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M7X02153-C - School Development and Pupil
Progress

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

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Introduction

In *Successful Futures*, Donaldson (2015) speaks of an education system that “no longer meet the needs of the children and young people of Wales” (p. 11). At the most extreme, he suggests that the purpose for many primary schools appears to be simply to teach literacy and numeracy. He stresses a need for “four purposes” that will develop a child not just academically, but holistically. The forthcoming curriculum will be focussed on six “Areas of Learning and Experience” that will support these four purposes. Focus will be less on grades and the assessment *of* learning, and more on assessment *for* learning, and as such it will be important for all teachers to build up a holistic idea of their pupils. This means not just a child’s knowledge, but their attitudes, skills, and overall well-being. This holistic development will be the focus for my assignment.

Throughout this essay, I will use data collection methods to build a holistic picture of one focus child. I will then use this data to develop the next steps for this child’s development which will hopefully, in turn, support the true “needs” of the child.

The research collected for this assignment took place in a large suburban primary school in South Wales. There are currently around 580 pupils on roll, of which approximately 6% are eligible for free school meals. This amount is considerably lower than the national average of 19%. The analysis prior to, and during the writing of, this essay was undertaken within British Educational Research Association (BERA, 2018) regulations. To ensure anonymity, my chosen pupil will be referred to as ‘Child A’ throughout the body of this essay and consequent appendices.

Child A is an 11 year old male in a Year 6 class. His class teacher has identified Child A as a level 4 for both language and literacy, and mathematics. He is expected to remain at this level, but has been cited as having the potential to attain a level 5c in mathematics by the end of the academic year.

Data Collection

As I was looking to develop my chosen child holistically, my primary methods of data collection needed to give me a holistic picture of that learner. The primary method for my data collection was the Mosaic approach (Clark and Moss, 2001). Despite being originally designed for children under five, it could be easily adapted (Cowie et al., 2014). This method

focussed on collecting numerous types of qualitative, as opposed to quantitative, data. By analysing more than just numbers or fixed answers, qualitative data gives deeper insights into an individual (Chalhoub-Deville and Deville, 2008) and is more flexible (Mack et al., 2005) in that you can adjust your research to the learner.

These qualitative methods of data collection included observations, interviews (with both the pupil and the class teacher), photographs, pupil-led feedback from plenaries, and annotated samples of work. I could then piece this diverse data collection back together to form a 'mosaic', rounded image of the child. This aids researchers by improving the "quality of their interpretation" (Cowie et al., 2014, p. 56).

A number of these methods rely on pupil voice. Pupil voice is reported to be of growing importance in the modern classroom (Estyn, 2016), and it is believed that it should also be of integral importance in child-centred qualitative research (Clark, 2011). Indeed, the right to "express their views, feelings and wishes in all matters affecting them..." (UNICEF, 2010) is one of the four core rights of the child in the United Nations Convention on the Rights of the Child. Their own education is certainly a matter that affects young learners.

This belief that children are "experts when it comes to their own lives" (Langsted, 1994, p. 42) is still integral to the Mosaic approach. Having the child participate in the data collection, and listening to the child's perceptions of their own learning, allowed me to gain a more comprehensive understanding. This aided me during my analysis, and when assigning next steps for my learner. Donaldson (2015) highlights a need for children to be involved in their own learning, and to discuss their current ability and how they feel they can "best be supported to achieve future aspirations" (p. 69). Having children involved in the analysis of their learning not only serves to purpose practitioners but also encourages metacognition within the child.

Despite the chief benefits to the Mosaic approach, it was important to consider its limitations. The use of multiple data-collection tools increased the integrity of findings, but it did make the Mosaic approach more complex. Greenfield (2011) stresses the "time commitment" (p. 114) involved in the approach. During her discussions, she also addresses the researcher as someone separate from the teaching in the classroom. As both a practitioner and a researcher, the Mosaic approach would require even more "time commitment" from myself. However, I believe that this approach provided me with more rounded and reliable data.

There were also strict rules I had to consider in order to collect authentic, reliable data, particularly during interviews. Gollop (2000) suggests that children may try to second guess their answers to fit in with what they think adults hope they will say. To combat this, I tried to reinforce that there were no incorrect answers. O'Reilly and Dogra (2017) stress the importance of asking questions in a non-leading and carefully considered way. As such, I tried to avoid questions that required 'yes' or 'no' answers.

Once I had decided on my data collection methods, I had to consider the numerous ethical factors of my child-based research. As previously mentioned, anonymity of the child was integral to adhering to BERA regulations. Alongside this anonymity, I carefully stored any supplementary information and materials for my analysis (child's work, interviews) on a password protected laptop. I also carefully followed the school's own ethical protocols. In particular, there were to be no pictures of the child's face used.

I have received signed informed consent to undertake my analysis from both the class teacher and Child A's parents (see Appendix A).

During data collection in which the child was actively involved, there needed to be carefully considered ongoing communication. During interviews I informed Child A of their right to withdraw (BERA, 2018), and tried to ensure they felt comfortable whilst involved in all methods of data collection.

Analysis of Learner

Alongside the Mosaic approach, I have used Nottingham's (2013) A.S.K. model to support my analysis of Child A. This has helped to reflect a holistic view of my learner. The A.S.K. model considers not only a child's knowledge, but also their attitudes and skills. This analysis will factor in five different Areas of Learning and Experience (Donaldson, 2015): Languages, literacy and communication, Mathematics and numeracy, Science and technology, health and well-being, and Expressive arts.

Attitudes

Through my observations and interviews I have found that Child A has a positive attitude towards learning as a whole, to his fellow learners, to his teachers, and to himself.

Despite informing me he felt it was his weakest subject, Child A is persistent and curious in all areas of mathematics and numeracy. This was made evident during my first observation of him (see Appendix B), in which I noticed he would always put his hand up to offer an answer during presentations, questions or early scaffolding. One thing I did observe was that he would put his hand up almost immediately to answer a question, and that a vast majority of the time these answers were incorrect. However, this very rarely phased Child A and he would persist and put his hand up at a later question. This ability to respond to mistakes and setbacks positively are components of a resilient, growth mindset (Tugend, 2011). Child A certainly sees mistakes as something that he himself can change, and is not afraid to look to adults for support (Goldstein and Brooks, 2014). Child A is also enthusiastic when I bring elements of competition or games into my maths lessons.

Child A certainly enjoys English lessons, particularly those that require elements of creativity. Perhaps this is due to his enjoyment of a task, but he does occasionally rush work, which can result in simple spelling mistakes (see Appendix C).

Child A's attitudes towards his well-being and the well-being of others is ultimately positive. He displays a large number of the positive aspects found in the 'Health and well-being' draft for the new curriculum (Welsh Government, 2019). He enjoys interaction with others within different social situations, both during collaborative work in the classroom, during play times, and during games/PE sessions. Despite this, he does occasionally like to work alone or with a single partner if he feels the classroom environment is too intense. If this is the case, he will go to the spare table just outside the classroom (see Appendix D). His enjoyment of interaction does occasionally lead to distractions in the classroom, and I have had to ask him to stop talking whilst I am talking in one or two instances. Following an altercation with another child, in which a child threw a basketball in his face, he showed self-regulation and resilience. He did not react physically and was responsible, instead informing a member of staff. However, following from the argument, he stated that he did not want to talk about the incident and became reserved when the class teacher and I asked about it.

Child A's attitude during music creative arts lessons was initially surprising, particularly considering his love for music and the fact that he plays drums. Despite his usual positive attitude, he was unhappy at the song that they were writing lyrics for. Whilst checking-in with each group, I noticed he was sat alone during the group activity. I went over to discuss what may be wrong. He discussed a dislike for the pace of the song, and that he was not

interested. I told him that the lyrics is the most important aspect and that I was sure he could write great lyrics. Being aware that he was a musician, I also stressed that working on lyrics now may help him if he ever wants to write lyrics in the future. He smiled and agreed to help the rest of his group, and even ended up offering his lyrics to support another group. It was also refreshing to see his enthusiasm during our final analysis and plenary, in which he expressed interest in taking our song writing further (see Appendix E). This was more in line with how I thought he would initially react.

Despite not yet teaching him any Art lessons, I am aware this is also an area of expressive arts that Child A enjoys. At the end of one lesson before lunch, he approached me and asked if he could show me his drawing of the Titanic. It was a detailed and carefully constructed drawing which I congratulated him on. I told him that would we certainly look to bring more creative elements to our new mid-term plan after half term.

Child A enjoys many elements of Science, but he has informed me he does not enjoy conclusions or evaluations. He enjoys the building up to and undertaking of scientific investigations, but does not enjoy reflecting on them. This is another area in which spelling mistakes can occur, perhaps in a rush to finish off conclusions and evaluations. In some instances, he is clearly aware of the correct spelling of the word as he spells it correctly in the same piece of work (see Appendix F).

Skills

Child A's persistence stands him in good stead as he will keep working until he has fully understood a concept. He is not afraid to put his hand up during main activities and ask for support or help.

Child A is already a critically reflective learner. He engages with plenaries in all lessons. In Maths, Child A uses the traffic light system honestly (see Appendix G). If he does not fully understand something, he will not colour in a square green, he will colour it orange or red. This is opposed to some children in the class that I feel colour in what a friend has coloured in, or what they think I want them to colour in. As shown earlier, he engages with sticky note plenaries in which I will ask the class what they have learnt and what they would like to learn next (again, see Appendix E).

The Skills framework (Welsh Assembly Government, 2008) identifies working with others and group discussion as a "key element" in the thinking process, causing learners to become

“more confident, extend their own understanding and increasingly be able to take responsibility for their own learning” (p. 8). Child A shows good elements of working with others during all subjects. He will listen to the contributions of his peers and consider their points of view, but also makes significant contributions himself. This was seen wholeheartedly during the ‘reflection relay’ maths lesson (see Appendix H), during the writing of group song lyrics, and can be seen when I encourage group discussion before asking a question in a quiz.

The Skills framework also identifies metacognition as an integral skill, helping to develop thinking across the curriculum. The Welsh Assembly Government (2010) suggest it is at “the heart of all learning” (p. 23). Child A sometimes conveys metacognition when an opportunity is presented. When myself or the class teacher ask what should be included in our success criteria, he often puts forward his own ideas and helps to build it. In particular, he helps to effectively build success criteria for English. Helping to build this success criteria will help him to assess his own work accurately and effectively.

When struggling with making his prediction for a science investigation, I asked Child A to remember previous science lessons. I specifically referred to him forming an “Er... er...” statement. He immediately responded “Oh yes!”, and once he remembered this prior skill he began to write his prediction (again, see Appendix F). Based on the question for our science investigation (“Does the size of the sugar granule affect the time it takes the sugar to dissolve?”), and once he had observed the size of the sugar granules, he was able to think logically and produce the correct prediction.

Knowledge

During my early observations I discussed Child A’s knowledge with the class teacher. They stated that: “He is certainly ‘more able’, but perhaps not in the ‘more able and talented’ bracket. He is up there with the hardest workers in the class, but his understanding is not always there” (see Appendix J for full transcript). Despite this he was already hitting the Core Subject Indicators (CSI) in all core subjects (Welsh Government, 2018), and was projected to potentially reach Level 5 in mathematics and science. 89.5% of pupils achieved the Level 4 or above Core Subject Indicator (CSI) in 2018.

Despite being at a current working Level 4 on record, in my Maths lessons Child A displayed numerous elements of Level 5. For example, Child A displayed clearly that he could “use co-ordinates in all four quadrants”, he used the probability scale from 0 to 1 and understood the

probability of different outcomes, and he had begun to apply inverse operation to check his answers. This is of particular interest, as he stated that maths was his weakest subject. He is also happy to use this knowledge to support other learners.

In English, Child A is currently a working Level 4 with some elements of Level 5. He is confident when talking in groups or in front of the class, but very rarely varies his “expression and vocabulary” (Welsh Government, 2015, p. 14). This could certainly move him on to a Level 5 for oracy. He always pays close attention to others during discussion and contributes his own opinions and those of others. I believe his Reading Level to be 5 as he shows a strong understanding of a wide range of texts, using inference and deductions. His writing is a Level 4 with elements of Level 5, improvement in spelling could improve his level.

His Science is a solid Level 4 in that he can relate “scientific skills, knowledge and understanding to applications of science in everyday life”, and also understands that “scientific ideas can be evaluated by means of information gathered from observations” (Welsh Assembly Government, 2008, p. 10).

Through writing and performing our own song, Child A has been able to build up a “sensitivity to and understanding of music” (Welsh Assembly Government, 2008, p. 10). He has also been encouraged to listen to and appraise music, which he has done successfully. Due to this, I feel that Child A is hitting a large number of the projected outcomes for music in Key Stage 2.

Next Steps

There are a number of steps that Child A could take to further both their learning, and their holistic development. These are a list of interventions that could support these learning steps, and all have been carefully considered for my focus child.

English

As discussed in my analysis, Child A’s spelling can worsen if he is, for whatever reason, in a rush to complete his work. Introducing self-assessment in English, which would include encouraging children to check back for spelling mistakes, could combat simple spelling mistakes. A meta-analysis undertaken by Panadero et al. (2017) suggested that self-

assessment interventions result in “a positive influence on students' self-reflective learning strategies and self-efficacy” (p. 96). It can therefore be deduced that introducing more effective self-assessment could result in more efficient spelling (including “Spell carefully and correctly” in success criteria, for example). Another intervention could be to introduce “partner spelling” (Westwood, 2005, p. 42), in which 5 minutes towards the end of each lesson is dedicated to children to peer assess each other’s work. This could be incorporated to look for potential spelling mistakes. By making Child A more self-reflective, it could combat these spelling mistakes at their source, and move him onto a Level 5 for writing.

In oracy, to push onto a Level 5, Child A needs to improve his “expression and vocabulary.” (Welsh Government, 2016, p. 14). To combat this, I could move Child A to a new ‘talking partner’ that displays a greater range of expression and vocabulary. This talking partner could then scaffold Child A until their oracy has improved. This scaffolding would deploy a similar tactic to Vygostky’s (1978) “Zone of Proximal Development” (ZPD), which is the difference between what a child can achieve independently and what a child can achieve with support from a ‘more knowledgeable other’ (MKO). This MKO can support another child and model more effective and appropriate skills. Through social interactions, the child can then observe and practice these skills until they are independent and confident enough to do them alone. The effectiveness of the ZPD model is still analysed to this day (Eun, 2019), and it remains an effective learning tool. In order for talking partners to be at their most effective I need to encourage more discussion in the classroom. The ways in which I can successfully implement this will be discussed later.

Mathematics

In Maths, Child A and I need to focus on the next steps to get him to a Level 5. Our next strands will be to interpret graphs, diagrams and pie charts, multiply and divide decimals, and he also needs to improve on explaining his reasoning. As I feel that Child A learns better during group work (particularly during maths, again see Appendix H), I will try to make these future maths lessons as collaborative as possible. Clarke (2004) suggests that collaboration with peers helps to confirm mathematical knowledge and helps to identify “any misconceptions they may hold” (p. 6). A research study by Retnowati et al. (2017) found that collaboration during mathematical problem solving was more effective than individual learning. The same study suggested that collaborative work *can* be counterproductive when studying worked examples, but it remains clear that collaboration can be used to facilitate

Child A's learning, particularly during introduction tasks and plenaries. The Education Endowment Foundation (EEF, 2018) report that effective collaborative learning interventions can result in up to five months of additional progress in attainment.

General Metacognition

There are also teaching methods that I could improve in my own practice that could develop Child A's learning. As discussed in my analysis, Child A would often attempt to answer questions put forward to the class, but would often answer incorrectly. Increasing the thinking time between asking a question and taking an answer has been seen to have a notable effect on the quality of responses to an answer (Smith, 2010). This could not only be beneficial to Child A, but to the class as a whole. An effective way in which I could increase the thinking time in my classroom would be to introduce more AfL strategies. 'Think-Pair-Share' would give Child A not only time to think about his answers, but allow him to discuss these answers with others in the classroom. Pair or group discussion "increases the quality of thinking and the responses that ensue" (Gregory and Kuzmich, 2010, p. 45).

Another way to improve these responses would be to improve the quality of my questioning. The Welsh Assembly Government (2010) suggest that "[h]igh quality questions leads to high quality talk" (p. 16), and the discussion that this high quality talk causes creates higher levels of cognitive thinking. The different levels of questioning were distinguished in Bloom's Taxonomy (1956, see Appendix L). Using different questioning techniques at different times in a lesson can illicit different responses from listeners, such as evaluating a chosen subject matter as a class. This can encourage discussion and debate, argument and counter argument. Improved questioning can positively impact all Areas of Learning, with Costa and Kallick (2000) stressing that "intentional, productive questioning is one of the most powerful tools a skillful teacher" can possess (p. 34). In time, this questioning can improve a child's ability to pursue their own inquiries (Wang et al., 2017).

An EEF (2018) report rated 'metacognition and self-regulation' as a high impact, low cost approach to improving the attainment of learners. The EEF suggest that "metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress." Most studies that support this have looked at the effects that metacognition interventions can have on Maths and English, but suggest that it should be widely applicable. By encouraging more metacognition in the classroom, I could potentially improve all of Child A's areas of learning.

Music

As Child A is an avid drummer, I would like to see him playing more rhythm instruments during music lessons, and would like to see more improvisation where appropriate. Music in the classroom can also lead to positive collaborative and collective practices (Odena, 2016) which would support, and be supported by, my previously discussed collaborative interventions. A report by Estyn (2018) at Rhydypenau Primary School further emphasised the positive impact that music can have on learners. Numerous schemes of work focussed on aspects of music such as singing, playing, composing and appraising. The report stated that:

“Pupils regularly explore a range of instruments, which helps their wellbeing, team work and resilience. With careful planning, music is also used to achieve high standards in literacy through writing lyrics and turning poetry into song.”

Child A has already emphasised his interest in writing lyrics and, although Child A's literacy is already fairly strong, any opportunities to improve his standards of literacy should be taken. With the report also highlights the holistic development that music can support (well-being, team work and resilience), I will look to implement music more often in the classroom (singing, playing, composing and appraising). This will support the holistic development of both my target child and all of the children in my classroom.

Well-being

In terms of well-being, I feel that Child A is generally a healthy, confident individual. As I have discussed, he has displayed numerous aspects found in the 'Health and Well-being' draft of the new curriculum (Welsh Government, 2019), namely positive social interaction, collaboration, empathy, and showing self-regulation and resilience. I do, however, have concerns that he can sometimes be reserved when discussing his own feelings. He did not want to discuss his feelings with me and the class teacher when asked about the argument. Similarly, when I asked him “Where do you feel happiest in school?” during an informal interview, he responded “Don't know” (see Appendix K for full transcript). Being able to communicate feelings is one of the integral progression steps of the upcoming curriculum, which also outlines ways in which these emotions can be expressed. The EEF identify that encouraging emotional learning can actually impact up to four months of additional progress on attainment. As the school already has an Emotional Literacy Support Assistant (ELSA), I could encourage Child A to discuss feelings with them. Mayer and Salovey (1997) suggest

that promoting emotional literacy can improve not only emotional, but “intellectual growth” (p. 10). This belief is supported in more recent research (Korpershoek et al., 2016).

Furthermore, if there are any times that Child A would feel more comfortable working outside the classroom alone or with a partner on the hallway table (see Appendix) then, when appropriate, I would allow this. I understand that this is usually because of noise annoyance in the classroom, which has been seen to have a negative impact on schoolwork (Lundquist et al., 2000). Two studies undertaken by Boman and Enmarker (2004) found that even noise in the classroom as simple as light chatter, scraping chairs, or outside sounds can cause stress levels to rise and be detrimental to the quality of a child’s work. If working just outside the classroom can occasionally reduce Child A’s stress levels, and help them with schoolwork, then I am happy to allow them to work individually or in a pair when appropriate. However, when I feel that collaboration is more appropriate, I would remind Child A that collaboration and team work are expected skills in the classroom and beyond (Murdoch and Wilson, 2008).

Conclusion

Despite agreeing that the Mosaic approach is certainly a more time consuming method of data collection (Greenfield, 2011), I believe that it has provided me with a rounded, holistic view of my learner. This has informed my analysis, and I feel it has made the process of providing next steps, and justifying these next steps, easier. I believe that these next steps have supported the needs of my chosen child, and that I have therefore successfully fulfilled the intentions laid out in my introduction. I will use these next steps to inform the rest of my current professional teaching experience placement.

I will use the Mosaic approach for data collection in my future practice, in the knowledge that it can be easily adapted for all abilities and age ranges throughout primary education (Cowie et al., 2014). In the future I would like to observe how the Mosaic approach could support children with additional learning needs (ALN) or English as a Second Language (EAL).

With an upcoming curriculum that encourages children to take more responsibility for their own learning (Donaldson, 2015), a Mosaic approach to data collection would serve to purpose not only practitioners, parents, and the school, but also children themselves. After all, they are “experts when it comes to their own lives” (Langsted, 1994, p. 42).

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Appendices

Appendix A – Signed Consent from Class Teacher and Parent/Guardian



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

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 identity of the learner or the school within their assignment.

Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the 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): _____

SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT



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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

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.....

Appendix B – First Observation

Templed o dudalen enghreifftiol yn Llyfr Nodiadau Arsylwadol am Ddatblygiad Addysgol Disgyblion / An exemplar template for the Notebook of Observations on Pupils' development.

Enw'r disgybl yn nhrefn yr wyddor / Name of pupil in alphabetical order

Dyddiad / Date	Sylwadau / Observations	Sut y gweithredwyd / How actioned
1/5/19	I have spotted [REDACTED] as a potential observed child. He is clearly very hard working, but can get things wrong, I feel it would be easy to show progression in him. He is also talkative, but not too distracting to others. He is clearly enthusiastic about music, something we have discussed already.	N/A

This was a brief, and rushed, initial observation that I wrote when I first identified Child A as a potential child for the assignment.

Appendix C – Annotated English work (Using poetic techniques in song lyrics)

15th May 2019

www.AnalySing Song Lyrics ✓✓

Rhyme
Imagery
persuasive vocabulary

Our planets heating up,

So give it up

You're just sitting there

and you don't care ✓

Great analysis.

The gasses in the air

we need your help

I was getting kinda used to the Earth that we loved.

Our verse is about Global warming and the gasses

Our part isn't happy because it's about the earth heating up.

We used rhyme because we thought it would work well and sound b

We used Imagery because it would explain why it is a big problem.

We also used persuasive writing because we want people stop doing all the major problems.

My favourite ^{favorite} verse/sentence was "I was getting kinda used to the earth that we loved" because it shows that the Earth ~~was~~ used to be tidy and clean.

My favourite word was heating, I think that one word just tells people how the Earth/Sun is getting hotter. ✓

The emotions we wanted to make the listener feel was sad, emotional and persuasive, because we want them to stop heating up the earth.

I enjoyed writing the lyrics because we worked as a team and found powerful vocabulary.

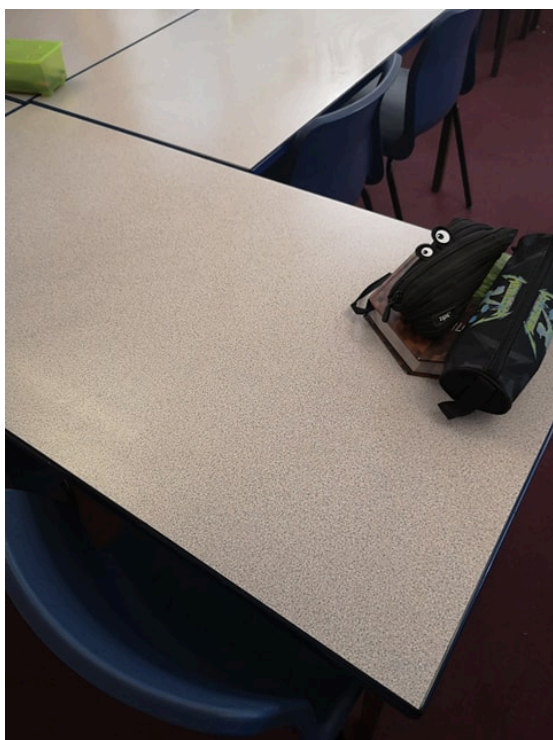
If we write more I would like to add more ^{imagery} and about the ice caps melting. I thought of "The ice caps are melting and your not even help but it was to long and didn't really go with it." ✓

Great reflection! Amazing!

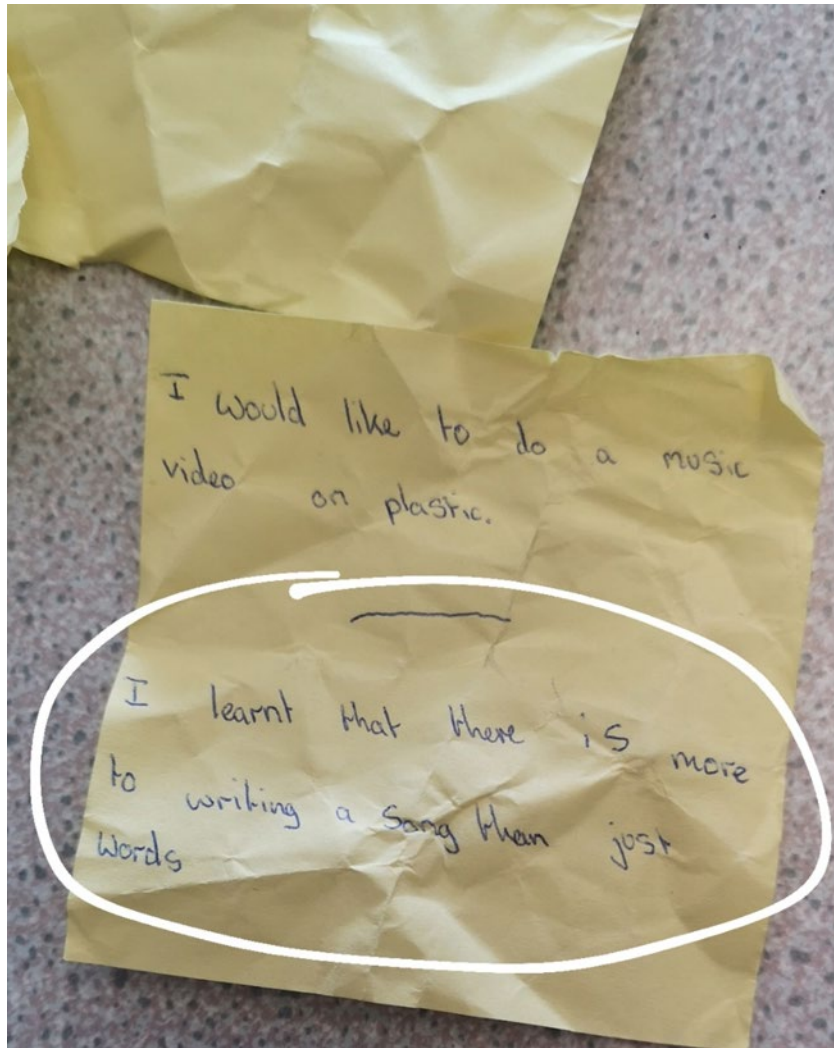
You should definitely keep writing lyrics, you're great at it!

Appendix D – Child A’s Learning Collage

Child A was asked to take pictures with a school iPad of areas in the school where he likes to learn. He took pictures of his desk, the IT suite, and library, and also a table outside the classroom where he occasionally likes to work.



Appendix E – Feedback from plenary following Song writing lesson.



Child A always engages fully in plenaries. His feedback during this plenary was particularly encouraging as he had previously stated he was not enjoying the lesson.

Appendix F – Annotated Science work (Fair test investigation)

In this piece of work, you can see that Child A has written spelling mistakes in the same

Wednesday 22nd May 2012

WU To plan and carry out an investigation

I predict that the bigger the sugar granule the longer it will take to dissolve. That is why I believe the brown sugar will take long to dissolve. I think the caster sugar will be the ~~longest~~ quickest to dissolve because it's not so small it's not so big. I think this because I have observed the difference in size of the granules.

How will we make it a fair test?

We will change the type of sugar. We will measure the time it takes to dissolve. We will keep these things the same: the spoon, temp, cups, the volume of water, amount of sugar, amount of salt, same stirrer, same spoon.

Group	Name	Sam	Europe	Asia	Africa
Types					
ling	9 min	11:00	9 min	9 min	8 min
caster	5:00	6:00	10 min	14 min	13 min
brown	7:08	10:01	16 min	24 min	8 min

ling = 9
caster = 13
brown = 13.2

Conclusion:

Question: Does the size of the sugar granules affect the time it takes the sugar to dissolve?

Equipment:

Jugs, cups, measuring spoon to measure sugar, teaspoon, knife, iPad to time.

Caster sugar, brown sugar, icing sugar, water.

Method:

1. Get our equipment.
2. Pour same amount of water from jugs into three separate cups.
3. Put a level 5ml measuring spoon of each sugar into each cup at the same time.
4. Start timer the second the sugar is in cup.
5. Stir each cup every minute 5 times.
6. Keep observing each cup until sugar dissolves.
7. Record your results.

Here he has spelt the word believe wrong, and then almost immediately spelt it correctly. I think this is due to Child A rushing his work.

As you can see from the results in my table ling was the quickest to dissolve. Caster was the second quickest and the brown was the slowest. This shows us the smaller the granule the quicker it will take to dissolve, and the bigger the granule, the longer it will take. Our average times were 9 for ling, 13 for caster, and brown was 13.2. On my table my prediction was correct but out of the ~~entire class~~ my answer was ~~incorrect~~ because I chose ~~caster~~ ~~believe~~ ~~believe~~ our results are reliable because we made it a fair test.

Evaluation: I believe the things that were well in our group were carrying well as a team. We could've improved it we measured more accurately with the iPad. To make it even more of a fair test I would use the iPad more accurately. Amazing work this year!

paragraph that he has spelt a word correctly.

Appendix G – Self-assessment

During self-assessment, Child A is honest in what he finds hard and what he finds easy. This can be seen in the comment next to his traffic light rating.

0 1.0 5.1 9

www. producing probability

chill/1.1

Event	chance	prob
a 2	1 in 6	$\frac{1}{6}$ ✓
a 5	1 in 6	$\frac{1}{6}$ ✓
2 odd	3 in 6	$\frac{3}{6} = \frac{1}{2}$ ✓
a more 3	3 in 6	$\frac{3}{6} = \frac{1}{2}$ ✓
a less 5	4 in 6	$\frac{5}{6}$ $\frac{4}{6}$
a 2 or more	4 in 6	$\frac{3}{6}$ $\frac{4}{6}$
a 7	0 in 6	$\frac{0}{6}$ ✓
even	3 in 6	$\frac{3}{6} = \frac{1}{2}$ ✓
less 1	6 in 6	$\frac{6}{6}$ ✓

I found it hard at the start but I found it easy then ✓

Good honest! Glad to see you making progress

A. I will sleep tonight = Certain

B. It will rain next week = Even chance

C. I will eat bread tomorrow = Certain

D. I will be younger tomorrow = Impossible

E. I will watch tv tonight = Even chance

F. I will go to America next year = Unlikely

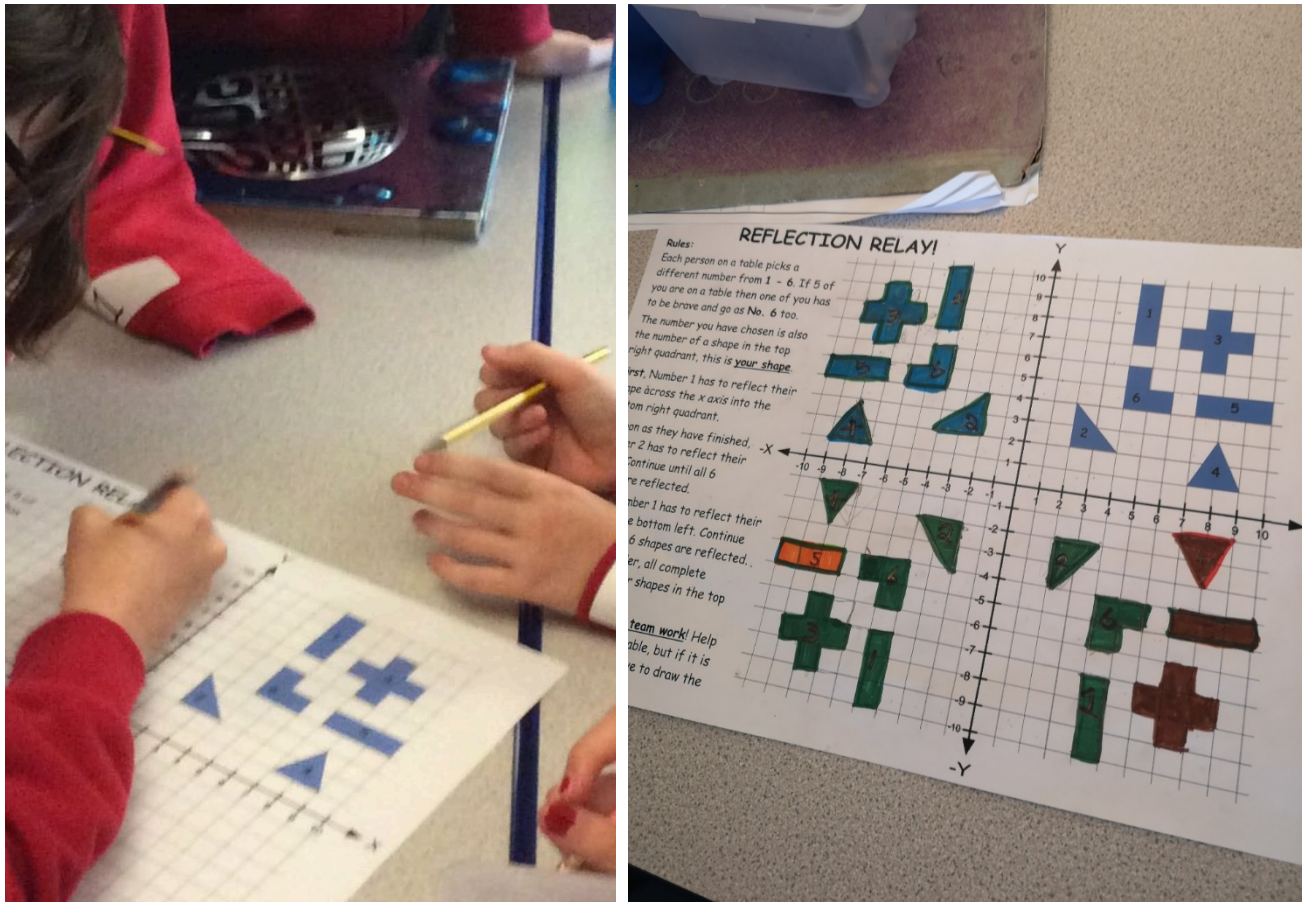
G. I will go swimming next month = Very likely

H. I will be famous one day = Unlikely

I. It will snow tomorrow = Very unlikely

J. I will play football next week = Very likely ✓

Appendix H – ‘Reflection Relay’ collaborative maths lesson.



Pupils had to work in groups of six, each with an allocated number from 1-6. They were to reflect from the top right quadrant down to the bottom right and so on, going from 1 through to 6 in each quadrant. I knew that Child A enjoyed group tasks, and again he was enthusiastic about working as a group. There was a lot of group discussion, and he supported other group members when they were drawing their own reflections. He was Number 4 for the task, and did get one of his reflections wrong in the bottom left quadrant. However once I had come over to support his group, and reminded Child A to count the precise number of grid squares from the y-axis, he realised where he had gone wrong. Once they had completed their task, it was also nice to see Child A offer to help other groups who were moving slightly slower.

Appendix J – Informal Interview with class teacher (Transcript)

[Interview takes place during lunchtime]

Me: I just wanted to ask a few questions about [Child A], whether you think he would be a good child to focus on for this assignment, and any other information you feel would be relevant.

Class teacher: I think he's a good choice for a child to analyse.

Me: The one thing I am worried about is that I may not be able to provide enough 'next steps' in his learning.

Class teacher: I think there would be enough to work with. He is certainly 'more able', but perhaps not in the 'more able and talented' bracket. He is up there with the hardest workers in the class, but his understanding is not always there. He is currently at a working Level 4 for all subjects, with some elements of Level 5. I believe he could achieve Level 5 in most subjects.

Me: I've only been here a few days but I've noticed that he is almost always the first to put his hand up for a question directed at the class, but those answers are often incorrect. Does that happen often?

Class teacher: It does happen a lot, but I just think it's because of a genuine interest in lessons. You'll notice he will never get upset about giving an incorrect answer, and will still put his hand up to try and answer the next question.

Me: Does he get on with the majority of the children in the class? Does he enjoy group work?

Class teacher: He definitely gets on with the boys more than the girls, and can be quite chatty if placed next to the wrong peers during class. He enjoys working in groups definitely, he always puts his opinions across during discussion and is generally a good listener. On one or two occasions this year, he's asked if he can work outside alone or with a partner.

Me: That's interesting. Any particular reason?

Class teacher: He just says that the class can get a bit noisy sometimes.

Me: Okay. Have you taught [Child A] prior to this year? Has he changed at all as a pupil?

Class teacher: I taught him Maths last year, but I have known him through school. His transformation in the last year has been amazing. He used to be a lot more reserved, but is a lot more outgoing now. He can still be reserved occasionally, and rarely ever talks about his actual feelings, but he is a lot more open.

Me: I can see that; he is outgoing but can definitely have a quite streak. Which can be good!

Class teacher: He's an extroverted introvert.

Me: So you believe he will be a good child to observe and analyse?

Class teacher: Definitely, I think he is a good choice.

Appendix K – Informal Interview with ‘Child A’ (Transcript)

[Interview takes place on table just outside classroom]

Me: Hi [Child A], I just have a few questions about school. If for any reason you want to stop, just tell me and I can stop asking questions immediately.

Child A: Okay.

Me: What is your favourite subject and why?

Child A: My favourite subject is English. I like writing our own stories based on books that we have read.

Me: What helps you learn in the classroom?

Child A: I like to work with friends, and I like to ask [class teacher] questions.

Me: What is your least favourite subject and why?

Child A: I can't think.

Me: That's fine, you don't have to answer.

Child A: I think I struggle with Maths sometimes, but I do like it. It's one of my favourites but I think I struggle.

Me: What does not help you learn?

Child A: I like to work with friends, but sometimes I think the class can get a bit loud.

Me: Does [the class teacher] know about this?

Child A: Yes. If I tell [class teacher] she will sometimes let me work outside.

Me: Where do you feel happiest in school?

Child A: [Hesitating] Don't know.

Me: What is your favourite part about school?

Child A: Playing outside, probably.

Me: As a new teacher, is there anything I can do to help you to learn?

Child A: Just help me if I have a question, I suppose.

Me: That's great, thanks [Child A]. If you have any other questions just let me know.

Child A: That's okay. Do we go back in now?

Appendix L – Model based on Bloom’s Taxonomy of higher order questioning (1956)

