

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

Introduction

This assignment is going to focus on supporting a pupil's progress, through a detailed analysis of the child's holistic development and identifying steps on how to progress their learning. The assignment will take place in a primary school, located in the Vale of Glamorgan. This is a one-form entry school with 211 pupils on roll with an age range of 3-11 years. According to Estyn.co.uk (2014) approximately 1% of pupils are free school meals (FSM), which is considerably lower in comparison to the national average 18.9% (Statswales, 2018). There are 9% of pupils with additional learning needs (ALN). The school's last Estyn inspection in 2014 showed that the school's performance and their learning experiences were 'Good' (Estyn.gov.wales, 2014).

The target pupil (Child A) is in a year 6 class containing 30 pupils and is one of several children where it has been suggested he struggles with confidence. There are no pupils with additional learning needs (ALN) in the classroom.

The class teacher has identified that Child A's confidence is low due to their lack of self-belief, suggesting many possible reasons including limited motivation and the level of work given. According to Child A's summative school report in appendix (2); Child A has been recognised as a pupil that has a positive attitude towards school life and is well aware of what academic aspects he needs to improve on. Child A is said to be a very charismatic, approachable, friendly, caring and sociable person. Pritchard and Woollard (2013) suggest that Vygotsky believes social interaction plays a significant role for the development of a young person, as it increases cognitive and intellectual growth. Suggesting that collaborative tasks and tasks that involve social interaction may support Child A's mind set (confidence) when faced with individual tasks.

Data collection

When conducting research, a number of ethical issues must be considered. All research planned and undertaken for the study were in accordance with The British Educational Research Association (BERA) guidelines (Bera.ac.uk, 2011). The schools safeguarding policy required no consent to take pictures of the pupils' work. Coughlin (2009) state it is vital that confidentiality and privacy of the participants is anonymised. Therefore, we anonymised all school names identifying them only as School 1. The pupils, teachers and name of the school have been removed. Data collection and handling of the data and all data will be stored on an encrypted memory stick until the research is complete following the University guidelines. All collected data was destroyed after the completion of the study.

The research had been approved by the Senior Mentor, Class teacher, child and parent/guardian (appendix, 7). The class teacher was made aware of our aim and purpose of the research as well as the child, who was given the right to opt out at any point. Child A was also asked whether he wanted to take part, with the researcher explaining that the purpose of this research is to know what helps him learn in order to help develop the researcher's teaching.

Massey (2013) states the purpose of data tracking and analysis is to ensure that the school can understand how well pupils are achieving over the course of a year and key stage. It is also important to identify inadequate progress and implement interventions to address this. The teacher must then reflect on how successful that action has been.

To ensure sufficient qualitative evidence is collected for this research the Mosaic Approach is the most appropriate method. It is solely used as a framework for undertaking research with young learners and contributes to the dialogue around qualitative research Greenfield (2011). Clark and Moss (2011) suggest that young children are '*experts in their own lives*' and it is important the researcher listens and spends time in a particular setting with the learner to understand their perspectives and experiences. This will help the researcher understand how the child learns, identifying what means most to them in their learning environment such as where he likes to work, what their interests are and where he feels most comfortable. Greenfield (2011) acknowledges the Mosaic Approach has three stages. Stage one is the gathering of the data using multiple research tools; the second stage is the

piecing together of the information for discussion, interpretation and reflection with participants; and the third stage is where findings are used for decision making and action. According to Cowie, Huser and Myers (2014) many studies highlight the strengths of the Mosaic Approach being the age-appropriateness of the methods/tools used and allowing the child to explain through creative expressions. Within this study the tools were selected to enable the research to be child-led and allow them to make choices as well as taking responsibility of their own learning through speaking, reflecting and presenting. The benefits of using the Mosaic Approach is that by Child A being involved in the process offers the researcher a more holistic view of the pupil, thus providing the researcher with the opportunity to analyse, evaluate and enhance the child's development. It has been argued that giving young people a sense of power in a research situation improves the relationship between the researcher and the individual taking part (Lewis et al., 2003).

One of the tools the Mosaic Approach offers is interviewing the child. A case study by Huser (2010) quoted in Cowie, Huser and Myers (2014) found that the style of interview played an important role in gathering information from the children. As part of qualitative research, interviews provide a 'deeper' understanding of social phenomena through exploring the views, experiences, beliefs and motivations of participants (Gill et al., 2008). For this research interviews will play an important part of data collection. Huser (2010) supports this evidence, highlighting semi-structured group interviews enabled children to elaborate on answers from each other and they felt a sense of comfort by being surrounded by their peers. Due to this evidence and the characteristics of Child A it may be beneficial for his closest friends to be included in the interview process. However, (Huser 2010) found that the researcher had an impact on the children's behaviours and answers the children wanted to please the adult by giving the 'right' answer. There is also evidence to suggest that if there is any negative or little interaction between the participant and researcher there will be less chance of a successful study (Shipman, 2014; O'Reilly *et al*, 2013). These limitations would have to be considered during the study.

It could be argued that observations are one of the most important aspects of the Mosaic Approach. Fawcett and Watson (2009) highlight an observation is about taking the child seriously, hearing what they have to say, respecting their interpretations and valuing their feelings and viewpoints. Lankshear and Knobel (2004) suggest observations involve carefully planned, deliberate and systematic examinations of what was taking place, who was

involved and when and where everything was happening. Although researchers suggest observations can lack reliability, Wallace (2013) indicates observed data will be unreliable if the power relations between observer and observed causes the person observed to behave in a way which is not representative of their normal practice.

The tools used to gather observed data can be written records of direct observations; indirect records of observations written after the observation; and voice recordings of the pupils' feedback (Lankshear & Knobel, 2004).

Another aspect of the Mosaic Approach is an analysis of Child A's work. This requires the researcher to understand the pupil's performance in a selection of subjects, level of achievement and attainment and their attitude towards those subjects. Pieces of Child A's work are annotated to support the collected data and identify the pupil's development and progress. According to Macmillan (2013), assessment is merely a tool to gather evidence. This evidence will provide the assessor with an understanding of where the pupil needs to make progress. Bartlett (2015) states progress and learning isn't a smooth journey and there will be dips but it is how the teacher assesses these dips and uses this information to move the pupil forward. To support this data collection a non-verbal research tool, such as photography and maps, have been made by Child A of the environment they are in. The map provides the basis of 'visible listening' for the researcher as it helps clarify the children's priorities and the importance of people (Clark, Kjörholt and Moss, 2005).

It could be assumed that this approach is not only beneficial for the researcher, but for the child. To help them understand how they can improve in an educational context, which will support their development and promote their ability to assess themselves throughout life. The strength of the Mosaic Approach is that there are always a number of participatory tools from which the children can choose. By piecing the mosaic from the range of diverse data collection tools, the researchers increase the quality of their interpretation. However, it is important to consider the potential limitations when using this approach. Clark and Moss (2001) suggest the researcher should not underestimate the time taken to process the data interpretation and piece it together using a multi-method approach.

The analyses of Child A's data will be modelled on the Attitudes, Skills and Knowledge (ASK) model, created by Nottingham (2013). This structure will provide a holistic view and underpin the key features of the pupil's development and progress in an educational setting.

Analysis of learner

With reference to the ASK model, appendix (3) and appendix (1) there are many skills that Child A excels in and there are a few others Child A could improve in. In order for Child A to develop and make progression, it is imperative to consider what their strengths and weaknesses are. Referring to observational notes' in appendix (3) made of Child A throughout PTE2, Child A is a very sociable pupil and supportive of their peers in the classroom. According to Harris and Meltzer (2015) partner and small-group cooperative activities allow students to better understand content as well as positive social and behavioural outcomes. Appendix (1) supports this, with Child A stating they much prefer working cooperatively than individually. In addition, Child A's attitude towards learning is extremely positive. He is also renowned in the class for regularly achieving 'star awards' for adhering to the school's Christian values and showing a positive attitude. Appendix (3) supports this evidence by Child A stating, "instead of putting this maths sheet in the recycling, I would like to keep it so I can finish it in my spare time". Having a positive attitude towards learning enables you to succeed Hasson (2017). Although, Child A struggles with confidence when faced with tasks in maths. It is suggested that people's beliefs about certain things affect their own attitude towards them (Otara et al., 2019). In contrast, Child A's school report appendix (2) shows that Child A is achieving far above the expected level. This poses an interesting question as to why Child A struggles with their confidence in numeracy when it is one of the subjects, he performs the best in. Throughout the placement there have been occurrences where Child A has exhibited signs of low confidence during math lessons, more so than other subjects. Child A then covers up their lack of confidence with humour. Norrick and Chiaro (2009) states a child who makes mistakes or has to cover up inabilities sometimes deliberately exploits the situation to provoke laughter. Evidence in appendix (1) states this is possibly an important subject to them as it will help them to achieve their future goals. A lack of confidence has led to the Child A being distracted by peers, fiddling with objects and losing focus- making mistakes in their work. Child A's lack of

confidence has affected their motivation and attitude to learning in maths. This needs to be considered when reviewing the Child A's next steps.

Reflecting back on the interview, Child A mentions that he loses focus easily during lessons and this has been evident throughout the observations made appendix (3). More often than not Child A loses their engagement when tasks are too 'easy' as evidence shown in appendix (3) and when they are too 'hard'. On occasions Child A becomes distracted by friends talking and when they try to antagonise him. Pupil engagement is said to be one of the most challenging aspects in school life (Marzano and Pickering, 2010). Therefore, teachers need to understand the reasons and develop and apply specific strategies that will enhance their pupils' engagement. Marzano and Pickering (2010) believe pupil engagement consists of four elements: emotions, interest, perceived importance and perceptions of efficacy. In this particular context this evidence suggests Child A's interest and efficacy are the main aspects that are affecting their engagement.

Child A suggests he learns best when his is 'doing things' such as practical activities and this is supported by appendix (4). Child A took pictures of areas in the school that supported their learning and meant most to them. The pictures in appendix (4) suggest he likes outdoor areas where practical activities can be performed. Child A also mentioned in appendix (1) he preferred working cooperatively rather than individually which can also be supported by appendix (3). However, it could be argued that working cooperatively and being a sociable pupil would cause Child A to become disengaged more often than not. An example of this appendix (3) was when Child A was given a maths task on place values to do appendix (3). He found it increasingly difficult to stay on task the longer the lesson went on. Child A frequently left their chair to see what their peers were doing, distracting other children in the class and rushing their work to finish sooner. Child A claimed that the task was 'boring' and prefers work that is more challenging. It is evident that Child's A engagement is an area that needs to be addressed.

There are a significant amount of skills Child A possesses that he prospers in, in the evidence shown appendix (3). Child A's social skills of being able to communicate, respect his peers and teachers, encourage others and be able to work individually and as part of a team are all sound in accordance with appendix (2) & (3). There are also several academic skills in a particular area that could be improved. It is vital for a practitioner to identify their pupils'

skills, but also their strengths and weaknesses in order to pinpoint their next steps for progression. Dean, (2006) states teachers have to ensure that the demands made on children match their abilities, giving each one a chance to succeed. It is also important for the teacher to build on the pupils' strengths as well as working to improve areas of weakness. Child A highlights in appendix (3) that he is good at number skills and problem solving. This is supported by appendix (1) where Child A highlights the importance of maths in their life and that is an area he wants to succeed at for their future career. Their report states that Child A is over achieving in numeracy. Looking at literacy, Child A's report in appendix (2) suggest he is working at their expected level. However, with reference to appendix (3) Child A's writing skills were an issue, particularly; choice of sentence structures, grammar and depth of writing could be improved. Although, with reference to (Home and Levels, 2019), it could be argued Child A is working at a level 4 for literacy (average expected level) and doesn't require improvement. Evidence by Dickinson and Neuman (2006) suggests that improving a child's literacy skills can improve their cognitive, social and language development. Child A therefore needs to be stretched in literacy through the setting of realistic goals for them to achieve. As mentioned earlier by Dean (2006), it is important to target this area by playing on the pupil's strengths, in this case, cooperative learning. Evidence from appendix (1) stated that Child A liked cooperative and social activities where he finds he learns best.

It is clear from the evidence shown in appendix (2) that Child A is a high achiever across the majority of their subjects. Reflecting on the Knowledge aspect of the ASK model, it is important to understand how Child A learns in order to develop their knowledge further.

It is shown in appendix (2) Child A has a wealth of knowledge in science, Welsh, mathematics, DCF, ICT and P.E where he is achieving above his expected level. As mentioned by Child A in appendix (1), Welsh is a subject Child A enjoys and is succeeding in. It has been highlighted by Pearson (2008) learning an additional language has important benefits. Children who learn an additional language acquire a capacity called 'metalinguistic awareness' which is knowledge about languages. Children gain additional linguistic, cognitive, intellectual and cultural benefits by learning a new language. Child A has shown huge progression in their Welsh knowledge throughout year 6 and has exceeded expected

levels in Welsh oracy, writing and reading. Rodriguez, Carrasquillo and Lee (2014) acknowledge skills learnt in additional languages become transferable and benefit the individual's skills in other languages. In this case it is Child A's literacy skills. For the remaining subjects Child A is working at their expected level. Although Child A could work harder to gain a deeper understanding in a variety of these subjects. Evidence in appendix (1) identifies that Child A learns best when lessons are fun and interesting, and when his class are in the IT suite. An area for improvement that has been brought to the researcher's attention is Religious Education (R.E). Although Child A is working at their expected level in this subject, it is regarded by the school as an important subject as well as being important to Child A in appendix (4). It was also evident from appendix (1) that Child A didn't like learning R.E. This could be due to many reasons, referring to the interview with Child A, where he states he loses interest in things that are boring, too easy or too hard. Therefore, it is important that if Child A is going to progress in this important area of learning then the teacher needs to consider supporting Child A's individual needs.

Next steps

Through using the Mosaic Approach to collect sufficient data and using the ASK model to analyse the data. It is clear that this has enabled the researcher to identify Child A's areas of learning that can be improved. It is important to consider that as a future practitioner, not to focus on improving solely one area of a pupil's learning. Successful futures explain that the new curriculum's designed to help children *"grow as a capable, healthy, well-rounded individual"*, Donaldson (2015).

When Child A's attitudes towards learning was discussed their confidence within maths stood out as an issue. Reflecting on what was previously discussed in the analysis of Child A, their confidence in maths could be linked to their low engagement level. Marzano and Pickering (2010) suggested that one of the main contributors to engagement is self-efficacy. With this potential link to Child A's attitude issues, it is of significant importance to identify the next steps for Child A to progress. There are several ways in which confidence can be improved. Research by Pajares and Urdan (2007) state a person's well-being can be fostered by improving one's skills. Teachers can accomplish this by working to improve their

students' emotional states, self-beliefs and habits of thinking, academic skills and self-regulatory practices.

One intervention that could be used to maximise Child A's confidence in their ability and enjoyment of learning is through praise. Ryan and Cooper (2007) conducted a study looking at the effects of praise and found it can be delivered in two different ways. The first is known as praise for intelligence. The study showed praising intelligence put students in a fixed mind set where they view intelligence as "you having it". Secondly, praise for effort put students in a growth mind set where they believed they were developing skills through hard work. The research showed that praise boosts confidence and motivation but only temporarily. Therefore, practitioners can help students gain the tools needed to maintain their confidence in learning by keeping them focused on the process of achievement. As a next step for Child A's confidence, praise is definitely a tool to be considered in helping them to be aware of their ability and improve their engagement.

Another intervention that could be implemented is for the class teacher to vary their teaching methods. As supported earlier, Child A stated in appendix (1) he enjoys cooperative activities. Ofsted (1996, quoted in Dean, 2003, p.3) suggested *"too often teachers do not vary their methods sufficiently and the majority of good lessons, consist of a blend of whole class, group work and individual so that teaching closely matches their existing attainment and builds on it"*. Through this approach, Child A could be positioned in the classroom with other learners of mixed/lower abilities to benefit their self-confidence. Nath and Cohen (2010) claims that participating with others in classroom activities based on Vygotsky's social constructivism theory children's' self-esteem improves. Taking this into account, the current positioning of Child A in the classroom might not be the most beneficial. Moving Child A to sit with other learners could potentially boost their confidence, especially for cooperative activities. Here he can support his peers of lower abilities and improve their own confidence in their abilities. Whilst working cooperatively is extremely beneficial for children's social aspect of learning, particularly in mathematics (Johnson, Kennedy and Tipps, 2007). It could be argued that there are disadvantages to using this approach. Swango and Steward (2003) indicates that during cooperative learning activities,

there tends to be learners that sit back and become lethargic and dependant on the other members of the group.

An analysis of Child A's skills has identified that skills in literacy need to be developed further. Referring to appendix (5), Child A has shown a good piece of story writing. The aim of this task was to recall the story of '*A monster calls*' and to include strong punctuation, similes and complex sentence structures. Child A presented their work well and showed a good understanding of strong punctuation. It is evident (highlighted in yellow) that the more Child A wrote, the worse their grammar became. In addition, Child A's depth of writing and sentence structures were also an issue. This could be due to a number of factors such as the length of activity or the activity itself was too easy or difficult. Child A was seen to disengage from the activity and not put their best effort in.

These skills are seen as essential in the Literacy National Skills Framework documents (KS2). Jenkinson (2011) states deepening writing through using more complex sentences provides more variability in the child's writing. Therefore, in order to progress Child A's level of writing this area needs to be targeted.

Writing can be really challenging when trying to construct well-formed, complex and varied sentences (Graham & Harris, 1989). To support this aspect of literacy, a writing intervention called '*sentence combining*' can be used as a structure to scaffold Child A's writing. This allows pupils to manipulate and rewrite basic sentences and convert them into more complex sentences (Saddler, 2005). This process is tiered as a step by step process and can be practiced over and over depending on the progress of the child. This intervention could be delivered as a lesson or as a mini activity. The process begins with a 'basic format' where pupils are given a simple sentence and a modifying sentence and asked to combine them. The end of the process is where a 'cued word' is provided and the pupils have to construct a complex sentence around it.

Reflecting upon the knowledge aspect of the ASK model. Nottingham (2013) asserts that one way to heighten the desire of pupils to learn pieces of knowledge is by using preview strategies. This is believed to be the way of engaging children into the learning. As explained earlier, Marzano & Pickering (2010) in order to engage an individual, it must be perceived as

important, suitable to their ability, interesting and able to unlock emotions. Considering these facts, it can be concluded that Child A's knowledge in R.E could be deepened through engaging approaches.

Evidence from appendix (2), has highlighted Child A is working at the basic levels in R.E recognising various religious symbols, meanings and terms. As a result, in order to progress further in this field of learning Child A needs to make link between religious beliefs and look at how it impacts people's lives. As can be seen in appendix (6), Child A is starting to provide evidence of working towards this target. However, there are other factors that need to be considered such as his ability to acquire further knowledge. A method used to target Child A's needs could be to involve him in the planning and learning. Grigg (2014) claims that teachers should involve child, whatever age, in planning lesson content so they gain a sense of ownership. Subsequently, this links to the engagement aspect of self-efficacy and perceived importance. Furthermore, taking this approach forward, the whole class including Child A should be involved with mid-term planning and individual lessons so it gives them an opportunity to prepare for the lessons and be able to make decisions about what they learn and how they learn in order for the best possible learning to occur.

Conclusion

In conclusion, this research has proved to be beneficial, not only as a researcher, but as a practitioner. This study has given me the opportunity to track and analyse a pupil's progress and to identify ways forward using interventions. Tracking and assessment is a vital aspect of teaching in order for pupils learning to be developed. Massey (2013) refers to the tracking of pupils' progress to have multiple benefits such as: improving their quality of teaching; areas for improvement and where to ask for support; and then how to use this information to plan new strategies and improve lessons. Therefore, tracking also enables the teacher to improve as well as the children. Reflecting on the limitations of this research, it was difficult to collect a substantial amount of evidence due to the minimal time allocated for the research. If more time was given to conduct this research, more time could have been spent on carrying out more interviews and observations to gain a better understanding of how Child A learns and other areas to improve that may have not been

identified. Fortunately, there was enough time to have understanding of how Child A learns and ways to move them forward in their learning. As a newly qualified practitioner, this experience has proved beneficial and has given me tools and knowledge to take forward when tracking and assessing pupils' in my new class.

References

Bartlett, J. (2015). *Outstanding assessment for learning in the classroom*. London: Routledge.

Bera.ac.uk. (2011). *BERA Ethical Guidelines for Educational Research 2011* / BERA. [online] Available at: <https://www.bera.ac.uk/researchers-resources/publications/bera-ethical-guidelines-for-educational-research-2011-> [Accessed 28 May 2019].

Clark, A., & Moss, P. (2001). *Listening to young children: The Mosaic Approach*. London: National Children's Bureau and Joseph Rowntree Foundation.

Clark, A., Kjørholt, A. and Moss, P. (2005). *Beyond listening*. Bristol: Policy.

Clark, A. (2011). Breaking methodological boundaries? Exploring visual, participatory methods with adults and young children. *European Early Childhood Education Research Journal*, 19 (3), 321-330.

Coughlin, S. (2009). *Case studies in public health ethics*. Washington, DC: American Public Health Association.

Cowie, H., Huser, C. and Myers, AC. (2014) *The Use Of Participatory Methods In Researching The Experiences Of Children And Young People*. Croatian Journal of Education.

Dean, J. (2003). *Improving Children's Learning: Effective Teaching in the Primary School*. Hoboken: Routledge.

Dean, J. (2006). *MEETING THE LEARNING NEEDS OF ALL CHILDREN*. New York: TAYLOR & FRANCIS.

Dickinson, D. and Neuman, S. (2006). *Handbook of early literacy research*. 2nd ed. New York: The Guilford Press.

Donaldson, G. (2015). [online] Gweddill.gov.wales. Available at: <https://gweddill.gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf> [Accessed 28 May 2019].

<https://www.estyn.gov.wales/>

Fawcett, M. and Watson, D. (2009). *Learning through child observation*. 2nd ed. London: Jessica Kingsley Publishers.

Gill, P., Stewart, K., Treasure, E. and Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British Dental Journal*, 204(6), pp.291-295.

Graham, S., & Harris, K. R. (1989). Improving learning disabled students' skills at composing essays: Self-instructional strategy training. *Exceptional Children*, 56, 201–214.

Greenfield, C. (2011). Personal Reflection on Research Process and Tools: Effectiveness, Highlights and Challenges in using the Mosaic Approach. *Australasian Journal of Early Childhood*, 36(3), pp.109-116.

Grigg, R. (2014). *Becoming an Outstanding Primary School Teacher*. 2nd ed. London: Routledge.

Harris, K. and Meltzer, L. (2015). *The power of peers in the classroom: Enhancing Learning and Social Skills*. New York: Guilford Publications.

Hasson, G. (2017). *Positive thinking*. United Kingdom: West Sussex: John Wiley & Sons.

Home, H. and Levels, U. (2019). [online] Edplace.com. Available at: <https://www.edplace.com/blog/understanding-national-curriculum-levels> [Accessed 28 May 2019].

James, K., Bearne, E., & Alexander, E. (2004). 'Doggy's dead': reflecting on a teacher research study about young children's sociodramatic play. *Teacher Development*, 8(2), 165-179.

Jenkinson, L. (2011). *Writing essays*. [Place of publication not identified]: Lulu Com.

Johnson, A., Kennedy, L. and Tipps, S. (2007). *Guiding children's learning of mathematics*. USA: Belmont: Cengage Learning.

Lankshear, C. and Knobel, M. (2004). *A handbook for teacher research*. Maidenhead, England: Open University Press.

Lewis, V., Kellet, M., Robinson, C. and Fraser, S., Ding, S. (2003). *The reality of research with children and young people*. London: Sage in association with the Open University.

Marzano, R., Pickering, D. and Heflebower, T. (2010). *The Highly Engaged Classroom*. Bloomington: Marzano Research Laboratory.

Massey, A. (2013). *Provision mapping*. London: Routledge.

McMillan, J. (2013) *Research on classroom assessment*. California. SAGE publications.

Nath, J. and Cohen, M. (2010). *Becoming an EC-6 teacher in Texas*. Belmont, CA: Wadsworth Cengage Learning.

Norrick, N. and Chiaro, D. (2009). *Humor in interaction*. Amsterdam: John Benjamins Pub. Co.

Nottingham, J. (2013). *Encouraging Learning*. New York: Routledge.

Otara, A., Uworwabayeho, A., Nzabalirwa, W. and Kayisenga, B. (2019). *From ambition to practice: An Analysis of Teachers' Attitude Toward Learner-Centered Pedagogy in Public Primary Schools in Rwanda*. *SAGE Open*, 9(1), p.215824401882346.

Pajares, F. and Urdan, T. (2007). *Self-efficacy beliefs of adolescents*. Greenwich (Conn.): Information age.

Pearson, B. (2008). *Raising a bilingual child*. New York: Living Language.

Pritchard, A. and Woollard, J. (2013). *Psychology for the classroom*. London: Routledge.

Rodriguez, D., Carrasquillo, A. and Lee, K. (2014). *The bilingual advantage*. New York: Teachers College Press, Columbia University.

Ryan, K. and Cooper, J. (2007). *Kaleidoscope*. 12th ed. Boston: Houghton Mifflin.

Saddler, B. (2005). Sentence combining: A sentence-level writing intervention. *The Reading Teacher*, 58, 468-471.

Shipman, M. (2014) *The Limitations of Social Research*. Abingdon: Routledge./ O'Reilly, M., Dogra, N. and Ronzoni, P. (2013) *Research with Children: Theory and Practice*. London: SAGE.

Statswales.gov.wales. (2018). [online] Available at:
<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Provision-of-Meals-and-Milk>
[Accessed 28 May 2019].

Swango, C. and Steward, S. (2003). *Help! I'm Teaching Middle School Science*. USA: N/A: National Science Teachers Association.

Wallace, S. (2013). *Doing research in further education and training*. London: Learning matters, SAGE journals.

\Appendices

Appendix 1: Transcript of interview

Researcher	So, what helps you learn?
Child A	Listening is difficult because when my head goes, I always go to my friends and ask what we are doing. I like lessons that are fun and interesting.
Researcher	Do you think you learn best by doing or listening or reading?
Child A	I learn best by doing
Researcher	What do you think stops you from learning?
Child A	I think losing concentration easily when things are too easy or hard. But also, when my friends are near
Researcher	If you find something hard, does it make it difficult to learn?
Child A	I would say, if that happened, I would always try and ask for help
Researcher	Could you tell me about learning in school?
Child A	I like doing art, collaborative things and P.E
Researcher	So what things are important to your learning? What do lessons need to have?
Child A	I think moving around is important to me and practical things
Researcher	Do you prefer practical activities to sitting down and working from a book?
Child A	I'd say I prefer practical because I'm not very good at textbook work because I like to switch off
Researcher	What subjects do you see as important to you?
Child A	I would say maths, English, art and P.E because I want to go into teaching or coaching
Researcher	What subject (s) don't you like learning about?
Child A	I find it difficult to learn about history, R.E or music
Researcher	what areas in the school are important to you?
Child A	I would say the IT suite and the field
Researcher	would you say you're a competitive person then?

Child A	yes I am
Researcher	What places mean most to you in this school, and what places help your learning?
Child A	I like the IT suite because it's fun, as its going away from doing book work.
Researcher	Okay, thank you for taking part in this interview.

Appendix 2: Child A's report

Is courteous and well mannered		✓	Takes pride in presentation of work	✓		
Shows tolerance to others		✓	Is able to work independently			✓
Follows school rules		✓	Self evaluates			✓
Works well in groups		✓	Is able to concentrate on a given task			✓

Key	Below Expected Level	At Expected Level	Above Expected Level
Attainment/Progress/Effort	C	B	A

English	Attainment	Progress
During discussions, [redacted] listens carefully, and he makes contributions and asks questions that are sensitive to other people's ideas, needs and views. He gets his opinions across clearly, occasionally including reasons. He can suggest changes in vocabulary and style which would improve the way he <u>speaks</u> and the way other people speak. [redacted] is beginning to retrieve and collate information from a range of sources. In his responses, he is beginning to express his opinions and identify key features, themes and characters, picking out relevant words, phrases, sentences, images and other information to support his views. When he is responding to a range of pieces of writing, he shows he understands the significant ideas, themes, events and characters, and he is beginning to infer things and to make deductions. [redacted] has improved in writing and now often sustains, develops and extends his ideas in a lively and interesting way. He separates his writing out into paragraphs. He expresses some of his opinions in words, and he gives some reasons to support them. Targets for Next Year - To talk and listen confidently in a wide range of situations, including some formal situations. - To show he understands a wide range of pieces of writing, picking essential points out, and to infer things and making deductions in a suitable way. - To begin to use different sentence structures.	B	B

Literacy across the Curriculum	Attainment	Progress
Harvey has produced a good standard of literacy across the curriculum. He has further developed his <u>oracy</u> skills through presenting and performing. Enhanced his reading skills through research and creating PowerPoints or other informative presentations. And Harvey has been able to apply and present his writing in a variety of formats using ICT e.g. posters, letters and more.	B	B

	Attainment	Progress
Religious Education H. begins to recognize that religious symbols carry meaning, and he uses some religious terms correctly. He is beginning to talk about his own responses to questions about life, the world around him and religion and to talk about other people's responses. He describes some of the basic religious beliefs, teachings and practices we have investigated. Target for Next Year To make links between the religious beliefs, teachings and practices studied describing the impact on believer's lives.	B	B

	Attainment	Progress
Mathematical Development H. presents information and results in a systematic way. He develops his own strategies for solving problems. He checks his results are reasonable by considering the context or the size of the numbers. H. is developing the ability to check his solutions by applying inverse operations or estimating using approximations. He recognises and describes number patterns and relationships. He uses a variety of mental and written methods for computation, including recall of multiplication facts up to 10 x 10. H. is beginning to convert one metric unit to another, to know the rough metric equivalents of imperial units in daily use and to make sensible estimates of a range of measures. He is developing the ability to read scales on maps, plans and graphs. He uses co-ordinates in all four quadrants. H. is developing the ability to interpret graphs, diagrams and pie charts. He draws frequency diagrams and he <u>makes</u> simple line graphs. He collects discrete data, and he groups data at suitable times. Targets for Next Year - To draw his own conclusions, explaining his reasoning. - To represent mappings expressed algebraically.	A	A
Numeracy across the Curriculum H. has produced a good standard of numeracy across the curriculum. He has further developed his numerical and data skills in ICT using spreadsheets and creating graphs in Science and problem solving based around a specific topic. Targets for Next Year To use a range of strategies to check calculations including the use of inverse operations, equivalent calculations and the rules of divisibility. To use the equivalence of fractions, decimals and percentages to compare proportions.	A	A
	Attainment	Progress

Welsh		Attainment	Progress
Harvey responds to speech from a variety of voices by using short spoken phrases. His pronunciation and intonation is understandable and he uses an increasing variety of phrases and sentence patterns with some accuracy. When he expresses his opinions, he gives various reasons. Harvey is developing as an independent reader. He responds to poetry, stories and factual pieces of writing by referring to aspects he likes. He shows an understanding of the main flow of short paragraphs or short dialogues in familiar situations by recognising some words and phrases and key facts. Harvey shows some grasp of form. He uses suitable vocabulary and phrases, he varies his patterns and he produces basic sentences. He is developing the ability to produce clear handwriting fluently, and to properly adapt the presentation to suit the task. Targets for Next Year - To speak fluently and use a variety of verb forms accurately. - To select relevant information from pieces of writing and to express his opinions simply. - To use capital letters, question marks and full stops accurately, using apostrophes and quotation marks when he needs to.		B	A
Science		Attainment	Progress
Harvey uses his scientific knowledge and skills to predict the results of his enquiries. He follows the planned method and he makes changes where necessary. He finds and uses a variety of evidence, information and ideas. Harvey distinguishes between 'facts', beliefs and opinions and he is starting to recognise bias. He describes how he has learned and he identifies the ways that worked the best. He is beginning to select measuring instruments that let him to make a series of accurate measurements. Targets for Next Year - To find and use relevant evidence, information and ideas. - To begin to judge how far his criteria for success reflect the successful results.		A	A
		Attainment	Progress

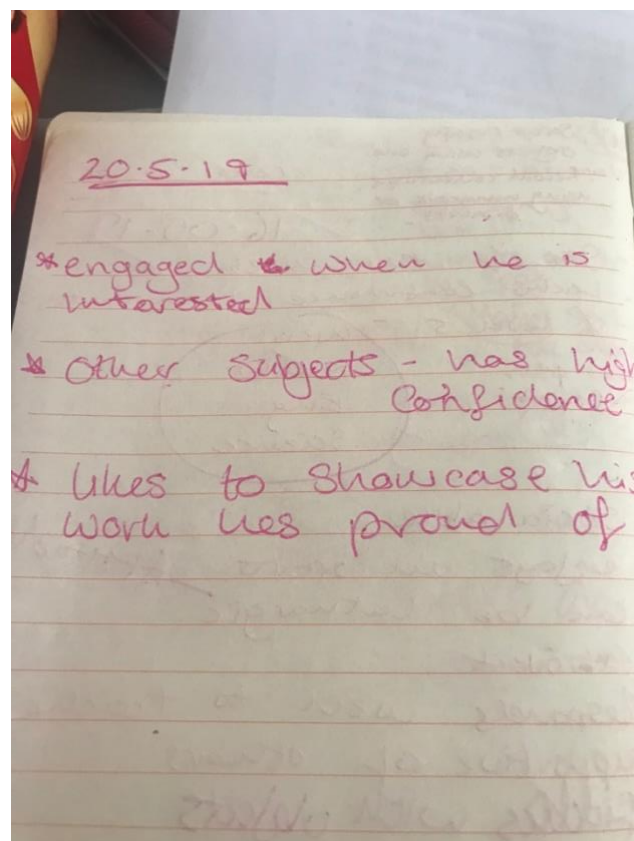
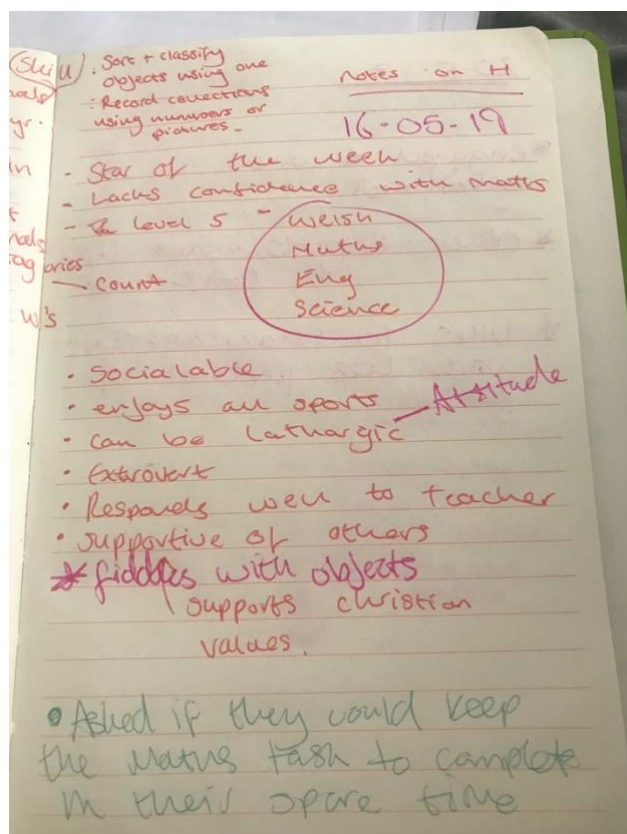
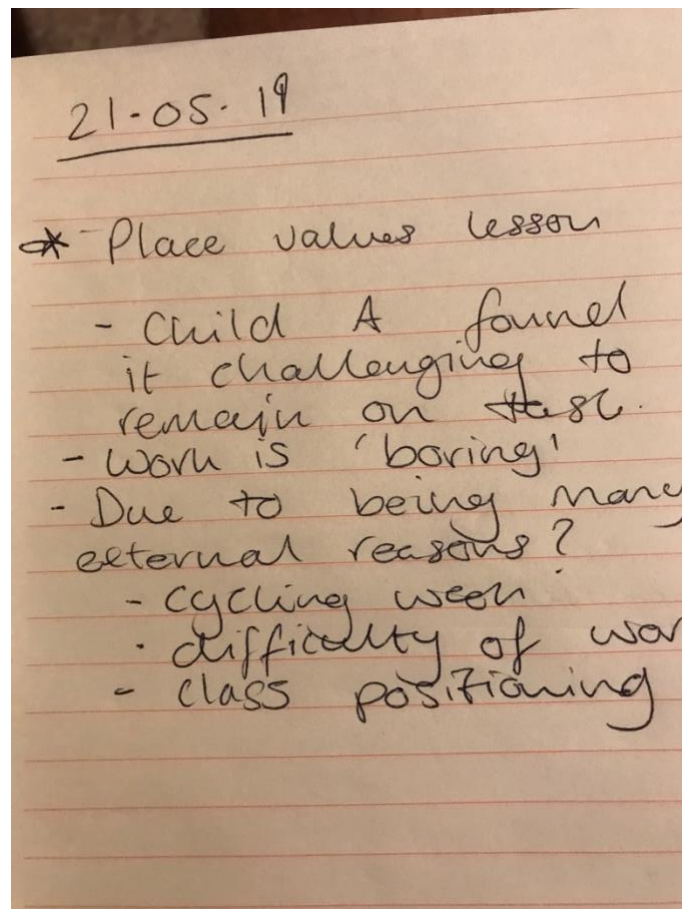
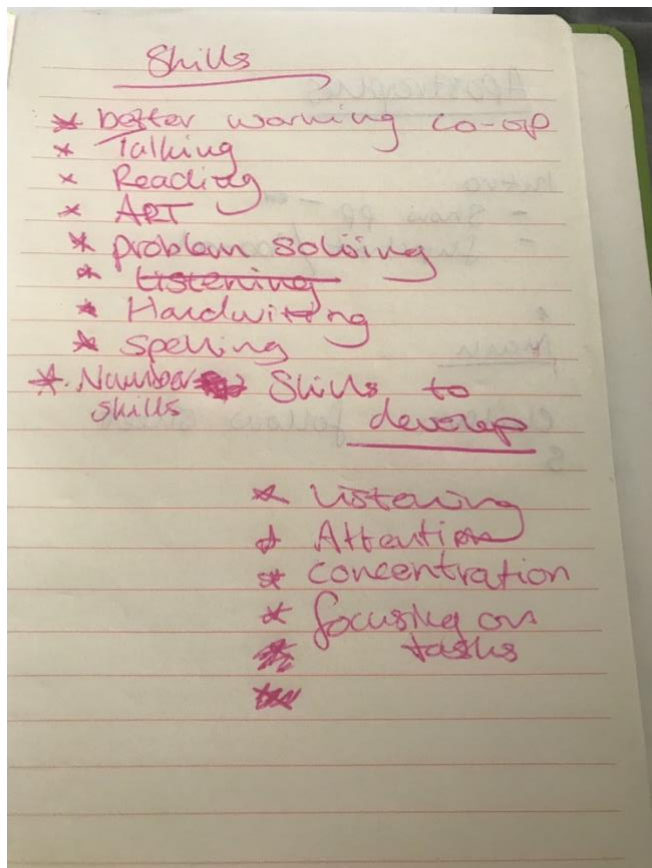
Geography		Attainment	Progress
Harvey shows knowledge and understanding of places and environments. He shows some understanding of how people's actions can improve or damage the environment and he has been able to work with and show understanding of maps.		B	B
Art		Attainment	Progress
Harvey is able to control a range of materials, tools and technique to achieve a variety of outcomes. He can use a range of methods to develop his work based on observation, experience, imagination and ideas.		B	B
Music		Attainment	Progress
Harvey when singing shows control of musical elements. Harvey can describe, compare and make judgements about different kinds of music.		B	B
Design Technology		Attainment	Progress
When designing and making, Harvey can independently gather information and use it to help generate a number of ideas. He can illustrate ideas using sketches and select the appropriate equipment to help create his design. Harvey evaluates his work as it develops and makes changes when necessary.		B	B
Physical Education		Attainment	Progress
Harvey understands the importance of physical activity and can sustain his performance for appropriate periods of time. Throughout the year he has shown improved coordination and skills across a range of activities. Harvey cooperates well with others and is aware of fair play and conduct in sporting activities.		B	A

Digital Competence Framework		Attainment	Progress
Throughout the year H. has been able to identify secure sites by looking for privacy seals. He demonstrates appropriate online behaviour, recognises the benefits and risks of giving personal information and is aware of possible online dangers. He has been involved in collaborating and sharing information online and is able to use a variety of strategies for finding information. He has used a range of text, image, sound, animation and video to produce a variety of work.		B	A

Information and Communication Technology		Attainment	Progress
H. can combine a variety of information and media when creating and developing his ideas. He can select relevant information from a range of sources and he can send and receive information electronically. Harvey can add and amend records in databases and recognises some of the issues raised by the use of ICT and internet safety.		B	A

History		Attainment	Progress
H. has been able to describe some of the main events, people and changes that have occurred. He has been able to give some of the causes and consequences of the main events and changes and make links between them. H. shows a good understanding of how the past has been presented and interpreted. He has produced a good standard of work throughout the year.		B	B

Appendix 3: Observational notes

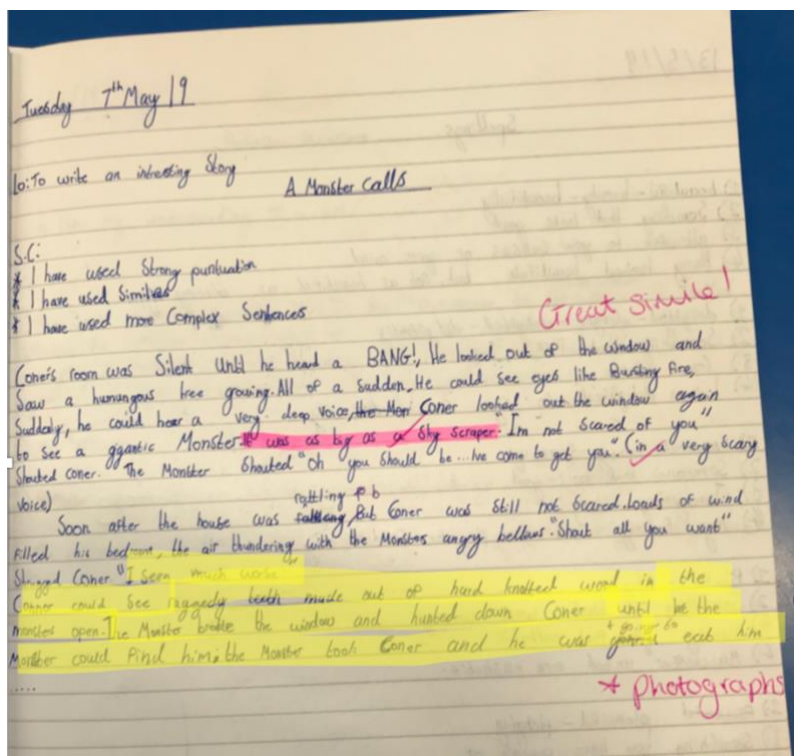


Appendix 4: Pictures Child A took

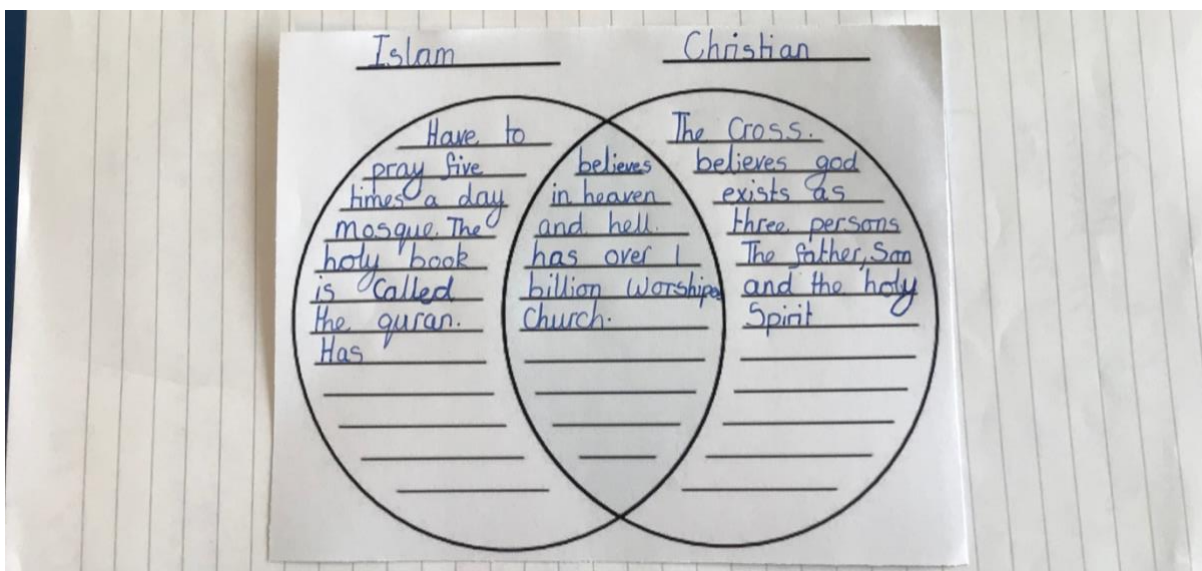
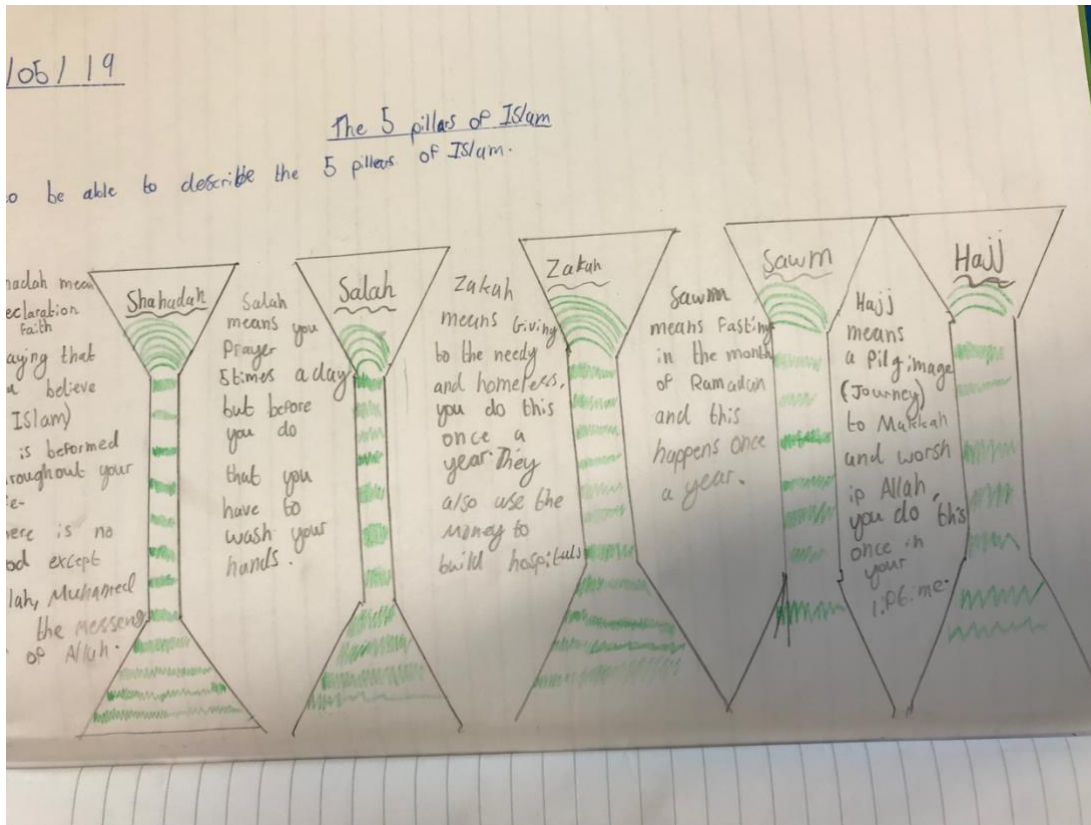




Appendix 5: Story writing



Appendix 6: R.E

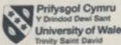


Appendix 7: Consent

As Parent/Guardian of..... (pupil name),
I do / ~~not~~ give consent (please delete) for my child to take part in this project.

Signed..... (Parent/Guardian).

Date: 30.04.19.

 Prifysgol Cymru
Y Ddeddf Gwladol
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): Joseph Bushell

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): [REDACTED]

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

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT