

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

Introduction

The purpose of this essay is to firstly provide a detailed analysis of a child’s holistic development within in the school. Then secondly, discuss the next steps for the learner and provide some appropriate strategies that as a teacher would be taken to help the learner make progress within school. Throughout this essay the confidentiality of the child and the school will be kept protected. Therefore, from here on the child will be referred to as ‘Child A’ and the school as ‘School X’. School X is a large primary school located in West Wales with just under 400 pupils on roll (Estyn, 2012), aging from 3 to 11 years old. According to Estyn (2012) around half of the school is from an economically disadvantaged background while the other half comes from areas which are neither economically advantaged nor disadvantaged. As a result of this 40% of pupils are entitled to free school meals (Estyn, 2012). The school is also identified as having around 34% of pupils with additional learning needs, this is a large amount compare to that of the average of primary schools in Wales being 22% (Estyn, 2012). The observations and analysis of Child A were undertaken in a Year 3 and 4 class of 32 children. Child A is in the Year 3 class. Child A is an eight year old female, from a socially disadvantaged background and is eligible for free school meals (FSM). She is also that of a low to medium ability.

Data Collection

The data collection process will take the form of the ‘Mosaic Approach’ put forward by Clark and Moss (2001; 2005). The Mosaic Approach, was originally developed during an 18 month study which was designed to investigate the daily experiences of

young children in the early years (Blaisdell, 2012). This approach uses multiple methods to research children's views and opinions (Greenfield, 2011), which in this occasion is in relation to their learning. This approach will allow young children to be listened to (Clark, McQuail and Moss 2003; Clark, Kjørholt and Moss 2005) which is an important right in which children are entitled to (UNCRC, 1992). The 'Mosaic Approach' during this data collection listened and encouraged the pupil's voice on perspectives on themselves in their learning.

The 'Mosaic Approach' combines the traditional research tools of observations and interviews with children and practitioners, with practical tools for the children to be more actively involved, including the use of photographs, learning walks and pupil-led feedback on learning experiences (Clark, 2007). Researchers can use a variety of these tools to discover children's experiences. During this data collection the use of observations, learning walks, samples of work, photographs and pupil-led feedback on learning experiences have been used. The research was conducted to explore one child's developments in differing areas of learning and next steps for the learner to bridge the gap in their developments.

The strength of using the 'Mosaic Approach' is that there is a number of different tools from which the children can chose (Cowie, Huser and Myers, 2013). By using the range of diverse data collection tools which are presented using this approach means that the researcher can increase the quality of their interpretation (Cowie, Huser and Myers, 2013). A limitation which is faced with this approach is that it is a time-consuming process. However as addressed by (Clark and Moss, 2001) the researcher should not underestimate the time-consuming process of data interpretation and complexity of using such a multi-method approach.

During this data collection the analysis of the learner will reflect a holistic view of the child. This holistic approach will follow the ASK model which was put forward by Nottingham (2013). This model acknowledges the role of the attitudes, skills and knowledge of the learner (Nottingham, 2013). This model provides learners with a language to think and talk about learning (Nottingham, 2013). When this model is used as a structure for learning it helps to improve teacher clarity and raise expectation for success (Nottingham, 2013).

Ethical Consideration

As the research was based on a child in a school setting, before any observations or analysis were carried out it was made sure that the data collection was ethically sound. Firstly, the child was made aware of the part that she would play during the research. It was also made clear to the child that they had the right to withdraw at any given time if it deemed necessary (Bera, 2018) and that no pressure would be put onto them if this was to be the case. It was after being made aware of this, verbal assent was given by the child. The classroom teacher gave informed consent (see appendix one) to conducting the research on the individual child's learning and developments.

Analysis of learner: Numeracy

Child A is currently situated in the low ability setting for numeracy and currently below the national standard in mathematics. Child A's attitude towards the subject is generally positive and she does have a 'desire to succeed', an element of Nottingham's (2013) ASK Model which is a positive element to hold. However, the

fact child A is in the low ability setting suggests that there are many challenges which are faced in her mathematical development. . Through the examples of child A's work, during the lesson of 'Place Value', Child A was able to show a suitable amount of subject knowledge during the activity and was able to exchange the units into the tens in her sums when using the columns provided in the lesson (see appendix two). However challenges were faced when it came to adding 2 digit numbers which meant exchanging tens into the hundreds column, this was a difficult task to complete. According to the Literacy Numeracy Framework (LNF) (2014) a child of eight years of age should be able to 'use mental strategies to add and subtract 2-digit numbers'. During this lesson to help with this challenge, Child A began to use maths resources to assist and help her with her work (see appendix two, three and four). Through the observations that were made it is evident that Child A benefits from using mathematical resources in adding or subtracting two digit numbers. These resources prove to be a positive factor in improving performance. Through the pupil-led tour and photographs which were taken of the resources (see appendix five and six) it is evident through the pupils own feedback that these resources are supporting and allowing for Child A to achieve in her mathematical development. When observing Child A during a mathematics lesson it is clear that more confidence is shown when the child is able to use the resources to help with her mathematical tasks. Through an interview with the classroom teacher, it was acknowledged that "the use of concrete resources benefits and enhances the pupil's maths in the classroom". This is also highlighted in the work of Gates (2008) that says that by providing learners with chances of using vibrant colourful resources gives them opportunities to work towards abstract mathematical ideas and concrete experiences.

Another challenge which Child A has and is affecting her addition in numeracy is recalling number bonds, these are pairs of numbers that make up a given number. This is a simple way of finding two numbers which make one number. For children to grasp this idea, adding and subtracting would become easier for the child to understand. Number bonds are taught from the age of four. Children's inability to grasp these simple rules and number patterns can have a continuous negative effect on their developing number skills. Child A is also facing difficulty with number patterns for example $2+2=4$ and $20+20=40$. This is due to not having enough practice and not having a sufficient amount of modelling on how to complete number patterns, with focus being on other areas of mathematical learning.

Analysis of learner: Literacy

Child A demonstrates a sound knowledge in most areas of her literacy development. She is able to write in sentences giving opinions with reasons (see appendix seven) she is able to identify how texts are organised (see appendix eight) and shows good reading skills. This is a key element to note as it was highlighted in the learning walk through photographs and interviews (see appendix nine and twelve) that Child A enjoyed reading and she found it "helps me with my language work, in finding new words".

However an area where Child A is lacking in knowledge and understanding is in the 'Strand' of 'Writing across the curriculum' in the LNF (2014). Child A demonstrates poor understanding of 'spelling high frequency words' not only that, more simple words are also being miss-spelt (see appendix ten). Children at the age of eight

should be using their knowledge of 'word families, roots, morphology and graphic' to spell words correctly, however with Child A this does not seem to be the case and common miss-spellings are happening throughout her work. The reason behind the underachievement within her spelling may be due to not having enough phonic awareness. Research shows that difficulty with phoneme awareness is a predictor of poor spelling development. Readers with poor phonological processing tend to be the poorest of spellers (Cassar *et al*, 2005). Another area of Child A's literacy development where a gap has been identified is within her handwriting. According to the LNF (2014) children in year 3 should be able to 'produce legible handwriting and present work appropriately joining letters in some words'. Through examples of work (see appendix ten). Child A does not demonstrate this element. Even though an attempt is made to join up words, when examining the work thoroughly not all words are clear to read and make out.

Within the 'Oracy' strand of the LNF (2014) Child A shows that she is able to 'speak clearly with varying expression' and enjoys giving her opinion, however is unable to 'organise what is meant to be said so listeners can understand'. Child A has a tendency to jumble up her words when trying to speak out in front of the class (see appendix eleven), this is down to the lack of confidence which Child A has. As specified earlier Child A comes from a disadvantaged background. It is said that children from all backgrounds see the advantages of school, but children who are from a more disadvantaged background are more likely to feel anxious and unconfident about school (JFR, 2007). This may be a reason for the lack of confidence which Child A portrays in her oracy development.

The fact Child A is from a socio-disadvantaged background and is entitled to FSM may be having an impact on her literacy development. This factor is said to have an impact on pupil achievement. The Welsh Assembly Government (2018) has made a strong link between achievement and the level of entitlement to free school meals in schools: as the level of free school meals entitlement increases, the level of achievement decreases. This is also highlighted in the work of the Joseph Rowntree Foundation (JFR) (2007) who explains that, children growing up in poverty and disadvantage are less likely to do well at school. The JFR (2007) also highlighted the importance of homework. Children from differing backgrounds had different experiences of doing homework. It would also be important to highlight here that Child A had a tendency not to hand in homework given out to complete. This lead to a less understanding of the subject in hand. It was shown through a study by Kellett and Dar (2007) that the homework experience of the differing backgrounds affected literacy development. Children from a deprived area got little help with homework from a parent compare to the help the more affluent peers had from their parents. However the research conducted by Kellett and Dar (2007) did not imply that poorer parents did not care about their children's education, it was just down to the lack of resources to help out with the homework task.

Analysis of learner: Well-being and Social Development

Child A shows characteristics of a kind, happy, friendly young girl. She enjoys socialising and spending time out on the playground with her friends. Child A 'loves' being outdoors and enjoys taking part in gymnastics with her friends (see appendix thirteen). During an interview conducted with Child A she identified that "being outdoors and playing, helps me forget about all the problems and worries that I may

have had". Most of the time Child A is socially respectable and acts in an appropriate manner in most areas of her learning.

Child A is a very independent learner and also works hard during her tasks and activities. During a topic lesson Child A was involved in group work with 3 other members of her class (see appendix fourteen). Child A displayed key elements of acceptable social behaviour. She was acting responsibly and demonstrating independence in her task and really wanted to complete the task in hand to her best ability. However, as the lesson went on there was a considerable change to her behaviour (see appendix fifteen). As seen through the observational notes made, Child A did not act in a socially acceptable manner. It is noted that a recurring theme with children from disadvantaged backgrounds is that they feel less control in school settings. (Anderson-Moore *et al*, 2009). This possibly being the cause for the unacceptable social behaviour, Child A was unsure on how to control the situation she found herself in and acted inappropriately. A key area where there is a gap in Child A's social ability is with regards to interacting effectively with others at all times. However, it has been identified that living in poverty has been known to cause aggression in children (National Centre for children in poverty, 2009).

A number of different instances were also identified similar to the one above taking place where Child A got into situations which were socially unacceptable. These circumstances seemed to take place when another child or group of children who were usually from her friendship group did something which Child A didn't like or agree with. Instead of just responding in the correct way by saying she didn't like what they were doing, or coming to tell a teacher, she would act in a physical way

towards the other children. This would be a first instinct and she wouldn't take time to think what the appropriate way of responding was.

Next steps for the learner

As seen earlier, in Child A's mathematical development an area in which she was finding challenging was addition and subtraction using 2 digit numbers. To improve on this area of learning it would be key for Child A to develop effective mental strategies. Effective mental strategies are important if children want to develop 'true' fluency in mathematics (Handley, 2019). 'True' fluency can be best defined as *"children being able to confidently use and apply their knowledge of number relationship, number facts and our number system in order to calculate and solve problems"* (Handley, 2019). For this to be effective in Child A's numeracy knowledge and understanding in number bonds, number pattern and sequencing need to be addressed.

"Low achievers are often low achievers not because they know less, but because they don't use numbers flexibly." (Boaler, 2015)

For effective mental strategies to cause effect, 10 minutes of differentiated mental maths at the beginning of all lessons for all children to work independently on addition and subtraction questions will be introduced. This will improve and reinforce skills which will be during the lessons. This idea will keep the knowledge and understanding of addition and subtraction at the forefront of Child A's mathematical development. Children will be encouraged to answering these questions how they deem fitting. Giving children the opportunity of answering these mental math problems will allow them to use and apply facts, through a range of mental maths

strategies that are important (Handley, 2019). It is important however that these facts are kept current and practised and used regularly (Handley, 2019).

As stated earlier, Child A benefits from the use of mathematical resources. This is a positive factor to address and implement into her learning which will allow for improvements to be made on the challenges she is facing in her mathematical developments. A strategy for teaching number bonds which will help Child A with addition and subtraction is through the Concrete, Pictorial, Abstract (CPA) approach. The CPA approach is a highly effective approach in the teaching of mathematics and develops a deep and sustainable understanding of maths for pupils (Gates, 2002). The CPA was developed by American psychologist Jerome Bruner (1960). Many children find maths difficult because it's abstract, this may be the difficulty in which Child A is facing. The CPA approach builds on existing knowledge by introducing concepts in a concrete and tangible way (Gates, 2002).

This approach involves moving from concrete materials, to pictorial representations, to abstract symbols and problems. The Concrete stage of this approach is the "doing" stage, the concrete objects are used to model problems. The CPA approach brings fun to learning by allowing children to experience and handle physical objects (Toh, Kaur, Tay, 2007). For example, if a problem involves sweets, children can first handle the sweets. From there, they can progress to handling abstract counters or cubes which represent the sweets. The next step is the "seeing" stage, this is the pictorial stage. Here, visual representations are used to model the problems. This stage encourages children to make a mental connection between the physical object they just handled and the abstract pictures, diagrams or models that represent the

objects from the problem (Toh, Kaur, Tay, 2007).). Building or drawing a model makes it easier for children to grasp difficult abstract concepts. For example, for Child A, who finds number bonds challenging this step will allow her to visualise abstract problems of number bonds and make them more accessible. The final stage is the abstract stage, this is the symbolic stage, where children use the abstract symbols to model problems (Toh, Kaur, Tay, 2007)). However, it is important to note that Child A or any child involved in their approach will not progress to this stage until they have gained a solid understanding of the other two stages of the approach. This stage involves the process of introducing abstract concepts, for example for the development of Child A's addition and subtraction the symbols introduced will be '+' and '-'. At this level children are introduced to the concept at a symbolic level using only mathematical symbols (Toh, Kaur, Tay, 2007).). Through this process children can gain craft skill in mental connections between the concrete, pictorial, and abstract phases. It is a fun way for children to learn. For Child A this approach would seem effective and purposeful in enhancing her mathematical development, as it will allow for her to use the resources, which she enjoys which will have a positive effect on the child's engagement.

It was made clear through observations during literacy sessions that Child A faced a small number of challenges during her learning. The aim is to improve on these by making learning exciting and meaningful with a variety interactive teaching and learning techniques for Child A in hope that she responds successfully to learning. During Child A's literacy it was identified that she commonly miss-spelt high frequency words. To overcome this problem specified 'flash cards' of most common used spelling words will be available to child A to support her in the correct spelling

of these words. The benefits of flashcards is that they make it easy to maximize the benefits of repetition and to improve kids' important memorization skills (Moritz-Saladino 2017 cited in Lewis 2019). This is also echoed through the work of Lewis (2019) who stated that flash cards are an effective memory-aid tool that can help students learn or re-call material. By using these flash cards often the spelling of these words will become imbedded for Child A to remember in future learning. This flash cards will be easily accessible and available to her in any task she is undertaking. Word-mats will also be created on the specific topic to support Child A's spelling throughout her learning of the subject and not just most commonly used words. This will allow Child A access to number of different words to improve on her spelling across the area of development.

Handwriting and sentence formation is another key area in which Child A is challenged in. To overcome this Child A needs to have access to good models across a range of genres as examples of good writing (Department for Children Schools and Families (DfCSF), 2009). This can be done through the use of handwriting books which will be used through registration period during the school day to get Child A practicing her joined up letter formation to enable clear letter recognition. By teaching and giving children the opportunity for handwriting, spelling and grammar children will become more effective writers (DfCSF, 2009). By demonstrating and modelling acceptable sentence formation to Child A will allow her to have more of an understanding of what she is expected to accomplish in a lesson. The models presented to the learner will provide new ways of developing sentences which will extend her own sentence formation. In order to scaffold sentence formation for Child A the use of writing frames will be used. The use of the writing

frame strategy will be used to offer a generic structure of different genres of writing for example explanation, discussion and persuasion (Wray and Lewis, 1996). They will be used to support Child A until she is familiar enough with the structure and can begin an independent writing repertoire. The framework will consist of key phrases and words according to the piece of work that has been set. The writing frames will help the child by offering structure, helping the pupil maintain the 'sense' of what they are writing, offering varied vocabulary, connectives, sentence starters and enabling all pupil to achieve some sense of success at writing which will be improving on self-esteem and confidence (Wray and Lewis, 1996). However, by using the form of the writing frame the child may become increasingly familiar with it (Wray and Lewis, 1996). To prevent this from happening writing frames will not be used at all opportunities of writing and children will also be encouraged to write independently when it deems necessary.

To overcome the gap Child A faces in Oracy with her confidence Child A will actively be encouraged to speak throughout her lessons. There will be more emphasis on paired and group work to enhance her oral skills and build her confidence. Allowing children more opportunity for purposeful talk during the lesson will improve on confidence (DfCSF, 2009). By encountering a range of situations for talk and discussion; competence, accuracy and confidence in speaking and listening will be development (DfCSF, 2009).

Child A's areas for improvement through her social development is knowing how to deal with situations in the correct manner. To begin with I think an effective strategy as a whole class approach would be to introduce a circle time. It would be a

beneficial approach to raise awareness of being unkind to children and how this will affect children's feelings. Circle time allows for children to develop a positive relationship with one another, therefore creating an environment where pupils learn to treat each other with respect (Curry, 1997). This is a key element which would develop how child A is treated or treats other children in the classroom. Circle time is also said to improve listening and social skills (Canney and Byrne, 2006; Lown, 2002). The implementation of circle time will develop the social skills of Child A and allow her to cope with any instances in an acceptable way. Circle time is said to help pupils co-operate with one another and leads to improvements in speaking skills (Housego and Burns, 1994). These are two key areas which would change the way Child A would deal with any problems she may face with other children by being able to co-operate and talk to those children who may be upsetting her and be able to resolve the solutions in a suitable manner.

As well as circle time, talking and explaining to Child A about acceptable behaviours in school would deem appropriate. Child A will be encouraged to speak to a teacher if a situation has upset her and also to take deep breaths and count to three before reacting inappropriately.

Conclusion

Through using the 'Mosaic Approach' Child A's current developments were able to be recognised. It was also through this approach areas for improvements and next steps could be identified.

Resources are a highly effective tool for individuals to gain confidence in their ability, to work independently and to have a visual aids in front of them whilst completing

work. Child A definitely impacted from having such resources. Following my observations I will use extra resources to aid learners. The implementation of mental math strategies will also be implemented as an effective approach so children do not get too complacent using these mathematical resources. The use of writing frames and spelling flash cards for Child A's literacy developments will be an effective tool to support her with high frequency miss-spellings of words and to provide support in her sentence structure. However it will be made sure that these resources in literacy are not over used so Child A does not get too comfortable using them. Independent learning will also be encouraged.

References

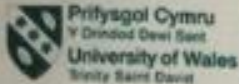
- Benjamin, A. Shermer, M. (2008). *Secrets of Mental Math: The Mathematician's Guide to Lightning Guide to Lightening Calculation and Amazing Maths Tricks*. Three Rivers Press.
- BERA (2018) Ethical Guidelines for educational Research. Available at: <http://www.bera.ac.uk>. (Accessed: 20th May 2019)
- Blaisdell, C. (2012) Inclusive or Exclusive Participation: Paradigmatic Tensions in the Mosaic Approach and Implications for Childhood Research. Vol 6(1).
- Boaler, J. (2015) Fluency without Fear: Research Evidence on the Best Ways to Learn Math Facts. Youcubed at Stanford University.
- Bruner, J. (1960) *The Process of Education*. Cambridge Massachusetts: Harvard University Press.
- Canney, C., and Byrne, A., (2006), 'Evaluating circle time as a support to social skills development: Reflections on a journey in school-based research', *British Journal of Special Education*, 33, (1), 19-24.
- Cassar, M., Treiman, R., Moats, L., Pollo, T. C., & Kessler, B. (2005). How do the spellings of children with dyslexia compare with those of nondyslexic children? *Reading and Writing*, 18, 27–49.
- Clark A, McQuail, S. Moss, P. (2003). *Exploring the Field of Listening to and Consulting with Young Children*. Thomas Coram Research Unit.
- Clark, A. Moss, P. (2001) *Listening to children: The mosaic approach*. London National Children's Bureau: Rowntree Foundation.
- Clark, A. Moss, P. (2005) *Spaces to play: More listening to young children using the Mosaic approach*. London, United Kingdom. National Children's Bureau
- Cowie, H. Huser, C. & Myers, CA. (2014) The Use of Participatory Methods in Researching the Experiences of Children and Young People. *Croatian Journal of Education*. 16, 51-66
- Curry, M., (1997), 'Providing emotional support through circle time: A case study', *Support for Learning*, 12, (3), 126-129
- Estyn Report (2012) *Estyn*. Available at: https://www.fentonprimary.co.uk/cmsfiles/items/downloads/2019-02-19_16_13_54//Inspection_report_Fenton_Primary_2012.pdf (Accessed 20th May)
- Gates, P. (2002) *Issues in Mathematics Teaching*. 1st edition. Routledge.

- Greenfield, C. (2011) *Personal reflection on research process and tool: Effectiveness, highlights and challenges in using the Mosaic Approach*. Manukau Institute of Technology.
- Handley, T. (2019) Do you know the 33 Mental Maths Strategies (KS1 and KS2)? [online] Available at: <https://thirdspacelearning.com/blog/33-mental-maths-strategies-ks2-checklist/>. Accessed 29th May 2019.
- Housego, E., and Burns, C., (1994), 'Are you sitting too comfortably? A critical look at 'Circle time' in primary classrooms', *English Education*, 28, (2), 23-29.
- Joseph Rowntree Foundation (JRF) (2007) Experiences of poverty and educational disadvantage [online] Available at: <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf> Accessed: 29th May 2019
- Kellett, Mary and Dar, Aqsa (2007). *Children researching links between poverty and literacy*. Joseph Rowntree, York, UK.
- Lewis, J, (2019) "The Advantages of Flash Cards." *Synonym*, [online] available at: <https://classroom.synonym.com/advantages-flash-cards-7427604.html> Accessed: 29 May 2019
- Lown, J., (2002), 'Circle time: The perceptions of teachers and pupils', *Educational Psychology in Practice*, 18, (2), 93-102.
- Nottingham, J. (2013) *Encouraging Learning*. Routledge.
- Toh, TL. Kaur, B. Tay, GT. (2019) *Mathematics Education in Singapore*. Springer
- United Nation Convention on the Rights of the Child (1992) *Convention on the Rights of the Child* [online] Available at: https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_PRESS200910web.pdf?_ga=2.230092255.2102493722.1559168653-493590667.1484405645 Accessed 28th May 2019
- Welsh Assembly Government (WAG) (2018) Achievement and entitlement to free school meals [online] Available at: <https://gov.wales/statistics-and-research/academic-achievement-free-school-meals/?lang=en>. Accessed 18th March 2019.
- Welsh Government (2014). Literacy and Numeracy Framework (LNF): *Statutory Guidance* [online] Available at: <https://learning.gov.wales/resources/browse-all/nlnf/framework?lang=en> Accessed: May 28th 2019.

Wray, D. Lewis, M. (1996) *An approach to scaffolding children's non-fiction writing: the use of writing frames*. Univeristy of Exeter

Appendices

Appendix One: Consent letter

 Prifysgol Cymru
Y Ddinas Dewi 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,

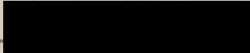
For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

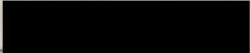
- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

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): 

SCHOOL NAME (PLEASE PRINT): 

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

Kieron Davies

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

Kieron Davies

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

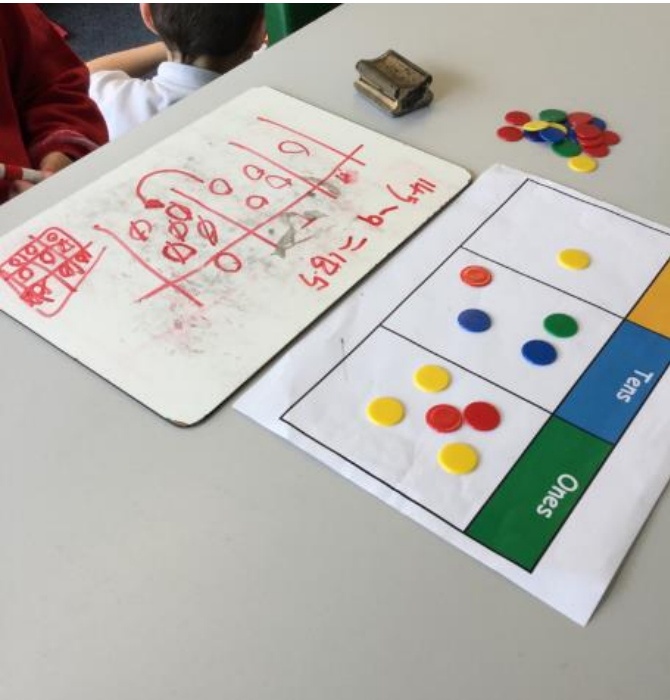
Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix Two:

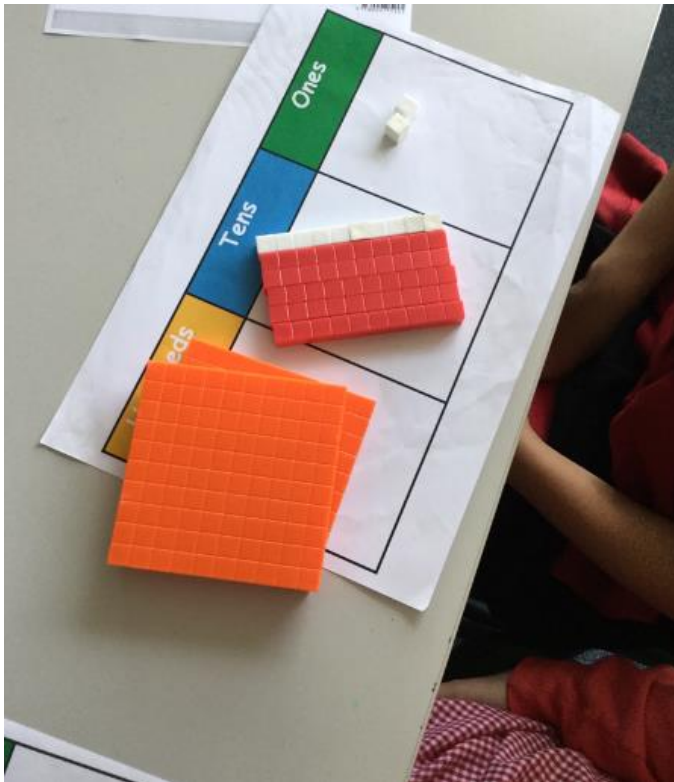
Hundreds	Tens	Ones

Appendix Three:



1803278

Appendix Four:



Appendix Five:



1803278

Appendix Six:



Appendix Seven: Opinion with Reason

Success Criteria		Gwyrdd (Yes) Oren (Almost) Coch (Not yet)		
LO: To be able to give an opinion with a reason "Gentle Giant"		?		
Give an opinion - Give your opinion on the Gentle Giant character in the book.				
Give an opinion with a reason - to be able to give a reason why you have opinions on the giant e.g I think the giant is kind because he helped clean up the river.				
WOW Words- To be able to improve on word choice using a thesaurus.				
Dw i'n meddwl				
My next step is				

The Gentle Giant

by Michael Morpurgo



L.O. To be able to give my opinion with a reason.

To be able to use the thesaurus to improve my word choice

What do you think of the Gentle Giant as a character?

I think that the giant is kind because he helps the people in the village.

I think that the giant is helpful because he helps everyone out from the sea.

How did he help the people in the village and Miraflores?

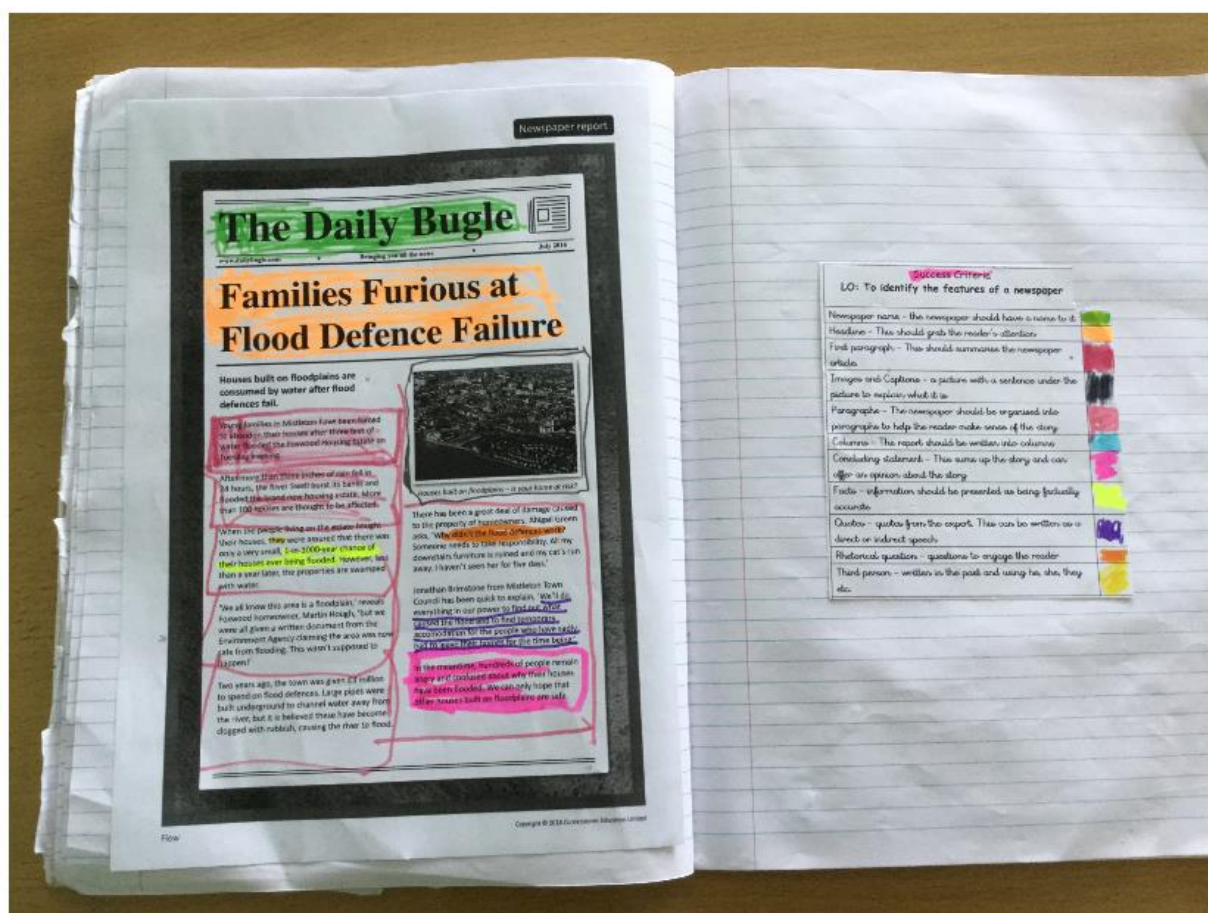
What do you think of the ending?

I love the ending because the giant saves everyone. ✓

I like the ending because he helps the people cleaning there street. ✓

I enjoy the ending because they helped the werms get clean. ✓

Appendix Eight: Child A identifying the way a newspaper is organised.



Appendix Eleven:


Learner Observation Form

Name of learner: [REDACTED]

Time: 9:45 → 10:40 Date: 16th May

Activity: Literacy

Comments

Orary - enjoys giving her opinions
 However struggles with her confidence
 Hides away her face & goes quiet when
 talking to the class
 Jumbles up her working → *What can be done??*

What needs to be done to move the learning on?

Needs encouragement
 Orary lessons - reading ^{completed} and work
 APL strategies in plenary
 To *build confidence in sharing ideas*

Appendix Twelve:


Learner Observation Form

Name of learner: [REDACTED] 3

Time: 11:00 → 12:00 Date: 16.05.19

Activity: Learning Walk

Comments

Enjoys language; reading to improve work +
 pods to further research.
 * develop language

*lower
see
maths* Numeracy - resources to support learning
 needs the help of resources

coins to help with money
 counters & hundreds, tens, units table - helps
 with place value

What needs to be done to move the learning on?

*more use of resources to improve on learning
 and performance especially in numeracy*

Appendix Thirteen:



Appendix Fourteen:



Appendix fifteen: Observation of incident in topic session

Name of learner: [REDACTED] Year: 3
Time: 9:30 → 10:30 Date: 17.05.19
Activity: Topic (literacy)

Comments
Working really well independently
Trying really hard to get the task complete

*** Incidents ***
A group of children on the same table didn't want to work and were messing around.
This caused A to start raising her voice and shouting at the other children.
Instead of carry on with her work she reacted to the other children.

Next steps
Ways of coping with incidents she finds anyway her need to be identified. Instead of having a bad reaction.