



APPENDIX GA36b

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Jade Bissmire	Student ID number:	1706761
Programme:	BA Primary Education with QTS		
Module:	Teaching Language and Mathematics		
Module code:	ECAD5004	Contribution to Overall Module Assessment (%):	100%
Lecturer:	A. COOZE/ I. LEWIS H. DENNY/ R. WALLIS	Internal Verifier:	H. DENNY
Assignment Title:	What helps me learn language and mathematics? : An analysis of a child's learning in mathematics and language with recommendations for ensuring progress.	Word count (or equivalent):	5000 in total Written Assignment: 3,500 words 1, 500 word equivalent for the appendices
Submission deadline:	23.59 Turnitin April 4 th 2019	Return date of provisional marks & written feedback:	May 7 th 2019
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

What helps me learn language and mathematics? An analysis of a child's learning in mathematics and language with recommendations for ensuring progress.

The purpose of this essay is to explore the different ways in which children learn and the different techniques that help them to achieve their full potential. One child has been selected as the focus of this essay, they were made aware of this and have given their consent to participate. Recommendations for progression will be identified to support the focus child in growing as a learner within mathematics and language.

This data has been collected from a small sea-side school in South Wales, of 251 pupils, in a relatively affluent area. As of 2015, 15% of pupils were eligible for free school meals; below the national average (Estyn, 2015). There is a small percentage of pupils, 9%, with additional learning needs. This, again, is below the national average.

The chosen child was one of 26 in a Reception class. Often, this class was mixed with the adjacent nursery class of 9 pupils to allow all pupils to use the enhanced and continuous provisions and learn through play. This is in-line with Donaldson's Successful Futures Review. When outlining the principles of the curriculum, it was identified by Donaldson that it should be empowering. Pupils should be encouraged to engage confidently with new challenges. Empowering pupils will provide them with a life-long asset to continue to develop into their adult lives.

The focus child will be referred to as 'Child A'. Child A was a 5-year-old girl who was identified as a 'More Able and Talented' pupil in the highest ability group. She was observed excelling in both language and mathematics, her learning will be more closely analysed throughout this assignment.

Data in relation to Child A's learning has been collated using the Mosaic approach (Clark and Moss, 2011). The Mosaic approach is a method of listening that holds pupils and practitioners as 'co-constructors of meaning'. This approach provides learners with a voice to highlight what helps them to learn, supplying the tools to change their learning environment to suit them.

The Mosaic approach comprises 3 stages: gathering documentation, reflecting on collated documentation, and deciding on the learner's next steps. Documentation is collected from all areas of learning, forming a cross-curricular approach as encouraged by Barnes (2015). Barnes explains that the ability to combine skills from a range of subjects is vital in order to solve problems in the 'real world'. Furthermore, in his seminal lecture *The Process of Cognitive Growth: Infancy* (1968:9), Bruner summarises that the typical behaviour of children as 'intelligent, adaptive and flexible right from birth'. Thus, supporting the use of cross-curricular approaches to develop the behaviours that are natural to children.

Using the Mosaic approach puts the learner at the centre of their own learning. This holds links with the Successful Futures curriculum purpose of being 'ambitious, capable learners' (Donaldson, 2015: 29). Pupils are ambitious as they must set their own targets to progress and develop their capabilities by holding reflective discussions.

Evidence was collected using the University guidelines, having had the relevant documentation signed (Appendix 1).

Analysis of the Learner

The analysis of Child A as a learner will be undertaken using the 'Attitude – Skills – Knowledge' (ASK) model, as proposed by Nottingham (2013). This model comprises of analysing the attitude to learning of the pupil, the ability the pupil has to use subject-specific skills, and how familiar a pupil is with a specific topic.

Language

Based on what has been demonstrated, it could be convincingly argued that the best-fit for Child A's current level in Language, Literacy and Communication is Outcome 3. She was able to proficiently demonstrate her skills in all three strands of the Area of Learning: Reading, Writing, and Oracy.

Child A demonstrated a fantastic attitude to learning. When interviewed, she stated that she enjoyed language (Appendix 2, Question 5). She showed a positive attitude when asked about her involvement in language, engaging well and displaying a willingness to respond. Child A

was eager to help in my research and enjoyed discussing her work.

Vygotsky (1978) explains that children learn from those around them through social and cultural interactions. Following this theory, Child A's attitude to learning could be accredited to her parents encouraging learning at home (Appendix 2, Questions 6 & 12).

However, in a response to a study comparing attitudes to reading and reading attainment, a positive correlation was identified between pupils' attitudes to reading and their reading achievement (Fives, 2016, p. 27). Pupils who enjoyed reading and valued reading as a skill performed better when tested than those who did not. If this study is to be supported, Child A's enjoyment of the subject may be a factor to accredit her ability to.

As a result of taking part in the interview, Child A has demonstrated a Year 1 level Oracy skill by expressing her opinion on familiar subjects. Her ability to coherently express her opinion highlights that she has progressed beyond what is expected of a Reception aged child.

In one activity (Appendix 3), Child A was asked to identify what each animal was, read the flashcards to find which one matched, and then write each animal's name beneath the correct one. This used the skill of 'linking sounds to letters' from the 'Reading Strategies' aspect of the 'Reading' strand of the Foundation Phase Framework. Child A was confident with this activity and was then given an extension task to write the name of her favourite animal. A recommendation that could be made in order to progress Child A in this task would be to use animals with more complex names. This would require the use of the Year 1 skill of linking blends of letters to sounds. Although Child A is already beginning to use this skill, encouraging the use of this skill will help her to refine it.

When interviewed, Child A stated that English is: reading, 'Read-Write-Ink', and handwriting (Appendix 2, Question 1). 'Read-Write-Ink' is based on the use of phonics as a reading strategy. Wasthell (2007) states 'Phonics is key to learning to read and spell'. Contrastingly, it can be expressed that 'phonics instruction is not working for all children' (Bowers, 2017, p.28). Instead, Bowers champions Structured Word Inquiry (SWI), combining elements of both phonics and whole language instruction. In agreement with the phonics strategy, SWI highlights the importance of grapheme-phoneme correspondences, however, it also shows the vitality of

meaning from the very start of literacy instruction. A SWI approach may be more beneficial to helping the learner achieve her full potential.

Child A exhibited fantastic listening skills. A task (Appendix 4) that she completed required her to listen to a video recording describing a dragon, and use the description given to draw it herself. She was able to listen well to the recording and retain the information to produce the expected result. This skill lays under the 'Listening' aspect of the 'Oracy' strand of the Foundation Phase Framework. In order to progress the listening skills of Child A, it could be recommended that she should complete activities in which she is asked to listen to others and respond appropriately. This is a Year 1 skill within the 'Listening' aspect.

However, it could be argued that in order to progress Child A's understanding, the activity should involve physical actions. Dewey's theory is that children learn by doing (Pound, 2006, p. 21). In addition to this, Froebel developed the understanding that play is fundamental in children's development. Talk for Writing is a teaching framework that encourages pupils to orally imitate key words for each topic before asking them to read it (Talk for Writing, 2010). Developed by Pie Corbett, Talk for Writing uses actions to engage pupils and introduces a 'play' aspect to learning. It could be argued that this approach would have been more beneficial in developing the 'Listening' aspect of Language.

Child A demonstrated that she was able to use the 'Thinking Skill' of 'Forming Opinions and Making Decisions'. Appendix 5 represents an activity where she was asked to cut out a push-pin bear and choose what clothes she would dress it in. In this activity, she was able to make decisions in regard to what clothes she would like to put on the bear, but also demonstrated her cutting skills. Throughout the course of this task, it was evident that whilst Child A found academic tasks simple, she was also able to competently demonstrate her fine-motor skills. Whilst fine-motor skills are not directly mentioned within the Literacy and Numeracy Framework, holding writing equipment appropriately is a skill that is mentioned. This action requires similar skills to using cutting equipment so may be considered comparable.

In addition, Appendix 6 shows that Child A has mature handwriting for her age. In this task, it was observed that Child A was able to write from left to right, and discriminate between letters. These are Reception level skills. However, when answering the questions, Child A began using

capital letters and ended every answer with a full stop. These are Year 1 skills, within the Handwriting aspect of the Literacy and Numeracy Framework. Whilst observing the pupil, it was also noted that she was able to write using a mature pincer grip. A recommendation for the progression of this child would be to encourage the use of capital letters at the beginning of every sentence.

Child A showed an understanding of what resources helped her in her learning journey. Appendix 2, Question 3 shows that she found the board and books to be the most helpful to her when learning. These are visual resources that require little interaction. This pupil doesn't seem to comply with Dewey's theory of children learning by doing. It is suggested that learning is most effective when it is tailored towards an individual's learning style. Visualizers are assumed to prefer visual instruction. However, there is very little empirical evidence to suggest this. Research has found that the learner's supposed 'Learning Style' bore very little relation to their processing ability (Litzinger et al, 2007). Following this research, it could be suggested that Child A should be encouraged to interact with a range of visual, verbal and kinaesthetic centred resources.

Mathematics

It is apparent that the best-fit for Child A's current attainment in Mathematics is Outcome 3. She is able to count beyond 20. This is a Year 1 level skill as stated in the Literacy and Numeracy Framework. She is also able to double and halve numbers up to 10, again, a skill that is typically introduced in Year 1.

Another skill demonstrated by Child A that places her best-fit in Outcome 3 is her ability to handle money. In a role-play activity, Child A was able to use combinations of coins up to the value of 10p to 'pay' for items from a Café (Appendix 7). To progress Child A onto Outcome 4 for this particular topic, she would need to be introduced to using money up to the value of 20p. As Child A was already capable of combining different coins to make different values, the next step for her would be to introduce the idea of giving change. This could be done through a similar role-play activity to Appendix 7.

As shown in Appendix 7, the ordinal numbers on the placemats on the table required pupils to be

served in order. Child A seemed to understand this concept straight away and was confident enough to help other pupils to know when it was their turn to be served. After learning about the story of Chinese New Year, pupils had a race to see which animal would be quickest if the race was held again. Pupils wore masks pretending to be each animal and were asked to use ordinal numbers to say where their animal came, for example, the rat was first (Appendix 8).

A range of experiences are vital to ensure learners develop a well-rounded understanding of mathematics. Haylock and Cockburn (2003:3-8) suggest that 'The Connections Model' may be a way of developing children's understanding. Appendix 9 shows 'The Connections Model' along with its constituent parts and how they link. Concrete experience means the use of physical objects. Appendix 10 shows an activity where pupils were asked to order the items on a washing line from lowest price to highest. Appendix 10 is a photograph of the introduction to the task. This introduction provided pupils with a concrete experience on which to base the rest of their task. Following this, pupils were given a sheet with their own washing line on and the same products as the introduction, labelled with prices (Appendix 11). This provided both a picture element to the task, as well as a symbol element. Pupils were then asked to sort the items from the lowest price to the highest price, modelling mathematical language.

When asked what helps her to learn mathematics (Appendix 2, Question 8), Child A stated that she uses the board and her fingers. When observed, the board was used to provide support in terms of mathematical symbols and pictures, the use of her fingers provided support by the means of concrete experience. Appendix 2, Question 9 insinuates that Child A receives her language support from her teacher. Conversely to this, it was reported by Atkinson (1992: 165) that a parent interviewed for a study would prefer their child to be taught 'real maths – not practical stuff!'. In order to teach maths creatively, it is vital that parents are made aware of the techniques used and the reasons behind them (Pound and Lee, 2011, p. 16). Seemingly unconventional ways of teaching maths may not be valued by those who do not understand them. In order for pupils to see a value in the mathematics that they are doing, it is vital that their parents are also on board.

In addition to this, when asked what mathematics is (Appendix 2, Question 7), Child A said numbers and counting in twos. This seems consistent with the feelings of many pupils as Marcus

du Sautoy (2008: 4) recalls being at school and believing that mathematics is purely about adding, subtracting, multiplying and dividing numbers. When observed, Child A participated in many different activities including times of the day, shape and sorting. All of these skills are classified as mathematical skills by the Literacy and Numeracy Framework, however, they are often not what first comes to mind when asked to describe maths as a subject.

Child A mentioned during the interview that she liked mathematics and it was her preferred subject of the two options given to her (Appendix 2, Questions 11 and 13). These answers may be considered surprising by some as it was reported by Boaler (2009) that mathematics is the second most hated subject after science. It is suggested by Devlin (2000: 254) that the key to being successful in maths is wanting to do it. If this is to be believed then Child A's attainment in mathematics could well be a result of her enjoyment of the subject and willingness to learn.

Future Progress – Language

Oracy

Being able to speak well is one of the biggest indicators of a child's success in later life (Edutopia, 2016). Child A has shown herself to have a proficient set of oral skills. Appendix 7 represents her ability to use relevant language in a role-play setting. The outcome of best-fit for Language, Literacy and Communication for this pupil at the time of observation was Foundation Phase Outcome 3. For this reason, any future progression plans should be made with Foundation Phase Outcome 4 in mind as this would be the next step up for the pupil.

Appendix 12 (at the time of 6:40) shows Child A joining in with a song with support. In order to progress this pupil's learning further in this area, I would set a group work task in which pupils must work in groups to choose a Welsh song to perform for the class.

In addition, I believe that I use too many colloquialisms in my spoken English. If I were to model a higher degree of standard English throughout my lessons, I would set a better example for all pupils within the class.

Reading

The focus child had a fantastic reading ability. She is able to confidently decode consonant-

vowel-consonant words and uses strategies to assist her in decoding trickier words. However, although Child A has demonstrated her ability to use full stops in her writing (Appendix 6), she is yet to understand their purpose when reading a text. In order to assist her in understanding the meaning of full stops, I would exaggerate punctuation when reading the class story. By modelling the importance of stopping at the full stop and asking pupils to point out why I have paused in the story, pupils such as Child A would have a greater understanding of this type of punctuation.

Also, in an attempt to deepen Child A's understanding of a text, I would employ questioning techniques. Socrates (Fifth century BC) theorised that the best way to teach is by asking questions to encourage the learner to think (E. C. Wragg, 2002). It is important to consider the answers that the chosen questions are likely to produce. Gall (1970) noted that only 20% of questions asked by teachers in his study were asking pupils for anything beyond recall.

I would use Higher Order Thinking Questions to promote deeper thinking in Child A. These question types require pupils to elaborate their answers and read deeper than what is on the page. Types of Higher Order Thinking Questions include: theme, character interpretation, and making connections to students' lives (Peterson and Taylor, 2012).

Writing

Competency in writing is vital for academic achievement (Puranik, 2014). Child A's handwriting (Appendix 7) shows that she has advanced fine motor skills. Fine motor skills are the use of small muscles to manipulate objects (Gallahue & Ozman, 2006). Child A is also beginning to use capital letters at the start of her sentences. In order to progress Child A to Foundation Phase Outcome 4, she should be encouraged to use them more consistently at the start of sentences. This could be achieved by modelling the use of capital letters on the board. The class teacher did not use capital letters when writing on the board as many children in the class were not ready to be introduced to them. However, the transition into using them could have been made simpler for those who were ready by being shown examples of how they should be used.

Mathematics

Child A required some support with prepositions. Prepositions locate an entity in relation to a

‘landmark’ (Boers and Demecheleer, 1998). Appendix 13 is an example of the work Child A completed in regard to prepositions. Whilst the work was completed correctly, Child A asked a lot of questions in regard to the task and seemed to be less confident in finishing the task. In order to support this pupil in her progress, I would model the use of prepositions in my instructions to pupils. For example. ‘let’s line up under the sign’.

The focus pupil completed Appendix 14 to a high standard. This pupil was able to identify one more and one less than a number within 10. In order to support this learner’s progression, I would use the scaffolding technique. The Zone of Proximal Development is a theory by Vygotsky to describe the learning required to span the gap between what a child can do alone and what they need support with (Pound, 2006, p. 40). One more and one less of a number is within Child A’s ‘Comfort Zone’. She is able to do this without support and with very little difficulty. The next step for this pupil is using two more and two less than a number within 10, she will not yet be able to do this alone. To bridge this gap, I would use small learning steps, dubbed ‘Schema’ by Vygotsky. I would begin by practicing adding and taking away two in traditional sums and ‘number sentences’ so the pupil becomes more familiar with the concept.

In Appendix 11, Child A found the activity to be very simple. However, the rest of her group struggled with the concept. Differentiating the task would allow for all pupils to be working at the best level for them. When discussing differentiation, Raffan (2001) highlights that work should be differentiated to suit individual pupils’ learning styles, not ability alone.

Differentiation holds links with Gardner’s ‘Multiple Intelligence Theory’ (Pound, 2006). It is explained that Gardner was more concerned with how individuals are intelligent, rather than how intelligent individuals are. Differentiation is a technique that encourages pupils to be intelligent in their own ways and use their unique skills to reach their potential.

Conclusion

In conclusion, every learner is an individual on their own unique educational journey. Different learning styles and personal preferences all combine to create a different ideal learning environment. As discussed, Child A was a visual learner who thrived through the use of visual resources (Appendix 2, Questions 3 and 8). However, other pupils may find the use of multilink, videos and counters to be more beneficial to them.

Appendices

Appendix 1



RE: BA Ed (with QTS) Year 2 PTE, permission and confirmation that work has been undertaken in school for assignment ECAD5004.

Dear Class/Senior Mentor,

For the university module ECAD5004: Teaching Language and Mathematics, trainees are required to identify one 'average' attaining learner within the class in which they are based and, over the PTE, explore what helps the pupil to learn language and mathematics. Such exploration could involve:

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

Undertaking this work should support trainees in understanding how children learn language and mathematics and how they can develop their teaching to ensure effective learning in these areas. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical classroom practice. The trainees have been told 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 exploration work has taken place.

Please note that this work falls under the 'consent form' within the Athrofa partnership handbook. Therefore we would be grateful if you could confirm that the student has discussed his/her exploration work with you by signing below.

STUDENT NAME (PLEASE PRINT): Jade Bissmire

SCHOOL NAME (PLEASE PRINT): Newton Primary School

MENTOR NAME (PLEASE PRINT):

Siobhán O'Brien

MENTOR NAME (PLEASE SIGN):

S O'Brien

If you have any queries regarding this, please contact:

helen.denny@uwtsd.ac.uk

Many thanks in advance,

ECAD5004 module team

Helen Denny
Jayne Morgan
Angella Cooze
Ishmael Lewis
Linda Davies
Rachel Wallis
Nerys Delfa

Appendix 2

Language and Mathematics Interview Child A

29th January 2019

- The words Language and Mathematics were exchanged for English and Maths as Child A was not familiar with these phrases. Teachers names have been removed for anonymity purposes.

1. What is English?

Reading with **LSA**
Read-Write-Ink with **Teacher**
Handwriting with **Teacher**

2. Who helps you with English?

Teacher
LSA

3. What helps you with English?

The board
Books

4. Where do you use English?

In school

5. Do you like English?

Yes

6. Do you practice English at home?

I read with Mummy at bed time

7. What is Maths?

Numbers
Counting in 2s

8. What helps you with Maths?

Board
Using my fingers

9. Who helps you with Maths?

Teacher

10. Where do you use Maths?

School

11. Do you like Maths?

Yes

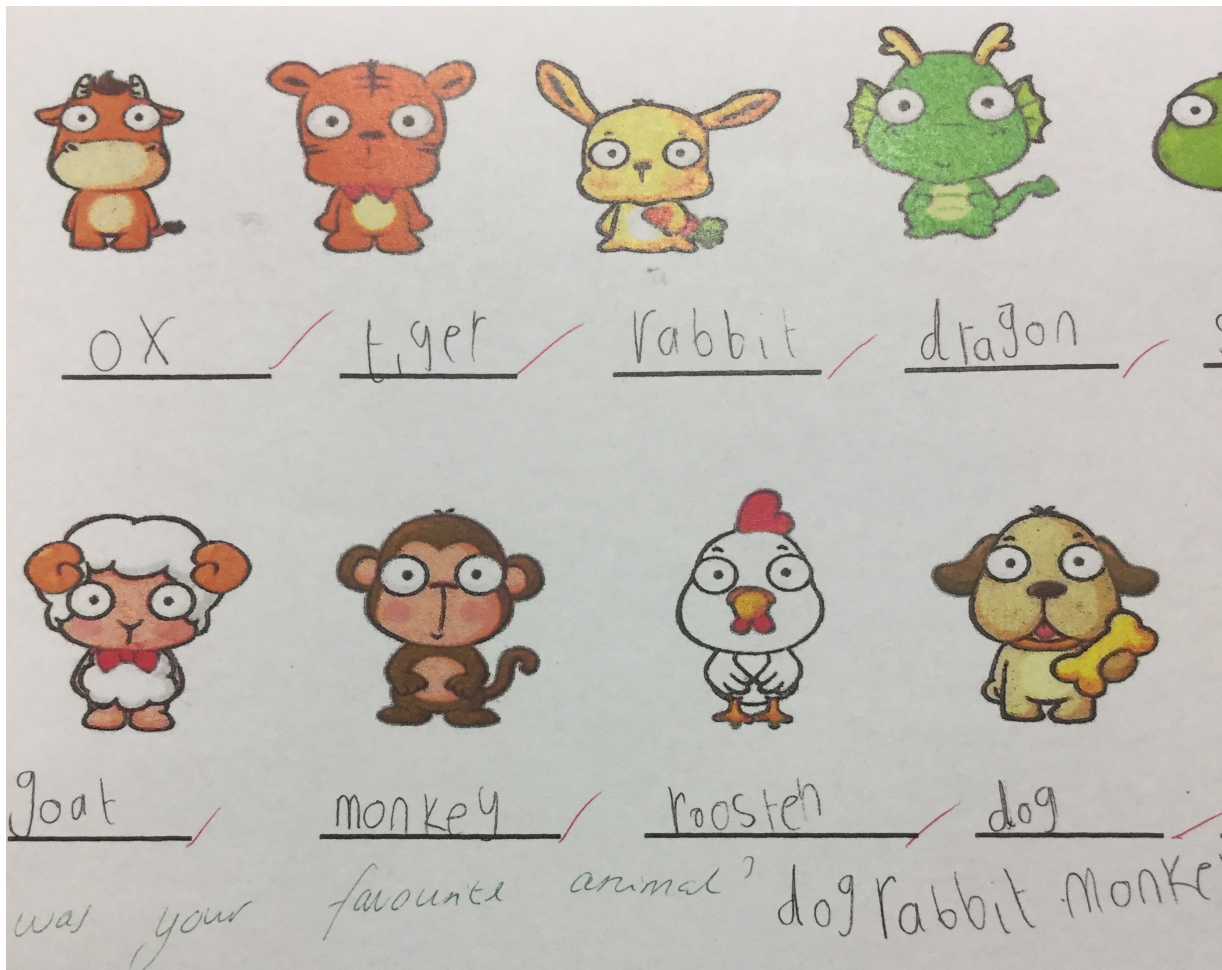
12. Do you do Maths at home?

We count in 2s in the car

13. Which is your favourite, English or Maths?

Maths

Appendix 3



Appendix 4



Appendix 5



Appendix 6

WALT: To record details of text.

Comprehension

1. Who was awake in bed in the middle of the night?

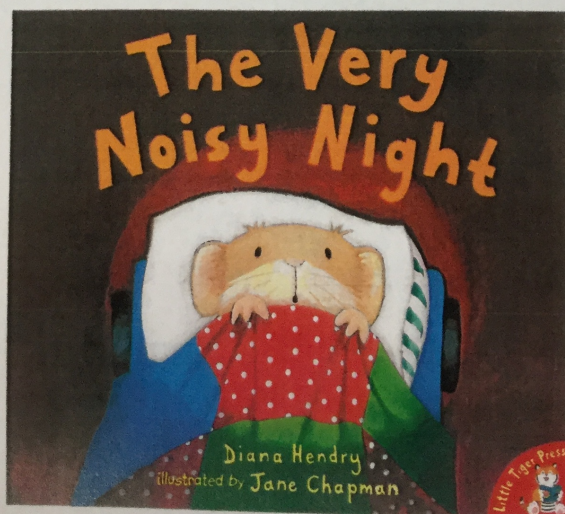
Little mouse.

2. What was keeping Little Mouse awake?

the branch.

3. Where did Little Mouse want to go?

big mouse bed.



Prompt

How would
you feel
if you were
little mouse

✓
"Happy
when in
big mouse
bed"

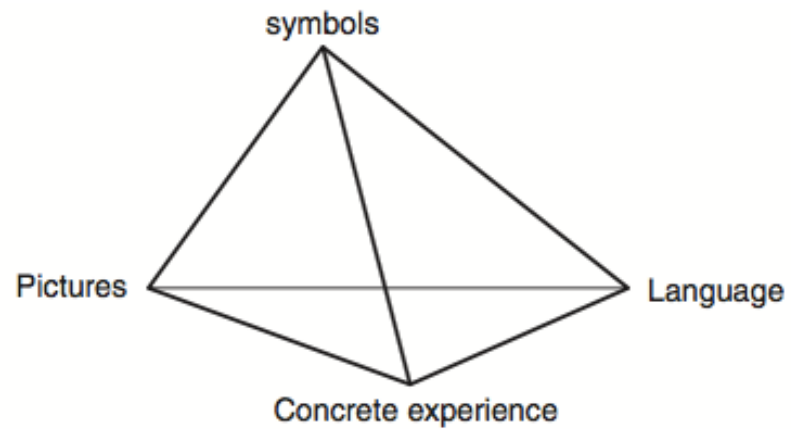
Appendix 7



Appendix 8



Appendix 9

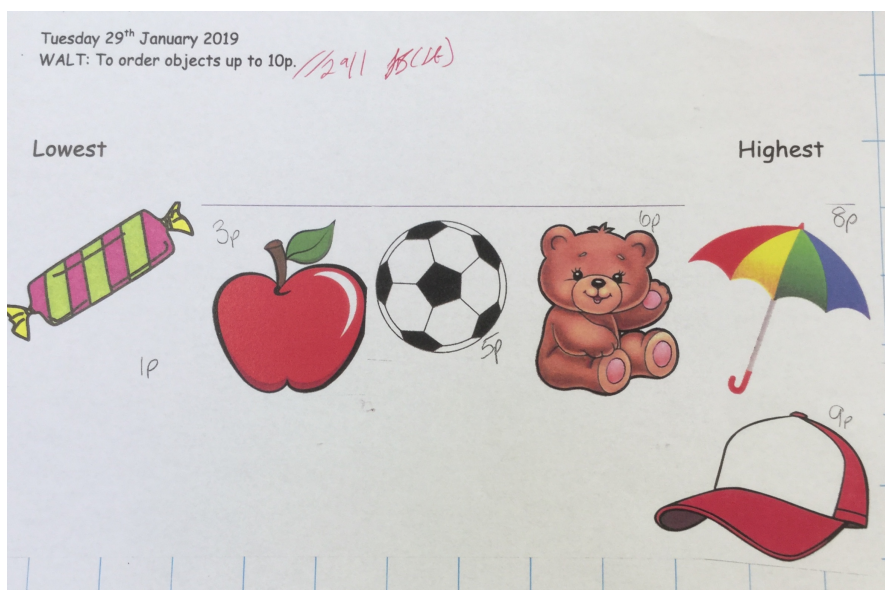


(Haylock, D. et al, 2007, p. 110)

Appendix 10



Appendix 11

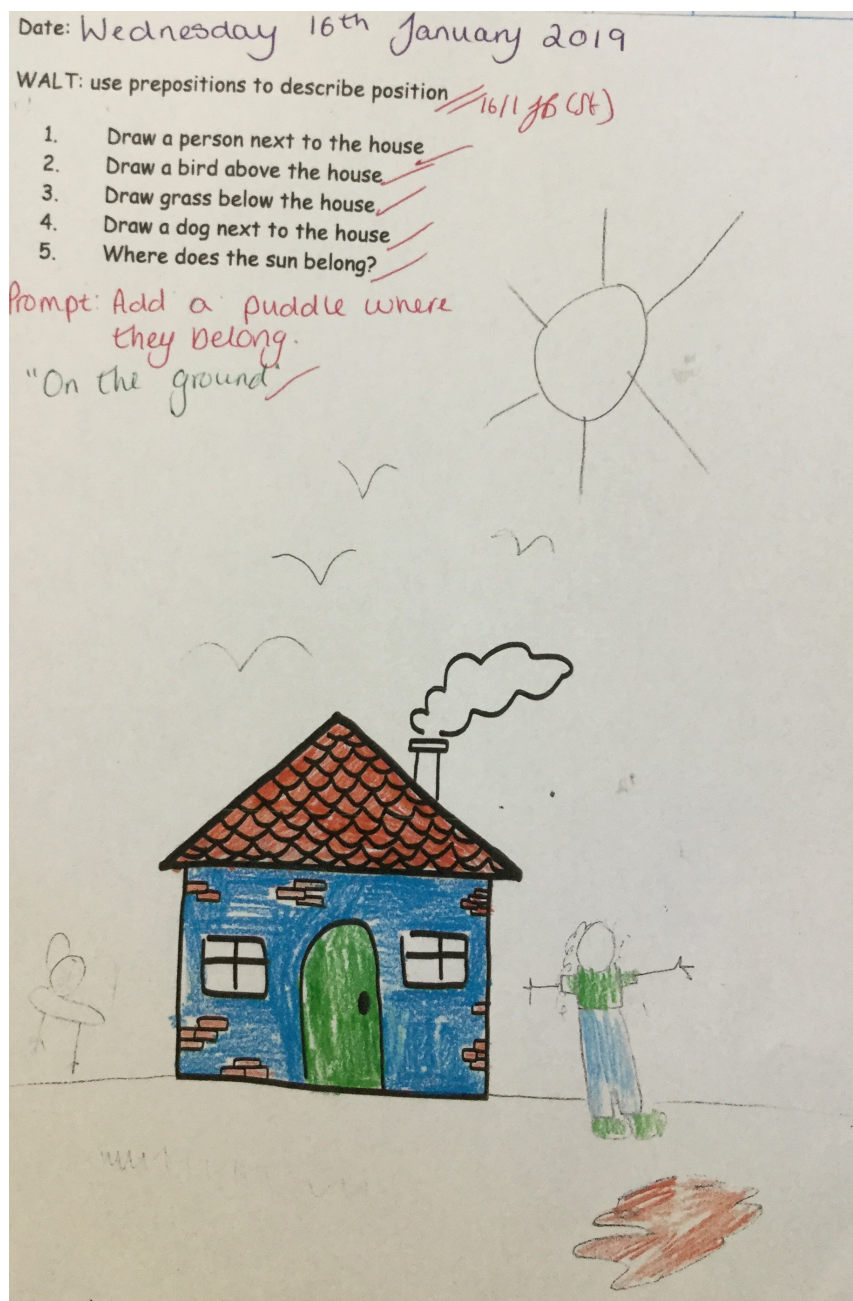


Student Number: 1706761

Appendix 12

<https://www.youtube.com/watch?v=BpRs23W7x2c&feature=youtu.be>

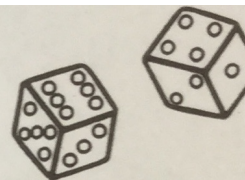
Appendix 13



Appendix 14

Directions:

- Roll the die and record the number in the middle column.
- In the left column write the number that is 1 less.
- In the right column write the number that is 1 more.



one less		number		one more
2	←	3	→	4
1	←	2	→	3
3	←	4	→	5
0	←	1	→	2
4	←	5	→	6

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