

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

This research assignment will aim to complete a detailed analysis of a child's holistic development and will aim to identify key next steps for the pupils learning and attempt to provide justifications for these recommendations. The research will take place in a primary school that I have been placed in for my Professional Teaching Experience (PTE).

The location of the research for this research project is primary school based in the centre of a large town in South Wales. The school has 325 pupils on roll aged 3-11. The school has 8% of pupils who have English as an additional language. 24% of pupils are eligible for free school meals which is above the national average of 19%. The school is also above the national average of 25% for students who are identified as having additional learning needs (ALN), the school has 31% of students classed as ALN students. The foundation phase of the school is open plan and children have a lot of interaction with students from different classes throughout the day.

The student that has agreed to be the subject of the research is a five-year-old boy in the Reception/Year One class. The learner is a member of the higher ability 'Grwp Glas' in the classroom, so completes work that is of a suitable difficulty level for his and the group's ability. The child is a confident well-liked member of the classroom and is always one of the first pupils to volunteer to answer the teacher or share something that he deems interesting. The child has a large circle of friends within the classroom and regularly socialises with these children outside of school due to them living in close proximity of each

other, however his preferred method of socialising is for them to play on gaming consoles together. He has a strong family network who attempt to push him academically while remaining supportive of the child. The child shows an overall positive attitude to school when he is required to verbally or practically undertake a task, however when he is required to complete a task that involves writing, he often gets easily distracted by noises or other people and also does not take care when presenting his work. When a teacher is required to talk to the child in order to discipline him, it can lead to the child becoming emotional and he will then become difficult to motivate to complete the tasks he is required to.

Data collection

In order to complete the research assignment, a number of methods of data collection had to be considered to ensure that sufficient amounts of detailed data was collected. The initial course of action was to ensure that the research was compliant with the 'British Educational Research Association' (BERA) guidelines that the university requires students to follow.

Following the BERA (2018) guidelines, I ensured that I explained to the child what the aim of the research was and what information it would involve me collecting. I explained to the child that he would be able to opt out at any point without consequence and that I would also require his parents consent for him to participate in the research project (Appendix A). The child's parents completed the consent form, and this can be seen in the appendix.

Following ensuring that the research would comply with the BERA (2018) guidelines I had to determine whether qualitative or quantitative data would be the preferred data type to use for the research.

Babbie (2010) states that “Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys” This suggests that quantitative research is most effective when there is a numerical aspect to the research and when data can be quantified into a category during the data analysis aspect of research.

Thomas (2003, p.1-2) states that “Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter” Thomas (2003, p.2) also cites Denzin and Lincoln (1994, p.2) who suggests that ‘qualitative research involves the studied use of case studies, personal experience, life story, interview, observations and visual texts such as pictures’. This suggests that qualitative research is reliant on the interpretation of the researcher and the documenting of the target child’s experiences and personal thoughts. While this does not give a numerical value for the data it allows for a deeper analysis of the child’s holistic development. Following consideration, it was determined that the best way to move forward with this research project was to use qualitative data for the research that was conducted.

The data collection approach that we determined that we would use is the ‘Mosaic Approach’ developed by Clark and Moss (2011). Clark (2007) states that “The Mosaic approach allows children to not only research through a variety of tools but also to adopt different learning styles. It is believed that by children being involved in a range of tools for research bring significant advantages to the quality of results for the researcher (Clark 2007). I believed that following this approach would allow for me to gain a far better insight into the target child’s holistic development. Ensuring that the child’s holistic development is

at the forefront of the research is crucial as Hendrick and Weissman (2009) state that “If we offer the young children, we teach rich and appropriate learning opportunities combined with enough time for them to enjoy and experience those opportunities to the fullest, we will enhance childhood, not violate it”. Therefore, by ensuring that the research that was collected consisted of elements of the “Mosaic Approach” allowed to look at developing the whole child and not just academically. The “Mosaic Approach” can be broken down into three stages, Clark and Moss (2011) state that these are:

1. Children gather information and together adults and children begin to assess it.
2. Children and adults discuss and interpret the meaning of the gathered information.
3. Adults and children ask and discuss the question, "What is going to change or remain the same as a result of this process?"

As a result of these three stages I approached the learner to determine which methods of data collection they were happy to participate in. The learner agreed to all the relevant aspects of research that I required to gather sufficient evidence for my research, and to comply with the mosaic approach’s recommended aspects of the research, these included:

- Observation.
- Photographs.
- Interviews with child and their teacher.
- Pupil-led feedback on learning experiences.
- Annotated samples of work.
- Reading records.

My initial approach to data collection was to observe the child. Merriam (1998) believes that ‘the first role of a researcher is to distance themselves from the participants of research in order to observe natural behaviours’. This proved to be a difficult step as being new to the classroom environment and the first male that the target child had encountered at the school led to it being difficult to build a trusting relationship with the student. The approach I took in observation was a naturalistic approach. Jackson (2007, p.81) states that “naturalistic observation involves watching people or animals in their natural habitat”. The advantages posed with this observation is that you can witness the natural behaviours of the target and these will be far more reliable than attempting to manufacture their behaviour with a series of tasks.

There has been some criticism of “Mosaic Approach” with Brown (2017) stating that “Criticism of this approach may be that it is not scientific enough and that therefore the data cannot be generalised accordingly.” Taking these views into account I think it is important that bias could also be a factor seeing as I am the researcher. However, I believe that the approach is the most suitable approach to collecting research on my target child as it will give an insight into his holistic development in ways traditional scientific research cannot.

Analysis of learner

For the nature of this research it is important that a holistic view is taken when completing the analysis of the learner. Kochar (2010, p.4) states that “the term holistic education simply means cultivating the whole person and helping individuals live more consciously within their communities and natural ecosystems” this suggests that a teacher’s role is more than just developing the child educationally, it is to develop the whole child’s holistically.

The target child has had experience in a number of areas of learning and this has allowed me to identify a number of areas in which the child could be supported, and I have identified a number of interventions for my child that would be beneficial next steps for his development.

Numeracy

Dancer (2017) states that “The primary aim of early years practitioners should be to nurture all children as confident, capable mathematicians for the future”.. Haylock (2003, p.12) states that “Mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum”. Therefore, it is evident that numeracy is a vital aspect to a child’s holistic development as it equips them with the required skills to develop in everyday life.

Currently the child is working at outcome four for mathematical development but is showing aspects of being at outcome five as he is able to count object reliably up to 30 using grouping to help him count. However, he struggles with his number formation and this can hold him back from completing the work he is set within the time period as he often requires support to form numbers correctly.

From the outset, it was clear to see that the target child enjoys numeracy-based subjects. The observations (Appendix A) that I conducted when the child was participating in tasks, he shows an overall positive attitude towards numeracy especially when maths was involved in play or practical maths sessions. The Child is always keen to answer questions orally. However, it is clear to see that he gets frustrated with himself that he keeps incorrectly

forming his numbers and this has a negative impact on his motivation to complete the task.

The child can often be heard saying “I can’t do it” during numeracy tasks when he is required to write the numbers out himself without underwriting.

This is an aspect of the child’s development that needs addressing as amongst his peers he is a high achiever within maths lessons as he is often the child who picks up and understands methods quickly. However, his inability to form letters and number correctly has a negative impact on his confidence as a learner and this needs to be addressed in order for the child to achieve his full potential. Research by Cunningham (n.d) states that “Children develop positive self-esteem by experiencing repeated successes. Past accomplishments show them that they have what it takes to face new challenges. Their success makes them feel good about themselves” this highlights the importance of finding an intervention that is suitable for the child as it will enable him to achieve greater success when completing tasks, this should see an increase in his emotional wellbeing. This could also be linked to the ASK model developed by Nottingham (2013). The ASK model highlights attitudes and more precisely resilience as one of the key aspects to the children developing holistically (Nottingham 2013). It is believed that by supporting the child to become more resilient while also providing him with a suitable intervention it is believed that this will improve the quality of his work in future (Nottingham 2013).

When interviewed about his feelings towards numeracy the pupil stated that “Maths is my favourite subject” so this confirms that the child enjoys math lessons when he gets the chance to participate in them. When asked “Why is maths your favourite subject?” the pupil replied “Because it helps me learn about numbers and helps me when I go to the shops with

Mammy” so it is evident that the child is keen to explore opportunities to use maths in every day situations. This was also supported by the child highlighting the mathematics role play area (appendix B) as one of his favourite provisions to visit, when asked “why?” the child highlighted that it was like going to the shop and that it is important that you know how much money you are spending in the shops. This shows that major emphasis has been put on the child outside of school by his family to aid his mathematical development and also his knowledge and understanding of the world.

Literacy

The National Literacy trust (n.d) believe that ‘Lacking vital literacy skills holds a person back at every stage of their life’ this highlight the importance of developing good literacy skills throughout school so that the lack of subject knowledge does not hold you back in everyday life.

Literacy within the school is split into two sections, standard lessons that incorporate writing and a school devised language intervention called LELP that is completed for twenty-five minutes every morning. The LELP sessions concentrate on letter and sound recognition and include group reading tasks from the interactive whiteboard. The observations of the target child during the LELP session suggest that he finds them disengaging as he is often losing focus due to his ability being far better than the other children. He is often disruptive by chatting to other pupils or shouting out answers before other pupils have a chance to think of an answer. The child clearly is not being challenged to a suitable degree and this is causing him to negatively affect the learning of others who are suitably challenged. Bearne (2006) states that “differentiation is a key part of effective teaching; structuring learning experiences to suit the needs of the individual child plays a major part in the quality of the

education that child receives.” Therefore, it is believed that the pupil would benefit greatly from being suitably challenged during the LELP sessions.

Analysing the child’s written work (appendix C) however tells a different picture of the child’s ability. He has recently been introduced to writing independently and is starting to learn to sound out words when spelling and looking for patterns in the phonics to aid him. However, much like in numeracy and his number formation he struggles with his letter formation. The teacher often picks him up on this and this leads to his self-confidence dropping significantly. When questioned about literacy lessons he stated that “I don’t like writing, I am not very good at it” however it must be noted that he is excellent orally. The child is currently working at outcome five in the reading and oracy aspects of the foundation phase framework, however in the writing aspect he is working at outcome three. This suggests that an intervention needs to be put in place to raise the standard of his written work.

The school follows “The Oxford Reading Tree” programme when determining their student’s ability to read. The majority of the class are between level one three on the scheme, while the target child for this research is on level five which is far more advanced than his peers.

Physical Education

From speaking to the teacher the aspect that is most concerning from her point of view is the child’s reluctance to take part in PE sessions. When further investigating this with the teacher, she explains that the pupil has poor gross motor skills and is often falling over and hurting themselves during unstructured times in the school day for example playtime. Upon

observation of the child at playtime it became clear that the child lacked a significant competence in basic gross motor skills such as running and jumping. I would place the child's physical development at outcome one, which is significantly lower than any other aspect outlined in the foundation phase framework. Poor gross motor skills have a knock-on affect to the child's ability to develop fine motor skills, so it is imperative that these are addressed. This could be attributed to the schools poor PE schedule with the teacher admitting that they are lucky if they go out once a month for a PE lesson.

When discussing with the child about what he does when he goes home, he states that "I go home usually and then sit down on the sofa and play games on my iPad" therefore he is not developing gross motor skills at home as he is not exploring outdoor play activities. I then asked if he goes anywhere with his parents on the weekend and he suggested that he does go to the park sometimes, but he gets bored quickly. Cohen and Cowen (2007, p.75) suggest that "Early childhood educators view motor growth as a cornerstone of child development. Activities designed to develop motor growth are typically included in the curriculum of primary schools" this highlights the significant importance that having a good level of motor skills in the primary school setting. The ASK model also highlight that physical skills are imperative to a child's holistic development. Nottingham (2013) states that physical skills for learning include:

- Write, draw and paint.
- Manipulate objects.
- Catch and throw objects.
- Dance, act and sing.
- Balance and ride on a bike, horse or scooter.

- Climb, sit still and play sport.

Nottingham (2013) believes that these activities are important factors in supporting children with their learning and these skills allow the children to develop their physical skills.

Welsh

The child shows a good understanding of all incidental Welsh used by the class teachers. He can respond to simple questions e.g. “sut wyt ti?” or “sut mae’r tywydd heddiw”. He understands basic commands e.g. “grandewch” and “eisteddwch” and he has begun to express himself in Welsh in the roleplay area. As a result of this he is currently working at outcome three in Welsh. From analysing and observing him completing a number of Welsh tasks it is clear that he has a firm grasp of the language at a young age. He is the most advanced in the class at Welsh and I feel this is an aspect of learning that he could be pushed to achieve more with.

When asking the child’s opinions about Welsh he replied, “I like Welsh because Granny speaks it to me sometimes and this helps me in school”. It is clear that there is a positive role model for him outside of school in the form of his grandmother. Ferguson (2007) states that “The social/observational learning perspective holds that most human behaviour is learned by observation and modelling,” Ferguson (2007) is suggesting that having an adult that he can look up to modelling good use of the Welsh language as well as his teachers, will enable him to progress far quicker in his use of the Welsh language.

Wellbeing

During my observing the child in the school, it is clear to see that he is an extremely happy child overall, apart from his frustrations with his letter and number formation, you can see that he enjoys being in school. He has a large circle of friends who he likes to socialise with

throughout the day in class and the continuous and enhanced provisions. But due to him being in the year one cohort he does not get to spend his time with his friends from class. When asking about this he states “It makes me sad that my friends from class can’t play with me. I want to be able to play with my friends”. As he is one of only four year one pupils in the class, he feels that he does not get the same opportunities as his peers from class. It is clearly an important factor in his personal wellbeing that he gets to socialise with his peers in his free time, therefore identifying a way in which this could be possible would be beneficial for the learner.

Next steps

Following the analysis of the learner I have identified a number of interventions that could be implemented to enable the learner to take the next steps in his holistic development.

Literacy

The target child has good literacy skills orally and in reading as he is working at a far higher outcome than the rest of his peers. There are two courses of action that I have deemed suitable for him to move forward with his literacy skills.

Due to his inability to consistently form letters and his overall poor handwriting, I suggest that he participates in a handwriting intervention. The intervention that I have identified as suitable is an initiative that has been developed by the NHS Warwickshire (2016). The NHS Warwickshire (2016) state that “The programmes have been developed to cover typical fine motor and handwriting difficulties experienced by primary school children.” The initiative consists of six programmes that have been arranged in a developmental sequence, starting

with foundation skills in movement and body awareness, moving on to more complex fine motor and pre-writing skills, all the way up to handwriting fluency (NHS Warwickshire, 2016). The requirements for the programme are that the school sends two members of staff (usually TA's) to attend a three-hour training program which will cover everything that they need to know to be able to deliver the session. The program will consist of two 30-minute sessions delivered by the TA every week, and the resources are available online with the course being funded by the NHS (NHS Warwickshire, 2016).

I feel that this would be a worthwhile exercise for the target child as it is a proven programme that has been created by top occupational therapists and has been endorsed by teachers all over the country.

The national handwriting association (n.d) state that "Without fast and legible handwriting, students may miss out on learning opportunities and under-achieve academically" I feel that highlights the problem that our target child has been having. His frustrations with his letter and number formations have caused him to stunt academically and I feel that this intervention would be a significant step forward in the target child reaching his full potential. It is believed that this will also ensure that his resilience and perseverance levels will increase which Nottingham (2013) believes is an important aspect of a child holistic development in his ASK model.

Another intervention I believe the school should incorporate is that he is given a bespoke LELP plan. As he is consistently disruptive throughout the sessions due to the difficulty level not being sufficient. I believe that he should be given the opportunity to either have a bespoke plan that pushed him to improve. While the target child would not be classed as a

MAT learner, I do feel that he needs to be treated as one in this instance. The Welsh Government (2016) state that “All learners need encouragement, challenge and reward to keep them motivated and making progress”. The Welsh government are advising that all children need to be challenged in order to be motivated to achieve their full potential in school. Therefore, I believe that by having a bespoke LELP session every morning will allow the target child to progress throughout the outcomes and reach his potential.

Numeracy

It was determined that no direct intervention was needed for numeracy as he was on target with his outcomes and although he is the highest ability student in the class and working at outcome four, he still has aspects to work towards to achieve outcome five and these are being covered in the class teachers' future lessons. However, as excels in the practical aspect of maths which is often the preferred method of the class teacher, it is believed that the class teacher should include a number of extensions for the student for each topic.

Cambridge university (n.d) believe that “By extending activities, you allow for more practice, long-term memory (see above), confidence, and ‘real’ learning to happen”. I believe that this would lead to a deeper and more profound understanding on mathematics for the learner and will be an effective way of further the target child's understanding and help him progress through the outcomes. The intervention from literacy will also improve his number formation and this in turn will improve his self-esteem and confidence.

Physical Education

Due to the lack time spent on Physical Education in the school, it is evident that this has had a detrimental effect on the target child's physical development which has resulted in him only achieving outcome one in the physical development strand. I feel that a school wide intervention would be beneficial for the school as it is a problem throughout. The

intervention that I feel would be most effective is run by “Fit for Sport”. They run an initiative where they send specialist physical education instructors into schools to deliver specially designed sessions that aim to improve the motor skills of the children. They are an OFSTED approved scheme who are active in over 350 schools in the UK currently. Fit for Sport (n.d) cite OFSTED as stating ““Children, parents and staff know that it will happen no matter what the weather and working with Fit for Sport enables schools to show the benefits and impact of Physical Activity throughout their schools”.

The cost involved with this is the same as paying a supply teacher for one day so could be seen as an affordable option for the school. An intervention of this sort could be very effective for our target child as he will be taking part in specially designed sessions delivered by an expert in the field. This could help the child become far more competent with his fine motor skills and also work towards the Welsh Government's ambition to “get every child hooked on sport for life” (Sport Wales, 2014). As highlighted by Nottingham (2013) the ASK model places huge significance on the development of children physically so I feel that an intervention of this sort is absolutely necessary.

Welsh

Due to the child having a significant positive role model at home, I feel that the school should use this to push the learner to the next level with his Welsh. I feel that the school should look to join the Welsh Government's “Welsh Language Charter initiative” otherwise known as the “Siarter Iath”. This initiative aims to improve the Standard of Welsh in primary schools (Welsh Government, n.d). The initiative requires the whole school to work as one to progress through the various levels to become a good standard school in the “Siarter Iath”. This would be beneficial for the school as a whole as it would improve the standards throughout all the classes. The Welsh Government (n.d) state that “Communication is at the

heart of modern life – growing up bilingual meant that children will be developing skills for life” this along with the ambition to have a nation of Welsh speakers by 2050 would be a positive step for the school to make in order to improve the standards of all pupils and especially those like the target child who have the ability to progress their knowledge and understanding of the welsh language.

Conclusion

To conclude this research, I believe that the student has a very good attitude to learning and with the correct interventions will progress to meet his potential both as a learner and as the whole child.

The data I feel had a number of strengths that allowed me to be able to understand what the learner requires to effectively makes the next steps. The “Mosaic Approach” allowed me to collect a significant amount of qualitative data that allowed me to create a picture of the whole child and create a more detailed analysis as a result. The observations allowed me to see issues that I may have missed if I had not been paying attention to the target child. From the observation I now feel that the issues with the child during the LELP sessions will be addressed and this will allow him to develop at a rate that is suitable for his ability level.

However, I also believe that there were a few weaknesses with the research. I feel that relying on observations can lead to a change in behaviour from the participant and this could lead to unreliable data. I also feel that due to me being relatively new into the class that the child was not completely comfortable with me at some early aspects of the research and I feel that he may have altered his answers in order to try and please me as the teacher, despite me telling him that he can be totally honest with me.

I feel that this data has enabled me to develop a greater understanding of the importance of ensuring all learners needs are met in order for them to progress holistically. By meeting the learners needs holistically it can provide a number of benefits. The children can become more confident and rounded individuals who are fully prepared to reach their academic potential. I will incorporate the “Mosaic Approach” into my future teaching as I feel that by completing some of the tiles of the approach will allow me to become a more effective practitioner.

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Appendix**A Observations****Numeracy:**

- Student clearly enjoys maths offering to answer at every opportunity
- Student has asked for more work as he has completed the task, teacher has nothing prepared so creates her own challenge for him.
- Student struggling with forming numbers correctly, when teacher picks him up on this, he gets frustrated and becomes disinterested. "I can't do it".
- Student becomes upset and frustrated when teacher asks him why he hasn't finished his work, shows a lack of emotional resilience.

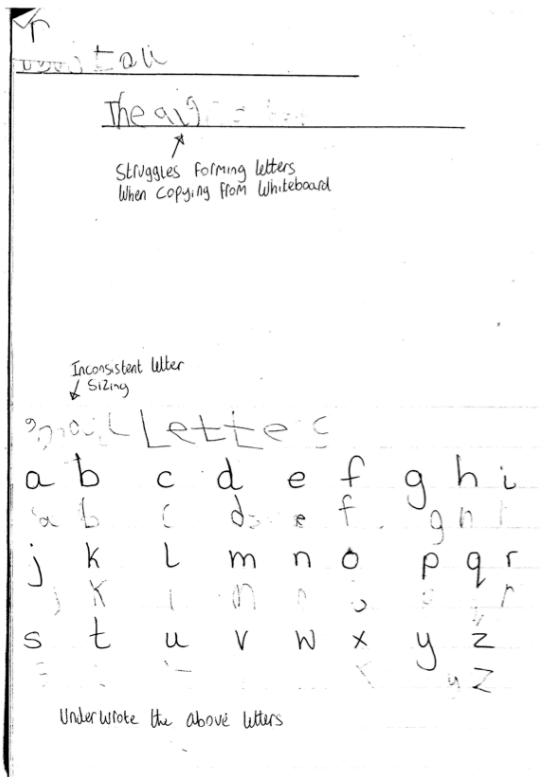
Literacy:

- Student is excellent verbally, uses far more complex vocabulary than the other students in the class.
- Student's reading is far more advanced than other children in the class (level five of the Oxford Reading Tree)
- During LELP sessions the student isn't challenged and becomes disruptive as a result of this. Answers the questions when not chosen to answer and chatting to other pupils.
- Pupil's written work is of a far lower quality of his oral and reading ability, much like number formation, letter formation is also a problem.
- Same frustrations happen when teacher picks him up on his letter formation.

General Observations:

- Student is very well liked within the classroom but does not have the opportunity to socialise with the majority of his classmates due to him being in year one while the others are in reception.
- Student has a close bond with one particular child in the class and is visibly disappointed when having to go to separate play areas.
- Student struggles with basic gross motor skills such as running and jumping, hurt himself on numerous occasions while playtime.
- Student struggles with catching and throwing a ball also.
- Student is always polite and courteous to staff and his peers when required.
- Student talks about his mother and grandmother often.
- Student has a very good ability when speaking Welsh, due to his grandmother using it frequently around him.

B – written work



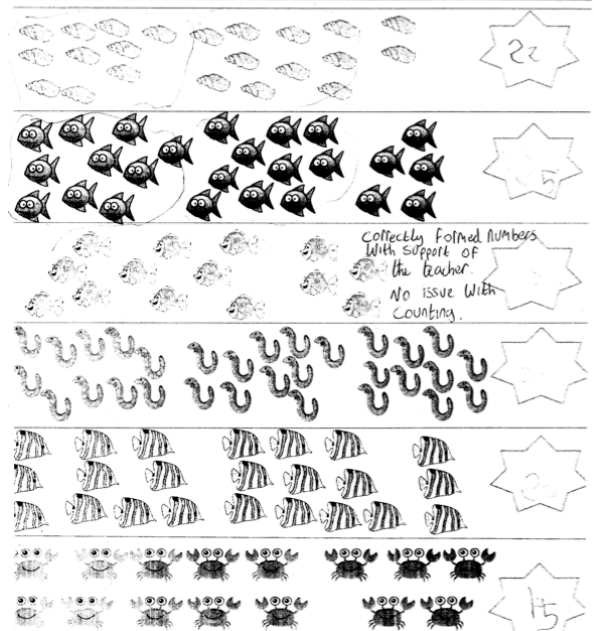
Getting to Know You" Profile

My name is:	Self Portrait
My age is:	
My best friend is...	
My favourite place is...	
I like to...	

Counting up to 30

Count the number of pictures in total in each section and write answer in the star.

Tip: Draw a circle around groups of ten numbers to help you keep count!



Copied from Whiteboard
difficulty forming some letters
and a spelling mistake

capital letters

A	B	C	D	E	F	G	H	I
A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
J	K	-	A	A	C	?	a	?
S	T	U	V	W	X	Y	Z	
S	T	U	V	W	X	Y	Z	

Shows that he is able to UnderWrite and Form Capital letters With Some Consistency.

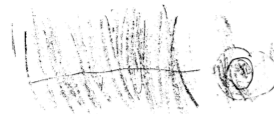
Day 10
 Day 10

Attempted to write independently
 Letter formation remains an issue.

- Sun cream
 - Swimming suit
 - Shorts
 - Sun glasses
 - Sandwich
 - Bucket and spade
 - Sun cream
- * Day 10, a good effort
 of writing an independent list

Day 10

Seaside Safety.



- Stay back from the edge of high place
 - Stay close to grown ups
 - Play away from the beach
 - Wear sun cream
 - Take your water home
 - Tie down the bag
 - Help to build the sandcastle
 - Have fun and stay safe
- Independently wrote this rule.
 A good effort but ongoing letter formation issues.

- * You understand the dangers of the seaside
 - * You wrote a rule independently
- Keep improving your handwriting. Benbad IPA

C – student completing tasks and in the role play area.





D - Pupil consent form



Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian of..... (pupil name),

I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed..... *R. Roberts*..... (Parent/Guardian).

Date..... *8/5/19*.....

E - School consent form



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): Kieron James

SCHOOL NAME (PLEASE PRINT): Stebonheath

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

Lucinda Jones

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

B A Jones

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