

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	X	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	X	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	X	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
Understanding the individual learner.	More academic reading.

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

Introduction

The aim of this paper is to provide a detailed analysis of one child’s holistic development, providing justifications for the child’s next steps in learning. The research for this paper has been carried out in an inner town school within the Carmarthenshire area, which will be referred to as ‘school A’. The school has 153 pupils on the roll, with 37.3% of those pupils recognised as eligible free school meal pupils. This figure is much higher than the national average for Wales, 17%. Within the school 87.5% of pupils achieve their expected outcomes within Key Stage 2, thus a slight increase on the 85.2% of pupils who reach the expected level within the Foundation Phase.

Throughout the paper the child whose progress is being analysed and developed will be referred to as ‘pupil A’, this will ensure that the anonymity of the child is upheld. Pupil A is one of thirty pupils in a Year 3 class within school A. Pupil A is 8 years of age and a recognised English Additional Language learner who speaks fluent Cantonese. Cantonese is the first language within the family home and both of the pupils’ parents have little English. Within the majority of curriculum subject areas Pupil A is working at or near the expected level for their age. Within this paper, the Mosaic Approach will be adopted for data collection allowing the voice and the perspective of pupil A to be accounted for.

Data Collection

Mosaic Approach:

The main method of data collection used was the Mosaic approach, this approach was developed to include the child within research, the voice of the child plays a vital role within this method (Clark, 2011). Within the Mosaic approach there are a number of child-friendly data collection methods. These methods include observations, interviews, photographs and using samples of children’s work. Allowing the pupil to provide their perspective on their own learning was a vital factor when deciding upon using this method. Due to the nature of

these methods qualitative data has been collected for this paper. This allows for more naturally occurring data to be collected that more closely resembles real life and the meaning the pupil attaches to things within their school life (Braun and Clarke, 2013; Taylor, Bogdan and DeVault, 2015). Some researchers imply that due to the way in which qualitative data is collected large amounts of information and data can be produced. In some cases, important aspects of the collected data can be overlooked and due to the nature of the data its collection can be time consuming. Despite this, the Mosaic approach provides a unique way which allows the pupil to give their perception and opinion on what is important to them, the way in which they learn therefore communicating their ideas meaningfully (Clark, 2011).

Observations:

To gather data in the most appropriate way for the learner, observations were used in a variety of contexts such as observations during their working time, observational notes and observations around the school/on the yard. Observational notes have been made daily in order to reach an overall holistic view of Pupil A by looking at their learning and interaction with everyday school life. Due to the learners EAL, the writer felt this would be an effective way to source data collection. A potential limitation of this data collection method is that pupil A can act differently if they know they are being observed, thus known as the Hawthorne Effect (Cook, 1962). Here, it is important to note that the daily actions of the pupil were not influenced or altered in anyway, therefore stemming away from bias and allowing a true reflection of Pupils A's interactions to be gathered (Sharp, 2012).

Interview:

To further understand Pupil A and their perceptions, opinions and attitudes towards learning and school life I felt it would be appropriate to use a form of interview. Giving the age of the pupil, I felt it would be best to use an informal interview approach to ensure the pupil felt comfortable to speak freely and express their true opinions (Osborne and Collins, 2001; Wilkinson, 2004). During the informal interview, dichotomous questions were avoided and open-ended questions were used to ensure the pupil could answer to the extent in which they wish. Informal interviews relieve the pressure off the pupil when answering questions (Vaughan et al, 1996). The informal interview questions were often embedded within the norm of the school day for example, when walking to the lunch hall or during play time.

There are some potential limitations to this data collection method, the researcher has no real way of knowing if what the participant is saying is truthful, therefore questioning the validity (Sharp, 2012). This limitation is somewhat reduced as the interview is not the sole method of data collection.

Samples of Work

Finally, the final aspect of the mosaic approach used was the collection of samples of work that Pupil A has produced in all the focus areas. Thus, allowing me to analyse the work completed in greater depth and conclude a best fit level the pupil is working at across the different subjects. The limitations of using such method is that if I was not present when Pupil A completed the work, vital parts of the learning process may be missing such as, how the pupil coped with the work and if any misconceptions occurred.

Ethical Considerations:

Throughout the gathering of the information used within this paper, the British Education Research Associations (BERA) and The University of Wales Trinity Saint David guidelines were adhered to, thus ensuring that appropriate ethical measures were upheld. The United Nations right of the Child (UNICEF, 1989) was another key document to ensure every child was considered within the research.

Before the research commenced appropriate consent was gathered. A consent form was distributed from the University which was signed by the class teacher to allow permission (see Appendix 1) Pupil A and his parents' permission was gathered by the class teacher and myself. Following the BERA (2011) guideline of the process being taken, both the pupil and their parents were made aware of the process and were encouraged that they had the right to withdraw at any given moment with any or no reason. Finally, following the BERA (2011) guideline of confidentiality and anonymity both the school and the pupils' identity will remain anonymous and unidentifiable.

Analysis of learner:

In the following section of the paper the data collected will be analysed using the A.S.K model put forward by (Nottingham, 2013). The A.S.K model looks at the Attitude, Skills and Knowledge of pupils. Therefore, throughout this assignment Pupil A's attitudes, skills and knowledge will be analysed. The model will allow for a reflection of their capability and current level.

Personal and Social development and Well Being

Pupil A has a positive attitude towards his personal and social development. This is clear as Pupil A always engages in conversations with fellow pupils and on occasions members of staff when coming into school in the mornings. Pupil A shows affection towards others by taking it upon himself to help if he can see they are in need. He has a clear ability to empathise with others' experiences and feelings. Pupil A's attitude to learning seems to differ depending on the subject area. It is clear that from the interview and observation his self-confidence and resilience are both much lower in literacy lessons than they are in mathematics lessons. This goes hand in hand with common trends that boys are less likely to share the same confidence and attainment levels as their female peers within literacy (Campbell, 2002: Grigg, 2015: Maynard, 2002).

Although having EAL, pupil A has high social and communicative skills which can be shown through clear communication with peers and staff. However, during playtime, Pupil A will play with pupils from the year above him whereas the majority of his classroom peers play with one another. This due to Pupil A having a relative in that year group who speaks the same home language, therefore Pupil A feels more at ease playing with him rather than his peers. The pupils he plays with have formed their own small group, researchers such as Adderley et al (2014) claim that this could be because children may feel more assured and included when the groups are kept small. Additionally, Pupil A expresses a keen interest in running and team sports when he is out on the yard during playtimes, thus showing an awareness of physical and social development. Furthermore, Pupil A enjoys playing the piano outside of school which is a skill that could be used to further develop his confidence within school in a cross-curricular way.

Pupil A demonstrates a good understanding and knowledge with regards to personal and social aspects of development for example, he is aware of the difference between right and

wrong and can apply this to any situation he may face. Additionally, he is confident enough to share the differences with his peers if they are behaving in a disruptive manner. Pupil A is somewhat unclear on some of the systems that the school has in place, this was highlighted during a conversation in which the pupil suggested that he liked getting green Dojo's but was unsure why he was getting them or what they meant to him and his peers.

Literacy

Pupil A's attitudes to the 3 strands of literacy seem to differ, his attitude towards reading is highlighted below:

"I enjoy reading, I like going to the reading corner and getting new books when I have finished my work".

Pupil A also suggested that reading is his favourite part of literacy and he enjoys the class reading time after lunch. Whilst reading, pupil A shows a good level of open mindedness and a desire to succeed is evident. Pupil A's progression in reading is clear through the use of the schools reading scheme of the Oxford Reading Tree. This clearly outlines the level in which Pupil A is at. Once learners reach level 15, they become a 'free reader' meaning that they have free range of books rather than following a scheme. Pupil A has outlined his desire to become a free reader and is determined to hit that target. Despite this, the pupil's attitudes are somewhat different with regards to oracy and writing. His general confidence in these two areas of literacy is much lower than in reading and other curriculum subjects. Due to this he is somewhat less resilient and his self-regulation is tested. The pupil's open mindedness to learning is also beginning to cause a barrier to his progression, he seems content to coast through literacy lessons rather than become an active participant within his learning.

Across the board in literacy pupil A's skills are practised, he has a good understanding of most of the curriculum and can perform the skills quite well. Pupil A's intellectual skills within literacy are good and they are beginning to be developed each lesson. During an informal interview pupil A outlined two areas where he feels he struggles within literacy:

"Sometimes I get good ideas in my head but I can't always write them down. I also sometimes can't spell the words I want to write".

This is something that has been recognised across many EAL learners, the concept of English words comes with great difficulty (Franson et al, 2002). Furthermore, in literacy lessons pupil A is much less likely to use communication skills to help develop his understanding, this may be due to a lack of confidence in this subject area. Looking at a range of the pupils literacy work it is clear that his skills need developing to reach his expected outcome level (see appendix 2). Within the majority of writing sessions, the pupil is unable to use the correct punctuation and as he has highlighted he rarely uses a variety of words. Here it is important to outline that the pupil only speaks English whilst in school as at home the spoken language is Cantonese.

Within the knowledge aspect of literacy, the pupil has a basic understanding of some of the main concepts and ideas embedded within the curriculum but there are areas where improvements need to be made. An example of the pupil understanding a concept of literacy can be seen in the way he has structured his letter. Here his knowledge is clearly to a good level as he has been able to understand and implement the concept.

Mathematics

Throughout the informal interviews, observations and day to day interactions with pupil A it quickly became clear that mathematics was his favoured area of learning. When questioned on his favourite subject pupil A's response:

"Maths, I like maths because I am good at doing the work".

During all of the mathematics lessons that I have taught and observed pupil A shows an absolute desire to succeed within mathematics. Despite having a great ambition to succeed he is also very resilient and is able to view any mistakes that he makes as opportunities to learn. Within mathematics lesson he shows very high self-regulation and is able to concentrate on his own work even when others around him are off task. Throughout mathematics pupil A is completely focussed and is willing to take risks such as differentiated work to extend his understanding. He is also able to show good thinking and communication skills when working as part of a group within mathematics lessons.

During mathematics lessons, it is evident that the intellectual skills of pupil A are being challenged. Within the majority of mathematics lessons pupil A is able to use his intellectual skills in order to perform the skills needed to answer numerous questions in a very capable manner. This is evident within his work as he is able to apply the same and use new understanding to find answers (see appendix 3). It is also evident through Pupil A's independence throughout maths lesson.

Through observations, discussions with the pupil and the class teacher it is clear that pupil A has a good thorough understanding of mathematic concepts. Pupil A is able to develop his understanding and knowledge by using his learning and applying it to new and more difficult mathematic problems. He has the ability to combine what he has learnt previously with what he is currently learning to further develop his knowledge. This was evident during a mathematics lesson taught on area, pupil A was able to link his previous learning on perimeter with new learning on area.

Science

Science provides a change in attitude from Pupil A compared to other subjects. Whilst he has a positive attitude towards mathematics, he shows more confidence towards interactions with others in Science lessons. He is clearly engaged and his level of curiosity seems to be relatively high and is keen to share with others in his class. This could be due to the hands-on nature of Science. His desire to succeed is evident throughout Science however, not as high as his attitude towards mathematics. Through observations it is clear that pupil A has much more willingness to answer questions and discuss the learning with peers. He is keen to form his understanding with the help of others as he highlighted the desire to work as part of a group more often:

“I like working in groups because if I am unsure of something we can share answers and help each other out”

This going in line with the Russian Psychologist Lev Vygotsky (1978) and his theory of social interaction. As he believes that interaction with peers can enhance cognitive development.

Within Science, pupil A uses his intellectual skills to a high level in order to complete given tasks. Additionally, he is also keen to use his communication and social skills to construct his understanding with others – something he struggles with in other subject areas. Pupil A has produced Science work of a high standard throughout the year and often gets the majority of answers correct. When completing practical science activities, he is able to use physical skills including his senses such as touch and smell. This was evident in a recent lesson investigating the parts of a plant. Throughout the day, Pupil A is also able to make general comments about different body parts and the impacts of different nutrition.

Pupil A shows good knowledge and understanding in terms of scientific concepts. He is able to understand facts and figures and further develop his knowledge through enquiry by asking questions. Pupil A is also able to respond to questions about what worked and what did not.

Pupil A's current best fit outcome level for Science is a high level 2 boarding a low level 3.

Next Steps

Personal and Social Development

In order to develop the pupil personally and socially there are a number of potential next steps. The first step that could help the pupil is for him to become aware of who he is as a learner and understanding how he learns best. When questioned on how Pupil A likes to work best he was at first unsure but continued to say that he liked things that were written down, so he could learn from reading. By thinking about the way in which he learns, pupil A will start to form a sound understanding of how he can develop his overall skills, Felder and Solomon (2000) express the importance learning styles and pupils understanding their own strategies to support this. Thus, relating to Vygotsky (1978) and the Zone of Proximal Development and how the pupil is learning and moving himself forward. From this, the pupil will be able to better understand his needs as an independent learner thus helping to promote his development. Furthermore, with the implementation of the 'Successful Future's' report put forward by Graham Donaldson (2015) this would aid the pupil in becoming a capable independent learner, who can discuss ideas and concepts they have the skills and knowledge about.

To enhance the pupils' awareness of the school life and to further develop his confidence and social skills, Pupil A could become integrated into aspects of the school life, through the playground buddy system. This would offer the pupil the chance to integrate with other school pupils whilst showing a sense of care and affection towards others. Pupil A's spoken language could be used here at an advantage also, as he could teach other pupils Cantonese language which could contribute towards social development and improvements in confidence. Furthermore, pupil A would benefit from being in a position where his voice is heard in matters that concern the school, from observing and speaking to the pupil it was clear that the school has certain policies in place that he as a pupil does not understand. Allowing pupil A and his fellow pupils to express their opinions through involvement with decisions that matter to the school life would help him to develop personally, social and also have a positive impact on his well-being (Quinn and Owen, 2014).

Literacy

Currently pupil A's best fit for performance level is around a high level 2 outcome level for literacy.

Pupil A is a keen reader and his passion for reading is clear day-to-day. Pupil A's best fit level for reading is a high level 2 to a low level 3. In order for the pupil to progress to become a solid level 3 more opportunity needs to be given to the pupil to read different texts. Additionally, it has been recognised that pupil A can identify words but cannot comprehend the meaning therefore, more support could be put in place to help pupil A understand the meaning of words. For example, he could be provided with an opportunity to research the meaning of words that he is unsure of using an iPad. From this he could create his own Thesaurus and use this to help develop his understanding of words. For this to be successful it would have to be carefully planned and an iPad would have to be accessible at all times. Alternatively, the pupil could be provided with different reading experiences such as modelled reading, guided reading and shared reading which will all help to co-construct understanding and develop a greater knowledge of the meaning of words for the pupil.

With regards to Oracy pupil A is capable of 'beginning to show confidence in talking and listening, particularly, when the topics interest them' (The Welsh Government, 2016: 16).

However, the pupil is unable to consistently ‘talk and listen confidently in different contexts, exploring and communicating ideas’ (The Welsh Government, 2016: 16). In order to further develop his oracy skills the pupil needs to become confident in exploring and communicating ideas that are in different contexts, out of his comfort zone. One potential next step that would benefit pupil A but also the rest of the learners within the class would be to ensure that oracy is carefully planned for and ensuring that the classroom climate is conducive to oracy (Grugeon, Hubbard, Smith and Dawes, 2014). Furthermore, the practitioners within the classroom could learn a few words and phrases in Cantonese. This would encourage the pupil to take risks and develop his confidence and make the learning truly collaborative (Grigg, 2015).

With regards to writing pupil A is currently best fit to working at a high level 2 outcome. In order to develop and to reach the level 3 outcome pupil A needs to focus on the use of punctuation as level 3 states that: ‘Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately’ (The Welsh Government, 2015: 18). Another next step for the pupil A whilst writing is to choose words for variety and interest, this is something that needs to be done consistently for the pupil to move into outcome level 3. From speaking to the pupil, it became clear to me that he is motivated by clear rewards and visible progression. With this in mind the use of checklists and word banks for the pupil when he is writing should help him to develop to the next outcome level. This would ensure that the learning is visible to the pupil and allow him to become a teacher to himself to a certain extent (Hattie, 2012). If this was paired with a positive reward system where the learner saw value in the reward the improvement could be significant.

Mathematics

Pupil A’s best fit is currently level 3.

In order for pupil A to develop and move onto the next level there are a range of skills that will have to be developed. The use of negative numbers, division with remainders and the use of standard units (concept of space and capacity) are all areas whereby the learner needs to progress. From understanding the pupil’s attitudes, current skills and knowledge this would certainly be an appropriate next step. As practitioners, pupil A needs to be provided with differentiated work, here we can understand the need to view every learner as an individual

and cater for their individual needs (Donaldson, 2015). By providing differentiation for pupil A it is hoped that the pupil will be sufficiently challenged and his interest in mathematics will be sustained (Kerry, 2002; Grigg, 2015). Furthermore, pupil A could also be used as a mathematics role model within the school. The pupil could be asked to help teach mathematics to small groups within the early years of the school. As well as developing his mathematics understanding and reasoning this may also help the pupil to become more confident in his literacy skills as he would be put into situations where he would have to use different kinds of vocabulary, thus naturally developing his oracy skills. Topping et al (2003), indicate that providing pupils with this opportunity has the potential to benefit both the pupil who is tutoring and the tutee. The benefits are not only seen in an increase in mathematic ability but also in self-esteem for all pupils involved (Topping et al, 2003).

Science

Within Science the next steps for Pupil A are slightly different to those mentioned previously. The aim for Pupil A within science is to try and provide opportunities for the learner to work in pairs or small groups. He has clearly expressed his desire and enjoyment of working within small groups during Science lessons and thus could provide him with an opportunity to develop his understanding and extend his learning. Research studies have shown that literature indicates how cooperative and collaborative group work has positive impacts on both academic and social outcomes (Slavin, Hurley and Chamberlain, 2003; O'Donnell and King, 1999; Webb and Palincsar, 1996). Science provides an environment where this kind of learning is promoted, children are encouraged to try things out, recheck measurements, to ask questions and to evaluate (Grigg, 2015). In order to move the learner on to the next level he needs to prove that he can suggest where to find evidence, information and plan with support. Therefore, rather than simply having the support of the teacher, pupil A could be provided the opportunity to use his peers as his support, thus allowing the pupils to socially construct their understanding (Schaffer, 1996). However, it is clear that this kind of learning has to be carefully planned for and cannot just take place with the desired outcomes. Preparation of the classroom allowing for effective group work to take place would be vital as well as ensuring that lessons and activities are conducive to social constructivism learning (Baines, Blatchford and Chowne, 2007). By doing this pupil A and his peers would have a greater opportunity to construct their own understanding within science, therefore potentially benefitting from a change from the formal adult led, whole class teaching approach (Blatchford et al, 2003).

Conclusion

In conclusion, pupil A has potential to become a high achieving (more able and talented) pupil as he progresses throughout his educational life. His ability in Mathematics is of a very good level and it is up to his teachers to ensure that he is being pushed to develop his knowledge and understanding. Literacy provides a somewhat more challenging proposition when considering pupil A's next steps. It is evident that due to English not being pupil A's first language there will be barriers to his learning. However, it is vitally important that pupil A is given the opportunity to become more confident with his literacy through providing a learning environment that is more suited to oracy and literacy in general, especially with EAL pupils in mind. Science provides an opportunity to trial different pedagogical approaches which the pupil himself has suggested. Through the use of group work pupil A could be provided the opportunity to co-construct his learning and therefore reach the next outcome level. In terms of developing pupil A personally and socially there needs to be an active effort to help integrate pupil A into the wider aspects of school life. This could be done by giving the pupil a voice to give their opinions on things that matter to them with regards to school life and also by giving pupil A more responsibility to help develop his social skills and confidence levels.

In future practise, understanding the importance of assessment for and of learning will ensure that pupils within my classrooms as catered for both academically and in a holistic manner. With the new curriculum within Wales a much greater importance is to put upon pupils learning independently and us as practitioners understanding the individual needs of each and everyone one of our pupils. Completing this assignment will hold me in good stead when doing this within the near future.

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Appendix 1

Consent form signed by the school mentor.

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2018.

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): _____

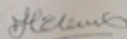
SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): _____

If you have any queries regarding this, please contact the Programme Lead Helen Lewis : h.e.lewis@uwtsd.ac.uk

Many thanks in advance,



Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2 – Literacy work

Little Lunt 12 March
LO: instruction writing; how to play snakes and ladders.

1. The aim of this game is the first person to get to hundred.
2. First each player chooses a colour for their counter.
3. Next each player takes turns to roll the dice.
4. If they land on ladder they go up.
5. If they land on snake they go back down on where the snake tail is.
6. The winner is the first player to reach 100 on hundred.

* clear instructions
* neat work

Wednesday 14th March
LO: using basic imperative verbs.

Shut, fly, spread, place, chop, turn
Pour, close, mix

1. Shut the door, there's a draught.
2. Turn off the light please.
3. Pour the milk into the glass please.
4. Put your coat on before you go out.
5. Turn left at the traffic lights.

1. Place your food on the table.
2. Cook the food then we can eat it.
3. Move the table next to that corner.
4. Cut the wood down then make a wooden chair.
5. Pack up the rubbish and put it in the bin.

* excellent understanding, well done!

LO: to write an informal letter.

Old Road
Harrell
SA15 3HW
26.04.2015

Dear Gran,

I hope you like your new home and hope you like the beach and meet all at the station I'm really excited to visit your new house and the beach. Do you like how our relationship is your neighbours friendly and did I hope grand and you are feeling well, I'm excited to see my bedroom is my bedroom. Small or big or middle and I'm really excited to make new friend to play with we can go fishing in the beach we can catch small fish and big fish we can eat fish for dinner and something else we can fish and ship for dinner. Love from Tim

Tim

* well done

Monday 20th April
LO: to write the end draft of the letter.

Old Road
Harrell
SA15 3HW
30.04.2015

Dear Gran,

I hope you feeling well I hope you like the beach from your grand window and all your neighbours is friendly and nice. Do you like your back view from the hills. I'm really excited to visit your new home and the beach we can go swimming in the beach.

Appendix 3- Maths work

5 like animal stories? = 4 ✓
 6 like animal stories or science fiction? = 10 ✓
 7 32 ✓
 8 64 ✓

27 out

1. cardiff ✓
 2. newcastle and chelsea ✓
 3. manchester united and arsenal ✓
 4. chelsea, cardiff, liverpool ✓
 5 14 ✓
 6 10 ✓

30,042018
 6.0 times 10

1. $26 \times 10 = 260$ ✓
 2. $18 \times 10 = 180$ ✓
 3. $32 \times 10 = 320$ ✓
 4. $19 \times 10 = 190$ ✓
 5. $29 \times 10 = 290$ ✓
 6. $13 \times 10 = 130$ ✓

7. $17 \times 10 = 170$ ✓
 8. $39 \times 10 = 390$ ✓
 9. $45 \times 10 = 450$ ✓
 10. $52 \times 10 = 520$ ✓

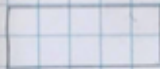
1. $19 + 6 - 10 = 15$ ✓
 2. $23 + 4 - 10 = 17$ ✓
 3. $26 + 4 - 5 = 25$ ✓
 4. $27 + 2 - 7 = 22$ ✓
 5. $18 + 5 - 10 = 13$ ✓
 6. $19 - 5 + 10 = 24$ ✓
 7. $18 + 3 - 5 = 16$ ✓
 8. $24 + 2 - 9 = 17$ ✓
 9. $26 + 4 - 7 = 23$ ✓
 10. $33 + 2 - 12 = 23$ ✓

* all correct, well done

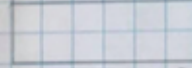
04.05.2018
 L.O.T.A work out Area.

a. 
 Area = 4 cm²

b. 
 Area = 6 cm²

c. 
 Area = 10 cm²

d. 
 Area = 9 cm²

e. 
 Area = 12 cm²

f. 
 Area = 2 cm²

Appendix 4- Science work.

