

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

School Development and Pupil Progress
(M7X02153-C)

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The research collected for this assignment is from an infant and junior school situated in a suburban location in the Vale of Glamorgan. The catchment area is predominantly socially and economically disadvantaged, with approximately 30% of children being entitled to free school meals. This statistic is above the local authority and national averages, however this reference must be omitted to ensure the anonymity of the school. The school also has a statistic of children who speak English as an additional language that is approximately 8% higher than the local authority's average. I will maintain confidentiality throughout this assignment in accordance with the BERA (2011) guidelines, aiming to protect the identity of the school and its pupils through anonymising any data collected.

The selected focus child for this assignment is a 9 year old male in a mixed Year 5 and Year 6 class. Throughout this assignment, the focus child will be referred to as 'Ben', a randomly selected pseudonym allocated to protect his identity.

Assessment completed by the class teacher has identified Ben as a working level 3b for language and literacy, with the potential to attain a level 3a by the end of the academic year. In mathematics, Ben is currently considered a MAT pupil in his year group, working at a level 4b with the potential to attain a high level 4 at the end of the summer term. It is also essential to note that Ben speaks English as an additional language. At home with his parents and twin brother, Ben speaks his native language of Chinese. He is currently at a level C in proficiency of English (see Appendix 1), and receives support from support staff.

Before initiating any data collection, it was paramount that I took into account the ethical considerations of working with children. In addition to maintaining the anonymity and confidentiality of the child and school as previously mentioned, it was essential to obtain written informed consent from the school and the parents of the focus child (see appendix 2). Both initial and ongoing verbal communication with the focus child was also a necessity. I spent time conscientiously explaining what information I wanted from Ben and why, reassuring him that he had the right to withdraw at any time.

As this assignment's focus is centred on Ben's holistic development, it was vital to employ a data collection approach that enabled me to consider Ben's perspective and attitudes towards his own education. Not only is it the right of the child to exercise freedom of expression and opinion (UNICEF, 1992) but children's perspectives in research also provide an authentic and ethical account of their world (Harcourt and Seargant, 2012).

Accordingly, I selected the Mosaic approach (Clark and Moss, 2011) as a data collection method, as it caters for this beneficial inclusion of children in research. The method promotes a combination of adult-led observational techniques alongside the child's participation and perspective (Clark, 2007) to produce a more genuine, personal depiction of the child's education. If learning is primarily the 'personal, social and cultural construction of meaning' by the child (Farrel, 2013), the Mosaic approach offers a valuable, holistic insight through the diverse nature of its evidence. I was able to collect evidence in the form of many different sources, such as conferencing (Appendix 3) and asking Ben to complete a learning collage (Appendix 4). Ben's participation in my data collection highlighted crucial factors of his wider educational experience that formal assessment could not portray. But through a combination of academic records and Ben's personal contributions, I could explore Ben's learning in terms of three main elements - attitude, skills and knowledge - which I will later analyse using Nottingham's (2013) A.S.K model.

As the purpose of this assignment is to understand how the individual can develop holistically, the Mosaic approach thus manifested strengths as a method as it enabled Ben to actively contribute towards the evaluation of his own education. Within the new curriculum, there is a significant focus on 'metacognition' (Donaldson, 2015) that promotes a sense of ownership and responsibility from the child towards their learning. The Mosaic approach encouraged Ben to consider how he learns best, which subsequently enabled me to evaluate and adapt my pedagogy to support him.

As well as justifying the strengths of the Mosaic approach, it is also important to acknowledge the limitations of this data collection method. Greenfield (2011) highlights the issue of the

multiple roles of a teacher and observer within this approach. As she suggested, simultaneously collecting data observations and striving to appear 'natural' whilst fulfilling my role and duties as a trainee teacher was sometimes challenging. To mitigate this, I became more selective of appropriate times to observe and sometimes utilised support from other members of staff. For example, to observe Ben during playtime, I joined a teacher for extra playground duties. This allowed me to naturally observe and collect data as I appeared to be fulfilling a supervision role, whilst the other adult was available to deal with any distractions. Although data collection was sometimes more time consuming in this way, I believe this improved the validity of my evidence.

Clark and Moss (2011) also acknowledge the issue that the researcher may not possess a long-term relationship with the child that is arguably essential to understanding the child's interests and priorities in learning. However, Berson et al (2019) suggest that research can be enriched by involving the perspectives of adults that are already engaged with the child's education. To gain a greater insight, I worked closely with Ben's class teacher and the support staff to learn more about Ben's personality, as well as continuing to establish my own relationship with him.

Analysis of Learner

My analysis of Ben's learning will follow Nottingham's (2013) 'ASK' framework, which reviews the development of children's education in terms of three aspects: attitudes, skills and knowledge. I will analyse these aspects within three subjects (Mathematics, English and PE) after commenting on Ben's general wellbeing in a social, emotional and cultural context. I believe a combination of academic and personal exploration will help offer a more precise, holistic depiction of Ben's learning to evaluate.

Wellbeing

The school have twenty two values that they believe to be essential to wellbeing, and each month the class focuses on two specific values. Whilst Ben took a photo of the values wall (Appendix 4) I asked ‘which one is the most important to you?’ to which he replied ‘kindness, because it’s really important to be nice to others and I would want them to be nice to me too’. This answer did not come as a surprise to me, as Ben treats all staff members and peers with respect.

Ben is quite a shy, reserved individual. He is also introverted and well behaved, but from what I have observed as unobtrusively as possible, he comes ‘out of his shell’ more during playtime with his friends where he appears to be more lively. In conferencing, Ben mentioned that his favourite part of school was playtime (Appendix 3). When asked who his best friends were, he listed three Year 5 boys from his class, and two Year 5 boys from the other Year 5 class (one of which is Ben’s twin brother). Ben also appears accustomed to British culture but still embraces his Chinese heritage; for example, he taught two of his peers and me how to say ‘hello, my name is’ in Chinese. He and his friends share mutual interests for watching Youtube and anime cartoons.

Generally, Ben possesses a positive attitude towards learning. With most subjects, his consistent work ethic means he produces work of an excellent quality and perseveres well. However, Ben has also exhibited emotional characteristics and can feel worried or frustrated when faced with challenging work. In terms of wellbeing, I believe there are social aspects and elements of mindset that can be improved to nurture Ben’s development, which I will discuss in greater depth in the evaluation of this assignment.

Maths

Within our conferencing, Ben expressed a keen interest in Maths (see appendix 3). He selected it as his favourite subject because he finds it interesting and easy. This indicates that Ben has a preference for subjects that he can complete with ease. He demonstrates an enthusiasm towards maths that, from Ben’s response, we can assume is due to a confidence in his own ability. There

is a correlation between confidence and engagement (Mcnamara, 2003) as children can often feel more inclined to participate in class and engage with a challenge if they feel they have a good chance of being successful. I believe this to be true in Ben's case, as he exhibits a consistent engagement with questioning in this subject and often completes all of the work set.

In his work, Ben demonstrates excellent understanding of mathematics, his progress indicating that he is hitting the outcomes expected at level 4; To name a few, he is able to use and interpret coordinates in the first quadrant (Appendix 5), use simple fractions and percentages to describe approximate parts of a whole (Appendix 6) and can add and subtract decimals to two places (Appendix 7). Whilst analysing Ben's work, it has become apparent that he is in need of a greater level of challenge. This is something I must consider in my evaluation of Ben's next steps within maths.

With Ben's attitude and knowledge in Maths being so adept for his age, I feel an area for improvement could be his ability to self assess. The skills framework (Welsh Assembly Government, 2008) underlines the necessity of self assessment to develop thinking, recognise educational achievements and to obtain a greater autonomy of learning. It would be beneficial for Ben to know his next steps in learning in order to stretch the level of challenge and make progress. It is my duty as a teacher to facilitate this in line with Donaldson's (2015) vision of nurturing "the capacity to learn throughout life" (p.69).

English

In contrast to Maths, Ben expressed that his least favourite subject was English (see Appendix 3). He justified his opinion by saying that English is 'harder, and I have to think more about what I am doing'. In a similar sense to Maths, this might suggest that Ben associates what is 'fun' with what he finds easy. Collins (2009) emphasises a significant correlation between children's belief in their own ability and how this affects their self esteem, which was evident in my observations of Ben. As a 'snowball' effect, children's mindsets can become fixed (Dweck, 2012) which can hinder motivation and engagement with learning.

Whilst Ben acknowledges that English is a weaker subject of his, he is able to identify ways in which he can help himself develop. On his learning collage (Appendix 4) he took photographs of the reading corner, dictionaries, thesauruses, and the displays on the wall. His ability to 'locate, select and use information using reading strategies' (Welsh Assembly Government, 2008, p.17) as well as utilising resources whilst revisiting learning are extremely valuable skills that Ben uses to help himself develop. On an individual level, Ben is very capable at completing work in English. Recently, however, when observing his group completing a group oracy task in which the children had to negotiate their 'diamond nine' choices (Appendix 8), I noticed that Ben's input was very limited in the discussion. I have noticed he can be quite withdrawn in group tasks, which I believe is due to his shy nature. However, even outside education, verbally communicating with confidence is paramount in terms of development and shy children generally perform more poorly in its formal assessment (Rayner and Riding, 2001). Within the skills framework, communication and collaborative learning is also highlighted as a considerable element of oracy which I believe Ben needs additional support with. I believe if effective support is provided, it will enhance his skills across the other areas of English and also other subjects.

As an EAL pupil, Ben's level of proficiency in the English language is a Level C (see Appendix 1). Ben's progress in English proficiency is updated termly on the school's language acquisition records. He receives a target for reading, writing and oracy based on his progress throughout the term. Across language and literacy, Ben is considered to be a lower ability pupil. He is currently working at a level 3b, with the potential to reach level 3a by the end of the academic year.

Between reading, writing and oracy, Ben demonstrates relative strengths in reading (see Appendix 9), but needs more support with writing. In relation to the skills Ben has demonstrated, we can see from his descriptive writing (see Appendix 10) that he is able to use vocabulary well and can identify technical terms (see Appendix 11) through the resources provided in the classroom that help develop this knowledge. However, gaps can be identified in Ben's knowledge of English in terms of punctuation and grammar (see Appendix 12). Common mistakes include the omission of definite articles such as 'the' and adjusting words into their plural form.

PE

In terms of physical development, Ben's attitude varies depending on the type of activity. Children's interests can be measured through observation of behaviours (Ranganathan, 2000) and these can have a significant influence on attitudinal responses in school. Ben has demonstrated an enthusiastic attitude towards athletic sports, and has voiced a significant interest in them; during a PE lesson, he told me about how his Dad will hopefully be getting family tickets to the next Olympic games in Tokyo in 2020. Like his attitude towards Maths, Ben exhibits a higher level of motivation and excitement towards athletics due to his genuine interest for the sport. As highlighted by Barron (2006), the interests of the child can have a significant impact on their knowledge acquisition as an incentive.

Ben combines physical and intellectual skills in PE. He demonstrates an awareness of technique, for example, he suggested that the javelin must be aimed at a certain angle for it to move further through the air (Appendix 13). In this way, he is able to identify and describe connections between ideas, a transferable intellectual skill across all subjects (Nottingham, 2013). This is also a reflection of Ben's connection with Maths as a subject as he is inclined to think mathematically in different areas of the curriculum.

In terms of knowledge and proficiency in athletics, Ben demonstrates a confidence in his own ability, as he was always willing to offer answers and demonstrations in front of the class, particularly for throwing events such as javelin and shot put.

Though Ben exhibits a positive attitude and a promising knowledge of physical development, there is room for development in terms of the social skills within this area of learning. Ben excels at individual activities such as athletics, but does not engage as well in team sports such as football and rounders. Children can often be shy about joining group activities (Charlesworth, 2010) particularly in a competitive context. I believe this possibility applies to Ben, as he is an introverted, diplomatic individual and it may be likely that he feels uncomfortable working as a team in such a competitive environment.

Next Steps

My analysis of Ben's wellbeing, attitudes, skills and knowledge in different subjects has enabled me to identify his targets for development. Common themes that arose in each subject area can be condensed into four specific targets:

- Adjusting attitudes towards what is considered challenging, and working towards a growth mindset.
- The skill of collaborative learning.
- The skill of self assessment, to celebrate achievement and to know his own next steps.
- Specific areas of subject knowledge, including grammar and oracy.

Growth Mindset

In Dweck's (2014) appraisal of a 'growth mindset', she reminds us to praise the focus, perseverance and improvement of children in learning rather than the success itself. In response to Ben's expression of his dislike for 'difficult' subjects and his lack of confidence with these, a growth mindset is an ethos I would commit to advocating. A stronger focus on praising work ethic and resilience would have a significant, positive impact on Ben's attitudes to learning, as he often tries his best but feels frustrated if he cannot succeed straight away.

My inspiration for this particular intervention was initiated by an example of excellent practice at Oakleigh House School (Estyn, 2017), in which a whole school strategy was implemented to encourage a growth mindset. Praising initiative, perseverance and self reflection was incorporated into the school's marking policy and a 'challenge for all' ethos was introduced, designed to promote challenge for learners of all abilities. I believe a strategy such as this could help improve Ben's perspective of challenge, subsequently resulting in a higher level of confidence and engagement with 'hard' subjects. In terms of wellbeing, I feel this approach would lessen the pressures which cause Ben's anxiety and frustrations with challenge or failure. Through this strategy, children would instead be taught that failure is a part of success, and not to be afraid of it.

In addition to this, Ben's learning collage (Appendix 4) awakened my appreciation for the impact that an effective classroom display can have in reminding children of previous learning. Thus, I would assemble a wall display that would promote the growth mindset, for example, a visual representation of Nottingham's (2017) 'The Learning Pit' concept. As well as asking for their creative input, I would ask the children to contribute to the display with two sticky notes - one with the sentence starter 'I am good at...', and the other saying 'With determination and perseverance, I can improve at...'. The aim of this would be to encourage the children to participate in using the appropriate dialogue for a more positive approach to their learning. This social and emotional learning is an integral aspect within education, adding up to four months of additional learning if effective (EEF, 2011).

Collaborative Learning

The Education Endowment Foundation (2011) states that an additional 5 months of learning can be achieved through effective collaborative learning. Cooperative learning strategies are associated with 'gains in achievement, higher level thinking, self-esteem and interethnic relations' (McCafferty et al, 2006, p.6). I would therefore argue that collaborative learning is an intervention that would be the most beneficial to Ben in an academic, personal and social sense across all subject areas.

As observed in PE and oracy tasks, Ben's lack of confidence to participate collaboratively with his peers is a barrier to his general development in these particular areas. The current curriculum for PE emphasises the need for Key Stage 2 pupils to participate as part of a team in competitive group activities (Welsh Assembly Government, 2008), however, the communicative skills that result from this exist in all areas of both the current curriculum and *Successful Futures*.

I would thus aim to nurture Ben's skills in this way in two ways. Firstly, I would introduce more team-building activities in PE and other practical contexts, such as STEM and creative projects. Team-building studies have revealed that those involved possessed significantly higher

perceptions of self-esteem, athletic and intellectual competence and social acceptance than those in a control group (Midura and Glover, 2003). I believe that team-building exercises with an explicit, common goal will provide Ben with a mutuality between peers he feels less comfortable with so he will feel less alienated. Once this collaborative skill has been practised over time, I believe he will be able to transfer it to support his participation in team sports.

Although I believe an element of competition can be advantageous in terms of motivation, the Education Endowment Foundation (2011) also warns that learners may begin to focus on winning rather than learning if a competitive environment is overemphasised. Again, this relates to promoting a growth mindset that praises the process of learning rather than the outcome. As a teacher, I would therefore need to ensure I facilitate a level of competition that is not detrimental to the growth mindset I have previously explored. To combat this, I would introduce a reward system that acknowledges the team that exhibited the best collaborative behaviours and attitudes as opposed to focusing on 'point scoring'.

Self Assessment

As previously stated, Ben demonstrates a notable proficiency in mathematics. Though his attitude is positive and his knowledge is sound, there is room for development in his metacognitive skills which can enable Ben to become self-aware of how he can progress his learning. I believe Ben could significantly benefit from a frequent and consistent self assessment strategy. Hattie (2012) emphasises the need for visible learning, stating that a real difference is made when 'learners become their own teachers' (p.14). I would therefore aim to implement self and peer assessment as a routine part of every lesson, so the children can become self-aware learners.

Faragher (2014) underlines the potential damage to self-esteem that can arise from this strategy, as children may feel disheartened or frustrated if they struggle in a particular lesson. Ideally, self assessment methods are those that celebrate success as well as identify specific areas for

improvement (Harris, 2016). This concept of viewing learning as an ‘ebb and flow’ of success and failure, achievements and targets, contributes towards the previously explored growth mindset I would aim to nurture within Ben and the rest of my pupils. Thus, I would introduce the ‘green pen’ assessments of WWW (What Went Well), INK (I Now Know) and EBI (Even Better If). Not only would these strategies provide opportunities to practise reflective thinking, but these self assessments could function as clear, visual reminders each lesson of specifically what was achieved and where to go next. The Education Endowment Foundation (2011) underlines its significant impact in terms of advancing learning, with extensive evidence proving that this form of metacognition adds up to seven months of additional learning.

Grammar

Although Ben’s progress in reading, writing and oracy is monitored through language acquisition records, I would implement a strategy to provide support for the common errors in his writing. His records have identified specific grammatical targets to improve his writing, such as use of tenses and plurals. For the development of proficiency across all subjects, pinpointing specific targets is essential (Driver and Pim, 2018) to maximising the quality of work produced. Accordingly, I would introduce an intervention that works thoroughly and consistently on precise targets, to contribute towards raising Ben’s standards of writing in all subject areas.

Pim (2012) recommends ‘Clicker’ as an intervention effective in addressing specific aspects of grammar for learners, such as Ben, who are relatively ‘advanced’ EAL learners. This is a digitally immersive programme that adapts to the child’s needs and abilities, offering both audio and visual support for writing. As a result, Ben would have access to tailored resources that can enable him to practice specific targets in a digitally accessible way. The multiple choices and contexts within the Clicker activities would require Ben to think more critically about his grammatical choices in text construction, which in turn would heighten his ability to transfer his skills and knowledge. Whilst this programme is arguably a time consuming intervention, this

programme is time efficient in other ways; Although the programme would be primarily used to improve Ben's writing, it will consequently enhance Ben's reading and oral skills.

Oracy

EAL children often lack extensive experience of using and hearing English (DfE, 2002) and whilst Ben's oracy is relatively proficient, he only communicates in his first language (Chinese) at home with his family. As previously mentioned, Ben spends a significant amount of time with his twin brother in school as well as at home. This could mean that Ben lacks confidence in verbally engaging with children he does not know very well.

Vygotsky's (1978) Zone of Proximal Development (ZPD) is a concept that highlights the impact of providing a more knowledgeable other (MKO) to 'scaffold' the learning of an individual or a group of pupils. To combat Ben's need for oracy support, I would employ a more frequent use of 'talking partners' as a scaffolding strategy. I would pair Ben with a peer of a higher ability, to act as the MKO who could support Ben and model effective oracy skills.

Within this cooperative learning, collaborative dialogue should inevitably take place (Salkind and Rameussen, 2008) to naturally develop oracy skills, however this approach also promotes a sense of collaborative learning, another target I have identified for Ben. As the teacher, my role would be to facilitate effective communication. I believe initiating Ben with a talking partner rather than a group would be a more efficient way to build and establish Ben's confidence with collaboration. Selecting an appropriate MKO is also a considerable factor. As well as pairing Ben with a more able child, I would ensure the child is skilled at turn-taking to encourage Ben to actively participate rather than remain passive.

Although I would use 'talking partners' across multiple subjects to enhance learning, I feel this would have the most prominent effect for Ben in English. It is likely that this strategy would inevitably improve Ben's motivation towards this subject, as he and his partner would be working towards the accomplishment of a mutual goal (Gillies, 2015). Primarily, this productive

dialogue should enhance focus and engagement thus supporting Ben in the development of all three aspects of the ASK model.

Conclusion

I will acknowledge that although it is a limitation that I have only known Ben for approximately five weeks, I believe that his contributions (in combination with observations by the class teacher and me) have provided me with a sufficient level of understanding of Ben as a learner. From this, I could build an image of his current steps as cohesively as possible in the time given, to produce targets and ways forward in relation to these steps.

Through my analysis of Ben's attitudes, skills and knowledge in different subjects, I have discovered that all three aspects of the ASK model often correspond or similar patterns arise across different subjects. Therefore, strategies to develop the individual in one area can often automatically strengthen the remaining two areas. Subsequently, strategies employed for specific subjects can also develop learning across all subjects.

This assignment has thus had a positive impact on the way I perceive my role as a teacher and facilitator of learning. I feel my future practice will be informed by considering my pupil's holistic learning on two levels: where they are at present, and how I can help them develop.

As a result, I feel I now have a greater understanding of what needs to be considered in order to holistically nurture my pupils on an individual level. The ASK model has enabled me to consider the personal, attitudinal, academic, and skills based factors that contribute towards a child's education.

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Appendices

Appendix 1 - EAL Levels



The pupil may:

Participate in learning activities with increasing independence

Be able to express self orally in English, but structural inaccuracies are still apparent

Be able to follow abstract concepts and more complex written English

Literacy will require ongoing support, particularly for understanding text and writing.

Requires **ongoing** EAL support to access curriculum fully.

Available at: <https://schoolsweek.co.uk/eal-is-this-a-change-for-the-better/> [Accessed on: 23rd May 2019]

Appendix 2 - Consent Forms

Prifysgol Cymru
Yr Athrofa
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Adding i Cymru / 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 a 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): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): _____

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

Prifysgol Cymru
Yr Athrofa
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Adding i Cymru / Education for Wales

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 _____ (Parent/Guardian).

Date 7/5/2019

Appendix 3 - Conferencing

The following is a transcript of an informal interview that took place between Ben and me. T (teacher) B (Ben)

T: What is your favourite subject, and why?

B: I like maths the best. Because it's interesting and I think it's easy. I like doing adding and multiplying.

T: What is your least favourite subject, and why?

B: Probably something like English because it's harder and i have to think lots about what I'm doing.

T: What is your favourite part about school?

B: I like playing at lunchtime and break time.

T: What friends do you usually play with?

B: *(This answer has been omitted for confidentiality reasons. Ben listed 3 boys from his class and 2 boys from the other class, one of which is his twin brother)*

T: Is there anything you don't like about school?

B: I can't think of anything. Sometimes I don't like English but that's it.

Appendix 4 - Ben's Learning Collage

Ben was asked to take pictures around the school of things that help him learn.





Appendix 5 - Maths (Coordinates)

20.5.19

to read, plot and write coordinates

Space Coordinate Translations

Write the coordinates of the space objects, then translate them and write the new coordinate:

Space Object	Original Coordinate	Translation	Finishing Coordinate
	(5, 9)	Left 3, Down 5	(2, 4)
	(1, 8)	Right 2, Down 4	(3, 4)
	(9, 3)	Left 4, Up 3	(5, 6)
	(7, 4)	Right 1, Up 1	(8, 5)
	(10, 7)	Left 5, Down 3	(5, 4)
	(3, 6)	Right 1, Up 3	(4, 9)

Missing Coordinate Polygons

I can identify and plot missing coordinates of polygons on a 2D grid.

Plot the missing coordinate to make a **square**.

Complete the drawing and write the missing coordinate (3, 2).

Plot the missing coordinate to make a **rectangle**.

Complete the drawing and write the missing coordinate (5, 3).

Plot the missing coordinate to make a **square**.

Complete the drawing and write the missing coordinate (3, 1).

Plot the missing coordinate to make a **rectangle**.

Complete the drawing and write the missing coordinate (3, 1).

Plot the missing coordinate to make a **right-angled triangle**.

Complete the drawing and write the missing coordinate (1, 4).

Plot the missing coordinate to make a **triangle**.

Complete the drawing and write the missing coordinate (0, 2).

Appendix 6 - Maths (Percentages/Decimals/Fractions of a Whole Number)

hio To understand fractions decimal and percentages equivalence

Visual Representations of Fractions, Decimals and Percentages

Aim: I can write percentages as a fraction and as a decimal.

Write the percentage, fraction and decimal represented by the following:

9% $\frac{9}{100}$ 0.09	44% $\frac{44}{100}$ 0.44	89% $\frac{89}{100}$ 0.89
13% $\frac{13}{100}$ 0.13	37% $\frac{37}{100}$ 0.37	57%
60% $\frac{60}{100}$ 0.60	25% $\frac{25}{100}$ 0.25	91%

Write the percentage, fraction and decimal represented by the following:

25% $\frac{25}{100}$ 0.25	16% $\frac{16}{100}$ 0.16	80% $\frac{80}{100}$ 0.80
70% $\frac{70}{100}$ 0.70	15% $\frac{15}{100}$ 0.15	50% $\frac{50}{100}$ 0.50
37% $\frac{37}{100}$ 0.37	8% $\frac{8}{100}$ 0.08	33% $\frac{33}{100}$ 0.33

Ardderchog

Appendix 7 - Maths (Adding/Subtracting Decimals)

1. $758 + 295 = 1053 \checkmark$

$$\begin{array}{r} 11 \\ 758 \\ + 295 \\ \hline 1053 \end{array}$$

2. $862 + 114 = 976$

$$\begin{array}{r} 114 \\ 862 \\ + 114 \\ \hline 976 \end{array}$$

3. $265 + 390 = 655 \checkmark$

$$\begin{array}{r} 1 \\ 265 \\ + 390 \\ \hline 655 \end{array}$$

4. $124 + 195 = 319 \checkmark$

$$\begin{array}{r} 1 \\ 124 \\ + 195 \\ \hline 319 \end{array}$$

5. $85.4 + 36.9 = 122.3$

$$\begin{array}{r} 11 \\ 85.4 \\ + 36.9 \\ \hline 122.3 \end{array}$$

6. $76.14 + 389.2 = 465.34$

$$\begin{array}{r} 11 \\ 76.14 \\ + 389.2 \\ \hline 465.34 \end{array}$$

7. $7.71 + 7.99 + 18.36 = 34.06$

$$\begin{array}{r} 111 \\ 7.71 \\ + 7.99 \\ + 18.36 \\ \hline 34.06 \end{array}$$

8. $42.98 + 821.4 = 864.38$

$$\begin{array}{r} 11 \\ 42.98 \\ + 821.4 \\ \hline 864.38 \end{array}$$

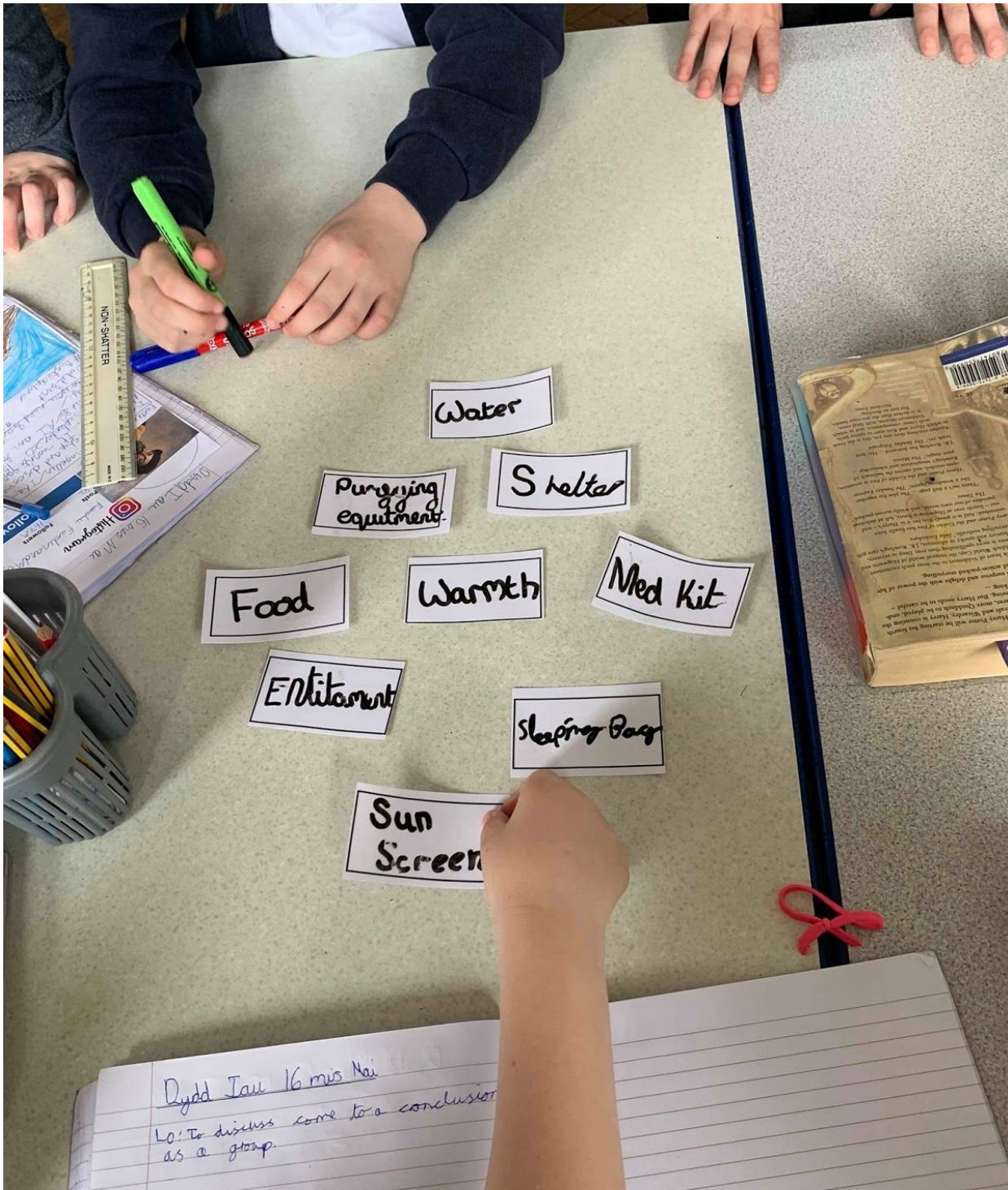
9. $195.64 + 36.29 = 231.93$

$$\begin{array}{r} 11 \\ 195.64 \\ + 36.29 \\ \hline 231.93 \end{array}$$

10. $8518.4 + 36.19 = 8554.59$

$$\begin{array}{r} 11 \\ 8518.4 \\ + 36.19 \\ \hline 8554.59 \end{array}$$

Appendix 8 - Diamond Nine (Oracy Activity)



Appendix 9 - Reading Records

C11b

Reading record

Name of learner:

Reading age (if known):

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
2.5.19	'Mr Stink' (pp.27-29)	Fiction	- Recapped story well, attempted to sound out difficult words. - Favourite - Unexpectedly - Suspiciously
7.5.19	'Mr Stink' (pp.31-37)	"	- Read along text using finger. - Target: read speech with expression. - Sausages - Unimaginable
9.5.19	'Mr Stink' (pp.38-41)	//	Mostly fluent, had to be reminded not to guess words instead of reading them.
14.5.19	'Mr Stink' (pp.42-45)	"	- Answered questions about the text, and was encouraged to give opinions. - Seems to be enjoying. - Instructions - guilty - precious

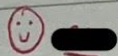
This form should be used after reading the school's reading policy, if available

Appendix 10 - English (Descriptive Writing)

I slowly opened my eyes and gasped for air and Scimming around me looking for anyone near me. The only things I heard ^{was} waves crashing onto the lumpy bumpy rocks ~~and goblins squinking~~ ^{musical squinking} from goblins above me and the elegant wind blew through the emerald palm leaves making and bristling together. As well I was desperate to find ^{water}. The crystal blue sea shimmered off the surface and then I stumbled upon a maze of a forest like a army of leaves. After some minute or a hour I began to sweat and heart racing if I'm stuck here forever and my belly start to rumble looking for anything. Suddenly I ^{so I search} see some coconut tree but it was too thin and tall so I through throw sturdy rocks at it then it drop down and hit soft pillow sand. After dawn I finally cracked open the coconut and smelling the sweet black water jog down my throat and the coconut was spiky as a hedgehog.

When day came along the sand turned into a a scorching fire like a erupting volcano. And goblins still squinking above me as well I tried and build a raft but the waves push m upon me. I see the saphire crystal sky glimmers at the ocean soon I made a campfire and hearing the ^{and fire} fizzling sparkling sound dancing steadily. Then I notice the something crawling along the shores.

Really good work ! I love your similes and you have used some lovely adjectives and verbs.



Appendix 11 - English (Features of Descriptive Writing)

Dydd Hun 13^{eg} mis Mai

To identify features of descriptive writing.

Key

- Adjectives
- Adverbs
- Verbs
- Similes
- Metaphors
- Sentence starters

Fred speedily pulled off his shirt and jumped into the menacing, murky water. Fred kicked downwards. Weeds wrapped themselves around his ankles as he went deeper. His lungs began shrieking at him. The silver something was just a little further. In desperation, he brushed it with his fingertips, kicked frantically and snatched it. It was sharp against his fingers, but he had found it at last.

'Got it!' he proudly held his fist up to show them, treading water.

But the two girls weren't looking at Fred.

'What's that?' whispered Lila.

Fred glanced down. To his horror, there was something black, undulating through the water towards him. Fred gasped, swallowed a mouthful of murky water and began to choke.

The eel was immense. It looked like a deep-grey snake, as long as a grown man, winding in and out of the weeds. Lila sucked in breath, and some of her own hair.

'Oh wow' she breathed. Lila's entire body was a statue while she stood frozen, and helplessly watched the menacing eel approach Fred.

Amazing effort [redacted], ardderchog!

Shrieking To his horror It looked like a deep-grey snake

Appendix 12 - English (Examples of common errors)

maybe because he was born near When Second world war ended.

because he written lot of children book.

Michael Mother is the undisputed skipper of the Sailing dinghy.

3. ~~Big~~ things are little things that stresses you or annoys you.

4. I think Michael feel happy a little bit of ~~sadness~~ When Eddie throws him the football.

5. ~~Yes~~ ^{Not really} because it only tell's about the birth date of Michael and when he disappeared.

6. Michael Mother is ~~gritty~~ ^{and} ~~confidence~~ and I think that she is she is ~~hard working~~ and ~~smart~~.

7. Chapter one is make that Michael ~~disappears~~ is gone.

of the wood the left over ^{we} cause you maybe if we cut some you came by seed, could be made into something and

5. It say that plastic can survive ~~million~~ of year and it the phrase word.

6. Because it's stronger and last longer.

7. By adding reuse usable or recycleble material.

8. May cause some people recycle and half just throw plastic away.

Appendix 13 - PE (Demonstration of Shot Put)

