

Supporting Pupil Progress: A detailed analysis of one child's
holistic development, with justification for the next steps in
learning

Student Number: 1800227

Module Code: M7X02153

Introduction

The aim of this assignment is to adopt the Mosaic Approach (Clark & Moss 2011) to analyse the holistic development of a child within a nursery class. The analysis will focus on the target child's development within mathematics, literacy, well-being, physical development and creative development. Data collected the child's holistic development within these five areas of learning and suggestions made regarding the most appropriate ways in which to support the child's learning. In addition to this, there will also be sound justification for next steps of learning in each subject area.

The research took place in a primary school in the city centre of Swansea. The school has less than 250 pupils on role, aged 3 to 11 years. R attends the nursery provision within the school. R is 3 years and 6 months old and has one younger sibling. In order to maintain anonymity the name of the school and members of staff will not be mentioned within this assignment. In addition to this, the target child will be referred to as R throughout the assignment to maintain confidentiality and adhere to the Guide to Data Protection Regulation (2018).

The class teacher has granted permission for the collection of data and analysis of R's learning provided that the school remains anonymous and child's identity confidential (Appendix 1). This is in accordance with the BERA (2018) ethical guidelines which state that researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity. This involves employing 'fictionalising' approaches when reporting (BERA 2018).

Data collection

The data collection method adopts the Mosaic Approach which was developed by Clark and Moss in 2011. The Mosaic Approach is a qualitative research method that is suitable for use with young children. Greenfield (2011) argues that this approach provides effective, flexible and authentic data for undertaking research with young children. However, Coleyshaw et al (2010) recommend that this type of data is to be handled appropriately to ensure that it does not become tokenistic or contrived. Coleyshaw et al (2010) state that researchers must remain mindful that a child's

perspective of their own learning is true to them and must not be altered by the influence or presence of adults and their opinion.

Following the collection of data through the use of the Mosaic Approach, I found it most appropriate to reflect on the data collected using the ASK reflective model (Nottingham 2013). This is a reflective model which helps to develop a holistic view of learning. It acknowledges the role of attitudes, skills and knowledge with regards to learning (Nottingham 2013).

In light of this, the Mosaic Approach was chosen as it provides an effective means of identifying a child's perspective of themselves as learners. One of the most influential opinions that drove the research was shared by Sharman et al (2007) who stated that children are unique and to be aware of their qualities we need to take an interest in what they are doing, listen to what they are saying and learn from what they are telling us (Sharman et al 2007).

It was recognised that the Mosaic Approach allows the opportunity to effectively listen to young children about their lives (Clark 2011). This supports the child's right to be heard according to the United Nations Convention on the Rights of the Child (1989). However, Warming (2005) argues that the reliance of one observation method can be detrimental to the reliability and validity of qualitative research (Warming 2005).

A multi-method data gathering approach was chosen, just as it is outlined within the Mosaic Approach (Clark & Moss 2011; Huser 2008). The use of several methods and triangulating the data, offered opportunity for internal validity. The main methods used were observations, photographs (taken by the child), interviews with the child and their teacher and annotated samples of work (Clark & Moss 2011). The collection of these types of data provide a more accurate and reliable representation of the child's holistic development and perspective of themselves as learners.

Prior to conducting research, it was noted that there were multiple methods of observation which suited the intended areas of inquiry. However, a number of research papers suggested that practitioners should perform sets of similar observations to help ensure that information is balanced and provides a bigger picture (Hobart & Frankel 2004; Robson 2012). This lead to the decision that the most appropriate method of observation would be tracking. Tracking is suitable

as it can be used both indoors and outdoors meaning that it supports the Foundation Phase curriculum demands (Welsh Government 2015).

The tracking method gives a clear indication of the child's preferred areas of provision, while also indicating the attention span of the target child. In the context of this research project, tracking was used to record R's movements within the setting, as well as the time she spent on a particular activity. On the contrary, Hobart and Frankel (2004) argue that this type of observation requires a plan which sets out the objective for the observer and that this plan may become untidy and hard to follow if the child visits a number of different areas in a short space of time. After observing R for a short period before conducting the research, it was clear that this limitation would not present itself as R consistently chose to explore the same three areas during each session.

Another data collection method used within this research project was photographs taken by the child.

Torre and Murphy (2015) state that giving children control over the photography process helps us better understand obstacles they face as learners. Torre and Murphy (2015) also argue that this method encourages learners to share personal opinions of themselves. However, many of the implications regarding the storing of photographs and photographic content were identified prior to conducting research, many of which related to child protection and safeguarding. As a teacher and researcher, it was crucial that I familiarise myself with the school's data protection policy, as well as GDPR and BERA ethical guidelines (2018). I was able to avoid these implications by seeking permission from the headteacher, senior mentor and class teacher and agreeing to exclude any photographs of children or evidence of children's names.

Annotated samples of R's work were also collected for data analysis purposes, however, R's first name is not visible which is in line with the school policy, BERA ethical guidelines (2018) and the GDPR (2018). All annotations were made by myself (the researcher) and are factually objective to ensure that assumptions are not made regarding R's development. This ensures that analysis of the learner and suggested next steps are reliable and valid.

The final method of data collection used within this research project were interviews. The Mosaic Approach calls for interviews with 'the child and their teacher' but does not explicitly state whether

this means interviewing the subjects together or separately. This meant that prior to conducting any interviews I was compelled to read similar research projects to gain insight into the approach they decided to take. My readings found that many researchers conducted interviews with the teacher and child separately and then compared the perspectives given by both parties (Coleyshaw et al 2010; Sylva 2015). This approach seemed most suitable and was adopted.

The limitations identified with regards to interviewing children relate to the risk of the adult taking control of the interview and the child giving answers that they assume the adult wants to hear. This limitation was avoided as I gave R numerous opportunities to share her thoughts and feelings with me during role play. On many occasions, I assumed the role of the child and asked R questions as we played (Appendix 4). She was more than happy to do this and even took the opportunity to reverse our roles so she could ask me some questions. Sylva et al (2015) would agree with this approach as they state that young children can be disadvantaged in traditional interviews. They argue that young children may not possess the cognitive and social skills to participate in question and-answer dialogue, the language skills to understand particular questions, nor the ability to explain their understanding of certain concepts or experiences (Sylva et al 2015).

Analysis of Learner and Next Steps

Mathematical Development

Mathematical development was chosen as an area for inquiry because it is one of the main core subjects within the curriculum. O’Flaherty (2018) states that early exposure to foundational numeracy has been shown to provide critical building blocks for future exploration of mathematical concepts. However, upon analysis of the data, it is evident that R’s mathematical development is below the expected outcome. The Foundation Phase Profile (Welsh Government 2015) states that by 36–48 months, children should have reached Outcome 2; R is currently 42 months old (3 years and 6 months).

Upon entering the nursery, 8 months ago, R’s baseline assessment showed her mathematical ability as Outcome Silver within Foundation Phase Framework (Welsh Government, 2015). According to the Foundation Phase (2015) children with this outcome can mimic an adult counting, recognise and indicate familiar objects, fit simple 2D shapes into spaces, repeat a very simple clapping

pattern, explore the distinctions between two objects and listen to familiar number rhymes, songs and stories and say or indicate at least one number.

At present, R uses the skills mentioned above on a daily basis and has made some progress during her time in the nursery. She has been predicted to achieve an Outcome Gold at the end of nursery which is significantly below the expected Outcome. R has gained all the skills set out within Outcome Gold, however, her inability to use them independently and recognise numerals 0-5 is holding her back from achieving an Outcome One.

Upon interviewing the class teacher regarding R's mathematical ability, she described R's progress as "slower than expected". The teacher stated that R lacks the ability to concentrate for extended periods of time and suggested that this could be why she is not able to retain and transfer the skills she learns. While this is expected for children of this age, R seems to be easily distracted by peers playing around her (Appendix 2). Young (2017) states that a child aged three and a half years can typically stay focused for 15 minutes if there are a variety of interesting choices. However, tracking observations of R showed that her attention span for independent and adult led activities averaged at 7 minutes (Appendix 3). This suggests that the class teacher's explanation for the gaps in R's mathematical development could be accurate.

After speaking with R's teacher and discovering that her attention span is shorter than expected, I decided to interview R in an informal manner during a task that suited her interests (Birbili and Tsitouridou, 2008). R asked me to join her game of 'house' in the home corner and I agreed. I asked R if I could bring my pen and paper to write some things down and she replied "okay". I then asked if she was happy to answer some questions and she agreed. Appendix 4 shows the transcript between R and I during this interview. The vague and blunt response given by R indicates that she does not value counting and would prefer to play 'house'. This suggests that R does not have a keen interest in maths and would prefer to engage in activities she enjoys.

In order to support R's development in mathematics and develop her interest in the subject, as her teacher I would harness her interest in the home corner by enhancing the area with numbers. This could be done by placing resources in the area that were suitable for a tea party, for example cups and saucers would have numbers on the bottom that needed to match up before they were used.

These types of opportunities would expose R to numbers 1-5 and could have a positive impact on her progress in this area of mathematical development, ultimately pushing her to gain the skills that will allow her to achieve an Outcome 1. Moreover, Munn and Schaffer (1993 cited in Pound 2006) state that ‘very few adults regard numbers as objects of play’. However Pound (2006) believes that children’s informal learning has the potential to become a stumbling block for later learning. On the other hand, Pound (2006) poses a counter argument which suggests that when implemented correctly, informal learning can be a good starting point for mathematical development.

Another suitable suggestion would be to attempt to improve R’s concentration span during focus tasks. This could be approached by pairing R with another child during the task so that she has a role model. This may encourage her to remain engaged for increasingly longer periods of time if repeated over an extended period of time. As her teacher, I would also make a conscious effort to question R’s thinking, specifically when she gives a response to a mathematical question or problem. For example, why do you think that or how do you know?

Language, Literacy and Communication (LLC)

Oracy

R listens and joins in with familiar rhymes and songs, and shows good understanding of simple phrases such as “good morning” (Appendix 6). R ‘talks’ to herself, peers and familiar adults with confidence using simple sentences. However, no data was collected to suggest that R is able to talk about familiar objects or use newly learned words in her play.

The strongest skill R possesses that is heavily evidenced throughout all data is R’s ability and interest in imitating short real-life and make believe experiences within symbolic play. R has a keen interest in the role play area, with her main focus on acting as the mother (Appendix 5). R lives with mum and dad and younger sibling. It could be suggested that R has a particular interest in the home corner because she is imitating the scenarios she witnesses at home. R almost always assumes the role of the mother during role play and directs peers by telling them that they are the dad, brother, sister and/or baby. R likes to pretend to feed the baby (using the dolls) and puts them to bed.

According to Thompson (2015) this type of pretend play helps children understand the power of language. By pretend playing with others, R is learning that words give her the means to re-enact a story or organise play. Thompson (2015) suggests that this process helps a child to make connections between spoken and written language — a skill that will later help R learn to read.

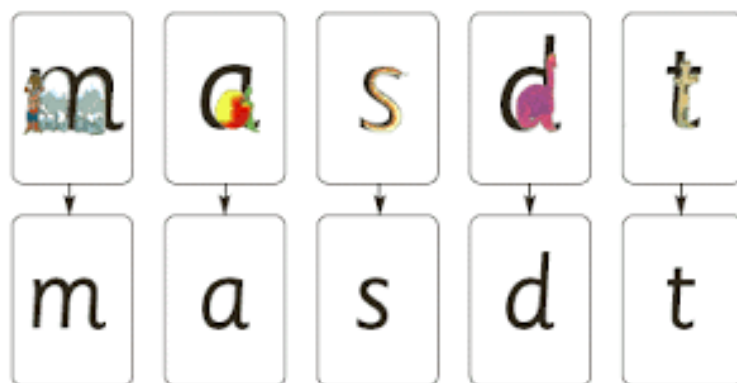
Another area which was identified during the data collection was R's pronunciation of letters and sounds. Many sounds are not clear and mispronounced. In order to emphasise the specific areas in which R displays issues, the transcripts for both Appendix 2 and 5 have been typed phonetically. Sounds such as 'v' is used for 'th' and she also drops sounds at the beginning and end of words such as 'h' and 't'. When recognising this initially, I was forced to question whether this would have an impact on R's ability to spell correctly in the future. However, Andrews and Snell (2014) suggest that there is no straightforward relationship between spoken and written English and that children and young people can style shift between standard and non-standard forms of English in their speech and writing where appropriate.

As a teacher, the main approach I would take to supporting R's language development would be to model the correct pronunciation of sounds and words by repeating them back in a positive way. This strategy is supported by the National Health Service Trust (no date) who recommend that modelling back mature versions of the child's mispronunciation for the child to hear could slightly improve their pronunciation of the sound over time. Research suggests that correcting a mispronunciation in a negative way can cause confusion and anxiety and have a long lasting impact on self-esteem (NHS Trust, no date).

Reading

The skills outlined within the reading section of the Foundation Phase Framework (Welsh Government, 2015) state that children who achieve Outcome 1 understand the basic structure of reading materials, follow texts read by a familiar adult, start to volunteer information about familiar texts and also begin to recognise differences and similarities in pictures, shapes, patterns and textures. Analysis of the data collected regarding R's development shows that the foundations for developing her reading skills are strong. However, upon asking R to read set 1 sounds from the Read, Write Inc. programme used within the school, over a period of three weeks R was able to consistently read the letter 'a' without picture prompts. Interestingly, when shown the sound cards

with the picture prompts (as shown below), R was able to recognise the sound and the correct rhyme (Appendix 8).



(Ruth Miskin Training, 2019)

On many occasions during the data collection period, R was observed in the role play area pretending to read a story to her peers. In most instances, R had told her peers that they needed to go to bed and told them that she was going to read them a story. Appendix 7 is the transcription of the dialogue between R and her peer. Prior to the observation, R directed a peer to lay down on the floor with a blanket. R then picked up a book and proceeded to read the story; holding the book the correct way up and turning the pages appropriately. Catalano (2019) states that children who engage in this type of play are displaying the first skills of becoming readers. R's ability to pretend to read books demonstrates her knowledge of how to hold a book and turn pages. It also displays her ability to understand that stories progress as the pages are turned and that each book has a beginning, middle and end. On the several occasions, it was noted that R had initiated this type of play which suggests that she enjoys telling stories and looking at books (as supported by Catalano 2019).

Although dated, Rowe (1998) conducted seminal research regarding book-related play. Her research found that play serves as a medium for aesthetic responses to text, encouraged by social interactions. In light of this, as a teacher I would harness R's interest in pretend reading by creating an area within the role play corner which encourages all children to engage in book-related pretend play. I would approach this by creating a set of companion props for a small selection of fiction and non-fiction picture books. For example, Goldilocks and the Three Bears book would be accompanied by three plastic mixing bowls (graduated in size), three foam squares (graduated in size) and three pieces of fleece (graduated in size). This would create a set of story sacks that are

accessible to all children at any time during their exploration time. Welsch (2008) reported that book-related pretend play, as an early childhood classroom practice, supports students in their ability to comprehend and respond to literature.

Writing

When assessed against the skills set out within the writing strand of the literacy area of learning within the Foundation Phase Framework, it is evident that R is able to experiment with making purposeful marks, shapes and symbols, and is starting to use implements in either hand (Appendix 9). R uses scribbles, shapes or pictures to express a sentence, as shown in Appendix 10.

Upon interviewing the class teacher, she was very proud of R's progress within this area of the strand. The teacher explained that R had always displayed a keen interest in drawing and mark making which was also reflected within the data collection. The teacher described R as being 'elated' when she discovers that there are new mark making implements for her to explore. She explained that R prefers to use the felt pens and white board markers. When asking R what her preference was during the activity shown in Appendix 10, R told me that she likes the felt pens because there are lots of colours. Interestingly, Matthews (2018) suggests that some children prefer to use felt pens as a writing implement because it engages them in some form of sensory play.

It is evident from the data collected that within this element of literacy, R demonstrates the skills outlined and appears to enjoy mark making. However, R is not yet able to draw shapes or lines that resemble the early stages of forming numbers and letters. As a teacher, I would develop R's number and letter formation skills by scaffolding R at her current developmental level. Bingham et al (2015) state that many teachers focus purely on forming letters (i.e., name writing and letter formation) but place less focus on a child's ability to spell or compose text. This represents a missed opportunity because a teacher's support in the area of composing seems to be the most meaningful way to improve a child's writing abilities (Bingham et al, 2015).

As a teacher, I would use a variety of scaffolding techniques to aid the develop of R's letter and number formation. These techniques involve modelling writing, reducing choices within the mark making area, guiding her during independent and focus tasks and explaining the use of the sound

she is forming. Bingham et al (2015) state that such scaffolding strategies can be applied to address all areas of development within writing.

Creative Development

During the data collection, R was observed using her creative skills on a number of occasions. This has been evidenced within Appendix 4, 5, 7, 9 and 10. Her keen interest in mark making, role play and pretend reading explicitly outlines her ability to use her imagination in play. However, R has only achieved an Outcome 1 within the Foundation Phase Framework. During an interview with her class teacher, I discovered that she was ready to move R up to an Outcome 2. She believed that this would be the most appropriate outcome for R because of her ability to play and learn imaginatively. She explicitly added that R has made significant progress in within this strand of the curriculum since joining the setting. In addition to this, R expressed her enjoyment with regards to exploring and using the musical instruments during an informal interview. Upon discovering this, I decided to carry out a musical circle time. The class were given a variety of musical instruments to choose from – R chose a maraca. We explored sounds together by making fast, slow, loud, quiet and following the beat of fast and slow music. During this activity, R sat with a peer, listened intently, smiled and giggled. This suggests that she was enjoying the activity.

According to theorist, Malguzzi (1993), the key to developing a child's creativity skills is to provide optimum balance between structure and freedom. Many researchers explain that teachers can encourage creativity by behaviours asking open-ended questions, tolerating ambiguity, modelling creative thinking and behaviour, encouraging experimentation and persistence and praising the children who provide unexpected answers (Murdock 2003; Craft 2002).

Physical Development

Analysis of R's physical development shows that when compared to other subject areas, she is most able and confident in this subject. R has been awarded with an Outcome 3 within the Foundation Phase Framework which is above the expected outcome for her age. Appendix 11 shows data collected during the research project and gives an accurate representation of R's gross and fine motor skills. The observations were made over a period of four weeks and show a range of the skills set out within the Foundation Phase.

During the research process, R was asked to take some photographs of her favourite areas to explore in the nursery setting. Initially, it was expected that R would take photographs of the home corner and mark making areas, however, R confidently led me to the outdoor area and began taking pictures of the peace garden (Appendix 13). The peace garden is a small enclosed area at the end of the children's main outdoor play area. It is used to promote risk and challenge, as well as planting, growing and minibeast hunting. R shared her love for this area by showing me around with a peer. R appeared to be very excited while giving me a tour of the peace garden. Following this, I informally asked the teacher if she knew where R preferred to play. The teacher explained that she also believed R's favourite areas were the mark making and home corner. Upon analysis, it is evident that R's perspective of her learning and preferences differs greatly from that of her teacher.

It could be suggested that R's excellent gross motor skills are the result of using the dynamic and vibrant peace garden. Farmer et al (2017) state that exposure to 'risky' play opportunities positively affects the physical, cognitive, social and emotional development of children. As Bundy et al (2009) suggests, the educator needs to take responsibility for providing structured physical development opportunities for young children. This approach is considered the most appropriate strategy for developing R's gross motor skills. As a teacher I would plan a series of physical activity lessons that focused on various skills set out within the Foundation Phase outcomes. These tasks would include all children but have various levels of activity that included elements of skills from Outcomes 1,2,3 and 4. For example, read 'we're going on a bear hunt' as a class and then use the larger outdoor area to move around and transition using various gross motor movements. This strategy will provide challenge for the more able and talented.

Well-being

R displays an interest in helping adults and peers but not when it conflicts with her interests. She demonstrates affection for other children and may play with them. R can independently share toys and materials and usually orchestrates turn taking among peers. R is mostly aware of her own feelings and emotions but shows little signs of identifying with those of others. R tries to be independent but sometimes asks for assistance; as opposed to needing it. R's behaviour suggests that she is also beginning to develop an awareness of personal safety. R's teacher explained that she is very pleased with the progress she has made with regards to her social skills. During

interview, the teacher described R “sitting alone, playing quietly and not wanting to interact with adults or peers” when she first joined the setting. She described R as entering the nursery as a shy and timid child, however, it was observed and heavily evidenced during the research process that R is a strong character who enjoys directing play. On the contrary, the research also found that despite this, she only plays with 4 female peers in the setting and that she would prefer to play with one friend at a time. During observation, R told me that she prefers this because “they don’t listen to my game”.

As a teacher, I would encourage R to develop her social skills through a range of interactions with different children in the setting. Grace (2017) suggests that in order to prepare children for academic progression, they need to participate in various of social situations. Learning to make friends, as well as learning to be a good friend are crucial parts of childhood social development. These skills will help them to find success in both their personal and professional lives (Broadhead, 2004).

Conclusion

The data collected has been presented and analysed in a manner which aims to consider the holistic development of the child. All next steps made are intended to consider the child’s views and interests which theory suggests is the most effective way to engage children in their learning (Birbili and Tsitouridou, 2008). Upon reflection, it is apparent that the Mosaic Approach developed by Clark and Moss (2011) is an effective method of bringing together various types of data to build an accurate picture of the child and their development. The use of multiple tools, resulted in trustworthy and authentic data.

During the data collection process, three days were lost due to staff training and bank holidays. This meant that the research process was subject to time constraints, however, this was expected prior to conducting the research and was dealt with in a flexible and adaptable way. During the data analysis, the ASK model was used as a vehicle for breaking the child’s skills down into parts so that the whole development within each area of learning can be improved.

It is important to highlight that in future practise, I will consider using elements of the Mosaic Approach for development and progress tracking so that when assessing I have trustworthy and authentic data which will allow me to make sound judgements to inform planning and decisions.

References

1. Clark, A. (2011) *Ways of seeing: using the Mosaic approach to listen to young children's perspectives*. [Online] Available at: <https://learningaway.org.uk/wp-content/uploads/RL56-Extract-the-Mosaic-Approach-EARLY-YEARS.pdf> (accessed 06/05/2019)
2. British Education Research Association (2018) *Ethical Guidelines for Educational Research*. 4th Ed. [Online] Available at: https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf?noredirect=1 (Accessed 06/05/2019)
3. Clark, A. and Moss, P. (2011) *Listening to Young Children: The Mosaic Approach*. 2nd Ed. NCB: London.
4. Coleyshaw, L. Whitmarsh, J. Jopling, M. & Hadfield, M. (2010) *Listening to children's perspectives: improving the quality of provision in early years settings*. Department for Education: University of Wolverhampton.
5. 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). Page 109.
6. Warming, H. (2005) *Participant observation: a way to learn about children's perspectives*. [Online] Available at: <https://forskning.ruc.dk/en/publications/participant-observation-a-way-to-learn-about-childrens-perspectiv> (Accessed 12/05/19)
7. United Nations Convention on the Rights of the Child (1989) A Summary of the UNCRC. [Online] Available at: https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.261911053.1476205513.1557687489-1157968278.1557687489 (Accessed 12/05/19)
8. Huser, C. (2008) *Children's Voices on Play in a Mosaic Approach Study: Children as Conscious Participants in a Case Study*. [Online] Available at: <https://dergipark.org.tr/download/article-file/43769> (Accessed 25/05/19)
9. Thompson, L. (2015) *The Importance Of Pretend Play in Child Development*. [Online] Available at: <https://laurathompson4854.wordpress.com/2015/08/05/the-importance-of-pretend-play-in-child-development/>
10. Miskin, R. (2019) *Read Write Inc. Phonics*. [Online] Available at: <https://www.ruthmiskin.com/en/programmes/phonics/> (Accessed 26/05/19)

11. Pound, L. (2006) *Supporting Mathematical Development in the Early Years*. 2nd Ed. Maidenhead: McGraw-Hill Education.
12. NHS Trust (no date) *If my child's speech is not very clear or easy to understand, what should I do?*. [Online] Available at: <https://www.wyvalley.nhs.uk/media/235719/Speech-Childs-speech-is-not-easy-to-understand.pdf> (Accessed 26/05/19)
13. Snell, J and Andrews, R (2014) *To what extent does a regional dialect and accent impact on the development of reading and writing skills?: A Report for the BBC*. Report. (Unpublished)
14. Hobart, C. and Frankel, J. (2004) *A Practical Guide to Child Observation and Assessment*, 2nd edn. Cheltenham: Stanley Thornes.
15. Robson, S. (2012) *Children's voices: Young children as participants in research*. In *Young children's creative thinking*, Edited by: Fumoto, H., Robson, S., Greenfield, S. and Hargreaves, Page 55–67. London: Sage.
16. Young, K. (2017) *An Age by Age Guide for What to Expect From Kids & Teens – And What They Need From Us* [Online] Available at: <https://www.heysigmund.com/developmental-stage/> (Accessed 26/06/19)
17. Welsh Government (2015) *Curriculum for Wales: Foundation Phase Framework*. [Online] Available at: www.gov.wales/topics/educationandskills/earlyyearshome/foundation-phase/?lang=en (Accessed 26/05/19)
18. Nottingham, J (2013) *Encouraging Learning: How you can help children learn*. Page 1-14 Routledge: New York.
19. Sharman, C. Cross, W and Vennis, D (2007) *Observing children and young people*. (4th Ed.) Continuum: London
20. Torre, D. and Murphy, J. (2015) *A Different Lens: Using Photo-Elicitation Interviews in Education Research*. Education Policy Analysis Archives. 21(111). Page 1-24. <http://dx.doi.org/10.14507/epaa.v23.2051>
21. O'Flaherty, R. (2018) *The Importance of Early Mathematics Learning*. My Child Magazine. [Online] Available at: <https://www.mychildmagazine.com.au/importance-early-mathematics-learning/> (Accessed 26/05/19)
22. Sylva, K. Melhuish, E. Sammons, P. Siraj-Blatchford, I. and Taggart, B. (2010.) *Early childhood matters: Evidence from the effective pre-school and primary education project*. London: Routledge.

23. Hobart, C. & Frankel, J. (2004) *A Practical Guide to Child Observation and Assessment* (3rd Ed.) Cheltenham: Nelson Thornes.
24. Catalano, M. (2019) *Pretend Reading: Reading and Writing*.
25. Welsch, J. (2008) Playing Within and Beyond the Story: Encouraging Book-Related Pretend Play. *The Reading Teacher*. 62(2). Page 138–148. <https://doi:10.1598/RT.62.2.5>
26. Matthews, J. (2018) *The Importance of Mark Making for Early Years*. London: Falmer
27. MURDOCK, M.C. (2003) *The effects of teaching programmes intended to stimulate creativity: a disciplinary view*. *Scandinavian Journal of Educational Research* 47(3) Page 339–57.
28. Craft, A. (2002) *Creativity and Early Years Education*. London: Continuum.
29. Bundy, A. Lockett, T. Tranter, P. Naughton, G. Wyver, S. Ragen, J. and Spies, G. (2009) The risk is that there is ‘no risk’: A simple, innovative intervention to increase children’s activity levels. *International Journal of Early Years Education*. 17(1) Page 33–45.
<https://doi:10.1080/09669760802699878>
30. Bento, G. (2017) The importance of outdoor play for young children's healthy development. *Science Direct*. 2(5). Page 157-160. <https://doi.org/10.1016/j.pbj.2017.03.003>
31. Farmer, V. Fitzgerald, R. Williams, S. Mann, J. Schofield, G. McPhee, J. and Taylor, R (2017) What did schools experience from participating in a randomised controlled study (PLAY) that prioritised risk and challenge in active play for children while at school? *Journal of Adventure Education and Outdoor Learning*. 17(3) Page 239-257.
<https://doi:10.1080/14729679.2017.1286993>
32. Grace, E. (2017) Stages of Children’s Social Development. [Online] Available at: <https://www.kidsdevelopment.co.uk/stageschildrensocialdevelopment.html> (Accessed 29/05/19)
33. Broadhead, P. (2004) *Early Years Play and Learning: Developing Social Skills and Cooperation*. Routledge Falmer: New York.
34. Birbili, M. and Tsitouridou, M. (2008) Identifying children’s interests and planning learning experiences: Challenging some taken-for-granted views. *Nova Science*. Page 143 – 156.

Appendix 1: Consent Letter

Signed copy available upon request if required.



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 identify 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):

[Redacted]

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@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2

Observation recorded on 8/5/19 during a Mathematical Development focus task with additional adult.

distracted by the surrounding. lack
of concentration when asked to name
shapes + corners.
named:- Δ $\bigcirc$ wasn't sure $\square$ $\square$
couldn't say if shape was curved
or straight. corners and sides.

Appendix 3Tracking Observation

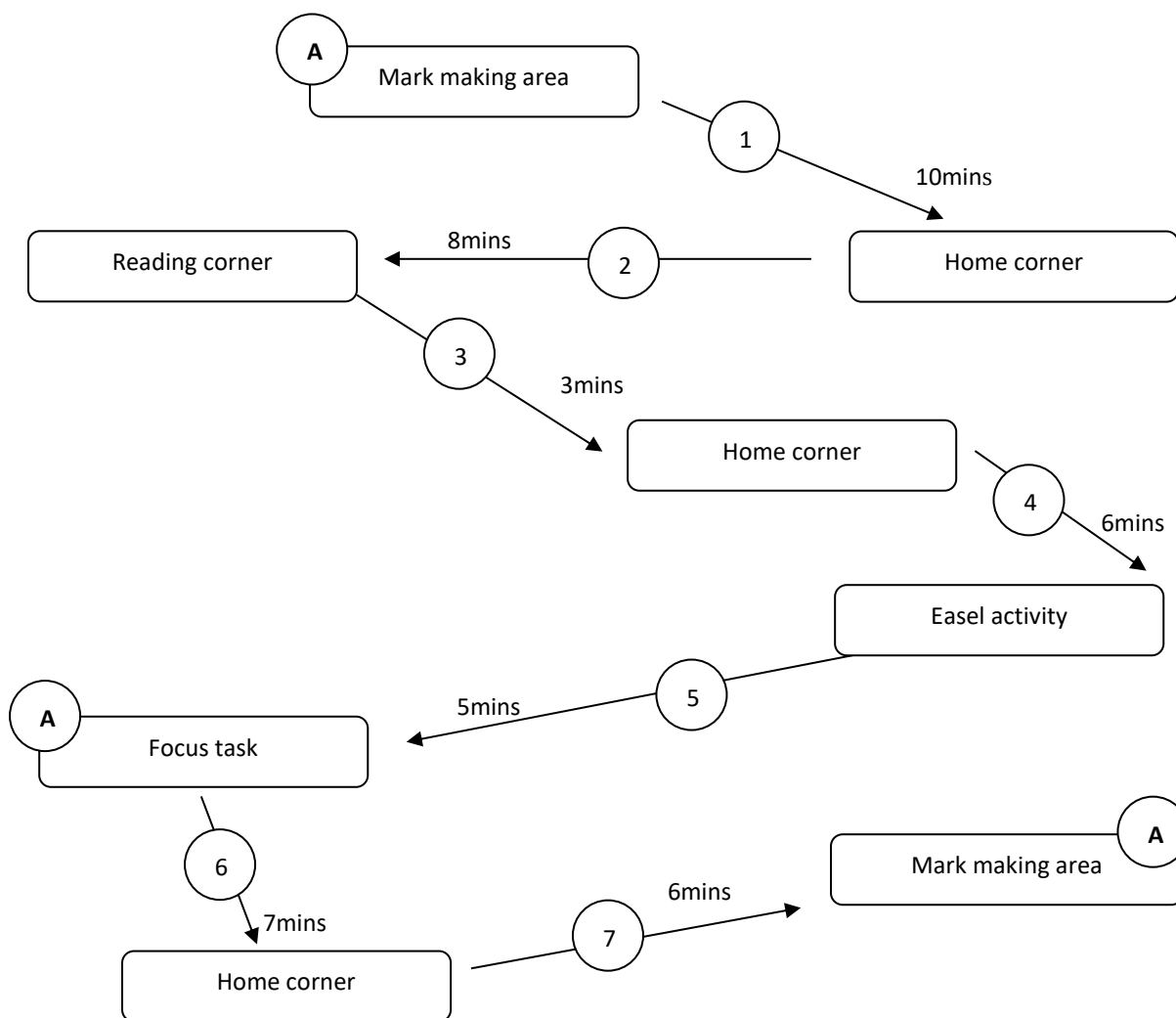
Date: 29/4/19

Observation taken by: MS

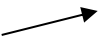
Child's name: R

Child's age: 3 years 6 months

Start time/finish time/duration of observation: 9.30am – 10.15am



Tracking observation key:

-  = Notes if an Adult is present at an activity when the child visits.
-  = The direction a child travels between activities – to or from / leaving and arriving
-  = Order in which child visited each area
- 6mins = Duration child remained at an activity

Appendix 4

Transcript of Informal Interview

Date: 1/5/19

Observer: MS

Child: R

This transcript has been typed phonetically to emphasise R's language quality and pronunciation.

R: Miss, you sit on va' chair and 'old the baby. You'm the sister and I'm the mammy.

MS: Okay mum. Can I have some breakfast please?

R: Yeah! I'm in the kitchen a mini'. Do the baby wan' porridge?

MS: Yes please. Can she have some honey on her porridge please?

R: Yeah, I got some from the shop yesterday.

MS: Thank you. Are you sitting with us to eat breakfast?

R: Yeah. I'll be vere now.

MS: Okay.

R: Right 'ere I am. Vere's the porridge for the baby and for you. I got an orange for my breakfast I have.

MS: R, how many oranges do you have?

R: I only got one orange.

MS: Yes, you only have one orange. How many are on the table?

R: One, two, free, four, fise. We got fise oranges.

MS: Yes well done R! Fantastic counting. Do you like counting?

R: Yeah. Right 'ave ew finished yet?

MS: Yes I'm full now. Thanks mum.

R: Okay.

Appendix 5

Transcript of role play interaction with peer

Date: 9/5/19

Observer: MS

Child: R

This transcript has been typed phonetically to emphasise R's language quality and pronunciation.

R: Right where are my kids?

Peer 1: I want to be cooking dinner.

R: No, you'm the brother. You got to go to school now.

Peer 1: But I have to cook breakfast.

R: Okay. You go to school and I'll cook the breakfast. Want cereal?

Peer 1: Yeah. Bye mam.

R: Who's the baby?

Peer 2: I'm not. I'm holding the baby. She's crying.

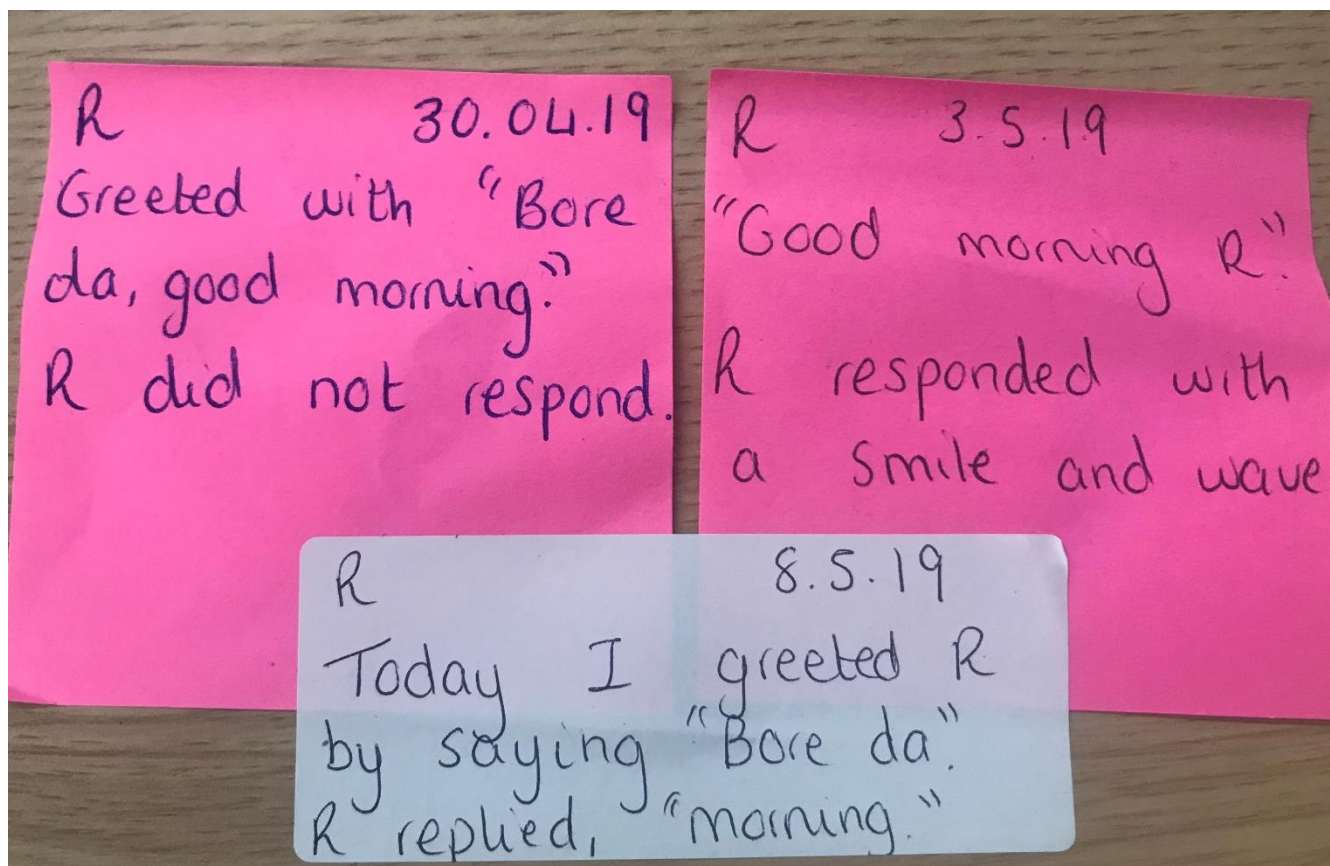
R: Okay. Is she 'ungry?

Peer 2: Yeah, for milk.

R: 'ere it is. I have to go to work now. Bye!

Appendix 6

Observations which evidence R's ability to respond to greetings.



Appendix 7

Pretending to read a bedtime story

Date: 9/5/19

Observer: MS

Child: R

This transcript has been typed phonetically to emphasise R's language quality and pronunciation.

R: One day, mammy Superworm was 'appy.

Peer: There's no mammy in that story!

R: Shhh! You need to go to sleep now baby. I'm reading first.

Peer: Okay.

R: Superworm is strong. Superworm is long.

Peer: *sighs*

R: Oh no! The mammy has to go to Asda.

Peer: No! Not Asda.

R: Yeah, this is a new one. You don' know this story.

Peer: Okay.

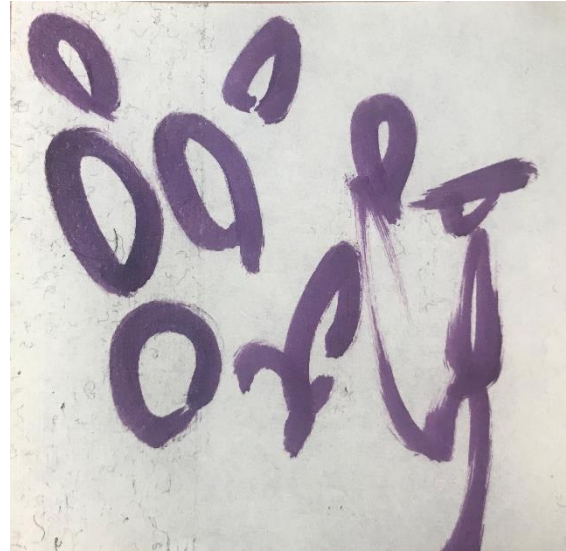
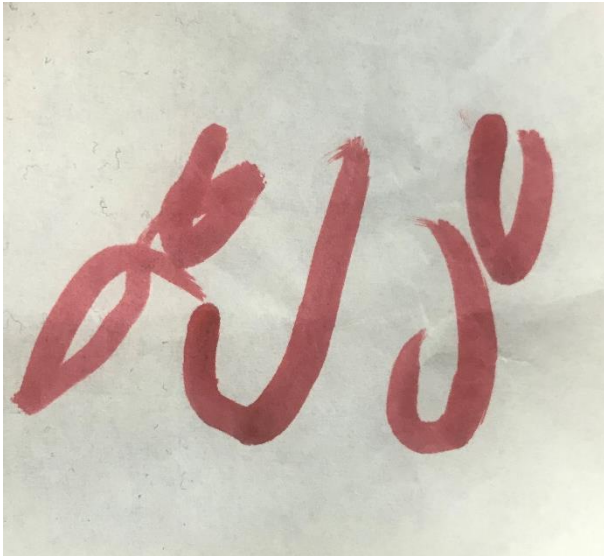
Appendix 8

Observation regarding R's ability to read and recognise initial sounds.

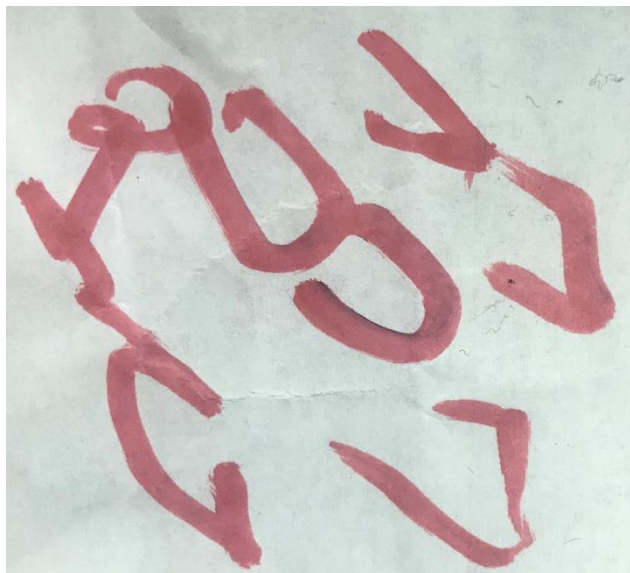
R LLC 8.5.19
Asked to read sounds
from sound cards. Was
unable to tell me m, s,
d, t without picture
prompts but able to
say 'a' without picture
prompts.

Appendix 9

Early mark making



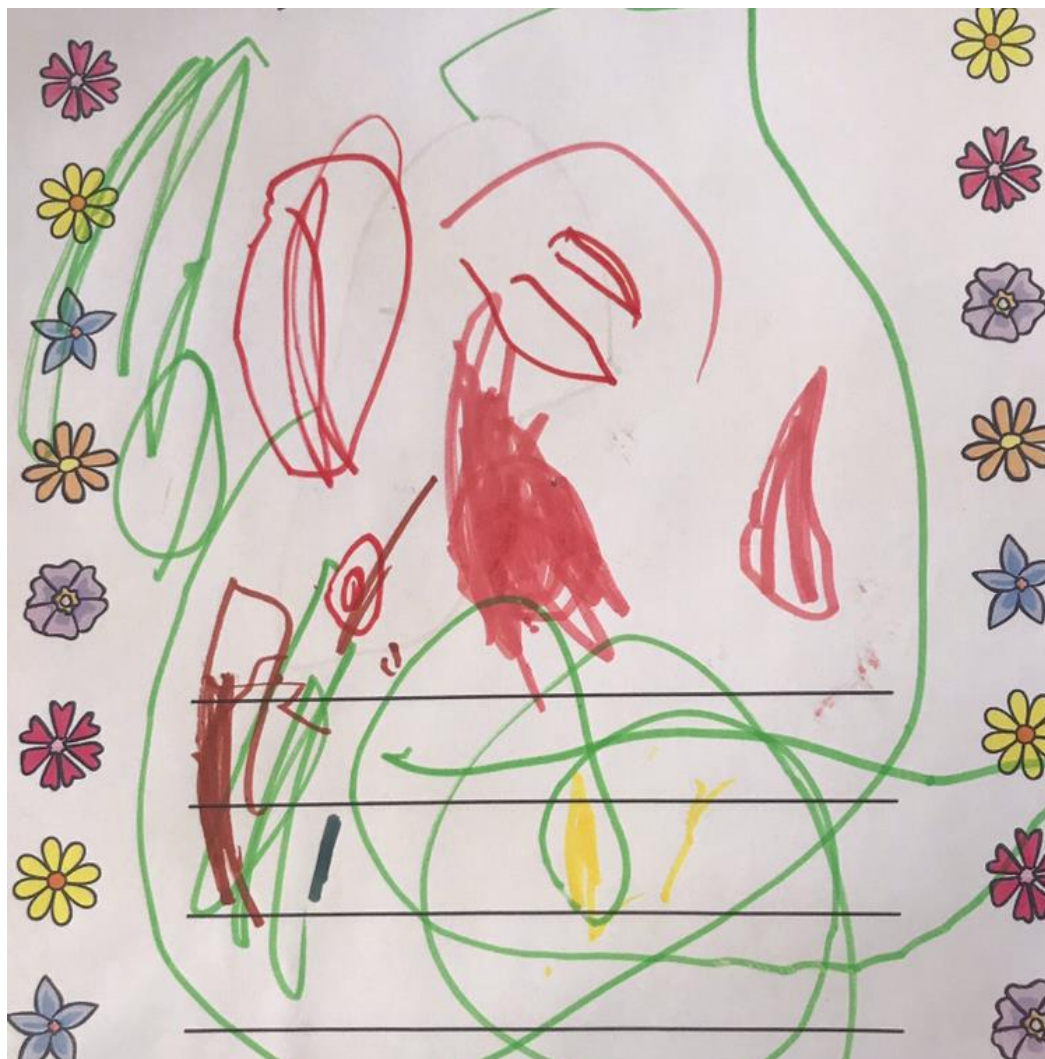
These images evidence R's independent mark making. This was her shopping list that she gave to a peer. She handed the 'list' to her peer and said "you need to buy, milk and sweets."



Appendix 10

This is a piece of work completed by R. R was asked to draw a flower and tell me why she liked it. R has used mark making write her sentence and draw a flower. R held the pencil in her right hand using pincer grip (three quarters of the way up the pencil).

The transcript has been added using phonetic spellings to illustrate the quality of language and pronunciation of sounds.



R: "Vis is a pink flower. I like pink. Vere's the grass."

MS: What is your sentence?

R: Pink flowers are pretty.

Appendix 11

Observations recorded during the research period depicting R's physical development.

R PD 2.5.19
In the outside area, R put down 5 stepping stones and walked across them. Jumped off the last step two-feet to two-feet, and said "Seven!"

21.05.19 (R)
During action songs today R was able to stand on one foot.

R was playing catch with a peer today. Peer was confident in throwing and catching. R kept dropping the ball and did not throw to peer effectively. R gave up and said "bye" and walked away.
(14.05.19)

R 8.5.19
During gross motor session today. R was able to ride a large trike and manoeuvre it safely around the playground.

R PD 3.5.19
Playing in the peer garden with peer and noticed a small log on the path. Lifted the log and said to peer. "help me!"

Appendix 12

This is a photo taken by R of the beanstalk she made during a focus task.



R PD + CD 8.5.19
Cutting out a swirl
pattern during focus task.
Needed some support to
follow the line.

Appendix 13

R claimed that this area is her favourite place to play and explore.

