

School Development and Pupil Progress (M7X02153-C)

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

Word count: 4939

Introduction

The primary school I have been placed in is a two form entry school in South Wales with 380 students on roll and 11.3% of the children receiving free school meals. The school was opened in 2016 through the amalgamation of two local schools. Both Foundation Phase and Key Stage 2 classes use a 'carousel' style of teaching, meaning that for every lesson there are three activities on rotation between the groups in the class. The school also uses the Read Write Inc. (RWI) programme and have sessions every morning. This programme involves differentiation across year groups according to children's reading ability and boasts a 'raise in standards in literacy' for all children (Oxford University Press, 2019).

For this final Professional Teaching Experience I have been placed in a Year 3 class with 29 children, including one ALN child. There is another child who is only in for an hour and a half each day as he adjusts to spending longer in school. The class has three ways of grouping the children: in topic groups, which are mixed ability, 'rainbow' groups which means that the children have the choice of who they work with, and ability groups: Grwp Coch, Grwp Melyn and Grwp Glas. Melyn is the highest ability group, and Coch the lowest.

My class mentor suggested a child whose learning I could analyse and present next steps for. The child she chose, Child A, was in the top set (Grwp Melyn) for both literacy and maths but was not reaching her full potential in every subject. The reason I have chosen to work with this child is because I would like to try and help build her confidence and push her to achieving more. She is 8 years and 4 months old and although she is in the highest ability RWI group, she has a reading age of 7 years 7 months.

Data collection

The aim of this essay is to create a detailed analysis on one child's holistic development, identifying areas of development and presenting interventions to help enhance their learning and overall well-being. In order to gain a holistic view of Child A, my chosen method of data collection for this research was the Mosaic approach which focuses on pupil voice, and helps researchers see experiences through the eyes of the child. The approach uses a number of qualitative data collection methods (observation, interview, etc.), and weaves them together to create an overall picture to gain the child's perspective on a situation or experience (Clark et al., 2011).

The first stage of the Mosaic approach is gathering the qualitative data. This involved observing my target child both inside and outside of class in different scenarios, collecting samples of work from different lessons, collecting pictures that she had taken, asking her to take me on a tour around the school and finally conducting an informal interview with her.

Brown (2015) highlights that the mosaic approach method offers insight into people's lives that we wouldn't ordinarily see. She goes on to talk about how it allows us to see emotions, thoughts and experiences instead of just numbers to analyse. Alderson (2008) presents the view that involving children in research and problem solving can produce better solutions and help them feel more motivated to get involved in any suggested next steps, due to their feeling of involvement.

Cowie (et al., 2014) and Brown (2015) maintain that with qualitative research any findings cannot be generalised, with Cowie stating that it is due to the small sample size, and Brown saying that it is instead because the data is not scientific enough, meaning that it is a measure of emotions and the like, instead of numerical values. Cowie (et al., 2014) also goes

on to say that any data that is collected can be 'chaotic' and 'overwhelming' due to its qualitative nature and the multiple data collection methods involved.

Alderson (2008) outlines a number of problems that could arise when consulting children in research and trying to gain their perspective. First she highlights a lack of time to collect and analyse all of the separate pieces of data and states that it is quicker to consult with adults. She then suggests that the adult may lack the skill needed in talking to children, and also that they may lack confidence in doing so. Furthermore, she talks about how the researcher may feel pressure to remain in charge of all aspects of the research, feel anxiety about the child's well-being or hold an underlying view that a child's perspective does not matter, which would therefore affect the research.

Both Cowie (et al., 2014) and Alderson (2008) talk about the ethical issues surrounding research involving children. With both stressing the care we need to take when doing so and Alderson also saying that children have a right to be a part of research that involves them.

All appropriate ethical considerations were considered when beginning this research in accordance with BERA (2018). I obtained permission from both the school and my class teacher to undertake the research and take photos (Appendices 1 and 2). Following this, I explained to my target child what my research would entail and what it would be used for prior to gaining assent from her. It was explained that my research would be kept anonymous from source and that she could change her mind about being involved in the research at any point if she so desired.

Analysis of learner

In order to best analyse Child A's holistic development, I will be using the ASK model presented by Nottingham (2013), which consists of examining the learner's attitude, skill, and knowledge towards the learning process and developing the aspect that is lacking to help them progress.

Literacy, Language and Communication - Analysis

Child A's strongest subject is literacy, she is in the highest Read, Write, Inc. group in the school: free-readers, and in the interview I conducted with her (Appendix 3), she mentioned that Literacy is her favourite subject. She often produces up to three pages of work when everyone else in the class produces only one. However, when she presents her completed work to her teacher, she consistently focuses on how many pages she has written rather than whether she has produced work of a high standard. Her best friend, Child B, similarly values number of pages written rather than quality of writing, so it appears that it has become a competition between them to see who can write the most pages in literacy lessons. Shindler (2013) talks about the benefits of competition within a classroom, saying that it effectively engages children and develops team skills. He also outlines the consequences, stating that it could raise the children's stress level, decrease the bond between opposing teams and can put emphasis on end product rather than the learning process. This last point seems to have occurred with Child A in her literacy work. Analysing using the ASK model suggests that Child A's attitude to learning and her knowledge is present, however she is lacking in her skill. The skill of quality control.

Further to this, the class teacher offers a significant amount of praise in lessons. Many have suggested that giving children praise is an effective method for highlighting expected, and

increasing positive behaviour (Cavanaugh, 2013). However, in this case, the class teacher praises those who finish first, and those who appear to have written more, often giving 'house points' accordingly. This is due to a lack of time in lessons to properly read through and assess the quality of the work handed to her, whereas a number of pages of work being completed quickly is seen immediately and can be praised easily.

In terms of Child A's oracy, something that both my class teacher and I noticed is that her reading lacked fluency and expression (Appendix 4). The National Literacy and Numeracy Framework (2015) suggests that learners should be able to speak with 'varying expression' and thus this should be an area for development for Child A. She also uses her finger to follow the words as she read and lacked confidence, tending to read at a quieter volume when there were other people around and not volunteering to read aloud in group activities. Increasing her confidence when reading aloud is another aspect of this field that needs development.

Literacy, Language and Communications - Next Steps

To improve Child A's literacy skills, I could implement writing strategies (Harris, 2013) however, I don't think she is lacking creative fuel, I think she simply lacks the ability to quality-control her writing. For this reason I think that implementing a self-assessment strategy would work best in this situation. Self-assessment would allow her time to look back on her work and really assess the good aspects, and those that could be improved. (Ratminingsih, 2018). At the moment, the school operates a 'What Went Well' (WWW) and an 'Even Better If' (EBI) self-assessment aspect to their lessons but the children do not use these to effectively reflect on their work but merely as another item to tick off their list of things to complete before they have finished the work entirely. Often writing 'I did it all' as a

WWW statement and 'Neater writing' being the most common EBI because they are unsure of what to write (Appendix 5). I believe that introducing a more efficient self-assessment system would actually encourage the children think about how they can improve and develop their work. Black et al. (2017) says that improving formative assessment is not simple but goes on to advise the most efficient way to do so. In order for children to improve their self-assessment abilities, the skill of peer-assessment has to be learned first and then applied to self-assessment tasks as it helps children to see where improvements should be made and helps children form an idea of how suggested next-steps could be implemented in future work. Therefore, it is clear that in order to improve quality of work, I must first introduce and improve the skill of peer-assessment and then progress this to self-assessment.

Although I agree with Cavanaugh (2013) that the use of praise in a classroom increases positive behaviour, as Child A works hard and is always on task, I believe that in order to help improve her written work, emphasis needs to shift onto the *quality* of her work instead. I believe that the class teacher's choice of praise has reinforced the idea that finishing first is the most important thing, and so they do not stop to take a step back and assess whether they have completed the task to a high standard. Jenkins (2015) talks about how specific praise is more efficient than general-praise, as it highlights the exact reason for the praise to the child. The class teacher in Child A's class *is* using specific praise (about the length and the time taken) and Child A is responding to it in a way that corroborates what Jenkins (2015) states about specific praise. However, I believe that the teacher should put emphasis on the success criteria of the task. For this reason, I would put in steps to alter what is *praised* about the work. I would refer to the success criteria when praising the children: 'Wow! You have added similes and metaphors!' or 'I like your use of alliteration

there!'. The key emphasis then shifts from being on the quantity or speed of the work, to instead being about the quality of the writing.

In addition to this, The Department for Education (2012) says, among other benefits, that an environment that promotes reading improves children's reading and writing ability, and their confidence. Consequently, I believe that the best way to improve Child A's oracy skills and reading ability is through more frequent reading and so in order to develop this area of her learning, I would ask an LSA to make sure to read with her for five minutes a day during guided reading or registration time. I would also try and alter Child A's attitude towards reading by making it a part of reward time and offering engaging books and fun activities to accompany them.

Mathematics - Analysis

For mathematics, Child A is in the top ability group, Grwp Melyn. Something that became apparent quite quickly was that sometimes Child A rushed through mathematics activities without checking first that she was on the right lines. This was shown on a number of occasions (Appendices 6, 7 and 8). In the interview (Appendix 3), she also mentioned that she completes her work 'really fast'. From this evidence, it is clear that her emphasis is on the quantity and speed of her work, rather than the quality. This is shown additionally in her WWW and EBI statements for mathematics (Appendix 5), where instead of writing the skill or task that she has learnt or completed as her WWW statement, she instead wrote 'I did them all' or a similar statement. It is also evident that her attitude and knowledge is present but she is lacking the skill to apply that knowledge (Nottingham, 2013).

Further to this, she also has a tendency to misunderstand mathematics tasks. An example of this is in a recent mathematics lesson on ordering fractions where Child A's group were to

work out of the textbook, ordering fractions from smallest to biggest. The children found it rather a straight-forward task and Child A was asked in the introduction to order the fractions as an example to the class and she managed it with ease. However, when looking over her work after the lesson, I realised that she had not understood what the textbook was asking her to do and instead of ordering the fractions from smallest to biggest, she had instead written out the fractions exactly as they were written in the book (Appendix 9).

Mathematics - Next Steps

There are two strategies that I would implement for Child A's mathematical development, those being introducing RUCSAC and self-assessment in maths lessons. RUCSAC is an acronym that shows the process you should go through when you answer a mathematical question: Read, Understand, Choose, Solve, Answer, Check. Reading the question through, making sure you understand what it is saying, choosing the right calculation for the question, solving the calculation and finding an answer, and finally, checking your answer (Twinkl, 2019). I believe that this would help develop Child A's maths work because she often rushes into mathematics tasks without properly reading, understanding and checking her answers as is evidenced in Appendix 10. I would also incorporate a self-assessment method at the end of each piece of work she completes, as outlined previously, along with Child A's literacy next steps. Both of these interventions should help to improve her skill level in mathematics.

Welsh - Analysis

Something that was highlighted in my interview with Child A (Appendix 3) was that her least favourite subject was Welsh. It was also obvious through observation of Welsh lessons that she was not confident in this subject. In the interview, she also stated that she was 'not very

good at it' and mentioned that this was due to her being from London originally, and only moving to Wales in Year 2. It is clear that she lacks both the knowledge and the attitude for learning that she needs for her learning to progress (Nottingham, 2013). During the introduction of a Welsh lesson, the class teacher called on Child A for an answer, and she recoiled and did not want to offer an answer (Appendix 11). OECD (2016) discusses the fact that there is a correlation between those pupils who perform badly in a subject and those same pupils' confidence in their own ability. This definitely seems to be apparent in Child A's case as her Welsh work was often unfinished or incorrect, or copied from her friend. She has expressed to me on a number of occasions that she 'is not good at Welsh', hence showing low confidence in the subject. The Welsh Government's Welsh second language framework (2015) states that learners should be able to read their work confidently and with enjoyment. It is clear that Child A is unable to do so confidently or with enjoyment and consequently this is an element of her learning that is in need of development.

Welsh - Next Steps

With the new curriculum stressing the importance of developing Welsh in the classroom (Donaldson, 2015), I believe that this is one of the most important areas of Child A's learning to develop. When asked to take pictures of things she liked in the school, Child A took photos of the Welsh dice with questions on each face (Appendix 12). The idea behind this being that the children can throw the dice to their friend, ask the question and their friend answers in Welsh. She explained to me that she liked this because it was fun and as it was just with her friend, it was 'okay if she got it wrong'. She also took a photo of the Welsh phrases around the class. It is clear from this and through my observation of the Welsh lesson (Appendix 11) that the next steps for her Welsh development should involve Welsh

games in small groups to try and make her more comfortable with the Welsh language. The games element should help to improve her attitude towards the Welsh language.

At the moment, the class teacher delivers Welsh lessons as a whole class activity but every other lesson is done in a carousel style so I think that it would be straightforward to also adapt Welsh lessons to this carousel style and thus help Child A feel more comfortable completing her Welsh activities in a smaller group. Furthermore, Adey and Dillon ((Ed.), 2012) discuss the fact that smaller class sizes can improve attainment, as the children have more contact time with the teacher, and improves behaviour. Thus, grouping the children to do Welsh activities should, in theory, have the same benefits as having a smaller class size.

It appears that Child A would also benefit from an increased use of Incidental Welsh. To support her I will use Welsh more frequently in lessons as I think this will benefit all of the children, not just Child A, since I think that the best way to help children become comfortable with a language is to be immersed in it. This increased use of Welsh around the classroom will aid in developing her knowledge of Welsh. This also is in line with Donaldson's (2015) suggestion in 'Successful futures' that Welsh be used more frequently to help increase the number of Welsh speakers in Wales.

Science - Analysis

Something that became clear through the interview with Child A (Appendix 3) was that she loved practical lessons. She listed two practical science lessons (creating volcanoes and investigating rocks) as her favourite lessons of the year and also told me during a rock hunt lesson how much she loved it and wanted to do it again. Similarly, when I asked Child A to take photos of the things she liked around the school, she took many of pictures of art (Appendix 13), and explained that she did so because she loves art, which is a very practical

subject. This concurs with Abrahams and Millar's (2008) findings to a survey they carried out on young people about practical science lessons and when asked what method of learning science they found most enjoyable, 71% chose 'doing an experiment in class'. Although, only 38% said that it was the most effective learning and teaching method. This last statistic disagrees with (Reigeluth (Ed.), 1999) who states that practically completing a task is the only efficient way of learning.

Child A was extremely engaged in the rock experiment lesson (Appendix 14) and was describing what was happening very thoroughly to me at the time, however her written work did not reflect this in the same way (Appendix 15). This could be because she forgot the main points of the experiment in her excitement of the practical task, or because she lost interest in the written part of the task as it was not as exciting. Thus, in terms of her science ability, practically Child A holds good attitude, skills and knowledge of the subject, but her written work needs further development as she lacks the skills to be able to describe the experiment to a high standard (Nottingham, 2013).

Science - Next Steps

The first thing I would implement in science lessons in order to support Child A's development in the subject would be an increase in practical lessons. It is clear from the interview (Appendix 3) and Abrahams and Millar's (2008) findings that the children's enthusiasm in the work would be increased by having a practical element to the lesson. Abrahams and Millar present some limitations to practical lessons by presenting the opinions of some of the teachers they surveyed. Some said there was not enough time for the children to do practical experiments in the time they were allotted which led to practical lessons becoming increasingly prescriptive. They suggest that the lessons evolved into

children purely trying to figure out the outcome that the teacher expected rather than investigating in their own way. Therefore, I would try and limit my input in investigative lessons as a way of limiting any effect on the children that this may incur.

An effective way of overcoming Child A's struggles with written work would be to involve technology. I believe that encouraging the children to film their experiments or practical activities would help improve their written work because they would then have something to refer back to. They could also find different ways of presenting their findings, for example as an iMovie. This would keep a high level of enthusiasm for the entire task and also produce high quality scientific investigation work as Taylor and Parsons (2011) state that the use of technology can significantly increase student's engagement in an activity. This would additionally help incorporate more DCF into lessons which is a Key component of the new curriculum (Donaldson, 2015)

Well-being - Analysis

Child A seems happy and healthy in school. It is only through interviewing the teacher that I found out that there is a lot of stress in her home life at the moment. There is a custody battle going on between her parents that she is highly involved in and knowledgeable of, that has come after years of not being in contact with her father. Parental abandonment is one experience that counts as an 'Adverse Childhood Experience' (ACES) (NHS Scotland, 2019). Such experiences can have a significant impact on the child's behaviour and both their mental and physical health. My class teacher asked her if everything was okay at home and the child said that she was sad because her mother was sad and went on to say that school was a good distraction from what was happening at home. Interestingly, Hawthorne (et al., 2013) says that children often blame themselves for a parent leaving. Although it

appears that Child A is dealing with her home-troubles in a healthy way, it is difficult to tell. Thus, offering support and making sure she knows that she can talk to her teachers when she is not feeling herself is important.

As is evident in the interview (Appendix 3), Child A has some good friendships in the class. She named Child B as her best friend but also is part of a group of five girls who are all very close and well-behaved in class. Van der Wal (2016) highlights the importance of friendship in childhood in helping children feel secure and develop social skills. Child A is seldom seen to interact with any pupils outside of this friendship group however, and there has also been some lunchtime conflicts within the group, which generally tend to be along the lines of the girls being upset if one of them wants to play outside of the friendship group or appears to favour one person within the group more. This may suggest that Child A's friendships may not be beneficial to her well-being however Van der Wal (2016) goes on to say that conflict is an inevitable component of friendships, and what is important is that they *forgive* each other as this makes the friendship, and thus their support stronger. An inability to forgive is what has an impact on the child's well-being, although she does also offer that it is not always in the child's best interest to forgive and that that is a judgement that we as teachers should make.

Well-being - Next Steps

Hawthorne et al. (2013) offer a number of possible interventions that may benefit children who are experiencing parental separation or conflict. These interventions include open communication, explaining clearly to children so they understand, strengthening their support from extended family (grandparents) and friends, and maintaining a link between home and school. As a large part of these are issues which can only be addressed outside of

school, I will focus on the home-school link and some things that we can do in school to ease any distress that Child A might be feeling. Hawthorne et al. (2013) state that having a strong link between home and school can really help support children who are going through this sort of experience and so the first thing would be to have an open-door policy for the mother so that she knows that she can, and is encouraged to, share with us when Child A might be feeling sad or anxious about something that is going on at home to facilitate our offering more support within school.

Hawthorne et al. (2013) also said that friends can help a child feel supported. Although Child A has a very strong friendship group, outside of this, she does not have much of a friendship with the rest of her peers. This is something that I would like to develop. I think that it will very likely develop through the smaller group work in Welsh but I also think maybe suggesting a reallocation of the topic groups would aid in extending Child A's friendship circle further as at the moment, every group that Child A could be told to work in (Topic, Rainbow, Ability), she is with Child B. I think this will benefit her well-being and overall learning.

Duncan (2013) states that creativity can reduce anxiety and fear in people. Similarly, Davies (2013) maintains that creative learning environments can increase academic performance, confidence, motivation, attendance and social and emotional skills. Although there is a lot of art on shown around the school, there is not much in the classroom and so a next step that I would implement inside the classroom would be to include more art and creative pieces to help make the learning environment a happier place.

Regarding Child A's conflicts within her friendship group, as Van der Wal (2016) states that teaching forgiveness is most important in building strong friendships, to best support Child

A's well-being, I will implement this when resolving conflict within the group, as long as forgiveness is in the best interest of those involved. Enright and Enright (2008) stress the importance of developing children's forgiveness skills, offer a curriculum to develop these skills and maintain that following this curriculum can positively impact children's well-being. It involves including forgiveness based scenario activities into lessons occasionally, to help children develop their empathy and forgiveness skills.

Although I have presented the possible next steps for Child A in subject sections, I think that all of these next steps would best be implicated across all subjects to help Child A progress efficiently. Also, as Donaldson (2015) is suggesting the new curriculum becomes a more cross-curricular way of teaching, this would be appropriate and more holistic.

Conclusion

Through the triangulation of qualitative data, I have created a summary of my target child and how she is performing across four key subject areas: Numeracy, Literacy, Language and Communications, Science and Welsh, as well as assessing her Well-being. I have discovered and discussed areas in need of development within these five areas and suggested next steps for Child A, in order for her to best progress. Overall, she is a hard-working child who is well-behaved and happy when in school. She holds a good attitude towards learning and a good level knowledge on the whole but lacks the skill to apply her knowledge.

Although I collected some thorough evidence for this research, through observations, photos taken by Child A, an interview with her and the teacher and collected samples of her work across subject areas, there are some limitations to my data. The first being the small

amount of time I have had in this Year 3 class. I was given only four weeks to develop this holistic picture of Child A which I do not think is a long enough amount of time to be able to definitively say that what I have found in these last four weeks is a true reflection of Child A. Also, because of the way that my class teacher's PPA time works, we are out of class when the children do P.E and PSE and so I was not able to assess her ability in these subjects. Qualitative data collected over a longer period of time and over every subject would make the research more reliable for my target child across her whole school-life however I think that the analysis of the subjects I did observe and teach are accurate for this point in the year and I am confident that the next steps I have suggested will help her achieve more of her potential.

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Appendices

Appendix 1:



Consent form for taking photographs and filming

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to CAITLIN MCGIVERON as a representative of SWWCTE to:

Take photographs ☒

Take video ☒

Tape-record ☒

(Tick accordingly)

*Dependant on consent
of individual pupils
and in line with
school policy*

Name of Head teacher



Signed

R Cadman

Name of school



To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the GTCW Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of trainee: CAITLIN MCGIVERON

Signed:

CmGiveron

Telephone number: 07867 310 774

Email address: caitlin-mcgiveron@hotmail.com

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): PGCE Primary

Date:

29/04/19

Appendix 2:



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): CAITLIN MCGIVERON

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

S. Evans

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 3: Interview transcript

1. What is your favourite subject?

I think literacy is my favourite because I don't have to work anything out I just need to write the answer.

2. What is your least favourite subject?

Probably Welsh because I am not very good at it because I came from London when I was in year 2.

3. Who is your best friend?

[Child B], I am going to her party tomorrow, we are going to build-a-bear and Claire's and then I'm sleeping over.

4. What do you like the most in the school?

Definitely golden time

5. What do you do in golden time?

I just like chatting to my friends and drawing.

6. What has been your favourite lesson this year?

Building the volcanoes for sure and investigating the rocks I think.

7. What could we do to help your learning?

More textbooks but only with the answers at the back so I can mark it myself and know I've got it right.

8. What is your favourite way to learn?

Through talking to my friends and helping my friends.

9. Do you like working individually, in pairs or in groups?

In pairs so I'm with [Child B] or on my own if I'm not with [Child B].

10. Which groups are your favourite to work in? Topic, literacy/numeracy or rainbow?

Literacy and numeracy or rainbow because all my friends who I would chose for rainbow are in yellow group with me so it doesn't make a difference.

11. Do you think you have enough time to complete work in lessons?

I have plenty of time to finish work, I get my work done really fast because I don't really chat when I do the work, I get the stuff done and then I can chat loads after.

Appendix 4: Reading record

Reading record

Name of learner: [REDACTED]

Reading age (if known): 7 years, 7 months

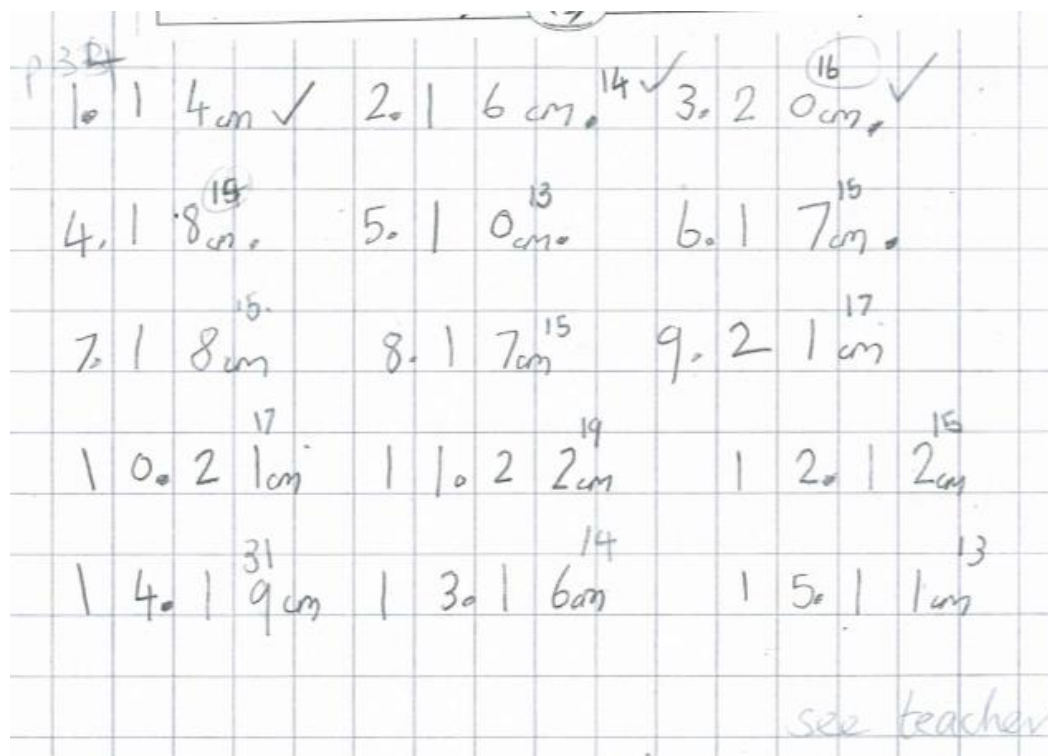
Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
30/4/19	The lie detector	Fiction	clear and accurate reading. Uses finger to keep place. Sounded out words she struggled with (sarcastic).
15/5/19	The true diary of Carly-Ann Potter	Fiction	told me all about the book so understands. clear and accurate-sounded out "explaining". more expression needed. uses finger

This form should be used after reading the school's reading policy, if available

Appendix 5: WWW and EBI self-assessment.

WWW How do you know?	EBI FEEDBACK My target for next time
I got them all	More harder
You talked about what you were going to do.	→ How can we make it a fair test?
I got them all done	harder
	Check
I did them all	

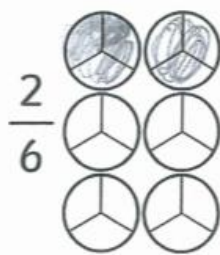
Appendix 6: Calculating the area of 2D shapes.



Appendix 7: Colouring in Fractions.

Colour and Label Fractions

Colour and label correctly:



Appendix 8: Telling the time using 5 minute intervals.

10: To tell the time to 5 minute intervals. (m) 10.10.18

Success Criteria

Mild	Hot	Spicy
- I can count in five minute intervals on a clock face. - I know there are 60 minutes in an hour.	I can tell the time to 5 minute intervals, with support.	I can confidently tell the time to 5 minute intervals.

✓ WWW How do you know? EBI FEEDBACK My target for next time

More practice needed

3:05 5 past 3

6:20 20 past 6

2:35 2 past 3

5:50 5 past 10

10.10.18

Appendix 9: Ordering fractions from smallest to biggest – misunderstood.

1.	$\frac{3}{3}$	$\frac{1}{3}$	$\frac{2}{3}$	
2.	$\frac{4}{5}$	$\frac{2}{5}$	$\frac{1}{5}$	
3.	$\frac{1}{6}$	$\frac{3}{6}$	$\frac{2}{6}$	
4.	$\frac{5}{8}$	$\frac{1}{8}$	$\frac{6}{8}$	
5.	$\frac{3}{4}$	$\frac{1}{4}$	$\frac{2}{4}$	
6.	$\frac{5}{10}$	$\frac{9}{10}$	$\frac{3}{10}$	→ you have gotten a little confused → we will go through this together!!

Appendix 9: cont.

$\frac{1}{2}$ $\downarrow$ half $\frac{3}{6}$ $\downarrow$ times $\frac{3}{6}$ $\downarrow$ times $\frac{2}{4}$

$\frac{3}{10} < \frac{5}{2} < \frac{7}{10} \rightarrow \text{fraction}$

$\frac{3}{8}$	$\frac{1}{8}$	$\frac{7}{8}$	$\frac{4}{8}$	$\frac{1}{10}$	$\frac{9}{10}$	$\frac{5}{10}$
$\frac{7}{10}$	$\frac{3}{5}$	$\frac{2}{5}$	$\frac{1}{5}$	$\frac{4}{5}$		
$\frac{2}{7}$	$\frac{1}{7}$	$\frac{5}{7}$	$\frac{6}{7}$	$\frac{2}{9}$	$\frac{4}{9}$	$\frac{8}{9}$ $\frac{1}{9}$
$\frac{3}{6}$	$\frac{1}{6}$	$\frac{6}{6}$	$\frac{5}{6}$			

$\frac{1}{2} \rightarrow \text{fraction}$ equal = 1 $\frac{1}{2} = \frac{5}{10}$

$\downarrow$ half $\rightarrow \frac{3}{5}$ $1+2=3$
 $3+5$
 $\frac{3}{5}$ all = $\frac{3}{5}$

$\frac{1}{5}$	$\frac{4}{5}$	$\frac{5}{5}$	$\frac{3}{5}$	$\frac{3}{7}$	$\frac{5}{7}$	$\frac{1}{7}$
$\frac{6}{7}$	$\frac{2}{6}$	$\frac{1}{2}$	$\frac{5}{6}$	$\frac{1}{6}$		
$\frac{2}{6}$	$\frac{1}{2}$	$\frac{5}{6}$	$\frac{1}{6}$	$\frac{4}{10}$	$\frac{9}{10}$	

Appendix 10: Comment from Teacher.

✓ You solved most of the problems .
 → Read the problem carefully to
 work out which operation you need

Appendix 11: Observation from a Welsh lesson.


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

Learner Observation Form

Name of learner(s): [redacted] Class: Year 3
 Time: 9:30 Date: 15/5/19 AM
 Activity: Welsh

Comments

- Mrs [redacted] asked [redacted] question, she really didn't want to answer - refused.
- Fine once started on activity - smaller groups (and friends) probably help.
- Copied friend's answers for worksheet.

What needs to be done to move the learning on?

- Increasing her confidence in Welsh ~~and~~
- more Welsh work in small groups rather than whole class.

Appendix 12: Photo of Welsh dice.



Appendix 13: Photos of Art around the school.



Appendix 14: Rock investigation lesson plan.

Session Plan – Key Stage 2			
Name of trainee: Caitlin McGivern		Session ref: 090519_PM	
Personal target(s) in relation to QTS: Delivering effective lessons (S3.3.3)			
Year group: 3	No. of learners: 29	ALN: 1	
Additional Adults:	1		
Learning objective(s): To investigate rocks and their properties.		Success criteria: I can carry out a fair test to investigate types of rock and their durability. I can find out information and present it in a clear manner. I can present my work clearly and neatly.	
Links to previous learning: Knowledge from previous lessons on this topic built upon.			
Curriculum coverage (range, skills): Science - predictions using some previous knowledge and understanding. Use apparatus and equipment correctly and safely. Geography - measure, collect and record data through carrying out practical investigations. Organise and analyse evidence, develop ideas to find answers and draw conclusions.			
Literacy (LNF): contribute to group discussion, sharing ideas and information. Follow a structure in their writing with support.		Numeracy (LNF):	
DCF: Use of computers to complete online activity to find the properties of different rocks. Use of iPads to find information for LSA task.	Thinking:	ESDGC	YCC
Key vocabulary(English/Welsh): ~~De gwyn~~ . Sedimentary, metamorphic, igneous, investigate, durable, fair test.			
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities / resources	
	Introduction: Whole class introduction on Rocks: PowerPoint – Are rocks all the same? What properties can differ?	Are rocks all the same? What properties can differ? What does durable mean? Which rock will be more durable? And why? What are the three types of rock and what do you think each of these are?	

Appendix 14: cont.

	Main activities: TF – Investigate the durability of different types of rock (Slate, Marble, Pumice, Chalk, Limestone, Coal and Sandstone) when rubbed with sandpaper. Independent – On the website http://www.sciencekids.co.nz/gamesactivities/rockssoils.html, investigate the properties of different types of rock, use the interactive activity to fill in a worksheet. LSA Task – Create a 'fact booklet' on the three different types of rock (igneous, sedimentary, <u>metamorphic</u>), using iPads or fact sheets to pick out information.
	Plenary A discussion about what our investigations found.

Appendix 15: Rock investigation write-up.

Rock Investigation - Durability

LO: To investigate which types of rock are durable. (M) 9.5.18

Success Criteria		
Mild	Hot	Spicy
• I can talk about what I am going to do and make a sensible prediction.	• I can make observations and record my results.	• I can understand how to carry out a fair test and explain my results.

WWW How do you know?

I got them all

EBI My target for next time

More harder

✓ You talked about what you were going to do. → How can we make it a fair test?

Prediction

I think that Marble ✓ will be the most durable rock.

Equipment

- Rocks ✓
- sand paper ✓

Method

- Rub sand paper
- on the rocks ✓

Fair test

I made sure the test was fair by Rubbing sand paper on the rock fully

Appendix 15: Cont.

Table of Results

Type of Rock	What I noticed
Slate	it rocks pple 25/4 ✓
Marble	Scratches ✓
Sandstone	it Realy Rough ✓
Limestone	Its precy ✓
Coal	~~It makes things~~ yellow ✓
Pumice	it awkward ✓
Chalk	make things yellow ✓

Conclusion

From my results I can see that Marble ✓ is the most durable

rock because it is really tough ✓

From my results I can see that chalk ✓ is the least durable

rock because because lots of things ✓