to use technology for a small amount of time and not regularly enough to make a real impact on his Literacy, Language and Communication Skills.

Perhaps an alternative method of practicing reading skills together with the support of an adult would make more of an immediate impact on Child A's reading and writing skills. As can be seen from Appendix 2, Child A already has a supportive 'grown up' that is willing to read with him on a regular basis. Providing Child A with support from both school and home can provide him with enhanced learning opportunities and removes any barriers to learning (Welsh Government, 2016). Reading with children can have a positive impact on their educational performance as well as help them to develop a broader vocabulary, increased knowledge and a better understanding of the world around them (Pearson, 2019). Child A already demonstrated that he has a good attitude to Language, Literacy and Communication by completing work independently. Through

using the ASK model I believe that Child A would be able to enhance his attitudes (desire to succeed), skills (intellectual and communication skills) and knowledge (familiar and unfamiliar concepts and ideas about the world) by using strategies such as the ones suggested above.

Child A is currently working at Outcome 2 for Mathematical Development. He is able to perform some simple subtraction and addition problems but relies upon 'physical resources' in order for him to make these connections. He is not yet able to recall 'one more' or 'one less' reliably in his mind. To move Child A on he needs to develop the ability to understand mathematical concepts without relying on support from physical objects. However, Piaget believes that it isn't until children are around 7 years old that they develop the ability to think logically (Concrete Operational Stage) and that up until this point children think symbolically and need to gain representation from objects in order to make sense of things (Preoperational Stage) (McLeod, 2018b). Therefore, although this would move Child A on in his Mathematical Development it may be more beneficial to look at other areas within Outcome 3 that can be implemented to ensure that he is able to develop the other areas that he needs in order to fit fully into the Outcome 3 category.

Additionally, some academics believe that physical resources can mislead children as they become confused about which physical resources represent different mathematical concepts (Back, 2013). However, Liggett (2017) argues that the use of manipulatives in Mathematical Development can increase children's academic ability as well as allow them to develop different methods and strategies that are crucial for building problem solving skills.

Taking into consideration both of these arguments I felt that the best way to move Child A forward was to continue to allow him to use physical resources in the continuous provision but to try and challenge him more when working with an adult. An activity that I believe will support Child A in developing the ability to mentally recall 'one more' and 'one less' of any given number (within 10) is to sing songs and practice counting forwards and backwards with numbers from 1 to 10. This strategy is supported by the Department for Education (2010) who believe that in order to support learners in their progression of mental calculations children should be given strategies such as 'counting on' that they can apply when they need to. The skittles (physical resource) that helped Child A to understand some simple subtraction will then be moved into the continuous provision where he can independently revisit previous learning and consolidate his own learning (Moore, 2017).

Child A is currently an Outcome 2 for Personal and Social Development, Well-being and Cultural Diversity. He often plays cooperatively with other children but he lacks the ability to self-regulate his own behaviour on occasions. In order for Child A to develop and become competent at this I believe that it would be beneficial to establish some classroom rules that are visible throughout the class that can act as a reminder for Child A to play sensibly and to keep himself and others safe. Classroom displays can promote behaviour management and despite being time consuming to prepare, classroom displays have been shown to have a significant impact on children's attention (Hanley et al., 2016; Swamfield, No Date). Establishing a set of classroom rules with the children will not only impact on Child's A holistic development but may also impact the other children in the class as children need rules and boundaries to help them develop patience, resourcefulness, responsibility and self-discipline (Innis, 2012). As well as establishing classroom rules I believe that by 'modelling' the correct behaviours within the classroom, the children will learn how they should behave and can 'imitate' more appropriate behaviour than that of their peers. The way in which you could do this is simple; when introducing a new area to the children or a new activity then it is important to show them how they behave and how they use the resources that they have. The quickest and most effective way I have found is to deploy an additional adult to the area that can model the correct behaviour and therefore influence the children's behaviour.

The Qualifications and Curriculum Development Agency (2009) believes that:

“a skilled adult who interacts with children in particular ways to enhance their learning is a crucial ingredient in children making good progress.”

Having an experienced adult on hand to show the children the correct way to behave would ensure that Child A learns the classroom rules and develops the ability to regulate his own behaviour and chose a more appropriate action, as previously modelled by an adult.

Child A is currently an Outcome 2 in Welsh Language Development. He joins in with familiar Welsh songs and is able to answer some simple questions in Welsh. To be able to progress, Child A must be able to develop the ability to recognise some simple Welsh words. These could be Welsh words that are used everyday in the classroom and may be able to be phonetically sounded out and blended together such as “cot” (coat).

In order for Child A to achieve this I believe that it would be important for the use of incidental Welsh to be encouraged within the classroom and to provide the children with an array of opportunities to practice their Welsh language skills. This could be

implemented through daily Welsh sessions ('Cymraeg Bob Dydd') and can be used to introduce new sentences patterns to the children as well as extend their preexisting knowledge of the Welsh Language. Welsh Government (2017) believes that Welsh Language practices should be embedded from an early age and should become part of everyday life. They believe that children should be given opportunities to use Welsh in a number of different contexts to enrich their learning and awareness of Welsh (Welsh Government, 2017).

By supporting and encouraging children to adopt Welsh everyday they will become familiar with Welsh language and letters and further down the learning continuum they will begin to read some Welsh words with support. Welsh Government (2008) believes that "hearing and understanding" are the first building blocks to acquiring a new language. Child A is already able to follow some simple instructions in Welsh so he is now ready to move on and look towards developing his written Welsh language skills, in order to progress into Outcome 3.

To conclude, throughout this process I have learned the importance of developing a mutually respectful relationship with both the staff and the children. Gathering this data would have been a difficult task without the ability to develop an appropriate relationship with those involved.

The data collection method that was used was a purposeful one which allowed me to look at the child from a number of perspectives; including their own. I was able to look at their learning and progress in depth, analysing their performance and setting them accordingly. This has proved a useful skill to develop personally as it is sometimes important to consider the child's individual strengths and weaknesses in certain areas. However, it is important to note that these are my own personal opinion and I have only known the child for a few weeks.

The Mosaic Approach proved to be a vital data collection tool when examining the holistic development of a child. It allowed me to gather rich data from all aspects of the child's learning and was an enjoyable process. Nevertheless, due to the large quantity of data collected it was sometimes hard to collate this and find meaning amongst the array of paperwork. This process has taught me the value of in depth analysis. As I chose an average learner from the class I believe that my suggested ways forward could easily be differentiated in order to provide next steps for the other children within the class.

The only drawback to this experience was down to the age of the target pupil. I found the interview to be particularly challenging as at the start I believe Child A was just saying things that he thought I would like to hear, rather than portraying his true feelings towards what he truly thinks he learns in these areas.

I am grateful for the support and guidance that my school provided throughout this process as they allowed me ample opportunities to talk about Child A's progress and gave me opportunities to speak with him one to one.

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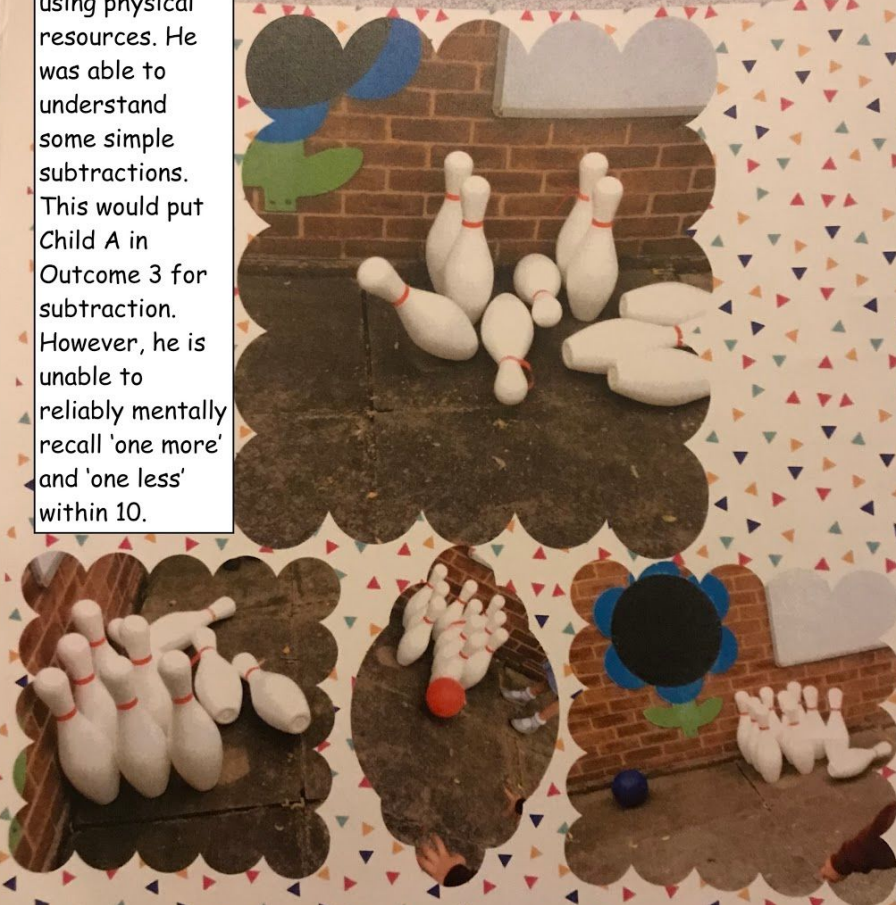
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Appendix 1:

Child A worked on practical subtraction using physical resources. He was able to understand some simple subtractions. This would put Child A in Outcome 3 for subtraction. However, he is unable to reliably mentally recall 'one more' and 'one less' within 10.

Practical subtraction outside.



WT 03. WB 13/06/19.

PIC-COLLAGE

Date 07/05/19. Book: Hats

Revise p.1 - 4. Continue at home.

Focus sounds and words

Words we can blend: is, it, on, big,
mum, dad, Gran

Tricky words: the, Chip, Kipper, , It

Read the 'before' and 'after' sections
inside the cover of the book and then
let us know what was successful or
whether you found anything tricky.

Comments from home:



read very well - he

does struggle with Capital I
though.

We will keep
practicing 😊

miss.
Richards.

my and eye problems

it's fun.



it's a good thing.



it's safe

PogchaSa lithans

Appendix 4:

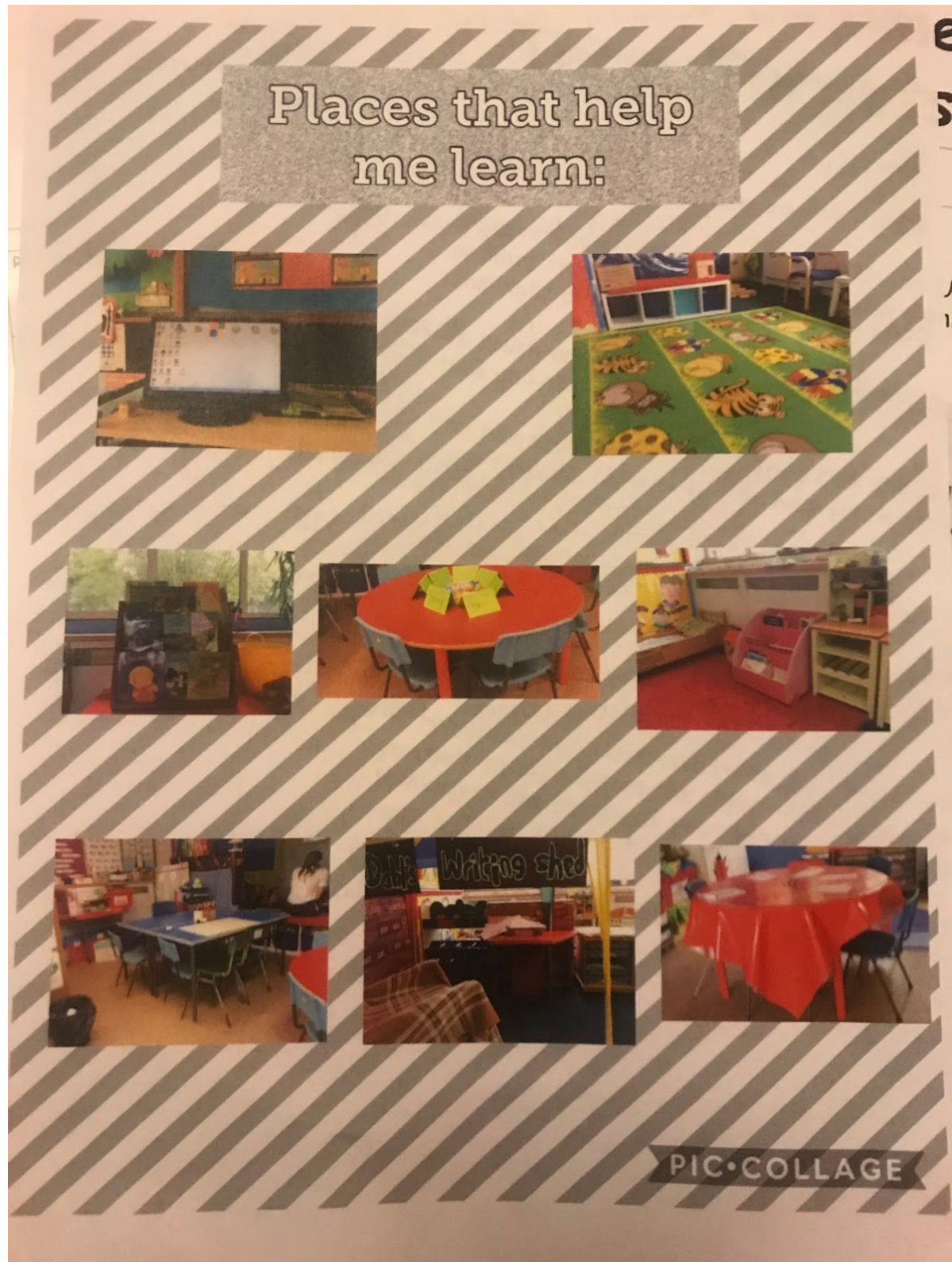
Term Targets

Harry's attendance so far: 97%

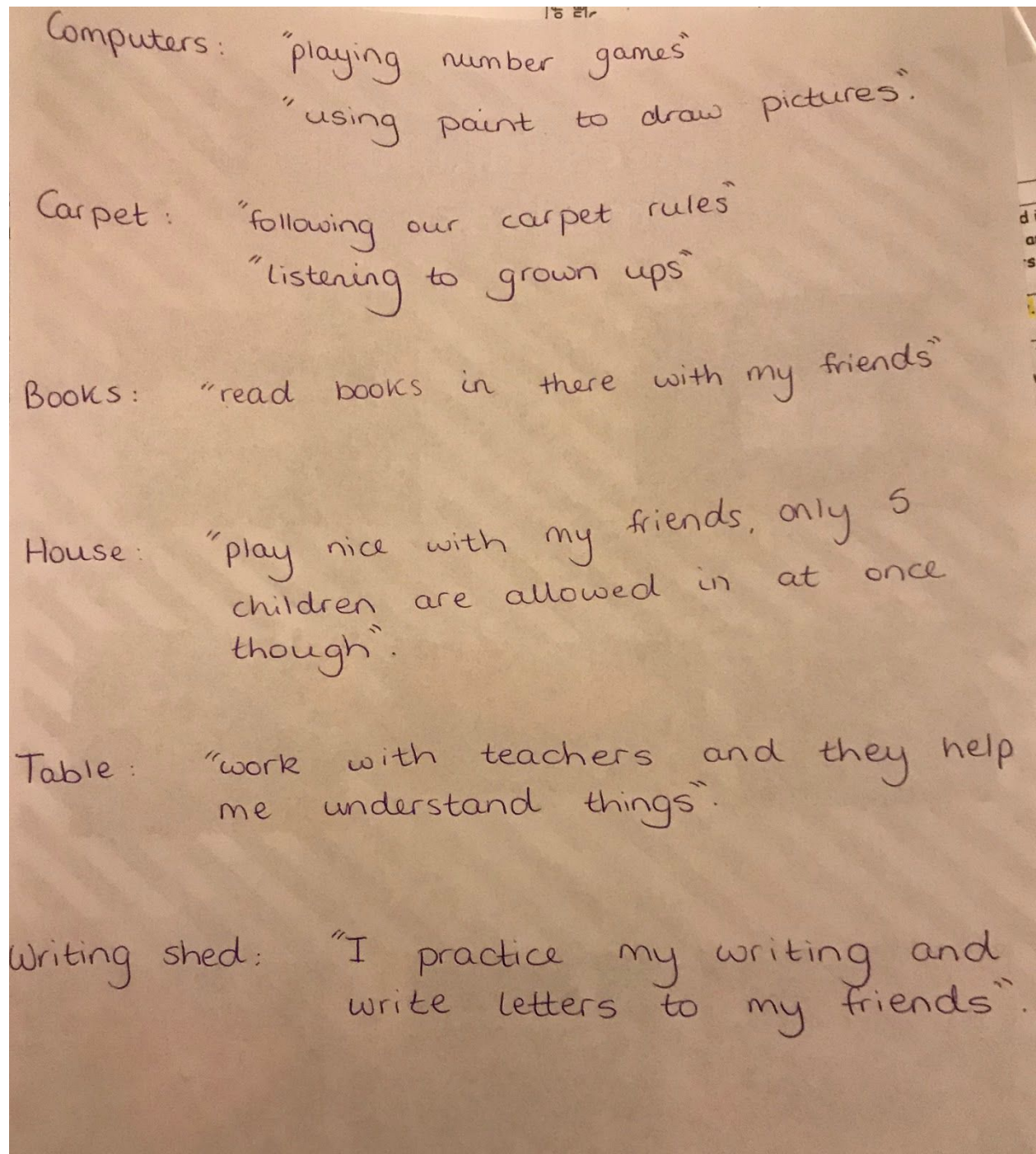
- | | |
|-----|--|
| MD | To practice writing numerals from 0 - 10. Use the number chart to help you start all your numbers in the right place. ✓ |
| MD | To touch-and-count up to 20 objects, taking your time and not rushing. |
| LLC | Practise sounding out and writing CVC words like c-u-p. Use the letter chart to help you write your letters the correct size. |
| LLC | Become familiar with Phase 3 "Tricky words". |
| PSD | To role play scenarios and practice solving them, for example, when you want to play a different game to your friends and you fall out. |
| PD | To remember our classroom rules and manoeuvre yourself safely when in the classroom and outside, thinking of the safety of yourself and others around you. |

"Better Together"

Appendix 5:



Appendix 6:



Appendix 7:

Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

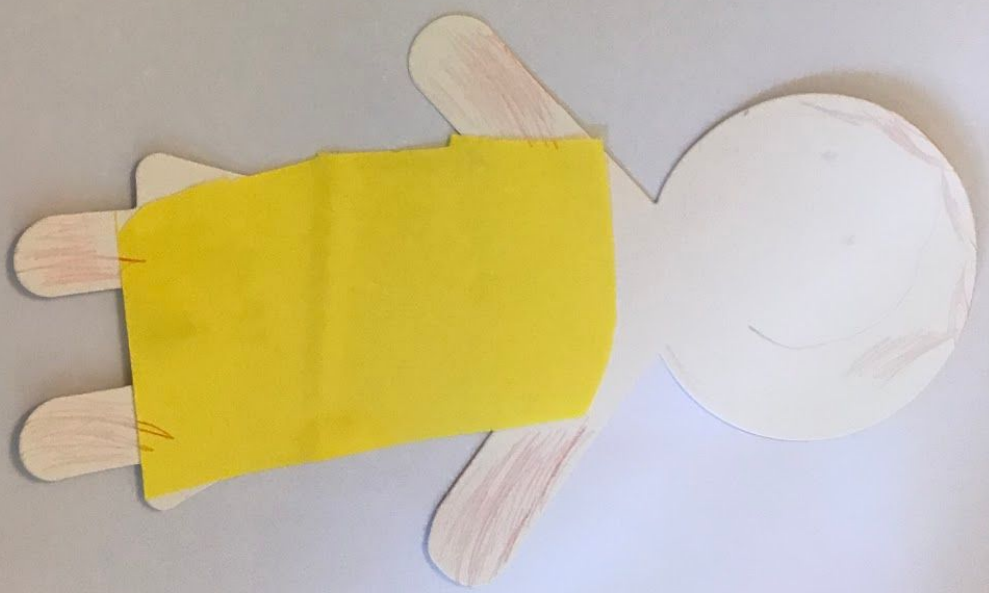
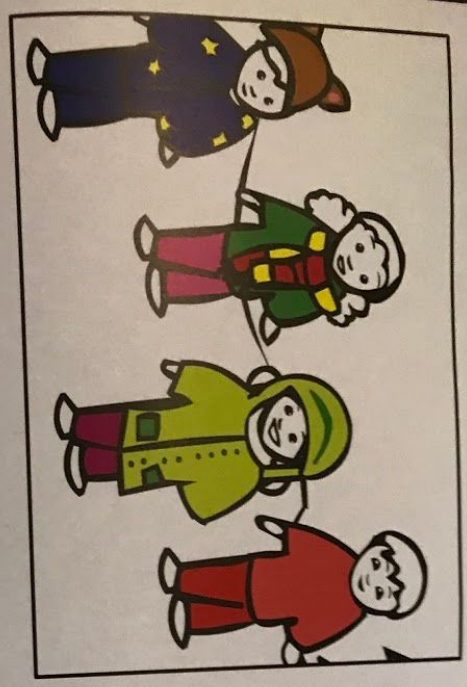
As Parent/Guardian of..... (pupil name),

☒ I do / ☐ do not give consent (please delete) for my child to take part in this project.

Signed..... (Parent/Guardian).

Date 3/5/19.....

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Appendix 9:

Reading record

Name of learner: [REDACTED]

Reading age (if known): N/A

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
02/05/19	Big, Bad, Bug (whole book)	Fiction	- struggled with 'as' and 'socks' - working on blending sounds.
07/05/19	Get a Bus! (whole book)	Non - Fiction	- we talked about what the book was about - struggled with 'If' when written with a capital 'I'; work on recognising 'I', 'if' and 'If'.