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

The research for this paper took place in a large primary school in a village on the outskirts of a small town within the Welsh valleys. The school has over 400 pupils on roll, and includes several classes made up entirely of children with moderate learning difficulties (MLD) and two classes educating children with severe learning difficulties (SLD). All classes have mixed age groups and are set by reading ability. The focus child for this paper was set in the second most able class, made up of 26 children from years 3 and 4 and is described by the class teacher as "generally average" with regards to the class setting, but "more able than average" in the phase. The school has a large catchment, encompassing the entirety of a village which has been designated as the 6th most deprived area in Wales by the Wales Index of Multiple Deprivation (WIMD, 2014). As a result, children within this school tend to experience reduced access to services and therefore, struggle to access the opportunities that others may experience. 47% of pupils are in receipt of free school meals, significantly higher than the national average, and 8% of pupils come from a background with a language other than Welsh or English being used first at home, which is around the national average. The focus child is in receipt of free school meals and speaks English as their home language. The class teacher has not previously advised that the learner be provided with any intervention within the school and has been happy with progress over the last academic year. Some full class activities have resulted in improvement for areas of concern, such as handwriting and speech with this learner, but there is no individualised focus to improve other standards at present.

All references to the school, the classes, staff and the specific learner involved in the research for this paper have been anonymised to comply with the recommendations made by The British Educational Research Association (BERA) in 2018 (Bera.ac.uk, 2018). As such, consent for the research was sought and granted by both the participant and their parent, and the participant was involved in the decision-making process for ways in which information could be collected, constituting assent to the process. The participant suggested that an interview every week would be a productive way to demonstrate their feelings of school, and could be used to demonstrate progress, as well as using work from books, pictorial evidence collected in class, and less formal discussions around the school with teachers, midday meal supervisors, and adults who were responsible for the participant at both the beginning and then end of the school day. Wellington (2008,71) supports interviews as an approach as he argues that it allows the interviewer to investigate and prompt things we cannot observe. However, he goes on to claim that the interviewer should not take the leading role, and that interviewing should not be the sole method of data collection (Wellington, 2008, 72). This view is similar to the approach supported by Clark and Moss (2011) in their research into effectively listening to children, coined 'The Mosaic Approach'. Care was taken to ensure that the participant did not feel they were under any pressure to behave or perform differently in class by discussing this with the child and her parent and the right to withdraw was made clear to both parties. It was explained to the learner that she could either verbally inform me that she wasn't comfortable with an activity or question or give a nonverbal sign to the same effect. This was explained as a shake of the head, although all non-verbal signs would be accepted throughout the observations. I was cautious to ensure the learner understood this, as Scott (2008, 97) explained, there are marked "differenced between 7-year olds and adults in understanding" and care should be taken to ensure that meaning is not misinterpreted. School safeguarding policies were upheld throughout the observations and conversations, with discussions taking place in a communal area of the school to avoid any potential intimidation. Efforts were made with this regard to mitigate against the 'Hawthorne Effect', a type of reactivity phenomenon within which an observed party alters their behaviour in the presence of the observer, as coined by Landsberger (1961). In addition, with particular reference to the whole school environment within which these observations took place, attempts to prevent the learner feeling that this was some form of novelty (Roeckelein, 1998, 175) and therefore attempting to capitalise on the attention was also negated by ensuring that no further attention was

paid to the learner during class teaching time, and so evidence and interviews were conducted away from the classroom during less focussed class activities, usually on a Friday afternoon. Further precaution was taken to ensure that the participant was not disadvantaged through missing play time or extra-curricular activities in order to complete interviews, and the observation period was kept as standard to the normal school day as possible.

To make the observations as efficient as possible, in addition to the informal interviews, the Leuven scale as introduced by Ferre Laevers (2003), was used to take quantitative data on the learner, and this could be recorded onto lesson plans, or into a journal without causing a disruption in the classroom. These were then transferred onto a table to observe whether there were any long-term reasons for enhancement or damage to wellbeing or involvement in the school day (appendix 1). I did note however, that this scale was restrictive, and often resulted in a figure of 3 being selected as the learner would rarely show strong emotion either way. The attempt to collect quantitative data did give a foundation to work from however, and I believe that had the records been made over a full term, trends and reasons for progress or lack of progress would have become apparent. I was keen to ensure that any attempts to improve the outcomes for the participant were not focussed solely on academic gains. Rather, in line with the ideologies communicated in the new curriculum for Wales (Donaldson, 2015, 30) that children in Wales should become more rounded, more balanced people, as guided by the four purposes; becoming "ambitious, capable learners, enterprising, creative contributors; ethical, informed citizens and healthy, confident individuals." (Donaldson, 2015,30). This is a marked move away from the data-focussed curriculum of the past, and as a result, my recommendations and analysis of the focus learner in this paper will replicate these ideas. The learner was granted access to, during recess periods, an iPad to take photos of areas in the school she felt were of merit to assist her learning (appendix 2). As a result of streaming, the learner selected for this paper could not be observed by myself during her mathematics lessons, and as such, I provided a small form to her maths teacher for each session to observe her progress (appendix 3). Coupled with regular weekly informal interviews and written observations when they were appropriate, The Mosaic Approach was replicated in this study. Clark and Moss (2011, 7) argue that listening to children should not be limited to just the spoken word, and that often, inferred information can be shared through varying mediums.

From conversations prior to the commencement of the research, with the learner, it was clear that she did not amount to a cause for concern with Oracy. Conversely, Scott (2008, 88) argues that younger children are often excluded from including their opinions in research like this due to misunderstandings. It was clear from the learner in this case however, that her quality of speaking and listening was more than adequate. Her foundation phase outcome levels were at expectations in all areas, and she had "continued to make suitable progress since" according to the class teacher when interviewed. She was on target for level 4b in numeracy and literacy and was highly capable in Welsh, expecting a level 5c. Her reading age was that of 14 months higher than her chronological age, and her comprehension similar, according to the school's Salford testing. The class teacher is the school's Welsh coordinator, and the whole class have strong ability with the language, as it is incorporated seamlessly into other subjects as well as being taught as a standalone subject. This is an effective strategy that is replicated across the remainder of the school, supported by the view of Furlong (2015,33) who argued that all teachers should attempt immersion in the Welsh language wherever possible, as it is proven to be most effective in encouraging second language learners to adopt and use the language. Considering the (Attitude, Skills, Knowledge) A.S.K. model when approaching the advice given in this paper, the learner was in clear possession of developed skills and knowledge when considering the curriculum for Wales. She was on or above target across the spectrum of learning. However, as Nottingham (2013, 44) highlights, there is currently too much emphasis on aiming for and discussing the product of learning, and little effort is placed on building the attitude to become a learner who can progress independently. This view is one of the main reasons I selected the learner in this paper. It was clear that she had become

a passive receiver of information and was then able to transfer this information to paper. Consequently, she was not as confident with the more social aspects of school.

The learner was showing some difficulty with interacting with peers, especially whilst carrying out group based practical work in Topic and Science lessons. Whilst speaking with the participant was easy, and she possessed clear conversation skills above that of her expected ability at her age, her parent raised concerns during the initial interview, that she could not replicate this with peers in her own age range, and in fact, was far more comfortable speaking with, and socialising with older children and adults. Her parent stated that "we're worried about her building relationships within the school." This building of distance between her and her peers was seen throughout the observation period, and she struggled to play with more than one other pupil during play times, as well as avoiding group work in the classroom. A form of social withdrawal was apparent therefore, witnessed most obviously during a group experiment during science. During a lesson focussed around the effects of gravity and air resistance as part of the topic unit, the learner withdrew almost entirely, and was unable to then complete the written aspect of her work, as she had not been focussed on the input from myself. This in turn, dramatically impacted her involvement and wellbeing scores on the Leuven scale (highlighted in pink within appendix 1) and subsequently resulted in her having to complete the experiment alone, later, which compounded her reduced wellbeing and involvement further. The learner can work well alone, and this is demonstrated with work produced during guided reading follow up sessions (appendix 6). Furthermore, her ability to peer assess others' work, using a written feedback form has been proven several times during the period I have spent with the class and she is very capable of reviewing her own work, including her ability to reflect critically on the next steps she will need to take to improve her performance the next time around. Difficulties arise when her peers attempt to engage in conversations with this learner, particularly when attempting to discuss feelings or show a keenness to engage with her in the class.

I had hoped to discuss these areas of concern with the learner during informal interviews. However, there were clear physical signs of discomfort and further withdrawal from the process when the topic was breached, and as a result, I was forced to terminate the conversation (appendix 7), in order to uphold the recommendations made by BERA (2018). The learner was however, keen to discuss the work she had completed throughout the week in mathematics. Using the report cards (appendix 3) provided to her mathematics teacher, and the maths work assembled during the time I was observing her, it became very clear that the learner has a high aptitude for mathematics and was capable and attentive during sessions. However, it was noted by her teacher, on the 7th May, that she had become anxious after the tests, where she had been quite confident before, speculation was made by the maths teacher that there was a lot of pressure from home regarding her attainment, and I spoke to her parent in an attempt to see if there was anything further the school could do to support the learner. It was discussed that the learner placed a lot of pressure upon herself, rather than there being pressure from her parents, and that this often amounted to time off from school as she could make herself ill through worry. Attendance then became a focus for the learner, and indeed there was a cause for concern. During the 4-week observation timetable, the learner missed 4 days of school, amounting to attendance of just 80%, far below the school target of 95.6%, which in turn, is below that expected across Wales as a whole. Reid (2014) argued that poor attendance and truancy thrived within the demographics that the school studied operates within. Low levels of adult employment, poor quality housing, poor access to services and low standards of healthcare all add to lower than average attendance in school, which in turn, impacts on the attainment for pupils. Reid (2014) goes on to argue that whilst most of these cases can be solved through putting in place early interventions, and then targeted interventions and legal repercussions if necessary, he states that often the cause for poor attendance stems back to the curriculum (Reid, 2014, 65). Reid (2014, 65) argues that most professionals accept that the curriculum, both in its teaching and content, results in reduced attendance, particularly for children who are struggling in school. However, the same can be true for those who are doing well, as their

parents/carers do not place the same value on full attendance to school, particularly if they perceive that the school has little impact on their child's learning. Reid (2014, 66) goes on to argue that within working class communities such as the one this school operates within fail to recognise the value in some subject areas and are often openly hostile to the removal of some of the more practical and every day skills that primary schools used to teach, such as home economics due to the reduction in distinguishing the curriculum by gender. However, Pollard as early as (1992, 10) discounted this notion as far too 'crude and partial', with many working-class children succeeding beyond their more affluent peers. As a result, it is foolhardy to attempt to place the bearing for the learner's reluctance on her family life solely on financial background.

The reduced child to child contact that the learner has a result of her poor attendance could be another reason for her struggling to communicate with peers during the school day, and reluctance to work in a group to complete activities. As an only child to two parents who remain at home throughout the day, the learner has been perpetually exposed from a very young age, to adult conversation and a distinct lack of play or peer-based activity, and this is now beginning to hinder her progress in certain subject areas, such as group-based science. It is pertinent to note that the photos taken by the child around the school of 'areas that help her learn' were focussed entirely on sole study, or very small group activities. She focussed attention on a silent reading corner, the iPads used individually by children, and displays in her mathematics classroom which she used to aid her individual maths work (appendix 2). Quite surprisingly, she was not keen to take photos of other children, or even friends around the school, as I expected, compounding the social withdrawal which will be my main area of focus in order to help this learner progress.

Tess Ridge (2005, 28) argues that for girls who are from poor backgrounds and experiencing social and economic exclusion, school "presents a vital opportunity for developing social and academic skills to overcome early disadvantage and deprivation." Looking at the case study of Amy, a 15-year-old single child to a disabled mother and unemployed father in Ridge's work (2005, 32), similarities can be drawn. Ridge claims that Amy went to great lengths to "hide from her friends her inability to participate in social events" and that this has become the norm for her, resulting in it becoming increasingly difficult to join back in with activities. Unfortunately, Ridge (2005, 34) draws the conclusions that the value of schooling as a positive social force in low-income children's lives remains poorly developed. It is advisable therefore, that conversations should take place between the school and the learners' parents to ensure that she feels she can involve herself in group activities at school as much as possible. An intervention programme which may assist with this could be the Emotional Literacy programme ELSA, led by a support assistant. This programme is already run in the school for more challenging children with more severe behavioural problems and those from a 'looked after' background. However, there is evidence to support the view that minimal support to encourage increased social interaction and friendship through something as simple as Sheila Burton's ELSA programme for 12 weeks, could have a very positive outcome. Speaking to the class teacher, it was explained that these sessions have been particularly helpful for members in the class who are looked after by other adults than their parents (CLA). Collins and Johnston-Wilder (2005, 151), claim that girls who exhibit non-participatory behaviour yet are happy to speak to adults or single people one to one can often feel inadequate in the classroom environment. They continue by stating that if they are working well individually and produce acceptable written work, but fail to engage on a verbal level, they could well be 'playing truant in mind whilst present in body' (2005, 152). This could indeed be the case for the learner in this study, opening the potential that she is in fact, far more capable than we perceive. Collins and Johnston-Wilder use the case study of 10-year-old Justina to explore this further. They report that Justina was always very happy with her written work, just as the learner is in my class, yet she fails to engage verbally with the lesson. As a result, both Justina, and the learner in this study, go relatively undetected and as such, are not pushed further, as they do not cause any discipline or distraction problems, and fall under the radar.

I believe that this is of note for the learner in both mathematics and English, where she thrives whilst writing content. Her mathematics teacher reported that the cards provided to him (appendix 3), caused him to pay further attention to the learner, and he then in turn noticed that she very rarely partook in verbal or group activities, whilst her written work was continually positive. I believe that the lack of encouragement to involve the learner in verbal class conversation and group work has resulted in effectively compounding her withdrawn behaviour, reinforcing a negative where it is plausible to believe that the input she could make would be very positive, as she clearly understands the content. It is at this point that the Leuven Scale for involvement is very useful for observing the learner. As Dowling (2010) observes, we assume that when a child appears deeply absorbed in what they are doing, they are learning most productively, within the Zone of Proximal Development (ZPD) as coined by Lev Vygotsky. However, Dowling (2010, 67) observes that if we note behaviour carefully, Berk and Winsler's (1995) view is most likely more accurate, that social interaction is critical for increased learning and to maintain within the ZPD. Whilst it is true, that Vygotsky argued that adults and 'more knowledgeable others' were needed to encourage children to enter this area of effective learning, learners must also take the opportunity to work with one another within it to take the most out of learning experiences. As the learner in these observations was reluctant to engage with talking activities, she rarely gained alternative insights into learning opportunities past the view of a teacher, limiting the potential for her outcomes further. Lloyd and Fernyhough (1999, 59) argue that for children to make the best progress, peer and self-assessment needs to be attained both verbally and in written format.

It is the case that the observation period for this paper was distinctly shorter than one would have hoped for, in order to make a balanced argument for the paths forward. However, discussions with various members of the school team have resulted in a similar conclusion. Whilst it is not possible to place interventions in place for the subject child individually, a more holistic approach to inclusion can be adopted in the school to ensure that all are involved. It would be advisable for the school to adopt a programme, such as Sapere's Philosophy for Children (P4C) and incorporate it into the every day school schedule. P4C is group-based discussion activities, similar to previous programmes focussed around personal, health and social education (PHSE), but with increased attention given to broadening and depth of thinking with personal development at the forefront, giving children the opportunities to become independent thinkers (Durham University, 2015). A 2015 Education Endowment Foundation (EEF) Efficacy Trial (Durham University, 2015) conducted by Durham University concluded that its adoption has the greatest impact on children from disadvantaged backgrounds, particularly those who fall within the remit of receiving free school meals. It continued to claim that teachers and learners found that P4C had positive outcomes on communicative ability, confidence with speaking to one another, listening skills and improving self-esteem. The EEF reported that to deliver a project such as this, to a full key stage two consisting of 240 pupils (large enough to ensure each class is involved in the subject school), would cost as little as £3940, just £16 per pupil per year. This, compared to the whole school budget, is minimal. The EEF also reported that of the 48 schools that trialled this programme, 27 received an 'outstanding' judgement by Ofsted for children's' wellbeing (Durham University, 2015), with the remainder awarded 'good'. This intervention would therefore likely enhance the Estyn outcome for the school as well. The EEF is now funding a further study into more schools across the UK whilst the programme is rolled out fully. Whilst this programme would be both affordable and matches the requirements of the learner in this study, its efficacy for the individual could be its main limitation should the learner refuse to engage with the group activity.

Discussions with the learner's mathematics teacher have resulted in a potential for further targeted intervention within a smaller group of more able and talented children in maths being suggested as a path forwards. It was agreed that in order to progress her learning, and to encourage her to work with peers more effectively, an extra numeracy session or further differentiation within the streams in the phases at the school would be advisable. McClure and Piggott (2015, 48) argue, using the ASK model as support, that regularly, children who fall within the category of more able and talented, as the learner

in this study does regards mathematics, often possess both the knowledge and skills, but do not take a proactive, or ambitious attitude with regards to progressing their learning. This, they claim (McClure and Piggott, 56) is compounded by teachers failing to identify them as a target for increased intervention due to often being "quiet and reserved in nature", which agrees with Dowling's (2010) view that teachers often ignore the quietest pupils who complete work, as they believe they remain in the ZPD. In order to ensure that the learner achieves to her highest potential within the school, it would be best to target her, and other members of the top set maths group for further learning, with a focus on encouraging collaborative learning styles. This, in turn, would expose the learner to children of the same capability as her, result in engaging conversations, like those that she is keen to have with adults, and eventually progress learning. Neiderer et al (2003 in McClure and Piggott, 2015, 49) claim that parents are often far more effective at identifying their own child's areas of ability and inability than a teacher, and this is the case with the learner in these observations. Her parent has shown clear observations of her talent with regards to numeracy. This is not replicated by the learner herself however, which may explain the seeming lack of confidence and high self-esteem. McClure and Piggott argue that self-perception of ability is often has a strong correlation with wellbeing in young children, most potent when they reach the ages of 10 and 11 (McClure and Piggott, 2015, 49). It would therefore be productive and ethical to attempt to inform the learner of her ability, embrace her views and attempt to use any positive feeling gained by this, to push her learning forward.

Whilst I have attempted to collate both quantitative and qualitative data within this study, both have their limitations. The quantitative data collected using the Leuven scale had potential to reveal trends in the learner's behaviour, yet the short timescale limited any conclusions being drawn from it. Ethical constraints surrounding qualitative interviews with the participant resulted in conclusions having to be drawn without concrete evidence from the learner. Nonetheless, using a collaborative approach from various members of staff in the school and the varying mediums of evidence collected by both myself and the learning, the mosaic approach proved worthwhile, generating a consensus in opinion between all concerned. Whilst targeted intervention may not be appropriate for this child beyond what has been tried already with regards to her attendance by the school, a more holistic approach to solving these issues across the school may prove productive, and not only for the learner focussed on in this case. Primarily, I believe the lesson learned from this is to continually be aware of all your learners and take heightened precaution not to passively overlook the quieter members of the class, who you presume are learning well if their written work is acceptable. Whilst written work is the base upon which historical standards have been set, and based from, it is no longer the pinnacle of educational success it once was, as argued by Donaldson (2015) in his advice to the Welsh Government. Overarchingly, it is the role of teachers in modern day Wales, to develop more rounded human beings who are ready to; "play a full part in life and work, learn throughout their lives, be citizens of Wales and the world and lead fulfilling lives as valued members of society" (Donaldson, 2015, 29-30).

Reference List

Bakarman, A. (2011). ATTITUDE, SKILL, AND KNOWLEDGE: (ASK) A NEW MODEL FOR DESIGN EDUCATION. Proceedings of the Canadian Engineering Education Association.

Berk, L & Winsler, A. (1995). Vygotsky also felt that social interaction was very important when it came to learning. "Vygotsky: His life and works" and "Vygotsky's approach to development". In Scaffolding children's learning: Vygotsky and early childhood learning. Natl. Assoc for Educ. Of Young Children. p. 24

Burton, S. (2019). Friendship and social skills intervention - Item 1 - Elsa Support. [online] Elsa-support.co.uk. Available at: https://www.elsa-support.co.uk/downloads/friendship-and-social-skills-intervention/ [Accessed 14 May 2019].

Collins, J. and Johnston-Wilder, S. (2005). 'I was never really there': Reflecting on girls' non participation in school. In: G. Lloyd, ed., Problem Girls: Understanding and Supporting Troubled and Troublesome Girls and Young Women. London: Routledge Palmer.

Clark, A. and Moss, P. (2011). *Listening to Young Children: The Mosaic approach*. 2nd ed. London: NCB.

Bera.ac.uk. (2019). *Ethical Guidelines for Educational Research, fourth edition (2018)*. [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 18 May 2019].

Donaldson, G. (2015). *Successful Futures Independent Review of Curriculum and Assessment Arrangements in Wales*. 1st ed. [eBook] Cardiff: Welsh Government. Available at: https://www.nasuwt.org.uk/asset/A788604C-3046-4005-A1EA0EAFF023E0DD/ [Accessed 10 May 2019].

Durham University (2015). Philosophy for Children | Projects. [online] Education Endowment Foundation. Available at: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children/ [Accessed 14 May 2019].

Furlong, J. (2015). TEACHING TOMORROW'S TEACHERS A Report to Huw Lewis, AM, Minister for Education and Skills JOHN FURLONG ITT Adviser to the Welsh Government March 2015 Options for the future of initial teacher education in Wales. [eBook] Oxford: Oxford University Press. Available at: https://gweddill.gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-final.pdf [Accessed 15 May 2019].

Grauwe, M. E., & Walsh, D. J. (1998). *Studying Children in Context: Theories, Methods and Ethics*. Thousand Oaks: Sage.

Laevers, F. and Heylen, L. (2003). Involvement of children and teacher style. 4th ed. Leuven: Leuven University Press.

Livingstone, S., and Lemish, D. (2001). Doing comparative research with children and young people. In S. Livingstone & M. Bovill (Eds.), *Children and Their Changing Media Environment: A European Comparative Study* (pp. 31-50). Mahwah, NJ: Lawrence Erlbaum Associates.

Lloyd, P. and Fernyhough, C. (1999). Lev Vygotsky. London: Routledge.

McClure, L. and Piggott, J. (2015). Meeting the needs of your most able pupils. 2nd ed. London: Routledge.

Morse, L. and Landsberger, H. (1961). Hawthorne Revisited. The American Catholic Sociological Review, 22(1), p.76.

Nottingham, J. (2013). Encouraging Learning - How You Can Help Children. 4th ed. Oxon: Routledge.

Nottingham, J. (2015). *Challenging Learning Theory, effective practice and lesson ideas to create optimal learning in the classroom*. 2nd ed. London: Routledge.

Pollard, A. (1992). The social world of the primary school. 1st ed. London: Cassell, p.10.

Reid, K. (2014). Managing School Attendance. Oxfordshire, England: Routledge.

Ridge, T. (2005). Feeling Under Pressure. In: G. Lloyd, ed., Problem Girls. London: Routledge Palmer.

Roeckelein, Jon E. (1998). Dictionary of Theories, Laws, and Concepts in Psychology. Westport, CT: Greenwood Publishing Group. p. 175.

Scott, J. (2008). Children as Respondents: The Challenge for Quantitative Methods. In: P. Christensen and A. James, ed., Research with Children Perspectives and Practices. London: Routledge.

Wellington, J. (2008). Educational Research: Contemporary Issues and Practical Approaches. 4th ed. London: Continuum.

Appendices

Appendix 1 – Leuven Scale Data collected over the observation period.

Date	Morning	Classtime	Maths 1	Maths 2	Second	End of Day	
06.05.2019	3	4	3	4	4	3	
	3	3	3	4	3	3	
07.05.2019	3	3	3	3	3	3	
	4	3	3	3	3	3	
08.05.2019	3	4	3	3	4	4	
	3	4	3	3	3	3	
09.05.2019	3	3	3	3	3	3	
	3	3	3	4	3	3	
10.05.2019	A	A	A	A	A	A	No Interview Made (Abs)
	A	A	A	A	A	A	
13.05.2019	3	4	4	5	4	4	
	4	4	4	4	4	4	
14.05.2019	3	4	4	4	3	2	
	3	3	4	3	3	2	Science Incedent with poor group work.
15.05.2019	A	A	A	A	A	A	
	A	A	A	A	A	A	
16.05.2019	3	4	3	3	3	3	
	3	3	3	3	3	3	
17.05.2019	3	3	4	4	3	2	End of Week Interview - Science stopped interview.
	3	3	4	4	3	2	
20.05.2019	2	2	2	3	3	3	
	2	2	2	2	3	3	Incendent on playground before school began today.
21.05.2019	3	3	4	4	3	3	
	4	4	4	3	3	3	
22.05.2019	A	A	A	A	A	A	
	A	A	A	A	A	A	
23.05.2019	4	3	3	4	3	3	
	3	3	3	3	3	3	
24.05.2019	3	3	4	4	3	3	
	4	4	2	3	4	4	Bored in maths today.

Wellbeing
Involvement

Appendix 2 – Images of areas in the school taken by the learner that she believed aided her in school.

Reading Corner where children are encouraged to read silently.

iPad docking station.

Maths corner display.

Maths display on money (taken by author as learner was struggling to get everything in frame).

Appendix 3 – Forms filled in by the learner's mathematics teacher daily as maths sessions were not carried out by the researcher due to streaming. Conversations between the researcher and the pupil's maths teacher also took place.

[redacted] Observations (1)

DATE 6/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing	3	4
Involvement	3	4

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

Seems like she is today normal to tests. Has spoken to [redacted] with parents this morning and happy about whats been said that she's not under lots of pressure so good practice today.

[redacted] Observations (2)

DATE 7/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing	3	3
Involvement	3	3

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

Test today.

[redacted] Observations (3)

DATE 8/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing	3	3
Involvement	3	3

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

Test today.

[redacted] Observations (4)

DATE 9/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing	3	3
Involvement	3	[illegible]

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

Lotte concerned about [redacted]' perception of the tests. She seems to have been put under a lot of pressure from home

[redacted] Observations (5)

DATE 10/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing		
Involvement		

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

[redacted] Abs Today.

[redacted] Observations (6)

DATE 13/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing	4	5
Involvement	4	4

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

Really confident with the topic this week. Flew through the work and had to be extended. Used displays in classroom and PCF to help her answer Qs.

[redacted] Observations (7)

DATE 14/5/19.

Leuven Scale Recording

	Entry	Exit
Wellbeing	4	4
Involvement	4	3

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

[redacted] mistakes today which lowered confidence after such a good day yesterday.

[redacted] Observations (8)

DATE 15/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing		
Involvement		

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

[redacted] Absent Today.

[redacted] Observations (9)

DATE 16/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing	3	3
Involvement	3	3

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

[redacted] could do better if she took part a little more. Very shy to put up her hand sometimes.

[redacted] Observations (10)

DATE 17/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing	4	4
Involvement	4	4

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

Good today. Mastering of particular note. End of patterns unit.

[redacted] Observations (11)

DATE 20/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing	2	3
Involvement	2	2

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

[redacted] has come from registration unhappy due to an event on the yard where she was not happy to lay turtles. Also worried about new topic in maths - money.

[redacted] Observations (12)

DATE 21/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing	4	4
Involvement	4	3

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

Far better involvement from [redacted] today. She was focussed on her work throughout and has a good working understanding of money.

[redacted] Observations (13)

DATE 22/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing		
Involvement		

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

No RECORD MADE

[redacted] Observations (14)

DATE 23/5/19

Leuven Scale Recording

	Entry	Exit
Wellbeing	3	4
Involvement	3	3

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

No problems today. Mainly whiteboard activities. Keen to get out to play. Has taken picture using her ipad of math corner in classroom as she used it today.

[redacted] Observations (15)

DATE 24/5/19.

Leuven Scale Recording

	Entry	Exit
Wellbeing	4	4
Involvement	2	3

Comments

Please record anything of interest that took place throughout the session. Anything that River found helped her learn, or impacted her Leuven scores in any way.

[redacted] has done well today but still doesn't take part in activities throughout the session. Her written work remains v. good.

[redacted]

Appendix 4 – Permission Letter from the school with regards to essay.

Prifysgol Cymru
University of Wales | Yr Athrofa
Institute of Education

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 whereever 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): ASHLEY WAKELING

SCHOOL NAME (PLEASE PRINT): [redacted] PRIMARY SCHOOL

~~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 5 – Permission letter from parent of the focus pupil with regards to the research.

Prifysgol Cymru
University of Wales | Yr Athrofa
Institute of Education

Dear Parent/Guardian,

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

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

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

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

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian of.....[redacted]..... (pupil name),

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

Signed.....[redacted].....(Parent/Guardian).

Date.....3/5/19.....

Appendix 6 – Work from Guided Reading Follow-Up Activity Completed Independently

World Mountain Ebrill 30

LO: To get to know our new topic through a range of activities

Success Criteria:

- I can find and identify key mountains and mountain ranges
- I can locate countries and continents with independence
- I can create a map including relevant detail e.g. a key

I am searching for mountains of the world.
Here is my key and one fact.

Key:

- Mount Everest (Asia)
  It is 29028 ft
- Mount Kilimanjaro (Africa)
  It is 19340 ft
- Puncak Jaya (Australia)
  It is 16023 ft
- Denali (North America)
  It is 20320 ft
- Vinson Massif (Antartica)
  It is 16067 ft
- Aconcagua (South America)
  It is 22834 ft
- Mt Elbrus (Europe)
  It is 18510 ft

VF Da iawn. You worked well to identify mountains on a ma
of the world. [redacted] PGCE

Europe
Asia
Atlantic ocean
North America
Africa
Pacific ocean
indian ocean
Antarctica

Friday May 24

Guided Reading

LO: Can you write an activity discussed during your reading session with [redacted]?

SC:

I can create a piece of writing that links with the book I am reading with [redacted]

Dear head of naser
Can I get a job I am very good at fixing lots of things. There is lots of things I can help with. ~~There~~ There is lots of equitment I know how to ~~go~~ use. The equitment is super ~~eso~~ easy to use for me. I am good bilding stuff while floating in space. I am great at starting rokets and space shuttles. There is super easy.

Appendix 7 – Relevant Interviews with learner.

[redacted] Interviews
03/May 2019.

Explained to [redacted] that I'm going to be overseeing her working throughout this term but that she doesn't need to act any deffrently around school or in lessons, just behave an play as normal.

[redacted] Quite happy with this. Gives full assent to the process.

[redacted] Spoken to her parents and they are also happy for me to speak to you about this. Explained that she can (withdraw) or stop at any time and she can not answer or just shake her head if she doesn't want to answer something.

[redacted] I asked [redacted] if there was any particular ways she could think of that may help me understand how she learns best and how I could write these down.

[redacted] Suggested talking once a week about her week, and looking at her books.

[redacted] We agreed. And I explained I would also let her have an iPad towards the end of the term to take some pictures of things that help her learn too.

[redacted] Interview

19/May 2019. - Focuss on science on Tues.

[redacted] - On Tuesday in science you didn't want to take part because you were working in a group. Why do you think this was?

[redacted] - Dont Know.

[redacted] - Okay - you did the work afterwards, did you think it was ok?

[redacted] - Yes, all my book work is good.

[redacted] - And why do you think that?

[redacted] - Mr [redacted] says my book in maths is excellent and I always get lots of ticks then too.

[redacted] - Do you work in groups in maths?

[redacted] - No, we only use textbooks (the books) and I use the walls to help with answers.

[redacted] - that's great - so why wouldnt you work with [redacted] and [redacted] in science?

[redacted] DK.

- Non verbal sign of discomfort.

A - Interview stopped.

Appendix 8 – Relevant interview with parent.

[redacted] Interviews / w Parent (mum)
6 May 2019

Main Concerns:
Puts herself under lots of pressure - especially @ tests.
Struggles talking to other children.
Doesn't play with others from school outside school.
Worried about building relationships in the school.
Thinks that she needs help reading more.

Main Positives
Good progress
[redacted] generally very happy at school.
Maths really happy with [redacted]
Very happy to come into school.

Appendix 9 – Interview Information from Class Teacher

[redacted] Interview w/ [redacted]
31 May 2019

[redacted] explained that [redacted] had been moved from the Elite class down to the top class because of confidence problems in the class before moving into Yr 3. She had left-FPh on target outcome 5 across the board and had continued to make 'suitable' progress since. He explained her reading was good, and she was 14 months above chron.

Maths target 4b
Welsh target 3c
Eng target 4b
Science – 3a/4c ← Issues with working to time independently but worse in group.

It was likely she would meet level 4 in science as written work had improved greatly recently. But [redacted] thinks she has more to give.