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

INTRODUCTION

The school that I am conducting my placement in is situated within Swansea local authority. The school is a new build, being open for approximately 12 years. Currently there are 400 pupils on roll, aged three to eleven. The school has 12 full-time classes, plus two part-time nursery classes. The percentage of pupils eligible for free school meals is higher than the Welsh average by approximately 14%. The school has very few looked after pupils and has approximately 16% of pupils with additional learning needs .There is a small percentage (16%) of pupils who speak English as an additional language, with 18% of learners coming from ethnic minority backgrounds. The current individual school budget per pupil at this school is £3,337.

According to the schools latest inspection, the performance of the school is good due to the majority of pupils making good progress throughout their learning. Behaviour of children is exceptional and standards in numeracy and literacy has improved consistently. Good teaching ensures pupils are developing their learning and progressing throughout all lessons.

The child in particular chosen for this assignment is quite a challenging yet intelligent young boy who has lots of potential but lacks in concentration and attention. Child A is above average ability in all areas of the curriculum, but has difficulty with written work. He has a reading age of 7.6 which is above his actual age. His comprehension levels are also good, and his spelling skills are very good during formal testing but he is inconsistent in the use of correct spellings during different tasks.

DATA COLLECTION

Data collection has adopted the Mosaic Approach (Clark and Moss, 2011). This encourages researchers to listen to pupil voice and individual perceptions (Clark, 2011). According to (Clark and Moss, 2011) the multi-method approach combines a variety of techniques to gather views, opinions and experiences from young children. This approach involves the combining of different perspectives in order to create a picture of children's individual and collective worlds. It is a combination of the introduction of participatory tools and the traditional methodology of interviewing and observation. Clark (2011) provides a description about what the approach entails; children taking the researcher on a tour, mapmaking and using cameras to document what is important to them. Each of these aspects forms a piece of the mosaic. Clark and Moss (2001) detail how tours, photographs and interviews can be pieced together to help adults develop a greater understanding of children's lives (Edwards, Gandini and Forman, 1998). I adopted the Mosaic Approach, interviewing the child, conducting informal discussions with the class teacher regarding the child's attitudes and behaviours. Photographs taken by the child of places throughout the school that he finds interesting. Examples of

work completed by the child. These samples, photographs, interview transcript can all be found in the appendices.

There are many advantages to observing children as Spreeuwenberg (2016) argues that although it is frequently seen as the most simple yet most valuable and effective methods of evaluating children throughout their development. Observations can include noting how the child reacts and interacts with others, how they learn and behave. Another strength of this method includes having a deeper understanding of the child's personal strengths and weaknesses helping to adapt teaching styles and other aspects within the classroom to make improvements and to facilitate learning. These benefits are supported by Drake (2006) who suggests that the key to understanding children as learners is observation. Observation is an essential tool in learning more about individual learners. It is also vital when planning and assessing, and provides a firm basis to reflect. Another common data collection method includes interviewing. Morison, Moir and Kwansa (2000) report the benefits of face to face interviews including researchers having the ability to gain a deeper understanding of the child's experience through an appropriate data collection method for the age of the child. DeFranzo (2014) supports this argument by suggesting that interviewing children is a beneficial method of data collection, capturing both verbal and non-verbal ques such as body language - developing a greater understanding of the child holistically. Interviews capture emotions and behaviours when discussing particular topics, which wouldn't necessarily be caught through other data collection methods. Conversation when interviewing with researchers providing children with the opportunity to be heard, listening to what individuals have to say is essential (Gollop, 2000). Despite these positive aspects, some children may have difficulty communicating directly in a one to one setting with adults who they are not familiar with. To prevent this, a more innovative approach could be to ask questions informally so the interviewee feels more comfortable with the researcher (Punch, 2002).

In accordance to the British Educational Research Association (BERA) (2018) I have demonstrated my awareness of ethical considerations throughout the preparation of this assignment and will continue to do so throughout this written work. To maintain confidentiality I will refer to my target child as Child A. This is to ensure that anonymity of the child is respected. Parental and class mentor consent was obtained and the right to withdraw was agreed. If this occurred, demonstrating clear ethical considerations further, I would destroy all evidence collected.

ANALYSIS OF LEARNERS

When analysing Child A, it is vital to take into consideration the ASK model viewing the child in a holistic manner (Nottingham, 2013). It is essential to recognise the role in which attitudes, skills and knowledge play throughout the learning process. According to Nottingham (2013) children's education should involve a development of all three categories.

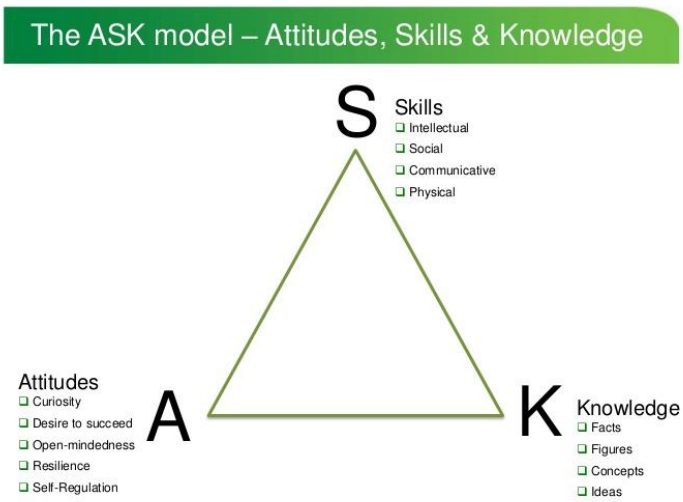

Figure 2. Ask Model (Nottingham, 2013).

Mathematical development

Division

The learning objective was to write a number sentence for the division problem, using the understanding of inverse, to appreciate the relationship. Child A instantly worked out the problem mentally, using greater numbers than the majority of children. Despite his skill and understanding in this area, he experienced great difficulty in recording his work. As a result of this his attitude deteriorated rapidly.

Working mentally seemed to be his natural way of working. He was able to use numbers in an abstract form, mentally calculate answers, yet found it difficult this to the written form. Another difficulty I observed was the inability to form numerals correctly, and this often resulted in feelings of frustration. Child A appeared to learn in a far more abstract way than the majority of his peers. Unlike most pupils, who relied heavily on contextual learning, and practical equipment to consolidate their learning, Child A did not. I focussed on this area as it became apparent that despite calculating difficult divisions, he was unable to transfer this skill during practical application. During my planning, I added in role play maths, where I was able to support Child A, helping him share out objects. According to Brown (2017) children with ADHD tendencies have chronic difficulty in starting independent activities, focusing their attention and getting organised. Children who have ADHD traits, have little or no difficulty in understanding activities, however, they struggle with transferring knowledge into written form (Brown, 2017).

Data handling

The learning objective was to collect data from all pupils in the class identifying their favourite Superhero. This data was to be collected in the form of a tally chart. Child A knew exactly when to make the tally's into a gate (representing 5). Despite this success, Child A struggled when interacting with children. He was very disruptive to all and would talk over people .According to Segal and Smith (2019), children with ADHD traits demand attention by moving around the room when they shouldn't and talking over other people to ensure they are heard. This observation showed that Child A could be seen as being disadvantaged when completing group tasks. Talking over people is a common concern that occurs with children who have ADHD traits or have been statemented. Low (2018) argues that the hyperactivity and impulsivity associated with this disorder makes it difficult for learners to think before they speak, resulting in them saying whatever comes to mind immediately. Child A's mechanical maths is definitely at Outcome 5, however when it comes to recording his mathematical skills he has great difficulty.

I used an interactive timer to encourage children to work quickly and effectively together. Child A began to act in a silly manner. During the follow up lesson, he demonstrated a good understanding of ICT and was extremely successful transferring data onto J2data on Hwb. I altered my planning suited to Child A's needs, for example I gave him the role of manager, with specific targets when working with others. Although he preferred to work alone, I observed an improvement in his ability to complete a task within a group when given a definite role that included following a strict set of guidelines.

Language

Children were required to write a recount based on our trip. Child A had great difficulty concentrating. This was very likely due to the fact that the routine of the school day had been disrupted. I had observed that Child A relies heavily on structure and requires set routines. His behaviour, concentration and attitude deteriorated rapidly every time the routine was disturbed. Mckelvey (2012) argues that children on the autistic spectrum require visual timetables displaying daily routines. Mckelvey (2012) and National Autistic Society (2017) report the importance of keeping routines regular, as even the smallest of changes can cause distress. Regular routines provides children with comfort and security. During my work with him, I addressed this by talking him through what was going to happen whenever the normal routine was disrupted. He responded well and although not without incident, his behaviour and positive attitude to work improved notably. Throughout Child A's work, the disruption and disorganisation was evident through the sentences he wrote. The sentences were written in a muddled order, making it extremely difficult to read and understand what he was trying to say. Capital letters were used correctly throughout this recount showing his understanding in their use when starting sentences and for friend's names. Child A has

met the standards to achieve outcome 5 in reading, however his written evidence and oracy are below this outcome.

Spelling

The learning objective was to identify the pattern (ci) throughout words. Child A was very practical and worked well during the first activity where they had to find their partner through a silent search .Another activity in which I observed Child A in was using magnetic letters to practice spelling ci words. Although Child A knew the pattern, he continued to spell words incorrectly by spelling them phonetically rather than correctly. I am still unsure why Child A was doing this as when I asked him how to spell certain ci words such as city he could spell it without any issues. The class teacher also noticed this behaviour, and also believed it to be strange and thought he was being silly on purpose. This could have been as a result of his poor concentration when we were reading and identifying ci words as a whole class before starting these activities. Rosen (2019) reports that there are many causes for children having difficulty spelling, emphasising the need to focus attention at all times to help retain such information. Due to Child A not being particularly focused when reading and saying these words, it resulted in making mistakes during his task.

Wellbeing

Child A only has one particular friend whom he absolutely adores, appearing to have a fixation with him. I noticed this during my observations and the class teacher also informed me that he constantly annoys other children in the class. His social skills are extremely poor as he doesn't appear to really understand what people like and don't like. He appears to be unaware of personal space and often sits too close to others, leaning against them during lining up times. Rief (2017) supports what has previously been discussed suggesting that children with ADHD traits tend to have poor social skills and are unaware of personal space boundaries. Many children in the class often complained that he is in their personal space. Boo and Prins (2007) support Rief's (2017), reporting that children with ADHD symptoms often experience problems throughout the school day when socially interacting with others, resulting in social isolation and rejection. Another source that supports said arguments include Landau and Moore (1991) where the social deficits of such children are examined and suggests that these children are typically loud and intrusive.

I tackled this issue by making him the leader when lining up. This worked very well and I also used a plastic spot that he had to sit on during PSE circle time activities. This definitely increased his spacial awareness, lessening his peers' complaints about being too close. During PSE sessions I noticed that child A had very little self-worth, he often said he wasn't good at anything. I provided a circle time task during which members of the class had to say something positive about child A. He appeared to enjoy this, particularly when one child said "Child A is a maths wizard". This activity was repeated a number of times with Child A remaining far more focussed and engaged for increasing periods.

Real life heroes

A discussion about real life Superheroes was extremely effective with Child A providing ideas as to how people help us .Child A again struggled when recording. I asked the TA to sit close to him and he produced higher quality work, however, he still found it difficult to write his sentences clearly and this remained an area I concentrated on during my planning sessions. Dendy (2019) supports this argument reporting that reducing potential distractions can be beneficial for all learners particularly with ADHD traits. Always ensuring children with difficulties are seated closely to the source of instructions, helping reduce distractions and barriers throughout the lesson. I provided Child A and other pupils in his group with coloured pens and this simple approach resulted in greater quantity and quality of work by all, particularly Child A. Rotz and Wright (2019) demonstrate the effect on learners using coloured pens when completing activities, acknowledging that it has a positive effect on the outcome of the activity. When considering Child A's targeted outcome for Personal and Social Development, it is of a lower level than expected for this age. Child A struggles with cooperating and communicating appropriately with peers, and therefore does not meet this outcome.

History

Child A enjoyed the Florence Nightingale video, demonstrating a high concentration level throughout. He was able to recall information, answering questions correctly. Unfortunately, he found it very difficult to wait his turn and shouted over other children which was extremely disruptive. I addressed this issue by giving him 5 plastic coins that he had to spend (give me) each time he wanted to speak. It made him think more carefully about when he answered questions and also ensured that he considered which question he really wanted to answer rather than shouting out. Learning Foundation (2019); Wardlow, (2016) suggests that technology is essential, impacting many areas throughout life and is being used more often in education. The use of the video was extremely beneficial for Child A. Learning Foundation (2019) and Roxby (2013) also indicates the benefits of the use of technology within the classroom detailing that it can add to the learning experience as a whole and help with the engagement of learners. The activity involved during this lesson was to compare and contrast old and new hospitals. Child A had a huge impact on the group discussion before completing the activity sharing many ideas with the whole class, however, when it came to the writing of comparisons he was very timid and did not want to write anything. He was uninterested and really struggled to regain focus. This was an independent task, and still there was very little motivation to start his written work. As previously discussed, Brown (2017) and Rotz and Wright (2019) report that children with ADHD tendencies often struggle with starting a new piece of work.

I sat with Child A and asked him what he can remember about old and new hospitals and he had lots of ideas orally, therefore, I sat with him for the duration of the task and asked him to write each comparison one by one after he had told me verbally.

Welsh language

Child A's concentration was lost very quickly when contributing to a group activity and he continually disturbed others. As a result of this, I positioned him facing away from the group, but close enough for me to support him. He responded particularly well when working independently with minor difficulties and queries. Although I planned this activity to be a group discussion, Child A definitely benefited from the removal as he wasn't reaching his full potential and was becoming distracted. This was a positive outcome for the group and the individual. York (2014) supports the decision I made in removing Child A from the group as I was confident that he would succeed individually rather than in a group. York (2014) argues the need for teachers to have the knowledge of each child's unique skills to target instruction and help learners progress suited to their needs. When I removed the child from the group, I did so in a pleasant manner to prevent him from feeling isolated or punished. Meyer et al., (2008) demonstrates the positive relationship between children and teachers which is based on trust. This is an essential factor of independent learning. The approach I took in the removal of the child was successful, but had I removed him in a different less positive way, this could have had a negative impact on the child for the whole day.

NEXT STEPS

My observation in recent weeks would be to recommend an appointment with a paediatrician to ascertain whether or not Child A is actually suffering from a learning difficulty like ADHD as some of his controlling behaviours and obsessions point to the fact that he may actually be on the autistic spectrum (Russell et al., 2013).

A key priority that became apparent when conducting this research was the importance of discussions with parents. To help Child A make progress, I would try to conduct parent meetings on a regular basis sharing the growth and academic progress within the classroom (Barile, 2019). The Department for Education and Employment (1997) recommend collaborative work amongst parents, education, carers, health and social sectors to provide the best support for all children. In addition to discussing the achievement and progression of Child A, I would also like to find out more about how the child presents at home as I would need to view the child holistically, not only in the education setting (Nottingham, 2013). A way forward would be to encourage family members to complete a strengths and difficulties questionnaire based on Child A. As the class teacher, I would also complete such questionnaire and compare both questionnaires which would provide a much clearer picture of the child's level of hyperactivity and deficit to identify his strengths and weaknesses which is essential in providing the most suitable education (Russell et al., 2013).

	Strengths and Difficulties Questionnaire	Not True	Somewhat True	Certainly True
1.	Considerate of other people's feelings	O	O	O
2.	Restless, overactive, cannot stay still for long	O	O	O
3.	Often complains of headaches, stomach-aches or sickness	O	O	O
4.	Shares readily with other children, for example toys, treats, pencils	O	O	O
5.	Often loses temper	O	O	O
6.	Rather solitary, prefers to play alone	O	O	O
7.	Generally well behaved, usually does what adults request	O	O	O
8.	Many worries or often seems worried	O	O	O
9.	Helpful if someone is hurt, upset or feeling ill	O	O	O
10.	Constantly fidgeting or squirming	O	O	O
11.	Has at least one good friend	O	O	O
12.	Often fights with other children or bullies them	O	O	O
13.	Often unhappy, depressed or tearful	O	O	O
14.	Generally liked by other children	O	O	O
15.	Easily distracted, concentration wanders	O	O	O
16.	Nervous or clingy in new situations, easily loses confidence	O	O	O
17.	Kind to younger children	O	O	O
18.	Often lies or cheats	O	O	O
19.	Picked on or bullied by other children	O	O	O
20.	Often volunteers to help others (parents, teachers, other children)	O	O	O
21.	Thinks things out before acting	O	O	O
22.	Steals from home, school or elsewhere	O	O	O
23.	Gets along better with adults than with other children	O	O	O
24.	Many fears, easily scared	O	O	O
25.	Good attention span, sees chores or homework through to the end	O	O	O

Figure 2. *Strengths and Difficulties Questionnaire (Russell et al., 2013)*

Next steps for Child A would definitely be to ensure he had a visual timetable .I would also like to introduce a now and next board so he is fully aware of what activity is in front of him. Such visualisers could help improve Child A's socially appropriate behaviours (Schneider and Goldstein, 2007). Schneider and Goldstein (2007) argue that visual schedules for children help to maintain their concentration and help complete activities within the given time.

A feelings thermometer could benefit the child within the classroom as he would be able to move his picture from very stressed to not stressed independently, which would provide all in the class to understand how to approach Child A. I would implement movement breaks regularly to provide Child A with the opportunity to destress, enabling him to remain focused when returning to tasks. Baker (2005) reports the benefits of mini breaks throughout the school day, indicating that it helps children regain concentration when they go back to previous activities.

I would include Child A in the meeting as it would be beneficial for them to also see their progression between each meeting. This would also provide an opportunity to understand home life for Child A

much more, understanding behaviours, strengths and needs - providing additional support when required not only for academic purposes. This would be a prime opportunity to encourage Child A's parents to work with and support him much more effectively. Barile (2019) reports that action plans created by the class teacher for parents to follow at home with their children is beneficial and clear steps that both the parent and child will need to follow to succeed and develop. Davies (2019) argues the importance of establishing a good relationship and working closely with parents of children with difficulties is essential. As a result of this, I would try to provide parents with information regarding their child, suggesting ways to decrease distraction to motivate their child. Positive rewards that would suit this particular learner would potentially be extra computer time or leading a whole class game. I wouldn't use this form of rewarding as often as I use stickers and raffle tickets as children may take advantage for pure pleasure (Davies, 2019).

Another area in which I would develop to suit the needs of Child A would be the outdoor learning environment. According to Haw and Hornigold (2017) children develop social skills through working in teams in informal and natural surroundings. This would be extremely beneficial and a great start to introducing Child A to teamwork and working in groups more. Haw and Hornigold (2017) also demonstrate that national curriculum lessons can also be taught in the outdoor environment, and as a result benefits kinaesthetic learners completing hands on activities. This will also benefit learners such as Child A who find great difficulty in concentrating in the classroom setting.

Child A often takes much longer than other children to start his work. He is regularly seen wandering aimlessly around the classroom, staring out the window, has asked to go to the toilet or even decided to sharpen his pencil at an extremely slow pace. This has a knock on effect and Child A often struggles to complete activities due to the lack of motivation.

As previously discussed, children on the autism spectrum unfortunately experience anxiety on a daily basis. Nason (2014) reports that it is extremely common for those who are autistic. Nason (2014) also suggests that the world seems much more complex and is very overwhelming particularly for these children. For Child A's reluctance to start activities, to go to assemblies etc I would like to set up a 'chill out zone' and fill it with all things Child A likes and is familiar with allowing him to feel safe. Mood swings, challenging behaviour, obsessive compulsive behaviour are all aspects that occur when children are feeling anxious (Nason, 2014). I feel as though this area would be hugely beneficial to Child A and other children with complex issues within the school day. The National Autistic Society (2017) also suggest that specific children could perhaps have an exit card by which they are allowed to leave the classroom when feeling anxious so the class teacher and other support staff are aware. I would like this exit pass to be used for the chill out zone. In the chill out zone it would also be an opportunity for Child A to complete work, in a more comfortable and relaxed setting. MacKenzie (2008) supports previous statements discussing the importance of 'chill out' areas within the

classroom for all children, but would benefit autistic spectrum children. LePage and Courey (2013) report that research demonstrates friendships for children with autistic tendencies are particularly low in contrast to their typical classmates. This can put strain on the emotions of the child, resulting in the child becoming more sensitive throughout the entire school day. This is another way in which I believe the chill out zone would benefit such children - if children feel anxious, isolated or don't want to socialise with peers as they are feeling particularly sensitive, they would be encouraged to spend their break time in the chill out zone doing things they enjoy without feeling anxious or worrying about what other children are going to say to them. Although Child A loves the outdoors, I believe this would be beneficial whenever he feels he needs to calm down and relax. This could also work if he had designated days where he would go to the chill out zone with a friend or alone where he can take this time to relax and hopefully reduce the amount of anxiety felt which typically results in poor behaviour. This could also be a time for Child A to reflect, and think about how to behave when he is back in the classroom, or in the dinner hall - positive reinforcement will be continually reminded to him throughout the day but particularly when he is in the chill out zone to ensure he understands that if he behaves well he will be rewarded for it.

Throughout the analysis of Child A, it became apparent that often he is focussed at the start of the lesson, but then loses interest throughout or he doesn't use his abilities to his full potential. A way in which I could attempt to tackle this issue could be by focusing on the Knowledge part of the ASK model more. If I gave the class a preview of the upcoming topic where they would be able to generate questions before learning about a topic, and discussing what they already know about the topic that could help develop and maintain the positive attitude towards learning, concentration and persistence.

CONCLUSION

As my observations are limited, I am aware that I would need to spend much longer and have more holistic information about Child A. When planning future activities I would use the information provided by parents about his likes and dislikes and how he acts at home providing support in all areas he requires.

It is essential that teachers and all those involved in the education of children, particularly today, where the numbers of pupils experiencing difficulties such as ADHD/dyslexia etc are increasing within mainstream education. It is vital that high quality planning and effective use of strategies and resources such as chill out zones, outdoor learning opportunities, parent-teacher meetings more regular, visual timetables and feeling thermometers are provided in all schools. It is important that we acknowledge that not all strategies will be suitable for all learners, and the specific needs of each child needs to be assessed and the approaches need to be altered to suit individual children. It is important that research is continued to ensure new findings and approaches evolve over time. As Child A is demonstrating so many traits associated with ADHD and autism as a teacher I would also be paying

particular attention to his well-being, as depression and anxiety can be experienced by young children. Child A responded well to new rewards I was using. I would ensure good home school relationship by requesting meetings with parents to find out as much information as possible about Child A at home - working as a partnership, reinforcing and providing the same support. As a teacher, I would also share outcomes with Child A, parents and LSA, using small steps for his targets ensuring they are attainable. I would also create resources that he could use independently, e.g. a colour coded spelling books for words he is able to spell. As a teacher I would aim to combine a number of approaches, e.g. altering use of resources, changing position of seating, creating a new reward system to encourage self-awareness and positive discipline. I would also like to incorporate a 'chill out' zone within the classroom environment for learners experiencing difficulty to work in a different setting rather than just sitting at a desk. It is important to appreciate that all children have individual needs and a "one fit all" approach will not work. Rather it is incumbent upon all professionals to observe, interact, assess and gather a holistic understanding of each child. In this way Child A would benefit and reach his full potential.it is essential that a multi-agency approach is adopted when considering Child A within mainstream education. As previously discussed, it is recommended by the government for parents, carers, education, health and social sectors to work collaboratively; providing the best support for all children.

Word count – 4779

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Appendices.

Appendix 1.

Consent letter

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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): KRISTEN EVANS

SCHOOL NAME (PLEASE PRINT): ST. THOMAS

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

MELANIE JENKINS.

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

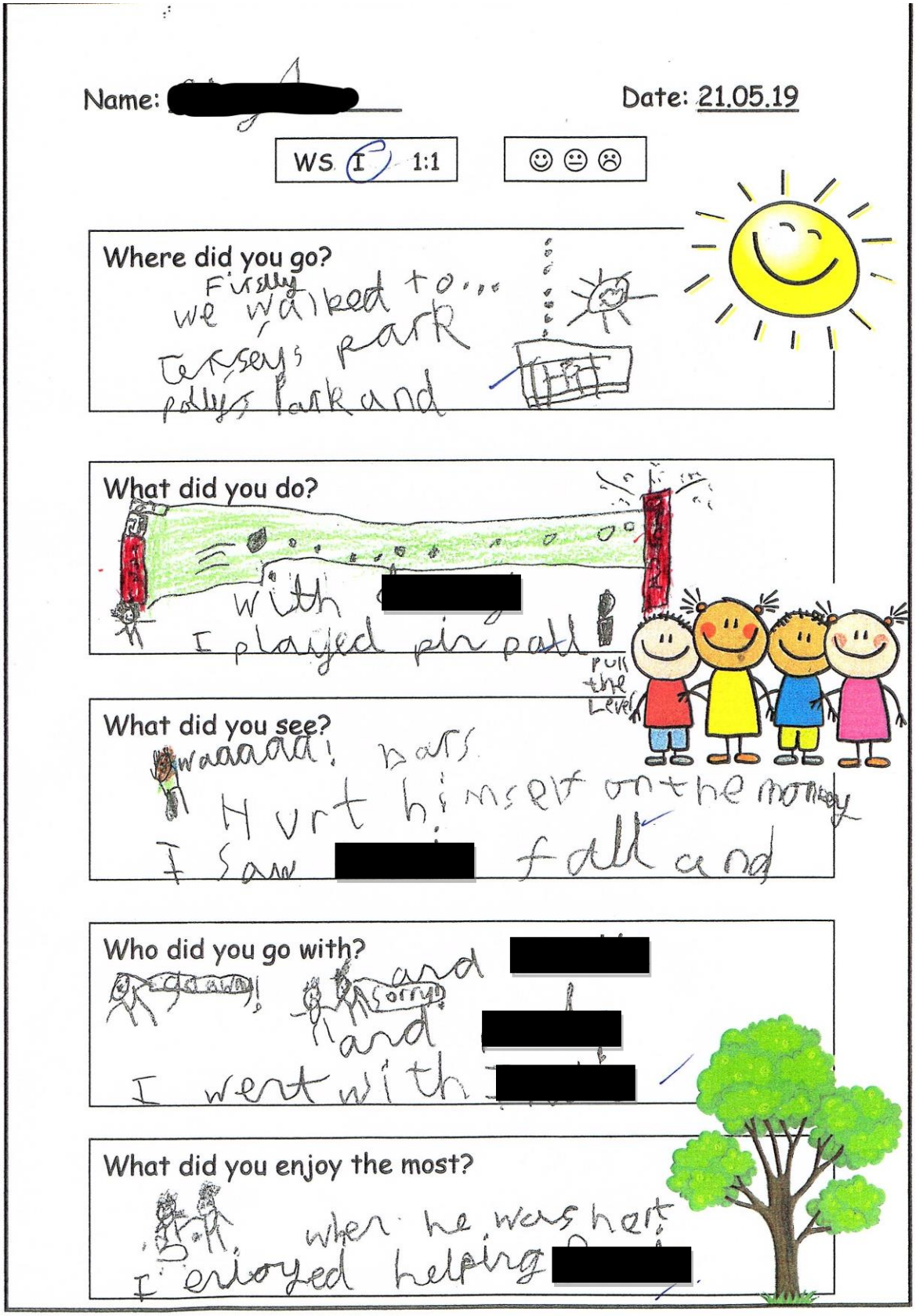
mjenkins

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

Examples of work



Name: [redacted] Date: 21.05.19

WS I 1:1

Where did you go?

Firstly we walked to... Terseys park pollys park and

What did you do?

with [redacted] I played pin pall

pull the Level

What did you see?

waaaaa! bars Hurt himself on the monkey I saw [redacted] fall and

Who did you go with?

and [redacted] and [redacted] I went with [redacted]

What did you enjoy the most?

when he was hert I enjoyed helping [redacted]

[redacted]

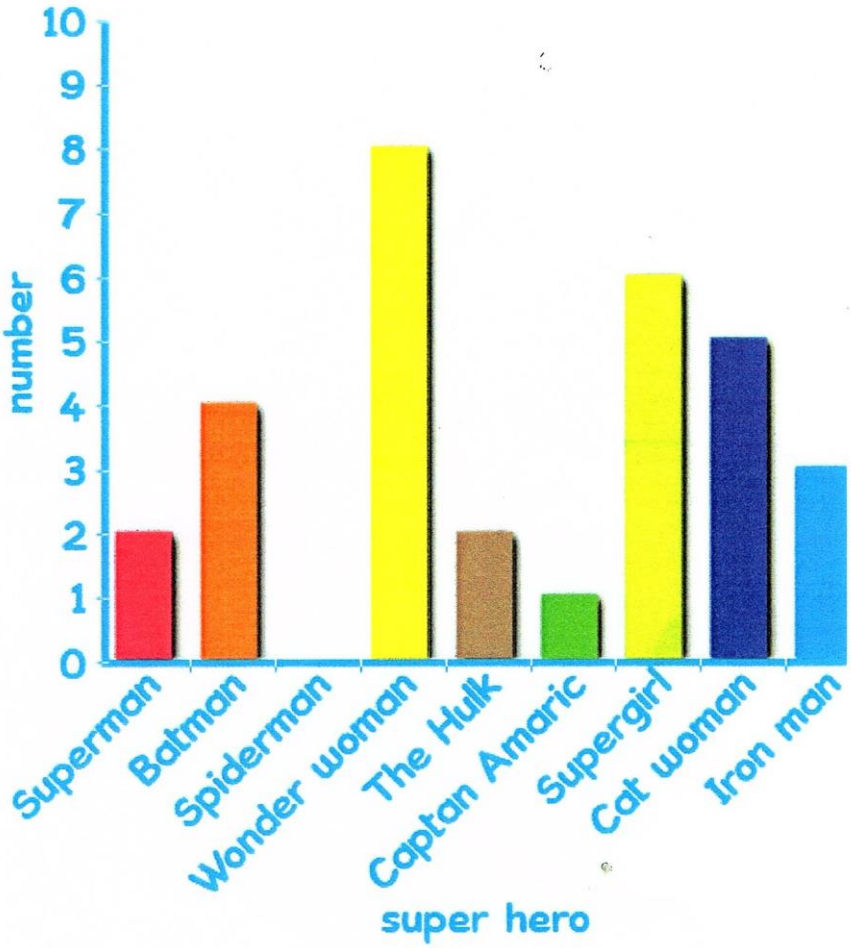
Who is your favourite superhero?

Superman	|| ✓ 2
Batman	|||| ✓ 4
Spiderman	
Wonder Woman	~~||||~~ |||| ✓ 8
The Hulk	|| ✓ 2
Captain America	| 1
Supergirl	~~||||~~ | ✓ 6
Cat woman	~~||||~~ ✓ 5
Iron man	||| ✓ 3

WS 1 1:1 ☺ 😐 ☹

favriritе superhero

super hero	number
Superman	2
Batman	4
Spiderman	0
Wonder woman	8
The Hulk	2
Captan Amaric	1
Supergirl	6
Cat woman	5
Iron man	3



Name: [redacted] Date: 21.05.19

WS I 1:1

Write the number sentence and check your answers.

1. Superman has 12 medals. He gives them equally to Wonder Woman, Captain America and Batman. How many do they have each?

   12 ÷ 3 = 4

   3 × 4 = 12

2. The Hulk has 18 medals. He gives them equally to Iron Man, Spiderman and Superman. How may do they have each?

   18 ÷ 3 = 2

   18 ÷ 3 =

   6 6 6 6 6 6 6 6 6

3. Cat Woman has 24 medals. She gives them equally to The Hulk, Captain America, Supergirl and Batman. How many do they have each?

   24 ÷ 4 = 2

   5 5 5 5 5 5 5

   4 × 2 = 20

4. Wonder Woman has 28 medals. She gives them equally to Batman, Spiderman, Cat Woman and The Hulk. How many do they have each?

   28 ÷ 4 = 7

   7 7 7 7 7 7 7
   7 7 7 7 7 7 7

Used equipment ☐ Worked mentally ☑ Visual ☐

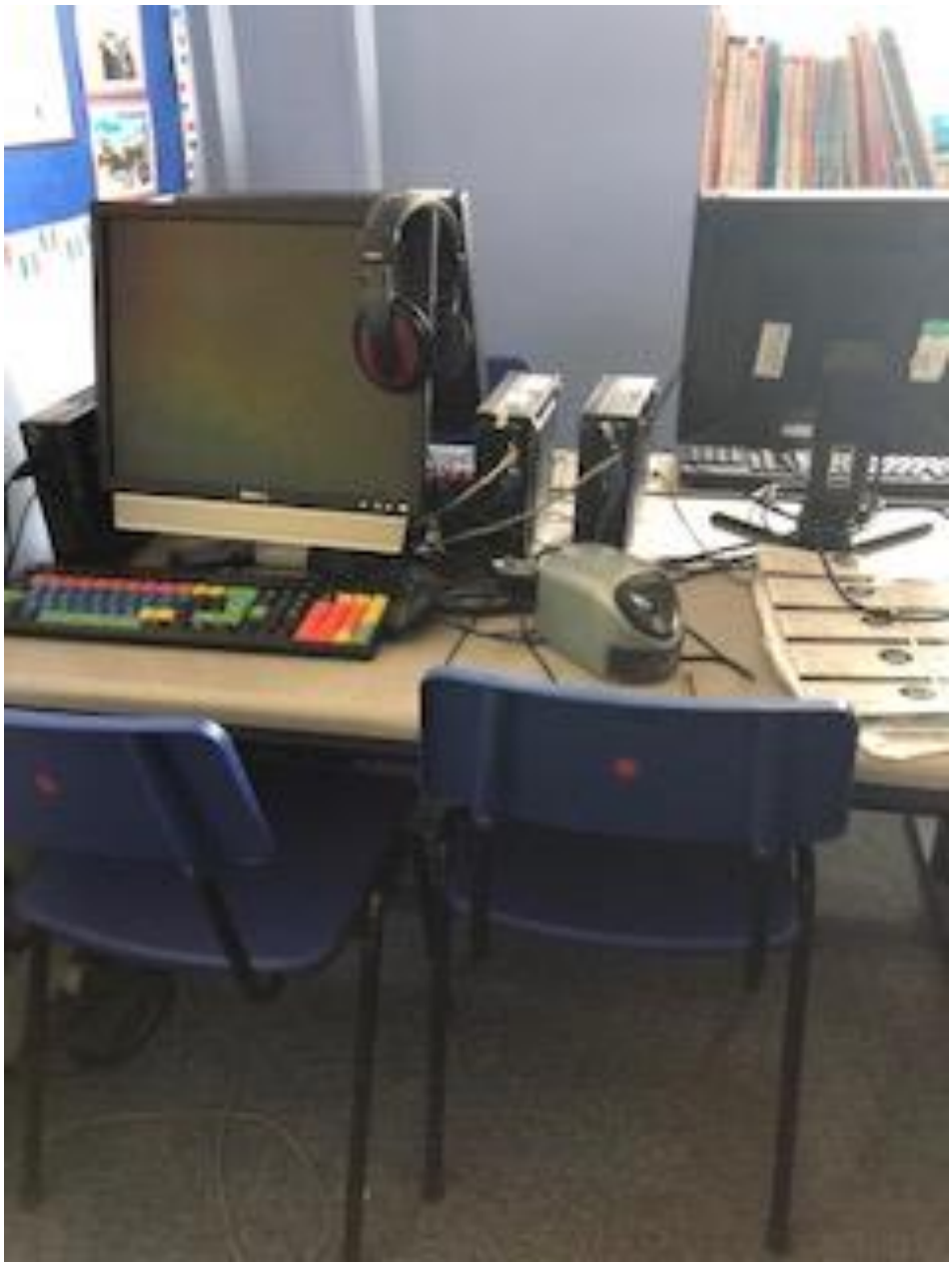
used tables well

Appendix 3.

Images taken by target child of places they like to learn/enjoy.

Classroom library area

Computer area



Books in the classroom library area

Milk bottle structure in the playground

Wooden car in the playground

Appendix 4.

Interview with Child A.

Myself: How old are you?

Child A: 6, I'm the youngest in the class.

Myself: When is your birthday then?

Child A: June.

Myself: What are your favourite things to learn about?

Child A: France, space, polar bears and Florence Nightingale.

Myself: What do you find difficult?

Child A: Times tables and not making a mess.

Myself: What do you like to do?

Child A: Play stuck in the mud, swinging with friend and running.

Myself: What do you think about stickers and raffle tickets?

Child A: I like having them.

Myself: Where do you like to learn?

Child A: School – classroom, computer room, outside and reading area.

Myself: What are your favourite books?

Child A: "Unicorn and the rainbow poop" any books about space or animals.

Appendix 5.

Observations

- Very intellegent.
- Lacks concentration.
- Translating welsh sentences well.
- New glasses left outside, unsure where they are.
- Fussing, taken glasses off when shouldn't.
- When having photos taken, poked tongue out on purpose even afte when told not to.

30/4/19.

- Told by class teacher to always sit on TA's table in the morning.
- Worked well with myself when asking questions about florence.
- Very fussy when doing the practice english test, disturbing others.

1/5/19.

- Kept touching glasses making them dirty

2/5/19.

- Teacher talked to him about not touching the girls hair as they don't like it. → got very upset from this

3/5/19.

- very fidgity this morning, been told simple instructions and haven't listened / or very slowly.
- Asked to move and sit by TA as he was distracting Paolo.
- Worked really well with Luana to sort 's' sounding word into correct groups : ce, s, sc, ss, ci.

20/5/19

[redacted]

- Drank milk sensibly today without being reminded by myself.
- Maths - very capable when dividing - even with dividing by 3. Stu far too fussy when on the carpet. He wasn't making the best use out of the counters, they were distracting him more than anything. Perhaps tomorrow, I will see if he will write his workings out instead of using counters again.
- Dilema activity - very good answers with detailed explanations.

[redacted]

- very involved and coped well with bingo clock game despite the fact he didn't win.
- Difficulty with clock worksheet cutting skills → slightly poor.
- Gave him a new one and he really focussed well.
- Doesn't cope well with other children doing different things.

[redacted]

- Brought a squeacy toy in today and kept it on him as he was doing his morning job. I asked him to put it in his tray and he did almost straight away. When swapping classes for maths, he took the toy out of the tray and was playing with it on the carpet when the supply was introducing the lesson. She instantly removed the toy away from him. As soon as the activity began, he went to sharpen his pencil before even attempting the activity. When he is working, I can see him taking his shoe off with the other foot and can only see 1 sock that he has on. Thought he was working - just playing with coins. Putting the pound sign after the number. Extremely

fidgity today. Requires lots of support today when completing maths work kept fussing when supply was gathering them back on the carpet. Tried putting coins in his mouth. When supply asked him what Florence Nightingale was he said artist. He then gave descriptions as to what she did - helping soldiers from the war. Came in from play saying that someone stepped on his eye. (He was lying down on the floor at the end of the slide!). When I introduced the ~~pos~~ positive reward system I was starting he became very eager to reciere such rewards. So much so he shed some tears when others had rewards and he hadn't yet. I kept reminding him that if he behaves, completes work and is sensible he will get one. → he actually listened! - I am so pleased!