

## ASSIGNMENT DETAILS AND FEEDBACK

### SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Sections marked with \* should be completed by module lead

|                                                       |                                       |                                                  |                           |
|-------------------------------------------------------|---------------------------------------|--------------------------------------------------|---------------------------|
| Student name:                                         | Hannah Keep                           | Student P number:                                | 0901053                   |
| Programme: *                                          | PGCE Primary                          |                                                  |                           |
| Module: *                                             | School Development and Pupil Progress | Module Level (6 or 7):*                          | 7                         |
| Module code: *                                        | M7X02153                              | Contribution to Overall Module Assessment (%): * | 70%                       |
| Module Lead:*                                         | Helen Lewis                           |                                                  |                           |
| Assignment Title:*                                    | Written assessment 4,500 words        | Assignment No (x of x):*                         | 1/2                       |
| Start date:*                                          | 5/3/17                                | Submission deadline:*                            | 30 <sup>th</sup> May 2018 |
| Return date of provisional marks & written feedback:* | 27 <sup>th</sup> June 2018            |                                                  |                           |

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                           |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------|
| Referencing:                                                                                  | In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).                                                                               |       |                           |
| Submission:                                                                                   | <p><b>All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.</b></p> <p><b>Note:</b> the Turnitin version is the primary submission and acts as a receipt for the student. <b>Late submission of the electronic version of the assignment will result in a late penalty.</b> Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.</p> | Date: | 30 <sup>th</sup> May 2018 |
| Module lead to tick to indicate if a hard copy version of the assignment must be submitted. * |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       | YES                       |
|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       | NO ✓                      |

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                |
| <b>1. Subject Knowledge and Understanding</b><br>(which includes using research-informed literature and knowledge and understanding of the subject) | <input type="checkbox"/> | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>2. Intellectual Skills (Analysis)</b>                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>3. Pedagogic and Professional Applications (Practical Application and Deployment)</b>                                                            | <input type="checkbox"/> | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>4. Key Transferable Skills</b>                                                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL |             | PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP                                                                                                                                                                          |                           |
|------------------------------------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| N/A                                                                    |             | I feel I have not engaged with this assignment. I had missed the introduction to the assignment and have had trouble understanding what was asked of me. I feel my work is not of a very good standard and my lack of preparation. |                           |
| Student's Name                                                         | Hannah Keep | Date                                                                                                                                                                                                                               | 30 <sup>th</sup> May 2018 |
| Student's Signature                                                    | H Keep      |                                                                                                                                                                                                                                    |                           |

**Supporting Pupil Progress:**  
**A detailed analysis of one child's**  
**holistic development, with**  
**justification for the next steps in**  
**learning.**  
**Level 7**

M7X02153 -C

This essay discusses one child's holistic development and the steps to be taken to improve the learning and development of that child. Throughout this essay I will explore the data collected to outline next steps for the child's learning. These next steps will inform my future teaching to fully support the child in their learning process.

The school focused on within this research is within a communities first area with 40% of children on free school meals. The school is within a small village and is a small school with one class intake. I am based in a reception class that shares an area with the nursery. The class has 18 reception children and 3 nursery children. The children have access to different areas inside the classroom and occasionally have access to the outside weather dependant. The children have access to their wet weather gear for focussed outdoor activities as outdoors is promoted within the school. The class is grouped by ability with three ability groups, red for high ability, orange for middle ability and blue for low ability.

Pupil voice plays an important role within the school as children inform the learning that they wish to explore. At the beginning of the topic children discuss what they know and what they would like to learn throughout the topic. Teachers plan their lessons with these in mind to engage the children in their learning. Communication with parents is also important within the school with information on what the children will be learning is shared with parents at the beginning of the topic.

The school use self-assessment after every piece of work. Children choose Mr Men characters that they feel about their work.

My focus child is a 5-year-old girl in the reception class. She is entitled to free school meals and frequently attends school out of uniform. She has recently moved ability groups from blue group to orange group.

Throughout this essay I will refer to my focused child as Jane to keep anonymity.

## Methodology

To gain a holistic view of the child we used the methodology of The Mosaic Approach. This approach brings together various methods of research to collect that suit the needs of the participants as it includes data collected by teachers and the children involved. Clark & Moss proposed 'the purpose is to facilitate the co-construction of meanings' (2011:4) and giving opportunity for both adult and child to reflect on the learning that is taking place.

As explained that Clark & Moss the Mosaic Approach can be grouped into three stages:

'Stage 1: children and adults gathering documentation.

Stage 2: piecing together information for dialogue, reflection and interpretation.

Stage 3: deciding on continuity and change. '(2011:13)

As it names suggests The Mosaic Approach brings pieces of information together to create an overview of the child's learning. The first of these pieces is observations of the child, looking at the child within their learning but also in other areas that they come frequent

during their time in the educational setting. As suggested by Clark and Moss (2011) we must take a step back to listen and watch the happenings that occur when the child is interacting with their environment.

Observations of children are used to identify 'where they are on the learning continuum in order to move them along, and to identify any difficulties, misinterpretations or misunderstandings' (Department for Children, 2008:6) this can help teacher plan for future learning. However, it can be argued that observations are subjective, and the bias of the observer can influence the interpretation of the data and how it can be applied to the overall cohort (Cohen et al 2011). While in this case the data collected does not need to be applied to the cohort and is specific to the child involved, using observations for this process can help the researcher to identify the needs of the child involved. They are also shared with the child, parents and other practitioners for discussion resulting in a clearer picture of the observations collected (Clark & Moss, 2011).

Child conferencing adds to the pieces of the Mosaic by including the child's perspective to their learning processes and environment. To involve children in the process is justified as children should have an active role in the decisions that affect and thus showing a more holistic view of the child involved (WAG, 2011). To illustrate how the child views their environment questions are asked to determine their relationships with people, places and the activities they experience within their learning environment. The questions asked of the child would identify these relationships and the meaning they had to them (Clark and Moss 2011) for example the child in nursery identifies their favourite adults within the setting as the nursery staff. However, we must acknowledge that these are the adults the child is familiar with. To counteract this child conferencing can take place with another child and while the child is partaking in activity or exploring their environment. Clark and Moss (2011) does reiterate that the environment itself can influence the answers and we must note the context that the conferencing takes place.

Alongside questioning the child expresses their views of their environment by taking pictures, drawing maps and participating in learning walks (Clark & Moss, 2011). Children are given cameras to express themselves and document their learning environment. Afterwards a discussion between child and adult determines the meaning of the photos that have been taken. Before the pictures are taken it is explained to the child they must document places they learn within their environment and that they will share with the researcher the reasons why they have chosen those pictures.

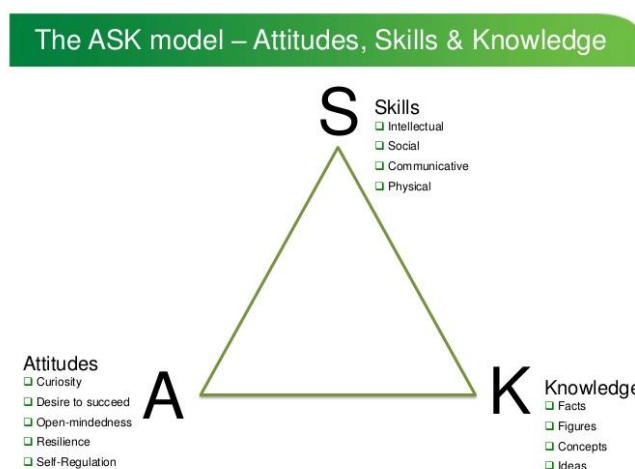
In addition to taking pictures of their environment the children are asked to map their learning areas to identify how they perceive their learning environment and what they choose as important to them. With younger children they can map their environment with pictures and photos taken with their camera. Throughout this data collection there is a dialogue between adult and child to determine the meanings behind their collection of photos and pictures. Clark and Moss (2011) outline the importance of this dialogue and how important that the discussion can help the researcher understand the needs of the learner.

The final piece of the Mosaic brings together the opinions of the adults within the learning environment. Perceptions outlined by the adults that interact with the child on a daily basis

can highlight areas the child may not have made aware to the researcher (Clark & Moss, 2011).

While conducting the research I must consider ethical considerations. During the conference the child must feel they are in control (Clark & Moss, 2011) and throughout the time as a practitioner I must adhere to article 3 and 12 of the United Nations Convention on the Rights of the Child. The child can withdraw at any time from the process and will be made aware of this at the beginning of the conference as children have the right to give informed consent (BERA, 2011). The limitations of this is if the child withdraws the information gathered will not show an overall picture of the child's learning.

To analyse the data, we will use the ASK (Attitude, Skills and Knowledge) (Nottingham, 2013) model to interpret each piece of data we have collected.



Nottingham (2012: 3)

## Analyse of Data

### Language, Literacy and Communication

Jane's attitude towards language, literacy and communication varies from the activities that are taking place. On focussed activity Jane shows curiosity towards the learning that is taking place, but through observation of Jane in the continuous areas her curiosity to communicate and write with her peers is not as clear to determine. However, when questioned about the different areas she pinpointed the roleplay areas as an area that she engages with and enjoys (see Appendix I). It is interesting that an area where communication with peers help such importance to Jane as throughout the observations she was the least communicative within her peer group.

The roleplay area promotes communication with peers and children are given freedom to express themselves. This supports the information gathered from the teacher and past assessment notes (see Appendix B) as in oracy Jane is showing Outcome 3 statements within her development. An example of this I witnessed when observing Jane in the roleplay area as she is using 'an appropriate and increasing range of vocabulary in complete

sentences and exchange ideas and interact with others.’ (Welsh Government 2015:52). This curiosity within this area has contributed to her moving up in her development.

Jane shows a growing want to succeed in her learning however lacks the resilience to persist in her learning. She shows a willingness to partake and enjoy her learning but when challenged she lacks confidence in communicating with adults what she needs to help her with the next step. She lacks the ability to have an open mind to what can be shared between adult and child or child and child.

Jane is very social with her peers. However, she lacks confidence when discussing as a group or with adults. She does partake in activities with enthusiasm and contributes to discussion when prompted but when observed she is socially capable within her learning environment. Jane takes ‘part in discussions and activities alongside adults or other children’ (Welsh Government 2015 :52) placing her within an outcome 2. Within oracy Jane exhibits a best fit of an Outcome Two working towards Outcome 3. Her lack of confidence when interacting with adults and vocalising her thoughts puts her at an Outcome 2.

Regarding reading Jane can identify all her phonic sounds when introduced to them individually, she can identify digraphs and alternatives within the sounds with support from the adult. When observing her on the carpet during the practising of the phonic sounds she is still performing the action that partners the sound. When presented with words she can identify the sounds but finds it difficult to blend sounds together. She displays the ability to recognise words as she remembers the word when asked the first sound, as recorded in her reading record (see Appendix E) the words she recognises are the names of the characters in the books the children read. Whilst in conference with her teacher it was noted that she rarely brings in her reading book from home and thus the teacher cannot move her forward in her reading.

Jane can compose a sentence orally and follow a sentence modelled by an adult. Jane can talk about her writing and can compare different letters. Jane can ‘recognise the alphabetic nature of writing and can form some letters and on occasion simple words and phrases, writing from left to right’ (Welsh Government 2015:15) (see appendix) and is starting to identifying the difference between lower and upper-case letters with some accuracy. Her writing is legible (see Appendix D) and her letter formation is good which shows good development of her fine motor skills. Jane is hitting many of the Outcome 2 markers with elements of Outcome 3, therefore her best fit is at an Outcome 2 in her writing.

Overall within Literacy, Language and Communication Jane is on track to leave reception with an Outcome 2.

### Mathematical Development

Jane shows a positive attitude towards Mathematics and shows a willingness to succeed within the subject. She has a good understanding of number and can identify relationships between numbers. When on a focussed task she can communicate her understanding with a growing accuracy and with support can achieve the learning objective.

Jane can apply her mathematical knowledge to other tasks focussed and continuous. She participates on the carpet during maths sessions and when questions are asked on the carpet she puts her hand up to answer but lacks confidence when asked to answer. On many occasions she has tried to answer a question but has not been able to vocalise her answer. When observed on the carpet during whole class teaching she is engaged and listening and participates during mathematical songs.

Jane can read and write numbers to 10 and is starting to read and write numbers to 20 with some accuracy. When asked to write numbers to 10 she vocalised how easy that was and shows a desire to succeed within her learning and shows an ability to self-regulate what she wants to learn. The desire to strive for a higher level is reflected in her work. When presented with a challenge to identify and copy numbers she asked to be challenged further with addition through adding one more. She vocalised again how easy it was and continued to ask for the next challenge. (see Appendix F ). Her ability to use number facts and their relationships up to 10 with accuracy working towards counting to 20. Jane can 'understand very simple addition and subtraction and mentally recall 'one more' and 'one less' within 10' (Welsh Government 2015: 55) therefore she shows some aspects of an Outcome 3.

Jane shows a resilience when confronted with failure and shows a willingness to try again. Her ability to apply her mathematical skills cross curricular is growing and when confronted with a mathematical problem in different areas she can apply her knowledge with some accuracy. When presented with a new idea for example during one of the lessons when presenting the children with a hexagon shape she was able to recall the information back to me at a later stage. Her ability to retain information shows a want for knowledge of concepts, facts and figures. However, her ability to apply these concepts with some accuracy varies on the activity that is taking place. When presented with abstract numbers Jane can accurately determine the next step for example what is one more than 12 she can answer accurately the answer is 13, when asked to prove her answers using concrete apparatus she lacks the understanding to show the physical representation of 1 more than 12.

Jane understands that money can be used to buy items and is starting to identify with accuracy coins up to 20p. She found it difficult to see the relationship with the value of the coins and did not recognise without support that 20p is worth more than 10p etc (see Appendix H). When presented with equivalence she could identify the smaller coins worth up to 2p as she recognised the size difference but when presented with a 5p she became confused as the coin representation was smaller than the 2p and she identified the 2p as worth more. However, when presented with the abstract numbers written down she was more accurate in her ability to find out the smallest and largest amounts.

Overall Jane shows Outcome 2 statements working towards Outcome 3. Her need for abstract representation of the numbers is keeping her from achieving the higher outcome as she shows ideas on concepts and not full understanding of number.

### Personal and Social Development, Well-being and Cultural Diversity

Throughout my observations on Jane during break and during continuous activities she is very popular with other children however many children have identified Jane as the child that intestinally hurts or annoys the children around her. When challenged by an adult about her behaviour she becomes very nervous and embarrassed.

She can cope with change of routine and has a growing understanding of the roles in the classroom. She does display the understanding of other living things and the need to care for them. However, she displays a lack of understanding of the feelings of the other children in her class. When asked about the pictures she had taken (see Appendix I) she did not seem to connect with why she had chosen the pictures. Her relationship with her learning environment seemed static and she seemed more comfortable within the classroom than in the areas outside. She was not able to connect with the pictures she had taken and when questioned about their meaning to her she repeated her answers for many of the photos.

Jane is beginning to 'recognise appropriate behaviour for different situations and respond to reason' (Welsh Government 2015 :50) during focussed tasks and directed tasks however she has shown a lack of understanding of appropriate behaviour when on continuous tasks and during break and milk time.

### Physical Development

When presented with a physical activity or fine motor activity Jane shows a high ability to perform the tasks to a high standard. Her fine motor skills are very strong and when observing her creating her butterfly (see Appendix G) she was able to pinch the paper with high accuracy to create the shape. During physical activity she is aware of her surroundings and shows an increasing ability for sports and dance. When observed during a PE lesson where the children were asked to imitate a bee's dance she was able to move to the rhythm of the music and create interesting movements with her body. She can thread with high accuracy and can cut with scissors with some accuracy.

### Next Steps

(Wales, n.d.)On reflection of the data Jane's reading ability needs to be addressed as her ability to access areas of learning is hindered by her ability to access reading at a higher level. To counteract this the introduction of guided reading sessions during the week to introduce the need for social reading. As argued by Vygotsky (1896 – 1934) interactions are important to leaning (cited in Gray and McBlain, 2012) his social constructivist view that learning is improved when working together and learning from each other. By introducing guided reading sessions that occur weekly Jane will experience literacy development as she is exposed to vocabulary and ideas from peers. With support from her peers she can develop the abilities to read at a higher standard.

*'Guided reading is an approach that provides many opportunities both to support students' language/literacy development sensitively and carefully and to develop*

*greater awareness of the particular forms of expertise that individual students bring to language and literacy experiences.'* (Biddulph 2002: 6)

These factors contribute to the development of a child's ability to access their reading at a higher level. Through this interaction they can decipher meaning from the texts and decode text.

Jane can currently repeat sounds that are presented to her, she cannot however apply them to her reading. According to Estyn we should 'encourage pupils to read widely for pleasure and develop leisure reading habits that are essential for life' (2008:17). To encourage Jane to engage with text and not just the sounds the books need to engage her and promote the sounds she is learning at the time. When researching texts, I came across the Read Write Inc program where texts are tailored to the phonic sounds that the children learn. The children are immersed in the sounds and develop techniques to help them build-up words. This can be applied to the Jolly Phonic setup with the children being immersed in words that include the sounds they recognise.

Children should be encouraged to mark make in many different areas. Brynteg Nursery (Estyn, 2016) holds writing as highly important for the development of their children within their setting. They promote writing in all the different areas of the classroom for example writing signs for the construction site and menus in the roleplay areas. They refer to the children as authors and share their written work and children value themselves as writers. This can be applied to the classroom by promoting the use of language and vocabulary in all areas. To incorporate the Literacy and Numeracy Framework throughout all area to promote the development of individuals.

### Mathematical Development

Jane can understand the concept of number by using facts and figures to help her. Her deeper understanding of value and how it can be applied to other areas for example height, weight and time. Her ability to understand the process does not help her understand the value of the numbers she is presented with.

Using Maths Mastery as a tool to help children fully understand as mastery promotes the 'procedural fluency and conceptual understanding' (NCTEM 2016:1) and both are used in correlation with each other to promote a higher level of thinking and understanding of the work presented to them. Mastery promotes the need for fluency with number and place value that can be applied to all areas of maths. Once a child is fluent in one area they are not to be pushed forward onto a higher skill, for example for Jane in reception working towards year 1 skills. Children are stretched sideways in their learning and are presented with reasoning and problem-solving questions to get the children to fully understand the meaning behind what they are learning. By stretching children sideways, the gaps in attainment become less as all children can meet the same objective but they access the learning at different levels of challenge.

As Jane is very abstract in her understanding of number, when presented with a concrete way of representing the amounts of coins (see Appendix) she struggled to show me she had

understood. However once completed the work will be revisited later. With Mastery the child moves through the process not moving on until understanding is determined. By doing this the learning becomes ingrained and when revisited can be applied in other areas.

### Physical Development

As Jane shows a high attainment in this area it will be used to enhance her other areas of learning for example as she is very capable physically she can apply this to other areas. Introducing physical literacy within the PE lessons and promoting motivation to want to succeed. Sport Wales argues that 'taking part in lots of physical activities develops a child's physical, cognitive, and social skills, impacting positively on their health and wellbeing' (2014) and by increasing health and wellbeing children's want to succeed increases. Physical Literacy promotes oracy through discussion and team work. Through partaking in more physical activities within school Jane can experience interaction and increase her motivation to learn.

### Conclusion

Through analyses of the data and the future practises to improve the child's learning I have found that many influences can affect the child and their ability to learn. When creating a learning environment for any child many factors must be considered. When exploring the connections that Jane had to her learning environment I found that she was not connected to it fully and did not engage her in any way. On reflection I felt that her inability to connect with her environment on a deeper level may have hindered her ability to apply herself fully to the tasks at hand.

When considering future practice in this class and my next I feel that a need to promote a sense of belonging in their classroom, by creating a welcoming safe area that they enjoy and want to learn. Children of all abilities need to feel part of the class. Throughout this process I have become aware on how important pupil voice has on the ability to understand children better. To promote skills in the learning environment is essential but children should be allowed to access the information they want to learn about.

In conclusion pupil voice and children's understanding of their learning environment will play a big part in my future practise as I feel connection with the children can lead to a child that enjoys learning and succeed within it.

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## Appendix A

| LNF - Numeracy                                                                           |                                                                                                                                                                                                              |                                                                                                                                                           | Year 1                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements                                                                                 | Routes                                                                                                                                                                                                       | Reception                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                            |
| Using number facts and relationships                                                     | I can count up to 5 and get it right every time.<br>I can say numbers from 1 to 10.<br>I can name and order numbers to 5                                                                                     | I can count up to 10 and get it right every time.<br>I can read and write numbers up to at least 10.<br>I can compare and order numbers up to at least 10 | I can count up to 20 and get it right every time.<br>I can read and write numbers to at least 20.<br>I can look at different numbers and know how to put them in order to at least 20.<br>I can use number facts up to 10 i.e. bonds of 10, e.g. 6+4, doubling and halving 4+4.<br>I can find halves in real-life situations.                                              |
| Fractions, decimals, percentages and ratio<br>Calculate using written and mental methods | I can "add more" or "take away" from a set of objects.<br>I can count the set again to find the new total.                                                                                                   | I can join two groups of things to find 'how many altogether?'.<br>I can take away objects to find 'how many are left?'                                   | I can add and subtract numbers when working with up to 10 objects.<br>I can use 'counting on' to add 2 groups, starting with the larger number, e.g. 8+5.<br>I can make sensible guesses of a number of objects.<br>I can check by counting.<br>I can use different coins to pay for things up to 20p.<br>I can work out how much has been spent and give change from 10p. |
| Estimate and Check                                                                       |                                                                                                                                                                                                              |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                            |
| Managing money                                                                           | I can give money to buy something in a shop.<br>I can sort coins for their colour or shape.                                                                                                                  | I can use 1p, 2p, 5p and 10p coins to pay for objects.                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                            |
| Length, weight/mass, capacity                                                            | I understand the size of objects by 'finding the big object' or putting objects in order from small to big                                                                                                   | I can use words like: longer/shorter than, heavier/lighter than holds more/less than                                                                      | I can use different things to measure: length, height and distance, weight/mass, capacity                                                                                                                                                                                                                                                                                  |
| Time                                                                                     | I can use pictures to understand the order of my day.<br>I am happy to wait my turn for an activity or go.                                                                                                   | I can show that I understand how long tasks and everyday activities take.<br>I can use time to explain my daily activities                                | I can read 'o'clock' using an analogue clock. I can read 'o'clock' using 12-hour digital clocks.<br>I can use words to do with time when I talk about my: daily activities, weekly activities, seasons of the year                                                                                                                                                         |
| Temperature                                                                              | I know the difference between hot and cold                                                                                                                                                                   | I can use words like hot and cold when talking about temperature.<br>I can move in the direction I am told                                                | I can use words like cooler/warmer when I describe different temperatures.<br>I can make whole turns and half turns                                                                                                                                                                                                                                                        |
| Area and volume                                                                          |                                                                                                                                                                                                              |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                            |
| Angle and position                                                                       |                                                                                                                                                                                                              |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                            |
| Collect and record data<br>Present and analyse data<br>Interpret results                 | I can sort objects using one reason.<br>I can match pictures to objects.<br>I can match objects that belong together e.g. knife and fork, cup and saucer.<br>I can match numbers up to 5 to a set of objects | I can sort and order objects using one reason.<br>I can show a set of objects using marks, numbers or pictures                                            | I can sort and group things using more than one reason.<br>I can collect information by voting or sorting and show this in pictures, objects or drawings.<br>I can make lists and tables using information I've collected                                                                                                                                                  |

## Appendix B

## LNF: Reception Oracy

| Elements                                        | Aspects                      | Code   | Children are able to:                                                                                       | Progression                                                                                             |
|-------------------------------------------------|------------------------------|--------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Developing and presenting information and ideas | Speaking                     | R.OS1  | talk about things from their experience and share information                                               | I can talk about myself and my family.<br>I can talk about things I like doing.                         |
|                                                 |                              | R.OS2  | use words, phrases and simple sentences                                                                     | I can say a few words. I can say a few words in a sentence.                                             |
|                                                 |                              | R.OS3  | express what they like and dislike                                                                          | I can say what I like and don't like.                                                                   |
|                                                 |                              | R.OS4  | speak audibly                                                                                               | I can speak so that people can hear me.                                                                 |
|                                                 |                              | R.OS5  | contribute to role-play activities using relevant language                                                  | I know which words to use in role-play.                                                                 |
|                                                 |                              | R.OS6  | Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. y ci, y gath | I can show that some sounds change at the start of words, e.g. y ci, y gath                             |
|                                                 | Listening                    | R.O.L1 | show that they have listened to others, e.g. by drawing a picture                                           | I can show I have listened to my teacher and my friends.<br>e.g. by drawing a picture                   |
|                                                 |                              | R.O.L2 | join in, repeat or memorise rhymes, songs and stories with some support                                     | I can join in rhymes, songs and stories.<br>I can remember them and say them again if someone helps me. |
|                                                 |                              | R.O.L3 | ask questions about something that has been said                                                            | I can ask questions about what I have listened to.                                                      |
|                                                 |                              | R.O.C1 | exchange ideas in one-to-one and small group discussions, e.g. with friends                                 | I can talk in a group or with another person.                                                           |
|                                                 |                              | R.O.C2 | take part in activities alongside others, with some interaction.                                            | I can work in a group.                                                                                  |
|                                                 | Collaboration and discussion |        |                                                                                                             |                                                                                                         |

wrong

## Appendix C

| LNF - Writing                                  |                                                                                     |                                                                                                            |                                                                                             |
|------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Aspects                                        | Routes                                                                              | Reception                                                                                                  | Year 1                                                                                      |
| Meaning, Purposes, Readers                     | I can share my news or tell someone about my drawing                                | I can make up and say a sentence to describe what I know and what I've done and about pictures I am shown. | I can write words or sentences about something, e.g. draw a picture to describe my writing. |
|                                                | I can use marks to show my work                                                     | I can draw pictures and make marks to show meaning.                                                        | I can order pictures, symbols, letters and words to say what I mean.                        |
|                                                | I can write some letters of my name                                                 | I am beginning to know my alphabet.                                                                        | I can talk about what I am going to write.                                                  |
|                                                |                                                                                     | I understand that written marks have meaning.                                                              | I can write words, phrases and sentences.                                                   |
|                                                | I can choose pictures and say a sentence to go with it using the computer or tablet | I can copy and write letters, words and groups of words                                                    | I can read back my writing.                                                                 |
| Structure and Organisation                     |                                                                                     | I can use pictures and symbols to write on- screen.                                                        | I can choose letters, words and pictures to write on- screen.                               |
|                                                | I can choose two or more symbols to show what happened first and next               | I can order words, signs or symbols to make sense.                                                         | I can put my writing in the right order, e.g. instructions, recipes                         |
|                                                | I am happy for an adult to write down my news or story                              | I can share my ideas when writing with an adult, e.g. shared writing                                       | I can follow a form that my teacher has shown me.                                           |
| Language                                       |                                                                                     | I know there are different types of writing, e.g. cards, lists, invitations.                               | I understand different types of writing, e.g. records of events, descriptions, stories.     |
|                                                |                                                                                     |                                                                                                            | I can use my topic key words in my writing.                                                 |
|                                                |                                                                                     |                                                                                                            |                                                                                             |
|                                                | I like to use different writing tools to make marks                                 | I can hold writing tools correctly.                                                                        | I can write my capital letters and lower-case letters clearly and correctly.                |
|                                                |                                                                                     | I write from left to right.                                                                                | I am beginning to use capital letters and full stops correctly.                             |
| Handwriting, Grammar, Punctuation and Spelling | I use some letter-like shapes when drawing                                          | I can tell the different letters apart.                                                                    | I am beginning to use connectives in my writing to join my ideas.                           |
|                                                | I use some word-like shapes with gaps when drawing                                  | I can tell the difference between capital letters and lower-case letters.                                  | I can spell some words correctly, e.g. cat, thin, sack                                      |
|                                                | I am beginning to trace over large shapes and letters                               | I can write the first letter of a word correctly by using my knowledge of sounds.                          | I can use my sounds to spell words.                                                         |
|                                                |                                                                                     | I can use everyday words in my writing.                                                                    | I can break up or chunk words to help me spell.                                             |
|                                                |                                                                                     | I can use my high frequency words in my writing.                                                           | I can spell high-frequency words correctly.                                                 |

Appendix D



LO: to write and send an invitation

Jane said what she wanted to write and the copied a model by an adult.



## Appendix E

## Reading Record

## Set 1

Jane can identify the different names of the characters. She struggles to identify the sounds within the words. High frequency words and tricky words.

| Date    | Kipper | Biff | Chip | Floppy | Mum | Dad | and | a | the |
|---------|--------|------|------|--------|-----|-----|-----|---|-----|
| 27/3    |        |      |      |        |     |     |     |   |     |
| 5/18    |        |      |      |        |     |     |     |   |     |
| 8/5/18  |        |      |      |        |     |     |     |   |     |
| 16/5/18 |        |      |      |        |     |     |     |   |     |
| 22-5-18 |        |      |      |        |     |     |     |   |     |
|         |        |      |      |        |     |     |     |   |     |
|         |        |      |      |        |     |     |     |   |     |

## Reading Record

## Set 2

| Date    | Who | oh | no | No | is | It | red | Oh | blue |
|---------|-----|----|----|----|----|----|-----|----|------|
| 5/18    |     |    |    |    |    |    |     |    |      |
| 8/5/18  |     |    |    |    |    |    |     |    |      |
| 16-5-18 |     |    |    |    |    |    |     |    |      |
| 22-5-18 |     |    |    |    |    |    |     |    |      |
|         |     |    |    |    |    |    |     |    |      |
|         |     |    |    |    |    |    |     |    |      |
|         |     |    |    |    |    |    |     |    |      |
|         |     |    |    |    |    |    |     |    |      |
|         |     |    |    |    |    |    |     |    |      |

Appendix F



LO: to identify numbers to 20

To add one more and one less

Jane can recognise numbers up to 20 with a high accuracy and can identify one more when presented with the abstract form.



Appendix G



Continuous activity

Threading



Creating a butterfly by pinching tissue paper.

Jane was able to complete this activity with a high level of independence.

## Appendix H

Wednesday 9th May

WALT: to begin to understand value of coins



Da sawn [redacted] Understood value up to 20p

## Appendix I

### Observations

Child conference:

Favourite people: teachers in the class

Role of adults: to help them learn.

People children didn't like: individual children

Favourite places: Roleplay, playing in the sand

Places children don't like: The older classrooms

Difficult things: Reading and maths

Favourite activities: Playing in the campsite (roleplay), Cutting and sticking.

Best day in reception: Going on a minibeast hunt; getting to choose.

Photographs taken.

Tuff tray, roleplay, dinner hall, create it table, outside area, mud hut,

Children visited and talked about

The PE cupboard

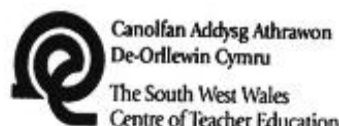
The older classes

The library as they never visit

The playground

The adventure - play

## Appendix J



**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): HANNAH KEEP

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):  
[REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):  
[Signature]

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

Many thanks in advance,

[Signature]

Helen Lewis, 5.3.18

**SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT**