

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

Introduction

This analysis took place in a rural school, located in South Wales. The majority of pupils live in the local area with very few living in surrounding areas. The children come from a variety of backgrounds and around 40% are eligible for free school meals. There are currently 168 pupils on roll (Welsh Government, 2018). Around 20% of the pupils have additional learning needs, no pupils receive support for English as an additional language and there are very few children who come from an ethnic minority background. It is a happy, caring, secure environment that takes great pride in educating children (Estyn, 2013). I am situated in the Reception class which currently has twenty-four pupils, nineteen of which are Reception and five children who are nursery. I decided to conduct my research on a boy (child A) who is always happy and sociable in the school environment. Child A is making considerate progress in Mathematics, minimal progress in language, and his well being is continuing to develop. His physical skills need to improve and he also needs support in developing his welsh ability. Overall, Child A’s holistic development and skills are certainly enhancing through the use of the Foundation Phase Framework.

Data Collection

Listening to the voice of children and involving them in fundamental research and practice has become more widespread and accepted in recent years (Greenfield, 2011). In the interest of my chosen child, my aim was to gather their personal perceptions and views in relation to their holistic development. This allowed me to have an insight into their learning, to support their progress through educational strategies and pedagogical approaches. This can be done through using the Mosaic Approach which has been developed by Moss and Clark (Clark, 2007). The Mosaic Approach is made up of multiple of methods such as, observations, child conferencing, photographs and map making. These are all qualitative methods of data which allowed myself to get a holistic view of my chosen child (Clark and Moss, 2011). Using qualitative data, I was able to explore the behavior, attitudes and experiences. A rich and in-depth detailed analysis was possible through such methods and this was extremely useful (Dawson, 2009). However, being provided with sheer amounts of data is not always beneficial as it is difficult to choose the most significant areas to focus on. It is important to check all data that you are provided with in order to ensure you are making the right choice and reaching the most essential conclusions (Bell, 2014).

Moreover, when looking individually at the different pieces of the Mosaic Approach, it is essential to highlight the benefits and limitations of each of them. Firstly, observations are a beneficial aspect as they are useful when trying to gather a general picture of the environment. It certainly contributed to my understanding of what the child is like (Clark and Moss, 2011). Although, the notes written within these observations only provide me with my own perspective and views of that child (Kingston, 2016). In order to expand on my data collection, other pieces of the Mosaic are definitely essential. Child conferencing can be in conjunction with observations as you are able to gather children's views through this approach. Allowing them to become active participants in research processes has become more prevalent and it is closely linked to the United Nations Convention on the Rights of the Child. Article 12 states that children have the right to express themselves on matters that affect them (UNCRC, 1989). This can be seen as an active child-focus approach which can work well, as long as children are happy to share their views. It is a risk, as some children will not be confident and open to this method (Clark and Moss, 2011). Besides these two approaches, using photographs are also valuable when collecting data, as it is fun and a diverse way for children to self express themselves. However, as a researcher you need to know 'why' that photo. Promoting discussion is again, an essential part of the approach so the child needs to be confident when talking, to gain in-depth analysis (Greenfield, 2011). The final approach that was focused on was map making. This approach helps to clarify the child's priorities within their learning environment. The child can take photographs, and you are able to discover what the most important areas of the school are for that specific child. In practice, however, it can sometimes prove difficult as children's ability to express their experiences physically is not easy (Clark, 2001). It is important and suitable to use the various approaches in order to provide yourself with an holistic view of your chosen child.

Prior to collecting the data, ethical issues were considered. To do this I followed BERA's (2011) ethical guidelines. Firstly, I provided my class teacher with a letter with information regarding the assignment. This was to be signed showing my indication that I had discussed and gained appropriate permission to gather data from them (Appendix A). As an educational researcher I provided my child with a pseudonym (Child A). I ensured the child knew that he was allowed to withdraw from the process at any time, even if the data was collected. If this was the case, all data provided by my participant would have been withdrawn. Following the University's code of practice (2017) I also had to obtain consent from the child's parent/guardian (Appendix B). I ensured to discuss the data collection with Child A's parent and explained why I had chosen him. This discussion was alongside a letter of consent which provided all necessary information. This form was signed and given back to myself in order for me to start conducting the research. I protected the identity of my child by ensuring all data collected was confidential and anonymised. However, I also was aware that there were possible risks that could have risen while gathering my data. All methods of research were complete in communal areas which are accessible to all staff and children in the school. The University's code of practice and BERAs ethical guidelines (2018) were followed at all times. I showed professionalism and sensitivity throughout the methods of research to minimise all possible risk that could have occurred.

Analysis of learner

The collection of data from child A reflects clearly on his holistic development. To do this, I acknowledged the ASK model which stands for attitudes, skills and knowledge. Nottingham (2013), recognises that the role of these three areas are valuable responsibilities in the learning process. I will provide the analysis of child A's learning experiences in order to further suggest next steps for the learner and to ensure progression is being made through their educational development.

In relation to Child A's mathematical development he is continuing to progress and making considerable amounts of progress. When I asked Child A to take pictures of important things around the school, he only took three pictures of displays, two of these involved numbers (Appendices C). I questioned the child during the conference, asking 'why' he took these pictures. He surprised me with his answer, stating that he likes to look at them when doing his work, as it sometimes helps him write his answers. I then asked the child if he enjoys taking part in math's activities and he responded with 'yes, I like it more than writing lots of words'. Batchelor, Torbeyns and Verschaffel (2019) state that it is widely acknowledged in schools that children favour either Mathematics or Literacy, not both. In this context, it appears that child A prefers Math. His development in this particular area of learning is continuing to progress, but as Dowker, Bennett and Smith (2012) state, this progression does not only depend on his cognitive skills, his attitudes and beliefs for this subject appears to be strong as well. This clearly contributes to this area of learning and his performance. The ASK model fully supports this, as it also recognises that gaining these dimensions of

learning is useful. Child A appeared to have an open minded attitude towards Math and his skills and knowledge also contributes to his learning (Nottingham, 2013).

Moreover, when observing Child A completing an activity that involved Venn diagrams and shapes (Appendix D) he was always checking with the teacher before putting the answer, and asking, 'Is this right?'. It appears that even though Child A enjoys math his confidence sometimes lacks. A key element of Bandura's social learning theory is having self- efficiency. Bandura believes that children should believe in their abilities to do well and succeed in areas they feel they can. When relating to Bandura's theory, it is possible that child A felt as if he was struggling with this task. Bandura states that if this is the case, you have a tendency to avoid such challenges (Gray and Macblain, 2012). Having low self- efficiency typically presents low self confidence, it is clear that even though child A enjoys math, if he is set a challenge he feels he can't do, his attitudes turn negative, resulting him thinking he cannot achieve.

In regards to the data I collected for Child A's mathematical development, he is currently working at a low outcome 3. Child A can recite numbers up to 20 and can read and write numbers up to 10. He needs little support when understanding subtraction within 10 and can make a sensible estimate. However, he sometimes got confused when understanding you do not have to have the correct answer when estimating. He can recognise simple 2D shapes, although needs more support when provided with 3D shapes. He can also demonstrate his ability to sort and classify objects using one criterion (Welsh Government, 2015).

Child A's language, literacy and communication development have progressed and is continuing to do so, he is currently at a low outcome 3. Although there are areas in which he needs more support, in order for his progression to grow further. From observing Child A, it is apparent to see elements of laziness when it comes to this area of learning. When looking at the photographs, there's none related to Language, Literacy and Communication which clearly shows his dislike. To discover an insight into Child A's reading, I sat with him on a number of occasions (Appendix E). His desire to essentially wanting to read was very low and I had to persuade him to at least try and spell out some of the words in the books. He was able to tell the stories through visually looking at images and managed to read some familiar and simple words (Welsh Government, 2015). Bronfenbrenner placed much emphasis on indirect influences such as family life, school environment and the community as great impact upon children's motivation to learn and develop (Gray and Macblain, 2012). Child A has very little motivation to learn how to read and Nottingham's (2013) ASK model recognises he needs to develop a positive attitude of curiosity to progress in this area of learning. Bronfenbrenner's theory states that we should think about different 'layers' that embrace children in developing. Indirect influences are the closest 'layer' to the child, called the 'Microsystem'. It is essential that family and school environments influence and motivate Child A to progress in reading, writing and oracy, as within Bronfenbrenner's theory, the Microsystem is extremely strong and can help significantly.

When writing, he is able to form his letters and with support he is able to write simple words. He is able to distinguish between upper and lower case letters and when reminded, understands what full stops and spaces between words are. Orally, he is able to describe events and experiences in order to communicate and write in different formats (Welsh

Government, 2015). I have collected a number of pieces of work to prove this (Appendix F). In relation to oracy, he is able to demonstrate an understanding to listen to instructions and can respond appropriately to others and questions. He needs more support and confidence when speaking, as some sounds and words are not pronounced correctly. This is shown through one of the observations that took place (Appendix G). He tries his best to use a range of vocabulary when speaking to interact with his peers, and he is able to retell stories and express what he likes and dislikes (Welsh Government, 2015).

Personal and Social development is another area of learning which is of great importance. Child A has lots of friends and is increasingly sensitive to their needs. From observing Child A it was clear to see there is no trouble with him engaging and playing with other children (Welsh Government, 2015). One lesson Child A participated in was based on body parts and features of the face (Appendix H). The children had to look into a mirror and say what they liked about themselves. Child A answered 'I like that I have glasses'. To extend the task they then had to draw themselves by looking into the mirror and colour it in using the correct colours (Appendix I). I believe this displays that Child A has an awareness that everyone looks different. He was able to portray this through not only his piece of work but also communication, knowledge and positive attitude (Nottingham, 2013). Negovan, Sterian and Martin (2014) identify self esteem and self efficiency as central components to children's personal and social development. Similarly, Bandura and Bronfenbrenner acknowledge that social interactions are central to children's development (Gray and Macblain, 2012). It is fundamental that children are influenced by these indicators from early years of life to ensure their development continues to progress throughout their education.

In addition, when Child A took photographs, he took one of the Assessment for Learning (AfL) displays (Appendix J). When questioning why this helps his learning he answered, 'It helps me see if I done good in my work'. I further questioned him, asking what each colour face means. He was able to extend his vocabulary by stating 'if you choose green it means your confident and happy but if you choose red you can be sad'. It is clear that he is able to demonstrate control over his feelings and emotions and can adopt to the behavior of adults (Welsh Government, 2015). Even though he knows what each area stands for, it is also essential that he knows what these emotions mean and why he would be choosing that particular face. Denham (2007) supports this view as she believes children being aware of your emotions and feelings increases cognitive ability. She also states that adult support such as using an AfL strategy to express your feelings is significant, as children become more autonomous within their learning and social development. Child A evidently shows his understanding and development within this particular area of learning and currently, he is achieving a low outcome 3.

Physical development is essential to increase the skill and performance of the body (Welsh Government, 2017). Overall, Child A is just about achieving a low outcome 3 in his physical development. He is able to listen and respond to clear and concise instructions and he is able to explore simple tasks using a variety of equipment in enhanced areas, indoors and outdoors (Welsh Government, 2015). He has good control over using a pencil to write and draw, however one area in which Child A needs to significantly improve on his is cutting skills (Appendix K). During one of the lessons I taught, I ensured to place Child A on the cutting table in order to observe what he was like. His instant reaction to this task was 'I can't do it'. Cimpian, Mu and Erickson (2012) state that if children can see for themselves

that their performance in a particular skill is causing difficulty, they show little effort and instead of trying to overcome it, they worry about failure. From what I can gather, this consequence is impairing Child A's ability to handle challenging tasks and he needs support and guidance to overcome this issue. This will ensure his physical skills can progress and develop. Nottingham (2013) supports this view as he believes that to succeed you need a positive attitude, being unenthusiastic about learning can cause complications for children's learning.

When looking through photographs that Child A took, it was one of the 'adventure' that is in the outdoor area (Appendix L). It is evident that Child A enjoys playing here and I further questioned him asking 'why?'. He replied stating that 'it is fun and we can run around everywhere'. Moreover, I then observed a PE lesson in the adventure area where they had to play games planned by the teacher and they also had free time to play. It was noticeable that when Child A had to take part in the games he had very little interest and he performed basic skills. Although, when given free time to play he took more risks and you could see he was having fun. Vygotsky displays the importance of physical interaction in his theory and states that play is central to childhood education as it allows children to develop through all areas of learning, not just physical (Gray and MacBlain, 2015). He also states in his summary of the 'Zone of Proximal Development' that 'what the child is able to do in collaboration today he will be able to do independently tomorrow' (Yomi, 2015). Vygotsky's theory is displaying that even though Child A is developing through play it is also essential that he collaborates with adults too, as it facilitates the accessibility of children's skills, resulting them improving and becoming stronger in future learning.

Furthermore, Child A's welsh development is continuing to improve. With support and guidance, he is able to respond to instructions, questions such as answering to the dinner register and other stimulus (Welsh Government, 2015). Child A needs more confidence in himself, similarly to other areas of learning, as when speaking the language, it is clear he knows how to answer, he just does not want to be wrong. All the children in the class must ask to go to the toilet in welsh, it is noticeable when Child A asks he says 'Ga I Toilet?'. He needs to continue to improve on the spoken language as Donaldson (2015) recognises it as an area of the curriculum that needs to be strengthened. He believes children should have the ability to speak the language confidently in everyday settings. It is evident that when Child A is writing he also needs support in the sounds and meaning of the words (Appendix M). Although it is important to notice he shows enjoyment and interest in the language. Nottingham (2013) emphasises the attitudes, skills and knowledge you need to have in order to be a successful learner. It is essential to highlight that these positive aspects of the ASK model should not just come from learners themselves but also teachers too. In relation to myself, showing a positive attitude towards the welsh language and showing empathy towards children, contributes to effective teaching, learning and development. It is a possibility that this is one of the factors as to how Child A shows interest in the language and it is hopeful he will continue to progress with support in his learning.

Next steps

Following the analysis of Child A, the areas in which need support have been clearly identified. The next steps that I will take as a teacher will be discussed in order to help Child A make progress in their learning and development. In the analysis, it is apparent to notice that Child A's confidence needs to improve in order to make progress in all areas of learning. Confidence is vitally an important role in children's lives and I fully support Bandura's social learning theory which suggests that all children should believe in themselves to succeed in life (Gray and Macblain, 2012). In order for Child A to overcome this barrier I believe that encouraging a growth mind set will help significantly. As mentioned, if child A can not do something he says 'I can't do it'. I will ensure to model and teach my whole class with positive statements and affirmations to try and show him that there is no such thing as 'can't'. Dweck (2006) states that student's mindsets influence their learning behaviours. By ensuring the classroom environment is full of growth mind set changes, it will hopefully change Child A's attitude towards challenging tasks and all areas he struggles with. The '6Bs' approach is a strategy that I will start to use as you are able to find it in different forms in order to meet learners needs. It was founded from Dweck's work and there is evidence to prove it has a positive influence on children's mindset. Estyn (2017) relates to a school who encourages learners to be more resilient when faced with challenges. This school use the '6Bs' approach and children are encouraged to say 'they can do it' before activities. It has had a great impact on the children at this school and have even been acknowledged by winning the 'NACE Cymru Challenge Award'. It was recognised that 'learners are valued and take risk without fear of failiure'. If I can implement this ethos into

the classroom, it is hopeful that Child A, alongside other children in the class will develop self-confidence and become more independent in all areas of learning.

In addition, another pedagogical approach that could possibly be useful for child A to follow for his confidence to progress would be setting his own achievable goals. By allowing children to set challenging but realistic goals help them feel more capable and they develop high self-esteem (Boekaerts, Smit and Busing, 2012). Donaldson (2015) emphasises that children should be confident and ambitious individuals with positive attitudes towards learning and knowledge. By allowing child A to set goals and then him being able to see that he has achieved them will significantly enhance his confidence to succeed. It is beneficial to consider the limitations that could arise when completing this approach. Goal achievement creates a sense of accomplishment, although it is important to consider when choosing the goal, it needs to be specific, measurable and attainable (Hodson, 2014). If Child A is not able to achieve the goal for any reason, he may experience a sense of failure and confidence is decreased. I need to ensure the goals are realistic in order for him to progress through learning and development.

Moreover, when analysing Child A's Language, Literacy and Communication (LLC) it was evident he needs support in developing his speech and reading. Having competence in developing literacy, in the spoken word, syntax and spelling is a significant area of importance (Donaldson, 2015). He believes it is essential across the whole curriculum as language is a fundamental role in learning and developing. In order to support Child A's speech and reading, a number of approaches have been addressed. The Education Endowment Foundation (EEF) (2018) have developed a guidance report based on improving

LLC in the early years. Collins (2018) states that it offers professionals evidence-based recommendations to provide every child with high-quality LLC. The first two recommendations prioritise the development of communication and language, and early reading. From reading the guidance report I feel it is a beneficial approach that I could follow in order to help child A progress in these particular areas. Before trying to develop reading, focus needs to be placed on developing the language skills orally. When in the classroom EEF (2018) recommends that teachers need to ensure pupils read books and have conversations about them. Child A reads once a week to the teacher in class, although to progress, reading will be complete on a more regular basis and a wide range of relevant questions will be asked to ensure his vocabulary is extending. Dougherty (2015), states that questioning can make a significant contribution to developing children's vocabulary and knowledge and it is important to do so in the early years, as it takes time. By improving this area now, it is hopeful that Child A will continue to improve in later years of his education. Additionally, reading is as important as developing language skills. In order to support Child A's reading I will ensure to promote storytelling and shared reading, as it has been consistently shown to improve children's language and reading skills (EEF, 2017). I will also place great emphasis on activities regarding phonemic awareness as I feel it plays a crucial role in helping children learn to read. By improving phonemic awareness children have the ability to hear sounds and letter combinations which then helps them to have an understanding while reading (EEF, 2017). The EEF (2018) recommends educational settings to adopt to an approach with secure evidence of effectiveness. However various other factors then have to be taken in to consideration such as the cost effectiveness and how many children overall need the support. This can be seen as a limitation to such approaches as the school are not going to buy into a programme just for the child I have analysed.

Therefore, I will ensure to support the child by providing phonemic activities on a regular basis. This will be through one to one support and they will also be placed in enhanced and continuous areas of the classroom. It is hopeful that through these range of strategies and activities; Child A's LSC will progress considerably.

Developing Child A's fine motor skills is another area in which needs to be addressed.

Kuther (2018) recognises that as these skills develop and progress, children become more independent in not just their learning, but home life too. At child A's age he should be able to use a scissors to cut along a line but does not even attempt to do it, just waits for adult support (Appendix K). When researching strategies to help improve this area of learning I discovered a dual scissor. It has a double loop on each handle allowing an adult and a child to simultaneously complete the cutting action. The school has already purchased these scissors for other children in the school who also struggle with this issue, so it is hopeful that if I introduce this scissors to Child A, his confidence will develop when cutting and it will support him in getting used to being able to hold the scissors independently (Welsh Government, 2015). In order to strengthen these fine motor skills, I will also ensure there is a different creative activity in the class every week. I will involve skills such as hand:eye co-ordination and muscle co-ordination. Play dough is always in our continuous area so I will ensure Child A visits the play dough at least once a day. The challenge placed there is always changed, being specific to the focus task so it does not get tedious for the children.

Exploring sensory play materials, transporting small parts, threading and hands on projects are all ideas I have researched that I feel will develop Child A's fine motor skills. One of these activities a week will be placed in the enhanced areas of the classroom. These are all fun and simple activities which will hopefully help Child A, and I feel that even though they

are not activities where lots of thinking is involved, they are fun and innovative activities that are still helping children progress through their education. I have also taken into consideration that activities like this are not just going to be for Child A, other children in the classroom will want to use them as well, as they are activities that are unique and imaginative. I will ensure that Child A always gets a chance to play in these areas in order to see progression, although allowing the other children in the class to also use them will be valuable too as developing fine motor skills is of great importance for all children's learning and development (Kuther, 2018).

Conclusion

To conclude, I believe using the mosaic approach has definitely been beneficial. I have been able to gain a holistic view of Child A's learning through a range of methods and I feel he has been able to express himself in different ways, in order for me to understand what support he needs to progress (Greenfield, 2011). There are a number of strengths that I have identified from evaluating this data. It is a possibility that without this clear and concise data collection I may not have identified some areas that Child A needs support with. I have been able to clearly identify what needs to be done in order for him to progress and it is hopeful that the suggested next steps are successful. Even though I see this as a effective approach, it is important to highlight that it is time consuming and would be difficult to do with every child in your class. As a professional, I want to see all children progress through learning and be able to provide successful next steps. However, it would be impossible to conduct this kind of research on every child so a more flexible and fast approach would have to be considered. I will ensure to always consider the mosaic

approach when analysing the children in my class as I have been able to discover that when putting a strategy/approach in place, it does not just apply to one area of learning, you are benefitting all (Clark, 2001). For example, the ideas I have implemented for Child A to improve his confidence will hopefully support all areas of learning and his well being. It has been an overall success conducting and analysing data for Child A, and I hope the suggested next steps will allow him to make significant progress in all areas of learning.

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Appendices

Appendix A- Class Teacher Consent Form

Appendix B- Parent Consent Form

Appendix C- Photographs – Math Displays

Appendix D- Observation – Venn Diagrams and Shapes and photograph of activity

Appendix E- Reading Record

Appendix F- Literacy work

Appendix G- Observation – ‘My am Ben’

Appendix H- Session Plan – Body Parts

Appendix I – Personal and Social - Drawing a face

Appendix J- Photograph - AfL

Appendix K- Physical Work – Cutting

Appendix L – Photograph – Adventure Area

Appendix M- Welsh Work

Appendix A- Class Teacher Consent Form



RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the 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): Lucie Davies

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 B- Parent Consent Form



Dear Parent/Guardian,

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

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

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

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

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

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

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

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

Date 3.5.19 .

Appendix C- Photographs – Math Display



Appendix D- Observation – Venn Diagrams and Shapes and photograph of activity

Name of learner(s): ~~_____~~ Class: Reception

Time: 9:15am Date: 20/05/19

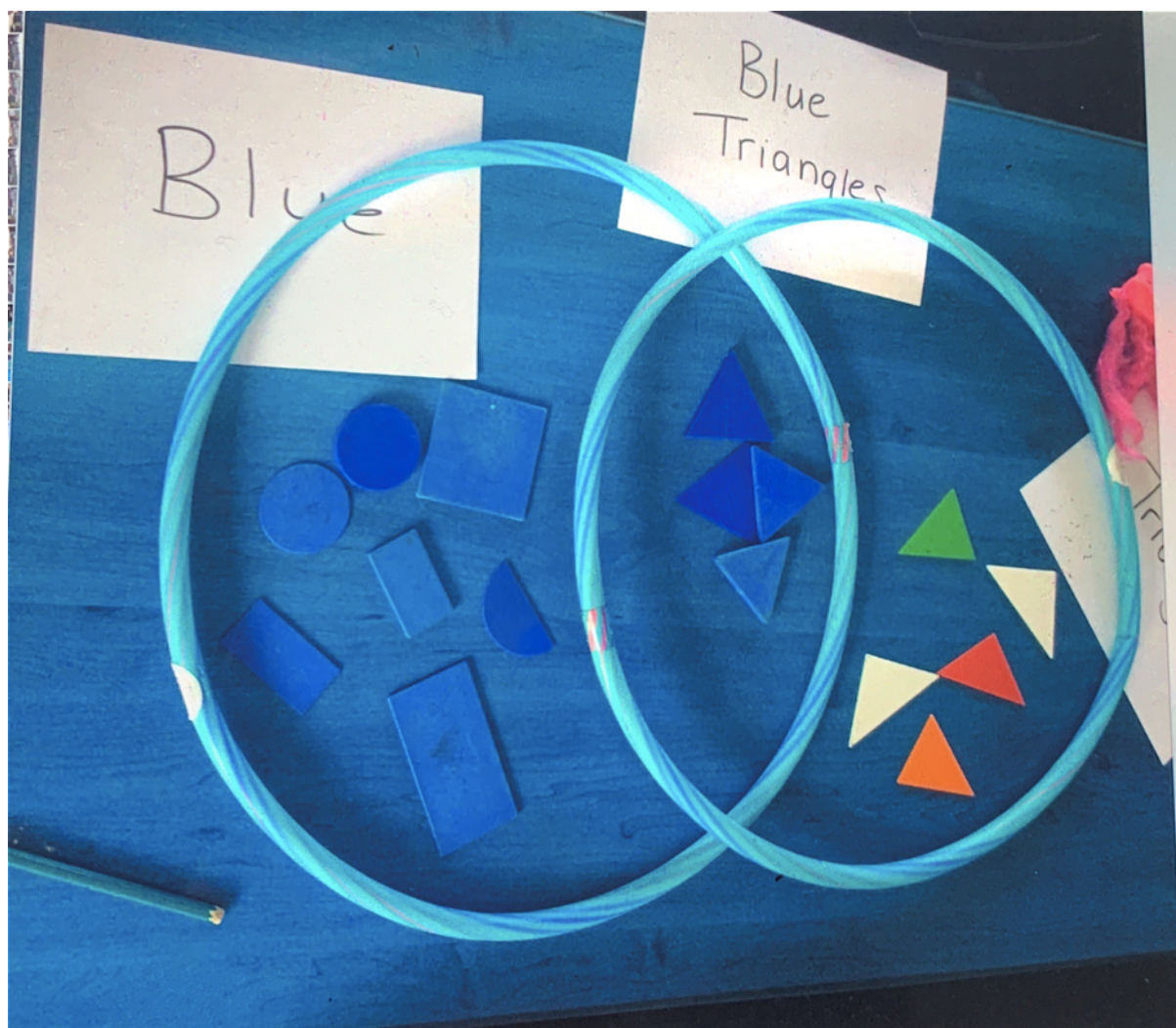
Activity: Venn Diagrams and Shapes - sorting and classifying.

Comments

Child A had to sort and classify the 2D shapes into a venn diagram. My TA explained to Child A what he had to do and he seemed up for the challenge. We started with the blue triangle, putting it in the middle. Before, he placed it down, he asked 'is this right?'. My TA responded with 'You do what you think' and gave him a nod. He done this right through the activity and ~~and~~ only had 2 wrong. He needed reassurance right through even though he knew what he was doing was correct.

What needs to be done to move the learning on?

Child A needs more confidence in himself in Maths as he is able to do it. He also needs to be aware that being 'wrong' is not a bad thing.



Appendix E- Reading Record

Reading record

Name of learner: ~~XXXXXXXXXX~~

Reading age (if known):

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
17/05/19	'Who did that?' Pg 1-8	Oxford Reading Tree	~~XXXX~~ understands the story but struggles to build up his words.
20/05/19	'Kippers Diary'	Oxford Reading Tree stage	~~XXXX~~ can tell the story by looking at the pictures but struggles to read words
22/05/19	'Big Feet'	Oxford Reading Tree	~~XXXX~~ did not want to read today and found it difficult to build the words.
24/05/19	'Go away Floppy'	Oxford Reading Tree	~~XXXX~~ enjoyed this book and was able to recognise the word 'Floppy' from other books.

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

Appendix F- Literacy work

WALT:	To write news about the Easter holidays		
TS	I	SS	LH Student

✓ 29104119



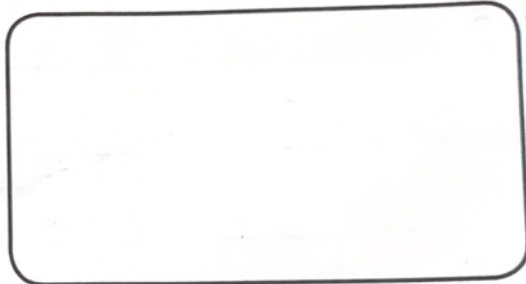
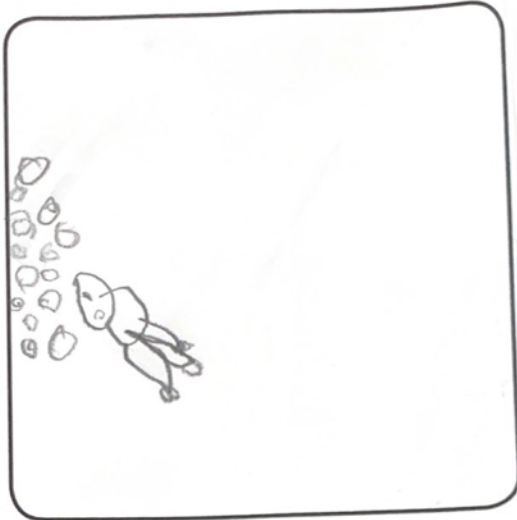
I went swimming with
my daddy

WALT:	To write and record your chosen facts in a fact file		
I	TS	SS	LH Student ✓

16105119

Frog
They

They
jump
high



They are
green

Appendix G- Observation – 'My am Ben'

Name of learner(s): ~~REDACTED~~

Class: Reception

Time: 3:00pm

Date: 15/05/19

Activity:

N/A - Carpet time, just before home time.

Comments

- I wanted to see what Child A was like on the carpet, when no activity was really taking place. It was 10 minutes before home time and my teacher had put 'Ben and Holly' on the whiteboard for them. Child A was extremely excited as it's his favourite programme to watch at home. He walked to the teacher and said 'My am Ben'. My teacher responded with no, 'you say 'I am Ben'. He tried repeatedly to say it correct but took ~~the~~ him a number of times to do it. Five minutes later he ~~again~~ said 'My am Ben' again.

What needs to be done to move the learning on?

Child A needs to improve on his speech and language. He also needs support to improve in doing this.

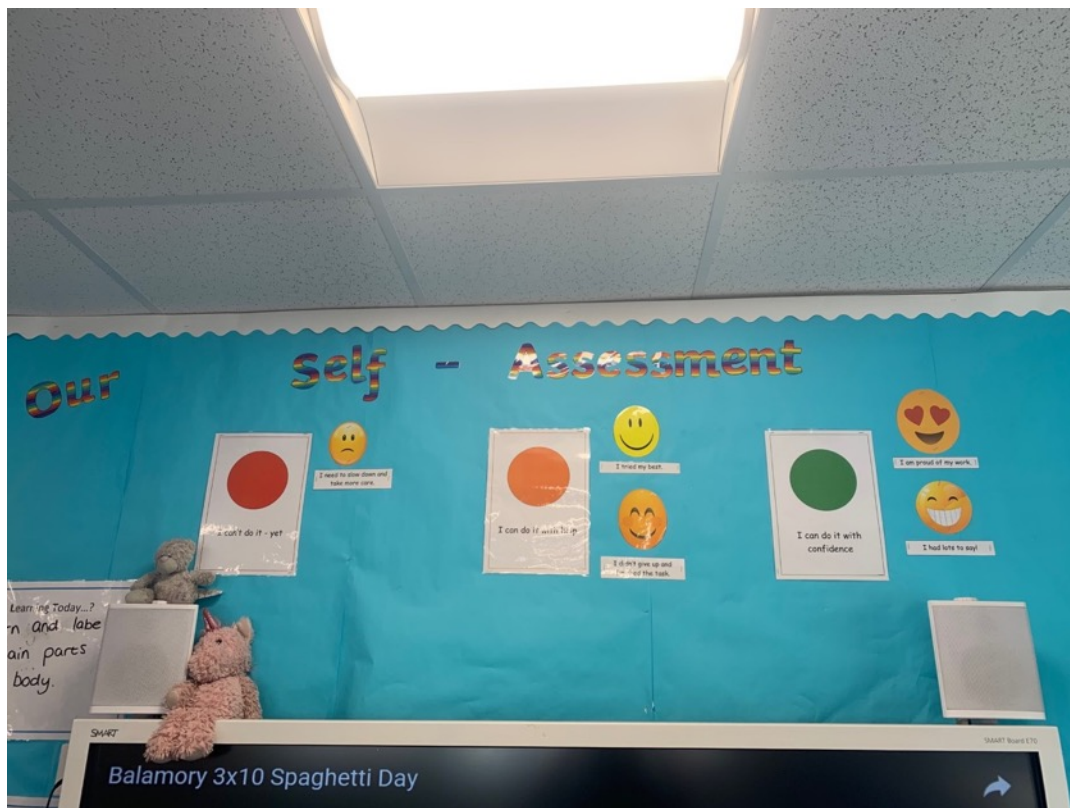
Appendix H- Session Plan – Body Parts

Name of Trainee: <u>Davies</u> Session ref: <u>10.45 – 12.00 (2)</u> Date: <u>20/05/19 – 25/05/19</u> Class: <u>Reception</u>		Cynllun Ffocws y Cynnod Sylfaen 2d				
Targed(su) Hyfforddli Personol -effective engagement with support staff and other professionals within the learning context. - A commitment to involvement in general life of the school				Number of learners: <u>24</u> Age: <u>4-5 years</u>		
Learning objectives/intentions:	To learn the names and uses of the main parts of the human body.	Success Criteria	- Work as a group to draw around your peer's body. - Label the parts of the body and discuss as a group. - Take photos while completing the task	Meeting learners' needs:	Differentiation in support given. HA- extend the task by providing with them more to label (including Welsh words) MA- Allow the children to try and label as many as they can LA - Allow them to label as many as they can (expect them to know the main ones)	
Introduction/plenary tasks		Main activities		Resources/ Key Vocabulary		
Introduction - Start the lesson by singing 'Head shoulders, knees and toes'. Have them to sing the song in English and in Welsh. - Provide the children with the LO and SC and explain to them what they will be doing. Ensure to tell the children that 'Stars' will be working with myself focusing on 'body parts', whilst the remaining groups will either work with my additional adult or in an enhanced area focusing on features of the face. - Explain to them that our face is an extremely important part of the body. Discuss that everyone looks different and it is good to feel good about yourselves and to also tell your friends what you like about them. - Provide the children with a mirror and explain to them that your going to pass the mirror around and each child has to say something nice about themselves. I will start this task		Trainee focused task - My focus group will focus on learning the names and uses of the main parts of the human body. - The group of children will be provided with a big piece of paper rolled out on the floor. I will then draw around the chosen child and explain to the children that we are going to use the shape of the body to label the body parts correctly. - The children need to pick out the parts of the body which are written on card out of the bag and place them on what they think is the correct part of the body. - We will then discuss areas which they are unsure of and ensure to check if we are correct by looking at the 'Bones book'. - Some parts of the body will also be in Welsh. - Allow the children to take it in turns using the iPad to take photos of each other placing the parts of the body on to the sheet. - Once we have completed the task ask the children are they confident with knowing the names of the body, or do they need more help.		Key Vocabulary Body Parts The Body Bones Organs Skeleton Head Eyes Ears nose Mouth Ears Shoulders Knees Toes Fingers Arm Leg Ribs Resources Paper Body part labels (English and Welsh) Blue tac Teeth Toothbrushes Mirrors Face template		Assessment for Learning (strategies and opportunities) Traffic light system: red, amber, green Thumb tool- Thumbs up, down, in the middle. Use red, orange and green stickers. Ask the children how they are feeling about the task they have completed. Place the sticker on their top and then discuss why they chose the colour sticker during the plenary.

Appendix I – Personal and Social - Drawing a face



Appendix J- Photograph - AfL



Appendix K- Physical Work – Cutting

WALT:		To cut out accurately		
I	TS	SS	LH	Student



08/05/19

Lots of support
Needed.



Appendix L – Photograph – Adventure Area



Appendix M- Welsh Work

WALT:	To ask and answer the Welsh question for 'What is the weather?'		
I	(TS)	(SS)	LH Student

15/5/19

Copied from a white board.




Sut mae ty wrdd

hebbi W?

mae Rheudod.

Da lawn!

①
N
e
r
|
O
Fi

r
d
e
D
e
B
✓

Guspen!