

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)	☐	☐	☐	☒	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	☒	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☒	☐	☐
4. Key Transferable Skills	☐	☐	☐	☒	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
- Considered ethics and justified reasons for using certain data collection methods. - Analyzed the data and supported with relevant research.	- I need to further develop my pedagogic and professional applications. - I need to broaden my reading and use more peer reviewed journals

Student's Name	1101612	Date	30 th May 2018
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‘Supporting pupil progress: a detailed analysis of one child’s holistic development, with justification for the next steps in learning.’

Student Development and Pupil Progress (SDPP)
Module Code: M7X02153
Level 7
Word Count: 4, 941
Student Number: 1101612

Introduction

For the purpose of this assignment, data was gathered from a large Primary School in the Bridgend County Borough during professional teaching experience 2 (PTE2). The school accommodates around 520 pupils between the ages of 3-11, taught in 19 mainstream classes. 5% of the pupils are eligible for free school meals which is well below the national average and 23% of the pupils are identified as having additional learning needs (ALN), which is in line with the national average.

The data that will be discussed within this assignment has been collected and based upon one target child within the school during PTE2. The target child (Child A) is a 4 year old female in a reception class of 30 children within the Foundation Phase. Child A is a capable child who is placed in a group that is defined as the more able and talented (MAT). For Literacy, Numeracy and Personal and Social Development, Wellbeing and Cultural Diversity (PSD), the best fit judgement would suggest that child A is working at an outcome 3. She is also on pink band reading books in read, write, Inc. and has a reading age of a 5 year old.

Data Collection

The methodology used to collect data for this assignment adopted the mosaic approach. The mosaic approach is an integrated framework which recognises the importance of pupil voice and consists of a variety of child-friendly approaches to collect reliable qualitative data (Clark, 2011, Roberts-Holmes, 2018). Moyles et al (2011) compliments this proposing that the mosaic approach has the ability to pull together dissimilar information, which individually, would only tell part of a story but when assembled together, it can provide a strong portrayal of a child's experience. Furthermore, it has the ability to collect more reliable and valid data (Miles & Ainscow, 2011). Although agreeing, Rawlings (2008) stresses the importance of researchers ensuring that they avoid subjectivity and decision making to gather reliable, qualitative data.

The data collection methods used within the mosaic approach consists of a range of evidence, including: narrative observations, interviews with the child, children's photographs, maps and discussions with the class teacher. These techniques are a form of listening research techniques which are participatory and inclusive. Furthermore, the wide variety of evidence collected in multiple ways triangulates the data to ensure validity (Roberts-Holmes, 2018).

Although listening is an important aspect of the mosaic approach, the use of observation provides the researcher the opportunity to gain a deeper understanding of children's perspectives on the places they learn (Clark & Moss, 2001). Research (WAG, 2008) compliments this and further adds that the use of observations gathers information on children's knowledge, understanding and their personal preference. In contrast, Beith and Tassoni (2005) proposes that when children know that they are being observed, it can have an impact on what they do, how they do it and on their behaviour. Additionally, it is difficult for researchers to record accurately when there is so much to watch, and as a result of this, begin to select what they will record which could result in missing important aspects. Disagreeing, Riddall-Leech (2005) proposes that observations assist researchers to develop an awareness of the child's individual needs, their development progress, and finding out how and why they do something.

Although there are some disadvantages to this research method, the use of observations will provide the researcher with the opportunity to observe the child in its natural environment and to observe their behaviours, attitudes, knowledge, skills and understanding. Furthermore, this data will be triangulated with data collected in other ethical ways which will produce a holistic picture. Research (WAG, 2008) compliments this suggesting that by practitioners observing as well as listening will provide them with a better understanding about the child's learning.

The use of camera's can be used as a participatory tool for young children to communicate (Lewis et al, 2004). Furthermore, the use of photographs and drawings is a useful way to capture high levels of children's interests (Robson and Quin, 2015). This is complimented by Clark et al (2005) who propose that the use of camera's provide children with the independence and opportunity to document their own learning process. Clark and Moss (2011) supports this and further adds that photographs are a visual language that children can use to develop and register their interests. The images captured by the children then serve as a discussion point to clarify what the children had captured as important and why (Clark, 2017).

Interviews are an effective way to hear children's voices (Robson and Quin, 2015). Research (Armstrong and Sugawara, 2010) found that the use of interviews with children collected appropriate and understandable answers. However, there are some limitations to this method,

particularly with young children. Firstly, the findings may be moving in the direction of the researcher's own perspective, instead of the child and secondly, some children have difficulties articulating their thoughts fully in the use of interviews alone (Robson and Quin, 2015). Although there are limitations to this method alone, the use of interviews is an important part of the mosaic approach (Clark, 2017). When combined with other data collection methods, it can become a strong, reliable way to collect children's perspectives.

The combination of a variety of child friendly approaches ensures that the child can express their views without limitation. Thus ensuring qualitative data and in depth analyses were obtained. Although the limitation of gathering qualitative data is its large amounts of information and time constraints, it will ensure that voice of the child is heard and will ensure validity and reliable data (Cohen et al, 2011).

When conducting a research project and collecting data from people, ethical considerations are essential (Goddard & Melville, 2001) Prior to conducting any research, consent was obtained from the school (see appendix 1). Verbal assent from the target child was also obtained to participate in this study prior to any data being collected.

Prior to and throughout the data collection process, Child A was fully aware of her voluntary involvement and understood that she could stop at any point. Adhering to ethical guidelines, the researcher ensured that confidentiality and anonymity was maintained by ensuring that the participants involved remained anonymous in order to protect the identity of the children and the school setting (Cohen et al, 2007).

Throughout the study the researcher continued to look at the participants body language and other responses as indications of on-going assent (Cohen et al, 2007). To ensure data confidentiality no names will be recorded on the data collection sheets in the appendices or disclosed in the assignment to protect the school and participants. In addition to this, all data collected will be stored on a password protected cloud storage that will only be accessible to researcher (Alderson & Morrow, 2011).

Analyses of the learner

During the tour, child A covered the indoor, outdoor and shared spaces in the Early Years department. Child A made reference to many of the areas, however, only discussed a few of these in detail. She did not disregard these areas, but seemed not to categorise them as important. The main concepts that arose during this tour were the areas that supported her with her reading and places that she could work with others. Inside the classroom child A took a picture of the Read, Write, Inc area and the reading corner. She identified these places as significant to help her reach her personal target of reading “grown up books”. This immediately highlighted the fact that child A’s possesses positive attitudes towards literacy and has the desire and motivation to read books fluently and independently (Nottingham, 2013). She also associated these areas as places that would support her to achieve this. Drake (2003) proposes that the quality of the learning environment is crucial to children’s learning. Bryce-Clegg (2015) compliments this and further adds that the areas within a classroom are equally as important as the teacher because they can be used as a scaffold to support children in their learning.

These attitudes correlated with the data collected from the discussion with the class teacher (See appendix 2). The class teacher discussed how child A would often ask to practice her speed sounds with her and would regularly ask to learn a new sound. With relation to her knowledge, Child A possesses a thorough understanding of this learning and can explain its wider significance for her literacy development (Nottingham, 2013). Here it can also be suggested that Child A is aware of the important role her teacher plays in supporting her learning and understands that she cannot master this without them. Child A’s knowledge of this links directly to Vygotsky’s zone of proximal development, which is the difference between what a child can do independently and what they can do with the support of an adult (Staples and Cochran, 2007).

Whilst in the Read, Write, Inc area on the tour, Child A pointed and read out the sounds that she knew and then pointed to the sounds she is still yet to learn (see appendix 3). Child A clearly understood that for her to be able to read more difficult books independently, she needed to know these sounds to sound out and read tricky words. It can be suggested that child A has developed and learnt to have a growth mindset. With reading in particular, she believes that her reading can be improved through dedication and hard work (Dweck, 2017).

Brock and Hundley (2016) propose that children with a growth mindset develop a love for learning and will develop illimitable protentional to learn and grow. Child A's understanding of progression steps to learning new sounds suggests that she understands the skills required and is aware that these must be broken down and need to be mastered one at a time (Nottingham, 2013).

Child A's overall attitudes to literacy is high. She is aware of the progress she can make when she masters her sounds in relation to reading and understands that the language she can use verbally can be transferred to her written work via phonetical knowledge (Edwards, 2013; Miskin, 2008). Data collected from observations found that Child A also has good independence when it comes to her written work (see appendix 4). One lesson, in particular, Child A was writing Tiddler excuses as to why he was late. Having listened to the other children share their ideas, child A took time to think and come up with her own excuse. When asked her if she required help, she refused and asked for some more thinking time. A strategy heavily supported to encourage high-level thinking (Cremin and Arthur, 2014). When child A was ready to write the sentences in her book. She used her knowledge of read, write, Inc. and FRED fingers to sound out tricky words to help her with her spellings (Miskin, 2008) and when she struggled, made good use of the word mats and phonic cards to support her in her writing (See appendix 5). Here it can be assumed that child A has used her metacognition knowledge to support her learning (Tarrant and Holt, 2016). She is aware of how she can support her own learning without the need of a teacher. It can also be suggested that these supporting resources scaffolded her learning and gave her the opportunity to engage in a writing task in a way that promotes active mental processing (Palmer, 2011).

During the tour in the outdoor areas, child A took photos of many of the areas and regarded them as areas where she worked cooperatively with others (see appendix 6). Interestingly, she described these areas as places where she practiced the skills she has learnt inside the classroom with her teacher, outdoors with her peers. As the tour progressed, it became apparent that areas within the indoor space were focus led activities and the outdoor areas were places where she could work with her peers to practice and develop these skills. This highlighted the fact that she may like working in small groups. This interpretation was confirmed during the conference after the tour. When asked where she liked to learn best, child A chose outdoors, however, indoors for reading. Again, this signifies the importance of

reading for child A and may suggest that she prefers the indoor space for reading because of the adult support (Staples and Cochran, 2007)

When asked why she likes learning outdoors, child A explained that she enjoys working with others so they can learn together and help one another. She gave an example of this in the sand tray area (see appendix 7). She recalled the time that she and her peer worked together to match all the number bonds. Together, they corrected each other's mistakes and described the learning experience as fun. Another example observed was the floating and sinking investigation in the water tray (see appendix 8) . Here, child A worked well with her peers and offered support to read the Olaf ICE Challenges for this particular task (see appendix 9). Although her peers initially had difficulty reading the challenges, her peers had a better understanding of the materials that would float and sink. At this point, her peers supported child A in developing her understanding of what materials were more prone to sinking than floating. Child A's attitudes to working with others were positive. She took an interest in what they were saying and even praised some of them using our dojo praise line of "you are so clever".

The way in which Child A enjoys learning and responds well here is clearly linked to Vygotsky's social constructivism theory (1978) where knowledge is developed through social interaction and talk with others . Charlesworth (2013) supports the idea that social interaction plays an essential role in children's learning. Furthermore, children require this interaction with peers to develop formal operational thinking (Jarvis, 2005). All be it dated, Moll (1990) compliments this and further adds that the social interaction between peers who bring different perspectives based on a problem, as evident in the observation, is a highly effective means of cognitive development.

Further findings from the data support this claim. Photographs taken on the tour included a variety of areas that consisted of peer collaboration. Discussion with the class teacher discovered that child A demonstrated higher levels of engagement in a broad range of activities that involved working with others (see appendix 2). Hodder and Simon (2017) encourage the use of peer collaboration because of its importance to children's holistic development and most importantly, children's happiness . An incident recorded in an observation (see appendix 4) found that child A can work independently when it comes to

focus tasks, however, data collected from the conference with child A (see appendix 7) found that she preferred to complete tasks with her peers because she felt happier.

Throughout the tour, child A made little reference to the areas directly linked to mathematical development. However, did make reference several times to the skills developed in the outdoor areas in the construction, water and sand tray. She mentioned skills such as sequencing, pattern, number skills, time and money. This may indicate that Child A did not realise that she was actually practicing mathematical skills because she was learning through play (Martin, 2010). This interpretation was discussed during the child conference after the tour (see appendix 7). Child A clearly understood that in these areas she was developing skills relating to mathematical development, however, stated that she does not enjoy learning maths inside the classroom because she does not enjoy writing in her maths book. Child A did however mention that she enjoys the games that have been enhanced in the outdoor spaces to practice her maths skills.

Child A's learning style preference for mathematical development is clearly linked to active learning, where she prefers to learn by trying and working in groups (Felder, 2002).

Charlesworth (2015) supports the idea of teaching children mathematics through concrete experiences and argues that young children should be immersed in practical experiences to conceptualize their understanding. Although agreeing, Thomas (2010) argues that the use of math books is essential to teach children to record these skills, a skill outlined in the Foundation Phase Framework to achieve an outcome 3 and above.

Discussions with the class teacher found that Child A particularly enjoys tasks that involve creativity. This was evident in a focus activity during the planning and designing phase of creating a 3d fish box with mechanisms (see appendix 10). Child A demonstrated a good understanding of line, texture, shape and colour and labelled her work accurately. During the making process, child A used her creativity to select resources and materials to design and create four under the creatures. She investigated and explored with a variety materials and was not afraid to start again, thus demonstrating her growth mindset (Dweck, 2017).

Again, child A worked in a group environment and worked well with others considering peers viewpoint and taking turns. Evidence (see appendix 11) demonstrates child A's secure understanding of line, shape, texture, and colour and ability to choose, use and assemble materials into artefacts. During a topic task, child A demonstrated her ability to draw an

image of herself with mainly accurate representation with all its features. Throughout this task, she was highly engaged and focused. She took pride in her work and demonstrated positive attitudes to creating a piece of work that she would be proud of.

Child A's interest in creative work correlated with data from the tour (see appendix 6). Child A took a picture of the creative corner as a place she regarded as important for her learning. During the conference after the tour, child A discussed this area in some detail. She described this area as place to "try and make things" and practice her "drawing and colouring". She also mentioned that she enjoyed making and drawing things because she also does this at home with her grandparents. Here it is evident to see that child A has made links from past experiences to new learning opportunities (Curran, 2018). Bailey and Featherstone (2009) recognises the importance of past experiences for children and having the ability to relate these to new situations will support them to explore and investigate further.

Next Steps

From the samples of work collected (See appendix 12), it is evident to see that child A has made significant progress in literacy in a short space of time. The best fit judgement suggests that child A is working at an outcome 3, however, some gaps were identified. Some gaps rely on the fact that not all areas have yet been covered, whilst others solely rely on the lack of evidence to support this, which will therefore, need to be addressed to secure the level before progressing to the next outcome.

There is a lack of evidence that child A can form upper and lower case letters accurately. To support child A with this skill, she would benefit from guided practice where she can trace, copy and use visual cues to learn how to form upper and lower case letters, then produce the letter from memory. Child A would then be encouraged to correct or rewrite poorly formed letters from memory. she would then be given plenty of opportunity to practice formation of upper and lower case letters and her handwriting in an enhanced area (McEachern, 2018). Secondly, there is a lack of evidence to support the claim that she can use connectives in a variety of genre writing. As child A has the skills to use phonic and word mats effectively, she would benefit from a connective word mat where she can begin to develop this skill in her writing. Evans (2018) recognises the importance of writing support and argues that with writing being such an essential skill, educators must tailor the support around the needs of the child. Waugh et al (2015) supports this and further adds that it is essential to provide children with these and encourage them to make use of the support tools because they are useful reference points for children as they begin to develop their independent writing.

Another area lacking in evidence to fully achieve an outcome 3 was child A's ability to use capital letters and full stops consistently. To support her in achieving this statement, I believe child A would benefit from using a self-assessment to check her work against the success criteria. Briggs et al (2008) supports the use of self-assessment and believes that it allows children to take ownership of their own learning and gives children a goal to work towards. Fiore (2012) compliments this and further adds that introducing self-assessment to young children provides them with opportunities to "develop reflective, mindful practices" (2012: 86)

Within writing and spelling, the best fit judgement of child A would level her as a strong outcome 3. To begin working towards the level descriptor of an outcome 4 in writing and spelling, child A needs to progress on to speed set 2 sounds in Read, Write, Inc. As the teacher cannot work on a one to one basis with child A due to time constraints, she would benefit from an application called pocket phonics. This would be particularly beneficial for her as she can continue to develop her knowledge of these sounds without the need of an adult. Chmilliar (2017) supports the use of interactive media devices to support children's learning. Data gathered from this research study found that the use of interactive applications provide children with opportunities to learn and practice skills in an engaging and interactive environment. In addition to this, child A would benefit from a word wall which contains an array of words that can be used during reading and writing activities. Reading Rockets (2018) compliments the use of word walls and states that they support children to see relationships and patterns between words, thus building on their phonics and spelling skills.

From the data collected, it is evident to see that child A has a strong attitude towards her reading. To continue this desire and motivation, child A would benefit from a variety of reading materials and be given the chance to have control. Catapano (2018) proposes that independent reading is an opportunity to help children enjoy reading and find something that excites them. Furthermore, when children choose a book to read, they are more likely to practice their reading skills because they chose it, in oppose to being given it. This will support child A in developing the skill of tracking print with their eyes and reading expressively (WAG, 2017).

From the samples of work collected for mathematical development (see appendix 13), the best fit judgement of child A would suggest that she is working at an outcome 3. Again, some of these gaps rely on the fact that some areas have not yet been covered, whilst others require further evidence and consolidation prior to developing the skills to progress to an outcome 4.

When covering new areas such as 3D shapes, multiplication and division in the near future. I will take into consideration pupil voice, learning style and preference. As a result, I will aim to ensure that focus tasks incorporate an element of group work and a variety of practical and written based activities. Herr (2013) stresses the importance of providing children with opportunities to learn in an enriched environment that consist of a variety of learning experiences, resources and choices to stimulate and foster creativity and positive attitudes to

learning. Child A also responds well to challenge and would therefore benefit from higher levels of difficulty when practicing skills in the enhanced provisions. Loynd (2014) supports this and proposes that by introducing a level of challenge to mathematical activities increases children's engagement. Furthermore, the use of high ceiling/low ceiling threshold tasks would be particularly beneficial to use here as they can be adapted to suit a wide range of needs and can be extended through reasoning (McAteer, 2012). This can be differentiated through the use of Bloom's taxonomy to develop more challenging thinking (Conkling, 2010).

Looking at the outcome 3 statements, it is evident to see that child A has developed a sound understanding of numbers up to 10 within counting, addition, subtraction, ordering and forming (see appendix 13). Therefore her next step would be to develop a sound understanding of numbers up to 20. To support child A to develop her understanding of this, she would benefit from using a range of strategies including using solid objects and pictorial representation through a variety of concrete learning experiences. The development of these can be applied cross-curricula to ensure that child A has every opportunity to practice these. Donaldson (2015) supports this and stresses the importance of embedding literacy, numeracy and digital skills cross curricular.

In addition to this, child A would also need to develop her knowledge of place value to place these numbers in order to achieve an outcome 4. Child A would therefore benefit from using a number track or number line. This would support her in developing her counting skills (Cotton, 2013). Child A would also benefit from the use of base 10 equipment to develop her understanding of tens and units. Kirkland and Cleaveland (2016) recommend the use of base 10 to support and develop understanding of place value because of its ability to illustrate place value effectively and to gain perspectives on the fundamental natures of numbers.

Child A's positive attitude and personal interest to creative development, particularly in arts and crafts supports the evidence that she is beginning to master these skills at a good standard (see appendix). It is evident to see that child A enjoys tasks that require creativity and exploration, therefore, she would benefit from activities that are based around creative play. Creative play supports children to become critical thinkers and also improves intellectual and cognitive skills (ELF, 2017). Child A's love of arts and crafts can support her in developing her understanding of skills in mathematics, such as properties of shapes. This approach also

compliments child A's learning style as it provides her with various opportunities to engage with both subjects at the same time in hands on way (Ogier, 2017).

Areyner (2004) supports the idea of integrating literacy skills and art. Child A can develop a range of literacy skills such verbal and visual creativity. By combining art and literacy activities, this will support child A in expanding her oral skills by learning a wide variety of sensory-rich vocabulary words, which can then be transferred to her writing.

To maintain child A's positive attitude towards creative development and consolidate and develop deeper understanding of skills in Mathematics and English, I will introduce a wide variety of art experiences. These will include tasks such as using construction where child A can develop an awareness of shape, using watercolours to develop an awareness of tone and colours, using drawings to develop oracy and writing and using modelling clay to create an object to develop Fine motor skills.

Looking at the skills in relation to Personal and Social Development, Well-being and Cultural Diversity, the best fit judgement for child A would suggest that she is achieving an Outcome 3. Progression steps to work towards an outcome 4 would need to provide child A with opportunities to foster and develop independence, increasing sensitivity towards others and express emotions with developing control (WAG, 2017). To develop these skills, I will enhance some of the indoor and outdoor areas she regarded as important to require peer collaboration to develop skills such as taking turns, sharing, respect of others and her own work, independence in making choices and creative self-expression (Areyner, 2004).

Conclusion

From this research, I have deepened my understanding on the importance of pupil voice and how I as a teacher can create a learning environment that fosters and encourages engagement and positive attitudes to learning. The use of the Mosaic approach provided me with the opportunity to provide child A with multiple approaches to express her likes and dislikes and attitudes to learning.

I learnt that child A had a clear understanding of the learning that takes place in the indoor and outdoor areas. Furthermore, I gained a deeper insight into how she likes to learn and

why. Further reading deepened my understanding on the importance of tailoring learning experiences based on the child's learning styles, skills, knowledge and attitudes to learning.

This process has also broadened my knowledge of strategies and interventions that can be used to support children in numeracy and literacy and has provided me with ideas to develop and practice these skills cross-curricular. By gathering data from the learning walk I came to the realisation that I was not providing enough challenge to extend child A's learning. For me, this has highlighted the importance of regular observation and discussions with pupils to ensure I am providing them with learning opportunities to extend and exceed their own expectations.

The opportunity to track one individual for this assignment has helped me inform my own assessment and planning. The use of observations during this process has highlighted the importance of Assessment for Learning and the monitoring of pupil progress in order to provide the right level of challenge and differentiation in all areas of the curriculum.

The knowledge and understanding I have developed from the work carried out for this assignment is something I will take forward in future practices. I will ensure that I consider pupil voice when it comes to planning and provide children with a variety of learning experiences which provides them with choices of resources to support their learning.

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Appendices

Appendix 1- Consent Letter



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Canolfan Addysg Athrawon
De-Orllewin Cymru
The South West Wales
Centre of Teacher Education

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): Bethan

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- Teacher Conference

How would you describe Child A's attitudes towards literacy?

Teacher: Child A is very aware of the progression steps she needs to master to move on to the next book band. She is eager to learn new sounds and regularly asks me to teach her a new sounds and test her on her sound knowledge. She often spends her challenge time in the reading corner reading books to her peers or in read, write, inc area pretending to be a teacher teaching her peers the sounds using the strategy my turn, your turn. With writing Child A worked independently and makes effective use of the word mats to help her with spelling. Very rarely will she ask for something to spelt on the board, unless she is having a day where she isn't motivated.

How would you describe Child A's attitudes towards Numeracy?

Rather frequently, Child A will require encouragement or positive praise to motivate her in focus tasks. I have watched her in the enhanced provisions and she is demonstrating a good understanding of number and works well with others. Whenever I do a focus task that is hands on or requires any group work, she is far more interested.

How would you describe child A's creative development in relation to Arts and Crafts?

Any tasks that involved colouring, drawing, making, or painting, Child A is there. She has created some interesting art work and takes pride in her work. I have seen a drastic improvement in her drawings in written tasks and her awareness of line and colour in definitely improving. She also has a fantastic imagination and come up with a based around something she has made. She is always willing to helps others and enjoys the company of her peers, especially when they are fascinated by her creative works of art.

Which learning style do you think best suits child A?

Child A worked best in isolation during literacy tasks, particularly writing. I find she is more focused and produces better pieces of work. If she could, I know she would enjoy working one to one with me to learn her sounds as she is desperately wanting my attention in every read, write, inc session, which unfortunately, I cannot do all the time.

With tasks such as mathematics, physical development and Topic, I think Child A would benefit from a variety of learning experiences in both the indoor and outdoor environment to keep her interested.

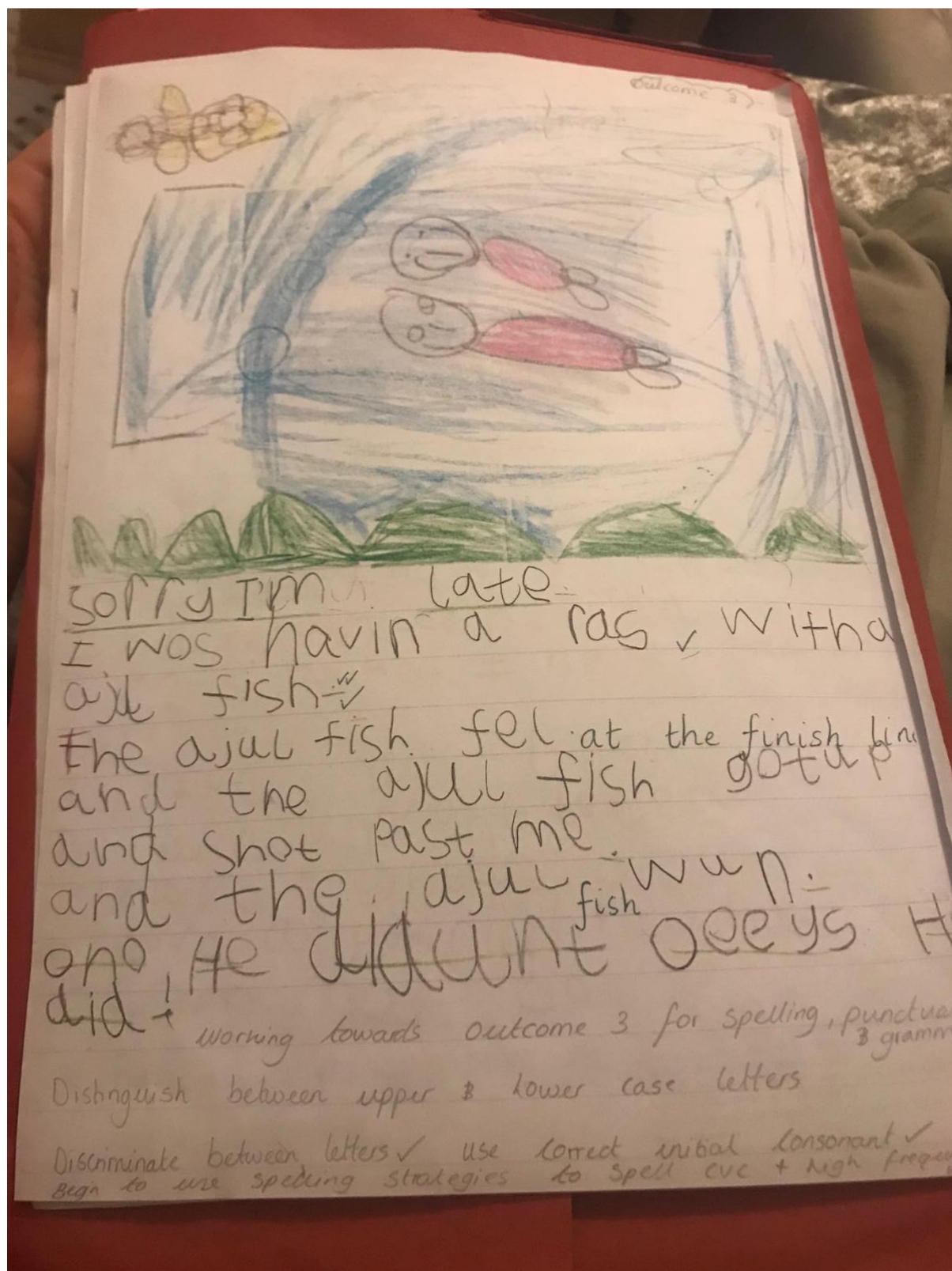
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Appendix 4- Observation 1 (Tiddler excuses)

Incident- Literacy (Tiddler Excuses)

Child A is sitting at the table listening to other children sharing their ideas of what Toddler's excuse would be because he was late. Child A is sitting quietly and has not contributed an idea. She said "I'm still thinking". The other children begin writing. Child A is sitting with her hands on the table and her head facing down. The class teacher has asked if she needs any helps. She replies "No, I just need some more thinking time". A brief pause. Child A jumps and tells the teacher she is ready to start writing. Child A picks up the pencil. Good pencil grip and help correctly. She begin writing in her book. She is now using her Fred fingers to help her with her spellings. She continuous to write the sentence. Again, using Fred fingers. She pauses. She has now picked up the phonics sound mat and is tracing her finger over the sounds. She stops and starts Fred talking again. She continues writing in her book. Child A is now reaching for the high frequency word mat. She is tracing her finger over the words on the mat and has stopped and is pointing at the word 'was'. She copies the word in her book.

Appendix 5- Evidence of work (Writing Tiddler Excuses)



Appendix 6- Important Area



Appendix 7- Child Conference

Why are these areas important to you? (showing picture of read, write inc area and reading corner)

Child A: They are places that can help me practice my sounds and where I can practice my reading. I need to keep practicing so that soon I can read grown up books by myself like the children in the juniors. I like to come here to practice my sounds.

Why do you need to know your sounds?

Child A: because they help me read and write long tricky words. I need to learn these sounds (pointing at speed set sounds). I really want to move on to green books to read different books!

Why are these area important to you? (Showing picture of sand tray, water tray and construction)

Child A: These are the places that I practice things I have learnt with the teacher like patterns, counting, money.

Why do you like these areas? (Showing picture of sand tray, water tray and construction)

Child A: because here I practice with my friends. Like the other day, we had to match the number bonds to 10 in the sand area. I worked with ***** and together we could find and match them all. I like working with my friends, it's fun!

Do you know what skills your practicing in these areas? (Showing picture of sand tray, water tray and construction)

Child A: of course I do. Its lots of maths!

Do you like maths?

Child A: No, I don't like writing sums in my books. It is boring! But I do like to play the games outside with my friends.

Where do you like to learn best?

Child a: Outside, but inside for reading because I need to learn my sounds on my own. But I love practicing and working with my friends outside.

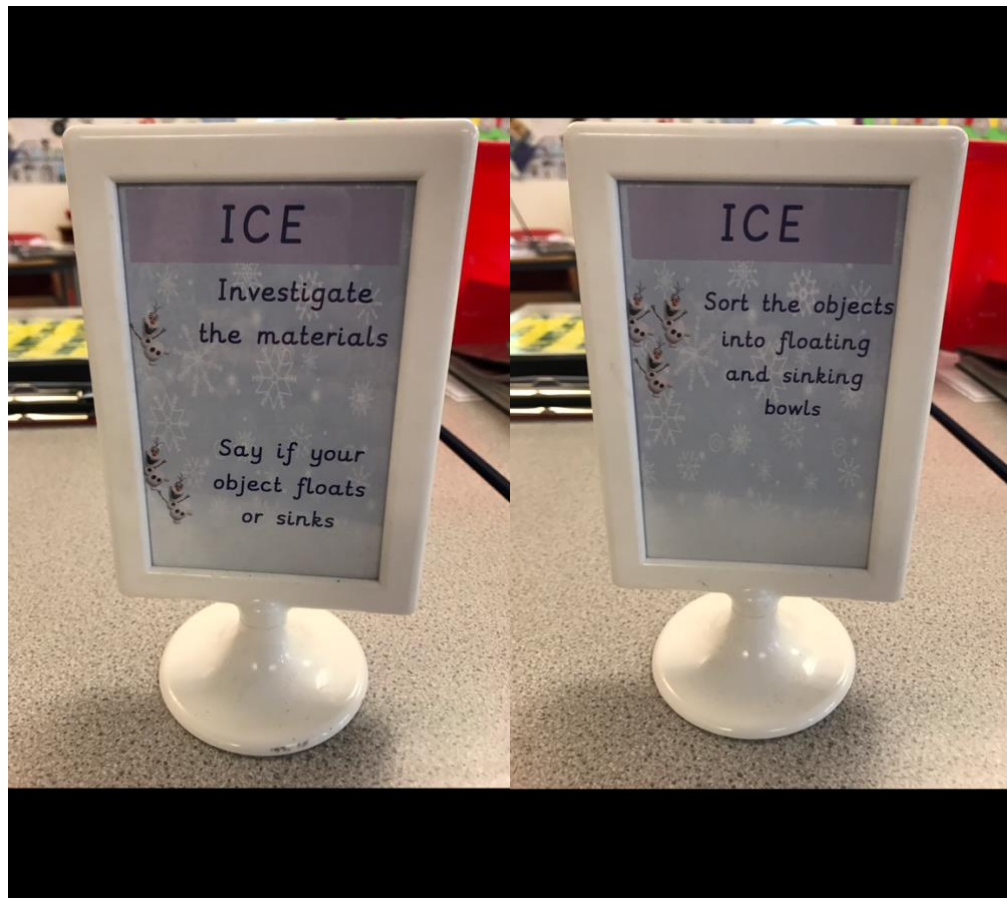
Why is this area important? (showing picture of creative corner)

Child A: By here I get to try and make things and I can practice colouring inside the lines. Miss ***** likes us to have tidy colouring in our work. We also get to practice drawing things like jelly fish and mermaids.

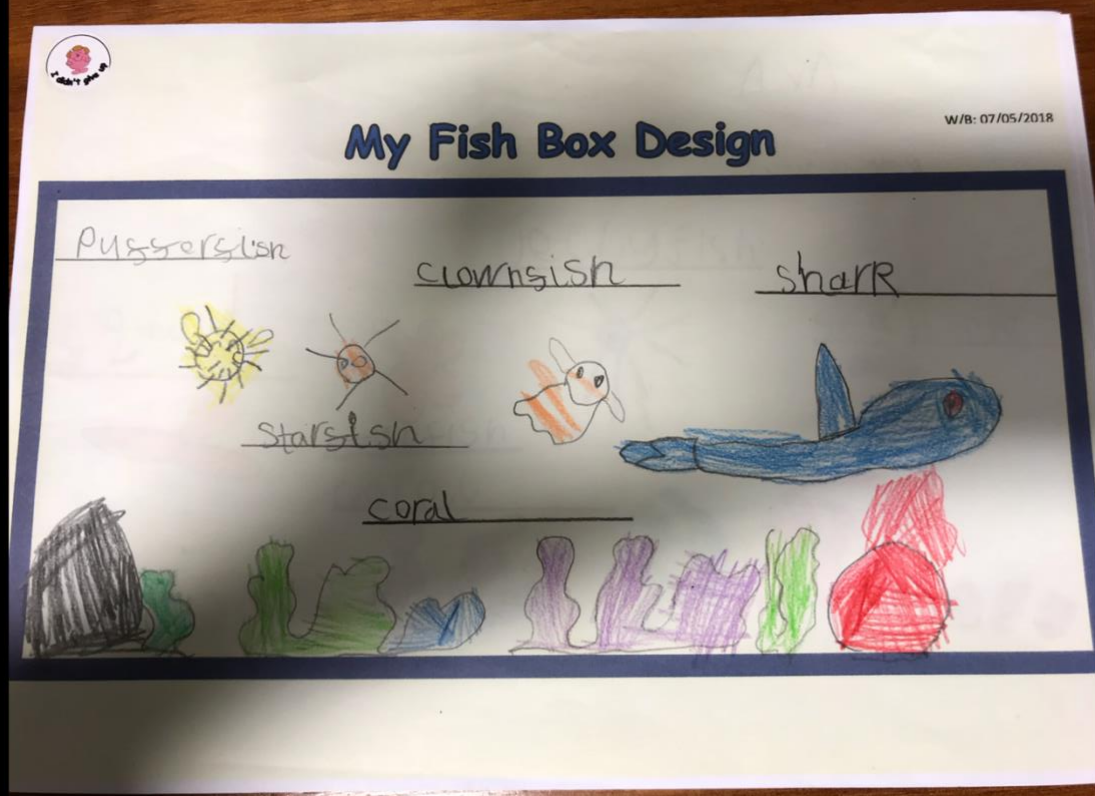
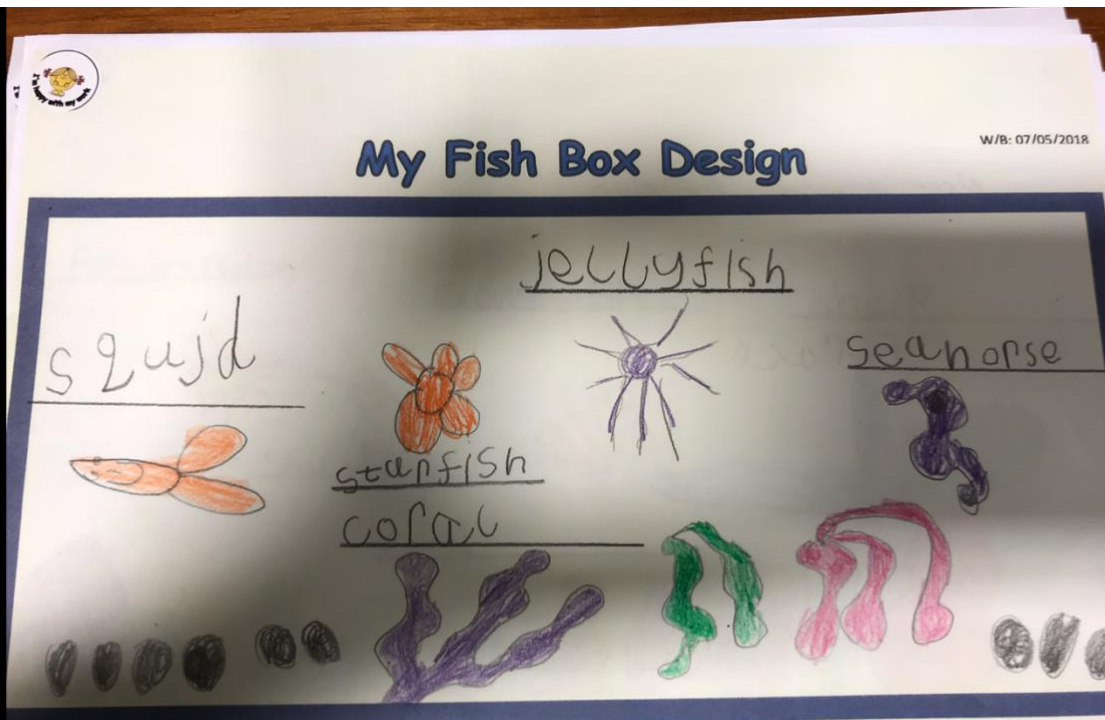
Appendix 8- Observation 2 (Water Tray)

Child A is working with 3 peers (all female). They are attempting to read the Olaf Ice Challenge Card. Child A is offering to help by reading out the challenges. She has picked up the card and is holding it closer to face. She is using her knowledge of Fred talking to read out some of the tricky words but can identify many of the high frequency red words instantly. She and her peers are now discussing the challenge. When giving their predictions whether or not they think the cork will float or sink, child A is silent. Her peer is asking her to share her predication. Child A is the only one to have chosen sink. Once testing this out, it the children learnt that the cork does in fact float. 3 of her peers are jumping and saying “we were right”. Child a is looking sad, with her arms crossed and head facing down. Her peer comes closer and put her arm around her asking if she wants to work together to complete the challenges. Child A agrees and begins to join in again. They all predict again. She asks her peer how are do you know that the cup will float. Her peer explains that the cup is plastic and hard so it will float. Like the jug in the bath that she uses to wash her hair. Child A look amazed and tells her peer “you are so clever!”. Let’s try another one.

Appendix 9- OLAF Ice Challenge Cards (Sinking and Floating)



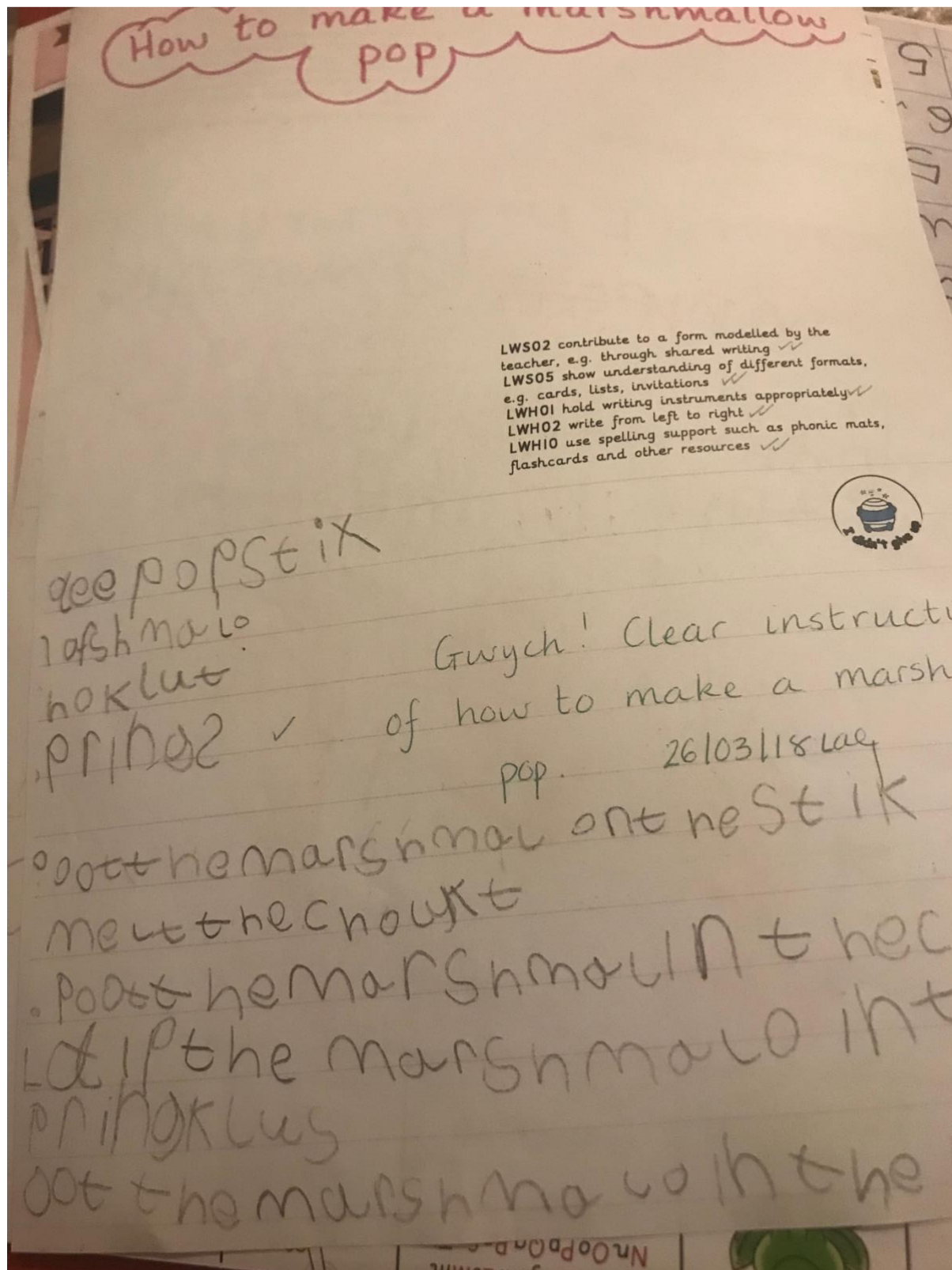
Appendix 10- Planning Sheet (Fishbox Design) Both pieces of work belong to child A .
She asked to create another one because she enjoyed the task.



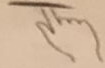
Appendix 11- Fish Box Design (Making Process- Child A's work)

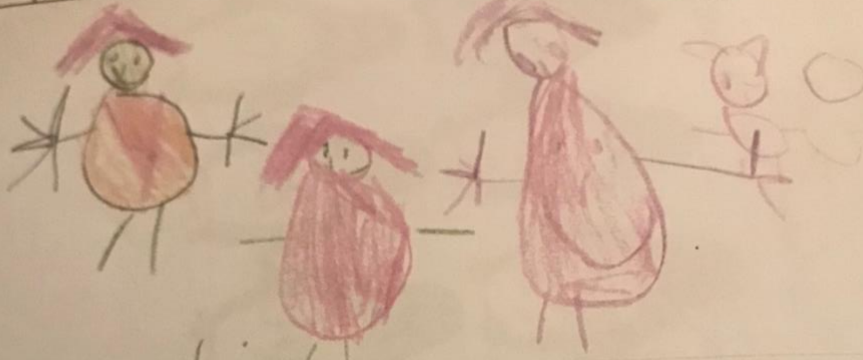


Appendix 12- Evidence of levelled work (Literacy) Areas that are ticked twice are areas that she is working towards achieving an outcome 3. **March 2018**



April 2018

because and then	 Careful sounding out	Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz Capital letters	 Finger spaces	 Full stop
------------------------	--	--	---	--



was fighting my ESTU EG
and 8 ESTU EG and ^{I was} nee e e e e e e e
td.

my Wight ESTU EG was the
student I had a Fun now

3endigedig [redacted]
6/04/18 lae

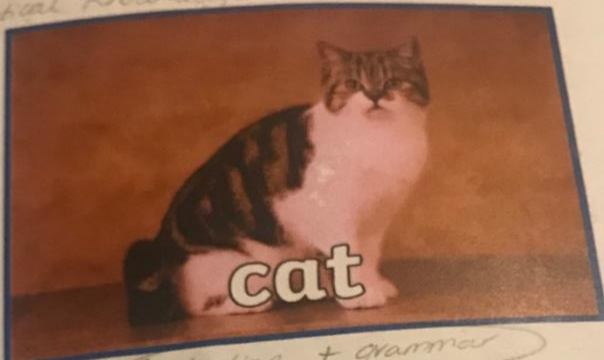
LWS01 begin to sequence words, signs or symbol
appropriately ✓
LWH09 begin to use spelling strategies such as
symbol correspondence and oral segmentation
support such as clapping sounds in vowel-cons
and consonant - vowel - consonant words ✓
LWH10 use spelling support such as phonic m
flashcards and other resources ✓

May 2018

What am I?

Handwriting
Discriminate between letters ✓
Applying Phonological knowledge ✓
Write letters and simple words ✓
Write from left to right ✓
Spelling
Spelling familiar high frequency words ✓
Phonetic knowledge to find correct initial consonant to establish the spelling of an unfamiliar word ✓

Punctuation + grammar
Using spaces between words ✓
Using capital letters + full stops ✓

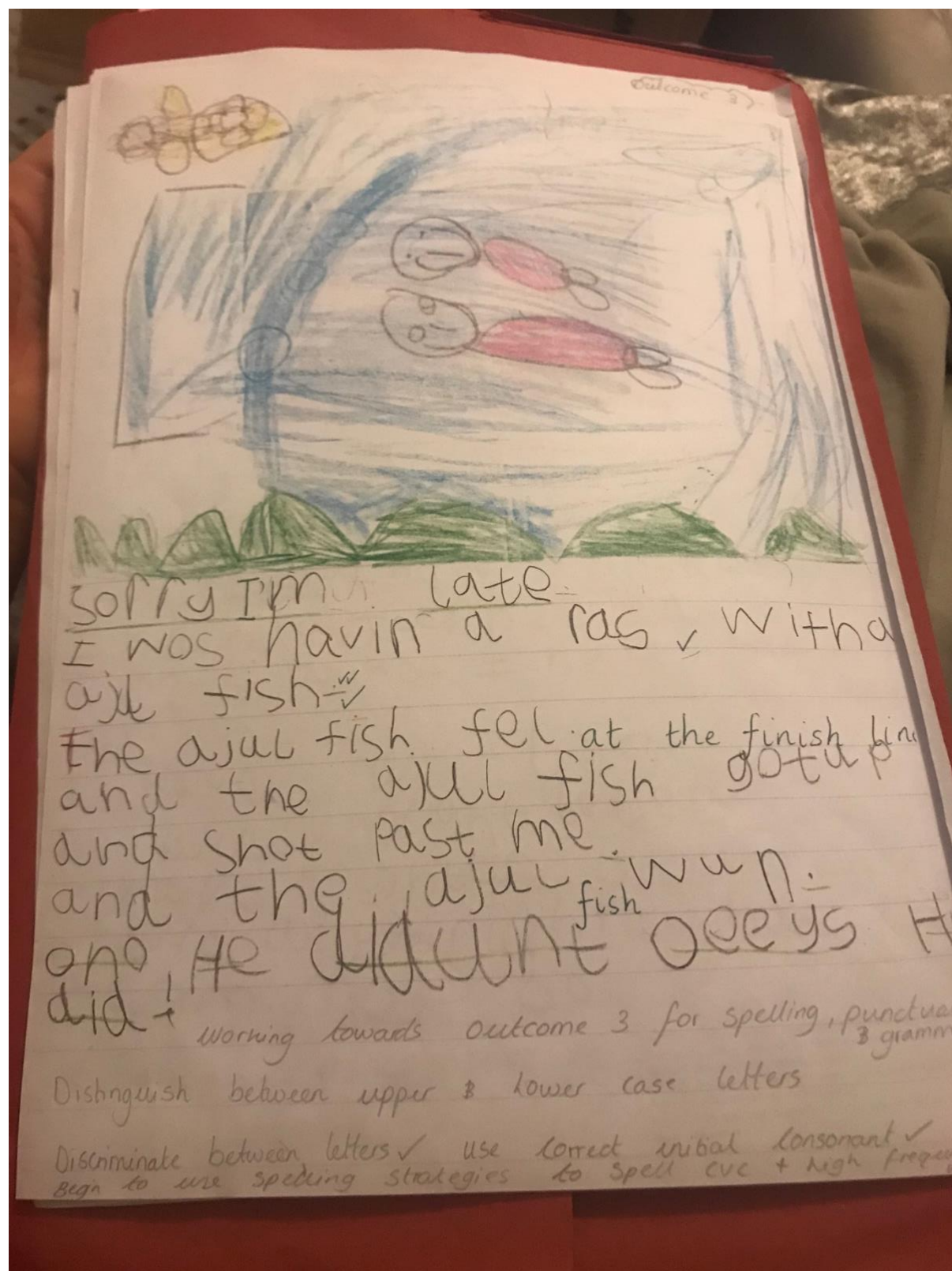


I have 4 legs. ✓
I have a white belly. ✓
I have pointed ears. ✓
I have a striped back. ✓
I can meow. ✓

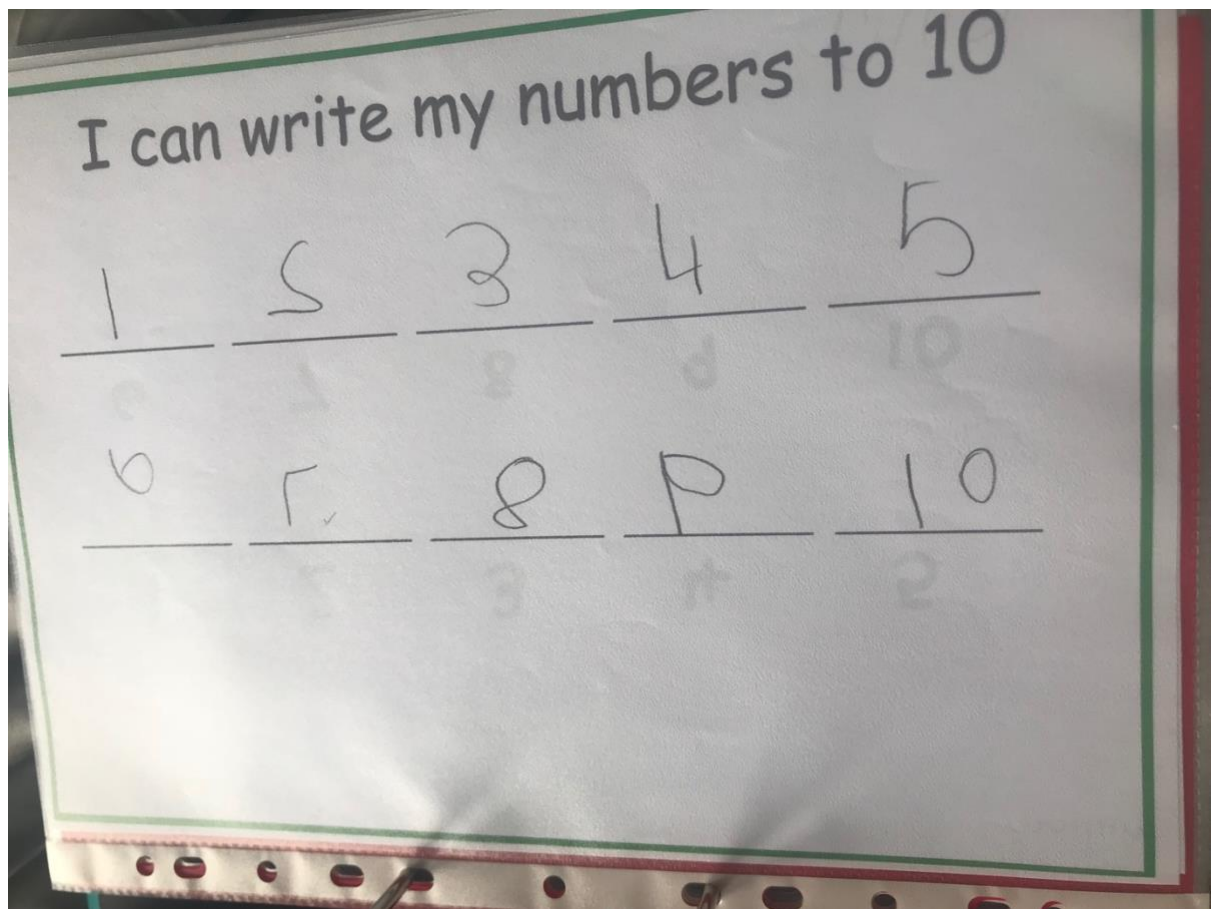
✓ Fantastic descriptive sentences.

LWM04 orally compose and dictate a experiences and pictures to communicate
LWH03 discriminate between letters
LWH04 distinguish between upper and lower case letters
show an awareness of full stops ✓
LWH10 use spelling support such as other resources ✓

May 2018



Appendix 13- Mathematical Development (Evidence of work)





NNN05 read and write numbers to at least 10 ✓
LWH01 hold writing implements appropriately ✓



19/04/18 KV

Outcome 3 - working at

Number Bonds of 1

4 4 4 4 4 4 4 4 4 4
4 4 4 4 4 4 4 4 4 4
4 4 4 4 4 4 4 4 4 4
4 4 4 4 4 4 4 4 4 4
4 4 4 4 4 4 4 4 4 4

Read and write numbers to 10

count reliably up to 10 objects ✓

understand simple addition ✓

2

$$5 + 5 = 10$$

$$7 + 3 = 10$$

$$3 + 7 = 10$$

$$5 + 5 = 10$$

$$2 + 8 = 10$$

$$1 + 9 = 10$$

$$9 + 1 = 10$$

$$6 + 4 = 10$$

$$4 + 6 = 10$$



NNN05 read and write numbers to at least 10 ✓
LWH01 hold writing implements appropriately ✓



19/04/18 KV

5 5 5 5 5 5 5 5 5 5
5 5 5 5 5 5 5 5 5 5
5 5 5 5 5 5 5 5 5 5
5 5 5 5 5 5 5 5 5 5
5 5 5 5 5 5 5 5 5 5

Well done Grace

the fish to ma

(EC 254 18)



ACLO6 can use number effectively in different contexts ✓
NNN03 count reliably up to 10 objects ✓
NNN05 read and write numbers to at least 10 ✓

Favourite Biscuit

Ask your friends to choose their favourite biscuit. Record your results in the table.

Biscuit	Tally	Total
 Custard		25 ✓
 Cookie	1	6 ✓
 Bourbon		12 ✓
 Pink Panther		25 ✓

1. What is the most popular biscuit?
2. What is the least popular biscuit?
3. How many people like Custard Creams?
4. How many people like Cookies?
5. How many people like Pink Panthers?



1. Bourbon ✓
2. Custard and Pink Panther ✓
3. 5 ✓
4. 6 ✓
5. 5 ✓

Record data using marks, numbers or pictures.
Including the use of a tally.

Evidence suggests child A is working at an outcome 3

NDC02 record collections using marks, numbers or pictures (MD 03) ✓
NDR03 interpret information presented in charts and diagrams and draw appropriate conclusions. ✓
MD 04 They collect information by voting or sorting and represent the total in pictures, objects or lists and tables. ✓

Da iawn (AS) 27/03/18 luc

Number Bonds of 10

$$5 + 5 = 10$$

$$7 + 3 = 10$$

$$3 + 7 = 10$$

$$2 \quad 5 + 5 = 10$$

$$8 + 2 = 10$$

$$1 + 9 = 10$$

$$9 + 1 = 10$$

$$6 + 4 = 10$$

$$4 + 6 = 10$$

Read and write numbers ~~to~~ done
 Count reliably up to 10 objects.
 Understand simple addition.



Working at an outcome 3

AC106 can use number effectively in different contexts //

NNN03 count reliably up to 10 objects //

NNN05 read and write numbers to at least 10 //

(BC 254.18)



Use direct comparison and simple measuring terminology

Ordering shortest to longest

Sort and classify objects by using one criterion.



Working outcome 3

The Great Pet Sale



5p



2p

$$5p + 2p = 7p \checkmark$$



7p



6p

$$27p + 6p = 33p \checkmark$$



8p



5p

$$3. 8p + 5p = 13p \checkmark$$



5p



9p

$$+ 5p + 9p = 14p \checkmark$$

Bendigedig!



Money - Use 1p, 2p, 5p + 10p to pay for items.
Understand simple addition



5p



5p



10p



10p

$$6. 10p + 10p = 20p \checkmark$$



7p



1p

$$7. 7p + 1p = 8p \checkmark$$



6p



5p

$$8. 6p + 5p = 11p \checkmark$$

Target: Begin to relate pence to units
Working at Outcome 3

NM03 combine two groups of objects to find 'how many altogether'
NM01 use 1p, 2p, 5p and 10p coins to pay for items
NM02 identify steps to complete the task or reach a

Cut and Stick Number Ordering (11-20)



Child A is beginning to read and write numbers / order numbers to 20. Further Consolidation required to achieve an outcome 4.



Butterfly Symmetry

Complete



Create



NGM01 create a simple symmetrical picture through a variety of media ✓
CDSACD01 explore and experiment with a variety of techniques and materials ✓

✓ Daiann

16/04/18 me