



PRIFYSGOL CYMRU

Y Drindod Dewi Sant

UNIVERSITY OF WALES

Trinity Saint David

School Development and Pupil Progress: M7X02153

Supporting Pupil Progress: A detailed analysis of one child's holistic development, with justification for the next steps in learning.

Student Number: 1700094

Group: 5

Word Count: 4,674

Student Self Evaluation Form

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

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)						
2. Intellectual Skills (Analysis)						
3. Pedagogic and Professional Applications (Practical Application and Deployment)						
4. Key Transferable Skills						

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I think my key transferable skills are excellent	I feel my analysis could have been more detailed

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Introduction

This essay focuses on the holistic development of one child in my class, suggesting some effective strategies that could be used to promote next steps in learning. The learner is currently in a mixed year 3/4 class consisting of 23 children and is 8 years of age. He has a close bond with both his class teacher and teaching assistant. For the purpose of this essay, he will be given the pseudonym ‘target child’ to protect his identity. In September 2017, target child was achieving below age related expectations in literacy. He achieved best fit level 2A in oracy, best fit level 2B in reading and best fit level 2C in writing. However, he was attaining where he should be in numeracy with a best fit level 2A. By the end of this academic year, his targets are to achieve a best fit level 3A overall in literacy and a level 3C overall in numeracy. At present, target child is working towards his end of year target in literacy, currently achieving a 3C. He is working beyond his target in numeracy as he has already comfortably achieved a level 3B.

Target child attends a small school located in the Welsh Valleys, which caters for 302 learners aged between 3-11 years old. The majority of learners live in Communities First areas and are faced with social or economic disadvantage (Reporting Inspector Estyn, 2015). Around 40% of learners who attend the school are eligible for free school meals, target child being one of them (Reporting Inspector Estyn, 2015). Nevertheless, the school has recently adopted a skills based curriculum led by the interests of learners as a pioneer school for the new curriculum. Approximately 94% of children in the Foundation Phase attain expected outcomes, and similarly 95% of learners in Key Stage 2 achieve as expected at level 4 or beyond (My Local School, 2018).

Data Collection

Before conducting research within a primary school, there were an abundance of ethical considerations that needed to be acknowledged. I have consulted and adhered to British Education Research Association’s (BERA, 2011) guidelines and the University guidelines on ethical research (University of Wales Trinity Saint David, 2017). Taking these into account, I have read and followed the schools safeguarding procedures and health and safety regulations.

Throughout my analysis, aspects of the mosaic approach were used to give an in depth insight into target child's holistic development. Developed as part of a research study, this approach involves the active participation of the child in the research, allowing "children and adults to be involved in meaning making together" (Clark, A., Moss, P., 2011). For example, target child was asked to lead a learning walk where he shared his favourite places to learn and voiced his opinion in an informal interview. This notion is supported by Estyn, who recognise that pupil participation not only contributes to building learners' confidence, but also increases the effectiveness of their learning (Estyn, 2016). Similarly, Cowie, Huser and Myers (2014) argue that the mosaic approach allows us to gain an in-depth understanding of children's lives (Cowie, Huser, Myers, 2014). On the other hand, Waller and Bitou (2011) raise concerns about the mosaic approach, claiming that the interpretation of the learner's perspective is made from the researcher's point of view (Waller, Bitou, 2011). While this is a valid argument, as target child is slightly older than the original sample used when trialling the mosaic approach, I ensured he was given every opportunity to voice his opinion through informal and unplanned conversations in order to overcome this issue.

As this research was based on exploration of the holistic development of target child, the majority of the data obtained was qualitative. This improved the validity of the results, allowing for the collection of a variety of rich data, most of which came directly from target child. I have chosen to analyse the data obtained from each data collection method and have considered attitudes and knowledge in well-being, literacy and numeracy.

Firstly, I will discuss non-participant observations, which were used to allow me to observe target child in a variety of scenarios. I was then able to compare learning and behaviour in the different situations and identify patterns. As the observer, I always positioned myself a fair distance away from target child and made no attempt to influence his behaviour or learning. Nevertheless, target child would have almost certainly been aware of my presence as an observer as his assent was requested. Therefore, when analysing the data produced by these observations, I was aware that the Hawthorne effect could have impacted target child's learning and behaviour and he could have acted differently because he knew that he was being watched.

To support this, participant observations were also conducted where I was able to take notes whilst working with target child. This was helpful in gaining an insight into target child's view points, but also in identifying areas he found challenging. The flexibility of this

method provided authentic data and I was able to probe for ideas when something interesting and unexpected occurred. However, I am aware that the involvement of the researcher also undoubtedly increases the risk of bias to the data. For this reason, I closely analysed observations where I was a passive and active observer to identify patterns or stark differences in behaviour.

I also accompanied target child on a learning walk around the whole school to understand the contexts he learns best in. He was asked to show me the areas and resources that he feels best support his learning. This was beneficial in giving me an insight into target child's learning style and allowing me to see the variety of resources that were accessible to him. However, it was crucial to consider the impact social desirability bias could have had on target child as he was leading the tour. I am aware that he could have selected particular areas or resources because he felt it would be socially acceptable. In order to minimise the effect of this, I ensured target child was aware that there were no right or wrong answers.

Additionally, informal interviews were conducted with both target child and their teacher. These were used to gauge an in depth understanding about target child's well-being and attainment. The semi-structured format improved the internal validity of the research. A small group of children were interviewed to ensure that target child felt comfortable. Children were encouraged to answer honestly and no incentives were given to reduce the impact of bias. Prior to the interview taking place, the purpose of the interview was disclosed and assent was granted from all participants, who were then assured that they had the right to withdraw throughout the process. Although the presence of peers would have increased the impact of social desirability bias, the well-being and comfort of target child was central to this research and therefore I felt it would be beneficial to conduct a group interview. Once again, I assured the learners that there were no right or wrong answers.

Finally, annotated samples of work completed by target child during literacy and numeracy lessons were analysed. This gave an indication of best fit levels and highlighted elements which required progression. The work has been annotated to inform the reader about target child's engagement, attainment in terms of the levels and attitude towards learning during the lesson.

Analysis of Learner

Throughout this section, the qualitative data collected will be analysed to give a broad picture of target child. This will highlight any areas that he finds challenging and will also shed light on how he learns best. In consideration of persevering the anonymity of both the school and the learner, original copies of data collection will not be included, but will instead be discussed briefly. With this information I will be able to guide target child through his next steps in learning.

The first method of data collection used was non-participant observation. On two separate occasions, I acted as a passive observer and was able to watch target child from a distance without directly influencing his learning or behaviour. Throughout these observations, I witnessed target child's attitude towards learning differ considerably depending on subject and the nature of the task. This is significant because a child's attitude towards learning impacts achievement, as supported by (Geddes, Murrell, Bauguss, 2010), who claim that learners with a positive attitude towards school demonstrate positive learning outcomes. During, the first observation in a numeracy lesson, target child worked independently to add two three digit numbers using the column method. Although he initially answered some questions incorrectly, he was determined to find the correct answer and persevered until he did so.

On the other hand, while observing target child from a distance during a literacy session, he displayed a negative attitude towards learning. In this lesson, children were working in small mixed ability groups of five children. The task was to read an extract to find answers to questions about the text. Target child was disengaged throughout the whole session and refused to read his part. He did not interact with the other children in his group, and when approached by the class teacher he complained that he felt unwell. The difference in these observations indicated that target child's attitude towards learning was influenced by the task, the context within which it was completed, and his confidence in his ability to complete it. It also highlighted that confidence could be a significant issue in literacy.

In order to support the data collected during non-participant observations, I also carried out two participant observations. This allowed me to work closely with target child in a natural setting. The first lesson I observed was a literacy lesson, where target child was working with a group of four other learners of similar attainment supported by the teaching assistant. Target child appeared more comfortable when working amongst a group of

children of similar attainment. He was able to listen intently to instructions and asked relevant questions when he was unsure. During this session, target child worked collaboratively with a peer to identify the features of persuasive writing within an example text. He felt confident enough to try reading the extract and used his phonetic knowledge to sound out words he was unfamiliar with. Despite this lesson being similar in content to the literacy lesson I observed passively, there was a clear difference in attitudes displayed by target child due to the peers he was working with and the presence of a teaching assistant. This supports recent research that specifies collaborative learning boosts confidence and can improve learning outcomes by five months for low cost (Sutton Trust Toolkit, 2018).

I conducted my final participant observation whilst on a forest schools trip at a local park. Children were asked to work in mixed ability groups to create their own den in the woods using any natural resources they could find. For this task, target child was pleased to be working in a group with his friends and was actively involved for the full duration of the session. This highlights that target child is able to work in groups of mixed ability children, but only in a situation where he feels that he is capable of completing the task.

In addition to carrying out observations, target child also accompanied me on a learning walk around the school. During this experience, I was able to learn about the areas and resources that help him to learn. Target child was eager to show me the outdoor learning space first, and told me “I like to learn outside because I don’t even realise I’m learning.” This is supported by Dillon et al, who claims that outdoor learning provides memorable lessons where learners have the opportunity to develop skills that can benefit learning (Dillon et al, 2006).

Next, target child led me to a trolley of iPads. He explained that he really enjoyed researching the royal family in a recent lesson and would like the opportunity to use technology more as a research tool because he does not have access to the internet at home. Recent evidence collected from Welsh Primary Schools has highlighted that boys in particular benefit from lessons which integrate the consistent use of ICT (Estyn, 2013). Target child began to show me some of the applications he has used on the iPads during literacy lessons. He claimed “My favourite is puppet pals because I don’t have to write. I can find the characters on the internet and then use my voice to be the characters.” This indicated that writing is something target child tries to avoid where possible.

Target child then led me to a small table outside the classroom where the teaching assistant usually works with a group of children. He told me that he prefers to work outside the classroom with the teaching assistant and likes to work with “other children who can’t read.” This emphasised that target child has low self-esteem which could be due working in groups of attainment too often. He is clearly aware that he is working in the group of low attainment for literacy. This is supported by research from Hamilton and O’Hara (2011), who found that although ability grouping has a positive impact on more able children, it can be demoralising for children who work in lower attaining groups (Hamilton and O’Hara, 2011).

I also felt it would be beneficial to conduct an informal interview with target child. A transcript of the interview has not been included to respect the anonymity of the school and learners, instead extracts have been used as examples. When asked what his favourite thing about school was, target child declared “definitely maths, I’m really good at that.” He said that his least favourite thing about school was guided reading. I built on this by asking what he likes to use to help him with his reading. He told me “We don’t do much reading. If we have to read quietly I usually pretend to read because I find it boring.” When asked how he feels he learns best, target child stated “I like to work with partners to share ideas but I only like working with my group. Sometimes if I work with my friends they tell me I’m bad at reading and can’t spell.” This supports my observations, which concluded that target child likes to work in small groups where the children attain similarly to him.

To gain an insight from a different perspective, I also interviewed the class teacher to ask her about target child’s learning. She was able to share his levels of attainment from the beginning of the year through to the end and give me a brief overview of his capabilities in numeracy and literacy. She confirmed that he is working towards a level 3A in numeracy and that his confidence has grown considerably throughout the year. However, the class teacher also stated that target child finds reading a challenge and consequently his writing suffers. The class teacher feels that his inability to transfer his literacy skills also impacts negatively upon his topic work.

She highlighted that his attitude towards learning is temperamental depending on the nature of the work. In numeracy, target child is driven and resilient always has the desire to succeed. On the other hand, the class teacher stated that particularly in reading and writing, his lack of confidence impacts his desire to succeed and resilience. As demonstrated by his

ability to work collaboratively, his oracy skills are at a level 3B and he is usually able to communicate effectively within a group. However, the class teacher also noted that his confidence does impact his ability to work within a group if the task involves reading.

Another area the class teacher discussed was target child's spelling. She shared his test results as seen below:

	Autumn Term	Spring Term	Summer Term
First Test	0	4	4
Second Test	2	5	N/A

Table 1: shows target child's scores for a spelling test taken half termly.

The same spelling test is taken at the beginning and end of a term to mark progress. When reviewing this quantitative data, it is clear that target child has improved between the autumn and spring term, but little progress has been made between the spring and summer term. This also indicates that strategies to improve spelling should be considered to improve literacy levels.

Finally, in order to support my observations I have annotated and analysed samples of work produced by target child. The samples have been taken from numeracy, literacy and topic lessons and have enabled me to understand where target child is attaining.

After analysing target child's numeracy work as seen in appendix B, I would award him a best fit level 3B. During this lesson, children were asked to work independently to interpret the data in a table and use it to create a line graph. Although presentation required improvement, target child was able to include all of the features of a graph and plot the points in the correct place. He then extended his learning by answering questions about the data in the graph. When questioned, he was able to talk about and explain his work.

An example of target child's literacy work can be seen in appendix C. During this lesson, learners planned a recount for a traditional fairy tale and target child's group were asked to use 'puppet pals' as a tool to do so. Target child was able to adapt what he said to meet the needs of the listener and was aware that standard forms of English needed to be used. In order to prompt his use of time connectives, target child used a word mat for support. This sample of work gives an indication that target child is currently working at a level 3B for oracy.

However, his writing skills are currently at a level 2A as demonstrated by the sample of topic work found in appendix D. Throughout this lesson, learners worked in groups of attainment to create a planning board for a catapult before creating their own. Target child felt confident enough working within his group to compete most of the writing required for the task. He was able to explore and communicate his ideas to the other members of his team. Most simple words are spelled correctly and letter formation is usually accurate. For this reason, this sample of work has been levelled at a level 2A for writing.

Next Steps

Through the analysis of each different method of data collection, areas for development that will allow target child to access the next levels have been highlighted as seen in the table below:

Well-being	Literacy	Numeracy
To improve self-esteem – particularly in literacy	To improve reading	To focus on using decimal notation in recording money

Well-being

The area for improvement that I propose is tackled first is well-being. As recognised by Professor Graham Donaldson, a child's state of well-being plays a crucial role in their ability to learn (Donaldson, 2015). Improving target child's self-esteem should also have a positive impact upon his learning in literacy and numeracy. In order to improve self-esteem, I have suggested two alternative approaches, each will suit different learners.

Firstly, a reward system could be introduced within the classroom and used consistently by the class teacher to praise successful learning or good behaviour choices. The sticker system should be used as a class approach, where every child is able to achieve rewards. However, the justification for each child receiving stickers can be tailored to each child and their individual targets. For instance, target could receive a sticker on his chart if he is seen reading in his free time to encourage him to develop his reading skills. He could then be rewarded with something that he values, for instance 10 minutes of extra play outside, for reading for 10 minutes every day. The reward given needs to be tailored to the

individual as it needs to entice learners to want to succeed (Tracey et al, 2014). The reward chart could look similar to the one devised below:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Source A, an example reward chart, authors own

Although reward charts can have a positive impact on some children, Axelrod (1996) stated that some children are simply unresponsive to positive reinforcement and rewards (Axelrod, 1996). He also raises the concern that the implementation of reward systems need to be consistent in order to work, and this is often not the case in primary school classrooms (Axelrod, 1996). There is a growing body of evidence which also suggests that rather than developing a child's self-esteem, ironically, the use of positive reinforcement and reward actually undermines a child's internal motivation to learn (Kohn, 1993, Dweck, 2008).

Therefore, if the reward scheme was trialled for a period of a term and had limited impact on building self-esteem, I would next propose instilling a growth mind-set ethos throughout the whole school. This strategy encompasses the belief that effort leads to achievement and intelligence can be learned. If the growth mind-set approach was demonstrated throughout the whole school, with members of staff and peers modelling, I feel this could benefit many children including target child. It would give him the understanding that comparing himself to his peers is irrelevant because we are all learners and need to fail in order to improve. As opposed to using rewards, this approach focuses on nurturing a child's intrinsic motivation to learn (Ng, 2018). While this strategy has many benefits, the support of the whole school is crucial element to success. There is also the concern that while a growth mind-set has been proven to improve learning, there is a limited evidence base to suggest that it improves performance (Didau, 2018).

Literacy

With regard to improving in literacy, the area target child needs to develop the most is reading. The first strategy I have selected to tackle this is online reading and spelling intervention 'Nessy'. A meta-analysis of recent studies has concluded that targeted reading

interventions are effective in small groups (Hall, Burns, 2018). The use of technology and the animated element of this intervention would act as an incentive to target child, while also improving his reading and spelling. It has been scientifically proven that children are more engaged whilst playing games and this improves memory and develops their understanding of core concepts (Nessy, 2018). Target child would first need to undertake a screening test to identify specific areas for development within reading and spelling. The games will then be tailored to his individual learning needs. However, in order to see a marked difference in target child's reading, Nessy should be used in parallel with reading real books.

A reading scheme I suggest should be used alongside Nessy is Burns Reading Dogs. In order for this scheme to be successful, I would recommend that target child reads with a trained dog and their handler at least once a week on a consistent day and time. This would be particularly successful for target child as he has shared that he has a love of dogs. The Reading Dog's scheme would provide him with opportunity to read for a purpose without the pressure of judgement he may feel if reading to a peer, teacher or parent. The comforting scenario would not only promote a love of reading, but would hopefully also boost his confidence. A similar study conducted by Tracey et al (2014) found that in almost all children, their vision of reading had transformed from a task to something that was enjoyable (Tracey et al, 2014). The benefits have also been noted by Dr Helen Lewis, who studied the Reading Dog's scheme throughout numerous participating primary schools. She claimed that Reading Dog's stretches beyond instilling a love of reading, also improving "communication skills, confidence and attitudes towards learning" (Lewis, 2018). However, despite the schemes success, there are some barriers to using Reading Dog's that need to be considered. For instance, some learners may have allergies or fears that prevent them from working with Reading Dog's.

Numeracy

The areas for development I have suggested in numeracy will help target child to focus on decimal notation in recording money as this is an aspect of the level 3 descriptor that he is yet to achieve. Although target child has already been taught about money, this was an area that the whole class found challenging and therefore need to revisit. In order to ensure the concept is grasped, I suggest using concrete representations to allow target child to visualise the process and providing opportunities for target child to use his knowledge in real life contexts.

Of the two strategies, I would first implement learning through concrete representations into my lessons. When teaching money, I would encourage the use of a resource similar to the table displayed below:

Tens	Units	Tenths	Hundredths
			

Table 2, a place value for money resource, authors own

This would help target child to develop an understanding of place value, which in turn will help him to grasp monetary value. Real coins would be available as a resource and target child would be challenged to put them into the correct columns considering the decimal place. This concrete learning experience would engage target child as it would give him practical experience of handling money. Once he has developed a clear visual understanding, he can build on this in a representational and abstract way. Although I feel this would be a useful starting point for target child, not all learners would benefit from using the concrete process. Evidence suggests that often, teachers assume that learners are aware of how to use concrete resources, where as in fact they need to be taught how to use them if they are to be effective (Hall, 1998). This is supported by Barmby et al (2012), who claimed that representations may vary between teacher and learner and so misconceptions need to be addressed (Barmby et al, 2012).

Once target child has a clear understanding of place value and its importance in money, I would introduce the concept of problem solving in real life contexts. This would give him experience in handling money and would justify why learning about money is important. Learning within contexts can allow children to access problems in a different light (Widjaja, 2013). In order to initiate this, I would set up scenarios within the classroom that allow learners to mirror real life situations, for example giving change in a shop or finding the correct amount of money to pay for goods. This idea could also be used when children are learning in contexts outside of school, for instance on school trips. Learning to solve problems prepares learners for challenges they will encounter throughout everyday life (Lowrie, 2018), creating “ambitious, capable learners” (Donaldson, 2015). Despite this, it is also imperative to consider that asking a child with limited understanding to solve a contextual problem can be disheartening for the learner (Boaler, 1993). In order to avoid this,

I would ensure that target child has a solid foundation of strategies to solve problems prior to asking him to solve them.

Conclusion

On the whole, using the mosaic approach to write this essay has positively impacted my development as a professional. Approaching the child from a holistic viewpoint has given me a greater insight into the importance of each element of his life and has helped me to understand how this impacts his learning. This essay has also highlighted the importance of giving learners the opportunity to voice their opinions and has demonstrated how this can promote effective learning. Additionally, writing this essay has provided me with opportunity to research a variety of strategies to support learners in literacy, numeracy and well-being. I feel that I could utilise some of these strategies to support future learners in my class. I found that taking the time to observe a learner passively allowed me to witness their learning from a different perspective and this is something we have limited opportunity to do as teachers.

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Appendices



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



Canolfan Addysg Athrawon
De-Orllewin Cymru
The South West Wales
Centre of Teacher Education

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

Dear class/senior mentor,

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

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

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

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

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

STUDENT NAME (PLEASE PRINT): _____

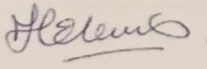
SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

If you have any queries regarding this, please contact the Programme Lead Helen Lewis : h.e.lewis@uwtsd.ac.uk

Many thanks in advance,


 Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix A: Signed permission slip

Date: Tuesday 8th May 2018

WALT: transfer data from a table to a line graph

Success Criteria:

- I can understand the data presented in a table
- I can plot a line graph using this data

Thinking ICT Numeracy Literacy






Self/Peer assessment



1

Days of the Week	Number of Dragons hatched
Sunday	1
Monday	4
Tuesday	2
Wednesday	3
Thursday	1
Friday	2
Saturday	2

Can you make a line graph from the data in this table?



- worked independently to plot graph.
 - was able to talk about and explain his work L3
 - constructed and interpreted a line graph L3.

Days of the week

which day did the most eggs hatch? Monday.

least eggs hatch? Sunday.

Gwaith da [redacted] You have plotted this graph independently. E.G.

Appendix B: Sample of numeracy work



Scan with Seesaw to view this work!

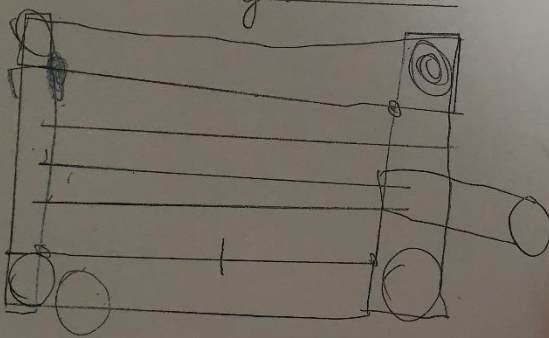
Watch

- Recount a story.
- Adapt what they say to the needs of the listener.
- L3 oracy.
- Begin to be aware of standard forms and when they are used.
- L3 oracy.
- worked independently.
- Used a word mat of time connectives to help.



Appendix C: Sample of oracy work in literacy

Design



How will it work?
If you push the spoon the catapult will activate.

Instructions

1. pits together
2. next put materials together to make a catapult
3. test catapult
4. if it doesn't work, try again

Used

elastic bands
lollypop sticks
spoons

Growth da! You have designed your own catapult

Date: Thursday 24 th May 2018		Thinking ICT Numeracy
WALT: plan and create our own catapult		Literacy
Success Criteria:		Self/Peer assessment
- I can design a catapult as part of a team ✓ - I can evaluate which resources will work the best ✓		

Appendix D: Sample of topic work