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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa | Primary PGCE

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

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Introduction

Supporting and contributing to pupil progress are amongst the key responsibilities held by a teacher. Undeniably, it is paramount that educators are aware of the importance of pupil voice, when monitoring and assessing overall development and success. As a result, this assignment aims to critically reflect and analyse the impact teachers have on pupils progress, by examining how they learn. This will follow the Mosaic Approach's three stages; collecting children's and adult's outlooks, deliberating and analysing the data and determining areas which work well and those which need improvement (Clarke, 2005). The data that will be used within this assignment will be evidence of my own practice and will focus specifically on one pupil. This will enable me to scrutinise my own professional responsibilities and make suitable improvements.

The primary school in which I will be gathering data, is situated on the outskirts of Swansea, serving neither an area of affluence or poverty. There are currently 365 pupils on roll, including 47 part-time nursery children. Approximately 8% of pupils are entitled to free school meals, which is well below the national average. 93% of pupils come from English speaking homes, with very few speaking Welsh at home. 7% of pupils are from minority ethnic groups, with even fewer receiving support for learning English as an additional language. Close to 10% of pupils suffer with additional learning needs, and very few have statements of additional educational needs. The school has two special teaching facilities to cater for these pupils; one in Key Stage 2 and the other in Foundation Phase. The school currently sits in the green support category.

The pupil (Pupil X) which I will focus on is eight years old and is in a Year 3/4 classroom. She is a quiet and capable learner who enjoys reading and art, but struggles with numeracy,

particularly mathematical reasoning. Pupil X has a hearing impairment and thus, wears a hearing aid full time, but this does not cause any major problems to her learning. She is popular within the class and amongst teaching staff, is a member of the school council and undertakes various cross-curricular activities. For the purpose of this assignment and according to BERA guidelines, all information regarding the school, staff and pupils will remain completely anonymous and without reference.

Data collection

In order to support Pupil X in her learning and attainment, I gathered evidence following the ethos of the first stage of the Mosaic Approach (Clarke, 2005). This incorporated multi-methods of data collection which were reflexive, adaptable and focussed on pupil voice (Clarke, 2005). The first method involved a collection of qualitative observations of the pupil during lesson time, working independently and in group settings. Throughout education, the use of classroom observations have proven to be an essential instrument for evaluating and enhancing both teaching and learning (O'Leary, 2014) and is thus, advantageous to good practice. Classroom observations provide access, allowing teachers an opportunity to familiarise themselves with the child. It is from these observations that a knowledge base begins to develop, which can underpin future planning and provision (Barber & Paul-Smith, 2010). This was the same during my own practice as such a method allowed me to gain a detailed insight on Pupil X's own perspectives of her learning, providing details on her strengths, interests and needs (Welsh Assembly Government, 2019). Classroom observations are qualitative in nature and yield many benefits. It is a method which allows the observer to gather information which is rich in detail (DeMunck, et al., 1998). It is a process where raw, uncut thoughts, actions and behaviours can be recorded and used as means to support pupil progress (Kawulich, 2005). However, due to the nature of data collection, observed behaviour

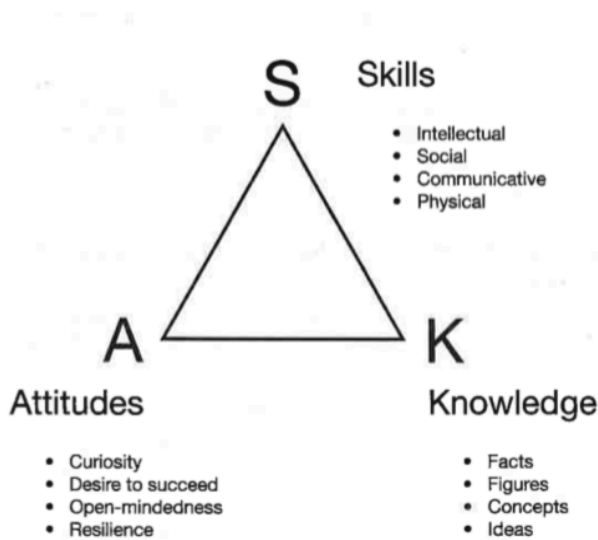
that is considered valuable is largely dependent on the observer, which falls down to interpretation. As a result, it can be argued that each observer will note a different account of the same experience – especially if they have little or no knowledge on the subject being observed (DeWalt & DeWalt, 2002). For example, as a student teacher in the class, it is fair to suggest that I have a diluted understanding of Child X's holistic development, in comparison to the class teacher, who has been mentoring her since September.

Therefore, in order to gain a better insight, I carried out an informal interview with the class teacher. This was the second data collection method I used for the purpose of this assignment. This method was beneficial, as it allowed me to gain ample contextual information on Pupil X, revealing details on her preferred learning styles and areas in which she needed extra support. I followed this discussion, with a one-to-one semi-structured interview with Pupil X, where I asked her a number of questions, in order to gain a comprehensive understanding of her school life, her likes, dislikes etc. It was interesting to see the similarities and differences between each account, which emphasised to me, the importance of seeking pupils' views. The use of semi-structured interviews, allowed me to ask a number of pre-set open-ended questions which encouraged discussion (Jamshed, 2014). This ultimately helped improve my own understanding of her developmental needs as according to Langsted "*young children are experts in their own lives*" (1994, p. 28). Semi-structured interviews are an advantageous method to use when collecting data because they provide participants the opportunity to communicate their thoughts on their own terms (Keller & Conradin, 2019). This provides the interviewer with data which is reliable, validating information that is already known whilst also revealing details that are unknown (Keller & Conradin, 2019). In this particular case, the interviews confirmed aspects which I had previously observed and those stated by the teacher, thus increasing the trustworthiness of the data collected. Despite such benefits, semi-structured

interviews are time consuming and increasingly labour intensive. They require arduous note taking and recording in order to formulate accurate transcripts (Adams, 2015).

I also gathered data, in the form of a school tour. This involved Pupil X guiding me through the school grounds, explaining the purpose of each area whilst highlighting her favourite places to learn. During this time, Pupil X photographed things/areas she considered ‘important’ for her holistic development. Before gathering this data, I ensured that I discussed my intentions with both my class mentor and the target child. I explained to both parties that any information gathered will remain completely anonymous and confidential, following the University’s ethical guidelines and General Data Protection Regulations (GDPR). In all instances of the data collection process, Child X was reminded of their right to withdrawal and right to retract their assent. A permission letter gaining consent from the class teacher was also obtained. Furthermore, all notes regarding the child and school were securely kept on a password protected computer and audio recordings did not leave the site.

Analysis of learner



After analysing the data and carrying out a work scrutiny of Child X, I was able to determine her levels of attainment and thus, consider ways in which I could support her progress using the ASK model (Nottingham, 2013). This enabled me to meet the specifications of the second stage of the Mosaic Approach (Clarke, 2005). The ASK model is a framework which suggests that a

combination of attitudes, skills and knowledge are all desirable features which should be present in each child's education (Nottingham, 2013). It has been argued that both knowledge and skills are easily obtainable however, attitude is something which needs to come from within (Rajan, 2012). The model is not exhaustive to just the three words 'attitudes, skills and knowledge' but serves as an umbrella for a host of attributes which are preferable to both teaching and learning (Rajan, 2012 & Nottingham, 2013). I will use this model to analyse Child X's development in language, maths, wellbeing, art and geography.

In all aspects of her schooling, Child X is focussed when on task and always aims to complete her work. When looking specifically at language development, I have noticed that she is always persistent and willing to ask for help – possessing the correct attitude (Nottingham, 2013). During a lesson on up-levering sentences, pupils were asked to make improvements to basic low level sentences, by including adjectives, verbs and subordinate clauses. Throughout this session, it was clear that Child X was able to recall her knowledge in order to engage with the task. She was imaginative with her word choices and was able to understand the effect these additions made to her work. An example of this is illustrated below:

Before: The fox ran on to the road.

After: The orange fox, that usually runs, quietly walked on the bumpy road.

Child X enjoys language lessons and was able to use this knowledge of up-levering sentences in all aspects of her written work. It was also interesting to witness how it impacted and improved her speech, as she began adding more detail to her verbal explanations. This was during both professional conversations with myself and the class teacher and also casual conversations amongst her friends. Furthermore, it equipped Child X with the skills to write an

emotive recount, following an earthquake drill during topic work. Child X appreciated the need to incorporate a vivid and descriptive narration of the event when drafting and publishing her piece. A sentence taken from her recount is exemplified below:

As the earth shook violently, the old creaky doors fell off their hinges with a loud bang.

When looking at the National curriculum level descriptors, it can be inferred that she is currently working at a Level 3 for Writing. Evidence from her language book confirms that she can write in a manner which is mostly organised, creative and easy to understand (Programme of Study for English, 2019). Child X uses engaging vocabulary in relevant contexts (Programme of Study for English, 2019) however, lacks the confidence to use spelling strategies to help her spell words she is unsure of. Instead, she often takes a whiteboard over to an adult, and asks them to scribe it down for her.

When looking at the level descriptors for both Reading and Oracy, it can be inferred that Child X is at a Level 3. She is able to independently read a variety of text types with increased fluency



(Programme of Study for English, 2019). Child X is also able to understand and apply meaning to what she reads, highlighting key points when expressing her perceptions of the text (Programme of Study for English, 2019). This was demonstrated during the semi-structured interview whereby she was able to explain her favourite book series ‘Tom Gates’ and discuss main themes. It’s important to understand that although her description was simple, she

was able to recall key pieces of information from what she had read. Please refer to interview transcript in the appendix.

Child X's oracy ability allows her to both speak and listen in a confident, clear and concise manner – which was evident not only during observations and the interview but also in her repertoire during lessons. She displays an understanding of what's going on around her and uses this information to ask and answer insightful questions (Programme of Study for English, 2019). During class discussions, Child X contributes her ideas and builds on those of others, displaying the extent of her engagement and listening skills (Programme of Study for English, 2019).

Although Child X surpasses many of her peers in language, she finds maths particularly difficult. Despite this, she is eager to continue in her efforts and improve. During a session on division using the bus stop method, I noticed that Child X was confused with the written algorithm but was persistent in her attempts. She found it hard to divide in her head and often began dividing with the units column first, as this is what she's used to with all other written methods. She was also unaware of what to do with remainders when the number couldn't be divided and so I used numicon to help her. This enabled her to use a physical representation of



the problem, in order to achieve an answer. By listening and responding and paying full attention to the help that was offered to her, Child X was able to complete the questions with a greater understanding. She was then able to apply these skills and knowledge a few days later, when answering division

questions in her procedural practice paper. Interestingly, when interviewing Child X, she admitted and acknowledged her difficulties in maths (which coincided with the conversation I had with the class teacher) and expressed that she found numicon helpful.

When looking at the National curriculum level descriptors for Key Stage 2 Mathematics, it can be inferred that Child X is currently working at a Level 2. Within the contexts of the session outlined above, Child X is able to discuss her work using ordinary mathematical vocabulary (Programme of Study for Mathematics, 2019) e.g. division is the inverse operation of multiplication and is able to show her workings using various written algorithms. Child X can also use cognitive processes to calculate and remember number facts and can count and share items/objects with some accuracy (Programme of Study for Mathematics, 2019). Although Child X is below in maths compared to other subjects, her attitude and skills to complete the work exceed her knowledge. This supports the views put forward by the ASK model, emphasising that how a task is approached is more important than the end product (Nottingham, 2013).

As the current class topic has a large geography focus, I have been able to consider Child X's overall development within this area of learning. During one particular session, pupils were asked to locate on the world map, where earthquakes had occurred using a set of data. This exercised their knowledge of the world and enhanced their map reading skills. Child X enjoyed this session, and not only located the country the earthquake took place, but was able to be more specific in her annotations, pinpointing the exact city the disaster occurred. In order to do this, she remained determined and focussed on task. Once this was complete, she began to see a pattern emerging. Using her intellectual skills, Child X was able to deduce that earthquakes typically occur along fault lines, along the earth's tectonic plates. She was then able to apply

this knowledge during class discussions, when asked in which places are earthquake more likely to occur. Having acquired this information, Child X was then in a position to justify why she thought earthquakes in Wales were unlikely. Although her justification was plain and simple, it was clear that she had taken her learning and applied it to different contexts.

When looking at the National curriculum level descriptors for Key Stage 2 Geography, we can draw the inference that Child X is currently working at a Level 2. This is because she has a basic understanding of the world map and can draw information from it. Child X acknowledges that the actions of others can exert influence on the environment and can communicate why she thinks this is the case (Geography National Curriculum, 2019). Using the information obtained from her lessons, Child X often asks straightforward questions and has the ability to make simple observations. She is also able to gather knowledge from resources in order to answer questions (Geography National Curriculum, 2019). This was evident during the lesson outlined above as Child X correctly identified the countries who suffered earthquakes with the highest magnitude.

When looking at Child X's development through a health/wellbeing lense, it can be deduced that she engages with the material well. In the course of a PSHE lesson, Child X was focussed and able to consider the impact natural disasters had on those living within the area. Using her intellectual skills, she was able to understand the different experiences/adversities people from all parts of the world face and displayed empathy when discussing types of relief aid. When Child X was reading the earthquake scenario, she worked as part of team to prioritise rapid response aid actions, expressing her reasoning behind her choices. During class discussions, Child X revealed that although she enjoyed the task, she found it difficult as she believed all forms of aid were vital however, she persevered until she had made her choices. The session

demonstrated the importance of charity and donations and she was able to apply this knowledge to ESDGC focus lessons. When looking at the learning outcomes for PSHE, specifically sustainable development and global citizenship, it can be inferred that Child X is currently working at a Level 2 (Personal and social education framework, 2019). This is because she has acknowledged the influence individual/collective choices have on the environment and the difficulties poverty brings (Personal and social education framework, 2019). This was demonstrated during the above mentioned session, where Child X made links between deprivation and disaster zones.

The final area of learning which I will discuss with regards to my target child's holistic development, is art. Upon interviewing Child X, I was made aware that this was her favourite subject. She expressed that she enjoyed painting with water colours in particular, which came as a quite a surprise to the class teacher who hadn't noticed her love for creativity before. During a session which involved recreating 'The Great Wave' by famous Japanese artist, Katsushika Hokusai, I noticed the extreme levels of concentration in her demeanour and body language. Child X was motivated, ensuring she followed the step-by-step method in order to



draw the wave as accurately as she could. This exercised not only her fine motor skills when holding the pastel to draw before painting, but also her intellectual and communication skills. At the end of the session, I expressed to the pupils how this was only a practice in order to gain familiarity with the technique, and that in the next session we would create a large collective collage piece. Following this, in the days leading up to the collage, I noticed that

Child X used registration period to practise and preview her artwork, which allowed her thinking time to prepare ahead of the lesson (Nottingham, 2013).

When looking at the national curriculum level descriptors for Art, it can be deduced that Child X is currently at a Level 2. She is able to catalogue pictures and drawings from observational techniques, practical knowledge, her own recollection and through personal inventions (Art and design, 2019). This was evident during morning registration, as Child X was sketching the image from memory using her knowledge and skills she obtained from the art lesson. Throughout this process, she demonstrated an acceptance towards change and strived to continue in her efforts until the piece was as similar to the original as possible (Art and design, 2019).

Having considered the holistic development of my target pupil in a range of subject areas, I have been able to grasp a firm understanding of her attitudes to learning. In general, Child X is a happy and kind hearted individual, who always considers the thoughts and feelings of others. Her attendance is excellent and she begins every day with a positive can-do attitude and has no issues socialising with her peers. Through analysis, It has become increasingly clear that Child X needs extra support with spelling and mathematical reasoning. The school tour and ‘photographs of important things’ also revealed her love of the outdoors. Taking this into consideration, I will prioritise these aspects in the next section of this assignment, following the final stage of the Mosaic Approach (Clarke, 2005).

Next steps

When looking specifically at Child X, (like most children) it is clear that she requires an intervention to help improve her spelling. Alderman and Green (2011) argue that spelling with

precision is vital, and without this ability, pupils literary skills are often restricted (Waugh, et al., 2016). This is because many pupils are afraid to venture on to using more interesting vocabulary, frequently resulting in tedious writing (Alderman & Green, 2011). When looking at the literature, an age old debate surrounding the ideas that spelling is either ‘caught’ or ‘taught’ is apparent (Peters, 1985). In his tremendously persuasive book, Peters (1985) argues that if children have not acquired a knowledge of spelling by being exposed to words by age seven, then they must be coached in a well ordered fashion (Waugh, et al., 2016). With this in mind, it can be concluded that Child X (much like many of her peers) requires an intervention which will facilitate further development in her spelling.

Currently, pupils are required to take a spelling list home to practise every week however, this alone is not enough. I think Child X needs constant but fairly short sessions of spelling practice during school time. With an additional adult to guide her at first, Child X will be introduced to the ‘Look, Say, Cover, Write, Check’ method. This is a strategy which has often been described as ‘fool proof’ (Sagba, 2009) and is something which I have witnessed as being advantageous during my last placement. In order to gain maximum benefits, pupils must follow each step carefully, initially visualising the word in their head and saying it aloud (Sagba, 2009). Pupils must then cover the word and think back to what it looked like, before writing it down from memory and checking their spelling (Sagba, 2009). Repeating these steps until the spellings are memorised will facilitate Child X’s vocabulary to increase and will encourage her to take risks when spelling new and unfamiliar words. This intervention will be implemented three times a week during morning registration period, until I am satisfied that Child X is able to use spelling strategies to segment and spell words accurately.

When looking at the literature, it becomes evident that such a strategy has proven to make notable advancements to a child's ability to spell (Fisher, et al., 2007). Results from one research study reveal that after receiving the intervention, pupils had a 17 month increase in their mean spelling ages (Fisher, et al., 2007). This was due to the pupils' motivation and also, the role the tutor played in supporting their progress (Fisher, et al., 2007). However, it's important to understand that with such interventions come with great responsibility. The child needs to take ownership of her own learning and the teacher must oversee and monitor the progress. This includes hand-picking words which get gradually harder and more complex. As Child X demonstrates her resilience in all subject areas (following the Learning Pit and Iceberg Illusion), I think it's fair to say she possesses the desired attitude required in order for this to be a success. Therefore, it can be inferred that this intervention will be beneficial as it will allow her to focus on what she desires to write, rather than how to write it (Sagba, 2009). Evidence suggests that it will also enhance her decoding skills, improve fluency when reading and strengthen her progress across all areas in academia (Ehri, 2000; Sipe, et al., 2002 & Graham, et al., 2003).



When looking back at the interview transcript, Child X admitted that she struggles persistently with problem solving questions, and that Mathematics is an area in which she would like to

improve. Having considered this and upon examining the literature, it can be argued that a child's capability to reason is instrumental to their mathematical development (Nunes, et al., 2015). This is because, the ability to reason about a problem is ultimately how you develop an understanding of that problem, before solving it (Nunes, et al., 2015). Research suggests that children often use reasoning informally without knowing, during play (Lyn, 2004). They instinctively create and resolve issues which require mathematical procedures and concepts (Lyn, 2004). With this in mind, it would be beneficial to incorporate Child X's suggestion of outdoor learning in order to enhance and support her development in numerical reasoning whilst also exercising pupil voice. For example, it might be favourable to take reasoning lessons outdoors, allowing pupils to investigate and explore without being confined to the four walls of the classroom. Below are photos of 'places I like to learn' taken by Child X.

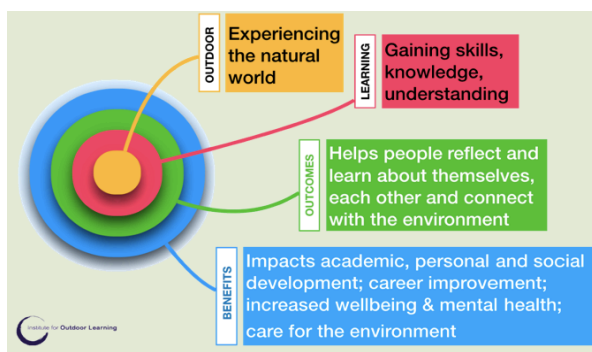


Reasoning lessons must be carried out more often and cross curricular in order to give Child X the opportunity to improve. In order to do this, I need to apply mathematical reasoning to everyday objects/places that the children can physically see and make connections to. To illustrate, I could plan and prepare a maths trail, which exercises a number of numerical concepts through problem solving. This idea was inspired by Thinking Child (2019) and involves pupils answering a number of questions using the outdoors. The aim of such tasks are

to promote exploration within pupils so that they are able to conjecture and reason with confidence (Church, 2019). An example of a question is demonstrated below.

Look at the picnic benches that seat 8 pupils each. How many more benches are required if both year 3 classes (60 pupils) wanted to sit?

Alongside these whole class activities, I think it will be advantageous to provide Child X with one-to-one intervention and support. This could involve little and often tutoring sessions during break and lunchtimes, again using physical objects such as numicon to enhance her understanding. When looking at current events and in the media, National Tests reveal that numerical reasoning is one area which is a consistent struggle amongst the majority of pupils (Wightwick, 2019). Therefore, the push to incorporate ways which are far less daunting e.g. using the outdoors, could perhaps be a step in the right direction.



Although outdoor learning poses many benefits, it is important that the approach utilises the environment in a relevant manner (Waite, 2009). That is, making the most of the outdoors, rather than completing a worksheet outside which could have been done inside. Therefore, if done correctly, such experiences can be beneficial to the Child X's physical,

emotional, social and intellectual wellbeing, ultimately providing opportunities to enhance her holistic development (Fiskum & Jacobsen, 2012).

Having considered these interventions, it can be inferred that if Child X is given the opportunity to develop her spelling and reasoning using the ideas outlined above, she can meet and/or surpass the national guidelines outlined for her age group.

Conclusion

To conclude, the data I have collected has enabled me to analyse Child X not only in her learning, but her overall holistic development. This has given me a greater understanding of her attitudes, skills and knowledge towards her schooling and has provided me with an indication of her strengths and areas for further improvement. Having carefully scrutinised these findings, I have been able to prioritise interventions and support strategies which I believe will be the most beneficial to her. These interventions focus specifically on spelling and problem solving however, impact all areas of learning and experience. Taking into consideration suggestions made by Child X, I have also aimed to incorporate the outdoors more into Maths lessons and generally across the curriculum. Ultimately, such changes will support her overall progress and strengthen my understanding of pupil needs as a student teacher.

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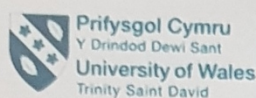
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Appendix

Letter of consent gained from Class Mentor



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): SIMA ALI

SCHOOL NAME (PLEASE PRINT): DUNVANT PRIMARY SCHOOL

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

KAREN WILLIAMS

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

Karen Williams

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

Interview transcript

- Me:** How old are you?
- Child X:** I'm eight years old.
- Me:** And what year are you in?
- Child X:** I'm in year 3.
- Me:** So what do you enjoy most about school?
- Child X:** I enjoy going outside and playing with my best friends.
- Me:** What's your favourite subject?
- Child X:** My favourite subject is art.
- Me:** What do you enjoy most about art?
- Child X:** I enjoy doing... like... water colour painting.
- Me:** Okay great. What's your least favourite subject?
- Child X:** My least favour subject is... [long pause] maths.
- Me:** And what do you find difficult in maths?
- Child X:** I find tricky questions difficult... like I don't really get dividing or problem solving questions.
- Me:** So what do you do when you need help?
- Child X:** I put my hand up until a teacher comes round.
- Me:** So if the teacher is busy helping someone else, what other things do you use to help you?
- Child X:** Numicon and number square and... [pause] things in the maths area.
- Me:** Okay. Are there any other areas you like going to when you're stuck?
- Child X:** I use the dictionary to help me spell and the learning walls.
- Me:** What's your favourite book?
- Child X:** My favourite book is Tom Gates and I read them really quick, that's how much I enjoy them.
- Me:** So what are they about?

Child X: It's about a boy with his mum, dad and his friend and his friend's mum and dad and the school and the children. And they do like a band. And his sisters, his sisters really grumpy and she's allergic to things. And Tom really wants to get a dog.

Me: Sounds interesting! So, if you could choose one subject that you want to improve in, what subject would it be?

Child X: [long pause] ...Maths.

Me: And if you could, how would you change your maths lessons?

Child X: I don't know... [long pause] I like learning in the forest so maybe doing it outside.

Me: And what would you keep the same?

Child X: Maybe the learning wall because it helps me remember when I'm stuck.

Observation 1

Date: 13.05.19

Time: 09:30am

Incident: Dividing using the bus stop method

When the task was given out to the pupils, Child X chose to complete the silver challenge. This task involved dividing two and three digit numbers by a single digit number. Pupils had to find the quotient.

From the very beginning, Child X was confused with how to set the sums out and show her workings. When I demonstrated and modelled this to the class, she gained a better understanding. She used the example on the board to copy the structure but was unsure how to work out the question.

At first, Child X asked her friend for help, who is a more able and talented learner. She tried to explain it to her, but Child X still didn't understand the concept. This is when she raised her hand and asked for help. When I went over to her, she explained her troubles and we sat together to work through the task. I talked Child X through the first question and she was able to complete it.

However, when left alone to complete the rest, Child X began getting confused. For example when seeing how many times 4 goes into 2, she did the opposite – how many times does 2 go into 4. In order to help her, I decided to bring out the numicon, so that she had a physical representation in front of her.

In hindsight, this worked well, as she began to see the task more clearly. She used the numicon to aid in her understanding of division and when marking her work, she got all the answers correct. This showed me that all she needed was some help to visualise the question so that she could answer it.

Observation 2

Date: 17.05.19

Time: 13:00pm

Incident: Up-levelling sentences

During this session, pupils were asked to demonstrate their understanding of adjectives, verbs, adverbs and subordinate clauses. Pupils were given simple sentences which they had to enhance using the above literary techniques. The task was differentiated into Bronze, Silver and Gold challenges.

Child X chose to complete the Gold challenge which required her to add an adjective before each noun, change the verb, add an adverb and a subordinate clause to each sentence. Child X was aware of the expectations and used the literacy wall to remind her of what each of the literary techniques were.

She was able to demonstrate her understanding by creating sentences which were vivid, imaginative and full of detail. It was clear that Child X was enjoying this task, as she was focussed and determined when constructing her sentences. She even took the time to share her work with her friends, giving them ideas and inspiration for their own.

At the end of the session, Child X asked if she could share some of her sentences with the rest of the class. She was able to communicate her work through her oracy skills and met the lesson objectives and success criteria set at the beginning of the session.

Observation 3

Date: 22.05.19

Time: 14:00pm

Incident: Recreating Hokusai's The Great Wave

As part of this term's class topic 'Disaster Zone' pupils were given an art task, to recreate the famous Japanese painting The Great Wave by Hokusai. In order to do this, they were shown the image and were asked to describe what they saw.

Child X was focussed and motivated. She expressed to me and the other two additional adults how much she loves painting and that she couldn't wait to start. The wave was drawn in parts, following a video clip which the children had to follow.

Child X took her time to ensure that she was following the video clip, each step at a time. Her levels of concentration were clear and she used the techniques in the video to recreate her own tsunami wave. Child X was very happy with her drawn piece and explained that she enjoyed drawing the curves of the waves the best because "it flowed".

Child X took caution when painting along the outlines of her pastel creation. She used various tones of blue to represent the Great Wave and added water to make the paint runnier and translucent for effect. Child X was incredibly satisfied with the piece she had created and was not afraid about the difference to hers and the original. She expressed that she would practise until it was perfect but was happy of how her first attempt turned out.

School tour transcript

As Child X guided me around on a tour of the school, I asked her to explain what she was showing me. The tour began inside the Panther class which is Child X's classroom. This guided tour was audio recorded which has been transcribed verbatim below.

This is my classroom and this helps me learn because there are lots of resources. We're walking down the corridor now. This is Tiger classroom, we sometimes go in to work with Tiger class as a group. We read books from the bookcase. This is Seal classroom and they go in there for a club. Seal class are autistic but they learn very well. There are lots of cloak rooms for the classes. Down here we've got more classrooms and a door to the playground. When you go down the stairs, outside our classroom, you see the bookcase train and the medical room. The bookcase train is called the [school's name] Express. This is the hall, we have assembly in here every day and sometimes we learn here. We also have dinner in the hall. There's lots of outside space where the younger children play and learn. There are some more classes where little children learn. So in the Victorian building they have their own library and new toilets. These are the classrooms where the older children learn. This is for Year 5, Year 6 and Year 4. We have lots of demountables for different things and a bottom hall by the school's main gates. And we have a top yard and a bottom yard for the juniors to play. And we have a forest where we can do some outdoor learning. That's my favourite place to learn – the forest.

Map of the School

A photograph of a sketch of the school grounds created by Child X. This was completed with some assistance from myself.

