

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:	Gareth Price	Student ID number:	1400991
Programme:	Primary PGCE		
Module:	School Development and Pupil Progress		
Module code:	M7X02151	Contribution to Overall Module Assessment (%):	70%
Lecturer:		Internal Verifier:	Mathew Jones
Assignment Title:	Supporting pupil progress: a detailed analysis of one child's holistic development, with justification for the next steps in learning.	Word count (or equivalent):	4,699
Submission deadline:	30/5/19	Return date of provisional marks & written feedback:	4/7/19
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of D. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Introduction

Introduction

During this essay, I will be using the evidence collected during my time on placement to analyse and progress the learning of my chosen target child. In total, there are 741 pupils on roll at the school. The school has twenty-one single-age classes with an additional four part-time nursery classes. Over the last three years, the school has averaged just over 11% of children eligible for free school meals. This is considerably lower than the national average of 21%. The school has also identified about 10% of pupils as having additional learning needs (ALN), which in comparison to the national average of 22%, is again significantly lower. The target child for this assignment is a male pupil in year five with autistic spectrum disorder (ASD) and will be referred to as Pupil A for ethical reasons. Pupil A has a strong interest in mathematics and dislikes literacy lessons the most, but always shows an interest and engagement with all learning that takes place in the classroom. Pupil A has recently moved to the school and struggles to remember names and socialise with children on the yard. The recent assessments provided a good insight into the areas that need further development and highlighted the confidence that Pupil A has in other aspects of the curriculum. Pupil A scored 99 in the recent numerical reasoning tests, which is well within the national average bracket of 85 to 115. In the non-verbal reasoning test Pupil A scored 113, which again is slightly above average when compared to the national average. Despite these extremely positive results, the literacy tests were difficult for the target child, with a reading score of 79 which is just outside the national average bracket of 85 to 115 and a spelling age of six years and seven months. This is slightly concerning as Pupil A is three years and six months older than the score obtained.

Data Collection

Data collection

Throughout this study, the Mosaic Approach to collecting data will be used and the ASK model will also be followed to explore the attitudes, skills and knowledge of the learner (Clark and Moss, 2011; Nottingham, 2013). To collect this data the Mosaic Approach was used, as it allowed me as the researcher to view the child's learning from a wider scope (Clark and Moss, 2011). It allows the researcher to be creative in the way that they observe and assess the learner and will gather more in-depth information than say a questionnaire. Greenfield (2006) suggests that it is vital to implement this strategy with three principles in mind. The first principle is that the thoughts, ideas, feelings and opinions are valuable and worth listening to (Dahlberg et al., 1999). The second principle is striving towards building strong relationships with children and staff throughout the school and that working with children is always seen as a privilege (Greenfield, 2006). The final principle is to have solid ethical values in place throughout the data collection and analysis, as activities need to be relaxed and flexible, as this provides a space where children can share thought and opinions and reduce stress on the participant. During this essay, I will be using observations, interviews with both the child and class teacher, the child's favourite pieces of work with reasons from Pupil A and reading records as evidence to analyse and suggest progression steps for the participant. Using this approach to gather evidence allows the child to have a voice and allows the researcher to explore their emotions towards certain topics, thoughts and experiences. However, it could also be suggested that this approach is challenging to implement, as there is no model that can be followed as it constantly requires creativity in the ways evidence is collected (Clark, 2004). The approach has also been criticised for not being scientific enough and that the data collected doesn't count as hard evidence. This point is countered by Clark and Moss (2011) who suggest that value of the Mosaic Approach cannot be discounted, as it provides a personal insight into the individual's life that many standardised strategies cannot.

The ASK model is used to analyse the attitudes, skills and knowledge of the learner (Nottingham, 2013). In terms of the learner's attitude, the model suggests that look for the children's varying attitudes towards different areas of the curriculum, including their curiosity and persistence with tasks. The skills section identifies the importance of being able to complete an activity using the correct steps or procedures and the link this holds with high levels of performance in the classroom. The final category is knowledge which highlights the importance of being familiar with information and different concepts or theories. This approach to analysis allows the researcher to think of the child as a whole, not just focussing in on the work that is produced but the learner's interests and feelings towards learning. However, there are issues when implementing this full-time into the classroom. Nottingham (2013) suggests that many teachers and professionals struggle to take the risk as pressures for success in the national testing outweigh the importance to track to this extent.

Despite this argument, Nottingham (2013) suggests that attitudes and skills are also important for completing tests successfully. He argues that by having a positive attitude the individual is more likely to want to succeed. In terms of skills, this has an obvious importance in testing as these allow the individual to discover ways of completing tasks or in this case test questions.

For ethical reasons, the child was asked prior to the decision and agreed to take part in the study. A consent letter (see appendix A) was also signed by the class teacher, giving permission for me to observe and work with Pupil A. It was also made clear to the participant that they could leave the study whenever they wanted to and were not obliged to take part. It was agreed with the school that any photographs taken would be of just the children's work, only using the school equipment to gather the evidence. Both school and child will remain anonymised throughout the essay, with the target child being referred to as Pupil A and the school being referred to the placement school (BERA, 2018).

Analysis of the Learner

Analysis of the learner

In this section I will be presenting, and summarising data collected throughout my time on placement, highlighting any limitations or gaps in Pupil A's learning. All evidence will be collected in the appendices. I will go through the different areas of the curriculum, taking into consideration the ASK model and the different branches involved (Nottingham, 2013).

Numeracy

As previously mentioned, Pupil A's scores in the national testing in terms of mathematics were above average as he scored 99 in the national tests, which is in the national average bracket of 85 to 115. Pupil A is also currently levelled at level 4C, which is the expected level for a child of this age and is on track to reach level 5 by the end of Key Stage 2. In an interview between myself and the child, Pupil A responded to the question "What is your favourite subject and why?" saying "I think that Mathematics is my most favourite lesson ever. I enjoy doing the lessons because I think that I am good at it and I can do all the tasks." This point is supported by the work chosen by Pupil A (see appendix B), which clearly shows the competence this child obtains when completing any mathematics activity. This lesson was very difficult for most of the class, but Pupil A completed the task confidently and seemed to enjoy it throughout. Pupil A chose this piece of work because "it was an easy maths lesson." This initially sounds concerning as the pupil may not be being challenged enough, but for Pupil A, being able to complete this activity independently helps build the confidence needed. Hannula (2006) suggests that motivation for mathematics stems from the difficulty of tasks and how accessible they are to the individual. This is evident here as Pupil A clearly possesses confidence in mathematics and is not a cause for concern in the overall learning that has taken place to this date. The observation completed on the same lesson as this piece of work provided an interesting insight into the pupils thoughts and emotions towards the learning that takes place in mathematics lessons. The observations made suggest that in mathematics, Pupil A is often happy to take a leadership role when completing work in pairs and is notably a lot more expressive in this area than others. The class teacher clearly has a great relationship with this student and in an interview with her she said that "Pupil A always gives the full 100% effort in all subjects. When in mathematics lessons Pupil A was clearly happier when working, and it shows in the quality of his work. The resources used do need to be heavily structured, just so Pupil A has enough time to concentrate on the skill at hand." This could suggest that as the work is accessible to Pupil A, there is a clear interest and motivation in improving and developing the learning that is taking place. The evidence above shows that there is no concern over the progress of this individual but a question mark over the challenge currently being faced in terms of tasks or activities. It is highlighted that in

the future more needs to be done to challenge the child into progressing even further, which Pupil A is more than capable of achieving.

Literacy, Language and Communication

In literacy, Pupil A is currently working at a level 3C, which is slightly behind where the participant should be for this stage of learning. The observation on a literacy lesson showed that Pupil A is still as enthusiastic to learn in literacy as in mathematics, as a great interest and positive body language is always shown when completing tasks in groups. However, when working individually to complete work, Pupil A found this a lot more difficult as there was less support available in completing the task at hand. In the interview with Pupil A on feelings and emotions to school life and the curriculum, I asked the question "What is your least favourite subject and why?" Pupil A replied, "I think literacy is my least favourite lesson because I find it a lot harder to finish the work. I don't enjoy completing the activities and writing." This information suggests that Pupil A becomes disinterested in the topic quicker than other lessons as there is not a genuine passion for the subject and if work is too difficult to complete then a total lack of interest is present. One area of the literacy that most definitely needs more thought for progression steps is the reading element. Pupil A currently has a spelling age of six years and seven months, which is comparatively low for a child aged ten years and one month. This issue is evident in the work collected on poetry from a recent literacy, language and communication lesson (see appendix C). The work clearly shows that Pupil A can provide really good ideas on the poetry read during the lesson, but the presentation and spelling brings the standard of work lower than where it should be. Pupil A chose this piece of work as the target child enjoyed the topics of poem, which in this case had a focus of LEGO. From the response given on this piece of work, Pupil A has shown that there is an interest in literacy when linked to the interests of the child. Ginsburg (2005) suggests that by planning and delivering lessons that are tailored to the interest of the class, higher levels of motivation to complete and engage within tasks increases. In terms of reading, Pupil A scored 79 which was slightly below average and outside of the 85 to 115 average. The reading observations shows that Pupil A is a confident reader in terms of trying to sound words out and is not afraid to make mistakes whilst reading and is also able to recall information and say what has happened during the story. Despite these positives, Pupil A clearly needs further work with expression as books are read in a monotone, staggered voice. The prior information has highlighted the need for extra support with the child in all aspects of literacy, with a focus on reading, spelling and communication skills.

Cornerstones

The placement school follows the cornerstones programme. Over previous weeks the class has been completing work around the theme of theme parks. Pupil A showed a high level of interest and engagement in this subject and really enjoyed the hands-on approach it aims to adopt. The piece of work Pupil A chose was a poppy poem (see appendix D), as it reminds people of what happened during the war. Again, this stresses the importance of providing Pupil A with rich activities that are going to provide real life experience or topics of interest familiar with the child. This work also reiterated the previous points on the need to improve on the spelling of recognisable words and is highlighted as the focus for next steps. In an observation during a lesson on estimating the running costs of the theme parks, it was clear that Pupil A enjoyed the creative aspect of the lesson and was able to comfortably create a floor plan for the theme park and felt confident working in a group as he was competent with the skill being taught. However, in a different observation from a lesson on script writing, Pupil A found it difficult to engage as there was a lot of writing and collaboration on what needed to be included. It was obvious that Pupil A didn't enjoy this activity just by looking at the body language of the child, constantly slouched, facing away from the group and writing individually. It was also noted that the child found it more difficult to exchange thoughts and opinions as he found the work too difficult to complete. This suggests a need for differentiating the activities further in skills that he is not competent with, as this will help him engage in the group focussed activities during cornerstones lessons.

Health and Well-Being

In this part of the data analysis, there will be a specific focus on Physical Education and the well-being of the child. When 'Successful Futures' takes full effect in the next few years, these areas will create a new area of learning called Health and Well-Being (Donaldson, 2015). As previously mentioned, Pupil A is new to the school within the previous year. The information in previous areas of the curriculum suggest that Pupil A is a confident individual. This is partly true as Pupil A is a very bright child and isn't afraid to share or discuss ideas with classmates. It is easy to assume that because of the confidence shown during lesson time, a similar trend in confidence would be shown in social situations. This, however, is not the case. From the observation created during playtime, it was clear that Pupil A was struggling to integrate within the class dynamic, and clearly showed no interest in trying to build relationships with the other children on the yard. It was also noted that Pupil A enjoys the company of adults and tends to stay with the familiar members of staff instead of interacting with the rest of the children in the school. The school did previously have an intervention in place for this, where a buddy system was used for Pupil A to get to know the children in the class in the first and last breaks and gives free time during lunch to gather thoughts and spend some time

alone. From discussions with the class teacher it was clear that this was starting to take a positive effect on Pupil A as confidence began to grow in the classroom and socially on the yard. However, this was stopped for a few weeks over the national testing period as it was a busy schedule for the school. Personally, I believe that this approach needs to be reintroduced into the school day routine, as it allows the individual to become more confident with the different children throughout the same year group and whole school. In terms of physical development, it was difficult to collect the information needed as PPA was the same time as Physical Education lessons. However, in the interview with the class teacher "How does Pupil A cope with Physical Education Lessons? Does he enjoy them?" To which the class teacher responded, "Again, Pupil A always tries his best in all subjects, but PE is a subject that he finds difficult. A lot of the boys in the class are very sporty and he finds it difficult to mix with those children." It is clear from this comment that Pupil A is a child that always tries to complete work to the best of his ability but struggles with confidence in areas in which there is a lack of knowledge. To combat this in future lessons, it is important that Pupil A is put in situations where he can develop simple co-ordination and motor skills as he doesn't usually take part in a lot of exercise.

Next Steps

Next steps

In this section I will be using the findings from the previous section on the analyse of the learner to establish the next steps to ensure Pupil A continues to progress across the curriculum and continues to show high levels of engagement and motivation to learn. I will go through each of the areas stated in the previous section, thinking of new pedagogical approaches that can be used to eradicate the issues currently being faced in the classroom.

Numeracy

From the analysis of the learner, it was clear that there was an interest in mathematics which made Pupil A feel more confident in working out answers individually and sharing them with the whole group. One issue that was raised was that Pupil A chose the numeracy work as the lesson was easy to compete. This suggests that Pupil A needs more of an academic push in numeracy, as the work set may not be challenging enough. To ensure that Pupil A continues to develop in numeracy, I believe that more real-life experiences would help cement a deeper understanding of the skills being taught. I think this will benefit Pupil A as it will help gather a greater understanding of the task and the skills being taught and provide opportunities to work collaboratively in more practical lessons. Askew et al., (1997), suggest that the most effective primary schools have a consistent approach where children are given opportunities to interact with other pupils whilst completing tasks, as it helps develop a greater understanding of the skills as it is constantly requiring the children to provide reasons for their answers. Not only will this improve the skills and understanding of Pupil A in numeracy but will also provide more opportunity to socialise with the rest of the class and develop oracy skills. As the placement school tends to offer hands on experiences where children can interact and discuss the learning taking place, I believe it would be relatively easy to implement this into the classroom. This could be achieved by either planning and delivering this type of lesson on a more regular basis for the class as it would be something they would enjoy or differentiate the lessons further to introduce this type of lesson regularly for Pupil A individually. This approach is very much in line with the 'Successful Futures' report, as it promotes co-operative learning in the classroom. The resources planned would need to be more concrete, something that Pupil A can touch or pick up, as this will make the learning that takes place more beneficial. Obviously, this can't always be the case during mathematics lessons, with strands of the curriculum needing a lot more teacher input and children completing tasks individually, but as many of the children in the class, including Pupil A, enjoy this type of learning then it should always be considered. Another progression step highlighted is the need for more work to be completed at home. Hallam and Rogers (2018) suggest that homework is highly beneficial to students developing their own numeracy skills as it promotes independent work and allows more time spent practicing as school days are short.

This will require further planning for the teacher, as the work being sent home needs to be at the correct difficulty for him to complete the work competently. Bempechat (2004) also suggests that homework has the potential to practice and develop key skills and knowledge, as well as promote self-recognition in the importance of trying and overcoming the different challenges and mistakes made whilst completing activities or tasks.

Literacy, Language and Communication

It was evident that the learner faced confidence issues in this area of the curriculum. It is clear from the levelling's and test scores that Pupil A needs more of a focus on Literacy, Language and Communication, as there is a clear struggle to complete tasks independently. The observations also showed us that Pupil A again was more competent in completing the work when working in either pairs or small groups, as he could share and discuss his thoughts and opinions on the subject. This is a similar trend to the mathematics progression steps, where a similar collaborative approach was clearly better suited. As the knowledge of the child is lower in literacy than anywhere else in the curriculum, the discussions again allow him to check his thought and opinions with the rest of the group, which is often a checking strategy as there is no confidence in the work being completed independently. The interview process identified literacy as disinterest to Pupil A, as the work was often too difficult to complete or didn't enjoy the amount of writing he was being made to do. This again stresses the importance of getting to know the children in your class, thinking about what they like and dislike and trying to use this to steer planning. This was evident in the reason Pupil A chose his favourite piece of literacy work, as Pupil A said that the LEGO made the lesson on poetry enjoyable, something that Pupil A doesn't enjoy doing. Alongside the obvious confident issue, the main cause for concern is developing the child's spelling. The school does follow the 'Read, Write Inc' (2018) course, but with Pupil A being new to the school he is unfamiliar with the spelling and sounding out of words. As the child is three years and one month below the actual child's age, I believe Pupil A would benefit from taking part in some of the higher foundation phase lessons, as this would be suited to his current stage, rather than the actual age. This would help Pupil A catch up to the expected level, as currently the level of the work being written in books is clearly higher than the level of the target child. There is also an additional 'Read, Write Inc.' course which focusses on spelling. The course is online and requires children to complete a fifteen-minute activity every day. I believe this will be beneficial to Pupil A as it is fast paced and highly enjoyable to complete (Read, Write Inc, 2018). This issue surrounding spelling and lay-out of work has been hindering Pupil A in completing literacy work to the best ability, as the ideas are always solid, but the presentation lets the work down.

Cornerstones

Similar problems were faced in cornerstones lessons, with the practical lessons from the observations made it was clear that Pupil A really enjoyed the practical element of Cornerstones as they provided him with valuable and rich activities where he could put the skills to the test. For example, the practical lesson of planning a theme park and calculating the estimated cost of running the theme park. Pupil A was observed to be comfortable in this lesson, maybe because he shows a greater level of understanding of mathematical content and the skills required to complete the task. However, when challenged with a written piece of work Pupil A found it difficult to engage and appeared completely disinterested. In future lessons, I think that it will be important to again consider hobbies or interests that will focus the child on the work being completed. This would be achieved by differentiating lessons plans to Pupil A specific ability, creating resources that make the work as easily accessible as possible. Another way this could be counteracted is by having either myself or the class teacher offering constant support in literacy focussed cornerstones lessons, as this will provide the support needed that the rest of his group cannot provide. The cornerstones lessons are also a good way to implement the hands-on approach that Pupil A enjoys the most and as the tasks are group orientated it's another good opportunity to for Pupil A to integrate into classroom and get to know different children to the numeracy and literacy seating plan.

Health and Well-Being

It was clear from the data collection that Pupil A was having a benefit from using the buddy system already in place, as it helped build relationships with all the children in the class and made it easier to remember names as they were being mentioned to him more frequently. This buddy system also allowed Pupil A to take a break and gather thoughts. McAllister (2010) suggests that it is important to allow children suffering with ASD to have time to collect and gather thoughts throughout the day, as time is needed to digest and cool down. Therefore, I would like to re-introduce this back into Pupil A's daily routine as I think it would benefit him socially and make his time far more enjoyable at the new school. It was also evident that Pupil A struggled in terms of physical education and activity and isn't the most active during break and lunch times. Lee and Hodge (2017) suggest that the major findings in current literature suggest that children with ASD have a lower amount of physical activity than the typical child in the class. They also suggest that it is important to provide the child with a network of support from peers. For example, this could also be achieved by using a buddy system, asking one child to partner up with Pupil A and support them throughout the lesson. The findings from their study suggest that it is vital to create this network as it provides a better all-round experience for the individual, in-turn becoming and remaining physically active.

Conclusion

Conclusion

This assignment has offered me an opportunity to closely track and analyse a pupil in my class. The process of completing this assignment has helped me realise the importance of viewing the whole child, rather than making assumptions on their academical achievements. It has also made me think about the importance of introducing progression steps and that the data collected throughout the school day is vital when making such decisions. The mosaic approach allowed me to view the child from a wider scope (Clark and Moss, 2011). As the methods of observation varied, I could collect data on the child's attitudes towards learning and the skills and knowledge they possess. This worked nicely in line with the ASK model, as the different strands focussed my observations on these areas (Nottingham, 2013). Completing this assignment also stressed the importance of getting to know each child in the class individually, as this type of relationship can help inform future practice and planning. One of the main limitations during this study was the lack of evidence collected on the physical activity of Pupil A, which made it difficult to analyse. Another limitation to the study was the lack of time to collect detailed enough evidence to make informed decisions. If I was to complete this study again, I would ensure that data was collected over a longer period, as this would have enabled me to collect further evidence and build a stronger relationship with the pupil.

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Appendices

Appendix A – Consent Form



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): Pupil A

SCHOOL NAME (PLEASE PRINT): Placement School

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

Sarah Evans

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

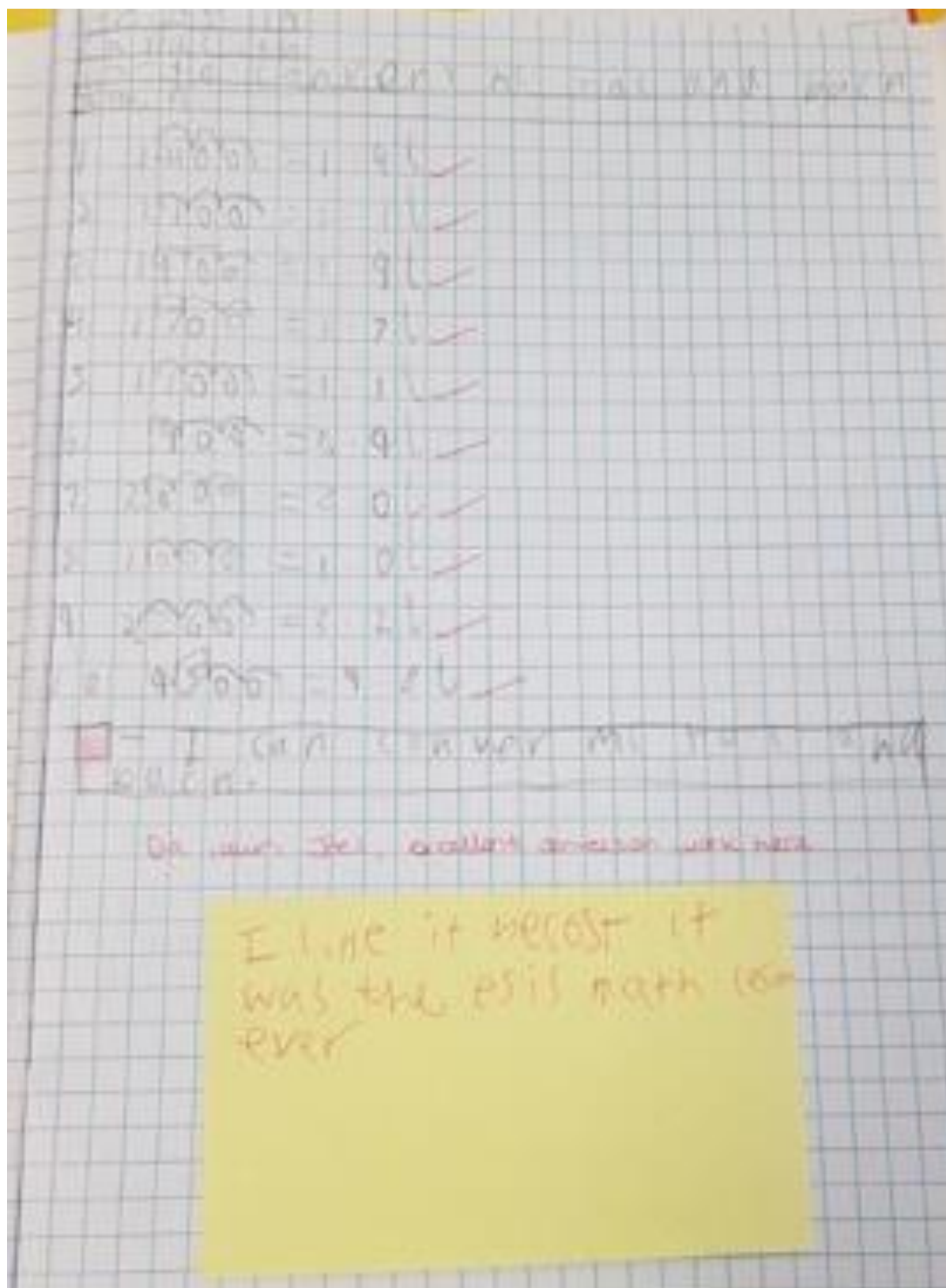
If you have any queries regarding this, please contact the module lead, Mr Mathew Jones. M.Jones@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

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Appendix B – Pupil A's Favourite Numeracy Lesson



Appendix C – Pupil A's Favourite Literacy Lesson.

Tuesday 14th May
 Who says?
 LO: to develop awareness of the narrative voice
 in a text.

■ You clearly explained why you liked this poem best!

Well done! 😊

Block City
 What are you able to build with your blocks?
 Castles and palaces, temples and docks.
 Rain may keep raining, and others go roam,
 But I can be happy and building at home.

Let the sofa be mountains, the carpet be sea,
 City for me:
 Palace beside,
 Where my vessels may ride.

Again,
 The ships and the men,
 And where'er I may be,
 My town by the sea.

I like it be cost
 I like lego and
 Pomes

personally I enjoyed this poem because I'm so in like the child is enjoying it with his block. In addition my favourite line is because there is a fun activity for me because I like to read another poem. Another poem is in my favourite in because it is establish the poem.



Appendix D – Pupil A's Favourite Cornerstones Lesson



STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (50% Max)		
	Over 1 week late (0%)		

