

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

This analysis will focus on the progress of one individual within a class encountered whilst on Professional teaching experience (PTE). The focus child for this analysis is a year 5 pupil who is likely to achieve the expected outcomes for her age as a result of recent national testing. Nevertheless, this pupil has been identified through discussions with the class teacher as someone who has the potential to realistically achieve and progress even further. However, there is evidence of several barriers to this pupil's progress that will be addressed throughout this analysis. The school in which the child is a pupil is a large community school situated within a relatively deprived area. The school currently has 622 pupils on role and 30.1 percent of pupils are eligible for free school meals (Welsh government, 2019). The focus pupil for this analysis is recognised as being eligible for free school meals. The school in which the child is a pupil is a pioneer school meaning they are at the centre of the curriculum innovation outlined by Donaldson's (2015) Successful Futures report and are committed to pupil success and achievement. The aim is to understand the focus pupil's current holistic development by analysing not just her academic ability but also her attitudes towards learning, her development of a range of skills as well as clear subject knowledge that she has demonstrated. Data and evidence of these aspects will be collected through Clark and Moss's (2011) Mosaic Approach and will be analysed through Nottingham's (2013) ASK model to create an overall picture of this child's learning. Ideas for how this child can improve and overcome the identified barriers will also be analysed. In the light of ethical considerations and in accordance with the BERA guideline (2018), the pupil and the school will remain anonymised throughout.

Data Collection

Prior to the collection of the relevant data, ethical considerations were addressed particularly as this research involved interviewing the pupil and annotating pieces of her work. Cohen, Manion and

Morrison (2007) suggest when conducting ethical educational research, an important element to consider from the outset of the process is the methods of gaining informed consent. A letter was signed by the class teacher and a letter was sent home to the parents of the child in order to gain parental consent (appendix 1). In order to gain the pupils assent, they were informed of the details of the research in an informal yet appropriate manner and were allowed time to ask relevant questions and were made aware that every action would be taken to limit the potential of them being identifiable throughout this written analysis. Wood and Smith (2016) suggest that ensuring pupils are aware of what is expected of them and how the data will be used is vital in any educational research. Cohen et al (2007) suggest that one form of gaining pupil assent is through the form of a written agreement with the child. However this was deemed unnecessary as the pupil demonstrated she was more than willing and in fact excited to take part in this research.

The form of data collection that was utilised throughout this research was that of Clark and Moss's (2011) Mosaic Approach. The essence of this approach is to synthesise an overall picture of the child's learning through the study of data from a range of different sources including images taken by the pupil, a pupil led tour of the school, semi-structured interviews and notes from observations of the child (Clark, 2007). This approach is predominantly pupil led and the researcher takes on the role of 'the listener' (Clark and Moss, 2011). This provides the child with the opportunity to express what is important to them in terms of their learning and progression as ultimately children are the real experts in their own learning (Clark and Statham, 2005). Clark (2007) suggests that the relationship between the researcher and the child that this approach creates reinforces concepts established in constructivist learning theory. Practitioners adhering to Piaget's constructivist theory tend to place emphasis on pupil led learning as opposed to constant direct instruction from the teacher (Grigg, 2015). However, Greenfield (2011) suggests that because this process is child led this can, on occasion, cause some discrepancies particularly with younger children as they have the potential to engage in a topic or an

activity that is not relevant to the purpose of the study. However this issue did not materialise within this study as being an able year five pupil, she demonstrated the capacity to independently address her learning and sustained this throughout the process of data collection. Some of the images that the child took may have appeared to an outsider as irrelevant. However, these images were relevant to the child and the researcher must respect the decisions of the child and endeavour to understand why they may have taken a specific image (Clark and Statham, 2005).

The Mosaic Approach fosters a triangulation of data as it is sourced from images, observation notes and samples of pupils work. Cohen (et al, 2007) suggests that the triangulation of data collection increases the validity of the data as it encourages the consideration of human behaviour from more than one viewpoint. However this is still not a complete picture of the child as the data was collected over the course of three weeks. This is a brief amount of time to get to know a child in depth and there are further steps that could have been taken that would have provided more data such as facilitating a discussion with the parents of the child. However this was not possible due to the time constraints of PTE. Therefore this analysis can only address the data that was available whilst also considering the potential gaps in the data that if filled could affect the outcomes and strategies suggested to help this particular child progress.

Data Analysis

In order to gain an understanding of the focus pupil's holistic development, this analysis will explore the data through the lens of Nottingham's (2013) ASK model. This model encourages the consideration of the pupil's attitudes towards their learning, their apparent skill and ability to carry out actions and activities and their knowledge and familiarity with information and concepts (Nottingham, 2013).

Nottingham (2013) suggests that these three aspects are intertwined and encourages those studying

pupil developments to avoid narrowing their view of the child based on their academic ability but to consider how all of these aspects can impact a child's development.

Attitude

From observing the child on numerous occasions and from discussions with the class teacher (appendix 2), it can be summarised that the pupil's attitude towards her learning is poor. Her body language often suggests that she is disinterested and does not consistently demonstrate motivation to learn or complete a task. Justification could be given for this demonstration of attitude when considering that lessons of late have been test practise orientated and have been less creative in terms of engaging pupils. However, the teacher did emphasise how this particular child has consistently proven difficult to motivate in a way that will allow her to fulfil her potential. It has been suggested that motivation in learners has a vital impact on the child's success, their ability to learn and can affect the behaviour of the child (Claxton, 2002). Therefore a barrier to the pupils learning has instantly been recognised. However, it must now be considered as to why this child has poor attitude and motivation for learning.

During a numeracy lesson on co-ordinates, the pupil had shown that she had a strong grasp of the learning objective for the session as she demonstrated that she could read and plot co-ordinates correctly (appendix 3). However it became evident that the pupil had written the co-ordinates on the final three questions in the incorrect order as she had written the y axis point first. Until this mistake was pointed out to her, she had demonstrated a relatively neutral attitude towards the task. However once she was made aware of the error, her attitude altered considerably as she appeared defeated and completely 'gave up' on the rest of the lesson. This is a clear example of Dweck's reference to a 'fixed mind-set'. Characteristics of this 'fixed mind-set,' include 'giving up easily', ignoring constructive feedback and viewing effort as 'pointless' (mind-set works, 2017). Dweck (2017) also argues that this

strand of thinking has an impact upon a pupil's view of what they are capable of achieving. When reflecting on this particular lesson with the pupil during the interview phase (appendix 4), she noted how she did not 'see the point' because 'she had got it all wrong'. This was indicated further in the pupil's self-assessment at the end of lesson as she rated herself red for every success criteria despite clearly demonstrating she had achieved several of the success criteria. An element of the four purposes of the new curriculum details the aspiration to build 'confidence, resilience and empathy' (Donaldson, 2015). This is in direct conflict with the pupil's current mind-set and how she feels about her learning. However Ungar (2005) suggests that not all children are immune to vulnerability in terms of resilience and instead practitioners should make the effort to try and recognise why a learner is not resilient. As a result of her fixed mind-set and the evidence analysed in the self-assessment of this lesson, it can be suggested that the pupil lacks confidence in her ability and this provides a valid explanation as to why she displays a poor attitude towards her learning.

On the other hand, it is not valid to generalise the pupil's attitude when she has displayed some incidences of a more positive approach to learning. In another numeracy lesson focused on grid references (appendix 5) the pupil demonstrated she could fulfil all elements of the success criteria and completed the task with a much more positive attitude. When reflecting on this lesson during the interview (appendix 4) she mentioned how her understanding of grid references was greater than her understanding of co-ordinates and that she felt 'proud of herself' at the end of this lesson for completing the work. This emphasises that the pupil does have the capacity to approach her learning in a more positive frame of mind. It can be further suggested that the pupil's attitude is sometimes misunderstood. The pupil took a photograph (appendix 12) of a mini whiteboard and suggested that this was important to her learning because she used the whiteboard to write sentences correctly and make mistakes to ensure that she could then write up sentences correctly in her book because she does not 'like to have mistakes and crossings out' in her book. This suggests that firstly there is evidence of sensitivity to

making errors in her work but also she does in fact display some sense of pride in her work and some sense that she does care about her learning. This reiterates the notion that the pupil does have the ability and the desire to demonstrate a positive attitude and motivation towards her learning. However, there is a need to provide the child with the ability to channel and draw this out consistently across all areas of her learning.

Skills

It can be argued that the pupil's attitude is influenced by her understanding of a skill or concept. This was evident in the two examples of numeracy that was completed by the child and resulted in two contrasting attitudes towards her learning. The pupil has demonstrated a number of different skills throughout a range of different areas of learning. However, for the purpose of this research, this analysis will now focus on aspects of skills that the pupil has shown weaknesses and how these are significant barriers to further learning and development.

In terms of the pupils physical skills, she herself has mentioned how PE is her favourite lesson and this was reflected in the images that she took of the playground, the hall, the tennis courts and the fields. These are all the areas in which PE lessons take place. A reflection on a recent PE lesson (appendix 6) the pupil was noted as being one of the only pupils to demonstrate the correct passing skills that were the focus of the lesson. However, Nottingham (2013) identifies that physical skills also include the ability 'to sit still'. The pupil has displayed physical traits such as being asked to stop leaning back on her chair, to stop 'fiddling' with objects on the desk and to sit up in her seat rather than lying across the table. These traits suggest that she has trouble regulating her physical behaviour when in class. The child herself recognises that this is a barrier to her learning as she photographed an image of a clear table and commented that this helps her learn because if there are pens, pencils or objects located on

the table within her reach, she will play with these rather than listening to the teacher. This then has an impact on the pupils understanding of tasks and activities as she admitted that she does not know what to do because she has not listened. Pitman (2009) suggests sitting at a desk is not always the most natural thing for a child to do particularly those that would rather be active. However Pitman (2009) also suggests that sitting at a desk is a reality of classroom life and children have to expect to do this at some point throughout the school day. The pupil has already identified a solution to this issue by having a clear desk. But perhaps this issue could also be addressed in the context of the learner's attitude towards her learning as if she displays a greater sense of motivation there may be more incentive to control this physical behaviour in order to listen and engage within lesson time.

Another area in which the pupil displays significant weaknesses is her apparent social skills.

Nottingham (2013) suggests that 'social skills' include the ability to build a rapport with other pupils and adults. She is a relatively reserved and quiet child compared to some of the other dominant personalities within the class. It has been noted during observations of the child that she has selective friendships with one or two other pupils within the class. The pupil also claimed during the interview (appendix 4) that she only enjoys working with her friends and dislikes working with her male peers. This is evident in two incidences. During a science lesson pupils were tasked with working in small groups to create a piece of work on book creator about osmosis (appendix 7). The pupil worked with another pupil who is considered to be one of her closest friends. Together they completed the work that explored different elements of a 'task wheel'. The pupil demonstrated that she could work collaboratively with her friend to create a piece of work. However in a different lesson, pupils were asked to create a written role-play depicting the events of the Sea Empress disaster in small groups. It was noted in a reflection of this lesson (appendix 8) that the pupil offered extremely little contribution to this task and failed to listen to and acknowledge the suggestions of other pupils. Janssen and Wubbles (2018) suggest that younger children in particular struggle to collaborate and be considerate to other

ideas and opinions suggested by others and this hinders the individual learning of the pupils involved. However, collaborative learning is a solid aspect evident in much of the pedagogy in the school the child is a pupil and the school places an emphasis on collaboration within the four purposes of the new curriculum (Donaldson, 2015). This is a clear barrier to the pupils learning, particularly as this is encompassed in much of the school's ethos. However there is potential to suggest that if the child's attitude were to improve this could influence her approach and attitude towards collaborative learning. On the other hand, there could be a number of different factors that impede her social skills and her ability to work with others outside of her friendship group.

Knowledge

The pupil has displayed elements within her work suggesting that she is a capable learner in terms of her knowledge and academic ability. Due to the lack of time that has been spent observing and teaching the pupil, it appears inappropriate to consider her work in terms of outcome and level descriptors as much of what is outlined within the descriptors and not been witnessed or taught by the researcher at this point. However what can be insinuated is that the pupil consistently achieves the year 5 skill (outlined in either the Literacy and Numeracy framework or curriculum documents) expected in the learning outcome for each lesson.

The pupil has demonstrated significant digital competency throughout her work and has met several of the year 5 skills outlined in the Digital competence framework (2018) Throughout the year she has displayed an understanding of appropriate online behaviour and regularly applies different strategies to keep herself safe online (Welsh Government, 2018). During a DCF lesson (appendix 9) pupils were tasked with creating a map of New York City including human and natural features. The focus pupil

demonstrated that she could use two different media by including images and videos to support her map work.

In the pupil's numeracy work, she has demonstrated that she understands mathematical vocabulary and can use mental mathematical processes such as multiplication and division. However, the pupil appears to never be prepared to take on a challenge or choose to challenge herself. Within the way the school teaches mathematics, pupils are given the choice to select their level of challenge and the focus pupil has only chosen a more difficult challenge on one occasion within the time she has been observed (appendix 5). MacBlain (2014) suggests that children that fail to challenge themselves are at risk of 'coasting' and therefore have less chance of developing academically. The difficulty lies in encouraging the child to challenge herself without taking away her agency in choosing her level of challenge. However in this case, it would perhaps be appropriate to intervene when considering the child's attitude towards their learning otherwise she would most likely never reach her full potential if she is indeed allowed to 'coast'.

In the pupil's literacy work, she has demonstrated higher order thinking skills during a lesson that required the pupil to complete a solo taxonomy describe map relating to the 9/11 attacks (appendix 10). This involved linking relevant ideas to what she saw in the videos and images of the attacks. The pupil also highlighted in another piece of work how she could write for different purposes and within different contexts (appendix 11). Within this piece of work, the pupil also emphasised how she could plan her ideas and translate those ideas into a final piece of work. However, where the pupil appears to struggle in terms of her knowledge is that if she is unsure of something or has gaps within her knowledge about a certain topic, the pupil rarely utilises her initiative to actively seek out knowledge to fill the gaps. It has also been noted that if the pupil is stuck, she will not seek help from the teacher or other peers and instead will appear to 'give up'. This is another identifiable barrier to the pupils learning as she does not

appear to have the desire to firstly challenge herself but also to help and guide herself when she becomes stuck during a task. This is representative of Vygotsky's zone of proximal development theory which highlights the gap between what pupils can achieve independently and what pupils can achieve with the help of others (Grigg, 2015). The focus child struggles to move into this zone because she does not evidently seek help and instead retreats to giving up. However it is fair to consider that perhaps she does not know the strategies she can employ when she becomes confused or stuck to help her and due to her perceived lack of confidence she may not feel comfortable in asking for help. This is another barrier to the child's learning that will be addressed as without the desire to become more resilient and endeavour to expand their knowledge base, the pupil is less likely to realistically progress to her full potential.

Next steps

The main barrier to this pupils learning that has been identified from the data is her attitude towards not only her learning. This is entwined with a lack of resilience and a lack of self-esteem and an apparent sensitivity to making errors within her work. It would seem appropriate to address this first as evidently her attitude to learning has influenced other areas of her development.

To firstly address the child's overall attitude and motivation for learning, Griffith and Burn (2019) suggest there are certain strategies that teachers can employ in their pedagogy in order to 'trigger' a child's motivation. Griffith and Burn (2019) suggest one of these triggers is that of curiosity. If a child is curious, they are more likely to ask questions. Davies and Howe (2007) suggest that questioning and enquiry instantly encourages children to be more engaged. Another 'trigger' Griffith and Burn suggest that links to this is the importance of relevance. Griffith and Burn (2019) suggest that if children can

make a substantial link between what they are learning and their own life and the world around them, they are more likely to be engaged and motivated to learn because the relevance of this will give the learning purpose. It can be argued however that this level of curiosity cannot be realistically stimulated within every learning opportunity and not every lesson will reveal a substantial link to the child's own life. However as long as there is a clear relevant purpose to the learning, that the child is made aware of, this is more likely to encourage the child to be motivated and engaged.

In order to overcome the barriers issued by the child's perceived lack of confidence, it would seem appropriate to tackle the pupil's sense of what Bandura refers to as 'self-efficacy'. This relates to their belief in their abilities and the acknowledgement of what they feel they are capable of achieving (MacBlain, 2014). The focus pupil requires a change in their outlook of their own learning but this could prove difficult for the pupil to conjure independently given the evidence supplied within data. One possible suggestion to overcome this related to Bandura's social learning theory that children are influenced by verbal behaviours of those around them particularly teachers (MacBlain, 2014). This places a responsibility on the teacher to create a dialogue within the classroom where mistakes are viewed in a positive light if not welcomed, where resilience is admired and in some instances favoured over the correct answers and is all reinforced by positive gestures and body language. To connect this further Griffith and Burn (2019) also emphasise the importance of making the child aware of the areas they are already competent in. This will aim to cultivate an environment in which children feel comfortable with making errors and recognise that mistakes are a part of the learning journey as opposed to the end. However, it can be argued that this notion will be difficult to enact in reality particularly with this focus pupil who has already adopted the learned behaviour of the 'fixed mind-set'. Glavin (2016) further supports this by suggesting that learners have to want to change their attitude and behaviour towards learning if it is to have an effective impact upon their progress. Therefore to reinforce the positive dialogue implemented by the teacher, there could also be an adoption of some elements of

behaviourist learning theory to create an incentive for the pupil to change their attitude. Behaviourists such as Pavlov and Skinner argue that learners can be conditioned by rewarding them for desired behaviour and attitudes (MacBlain, 2014). A physical reward may seem too drastic in this instance but a simple verbal reward given to the pupil when they demonstrate a positive attitude or resilience with their work may help to condition a more optimistic approach towards their learning.

To help the child become more open-minded when working and collaborating with others outside of her friendship group, the teacher could firstly begin to build a rapport with the pupil themselves. Griffith and Burns (2019) suggest that if a child has a good rapport with the teacher they are more likely to want to do well for that teacher and this can ultimately create a relationship based on trust. The teacher could make the effort to understand the child's likes, interests and dislikes and create opportunities to draw on that framework of what interests her in lessons. This could then act as a model for then transferring this to how the focus pupil would act with her peers. The teacher would need to provide opportunities for the pupil to get to know her peers in a way that she feels comfortable. Ultimately this could then help to change her attitude towards her peers. However, this is not guaranteed particularly as this pupil has demonstrated a strong dislike in working with others. Alexander (2010) has suggested that one effective way of creating a collaborative relationship amongst pupils who often do not cooperate with each other is to ingrain the notion of 'two minds are better than one'. Alexander (2010) suggests that collaboration works effectively in problem-solving situations particularly if pupils are given specific roles to carry out. This helps to avoid the opinions of certain pupils being overshadowed as they each have their own responsibility to contend with. The teacher could create a problem that requires all pupils to 'play their part' and to create meaning. The teacher could include a relevance or link to a real life context in order to create a purpose for the activity. This in turn will hopefully emphasise the sense of achievement and team work amongst the group and will help to encourage the child to have a more positive outlook when collaborating with her peers. However what must be considered is the fact that

the child is unlikely to change their opinions and feelings towards her peers overnight and may require a lengthy period of time to scaffold these activities in a way that will help to change her attitude.

Another barrier to address is the child's apparent lack of resilience and their inclination to 'give up' when there are gaps evident in her knowledge or when she makes an error. A possible solution to this could be the introduction of Nottingham's learning challenge or learning pit. Nottingham (2017) suggests that introducing children to the learning challenge can help promote children to adopt a 'growth mind-set' as opposed to the previously mentioned 'fixed mind-set'. Nottingham argues that children with a growth mind-set persist in their learning in the face of adversity and take value in effort demonstrated to work their way 'out of the pit' in order to achieve. This would appear to be difficult with this particular pupil who has the 'fixed mind-set' embedded into their learned behaviour. Therefore to help reinforce this in a way that is meaningful to the pupil, they could be made aware of strategies they can employ when they face a setback in their work so they know how to get 'out of the pit'. This way the child has a clear path to success and to support this further they could then be rewarded for utilising those strategies as opposed to giving up.

An aspect to consider when justifying next steps for a learner could also be the consideration of asking the pupil how they would overcome their barriers to learning. The focus pupil in this instance created her own solutions to her physical behaviours that affected her learning by suggesting she always have an empty desk reducing the desire to 'fiddle' with pens and pencils on the table and to implement effective assessment for learning opportunities that will encourage her to listen during the introduction of a task so that she is aware of what she needs to do within the activity. This links to a point raised by Clark and Statham (2005) that children are experts in their learning and should therefore have a say in their progress. Alexander (2010) argues that strategies that are created by child then offer a sense of ownership that will therefore make the strategies more successful. The pupil within this research was

honest throughout the process and recognised certain barriers to her own learning coupled with the fact she could suggest solutions to these shows that she has the capability to address her own progress. It will therefore be the responsibility of the teacher to ensure she adheres to her own suggestions.

Conclusion

This analysis has aimed to consider a child's current holistic development by assessing data collected within the Mosaic Approach and has then analysed current issues within the child's learning by considering the pupils attitudes, skills and their knowledge. Several barriers were identified with the predominant issue focusing on the child's attitude and motivation to learn which appears to have been influenced by a negative mind-set and a lack of confidence. In the light of this view, next steps have been justified for the learner and the child has demonstrated the potential to recognise their issues themselves. It must once again be reiterated that this analysis was based from a relatively small sample of data that was collected over a short period of time. There are other considerations that could be included to create an even more valid analysis of this child. Nevertheless the child's prospects for development are achievable and within reach.

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Appendices

Appendix 1: Consent letter signed by class teacher and parental consent letter



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

Dear class/senior mentor,

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

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

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

Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that tasks have been undertaken by signing below:

STUDENT NAME (PLEASE PRINT): Harriet Morgan

SCHOOL NAME (PLEASE PRINT): PENROSE DUCK COMMUNITY SCHOOL

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

Miss K. WILLIAMSON

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

K. Williamson

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



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Dear Parent/Guardian,

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

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

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

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

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian of [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..... 04/05/19

Appendix 2: Notes from discussion with class teacher

Discussion with class Teacher

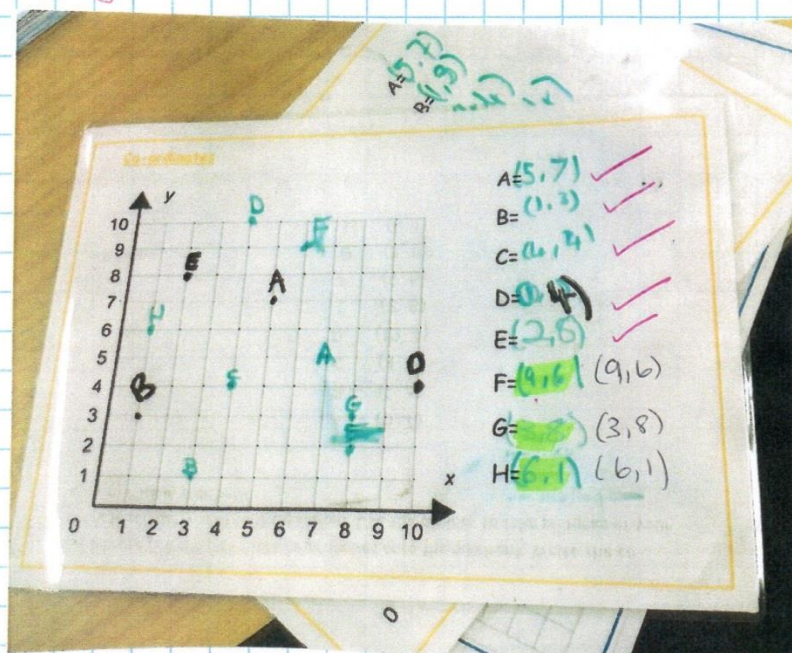
- Pupil is often quiet in lessons and doesn't always show interest in lessons.
- Often difficult to motivate for activities.
- Will fiddle with pens or pieces of paper/anything on the desk
- Drawing on the desk in the middle of introduction
- Middle ability but has is bright - doesn't always fulfil potential, doesn't have an interest in challenging herself
- Doesn't like to be wrong - sensitive in this respect
- Will 'sit there' during activities rather than ask for help
- Laziness? No interest in trying or striving for harder challenge
- Other times she will demonstrate interest in subjects or activities, depends on what it is
- Likes Independent area & digi
- Numeracy and Lit - around average for her age but has the potential to push herself further but doesn't always show the interest.
- Isn't most social in the class. Has 1s close friends with 2 other female pupils but doesn't always 'gel' with other pupils
- Struggles to work collaboratively with most other pupils, stand offish?
- Was seated next to close friends throughout the year but got too distracted and her friend would complete all the work - copying etc.
- Separated her to encourage her to be more independent and work with other pupils
- EFSM
- Difficult at the moment with testing to be creative in motivating pupils - lessons have been 'dry' due to test practise

Appendix 3: Sample of pupil's work from co-ordinates numeracy lesson

13.5.19

MATHEMATEG		Student
SKILLS - USING ALGEBRA - READ, PLOT AND WRITE COORDINATES		
What is your Learning Intention? Task 7: Can you read, plot and write coordinates in all four quadrants? Task 6: Can you identify the coordinates of a point from a regular shape? Task 5: Can you read, plot and write coordinates in one quadrant?	What is your Success Criteria? - Recall the correct vocabulary and labelling of the different axis - Read coordinates correctly - Plot coordinates in 1 quadrant correctly eg; starting with the axis - Identify coordinates that make regular shapes - Read coordinates in 4 quadrants - Plot coordinates in 4 quadrants - Record your work using the ipads	
Has demonstrated Can read and plot correctly. yet has RAG rated Red	Self Peer have been able to find out coordinates	Feed Forward: Refer to success criteria/steps for success to do it more independently. May have been more beneficial to her though if she had asked for help sooner

Attitude affecting ability to finish work



F & G and H are the correct points just written incorrectly

We will go over these tomorrow

Attitude changed considerably once it was pointed out that they had mixed up the wrong axis.

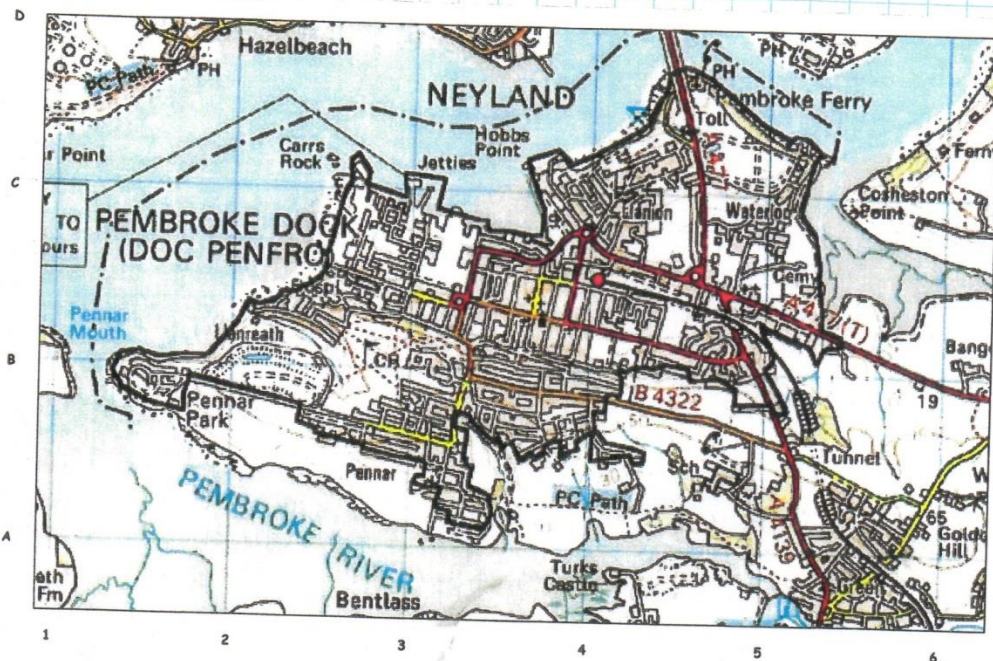
Appendix 4: Notes from pupil interview

Pupil Interview

- What areas of the school are important to your learning?
 - ~~playground~~ Flying start - where she started her school journey - brother is also ~~in~~ currently in flying start
 - Digi zone - likes going onto IT rockstars
 - VIP area - chance to be independent ~~with~~ and work on something that she has chosen
 - Field, playground, tennis courts - likes outdoors, would prefer to be outdoors than indoor (classroom) P.E is her favourite subject
 - Hall because she likes gymnastics - does gymnastics outside of school
 - Photographs
 - Mini-whiteboard - uses it to write a sentence or words on so she can make mistakes before writing it up properly in her book - doesn't like to have 'crossing out' in her book because it looks untidy
 - clear desk also where her friend sits - ~~pi~~ recognises that she fiddles with things and admits she doesn't listen because she's 'messing with something' then she doesn't know what to do for the rest of the activity.
 - ~~Seag~~ * Suggested that ~~before~~ in order to get her to listen, I could ask her questions to make sure she listens during introduction (AFL)
- Doesn't like working or sitting next to people she doesn't feel comfortable with, likes working with her friends but nobody else. Doesn't like working with male peers.
- Likes to do things she feels comfortable with (self esteem?)
- When she starts something she feels proud if she finishes it, doesn't like going into groups with people she doesn't know well
- Friends boost her confidence - not boys! gets irritated easily.
- If she doesn't understand something she doesn't see the point of trying
- Doesn't like getting things wrong.
- Coordinates lesson - 'didn't see the point' because he had got it all wrong'
- Grid ref - understood this better so felt she could do it and did - proud of herself

Appendix 5: sample of work from grid reference lesson

MATHEMATEG	
ANGLE AND POSITION - COORDINATES/GRID REFERENCES - SPECIFYING LOCATIONS	
What is your Learning Intention? 0 Year 6: Can you use grid references to specify a location? 0 Year 5: Can you use coordinates to specify a location?	What is your Success Criteria? - Select your level of challenge; <i>coordinates or grid reference</i> - Specify the location of the <i>footballs and players</i> or locations in Pembroke Dock
Feedback: to <i>Self</i> <i>Peer</i> <i>ident-fy Grid refere</i>	Feed Forward: Refer to success criteria/steps for success <i>could use grid refere to Oh</i> <i>a bigger map</i>



Neyland = (3,0) ✓

Hazelbeach = (2,1) ✓

Hobbs point = (3,6) ✓

pembroke mouth = (1,1) ✓

Pembroke Ferry = (4,2) ✓

Pembroke = (2,4) ✓

- Different attitude to the previous lesson. Understood grid references better than coordinates

- Relationship between attitude & knowledge

o Tried harder challenge, encourage this

Excellent work Eva Well done for trying challenge gwyrd

Appendix 6: PE tracking record

Tracking Record	
No. of Learners:	
RAG	Next Steps and Comments
Green	6th demonstrated skills relatively well
Amber	Wine able to reach the success criteria of each pass-completed skills well, Aft next lesson: demonstration
Red	Disruptive - missed play time

Appendix 7: Sample of work from science investigation (collaboration project)

DAYS THAT SHOOK THE WORLD: HOW HAVE EVENTS IMPACTED UPON CITIZENS OF THE WORLD?		
AOLE - SCIENCE AND TECHNOLOGY - OSMOSIS		
WMI-SCIENTIFIC THINKING AND INVESTIGATION CAN HELP US TO UNDERSTAND AND EXPLAIN PHENOMENA		
<u>What is your Learning Intention?</u> O O PS3: Can you use scientific equipment and technology to record and present your findings in a suitable format?	  	<u>What is your Success Criteria?</u> ○ Use the TASC wheel to investigate 'Osmosis' ○ Focus: <u>Results</u> - To present your results appropriately
<u>Asiborthi</u> <u>Self</u> Peer i have been able to record my findings from the osmosis investigation	  	<u>I find unclear</u>: Refer to success criteria/steps for success for my next time focus on different areas of the TASC wheel



- Collaboration with 
- Demonstrated that she has the capacity to collaborate with friends and those that she feels comfortable with

Appendix 8: Tracking from written role-play lesson

Confidence! Exercise helped her to express herself comfortably.
 did not engage well with the task, reluctant to listen to others, when discussed claimed she did not like working with the boys - address collaboration with teacher
 completed task well, not confident enough to perform but will reward attempt

Appendix 9: DCF lesson, map of New York

16 May 2019

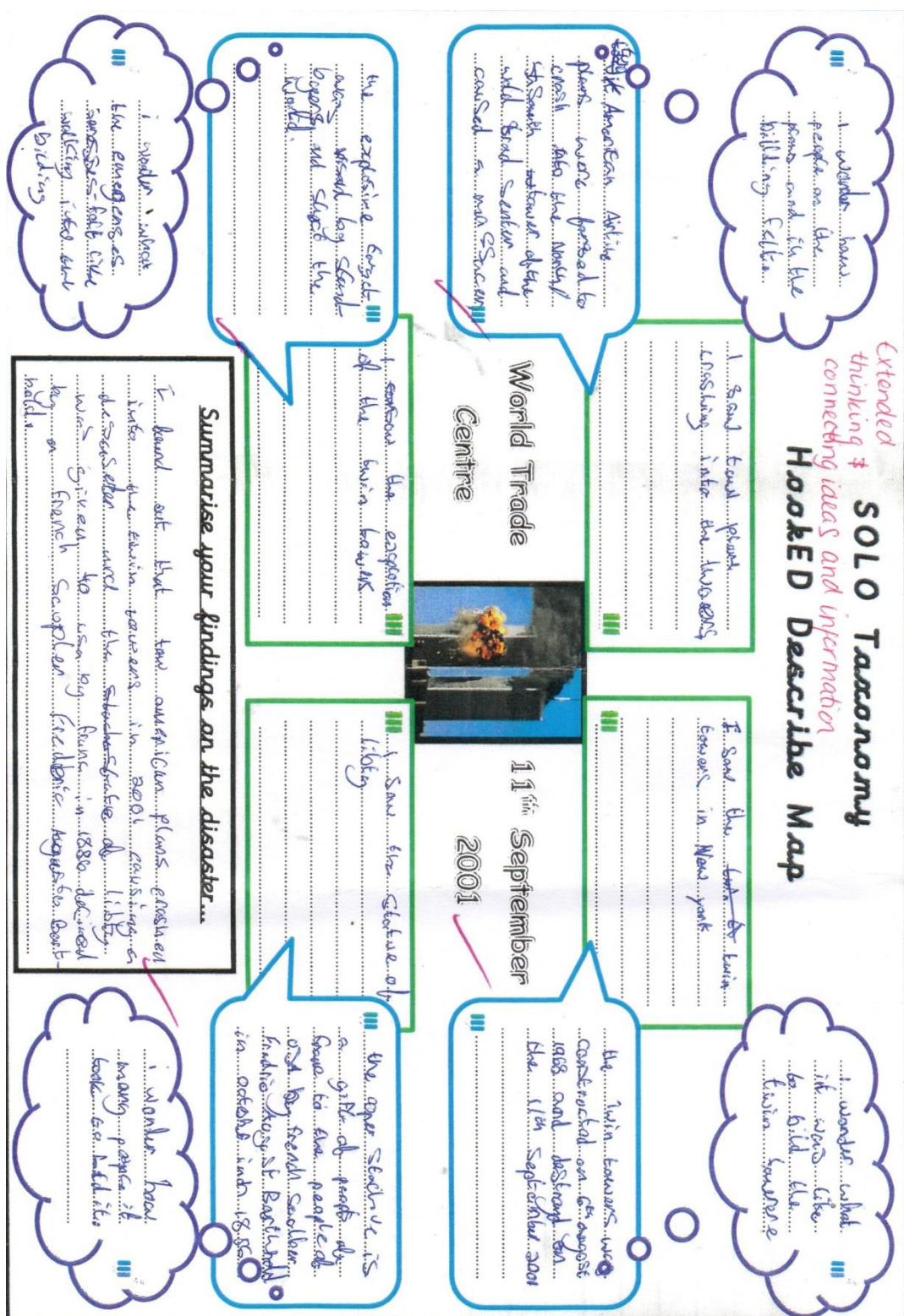
DAYS THAT SHOOK THE WORLD: HOW HAVE EVENTS IMPACTED ON CITIZENS OF THE WORLD?	
AoLE - DCF - HUMANITIES - 9/11 WORLD TRADE CENTER	
WM3 - Our natural world is diverse and dynamic, influenced by physical processes and human actions	
What is your Learning Intention? PS3: Can you understand that places, environments and landscapes vary due to physical processes? DCF - CREATING 0 0 Year 5 Can you combine a range of multimedia components to produce an appropriate outcome?	What is your Success Criteria? - Define the terms 'natural' and 'human' features - Identify natural and human features of New York - Combine text and images to annotate your map using j2e5 - Apply research skills to locate famous landmarks
Adharth: Self (Peer) you are able to sort places in Human and natural	I find myself: Refer to success criteria/steps for success to input my multimedia

DCF-competent with ICT skills

video link was able to link a video to show further information

a link to further information

Good annotating of the map with physical and human features



Appendix 11: Sea Empress article

20th May 2019

DAYS THAT SHOOK THE WORLD: HOW HAVE EVENTS IMPACTED ON CITIZENS OF THE WORLD?	
AoLE - LANGUAGE, LITERACY & COMMUNICATION - SEA EMPRESS - NEWSPAPER ARTICLE	
What is your Learning Intention? ● Year 6: Can you adapt structures in writing for different contexts? ● Year 5: Can you use features which show the structure of the writing, e.g. sub headings, captions?	What is your Success Criteria? ● Select facts from the video clip ● Record information as a group ● Identify key features of a newspaper report from the WAGOLL's ● Apply your knowledge to create a newspaper report I fynd ymlaen: Refer to success criteria/steps for success
Adbirth: Self <u>Peer</u>	H M I

Bird hospital was set up in Milford Haven.

15th Feb 1996 when? 72,000 litres of crude oil where? Pembrokeshire / Milford Haven South Wales

The Sea Empress disaster

What? a large oil tanker Spilt 200 tonnes of oil on coastline What? How? the sea it took six weeks to clean up the oil. Some rakes and hee

Connected ideas here to make newspaper article

- used facts
- what? How? Where? to categorise her information
- info about what happened after the disaster

First News 16th February 2019

Super Tanker spills into local seas!



Sadly fisherman can not find loads of the oil spill and now the fish are poisoned. Every one in school was distraught sent out of school because of the oil spill. Fishing industries are struggling with selling fish.

The weather was fine the day was fine but something was not right!

yesterday the Sea Empress leaked 73,000 tonnes of crude oil.

The Sea Empress got grounded on rocks by St Ann's Head.

It was leaking towards Llanelli in Carmarthenshire.

It is probably going to take up to weeks or months to clean up.

people can not do much more about it. They have put barriers to contain the oil so it doesn't spread any further.

Many birds have been affected. many volunteers as well as school children have thought to clean up oil off local birds.

This is going to have a huge impact on tourism. It is thought to cost a lot of money and it is unknown how long it is going to take to get right.



Appendix 12: images taken by the child



