

M7X02151: School Development and Pupil Progress

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

Introduction

The school in which the research took place is a large community primary school of approximately 750 pupils aged between 3 and 11 years old. It is located in a large town in south Wales. The three-year average of eligibility for free school meals is 12.5%, which is much lower than the national average of 21%. The school has identified approximately 10% of pupils as having additional learning needs, which is also much lower than the national average of 22%. A high proportion of pupils are white, British, and speak English as their main language. Very few pupils speak Welsh at home (Estyn, 2015). The current pupil teacher ratio is approximately 25.3, and attendance is 93.6% for 2018 (My Local School, 2018).

Child X is four years old and has been attending Nursery for three terms. She could be described as being a 'typical learner', neither More Able and Talented (MAT), nor a child with Additional Learning Needs (ALN). She comes from a stable family environment with both parents in employment and has a younger brother who is two years old.

Child X has one 'best friend', as well as a couple of other close friends. However, she is a bit of a 'social butterfly' and plays well with everyone.

Data Collection

The method that was used in this research enquiry is the Mosaic Approach (Clark and Moss, 2001) which is a form of participatory research in which several different types or 'tiles' of qualitative data are collected and analysed in order to gain an understanding of children's knowledge, understanding and opinions. This data forms a 'mosaic' which contributes to a holistic view of children and their learning and takes into account the 'hundred voices' of children (Edwards, Gandini and Foreman, 1998). The main strength of using this type of data collection would seem to be that it is extremely inclusive, due to the multitude of methods of data collection available, and thus the quality of interpretation by the researcher is increased (Clark and Moss, 2001). Therefore, it is suitable for use when analysing both very young children, for which the method was developed, and older children. However, limitations would therefore arise in the time-consuming nature and complexity of analysing the use and results of such a varied selection of tools (Clark and Moss, 2001). Maconochie (2008) suggests also that it is extremely difficult for the researcher to fully represent children's views and experiences since they are subject to filtration and interpretation by the researcher. Further to this, there has been some suggestion that the Mosaic Approach does not have a basis in science and that therefore the data collected cannot be generalised in ways which quantitative data can (Brown, 2017).

The tiles used in this enquiry were observation, tours, photographs, map-making and child conferencing. The strengths and limitations of these methods are outlined in the table below:

	Strengths	Limitations
Observations	• Can back up other pieces of the Mosaic e.g. child conferencing	• Only gives an adult perspective
Tours	• Allows child a more relaxed opportunity to talk about and show important places • Physical demonstration of places of importance to the child	• Time-consuming • Children distracted by other children and activities taking place • Young children may lead adult simply to the places they are interested in that day
Photographs	• Child naturally takes photos of objects or areas of importance to them • Can be developed quickly to use to support child conferencing • Potentially the most revealing aspect of the child's perspective	• Child may take photos of objects or areas which they believe the researcher wants to see • Very young children may not be familiar with how to take photos, leading to inaccurate or unusable photos • Time lapse between taking and developing photos could mean child forgets having taken them. Therefore, could lose meaning.
Map-making	• Helps to pull together data collected in tours and photographs	• Difficult to accomplish with very young children
Child Conferencing	• Provides child with the opportunity to reflect on photographs and map-making	• Child may become quickly and easily distracted by other activities or children • Consideration of context of responses is important • Child may say what they think the researcher wants to hear • Young children may not be able to understand the questions or have the vocabulary to articulate responses.

James Nottingham's (2013) ASK model will be used to structure the analysis of the learner in the areas of Attitudes, Skills and Knowledge. The ASK model is a tool for teachers to use to ensure that in every lesson they teach, they include at least two of the three dimensions of learning, and therefore deliver great teaching, since great teaching leads to improved pupil progress (Coe et al., 2014).

There were several ethical considerations to take into account when conducting this type of research, including seeking the consent of the child to participate in the research (Appendix 6), and their continuing assent throughout the whole process. For very young children this may be difficult for them to understand, but the researcher ensured that the child knew and understood their right to withdraw, both verbally and non-verbally, in line with BERA (2018) and UNCRC (2011) guidelines. The researcher also ensured the confidentiality and anonymity of the child and their school by not using their names and instead referring to the child only as "Child X" and the school as "School X". The school's safeguarding procedures were adhered to at all times, to protect both the focus child and the researcher. The child's work was also anonymised, and photos used did not contain images of the child or their peers. Other ethical considerations made were the impact of singling out one child on that child and their peers and seeking the consent of the child's parents or guardian to use their child in the research project.

Analysis of Learner

The overarching theme in all the data collected indicates that Child X is highly motivated to learn and takes an interest in nearly every aspect of Nursery life. This is evident in the photos the child took of her favourite places and classroom 'map' (Appendix 1), in her responses to the questions during Conferencing (Appendix 2), and in the observations made of the learner (Appendix 3), when the evidence is viewed as a whole.

Child X's answers to the researcher's questions (Appendix 2) indicate that she knows the purpose of attending nursery, and that she doesn't have a favourite place, enjoying playing in every area. However, when compared with the photos Child X took of her favourite places, and the 'map' that the researcher developed to show the photos in context (Appendix 1), alongside her comments during discussion of each photo, it can be seen that there are areas in the nursery that Child X does not interact with, namely the rice tray, water tray, tuff tray and food bank role play outside, and the investigation station, reading area, finger gym and tuff tray inside. Observations made by the researcher during the course of data collection (Appendix 3) also indicate that Child X has little interest in the aforementioned areas, since she was rarely observed playing in them. Also, despite Child X taking the researcher outside first on the tour of the Nursery because she said she enjoys the outdoors more, she actually took more photos of the inside provision. Her indication of the outside being her favourite area could simply have been driven by her want to ride a particular bicycle outside on the morning of the tour. Greenfield (2011) alludes to this in her discussion of research techniques when she says a great deal of flexibility is needed when using child conferencing and respecting the child's wish to talk about anything they want to talk about.

This broad analysis of the basis of Child X's learning and motivation for learning indicates that whilst individual tiles of the mosaic used in conjunction provide quite robust evidence, individual tiles used in isolation do not provide enough evidence. For example, Child X's answers to the conferencing questions (Appendix 2) indicate that she is not yet at an age where she fully understands what is being asked and does not yet have the language to articulate a meaningful response (Clark, 2011). Further to this, the evidence, and her request to terminate the conference suggests that her attention span is still quite limited. There is research (Fitzgerald, 2009) to suggest that the attention span of a four-year-old is their age plus 2 minutes, meaning that after 6 minutes their capacity for maintaining focus is lost. Therefore, the use of conferencing in very young children can be seen to have limited results.

The use of photographs (Appendix 1) as a visual stimulus to prompt further questions proved extremely successful and produced some interesting results, which added weight to the researcher's observations (Appendix 3) of Child X's eagerness to engage and learn. In several of Child X's answers to the researcher's question of "why did you take this photo?", she made reference to the fact that she enjoys participating in the activity in school because she is not allowed to do it at home. The breadth and quality of provision in the Nursery setting would therefore be significant in Child X's development during her time there. The Welsh Assembly Government document on play and active learning (2008) states the importance of giving young children plenty of opportunities to explore a wide variety of resources to aid play, problem-solving and interactions with their peers.

Despite the limitations of the use of researcher observations as a tile in the mosaic, due to their one-sided view of the learner and personal interpretation of events by the researcher, when researching very young children it would seem to be the most effective method of collecting data. Coupled with professional conversations regarding the focus child, conclusions can be drawn with regards to Child X's current achievement and attitudes towards her own learning. The observations made will now be discussed in detail using the ASK model (Nottingham, 2013) as a framework.

Attitudes

Observations of Child X (Appendix 3) indicate that she has a very positive attitude to learning and involvement. When married with her comments on the photos she took of her favourite areas in the Nursery (Appendix 1), it seems that Child X's love for learning and participation in activities could stem from her mother's reluctance to let her have access to the same activities at home. This fits with Bronfenbrenner's social learning theory (Gray and MacBlain, 2012) which describes the layers surrounding developing children and the effect they have on each individual. The layer immediately surrounding the child is called the Microsystem, which includes the child's immediate family, home, school and neighbourhood, and has the most direct influence on the child. Therefore, Child X's mother's reluctance to let her access the messier aspects of play (painting, baking, sand pit) has directly influenced Child X's desire to access these areas of provision the most whilst at Nursery.

Child X displays a natural curiosity, as evidenced in the researcher's observations of the child at play, and in particular in the researcher's observations of wellbeing and involvement (Appendix 4), in which she generally scores extremely highly, demonstrated through her happiness and high energy levels as well as concentration and creativity (Laevens, 2005). This natural curiosity shows that Child X is starting to take control of her own learning, which fits with Montessori's theories developed through her own observations of children of educating the senses before educating the mind (Bates, 2016).

However, Child X's capacity to learn, and her attitudes towards learning are severely impeded when her wellbeing and involvement levels drop. This happens as a result of outside influences (Appendices 3 and 4) such as the weather and the thought of attending the post-nursery playgroup where she dislikes going. Any learning that Child X was required to do that day was negatively affected. Thus, Child X appears to be lacking key attitudes such as resilience and self-regulation. Vygotsky wrote that children pick up mental and physical habits from their elders and that the reactions of adults to things such as cold weather or spiders can have a far greater impact on children than the knowledge they impart (Nottingham, 2013). This lack of resilience could therefore have been influenced by Child X's family, although absence of evidence in this area places limitations on the validity of the statement. However, research into the emotional maturity and regulation of young children shows that they are neither emotionally nor academically ready to begin formal schooling at aged 3 or 4, lacking the cognitive skills required (Baber, 2016). Research carried out in New Zealand showed that beginning formal schooling at aged 5 did not improve the outcomes of the children compared with those aged 7, and even potentially damaged them (Whitebread and Bingham, 2013). Thus, this fits with Piaget's theory of cognitive development and being cognitively 'ready' to learn, based on a child's early experiences of the world and other people and their construction of knowledge from the challenge or support of their ideas (Stewart, 2011).

Skills

In terms of skills, for pre-school children it is essential that they must first develop personal and social skills as well as gross and fine motor skills before embarking on the written elements of literacy and numeracy skills. Data collected (Appendix 5) indicates that Child X is working at Outcome 3 for most Personal and Social Development (PSD) skills, although she still struggles with some fine motor skills such as fastening her coat and threading beads onto a string. This could be because she doesn't access the provision which helps to develop fine motor skills and coordination such as the rice tray outside or the finger gym inside and could also link to her preference to play in the more social areas of the Nursery such as the role play areas. This correlates with the general observations made by the researcher (Appendix 3), and the professional conversations with the class teacher that Child X is very sociable and enjoys spending time playing with other children.

Researcher observations (Appendix 3) and tracking data collected (Appendix 5) show that Child X is developing good Language, Literacy and Communication (LLC) skills, achieving Outcome 2 in the 'talking and play' strand of oracy development. This is in part due to her love of interacting with other children in the role play areas, thus developing her language skills, and also because she loves mark-making in the writing area. In professional

conversations with the class teacher, it was discussed that at three years old, Child X was one of only a handful of children in the 90-strong nursery who could write her own name. In playing with her friend in the role play area, as observed by the researcher, Child X is developing skills not only in language, but also in symbolic play and in higher-order thinking. Vygotsky believed that using symbols in play enables children to develop abstract ideas and then to be able to start to think critically and reflect on their play or work (Stewart, 2011).

The data (Appendix 5) also shows that Child X is performing well in Mathematical Development and is in line to achieve Outcome 2 upon entry to Reception in September. In other areas of learning including Knowledge and Understanding of the World and Creative Development, Child X also achieves good results, and researcher observations show a keen willingness to engage with the focus task activities, asking if it is her turn to have a go yet. This shows that Child X is a bright child, with the potential of becoming classed at a More Able and Talented (MAT) child. Welsh Government documentation on identifying MAT learners states that “MAT learners will usually stand out as eager to learn and motivated, the first to put their hand up when the teacher or lecturer asks a question” (WAG, 2016, p.6). Child X certainly displays these qualities, and her avoidance of particular areas of enhanced provision could link here as well, since it could be that she simply does not find them challenging enough. However, further evidence would need to be collected here, since the researcher’s observations and tracking records are not robust enough on their own to confirm either way.

Overall, the results of the data collection show that Child X has developed good personal and social skills, physical skills and communication skills, which will help to lay strong foundations for the rest of her learning and increase her chances of reaching her full potential to become an effective citizen of the world.

Knowledge

The observations made (Appendix 3) show Child X’s thirst for knowledge and her capacity to learn. They also show Child X’s particular engagement when thinking about a new topic and activating prior knowledge to start thinking about collecting new knowledge. The Reggio Emilia Approach advocates this kind of approach to learning and teaching, as it encourages children to explore their own ideas and become ‘researchers’ in their own learning (Thornton and Brunton, 2007). As a result, Child X’s acquisition of knowledge is guided by her own interests and ideas, leading to enhanced learning and understanding. Since Child X is so engaged in this type of learning, it could be used as a method of challenging and motivating her further in future learning.

Next Steps

In analysing Child X’s current academic and emotional attainment and achievement, the researcher has found several areas to focus on with regards to the next steps for the learner. These will now be discussed within each subject area.

Well-being

For the researcher, the most important aspect of Child X's development to address is her emotional regulation and well-being, since it affects every other aspect of the learner's experience in Nursery. Stewart (2011) says that the emotional well-being of young children is central to their development, and therefore it must be central to the provision in the nursery environment. Furthermore, Gerhardt (2004) writes that the developing brain is dependent on adults to support emotional regulation, which strengthens the neurological pathways and leads to the child being able to self-regulate. For Child X, her emotional well-being is compromised when she is fearful of attending the post-nursery playgroup, and the associated stress and attachment issues this brings with the thought of not being either in the safe environment of the nursery, nor in the safe environment at home. Child X seems to be displaying distress associated with being securely attached (Bethune, 2018), which is corroborated by professional discussions with the class teacher to confirm that Child X does come from a safe, secure and loving family home. To help support Child X with self-regulation, strategies could be put in place to encourage her to talk through her emotions, such as using Siegel and Bryson's (2012) 'Name It to Tame It' game. The game helps to "tame" the emotional right brain by using storytelling, words and reasoning favoured by the left brain to help diffuse the negative emotions. Another strategy which might benefit not only Child X, but the whole class as well, could be to play a game of 'Pass the Hug', whereby a group of children sit in a circle and pass a hug around. This game works to promote kindness and compassion in all the children and releases the hormone oxytocin which produces feelings of love (Bethune, 2018). According to the Education Endowment Fund (EDF), the development of self-regulation in the early years has an effect size of an additional five months progress in learning and has a relatively low cost (EDF, 2019). Studies carried out in America on a group of 68 pre-school children showed the positive impact the implementation of a 12-week mindfulness-based curriculum had on self-regulation and pro-social behaviour (Flook et al., 2019) which further supports the use of these strategies.

Literacy

The next steps for Child X in her development of literacy skills would be to continue the introduction of reading and writing letter sounds through the Read Write Inc programme. The Read Write Inc programme was developed over ten years by Ruth Miskin directly from her experience of teaching, and her belief that it is essential for children to learn to read as quickly as possible (Oxford University Press, 2019). The programme teaches children to read and then write letter sounds in sets, so that once the first set has been taught, the children can learn to read and write words from combinations of the letter sounds by blending and segmenting (Johnston and Watson, 2014). Although the main programme for teaching and learning phonics in this way does not begin until Reception, studies have shown that if children are taught sounds, blending and the beginnings of reading in the last term of Nursery, they get a 'flying start' before going into Reception in September (Miskin, 2019). A report by OFSTED (2010) says that the best schools introduce Read Write Inc in their Nursery classes, that concentrated, systematic lessons are delivered by expert teachers, and that opportunities for pupils to apply their learning in other contexts through reading, writing and active learning are prevalent. Furthermore, the EEF (2019) says that early literacy approaches which aim to improve learners' knowledge, skills and understanding in reading and writing through approaches such as storytelling and group

reading, activities such as those taught through Read Write Inc, and introductions to different kinds of writing, all prove effective, improving learning by as much as six months additional progress. In America, a systematic review of research into early childhood programmes which aim to improve literacy and language outcomes found that those which use a balanced approach of skills-focused and child-initiated activities had a significant positive effect on learning (Chambers et al., 2016).

Opportunities to practice reading and writing newly acquired sounds in the nursery setting could typically involve practising mark-marking in enhanced areas of provision such as tuff spots, using sand or shaving foam as well as other materials to encourage learning through play and exploration. Research has shown that using multi-sensory instruction can help children become more emotionally involved in the classroom (Stoffers, 2011) as it enables connections to be made to the outside world and enhances learner motivation, therefore not only benefitting Child X, but also the rest of the Nursery cohort.

Numeracy

Child X's next steps for development in Numeracy relate closely to those in Literacy, in that much of her progress now relies on her development in recognising and writing numbers. Child X has secured recognition of numbers 0-10, so now needs to consolidate her learning here, and then start to secure learning numbers 10-20. The data collected shows that she finds the 'tricky teens' numbers of 11-13 and 15 the most difficult to say. This is simply due to the illogical nature of number names in the English language. Professional conversations with the class teacher indicate that regular maths sessions in small key worker groups as well as individual and guided learning approaches to learn the number names is sufficient to cement the learning. The EEF (2019) also suggests this approach, saying that the inclusion of both structured and unstructured activities which are designed to develop a particular skill provide the most benefit, as well as some specific individual interaction. The Institute of Education Sciences (2013) recommends highlighting and practising exceptions to the 'normal' number names, such as 'fif-teen', and to teach young children to recognise that each series of numbers ends with a nine and that the next series (decade) involves combining the new decade with the single-digit sequence.

The researcher's observations (Appendix 3) also highlighted that Child X writes some of her numbers in mirror image (despite her being right-handed) and interestingly, the number 4 rotated 90 degrees to the right. Research seems to indicate that this is not unusual in children at the earliest stages of their writing development. Indeed, Sigman (2017) writes that the human visual system doesn't regard the orientation of objects as very important, since objects turn and rotate. He uses a coffee cup as an example – it is still the same object whichever way up it is. However, with letters and numbers this rule is broken, since a 6 written the wrong way around is no longer a 6, but a 9. The human memory is very poor at remembering the configurations of objects, letters and numbers, and so learning the correct orientations of letters and numbers requires some un-learning on the brain's part! Therefore, repetition in a variety of manners (multi-sensory approaches) to learn and remember the correct orientation of numbers would seem to be the best way of overcoming this.

Other Curriculum Areas

The other curriculum areas in which the researcher was able to observe the Child X and collect data were in Knowledge and Understanding of the World and Creative Development. The next steps in these areas, and in other curriculum areas would seem to be access to a breadth of high-calibre, effective provision. Child X shows an interest and aptitude both in problem-solving tasks and in creative tasks such as making and playing a musical instrument to in order to refine and develop these interests the use of pupil voice in order to inform the provision could help, since the observations showed that Child X doesn't access particular aspects of the current provision. The Research Centre for Experiential Education (RCEE), for which Laevers is the director, produced a list of 10 Action Points (Early Learning HQ, date unknown) to be used to inform provision as a result of well-being and involvement observations. One of these action points is to find out what interests each child and find activities that match those interests. This could be expanded in order to take into account pupil voice, by actively engaging children in the decision-making process. Estyn (2013) reports that using pupil voice to inform provision has a positive impact on learners in a number of ways, including confidence, engagement, democracy, creativity and attendance. Therefore, involving Child X in the decision-making processes of classroom provision should result in a positive increase in her engagement in the areas she does not access at present, leading to increased learning. This therefore links directly back to Clark's (2007) view of the child through the Mosaic Approach as being active participants in their learning, and the right of the child to express themselves on matters that affect them (UNCRC, 2004).

The use of enquiry-led learning, whereby learning is a process rather than an outcome, could also be beneficial in Child X's development in other curriculum areas. In light of the developing curriculum in Wales, and the need for children to develop the skills and learning dispositions of resilience, creativity, compassion and ambition (Williams, 2017), learning where the child takes ownership of their own learning, whilst developing skills in critical thinking seems to be of paramount importance. Donaldson (2015) encapsulates the key learning dispositions of children needed for the challenges of the future within the Four Purposes, and embeds them throughout the six Areas of Learning and Experience, and since School X is a pioneer school for the developing curriculum, Child X will be exposed to them as she moves through the school. Giving Child X more opportunities to learn outdoors will also help her in developing skills in resilience, determination and confidence, which Solly (2015) reports as coming more readily when learning outdoors.

Conclusions

In conclusion, the use of the Mosaic Approach has been a useful tool to use for gathering evidence on a particular learner to analyse and use to inform the next steps of their learning. The strengths of the data were that the observations and the tracking data provided a very clear view of the next steps needed. However, the child conferencing did not work as well as expected, in part due to the age and concentration levels of Child X, and in part possibly to do with the amount and complexity of the questions for a four-year-old. Therefore, the data provided a very one-sided view of the child. If the enquiry was conducted over a longer period of time, with more opportunities to develop a relationship with the child and collect more evidence in the form of child conferencing and observations,

the overall evidence collected would have been robust enough to stand up to more rigorous analysis.

In terms of overall experience, it has been an extremely enlightening one for the researcher, and one which has provided the researcher with ample opportunity for learning and personal reflection, both on her own learning and teaching, and the learning of Child X, as well as the wider implications for the whole class.

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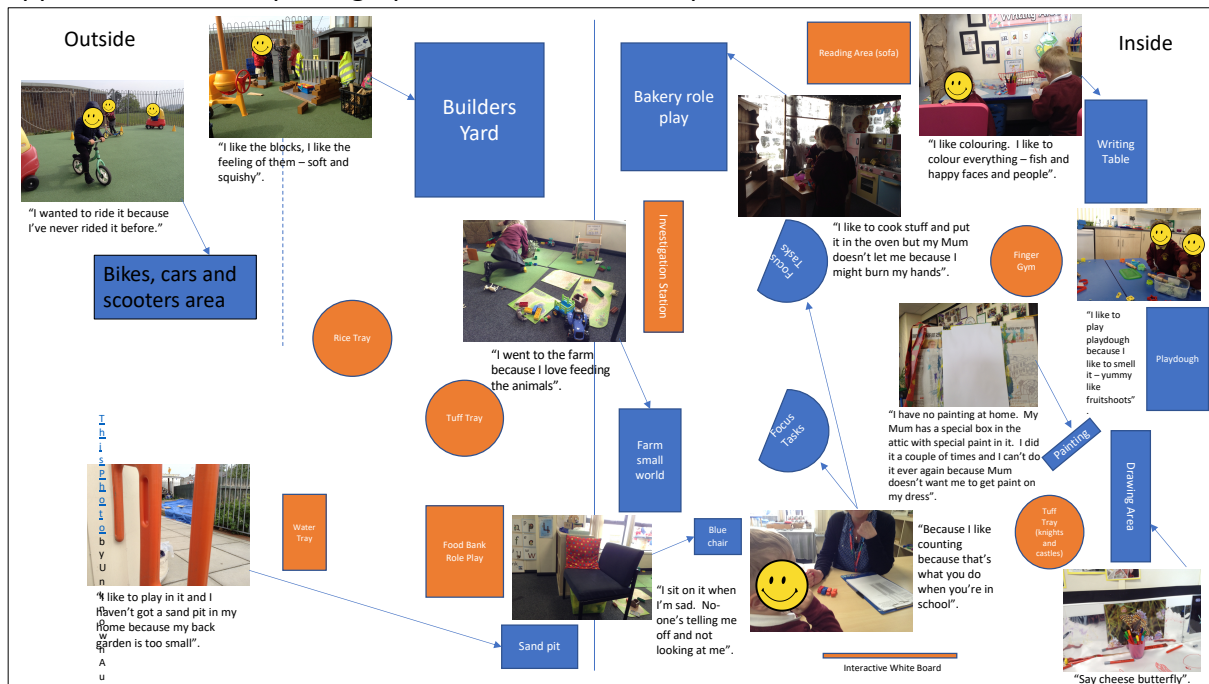
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Appendices

Appendix 1: Learner photographs and classroom 'map'.



Appendix 2: Child conferencing questions and answers.

SDPP Research assignment questions:

Why do you come to nursery?

To learn things.

What do you learn?

Everything.

What do you like best?

Colouring because I like stickers and I like climbing on my Dad.

What don't you like about being here? (Re-phrased to "is there anything you don't like about Nursery?")

No, but I'm scared of big spiders.

Who are your favourite people?

Child R-I and Child A and Child L-M. (Names anonymised to protect identity)

Who don't you like?

No-one.

What do grown-ups do at nursery?

Work, register and story and go in the bakery.

What *should* grown-ups do at nursery?

Work.

Where is your favourite place in the nursery?

Everywhere. When we're starting school we like to play out there (pointing to the nursery door).

Is there any part of the nursery don't you like?

(Shakes head).

What do you find difficult?

To open boxes (Child X was sitting next to some boxes containing games. She found this question tricky and took a while to answer. After this Child X asked if she could go and play, so the interview was terminated.)

What helps you to learn?

What has been your best day in your group?

What do new children need to know about nursery?

Is there anything else I need to know?

Appendix 3: General observations

Focus child observations

Registration and whole-class carpet time – 13/05/19

- Generally, sits quietly, looking at hands (attention wandering)
- Another child moved towards her, which she didn't like, so she moved away
- Welsh numbers – no problems joining in
- Making the number 5 in the air – found this tricky
- "Oi Frog" story – sits up, looks interested, face lights up. Calls out, joining in with the story: "cat – mat!" Maintained concentration almost throughout.
- Knew sounds 's', 'a', 'm' and 'd'.

KW group time – 15/05/19

- Immediately joined in with the words (rhyming words)
- Appears a little distracted by what other children are doing in their groups – only momentarily, then she's back on task: "Gruffalo – huffalo!" – making up her own rhyming words. "House and mouse".
- Although she's wriggling about, she's clearly listening to the story as she comments on what has been said e.g. when the teacher reads "...would taste good on toast" Child X calls out "urgh!"
- Links things in stories to her own experience – "rumble.... crumble.... we made crumble!"

Snack time – general observations

- Tends to be quite quiet
- Sits a little apart from the other children but close to the teacher.
- It's always very clear if there's something bothering her – one day the snack choices were pear, watermelon and cucumber. She remained on the carpet after snack time and looked sad. When asked what the matter was, she responded that she hadn't eaten any snack. When asked why, she responded that she did not like any of the choices and that she only liked apple. She was given some apple to eat but reminded that she must try different fruits at snack time.

Focus task – rhyming games 15/05/19

- Child X had no trouble identifying all the objects in the box
- She picked up two objects with names that rhyme (egg and peg) very easily with no prompting, then cake and snake, then man and can.

Science – problem-solving focus task 16/05/19

- Given the choice of how to move the water from one container to the other, Child X chose to use the scoop to put water into the bag and then from the bag into the other container. When asked if there might be a better/quicker way, Child X remained adamant that her method was the best and quickest way.

Outside observations 17/05/19

- Child X was outside playing the game involving throwing beanbags into hoops and recording points on a scorecard.
- Wellbeing and involvement were high (score 5 for both) as she was playing continuously with a friend and enjoying herself, not being distracted by anything else going on around her.
- Wellbeing and involvement dropped (to a score of 1) when she became cold and she left the game to go and sit inside the builder's office in the construction role play area in an effort to warm up. Despite sitting inside the role play area, one of her favourite areas to play in, she did not engage in any activity here.

Music – clapping and playing an instrument in time to the rhythm and beat 13/05/19

- Had no trouble picking up the rhyme
- After a couple of practices could clap in time to the rhythm
- Could play her percussion instrument in time to the rhythm

General observations 03/05/19

- One best friend whom she spends most time with, and several other girlfriends with whom she also spends time playing. Plays well with all children.
- Spends most time playing in social areas – construction role play, bakery role play, small world play (especially when dolls house was out).
- Loves to play with the dolls and the doll's house. Sang "Let It Go" with her friend, whilst playing together on the carpet with their dolls.
- Also spends a lot of time in the writing area, drawing pictures and sticking stickers.
- Displays curiosity, coming up to see what focus task I am doing. Asks if she can join in or if it's her turn next.
- Writes numbers 2, 3 and 5 the wrong way around (mirror image) and number 4 rotated 90 degrees to the right.

Appendix 4: Wellbeing and Involvement observations

Child Involvement and Well-Being Observations

Name of child: Child X
Observer: Miss Blackie

Description of 2-minute observation	Involvement / Well-Being Level					Learning Experiences					
Date: 10/05/19 Time: 09:45 Area: Bakery role play	1	2	3	4	5	LLC	M&N	Humanities	Science & Tech	Expressive Arts	Health & Wellbeing
Child X was playing happily in the bakery role play, baking and decorating a cake and playing cooperatively with her friends.	X					PSD – social interaction, engagement and emotional expression. LLC – oracy: expressive language, collaboration, speech, talking and play.					
Date: 13/05/19 Time: 09:37 Area: Reading area sofa	1	2	3	4	5	LLC	M&N	Humanities	Science & Tech	Expressive Arts	Health & Wellbeing
Child X was lying on the sofa, cuddling one of the toys.	X					None – Child X was not engaging with any of the activities.					
Date: 17/05/19 Time: 09:18 Area: Whole class carpet time	1	2	3	4	5	LLC	M&N	Humanities	Science & Tech	Expressive Arts	Health & Wellbeing
Child X was sitting on the carpet with the rest of the class, listening to the teacher talking about eggs, and joining in with thinking and talking about “what might be inside”.	X					LLC – oracy: listening and understanding, collaboration, speech. Humanities – animals Health and wellbeing – foods					
Child X was extremely animated – joining in, laughing and using her hands and arms to express herself as she talked. However, this over-spilled into silliness as she struggled to contain her excitement and was consequently given 2 warnings to calm down.											

Appendix 5: Tracking records

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
LLC - Oracy				
Listening and Understanding				
Phonological Awareness				
Expressive Language				
Collaboration and Presenting Information				
Speech				
Talking and Play				
LLC - Reading				
Understanding Reading Materials				
Comprehension				
Reading Words				
LLC - Writing				
Handwriting				
Spelling				
Punctuation and Grammar				
Genre				
Planning, Evaluating and Editing				
Mathematical Development				
Reciting and sequencing numbers				
Counting				
Shape				
Pattern				
Reading and Writing Numbers				
Properties of Number				
Fractions				
Measures and Units				
Time				
Data Recording and Representations				
Data Sorting and Grouping				
Addition and Subtraction				
Managing Money				
Multiplication and Division				
Temperature				
Angle and Position				
Estimating and Checking				
Physical Development				
Holding a Mark-Making Implement				
Coordinated Movement				
Drawing				
Fine Manipulation				
Using Scissors and Tools				
Improving Performance				
Personal and Social Development				
Social Interaction				
Behavioural Regulation				
Response to Others				
Independence in Personal Care				
Engagement				
Emotional Expression				
Knowledge and Understanding of the World				
Explaining Changes				
Classifying Objects				
Making Observations				
Planning and Enquiry				
Success Criteria				
Ideas and Predictions				
Describing Work				
Reflecting on Outcomes				
Linking Learning				
Creative Development - Music				
Singing				
Instrumental Performance				
Fluency and Control				
Composing				
Refining Compositions				
Appraising Music				

	Beginning
	Developing
	At

Appendix 6: Permission document


Prifysgol Cymru
 Y Ddraig Ddeir Sant
 University of Wales
 Trinity Saint David

Yr Athrofa
 Institute of Education
 Addysg i Gymru Education for Wales

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently 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): EMMA BLACKIE

SCHOOL NAME (PLEASE PRINT): PRIMARY SCHOOL

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

RHIANNON GOULD

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

R Gould

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