

Introduction

The aim of this assignment is to critically analyse a child's holistic development, with justification for their next steps in their learning and how with the evidence gathered through the data collection, what I would do for the learner to further develop their learning through different teaching strategies and interventions. For my final Personal Teaching Experience (PTE), I have been placed in a green support category school which is located within an area of deprivation in its local authority; which can be seen through the free school meal percentage. The percentage of free school meals at School A is 30.8%, which is significantly higher than the local authority average of 11.2% and the national average of 18.4% (reference removed for anonymity).

School A was last inspected by Estyn in December 2015 in which it achieved an overall rating of good in both current performance and its prospects for improvement. Currently, there are 210 pupils on the schools' roll, including 26 children who attend the nursery class. School A has 10 mixed-age classes, including three specialist teaching facilities for 25 pupils with additional learning needs (reference removed for anonymity). Throughout the foundation phase in the school, Read Write Inc. is used as the primary tool for Language, Literacy and Communication, with sessions running all morning for four days a week in the reception class where I am situated. Following discussions with the classroom teacher, this is an area where they did not want myself to actively guide such sessions as all members of staff in the classroom have their own groups, where progress is monitored carefully throughout the academic year not only by themselves, but also by the headteacher. Nevertheless, after the May half-term, I will be actively involved in the planning and delivering of sessions with the group of learners supported by the classroom teacher.

The target child chosen, (Child A) is a male learner currently in the Reception class of the school made up of 25 children with 4 members of staff (5 including myself) and is aged 5 years and 4 months. Child A has an attendance of 97% for the academic year so far and lives at home with his mother and father. He attends the school's breakfast club and the after-school dance club.

Data Collection

The primary method for data collection was the Mosaic approach which was developed by Alison Clark and Peter Moss as a means of carrying out research with children, emphasising the importance of the children's voice within research (Clark and Moss, 2011). The Mosaic approach used a holistic approach to research, enabling the researcher to use a variety of methods that could be used in different contexts, allowing the researcher to gain a comprehensive picture of the target children. Furthermore, this allows the target child time to express themselves through different environments (Clark and Moss, 2005). This links to the theory underpinning the Reggio Emilia of the Hundred Languages, which allows children to explore and represent their ideas and experiences; allowing children to take the lead in the research undertaken. This approach observations, photographs which the child is actively involved in gathering and interviews with the child which allows for the researcher to gain in-depth qualitative data to be collected and therefore analysed. Due to a range of different techniques in collecting data, the validity of the research is therefore enhanced. Cohen and Manion (1992) explain that qualitative data results in detailed, in-depth research to be collected, again, enhancing the validity of the research. Nevertheless, Richards and Morse (2007) explain that it is easy to become overwhelmed by the volume of data collected, particularly for novice researchers. Nevertheless, with the Mosaic approach, it is vital that the child's voice, opinions and feelings contribute to the research fully. Clark and Moss (2011) state that the methodology must fully represent the research being undertaken, and as for this instance, this is the case.

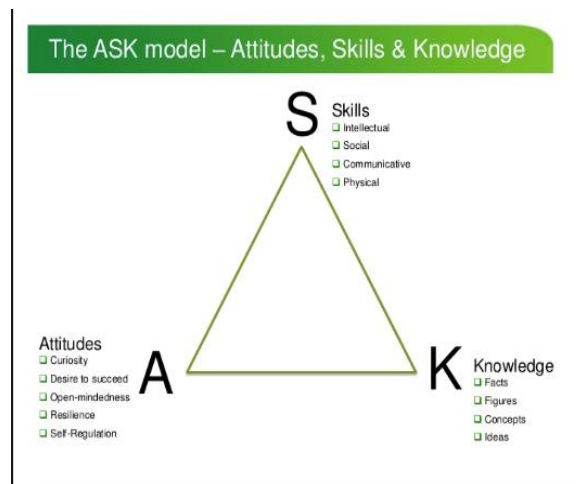
The principle of the Mosaic approach is established upon children becoming 'experts in their own life' and can provide meaning in their own learning through communication in a proficient manner (Clark and moss, 2011). A limitation of the Mosaic approach is that researchers view children as proficient communicators with them being the biggest influence in the research methods, therefore the roles being used may need to be reversal. This could be difficult for researchers to grasp and the children may lead the research to unexpected outcomes, influencing a change of focus with the research. Moreover, having the capability of discussing and reflecting upon learning may be difficult for younger children, which is an aspect in which I found during discussions with Child A. Being placed in a lower-aged class within the Foundation Phase, a lot of my evidence has been through observation. I have been able to observe the child in different environments within the

school which has allowed me enhance my knowledge of the child's development through different areas of learning which has enabled me to gain information needed on what is and how is best to develop Child A's learning further; an important aspect on classroom observation outlined by Jablon et al. (2002).

Ethical considerations were adhered throughout the process of data collection, following the BERA (2018) guidelines and the UWTSD (2017) code of practice closely. I had a consent form signed by the headteacher and by the target child's mother – following a discussion with the classroom teacher on who they would recommend being my target child (See Appendix A). There were many steps taken to ensure that Child A was comfortable throughout the interview and when conversations were taken with the child; the interview was conducted in a familiar area of the school where the child felt comfortable with an additional adult (classroom teacher) being present. Having a comfortable and familiar environment is highly important when interviewing children (Legard et al., 2003) and is highly beneficial in generating valid results (Snape and Spencer, 2003). Conversations were also conducted within the classroom or the playground when the class and staff were present to ensure that the child did not feel isolated and again, felt comfortable throughout. All photographs will be destroyed after use in this text and for the purposes of the writing, the faces of the child will be cut from the photographs, the school will be referred to as School A and the target child will be referred to as Child A.

Analysis of Learner

Fig. 1



Firstly, Child A took me on a learning walk of the school, where he was asked to take pictures on an iPad of areas he liked and resources that enhanced his learning as well as areas he did not like. It was interesting to see, that when Child A took me on the learning walk, no photos were taken outside the classroom or the adjoining outdoor area in which he is situated. Child A briefly told me why he took photos of the areas he had chosen, and we sat down together later in the week to discuss these aspects further; when we were looking at the photos together. This is referred to as the magic carpet used through the Mosaic approach (Clark and Moss, 2011).

Using the Ask model (Fig.1) to analyse the data collected, allows us to analyse the target child's attitudes, skills and knowledge towards his learning (Nottingham, 2013).

Furthermore, Nottingham (2017) states that the ASK model enables students to understand their own learning; through developing positive attitudes and gaining good understanding of different concepts and general knowledge, learners will become skilful in their education journey. Through observation, you can see that Child A has a positive attitude towards learning, particularly when a new topic or subject arises. There is research suggesting a positive correlation between positive attitudes through learning and academic achievement (Heinzmann, 2013; Klein, 2006). This can be seen with the Child A as he is a high ability and achieving pupil within the class, always questioning different aspects within his learning, showing a strong resilience and persistence attitude towards his learning; an aspect Nottingham (2013) explains is an important factor to effective learning. However, during several observations, Child A is often disruptive and fidgety, particularly during carpet input.

Department for Education and Skills (2006) explain that more-able students often display disruptive behaviour though frustration and boredom.

Overall, Child A is comfortable throughout Language, Literacy and Communication and Mathematical Development. Due to the child's development throughout both the areas of learning, they are placed within the top ability group of the class, in which they work alongside the same group of peers throughout most focus tasks across the different areas of learning. Reading is an extremely strong point for the learner. Child A is currently at the reading age of 6 years and 4 months, which is exactly one year above their age. Child A can recognise familiar words and uses decoding strategies with blending with some words that are unfamiliar. As can be seen in Appendix C, Child A are able to recall events from books chronologically and effectively talk about the different series of events that have taken place. Child A reads with expression at times and identifies punctuation such as full stops and explanation marks. However, there are times where Child A lacks expression, nevertheless as they are often aware of this aspect in their reading and are displaying the different criteria that is listed, I believe that Child A is currently working at Foundation Phase outcome 4 for their reading (Department for Education and Skills, 2015).

Moreover, as you can see from Child A's written work in Appendix D, he is strong in this area also. There are many research studies showing the link between competent readers and their writing ability (Graham and Hebert, 2010; Pahl and Roswell, 2005; Nutbrown, 2003). As child A has good phonological and phoneme awareness, it is beneficial when working with graphemes, as he can correctly write down high-frequency words and uses Read Write Inc's strategies when writing constant-vowel-constant words. With Read Write Inc being the language of the Foundation Phase for School A, Child one works through their scheme of work, relating to spellings, holding sentences, editing sentences (punctuation and spelling errors) and using 'power words' from the book they are currently working on in their own independent writing. Child A uses different language based upon the context in which he is writing, follows a form of scaffolding at times (in the terms of the Read Write Inc's edit a sentence and teacher scaffolding) and he uses capital letters and full stops consistently. Because of such aspects, and discussions with the classroom teacher, we believe that Child A is currently working at Foundation Phase outcome 4 in his writing (Department for Education and Skills, 2015).

Child A took a photograph of a table within the classroom (Appendix B) and when asked how the table helps him learn, he answered that he likes to work with and help other children in his ability group. Furthermore, Child A took pictures of the carpet area where again, the child is given chance to collaborate with their talk partner on a frequent basis. This links in with Piaget's (1936) theory that social interaction further develops children's knowledge and skills. During several observations, I have noticed that Child A often aids and supports other members of his focus group, which links in with Vygotsky's (1978) theory of the Zone of Proximal Development, in which he is acting as a 'more knowledgeable other'. Here, he is expressing opinions to his peers. Additionally, Child A speaks clearly and appropriately to a range of different listeners (parents, school staff, peers and children in other classes), he blends, and segments sounds clearly in spoken words, responds appropriately to instructions and questions different aspects of his learning regularly. As a result of this, he is currently working out outcome 4 for oracy (Department for Education and Skills, 2015). Child A always displays good communicative skills throughout the school day, an aspect of the 'Skills' element outlined by Nottingham (2013).

When asked about their favourite subject area, Child A answered 'Maths'. This can also be reflected through a variety of pictures he took of mathematical resources within the classroom when asked to take pictures of items that supports his learning. When asked about the mathematical pictures during the magic carpet and child conferencing, Child A described that he enjoys mathematics as it allows him to 'use different toys when working', referring to the different resources in the pictures he took. It was earlier that day that a mathematical development focus tasks used a variety of resources; one of which allowed child A to use Lego blocks to count and to get an idea for how much 100 is, through using bonds of 10 (Appendix E). With regards to the work collected and observations gathered for Child A's mathematical development, as well as discussing different elements of his mathematical development with the class teacher, Child A is currently working at Foundation Phase outcome 3 at this current time. Child A is able to recognise 2D and 3D shapes (Appendix E) and was able to distinguish the different features of different 3D shapes and talk about such features when working with myself in a focus task. Although Child A is reaching some elements of Outcome 4 (reciting simple sentences to 100, recall halves and doubles to 10 and find halves and quarters in practical situations (see Appendix

E), performing simple addition and subtraction and estimating a group of large objects), his learning has yet to be stretched by reading hours on a clock, find change from 10p, using describing words to check for temperatures and partition numbers into tens and units in order to achieve this outcome (Department for Education and Skills, 2015).

From day one at the placement school, I have observed that Child A is very interested in different insects and bugs. Each day, child A brings a little see-through 'bug pot' into school, where in his breaktimes likes to go and find different bugs in which he can place in this pot. When asked to take photographs of the places he enjoys most in the school, Child A took a photo of the area he explores for the bugs or insects (appendix B). Child A always asks questions on the bugs, highlighting his curiosity on this aspect, linking to the curiosity element of the Attitude strand of the ASK model (Nottingham, 2013). Child A explained to me during the discussion that looking for different insects and bugs makes him happy, relating to positive well-being. The emotional development and well-being of the child underpins the Foundation Phase philosophy and because of this, is an aspect which I think carefully about during planned sessions. I have recently planned and delivered a PSHE session where the class were discussing the value of being helpful and with a task where the children, along with a blindfolded partner had to guide their partner through a 'friendship maze'. During the plenary of this session, I asked the class how it made them feel when they were blindfolded and their friend helped them through the maze – Child A answered brilliantly, explaining that he felt scared at first but then felt happy when he was guided safely through the maze; highlighting that for his age, he is very competent in discussing his emotions (see Appendix F – ARC for the session). In terms of Personal and Social Development, Well-Being and Cultural Diversity, Child C is working at outcome 4 at this current time. Child C has displayed a lot of caring features about living species, treating them with care and respect – he always releases the bugs and insects back where he found them after looking at them through the magnifying glass on the lid of his bug pot. He is aware of the differences between himself and children in the class from different cultures and religions (Department for Education and Skills, 2015). Child A is particularly aware that two children in the class who cannot eat pork. Child A along with one of his peers put their hand up during my observation week and explained to the classroom teacher that the

children in question could not have the same school dinner as them that day as sausages were on the menu.

Child A is currently working at outcome 4 for physical development; with dance sessions and being a member of a local football team contributing largely to this factor. During a playground duty, I observed him climbing up onto the climbing bars numerous times, where he was able to swing himself around and land back on his feet. Therefore, I took a photo of the child on the bar (Appendix G). When participating in the recent sports day and sports day practice, I observed Child A displaying excellent balancing skills both independently balancing and balancing a beanbag on his head whilst running and a potato on a spoon whilst running. Also, he has excellent control of apparatus when drawing, writing cutting or colouring, and when he draws animals or humans, he always includes a body, a head, legs and features of a face (Department for Education and Skills, 2015). A lot of the knowledge surrounding Child A's physical development outcome came through speaking with the classroom teacher however, as during P.E sessions for the class, I am given my PPA time.

Next Steps

For Child A, I would aim to ensure that they have a range of opportunities to collaborate with peers through the planning of sessions as he expressed enjoyment of working alongside and collaborating with the children within his ability group when undertaking tasks; he also expressed enjoyment of helping his peers within his group. Bekiryazıcı (2015) explains that when more-able peers assist children in their learning however, that child may see a lower impact in their own academic achievement, due to being in a cycle of regression. Taking this on board, I must ensure that through my session plans, I am challenging Child A. Ofsted (2016) explain that through inspections, they have found that work set by teachers are often not challenging enough for the most able students within their classroom, hampering their progress at a high pace. As a result of this, there are few students making the expected progress across a variety of subjects, including Mathematics and Language, Literacy and Communication (Ofsted, 2016). Additionally, Estyn (2011) explain that there are a small number of primary schools provide appropriate methods for more-able children to achieve their best potential. Moreover, the Scottish Network for Able Pupils (SNAP) (2011) advocate that challenging high achieving children in the early years provides the child with the skills and development through latter stages of their education,

however, this must be continued throughout the education journey of such children. Therefore, a network could be put in place between the members of staff in the school to ensure that the learner is supported throughout his education journey through the school. However, Careful thought must be placed on MAT children as often, children get mistaken for being MAT pupils because of the achievement levels of other children in the classroom; thus, making it a little difficult for practitioners to come to this conclusion (Estyn, 2011).

As a trainee teacher with little experience of a high-achieving pupil, I have found myself in the cycle of extending this child's learning by simply removing scaffolding and having the child to explain more in terms of discussions and writing in focus groups through the different areas of learning. Reflecting upon this, I believe that this strategy is simply not effective enough for the child to fulfil their utmost potential. Estyn (2011) report that having a child of high ability to do more of the same work reflects adequate practice, therefore, I believe I must ensure that I challenge the child effectively, looking at different strands in the curriculum and different MAT strategies which can benefit my differentiation to further learning and ensure that the child's development is not becoming hindered by 'just doing more'. As explained in the analysis of the learner, the child misses out on outcome 4 in Mathematical Development due to falling short on several knowledge and skills. From analysing the child further and expanding my knowledge on higher-ability children further through research, I have concluded that I could further develop the child's Mathematical Development by equipping the child with the knowledge and skills they are expected to achieve throughout their time in year 1, particularly in relation to the strand 'Using Measuring Skills' (using standards of units to read time on both analogue and digital clock, using descriptive words to discuss temperature and to describe position, direction and movement). This can be done in both ways; through interventions taking place within the school and by closely working with the child's family. Being lucky enough to have three support staff in the classroom, I believe that for mathematical activities, one of the members of staff can work closely with Child A on this aspect, furthering his development in this area of mathematics. As Child A enjoys collaboration and often acts as a 'more knowledgeable other' (Vygotsky, 1978) during focus tasks, he will enjoy being given the role as the practitioner, where he is able to explain and facilitate the learning of other children in the class in relation to the skills and knowledge he has learnt. However, if he does not want

to participate or take the role of the facilitator, his well-being will be acted upon with respect and care.

Welsh Government (2016) explain that MAT pupils become impatient when not challenged and are quick to see differences and similarities when problem-solving; traits that have been observed and identified in Child A. As bugs and insects are of high interest of Child A, I could supply him with his own personal project on the subject, in which he could work on within his free learning time within the classroom and at home. Child A could then bring in the project as a show and tell piece and present it to both his peers and the different age groups around the school. This could engage his learning in a different way; where he is completely independent with his interest, engaging him to develop his creative development, problem-solving and well-being. Here, I will be making the teaching stimulating and real, where the child can learn through his own enquires; a strategy which is outlined by the Department for Children, Schools and Families (2008) as excellent primary school teaching.

Additionally, this supports Donaldson's (2015) key purpose of creating creative and enterprising learners, as he can express his ideas and knowledge through different presentation techniques and can give off his energy and skills on the subject so that the children in his classroom and the whole school can benefit from his findings (Donaldson, 2015). Steiner (1981) and Sawyer (2004) both explain that this holistic pedagogical approach requires high skill on behalf of the teacher, which is an aspect in which I must take on board when applying this strategy to Child A. It is easy for a teacher to lead and give directions to students for independent projects (Craft et al., 2003), so I will allow the child to guide his own learning and step back from the teacher autonomy role. Department for Children, Schools and families (2008) and Estyn (2011) explain that gifted children in the early years must be provided with an opportunity in which they are given appropriate challenge to meet their individual abilities and interests, which I believe, this opportunity is providing in an effective manner. Furthermore, I believe that this method would provide an eagerness for Child A to become actively involved with his learning, an aspect that Hattie (2012) recognises as an important aspect relating to academic achievement. To diminish limitations of this approach and to ensure an inclusive practice, I could give a similar task to the rest of the class; one where they follow their interests and collect data/information to present their

findings. However, this would require excellent communication skills between myself and the children's parents

As Child A did not take any photographs of areas outside the classroom or the adjoining outdoor environment when asked to take photos of places or items that help him learn, I believe I should incorporate more outdoor learning through my session plans; not only to broaden the learning experiences for Child A, but for all learners in the classroom. One way to incorporate high quality outdoor learning is by using Forest Schools. Forest Schools does not only improve cognitive and social development of children (O'Brien, 2007), it can supply children with a different approach to learning; one which stimulates creative thinking, new perspectives and attitudes towards learning, improving both concentration and motivation (O'Brien and Murray, 2007). As our classroom topic is 'The Wizard of Oz' after May half term, I have discussed with the classroom teacher about running a Forest Schools session, where the children will be given a cup each and would have to find objects to place within the cup to create a potion for the Wicked Witch. As Child A and other children in the class enjoy collaboration, I am going to place the children in the class in partners or small groups. By doing this, I hope to challenge the children to think creatively and to use their problem-solving skills and communication skills, to discuss with their partners what they believe should enter the portions and why? By providing children with this opportunity, I am providing an enriched, new learning opportunity linked to real-life, creative experiences; which would enhance the creative development of Child A. Nevertheless, this should not be a one-off opportunity; Child A should be exposed to different learning experiences to enhance both his academic and personal development. A possible limitation to this approach is having the appropriate areas within or within a short proximity to the school. Luckily, in School A, there is a large woodland area situated just outside the grounds, in which the Key Stage 2 pupils attend weekly to take part in Forest School activities. A risk assessment would have to be completed prior to taking the children offsite to participate with their learning.

Conclusion

To conclude, it seems clear that Child A enjoys working and collaborating with other members of the classroom. This relates to the social skills aspect of the learning challenge requirements in the Ask Model (Nottingham, 2013). Also, as Child A is highly collaborative in

his learning with both peers and staff, he is participating fully activities to achieve the skills and knowledge required to fulfil the four main purposes outlined in Successful Futures (Donaldson, 2015). To become an ambitious and capable lifelong learner, he will need to be given high quality, quick feedback to support and develop his learning further.

There is research suggesting that it is difficult to label children as MAT pupils, especially for primary teachers (Estyn, 2011; SNAP, 2011), and as School A is located in an area of deprivation, many practitioners may believe that Child A is seen as more able due to the slower development levels of some of the students in the class. However, the classroom teacher and other members of staff have been monitoring Child A closely over the academic year, with evidence suggesting that at this current time, reaches the criteria of being a MAT pupil. Throughout observing the development of Child A, I have concluded that as a practitioner, need to ensure that I am not hampering but enhancing his learning experiences, enriching his learning through a variety of different teaching strategies and methods. Giving able pupils more of the same work and getting them to dive into more depth in certain areas is simply not enough and is something that I will consider greatly, increasing the effectiveness of my teaching career.

In my future career as a primary school teacher, assessment of and for learning will be a fundamental principle of my practice. This extremely important feature of teaching and learning enables practitioners to reflect upon the teaching and learning process of the learning environment; allowing practitioners to understand what next steps are needed for different children within the class in order to enhance the personal, social and academic development for the learners.

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Appendix A – Consent Forms

Polysport Centre
University of Wales
Fosbury Street, Cardiff

Yr Athrofa
Institute of Education
Cardiff School 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 classroom teacher,

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

- observations;
- asking the learner to identify place/objects that help teacher 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 give 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): Bradley Holsen

SCHOOL NAME (PLEASE PRINT): Colony Y Cwm

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
Sarah Gward

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):
Sh Gward

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

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

Polysport Centre
University of Wales
Fosbury Street, Cardiff

Yr Athrofa
Institute of Education
Cardiff School of Education

Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales, Fosbury Street, Cardiff 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 student's 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 expected 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@uwtd.ac.uk

Yours faithfully,

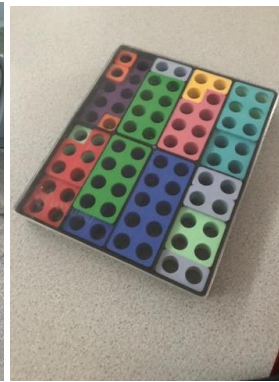
Matthew Jones
Module lead - School Development and Pupil Progress

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

Signed N. Ace (Parent/Guardian)

22/05/19

Appendix B – Photographs taken by Child A



Appendix C – Reading Record

c11b

 Canolfan Aelwyd Athrawon
De-Orielwyl Cymru
The South West Wales
Centre of Teacher Education

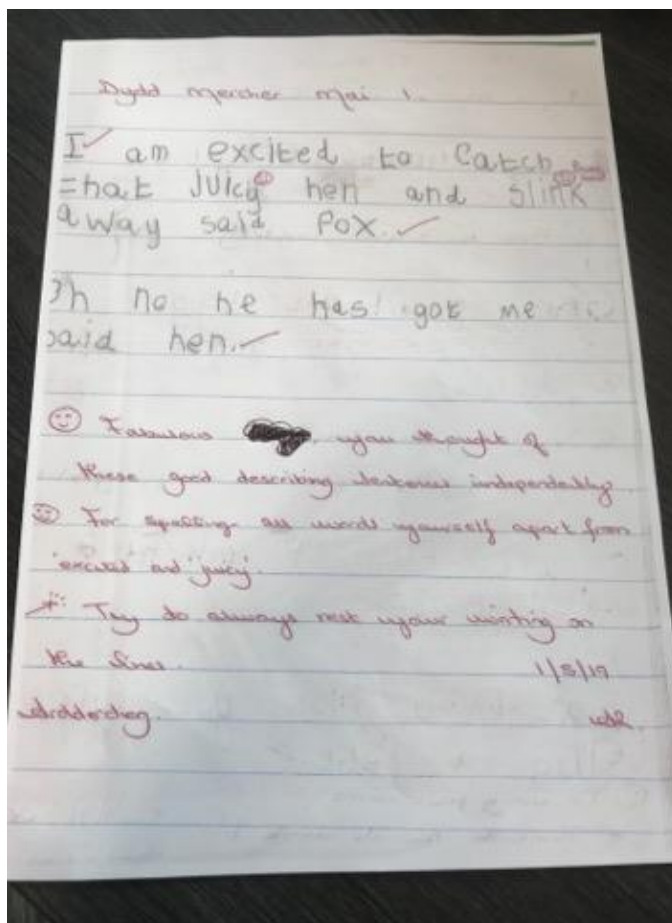
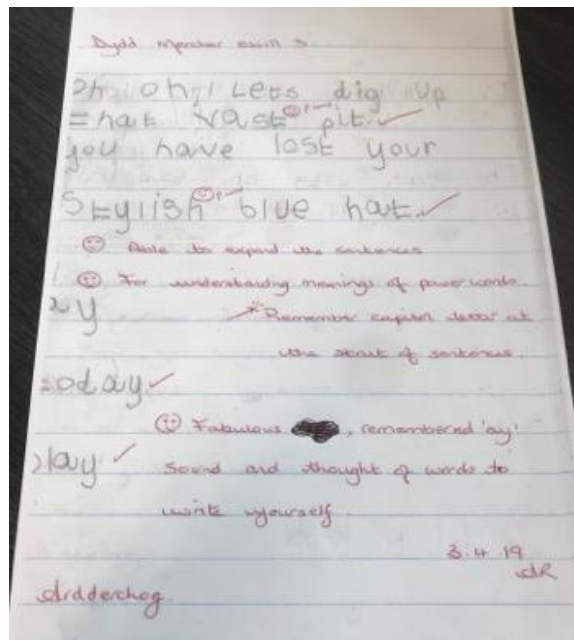
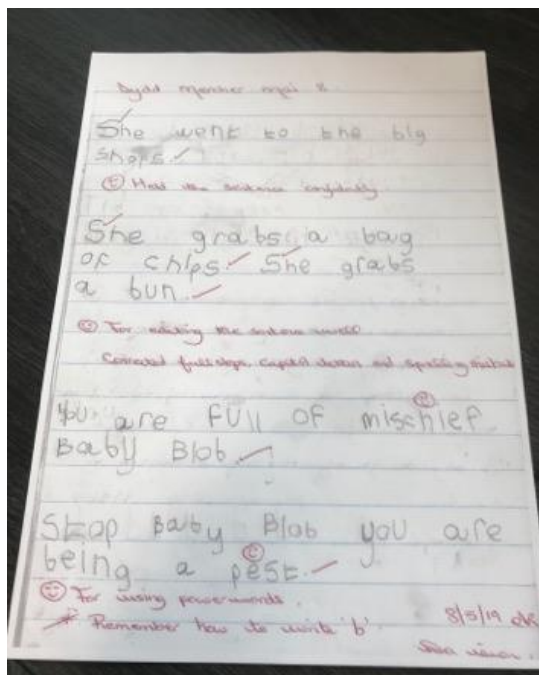
Reading record

Na Reading age (if known):

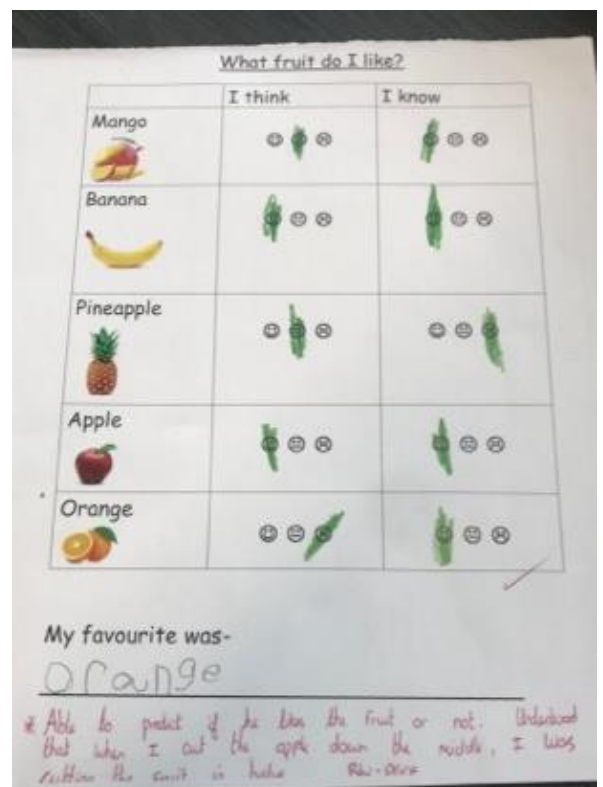
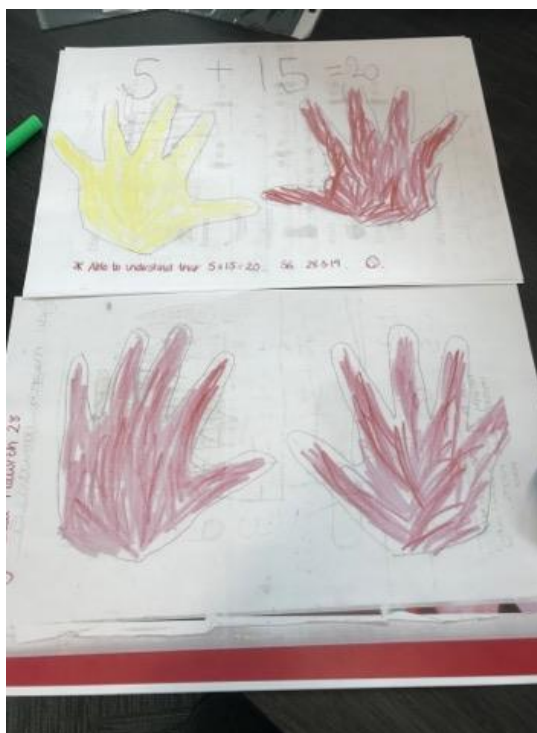
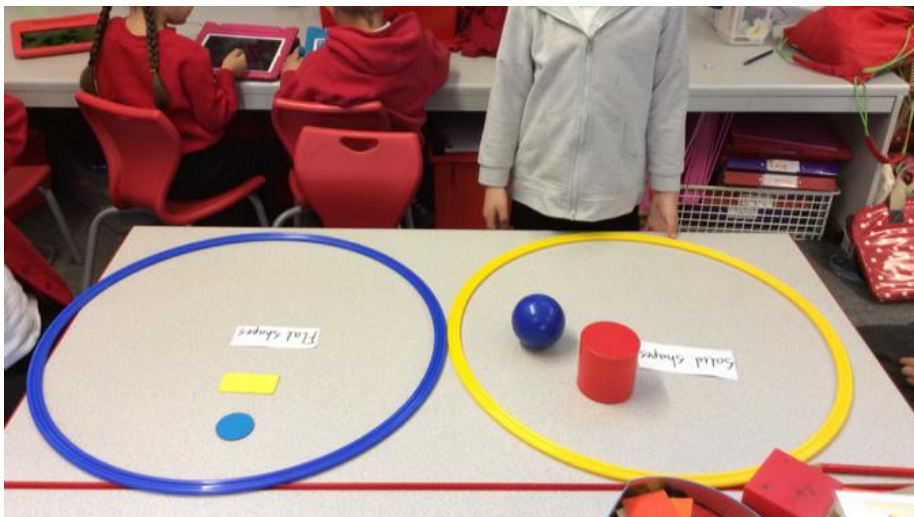
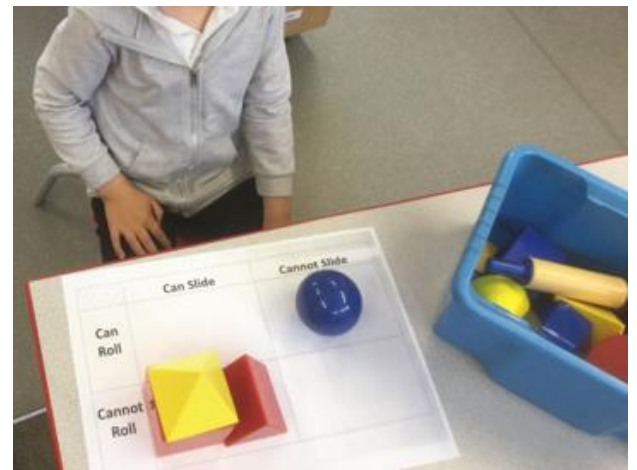
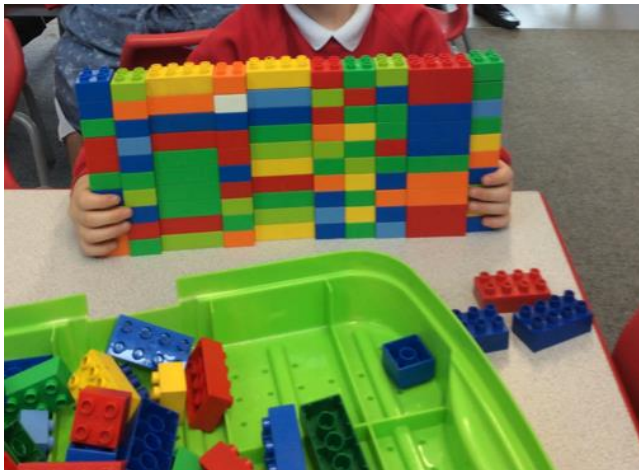
Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
8/05/19	Bulls - eye! - ORT stage 3b. All book.	Fiction	Confident and fluent throughout. Stumbled slightly on 'brought' but remembered the word independently with previous experience of the word. Was engaged with and questioned the text.
15/05/19	The carnival - ORT stage 3 more stories All book	Fiction	Fluent and confident throughout with a good understanding of the story - was able to describe what had happened correctly as he read previously with parents. Alfie recognised the speech marks and used expression to read such words.
14/05/19	Book Week - ORT stage 3b p. 1 - 6	Fiction	very good first attempt! Alfie enjoys the storyline and has questioned a lot of parts.
24.05.19	Book Week - ORT stage 3b	Fiction.	Confident and fluent throughout. Slightly stumbled on 'author' but was able to read such word with no support. Able to describe the events with confidence and clarity.

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

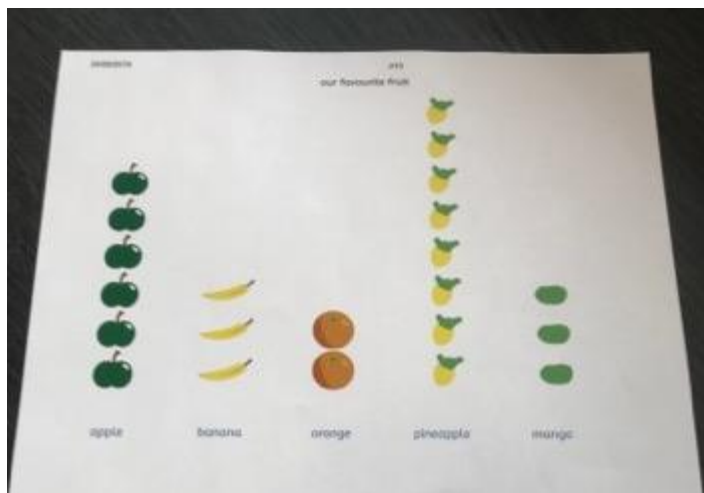
Appendix D – Language, Literacy and Communication



Appendix E – Mathematical Development



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Appendix F - ARC

nd of at	Aspects which went well: • The majority of the children answered meaningfully when asked what they have done that week to be helpful. • All children guided their blindfold partner through the maze sensibly and effectively. • The plenary summarised the activity, asking children how they felt when they were blindfolded. One of the children said they were a little scared at first as they could not see where they were walking, however when their partner helped them, they felt very happy and thankful. I thought this was an excellent response to the question asked and summarised the whole session perfectly. I then went on to explain that when we are being helpful to people, at that given time, we do not know their emotion and that the trait of being helpful leads to thanks and respect. • Behaviour management of the children was very good as they all listened well throughout. Disappointing element: • At first, when asked about what the children had done to be helpful, a number of children were repeating answers frequently. I then went on to explain that we do not all have to answer the same and from doing this, children put their hands up and changed the answer. • One child misunderstood the question and went on to explain their recent family holiday. I believe that I could have made the question a little easier to understand to this child.
of it	Keep the same: • If I was to conduct a similar session in the future, I would keep the activity of the blindfolded maze the same. The responses in the plenary allowed me to observe the effectiveness of the activity for the children achieving the success criteria and learning outcome. The cause of the most disappointing element: • I believe the cause of the repetition in the answers at first was because I did not mention it during the introduction. Nevertheless, this was done intentionally, as I was aware that the children could have been helpful in the same way such as letting friends join in with games and telling the st if a child is upset.

Appendix G – Climbing Bars



Appendix H – Observation Notes

