1500262



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

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

Word count: 4,485

Introduction

This assignment will follow one specific child within a primary school setting and provide a detailed analysis of the child's holistic development, with clear justifications for the next steps in the child's learning.

The following research took place in a primary school in the small town of Garndiffaith in the Torfaen local authority. The school is a partnership school with University of Wales Trinity Saint David (UWTSD). BERA (2018) states that it is essential that researchers recognise the participants' right to privacy and must respect their rights to confidentiality and anonymity. Therefore, the use of names of participants or the name of the school will never be used. More regarding this will be discussed later.

The school currently has 302 pupils aged between three and eleven on roll. The school has nine classes of students. Around 40% of pupils are eligible for free school meals (FSM) with is considerably higher than the Welsh average of 21% (Estyn, 2019). Additionally, 34% of pupils have been identified as having some form of additional learning need (ALN)(Estyn, 2019). No pupils, however, have a statement of special educational needs (SEN).

The child in focus during this assignment will be referred to as Child 1. Child 1 is an 8-year-old girl in a Year 3 class. She is an intelligent girl, who always tries her hardest in all work set. She has recently been moved from a table of middle ability children to a table of higher ability children to allow her confidence and independence to grow, which will have a positive impact on her learning. She always has 100% attendance, which has evident benefits on her learning.

Data collection

Mosaic Approach

When completing the research, a variety of methods were considered. However, some were identified to be more beneficial to the research.

The primary data collection method for the research was the Mosaic approach. The Mosaic approach enabled young children to imagine and create a "*living picture"* of their lives (Clark and Moss, 2005, P.13). The Mosaic approach brings together a variety of essential research tools which enable the researcher to explore and listen to young children's views, opinions and experiences (Clark and Moss, 2005). These

essential tools are required to "*play to young children's strengths, methods which are active, accessible and not reliant on the written or spoken word"* (Clark and Moss, 2005, P.13). These essential tools are displayed in Figure 1.

Method	Comments
Observation	Narrative accounts
Child conferencing	A short structured interview schedule, conducted one-to-one or in a group
Using cameras	Children using cameras to take photographs of 'important things'
Tours	Tours directed and recorded by the children
Map-making	2D representations of the site using children's own photographs and drawings
Interviews	Informal interviews with practitioners and parents

Figure 1: Tools used in the Mosaic approach; taken from Clark and Moss (2005).

The Mosaic approach has three main stages. In stage one, children gather information and together, children and adults begin to assess the gathered information. In step two, the children and adults discuss and interpret the overall meaning of the gathered information. This follows on directly from step one, and includes the children, the researcher, practitioner(s) and if relevant, the families. Finally, in step three, the adults and the children establish what would change and what would remain the same as the result of the findings (Clark, 2007).
In this research, the children will gather information regarding their progress in education. This will include photographs of favourite activities and discussions about their progress in work. Following on from the gathered data, myself, the class teacher and Child 1 will discuss relevant steps needed to be taken to ensure Child 1 continues to develop in all areas of their learning.

Observations

Docherty and Sandelowski (1999, P.177) have stated that children have been regarded as "*the best sources of information about themselves*" and should therefore, be involved in research about themselves. Cohen, Manion and Morrison

(2011), however, state that the researcher should be able to enter the world of a child and see childhood culture through the eyes of a child. Therefore, it is essential to complete observations in the research to see the child in a natural environment and gain a realistic view of the child's holistic development. One of the most distinct and clear features of observations as a research method is that it provides the researcher the opportunity to gather live data from natural environments and gain a clear understanding of certain events (Cohen, Manion and Morrison, 2011). As stated by Simpson and Tuson (2003) observations provide records that will be much more detailed and more direct than data collected from any other research method and the records of an observation offer a permanent account of a specific situation, an account in which can be used in a variety of ways at a later date. Observations, however, are open to interpretation of the researcher. When observing, there is a risk of the researcher thinking something different to what is actually happening (Cohen, Manion and Morrison, 2011).

Ethics

Throughout the whole research process, the ethical guidelines set out by and emphasised by the British Educational Research Association (BERA, 2018) were adhered to at all times.

According to BERA (2018), it is essential to gain consent at the start of a study, therefore, consent forms were sent home to the parents of the children in the class in order to gain "*informed voluntary consent*" (BERA, 2018. P.9) (appendix 1).

As is presented by BERA (2018), it is essential and absolutely critical for all researchers to take fundamental steps to ensure all participants understand the process of the research taking place, and they understand the structure of the research. This includes the reasons for the voluntary participation of participants, how the data collected during the research will be used and stored, and how the results and findings will be reported, and to whom they will be reported to (BERA, 2018). All of this necessary information was included on the consent forms and discussed with the child before the research took place.

Alongside this, all participants were fully aware of their right to withdraw from the research at any given time and were informed that if they made the decision to withdraw, all information and data regarding the participant would be destroyed (BERA, 2018).

Also, the confidentiality and privacy of participants was respected at all times during the research. Pseudonyms were used throughout to hide the identify of participants and the setting in which the research took place. As is stated by BERA (2018) "*the confidential and anonymous treatment of participants' data is considered the norm for the conduct of research*" and therefore, the names of participants and the name of the school have been changed.

Analysis of learner

Literacy

When given the freedom to take photographs of favourite areas, displays and topics, child 1 took a photograph of the Literacy display board (appendix 2). When asked why she took this photograph, child 1 explained that literacy is her favourite topic and later stated that it is her favourite because "*she loves to write stories*". Due to child 1's love of literacy, it is essential that her skills are challenged. Barton (1994) states that teachers should actively engage in literacy with the children they teach in order to support, challenge and extend the child's literacy learning. Although she enjoys literacy, and focuses on her task straight away, child 1 sometimes struggles with her sentence structure and requires support with her work. Evidence of this has been collected from child 1's literacy book, which demonstrates a lack of understanding with some sentence structures (appendix 3). However, as Millard's work illustrates, literacy is much more than just reading and writing, it is embedded in the contexts in which literacy occurs and the meaning it holds for individuals (Millard, 1997). Millard (1997) states that people read and write for different reasons, but their literacy is always fundamental. Child 1, however, did not take any photographs of the reading corner, which indicates her preferred area of literacy is writing. This was also evident in an observation of the children reading, where child 1 was disengaged and not paying attention to the book (appendix 4). This was later discussed in an interview with the child, where she expressed writing was her favourite because she can write whatever she wants in her stories and she is able to use her imagination more. From the work collected, it is evident that literacy is child 1's strongest subject. In previous assessments, child 1 has been awarded a level 3b in her work as her work is often organised, imaginative and clear. As well as the basic grammatical structure of her sentences being usually correct (Welsh Government, 2016). With small

improvements, child 1 is able to improve her assessment levels to a 3a with aspects of a Level 4.

Maths

In reference to mathematical development, child 1 states that although she enjoys maths lessons, it is not one of her favourites. During maths sessions, child 1 is easily distracted by others on her table and this distraction is evident in the quality of her work. From the samples of work collected, it is clear that child 1 produces higher quality work in literacy which may be the result of less distractions and the fact that she thoroughly enjoys literacy. child 1 took a photograph of the mathematics window, and stated she loves how it is there to help you when you're stuck (appendix 5). When practicing for the National Tests, it was clear that child 1 was more confident with the reasoning tests than the procedure tests. This may be the link between Literacy and Mathematics. From observations, a main issue with the mathematical development of child 1 is an issue with confidence (appendix 6). Due to past experiences with mathematics, child 1 has shown little confidence and self-esteem with mathematics. As is suggested by Haylock and Thangata (2007), a little anxiety can be a good thing as it sharpens the mind of the individual, too much anxiety, however, can be destroying. When working with an adult, child 1 is able to use her skills to calculate answers to a variety of questions. When working individually, however, it is clear that child 1 worries about her work and continuously asks for reassurance that her methods are correct. Butterworth (2005) identified that confidence and self-esteem comes from not only knowing what you are doing, but also from knowing that you know what you are doing. This is evident when child 1 has the reassurance she needs. Although child 1 is more confident in literacy, and this is evident in her work and assessment levels, in previous pieces of work, she has been awarded an average level 3 rather than a strong level 3. Throughout her work, child 1 is able to organise her work, check her results and try different approaches to different questions, as well as explaining her choices for these approaches (Welsh Government, 2016). Alongside this, when working with prices and calculating how much it would cost to build a specific about of tipis, child 1 was able use decimal notation in recording money. With a boost in confidence, and further improvements in her work, child 1 will see improvements in her National Curriculum levels.

Wellbeing

When asked which part of the school day she most enjoys, child 1 responded with "*straight after lunch. When we do mindfulness*". Every day from 12:45 until 13:00, the children take part in a mindfulness activity which involves watching a video on YouTube and copying everything the lady on the video is doing. This usually involves breathing and listening techniques. By taking part in this activity, the children are able to calm down after lunch, and get ready to start a new topic. According to Diener (1984;1994) wellbeing can be described as the presence of positive affect and the absence of negative affect. When asked why she enjoys the mindfulness activity so much, child 1 replied with "*because it makes me feel calm and makes me feel happy before we do work".* This correlates to the views of Harter (1983), who believes that one of the affective components of wellbeing can also be usefully defined as 'happiness', which is one of the first emotions easily recognised by children. Although happiness is a crucial element to wellbeing, most of the existing research focuses primarily on what makes a child happy, not how happy they are (Park and Peterson, 2006). There are, however, four methods to assess happiness and wellbeing among young children. One of the most reliable is observations.
In a lesson observation, I focussed on child 1 for most of the time. For the duration of the observation, child 1 was smiling and laughing with her peers, showing her enjoyment of the task. Although it is different to assess why child 1 was happy, her happiness had a direct effect on the quality of her work. If child 1's wellbeing continues to flourish, the quality of her work will continue to improve.

Physical Education

From observations during physical education lessons, it is evident that child 1 struggles during the lessons. According to the Welsh Assembly Government (2008), physical education encourages learners to explore and develop the essential skills required to take part in a variety of activities. Alongside this, it is suggested that competitive activities offer opportunities to learn skills specific to games and offers opportunities to play in a team. During sessions, it is evident that child 1 struggles to play as part of a team. Although she demonstrates some level of competitiveness, there is very little evidence of child 1 feeling confident when working with a team. During a recent game of Bench Ball, child 1 stood away from the rest of her team

and very rarely got involved in the game. When given the opportunity, child 1 is able to catch the ball, pass the ball, travel at different speeds and use a variety of skills during the game (Welsh Assembly Government, 2008). When questioned on this, child 1 stated she did not feel confident in P.E lessons. She later went on to explain that she feels the boys "take over" in team games, and do not let the girls get involved. For aspects of the lesson, this was the case. The children who regularly disrupt lessons in the classroom environment tend to be livelier and more energetic in P.E lessons, as this is a form of release for them (Morgan and Hansen, 2008). The physical, social and emotional benefits of physical activity are well researched, and it is suggested that PE provides the opportunity for children to develop critical knowledge and skills to lead a physically active lifestyle (Hands, 1999). Therefore, it is essential that all children take part in planned P.E lessons. If child 1 gained more confidence and joined in with competitive games during P.E lessons, clear improvements will be evident on all areas of learning.

Science

As stated by Harlen and Qualter (2014, p.9); "*science is a major area of human mental and practical activity and the knowledge that it generates plays a vital part in our lives and in the lives of future generations*". This knowledge is evident in child 1, as she is aware of the problem's plastic is causing on earth and the necessity to reduce the levels of plastic being used in everyday life. In recent science lessons, when learning about habitats and organisms that live in the woods, child 1 was able to transfer prior knowledge into more advanced learning where we moved our lesson into the woods and searched for habitats and organisms. Prior to this session, the children completed a research activity to identify key information about organisms and habitats. During this session, child 1 was able to identify the environmental factors that affect where organisms live, such as temperature, amount of light and the availability of water. Child 1 was able to transfer the information found during the research lessons into During the lesson, child 1 was able to use her knowledge of areas in which animals would live to search for specific organisms. She was able to define 'organism' and 'habitat' and identify the links between both. When marking work, it is clear that child 1 shows aspects of both level 2 and level 3. She is able to choose from given options where to find relevant information and ideas, and plan how she will display her findings, which demonstrates child 1 is a level 2. She is also,

however, able to talk about her ideas and use every day experiences to make simple predictions. For example, Child 1 was able to use every day experiences on the play yard to make predictions of the kinds of organisms and habitats we would find in the woods. She is also able to organise her findings and display them in simple tables and bar charts, which demonstrates aspects of a level 3 (Welsh Assembly Government, 2008).

Next Steps for the school and child 1

Literacy

As stated by the Education Endowment Foundation (2017a), good literacy skills provide individuals with the required building blocks not just for success in school, but for fulfilling careers and rewarding lives as adults. It is, therefore, crucial that children are able to produce the highest quality work in early education in order to continue improving.

Speaking and listening are at the forefront of language and literacy, not only as foundations for all reading and writing aspects, but they are also essential skills for thinking and communication (Coe *et al.*, 2015). Therefore, it is essential that speaking and listening skills are at the highest possible level for each individual child in order to improve other aspects of literacy and language. Teaching should focus on pupils' overall language development, particularly their expressive language, which will provide support for their writing skills. In particular, speaking and listening can be used to model and develop expressive language for child 1, as sometimes she struggles to put what she wants to say in meaningful and accurate sentences. By developing expressive and receptive language, child 1 would be able to articulate ideas before writing, which results in child 1 not being hindered by handwriting and spelling skills. Also, developing child 1's listening skills can further develop reasoning skills without the need to process the written text.

Also, when discussing possible steps in order to improve the literacy level of child 1, the class teacher mentioned more reading. Callison *et al.* (2010) states that exposing pupils to an increasingly wide range of texts, with a level of challenge appropriate to the individual, will develop and widen their language capability. The exposure to texts should include active engagement with a range of genres and media, including digital texts. By exposing child 1 to a range of texts, the language level and

vocabulary of child 1 will improve, meaning the quality of her work will improve alongside it.

Maths

Mathematical knowledge and understanding can be considered in the form of several components, and it is possible for pupils to have strengths in one component and weaknesses in another (Education Endowment Foundation, 2017b). From observations and assessments in mathematics, it was clear that confidence and independence was a weakness of child 1. In order to ensure the confidence and independence of students continue to develop, teachers should encourage pupils to take responsibility for, and play an increasingly active role, in their own learning (Education Endowment Foundation, 2017b). In order to take responsibility for their own learning, it is essential for pupils to develop their metacognition and motivation towards learning in maths.

The development of metacognition can aid children in becoming more effective and independent learning in mathematics. It can sometimes be thought of as a pupils' ability to think about their own thinking and learning. This can include examining the knowledge child 1 already has to inform the selection of a particular approach in order to solve a mathematical task, which child 1 enjoys during our 'investigation mathematics' sessions. Ultimately, the aim is for child 1 to be able to apply prior knowledge in approaches to ensure she can independently complete tasks (Education Endowment Foundation, 2017b). The development of metacognition would include the teacher modelling how to plan, monitor and evaluate thinking by reflecting aloud on a series of questions, demonstrating how child 1 would approach the independent learning. The sequence would include:

- What is this problem asking?
- Have I ever seen a mathematical problem similar to this before? What approaches did I take to solve it? Were the approaches successful?
- Could I represent the problem better with the use of a diagram or a graph?
- When re-reading the problem, does my answer make sense?
- Do I need further help and support on this question?

By completing these steps, child 1 will be able to work independently, increasing her confidence in mathematics and improving on areas in which she was struggling.

Wellbeing

Over the years, it has been widely recognised that a child's emotional health and wellbeing has strong influences on their cognitive development and overall learning (Durlak *et al.*, 2014), as well as their physical and social health and their mental wellbeing in adulthood (NICE, 2008; NICE, 2009). As Donaldson (2015) a continuing theme in education is the importance of well-being. Schools need to care both for children and young people's physical and emotional needs and help individuals to take responsibility of their own lives. Therefore, it is essential child 1 and other children has opportunities given to them to improve their wellbeing and mental health. These opportunities will be provided through the introduction of everyday mindfulness activities in small groups, to ensure all children are taking part. Discussions have taken place to allow each class a specific timeslot for each class to have time outside of the classroom to stretch their legs, relax and release any energy between sessions. Therefore, the only next steps relevant for child 1, would be to ensure she continues to complete mindfulness activities and sessions outside to ensure her health and wellbeing are at the highest level.

Physical education

As stated above, child 1 lacks confidence in competitive sports and games, which has a profound effect on the quality of work produced during in-class sessions. A critical next step for child 1 would be to participate in sports sessions, which would benefit her school work, social interaction and health. The Education Endowment Foundation (2018c) suggests that participation in sports can increase educational engagement and attainment, as well as social development, emotional development and health and wellbeing. The class teacher agreed that by taking part in sports activities, child 1 would progress further in all aspects of learning. The overall impact of sports participation on the academic achievement of individuals tends to be positive, providing an additional two months' progress on the child's educational development. There has been, however, some recent evidence that sports participation can have a larger and more beneficial effect on mathematical learning when combined with a well-structured numeracy programme (Education Endowment Foundation, 2018c).

Alongside participation in sports sessions, a next step for child 1 could be taking part in outdoor adventure and learning. This typically involves outdoor experiences such as climbing or mountaineering; assault courses; or outdoor sports such as orienteering, sailing and canoeing. These outdoor experiences usually involve collaborate learning experiences with high levels of physical and emotional challenges, which would benefit other areas of learning (Education Endowment Foundation, 2018e). Also, practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved, depending on the task, which would benefit mathematical and scientific development. Studies of adventure learning interventions to improve physical education show positive benefits on academic learning, as well as physical development. On average, a pupil who participates in adventure learning interventions make approximately four additional months' progress in all areas of learning. There has also been evidence of improvements in non-cognitive outcomes such as self-confidence and wellbeing, which will have a profound effect on all subjects. After discussions, the introduction of outdoor adventure learning could be a possibility as the school already has the resources to offer this opportunity to students, and it has been discussed to take classes up to the climbing area for an afternoon a week to enhance outdoor adventure learning and team building, which will have profound effects on all children, especially child 1.

Science

In regards, to improving science levels, child 1 would benefit from the development of metacognition previously discussed in the next steps for mathematics. Alongside the development of metacognition, child 1 would benefit from the introduction of peer tutoring. This includes a range of approaches where learners work in pairs or small groups to provide explicit support and guidance (Education Endowment Foundation, 2018d). Approaches to introduce this could include cross age tutoring, where younger learners work with older learners to provide support; peer assisted learning, which is a structured approach for specific subjects with sessions of 25-35 minutes timetabled two or three times a week for a specific period of time; and reciprocal peer tutoring, where learners alternate between the role of tutor and the role of tutee in the classroom. After discussion with the class teacher, an agreement was made stating that child 1 would benefit from working with an older learner, which will

provide her with increased confidence and further knowledge needed to ensure she us able to progress.

The introduction of peer tutoring in learning environments appear to have positive impacts on individual's learning, with an average positive effect on learning by provided approximately five addition months' progress on each individual involved (Education Endowment Foundation, 2018d). The approach appears to be particularly effective when pupils are provided with extra support from teachers, in the form of questioning frames and other resources, to ensure the quality of peer interaction is the highest possible. Peer tutoring appears to be more effective when the approach enhances normal teaching, rather than replacing it. After discussing this, it was decided that child 1 would benefit most from completing the normal teacher-led introduction to science lessons and taking part in cross-age tutoring when the children are set a task to complete (Education Endowment Foundation, 2018d).

Conclusion

To conclude, from observations and examples of work, it is clear that child 1 is a high ability child with very few steps needed to improve her work. In literacy, discussions have taken place with a conclusion of introduction further speaking and listening tasks to school life, to ensure children are accessing all aspects of the literacy curriculum in order to improve. Discussions about improving child 1's mathematical development have concluded with the agreement of introducing metacognition into child 1's learning to enhance her independence in learning and increase her confidence in the subject. Further discussions have taken place about improving wellbeing, physical development and science in child 1, all of which have resulted in agreement of what is required. Wellbeing will continue to improve as long as child 1 continues to take part in mindfulness activities. The physical development of child 1 will improve by participating in sports activities and the introduction of outdoor adventure learning. Whereas, science will use the same approach as mathematics to ensure child 1 improves.

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Appendices

Appendix 1 – Consent form

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

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 whereever 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): [redacted]

SCHOOL NAME (PLEASE PRINT) [redacted]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[redacted]

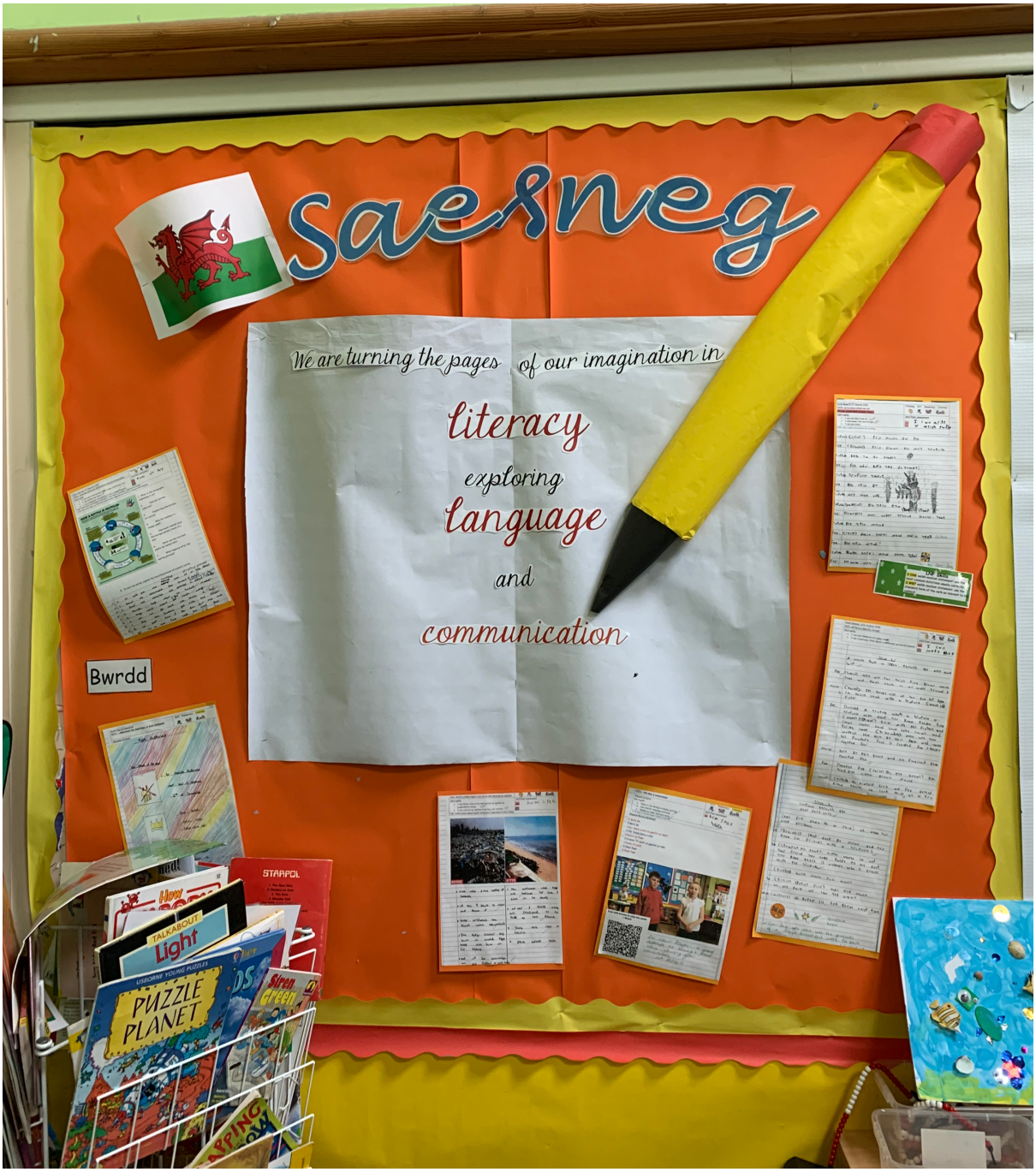
SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[redacted]

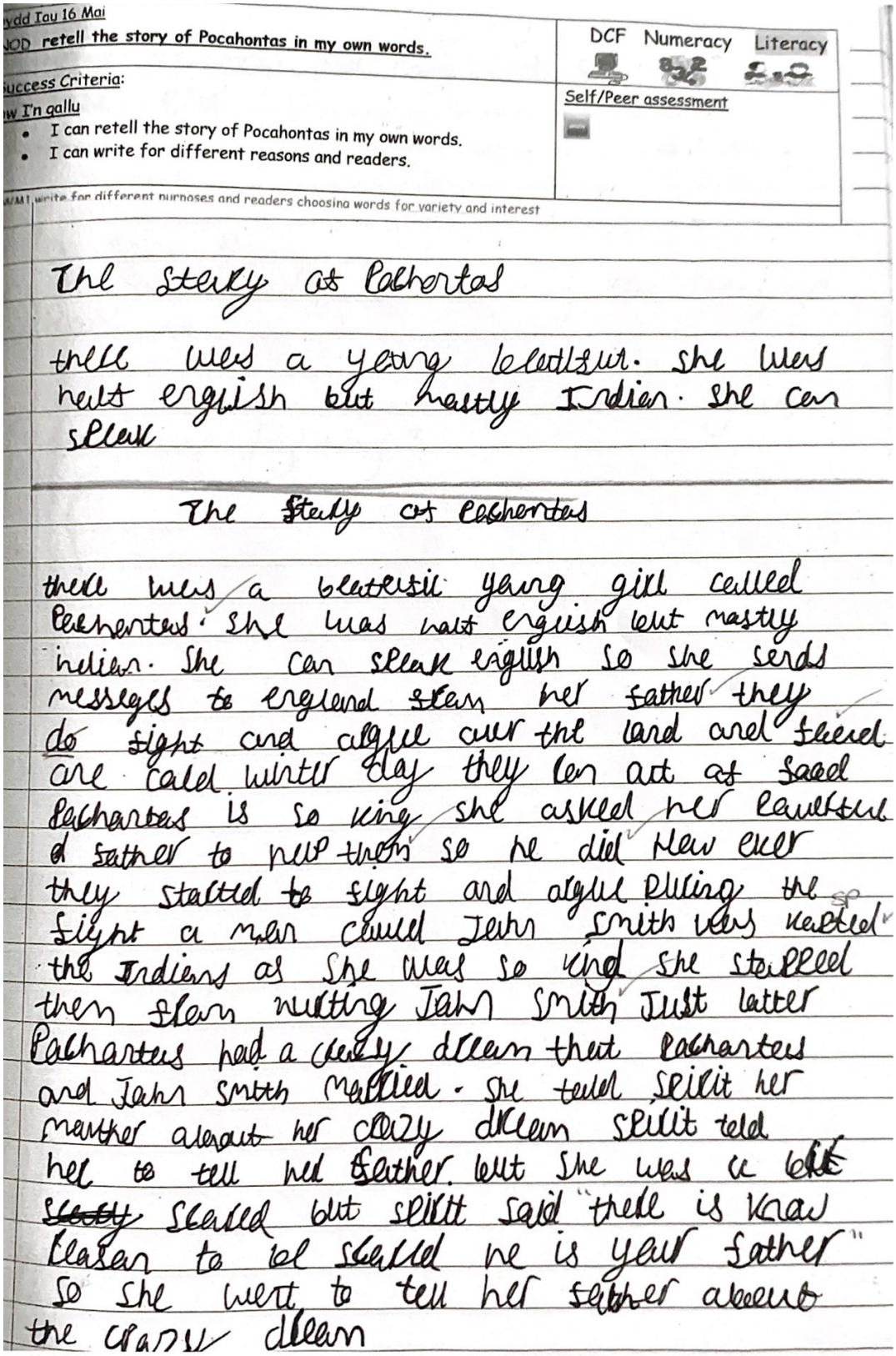
If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2 – Literacy display board



Appendix 3 – Example of literacy work



ydd Iau 16 Mai

JOD retell the story of Pocahontas in my own words.

DCF Numeracy Literacy

uccess Criteria:

w I'n gallu

- I can retell the story of Pocahontas in my own words.
- I can write for different reasons and readers.

Self/Peer assessment

A/M1 write for different purposes and readers choosing words for variety and interest

The Steiry ot Pocahontas

thell wes a yeung beetlsur. She wes neit englisn but mastly Indien. She can sleek

The ~~Steily~~ ot Pocahontas

there wes a beeterstil yeung girl cellled Pocahontes. She was nait enguish but mastly indien. She can sleek english so she serds messeges to englend ~~steen~~ her father they do ~~sight~~ and algue ouer the land and ~~teend~~ are cald wirter day they ten act as ~~saed~~ Pachantes is so king she asked her ~~cawtstud~~ d father to help thom so he did How ever they ~~stactted~~ to ~~sight~~ and algue During the ~~sight~~ a man clould Jahn Smith was ~~keeled~~ the Indiens as She wes so kind she ~~stoBBed~~ them ~~steen~~ nutting Jahn Smith Just latter Pachantes had a ~~cleiry~~ dreem that Pachantes and Jahn Smith ~~mattied~~. She teuld ~~seilit~~ her mauther aleaut her ~~cleizy~~ dreem ~~seilit~~ teld her to tell hid ~~Seather~~. but She wes a ~~bit~~ ~~sceedy~~ sceded but ~~seilit~~ said "there is knaw ~~Beaten~~ to ~~bl~~ ~~sceded~~ he is your father" So She went to tell her ~~seather~~ abeeut the ~~cra~~ dreem

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and Pocahontas and John Smith fell in love ✓
the end

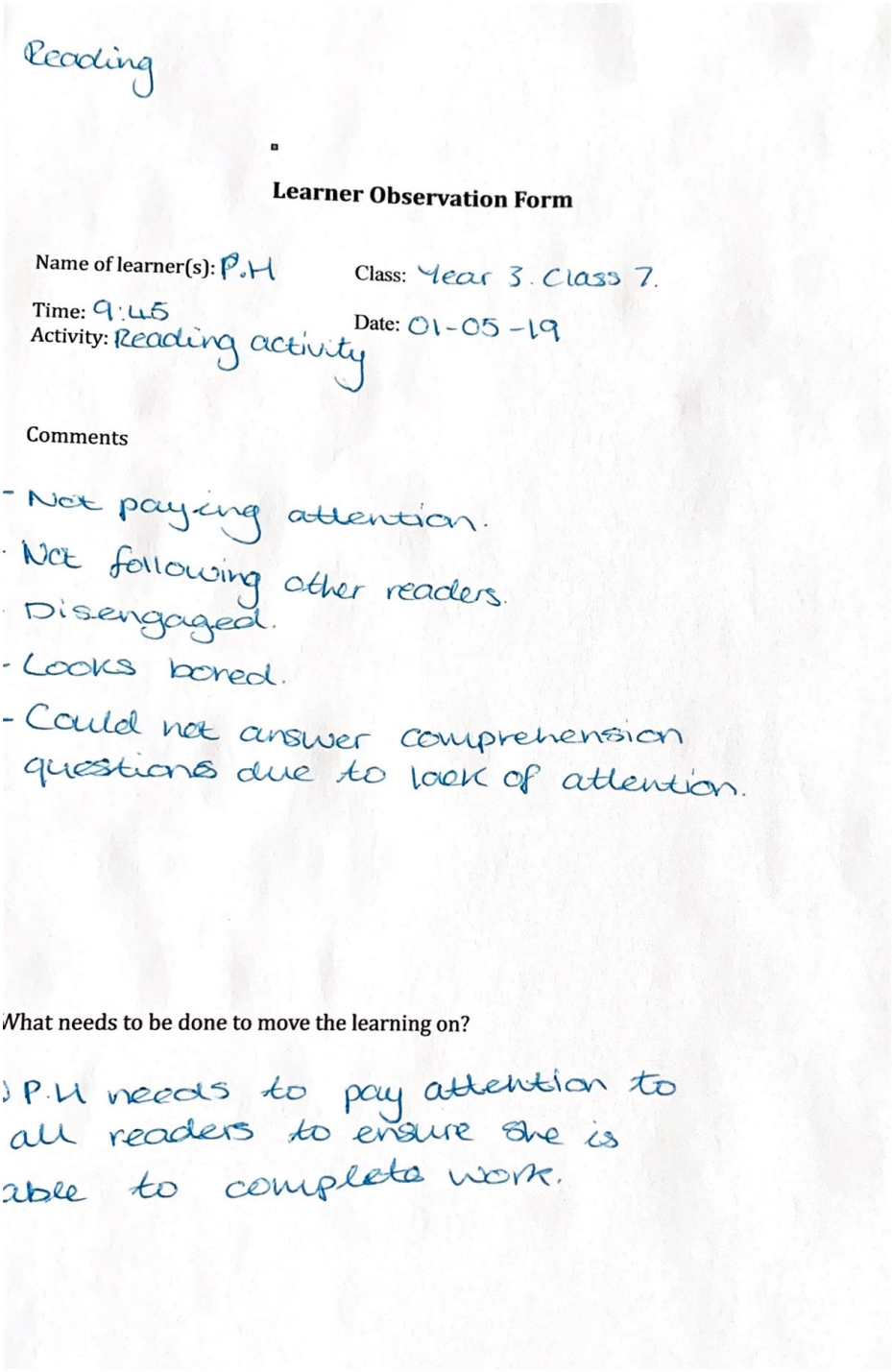
JT 16.5.19

Captured.

Da Iawn Poppy.
A good attempt at retelling the story of Pocahontas.

What were the names of the two groups that were fighting?

Appendix 4 – reading observation



Reading

Learner Observation Form

Name of learner(s): P.H Class: Year 3. Class 7.

Time: 9:45 Date: 01-05-19

Activity: Reading activity

Comments

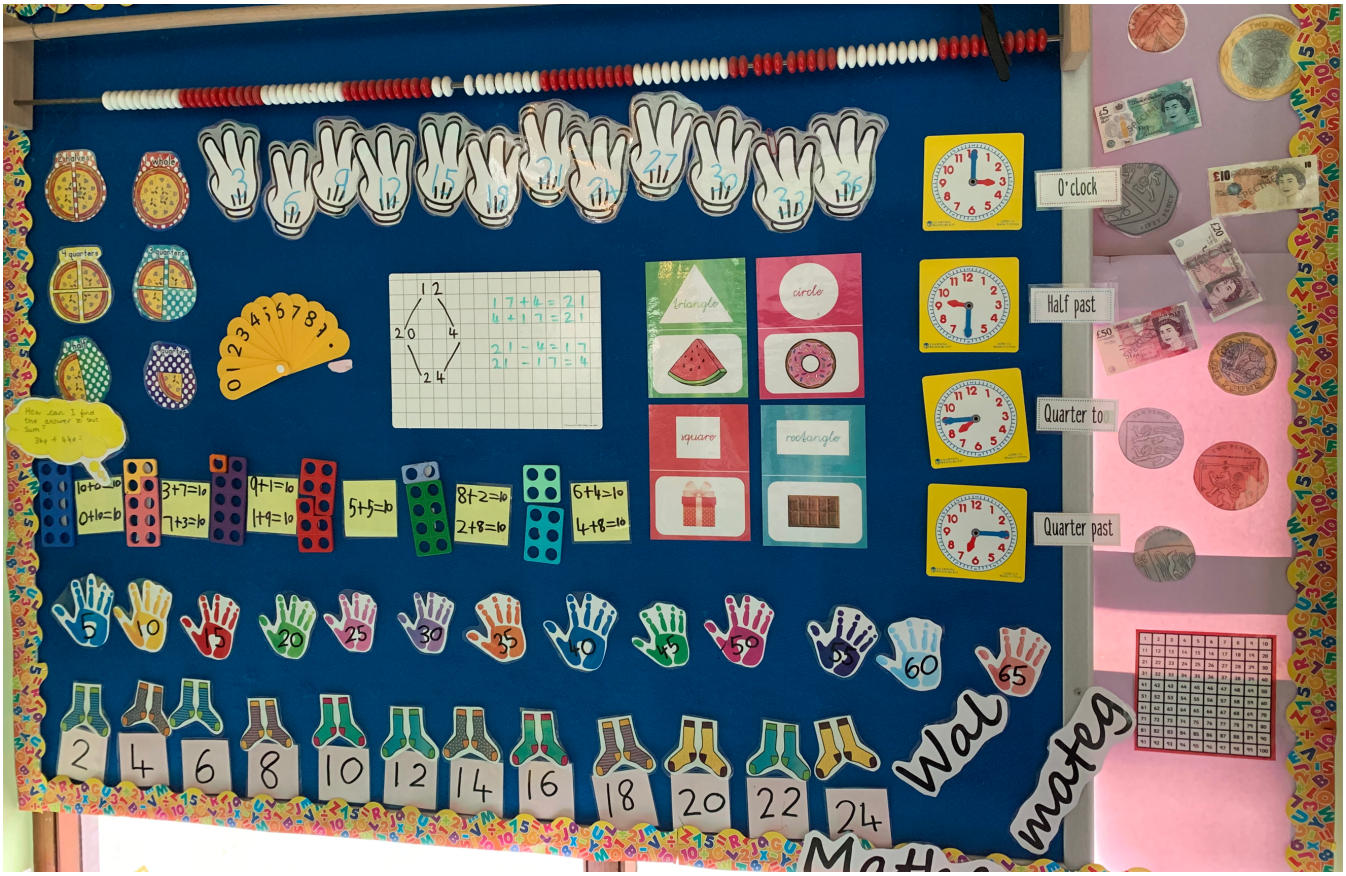
- Not paying attention.
- Not following other readers.
- Disengaged.
- Looks bored.
- Could not answer comprehension questions due to lack of attention.

What needs to be done to move the learning on?

P.H needs to pay attention to all readers to ensure she is able to complete work.

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Appendix 5 – maths window



Appendix 6 – maths observation

Maths

Learner Observation Form

Name of learner(s): P.H Class: Y3. C7.

Time: 10:25 Date: 09.05.19
Activity: Investigation

Comments

- P.H spent the majority of time asking for support.
- She knows how to work out the answers because it is a solution used before.
- Got upset because she felt she could not complete the work.

What needs to be done to move the learning on?

* Ensure the solution is fully explained before the session. P.H will then feel more confident with the task.