

This essay will support an individual pupil's progress by providing a detailed analysis of the child's holistic development, with justification for the next steps in learning. The pupil that will be the focus of this paper will be referred to as "Student A" and the school that he attends will be referred to as "School X". The names of the school and student are anonymised to protect both parties and the ethical considerations of this essay will be discussed further on. Student A is a Year 6 male who is sociable and according to the class teacher, he is scoring level 4 across all areas of learning and experience. School X is located in the centre of a town and provides education for pupils aged three to eleven years old. Currently, 42% of pupils are eligible for free school meals, which is more than double the national average of around 20% (Estyn 2016). Student A is in a mixed class of twenty-five Year 5 and Year 6 students, and one teaching assistant that supports the classroom. To begin with, this paper will discuss the data collection method adopting the Mosaic approach to gather data about Student A's learning journey. Next, there will be a detailed analysis of the learner referring to different areas of learning and experience to provide a holistic view of learning using Nottingham's (2013) ASK model. Thereafter, the paper will provide next steps with justifications of pedagogical approaches and resources put forward. Finally, the essay will conclude by discussing the strengths and limitations of the data collected.

As previously stated, this paper has adopted the Mosaic approach to gather information on Student A. This approach from Clark and Moss (2011), encourages pupil voice and perspectives on themselves as learners, and it also encompasses a range of different tools that piece together to form a fuller picture of the learner's perceptions. Due to the type of information to be gathered, the student-teacher discussed with the class teacher the requirements of the data

collection and the class teacher signed a confirmation and permission form stating the responsibility of the student-teacher during this part of the assignment (Please see Appendix A). Through the Mosaic approach, there is an emphasis on the empowerment of the individual or community to have a voice in the data collection and the transition process (Clark and Moss 2011). Therefore, the combination of observations and child conferences provide the scope for flexibility and creativity when using these methods of data collection. To provide a more reliable perspective of the classroom, Student A was informed of the analysis and data collection process. Many of the observations on Student A's learning were made when the class teacher was in control of the session. This was an attempt to find reliable data and limit the Hawthorne effect; where people change their behaviour in response to being observed (Chesterfield 1997, McCarney et al 2007). Student A was able to play a significant role and allow his voice to be heard in the data collection through pupil-led feedback sessions and semi-focused interviews. Clark (2004) and Cohen et al (2011) have both emphasised that the choice of setting for the discussions with students are critical. Following these requirements, pupil-led feedback sessions and semi-focused interviews with Student A and his peers were held in places that he felt secure and safe, such as the lounge area in the classroom (Please see Appendix B). Pupil-led feedback sessions were used as a method of data collection because of the opportunity it provides the student to give their unique and individual opinion, an important part of the Mosaic approach (Clark 2004). Semi-focused interviews were also selected as a research method to conduct certain types of qualitative analysis, such as conversation analysis where students can relate back to experiences in the lesson (Cohen et al 2011). However, Wood and Smith (2016) suggest that semi-focused interviews can lead to inconsistencies in research through children losing focus on the purpose of the discussion. Other methods of data collection following the Mosaic approach

are student-led tours and cameras. The former enables young children to be the experts in this stage of the research evaluation process by Student A leading the tour (Clark and Moss 2011). The latter approach provides an opportunity for Student A to visually communicate their ideas and feelings, which again allows the student to take responsibility of their own learning cycle (Clark and Moss 2011). The methodology discussed in this section of the paper demonstrates how the Mosaic approach moves towards a child-centred agenda, where methods such as the cameras and tours can highlight unknown priorities of children (Clark 2004).

The paper will now demonstrate the awareness of ethical issues that is required when conducting this type of research. As previously discussed, the student-teacher discussed the requirements of the data collection method of this research to the class teacher and head teacher of the School X (Please see Appendix A). In addition to considering the safeguarding protocol of School X, the student-teacher also discussed the research proposal with the parents of Student A and they signed an informed consent letter (Please see Appendix A).

Furthermore, the methods of data collection involving the students taking responsibility and leading the process will follow other ethical guidelines. Article 12 from the UNCRC; states that children have a right to express their opinions, and there are numerous opportunities for Article 12 to exist in the methods used to collect the data. Also, in accordance to the BERA (2018) guidelines and as previously stated, the student and school involved in the research have remained anonymous and output given from the Student A has remained confidential. In addition to the anonymity and confidentiality of the student and school, safety principles will be practiced to secure care and respect for the participant.

The essay will now present a detailed analysis of Student A's learning from a range of different areas of learning and experience including language, mathematics, wellbeing, science and humanities. The analysis of Student A's learning will reflect a holistic view of his learning through using Nottingham's (2013) ASK model, which acknowledges the role of attitudes, skills and knowledge in learning. Nottingham states that the key is to recognise the value and responsibility that the ASK model plays in the learning process, and to then ensure that all three elements coexist in the development of children's education.

Regarding mathematical development, Student A has been positioned in the level 4 category from his class teacher. When discussing Student A's mathematical development with the class teacher, it appears Student A has the skills and knowledge elements of the ASK model, however, the student struggles with the right attitude to progress in learning. The skills and knowledge possessed by Student A in some areas of mathematical development can be demonstrated in the appendix (Please see appendix). Here, it is evident that Student A can identify reflex angles and is able to draw and measure obtuse and acute angles in multiples of five degrees (Welsh Government 2015). The data from Appendix AB illustrates that Student A possesses the skills and knowledge to identify acute, obtuse and reflex angles, and is able to order them in a column. These skills highlighted are a part of the "using measuring skills" strand from the Key Stage 2 Mathematics Programme of Study (2015). It is also evident in the Appendix, that Student A is able to use the numeracy skills from mathematical lessons in other areas of the curriculum. However, reflecting back to the comments made by the class teacher, Student A does not always have the persistent and resilient attitude to learn. In particular, it was suggested that Student A

needs prompts and initial reminders at the start of sessions. This relates to the pupil-led feedback on learning experiences with Student A, where he suggested that when using the protractors, it can be tricky and confusing with the two scales. Reflecting on this feedback session with Student A, it can be argued that he does not have a positive attitude towards this area of learning in mathematics because he does understand the skill of how to use a protractor to measure an angle (Nottingham 2013). This point is similar to the study from Bennett et al (2012), where they discovered that self-rating and self-attitude have a significant relationship with overall grades in mathematics for primary school students. From looking at the data provided about Student A's mathematical development, it can be suggested that there needs to be activities and a pedagogical approach to increase positive attitudes in the mathematical lessons.

Moreover, Student A has also been positioned at level 4 for language development from his class teacher. Student A has a different relationship with the three elements from the ASK model (Nottingham 2013) when analysing the language development of his learning. Through reflections and pupil-led feedback sessions with Student A, it seems the student has a positive and curious attitude to skills being covered in the language sessions. Student A specifically commented about the use of the comedic but informative online videos used to hook the learners at the beginning of lessons (Please see Appendix). This reinforces the arguments made by Sutherland and Bonwell (1996), who highlight that it is vital for teachers to engage students at the beginning of lessons using a variety of strategies. In terms of language skills, Student A illustrated that he was able to structure and organise his writing using a range of features, such as sub-headings and diagrams: these are key writing skills in the Key Stage 2 English Programme of Study (Welsh Government 2015). Specifically, Student A commented that it felt good to

understand what information to put under a sub-heading and how you can be creative by using your own perspective when reading a sub-heading and writing the information for it (Please see Appendix). The knowledge part of the ASK model discusses learners being able to demonstrate complete understanding of the new learning and being able to explain its wider significance to others (Nottingham 2013). Student A displayed knowledge of using these English language skills by using certain skills and techniques himself before the designated lesson in which other skills are taught. It is also evident that Student A has the knowledge element of the ASK model in certain areas of the language area of learning, by the way he uses this skill across the curriculum. The data presented and analysed for the language development area of learning suggests that Student A's current achievement and attitude towards their own learning could be different. Student A is currently positioned at level 4 in the Key Stage 2 English Programme of Study, the findings propose that this student could be encouraged more in the classroom by increasing the difficulty of his work.

The next area of learning and experience where data from Student A will be presented and analysed is science. Similar, to the language development area, it can be argued that Student A has a positive relationship with all three elements of the ASK model (Nottingham 2013). Student A's most recent scientific topic has been how light travels. Generally, the students have been investigating the science behind everyday things and are given the opportunity to carry out different types of enquiry (Welsh Government 2015). Student A was able to demonstrate the skills and knowledge of reflection in how light travels by writing up his experience of creating a periscope (Please see appendix). Also, through observations, Student A and his peers attempted to identify a range of objects in the classroom to see which objects reflected the light from the

lightbulb. This illustrates the wider significance of this learning that Nottingham (2013) writes about. During reflection of science lessons, Student A stated that this subject is “good fun” and engaging with the different investigations that are carried out (Please see Appendix). The opportunity for active and interesting sessions in science lessons through scientific investigations can be used as a platform to develop a positive attitude from students to a subject (Aho et al 2011). Student A highlighted that making the periscopes to demonstrate how light is reflected was “cool” and this illustrated the positive attitude to this area of learning. This scientific investigation incorporated creativity and innovation, which is one of the wider skills that Donaldson has highlighted are necessary for modern life and work (Donaldson 2015). It also provided an opportunity for Student A to have meaningful social learning experience in the classroom, and this aligns relates to learning theorists Vygotsky and Bruner (Schunk 2012). It is suggested that social constructivist learning experiences create active, authentic and collaborative learning opportunities which have been said to support the child’s holistic development in education (Somyurek 2014). Student A’s current attitude and achievement to the science area of learning and experience can be illustrated in his work that is provided in the data (Please see Appendix A).

Moving forward, this paper will present and analyse data from Student A’s current attitude and achievement in the humanities area of learning and experience. The class teacher stated that the humanities sessions take place in the afternoon and the session relate to the numeracy or language skills that have been learnt during the morning sessions. This provides an opportunity to assess if students can transfer the skills and knowledge from the morning sessions to cross-curricular problems. Student A suggested that learning about the world map was interesting,

especially looking at maps and being able to locate something on the map (Please see appendix). Here, Student A is referring to the opportunity of applying number skills in the classroom to measure, gather and analyse data from a geographical perspective (Welsh Government 2015). From the evidence provided in the appendix (Appendix B), Student A is able to read, write and plot coordinates in four quadrants and can refer to the x axis and y axis: these strands are a part of the algebra skills strand of the Key Stage 2 Mathematics Programme of Study (Welsh Gov 2015). This cross-curricular skill demonstrated by Student A, links to the significance of numeracy skills being developed across the curriculum (Donaldson 2015). The evidence provided in the work Student A has completed and the reflections from the pupil-led feedback sessions suggests that the three elements of the ASK model (Nottingham 2013) are involved in Student A's learning process.

The final area of learning and experience to be analysed is the health and wellbeing of Student A. Health and wellbeing of students is now an individual area of learning and experience in Wales, after Donaldson's review for a new curriculum in 2015. The data collected for this area of learning consisted of photos from the student on the tour with peers to enable Student A to be the expert in this stage of the research evaluation process (Clark 2004). Student A's first stop of the tour was the back sofa and round table that he and his peers usually sit (Please see appendix). He suggested that learning is more fun when you can talk about it with your friends and this round table provides an opportunity for social and collaborative learning. Discussions with the class teacher and observations in the classroom reiterated the importance of the round table for Student A and his peers. It provided learning activities where either healthy competition can be put in place for the Year 6 males or an activity where they collaborate. Another important part of the

tour that Student A led was the football pitch on the yard at School X (Please see appendix). This is where Student A discussed his passion for playing football with his peers during playtimes and physical education activities. Duncan et al (2007) have stressed the importance of primary school students having opportunities for physical activity during playtime and in the curriculum for physical, mental and social health benefits. The attitude and knowledge from Student A about the importance of health and wellbeing in the learning process is evident: he is very enthusiastic when it comes to football. However, there could be an area where Student A is encouraged to think of health and wellbeing skills in areas other than the football pitch. This will be discussed at a later stage in the paper.

The Mosaic approach and the ASK model were chosen as the methodology for this paper as both emphasise the importance of the voice of the child. However, it must be noted that there are limitations of the methodology of the data collection. It has been suggested that when using the ASK model, students and teachers focus on one of the elements (Nottingham 2013). The Mosaic approach has also been criticised because the national tests do not assess student voice or attitude to learning, therefore they it is labelled as time consuming (Mukherji and Albon 2015).

The essay will now discuss the next steps in learning that have been identified from analysing Student A's holistic development, referring to the areas of learning and experience that have previously been highlighted. This section will be from the perspective of a teacher to help the child make progress, with justifications for pedagogical approaches, resources and activities. Regarding mathematical development, the data proposed that Student A lacked a positive

attitude to the mathematical sessions in the classroom. Looking at Student A's attitude to other areas of learning and his holistic development, it is evident that he creates a positive attitude to a learning experience when he is active and engaged in the session. This is the platform for the next step in Student A's learning in the mathematical area. To improve Student A's attitude to mathematics will support his overall learning in this area and across the curriculum (Bennett et al 2012). A pedagogical approach that encapsulates active and collaborative learning with a mental math game at the beginning of sessions can support Student A's learning progress. The active and collaborative approach can provide Student A with the opportunity to work with his peers on the round table. Active and engaging learning tasks have been identified as a pattern through Student A's positive attitude to learning. Ellerton (2013) proposes that these types of activities can increase the curious and resilient attitude to learning. An example of an active and collaborative mathematical activity for Student A and his peers could be creating their own angles for their peers to measure. This change of attitude to numeracy skills can support Student A's holistic learning by encouraging the student to be more curious and daring to transfer these skills in other areas of learning (Donaldson 2015). The mental math game at the beginning sessions has been suggested as a strategy to combat the daily prompts and reminders that Student A needs during sessions. However, it must be noted that there are limitations to the strategies considered, such as the math game is time consuming to the pressured timetable of the curriculum.

As previously stated, Student A has demonstrated that his attitude, skills and knowledge in the language area of learning coexist in his development of learning. To support Student A's progress to the next steps in his learning in this area, this essay suggests the introduction of a

peer support strategy. The class teacher noted that at the beginning of each language session, the students participate in a shared reading activity where the teacher reads a passage out loud as a model and then the students join in. Peer support in this area of learning can be provided by students who are at a higher level in their reading and language skills to sit and support students who are at a lower level (Fuchs et al 2010). This strategy proposed has been researched as an effective learning strategy not only for the student being supported, but for the student who is supporting (Fuchs et al 2010). The role of student A in this strategy is to scaffold, from Bruner, the learning of the student he is supporting while benefiting his own learning through reinforcing the reading skills he is teaching to his peer (Fuchs et al 2010). Furthermore, this strategy to support learning has been recognised by Hattie (2012) as important aspect relating to current attitude and academic achievement for students. This strategy can be deployed not only in the language area of learning but as a holistic development strategy to Student A's learning. Despite this, for peer support to work effectively as a learning strategy there needs to be a thorough understanding from the students who are scaffolding (Fuchs et al 2010). Otherwise, students from both parties will not achieve the learning outcome. Therefore, the data collected in this paper that has been analysed about Student A's language development needs to cover a wider range of his language learning. It can be argued that the data provided for this analysis does not justify the next step learning strategy that has been proposed.

In addition to the above, the next steps that will now be considered concern the humanities and science areas of learning and experience for Student A. From the data presented and analysed surrounding these two areas of learning, it was proposed that Student A is developing his attitude, skills and knowledge in the learning process (Nottingham 2013). The next steps that this

essay is proposing to progress Student A's learning, are to differentiate the difficulty of tasks and to change the type of questioning for Student A. Both of these strategies attempt to create more effective learning and higher order thinking from Student A. Questioning strategies can improve Student A's dialogue and learning in the classroom from remembering information and recalling facts, to evaluation and analysing questions where the student has to justify a decision or draw connections with different ideas (Chin 2007). Student A can transition up Bloom's Taxonomy through the teacher using questioning techniques to engage students in thinking about conceptual content that enables the construction of knowledge (Chin 2007). An example of this is where a teacher uses an open-ended question to produce discussion in the classroom, such as the "think, pair, share" strategy to how a periscope works (Chin 2007). The other strategy that has been considered is to select appropriate tasks for Student A to complete in the humanities and science area of learning. It can be argued that Student A could have extension tasks prepared or tasks that have increased difficulty to enable effective learning and higher order thinking from the students, such as using six figure grid references after finishing four figure grid references in humanity sessions (Welsh Government 2015). Student A (and other students) can benefit from both types of strategies and like the other steps which have been considered, they are steps that can be used across the curriculum to improve the learning from Student A in a holistic view. However, it can be argued that there are limitations with the next steps for Student A that have been considered. The appropriation of tasks that have been presented as data for Student A to complete are in question. For effective assessment on Student A's science and humanity development, it can be suggested that there needs to be a wider range of data to be presented to justify that Student A to be given extra workload or questioning strategies that require evaluation and analysing skills.

The final next step that this paper will discuss for the holistic development of Student A's learning will be concerning the health and wellbeing area of learning. Student A highlighted through the photos and the tour of School X some of his favourite areas of the school. Specifically, the round table and back sofa that himself and his peers socialise and collaboratively work on, but also the football pitch where he passionately plays during playtimes and physical education activities (Please see appendix). The next step for Student A to improve his attitude, skills and knowledge of health and wellbeing is to be encouraged where health and wellbeing can be performed other than the football pitch. Although it is important to initially engage students with activities that they have a positive relationship with, it is just as important to progress this initial learning (Donaldson 2015). This can be done by supporting Student A out of his comfort zone to transfer his attitude, skills and knowledge of health and wellbeing to other areas in the curriculum and life. This refers to some of the four purposes Donaldson (2015) put forward for the new curriculum in Wales, for learners to be ambitious to ready to learn throughout their lives and to be healthy individuals.

To conclude, this paper has attempted to support the pupil progress of Student A at School X by providing a detailed analysis of the holistic development with justifications for next steps in learning. The essay started with the discussion of the data collection of Student A's learning. The Mosaic approach was used as a method in the data collection, the purpose of this chosen method was to empower the voice of the child in the research. Nottingham's ASK model of education was also frequently referenced in the analysis of the learner to discuss the attitudes, skills and knowledge in an area of learning. The essay focused on 5 areas of learning and experience that included mathematics, language, humanities, science and health and wellbeing. Also, next steps

in learning were then provided for Student A on how to progress in his learning and holistic development. It has been identified that Student A effectively learns when he is active and engaged in sessions, such as competitive activities. He is able to transfer skills across the curriculum but needs opportunities to demonstrate these skills and to be pushed for higher order thinking and learning in sessions. The paper concludes that these opportunities need to be presented to Student A and the rest of the class through different activities, resources and pedagogical approaches.

Reference list:

Aho, L., Huopio, J and Huttunen, S. (2011) “Learning science by practical work in Finnish primary schools using materials familiar from the environment: a pilot study.” 497-507.

Bennett, K., Dowker, A. and Smith, L. (2012) “Attitudes to mathematics in primary school children.” Volume 2012, Article ID 124939, 8 pages.

BERA (2018) “Ethical guidelines for educational research”. Fourth edition.

Bloom, B.S. (1956) Taxonomy of Educational Objectives, Handbook: The Cognitive Domain. David McKay, New York.

Chesterfield, R. 1997. Classroom observation tools. Washington, DC: USAID.

www.ieq.org/pdf/Class_ObsTool.pdf

Chin, C. (2007). “Classroom interaction in science: teacher questioning and feedback to students’ response.” Pages 1315-1346

Clark, A. in Miller, L and Devereux, J. (2004). “Supporting children’s learning in the early years.” David Fulton Publishers.

Clark, A. and Moss, P. (2011). “Listening to young children: The Mosaic approach”. National Children's Bureau; 2nd Revised edition.

Cohen, L., Manion, L. & Morrison K. (2011). “Research methods in education.” Routledge, New York.

Donaldson, G. (2015). *Successful Futures: Independent review of curriculum and assessment arrangements in Wales*. Caerdydd: Llywodraeth Cenedlaethol Cymru.

Duncan, MJ., Al-Nakeeb, Y., Woodfield, L., Lyons, M. (2007). "Pedometer determined physical activity levels in primary school children from central England." 44(5):416-20. Epub 2007 Feb 2.

Estyn (2016) School Report Available at: <https://www.estyn.gov.wales/provider/>. Accessed at: 25/05/2019.

Ellerton, N. (2013). "Engaging pre-service middle-school teacher-education students in mathematical problem problem posing: development of an active learning framework."

Educational Studies in Mathematics Vol. 83, No. 1, PME Special Issue: Problem Posting in Mathematics Teaching and Learning: Establishing a Framework for Research (May 2013), pp. 87-101.

Fuchs, D. et al (2010). "Peer assisted learning strategies: An evidence-based practice to promote reading achievement." Pages 315-342 | Published online: 28 Sep 2010.

Hattie, J. (2012). "Visible learning for teachers." Routledge, New York.

McCarney R, Warner J, Iliffe S, van Haselen R, Griffin M, Fisher P. 2007. "The Hawthorne effect: a randomised, controlled trial." [Available at:

<https://bmcmmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-7-30.>]

Mukherki, P. and Albon, D. (2015). "Research methods in early childhood." SAGE Publications.

Nottingham, J. (2013). “Developing ASK” [Available at: <https://www.slideshare.net/jabulani4/develop-ask>.] 29/05/2019.

Schunk, D. (2012) “Learning theories: an educational perspective.” Pearson. 6th edition.

Somyurek, S. (2014). “An effective educational tool: construction kits for fun and meaningful learning.” *International Journal of Technology and Design Education* 25(1):25-41.

Sutherland, T. and Bonwell, C. (1996). “The active learning continuum: Choosing activities to engage students in the classroom.” SAGE Publications.

United Nations Convention on the Rights of the Child (UNCRC): how legislation underpins implementation in England - Publications - GOV.UK. 2010 [online] Available at: <http://www.gov.uk/government/publications/united-nations-convention-on-the-rights-of-the-child-uncrc-how-legislation-underpins-implementation-in-england> [Accessed 02/03/2019].

Welsh Government (2015). “Programmes of study specify what learners should be taught for each subject in the national curriculum for Wales.” [online]. Available at: <https://learning.gov.wales/resources/collections/key-stages-2-4?lang=en>. [Accessed 25/05/2019].

Wood, P. & Smith, J. (2016) “Educational research: taking the plunge.” Independent thinking press.

Appendices:

Appendix A – Class teacher form.

Prifysgol Cymru
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Adding Learning / 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 where-ever possible, and have been given ethical guidelines to follow (although undertaking the work also would be in line with typical classroom practice). The trainees have been asked not to reveal the identity of the learner or the school within their assignment. Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): _____

SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): _____

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

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

Appendix B – Photos from tour with Student A



Appendix C – Student A parent/guardian form

University of Wales Trinity Saint David
Yr Athrofa
Institute of Education
Welsh Centre for Research in Education

Dear Parent/Guardian,

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

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

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

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

Yours faithfully,

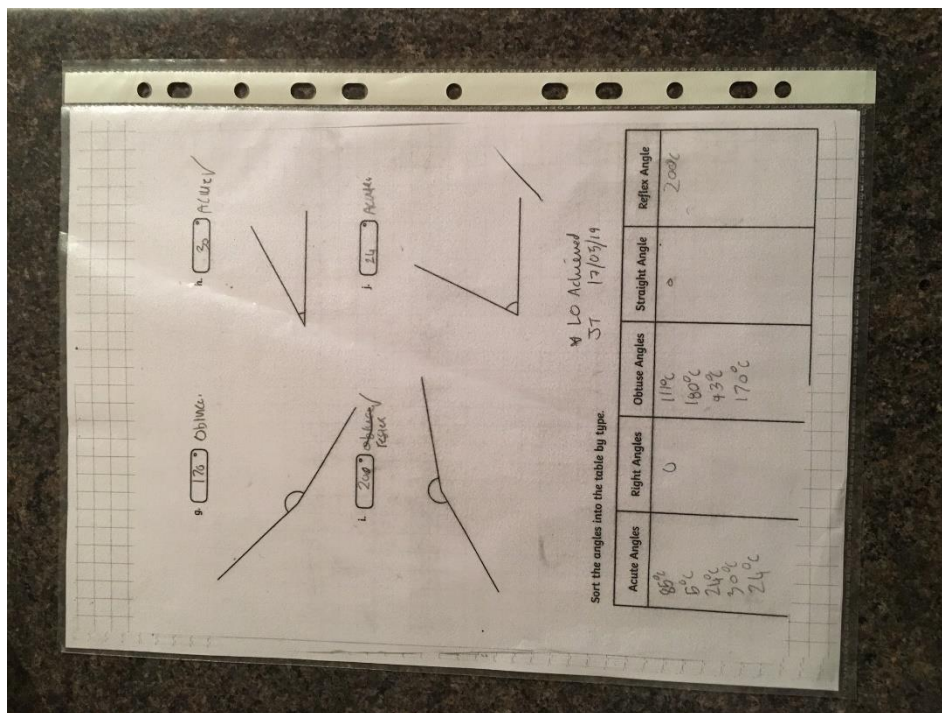
Mathew Jones
Module lead - School Development and Progress Program

As Parent/Guardian of _____, I do / do not give consent (please delete) for my child to take part in the project.

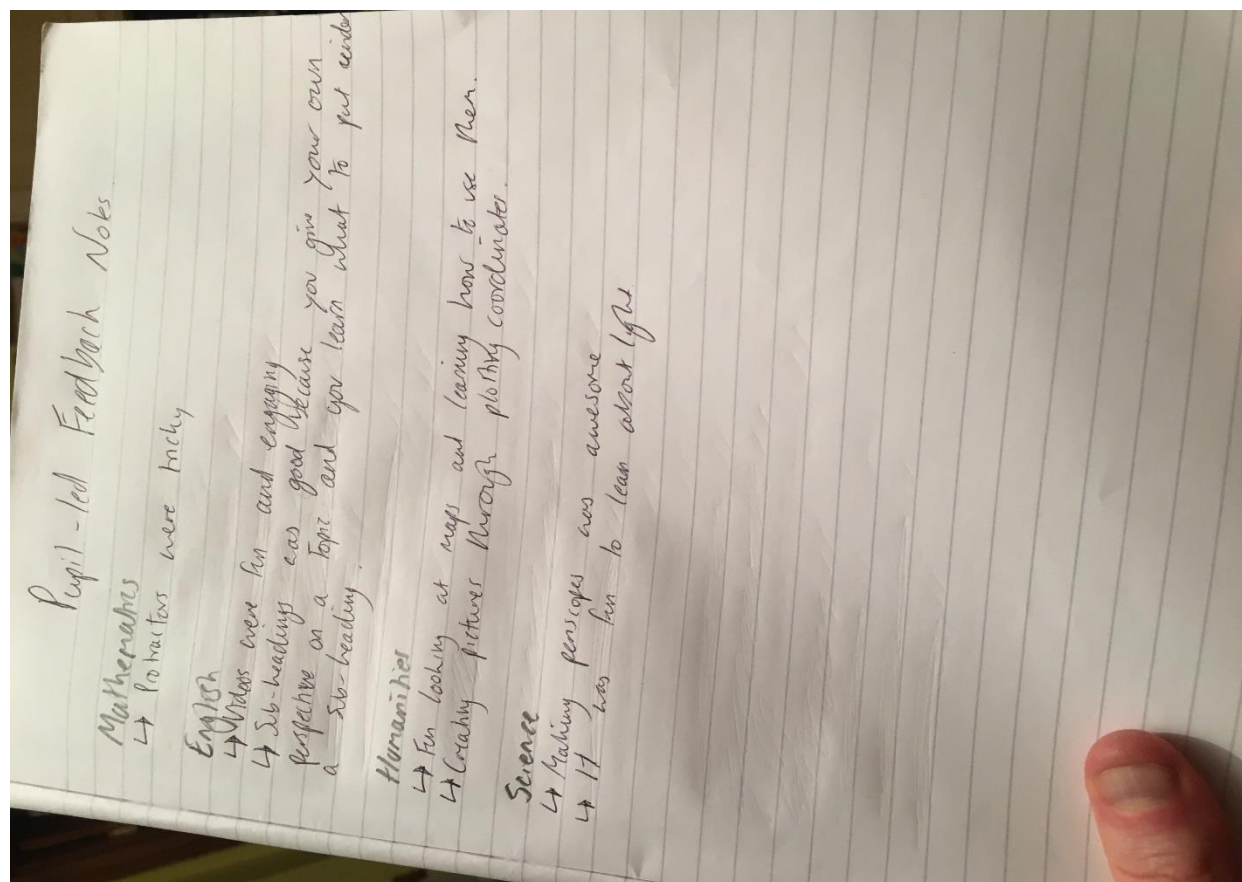
Signed _____

Date _____

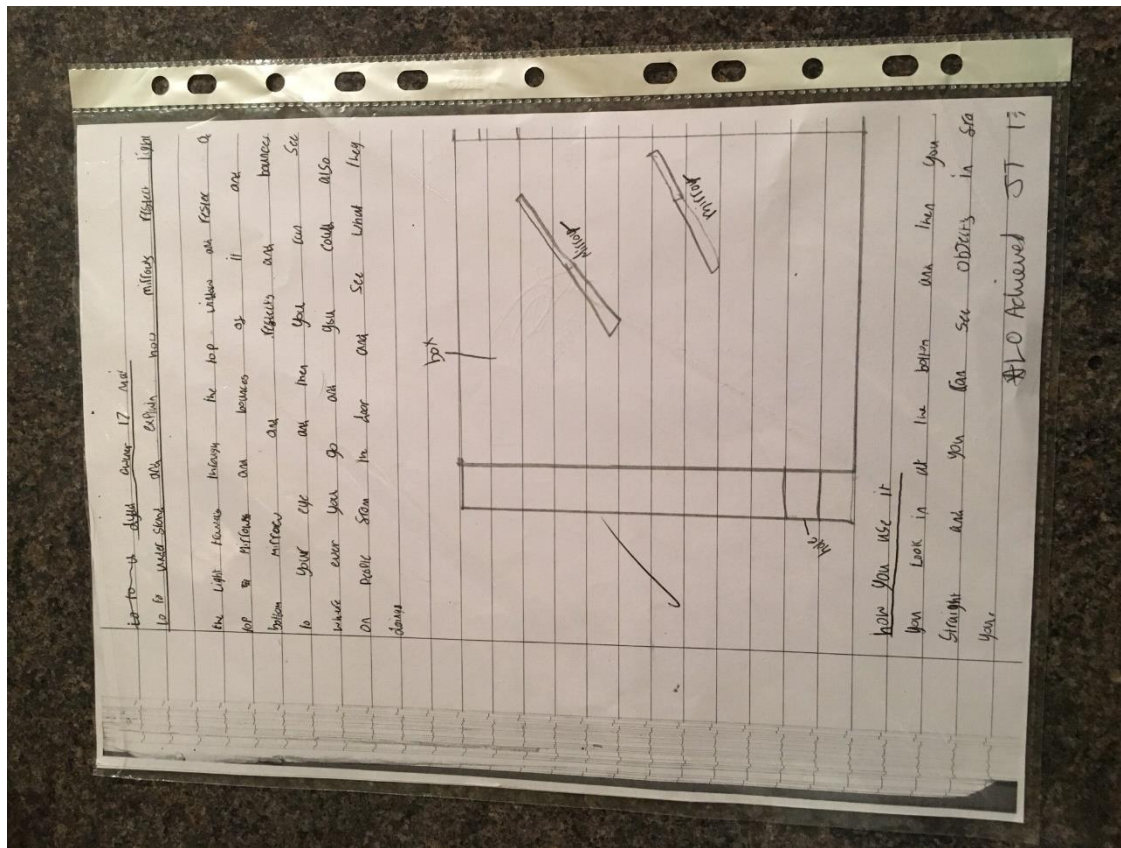
Appendix D – mathematical work



Appendix E – pupil-led feedback notes



Appendix F – science work



Appendix G – humanities work

