Word Count:

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

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Introduction

The pupil chosen has been selected from a suburban school in Swansea. This school is a 2 form entry and caters to 422 pupils between 3-11 years old. The school has a 94% attendance rate which is slightly above the local authority average, with 15% of pupils receiving free school meals. The school currently has just under £3,000 budget per-pupil, which is lower than the local authority average. The school is in support category Green and has received Good in all areas during its most recent Estyn report. The school will be referred to as School A throughout.

Pupil A is a male pupil of 5 years old. They are currently in a Reception class of 24 pupils, however, they work within a large Reception unit made up of 2 classes with a total of 48 pupils. Pupil A would be classed as mid to high ability pupil when compared to all 48 classmates. This pupil demonstrates good language, practical and social skills. Pupil A is occasionally reminded of behaviour expectations, however, there are no concerns in this area. On a daily basis, Pupil A has the opportunity to choose between 15 areas of enhanced provision, including both indoor and outdoor provision. Pupil A is generally a happy pupil that often states he is excited and happy to be in school. He takes part in a number of extracurricular activities as well as clubs outside of school these including rugby and football.

Data Collection

Data has been collected using the principles of the Mosaic Approach (MA) (Clark and Moss 2001), this approach has been chosen due to the holistic view this method is able to produce. Through the MA, a range of data collection methods have been used these include, class observations, pupil and teacher interviews as well as pupil work tracking and photographs. A benefit of the MA is that it allows children to gather and provide their own information, this then paired with teacher notes and opinions. Clark 2007 expresses the point that the MA enables us to view pupils without an adult lens. This approach relates to Rinaldi's (2001) concept of pedagogy of listening, but also more recently with Graham Donaldson's Successful futures (2015) allowing for and supporting pupil voice within their own education.

Using principles of the MA it's possible to clearly research a child's perspective (Clark 2007). Using this multi-method framework we are able to stimulate internal listening, with different methods of observational recording being used this allows us to clearly examine not only a child's opinion but their feelings and that of parental or educational influencer (Clark 2011). A significant advantage of the MA is often the quality of holistic data produced. The extensive data collection

methods used to during the MA allow us to view the entire picture, examining and gaining information about the whole pupil rather than looking specifically into one area (Clark 2011). This allows us to follow pupil progress with accuracy and develop sufficient methods to move the learner forward. Using the MA can be time-consuming and often takes a lot more preparation than other observational research methods (Clark 2007) it's also important to note that observations can be subject to observer bias and there are still question marks about the reliability of collecting data from young children using the MA. However, Clark 2011 suggests that by adopting the MA we are able to gather a greater understanding of our pupils.

The ASK Model presented by Nottingham 2013 allows us to analyse the data gathered effectively and efficiently. Using Attitude, Skills and Knowledge we are able to identify different key areas of data and identify the support needed for individual pupils. Nottingham (2013) suggests that learning always emphasise two of the three dimensions. During my time with Pupil A, it has been evident to see how this has been relatable to practice and understanding the different data collected. Each component of the ASK model devotes for a specific purpose when looking at pupil progress Nottingham 2013 again states that an advantage of the ASK model is the ability to evaluate and assess data in a holistic way allowing us to look for progressive steps. The ASK model stresses the importance of exploration and learning from others this has close links with Bandura's Social Learning theory, it can also be related to the 4 principles of learning suggested by Donaldson 2015.

Throughout this observation period, ethical consideration has been made in accordance with both UWTSD and School A safeguarding and observational policies. Complete anonymity has been used throughout all observation methods including the final report. With specific referral being made to EWC - Education Workforce council and Bera (2011) - Ethical Guidelines for Educational Research, to ensure that the correct consent and assent was gained before the observation period. These sources were also used as a reference to ensure a clear line of right to withdraw and to ensure that complete anonymity was ensured for the participant. Prior to any observations taking place, consent was gained from the school to track and interview Pupil A. Assent was also gained from Pupil A who was aware that any work related to the observation or questioning would happen when they were happy to do so. Pupil A was made aware that they could see anything I had written down, often wanting to see observation notes. Pupil A was aware of the purpose of the observation and was reminded that it was directly focused on their areas of development.

Analysis of Learner

Pupil A is of mid to high ability compared to their classmates; through analysis of their mathematical work and tracking it is clear to see that the pupil has a good understanding of mathematical concepts including estimation up to 20 objects as well as a good understanding of more and less. Pupil A is able to make sensible estimations, using counting to check answers. They are competent at identifying 2D/3D shapes as well as stating specific shape features. Pupil A is able to double numbers to 6 and halve numbers to 10. (See Appendix). Pupil A is competent at reciting numbers to and from 20, with the ability to count further to 100 with some support and recognise random numbers on a 100 number square. However, Pupil A has shown some difficulty with number formation pass 20. They have shown an awareness of money through role-play activities, and an understanding of patterns showing this understanding through maths tasks and enhanced opportunities. When focusing on mathematical development, Pupil A is currently working at Outcome 3 (specifically 3c) (Foundation Phase Framework 2015). When asked Pupil A stated that maths was his favorite activity to do with a teacher.

With regards to literacy development Pupil A again is of mid to high ability compared to their classmates. They have the ability to read fluently and confidently, adding context to a story through the book's illustrations. Pupil A asks questions about the story and when questioned is able to state what they think will happen (See Appendix). They are currently reading level 3 Oxford reading tree books and is on RWI stage 3 which is a year ahead of where expected. Pupil A shows a high level of oracy skills demonstrated in our 'Hungry Caterpillar opinions task' using the word 'because'. They are always willing to ask and answer questions, able to exchange ideas with pupils and teachers as well as talk about things they have done or like. Pupil A always likes to find out more and is more than willing to create a hypothesis, the ASK model would state that this is curiosity, with curiosity being a focal point to the development of knowledge (Nottingham 2013). With Regards to written work collected pupil A shows an ability to understand the alphabetical nature of writing and the ability to form letters and short words. They have shown good ability to form a sentence modelled by a teacher and independently using Fred Talk (sounding out) to write simple and complex words. (See Appendix). The written work presented would suggest that this pupil is comfortably achieving an outcome 3

The information gained in these two areas suggests that Pupil A is achieving and is slightly above the expected outcomes in both numeracy and literacy development. These are both important due to the predecessors these are for future development. Concentrating on literacy, it's stated that advanced literacy development is a predecessor for future academic success (Neuman and Dickinson, 2006), for Pupil A this means that they will hopefully be able to transfer these skills

across the curriculum and be achieving at least the expected outcomes and levels throughout their education. With this theory being correct going on to higher education.

It's suggested that patterns of competency and open-mindedness appear in children with a rich mathematical environment and mathematical understanding during early education (Davis, 2009). In relation to the ASK model, these areas are highlighted in Attitude, which Nottingham 2013 again states the importance of developing a child's attitude. The limitations for developing the next steps for this pupil is the quantity of work we have, as there are areas of both the numeracy and literacy that have not been assessed through these pieces.

Through observations of enhanced provision, Pupil A has the ability to work independently and cooperatively through play, they are able to state their likes and dislikes as well as becoming aware of other pupils feelings. Pupil A has the ability to control their own emotions and understands the importance of taking their turn. When looking at personal and social development as well as Wellbeing Pupil A would be working at outcome 4 above where is currently expected. Through topic work analysis (See appendix) Pupil A has demonstrated knowledge of their local environment and an understanding of environmental features using investigation skills, They have shown good fine motor skills through cutting and sticking as well as knowledge of patterns. They are able to create work based on an artists example, combining materials together Pupil A is currently working at Outcome 3. However, Pupil A does seem to have difficulty with imaginative play, this is an area of concern due to the proven implications this can have for a person's creativity later in life.

Pupil A has been described as a happy and sociable pupil. Whilst speaking to the class teacher (See appendix) I have been able to identify three different areas of the ASK model (Nottingham 2013) that this pupil excels in, these being social, curiosity and ideas. The class teacher noted how this pupil is always playing with others and often likes to do work alongside other pupils. Theory suggests that social play is essential for the development of higher psychological function, linking play to advanced social and cognitive development (Gastaldi et al., 2017). Through questioning with Pupil A they stated that they like playing with different people throughout the day. However, when questioned about their favourite activities they stated the construction magnets were their favourite and what differed from the class teacher observation is that they stated they like to do this on their own (See appendix). The curiosity showed by this pupil has been evident in an observation (See appendix) where they asked extensive questions about the life cycle of a butterfly, research suggests that curiosity is linked to knowledge acquisition (van Schijndel, Jansen and Raijmakers, 2018). Pupil A does suggest a number of ideas throughout all aspects of the school day, however, I have noted that these ideas are usually framed as a question. It's important to consider the need for reassurance this pupil seems to need when stating their opinion or suggesting an idea.

The class teacher also noted how they are excelling within PE lessons. Pupil A's time spent playing team sports outside of school is thought to be the reason for their progression in this area.

Through time with Pupil A they have shown a good ability to communicate clearly with both adults and other pupils during a range of activities. Pupil A shows a good ability to talk about areas of interest to them and will form conversations with adults around a subject that they enjoy and are comfortable talking about. However, Pupil A does not spend much time in the role play area, when observed closely the Pupil A seems to stay away from imaginative play, and when questioned says that they prefer doing the 'challenge' activities throughout enhanced provision. Pupil A has stated that they like to talk to their peers about different things they are doing in school, however, Pupil A stated how they didn't always enjoy sitting in his 'carpet row' (See appendix) and this was because they did not think they were able to easily talk and socialise with the pupils sat around them. Pupil A shows a persistence to communicate and inquire with both peers and adults. Nottingham (2013) would suggest that persistence and desire to communicate show are positive steps in developing skills and attitude.

From speaking with Pupil A they have stated that they do in fact have a best friend. This friend is of similar ability to Pupil A and is someone they spend time with outside of school. Pupil A has expressed how they don't always play with their best friend whilst in school and prefers to play with lots of different people. This type of social interaction is important for child development as Bandura's 1977 Social learning theory (SLT) states children learn from others in particular people that they see as a leader or more knowledgeable other. It's suggested that child development is strongly influenced by the social aspect of play (Scanlan, 2017). Pupil A has a supportive set of parents that encourage a number educational activities outside of school, providing a number of opportunities for them. Homework is always returned on time as is completed reading books. Interaction with Pupil A's parents happens almost everyday.

Pupil A stated that they enjoyed working and playing outdoors, when given the opportunity to take photos (See Appendix) Pupil A took photos of the outdoor activities that were being carried out that day. This is important because of basic skills developed through using the outdoors, Piaget 1964 suggests that children create meaning from their surroundings and become comfortable where they can do this. When Pupil A was asked why they only wanted to take pictures of outdoor activities they stated that they liked playing outside, and these were the activities they enjoyed doing this week. It suggested that children that enjoy certain aspects of school and education will always find a way to choose that activity, Goble and Pianta 2017 suggest that a child's activity choice is where they feel most comfortable. When asked which activities in particular they enjoyed outside Pupil A like using the water tray and also liked the different painting they could do.

Looking holistically at Pupil A and from the range of data collected its clear to state that Pupil A is a high academic achiever but would not be considered as a MAT pupil, they behave well and are sociable and willing to contribute to a class discussion. However, feels the need for reassurance when stating an opinion. Pupil A enjoys working in the outdoors, and research suggest this a continuous choice. Specific attention needs to imaginative play to help improve creative development. Pupil A enjoys their work and often asks to do more, the ASK model highlights a number of areas for this pupil including, curiosity, communicative and want to be sociable. It's important to acknowledge these areas when developing goals for progress.

Next Steps

As stated pupil A enjoys many aspects of school, and as a new reception pupil is achieving slightly over where is expected. They are sociable and inquisitive which are areas to enhance when providing next steps to help support their holistic progress.

It's Clear to see that Pupil A is mathematical able, and has the ability to progress very easily. Pupil A has stated that maths is their favorite activity to do with a teacher, this presents a direct opportunity for a teacher to work with this pupil to help encourage progress. It is important to support this mathematical development through enhanced provision. Pupil A needs to be given opportunities to improve number formation and needs to be given the opportunity of using their maths knowledge into everyday situations. Pupil A needs to be exposed to paying for items and encouraged to use references to time in everyday situations. Hill among others 2016 suggests that pupils that are willing to complete mathematical work with a teacher, lack mathematical anxiety, so should be more willing to develop everyday mathematical skills. Pupil A falls into this category and with them being highly sociable they need to be exposed to opportunities to learn alongside other pupils.

In Pupil A's case it's important that they are giving the opportunities to work alongside other pupils in their learning. They have stated that they enjoy working and playing with lots of different people and have been observed as a highly sociable individual. This also provides Pupil A enjoy and carry on doing what they want to be doing in school but it also provides opportunities for Pupil A to learn directly from other students and develop different skills they may have not before. This is closely linked with Bandura's 1977 Social Learning Theory, where it is stated that children learn from others. It's commonly noted that children pick up the mannerisms of people they spend a lot of time with. Linking SLT to home life and mathematical development would help develop Pupil A's ability in

everyday math. Seeing and helping parents by items from the shops will help them develop their own fiscal ability. It will be suggested that they take Pupil A to buy 10 or 20 pence sweets so they are able to form a basis of real world mathematical knowledge. Using the foundation Phase framework (2015) a target for Pupil A would be to use mathematical ability in everyday situations.

With regards to literacy development Pupil A needs to continue with the progress they are making in reading, they are currently reading to a Year 1 level which is good for a pupil of this age. Through a conversation with their parents Pupil A will be encouraged to become a 'daily reader' which we can set up and provide for in school. Research suggests that just 15 minutes a day of reading is sufficient to see significant growth (Meyer and Felton 1999). This idea has been influential in the progression of schemes like 'Reading Attack' and 'Magic Reading', stated to use old approaches but in knew directions. The main area for development within literacy would be to look at their writing ability. Due to the nature of the school structure and the use of RWI very little taught writing happens. This first needs to be corrected through the use of literacy work in cross curricular activities presented by the teacher. Pupil A needs support with writing on the line, through work analysis this is an area that they struggle with. Support needs to be given through the use of handwriting sheets, examining how they are holding their pencil to see if this is making it difficult for them. With a holistic view parents need to be aware to help remind Pupil when writing at home. At this pupils age this is not a huge concern but through constant reminders, and repeated explanations they should develop this skill naturally (National Handwriting association 2019).

When concerned with oracy Pupil A appears to be competent with speech and is a very sociable pupil. However through general class and day to day practice Pupil A tends to look for reassurance to opinions and statements. Research suggests this could be for a number of reasons, a lack of confidence, the need for care or the need for self assurance (Hermanto 2016). At a young age it is difficult to state why Pupil A feels the need to get an extensive amount of reassurance, it could be as simple as them just being unsure but could also relate back infancy and Attachment Theory. To address this lack of self confidence or need for reassurance when stating an opinion or an answer, can be difficult. Praise and active listening skills need to be used by adults to help promote Pupil A's self confidence. It's extra important with this pupil to build off comments rather than stating something is wrong or not acknowledging something they have said. Foundation Phase Framework (2015) that all children should have the ability to and feel confident expressing an opinion. Research suggest that building child self confidence is important for future development, suggesting that the way to do this is by offering unprompted reassurance, it suggest that self confidence is something that is learned and is something we as teachers can improve (Goal and Aggarwal 2012).

An area for development for Pupil A is imaginative play, they make very little attempt to play creatively and struggle particularly in role play situations. They like to complete a task or play a

structured game. As stated above imaginative play is important part of child play as it helps develop creative thinking for later in life. Theories suggest that encouraging free play activities and role play opportunities (Hermes 2017), Pupil A has all these opportunities presented but even with encouragement doesn't fully use/embrace them. Pupil A has stated that they love playing outside, and as research states children will always find a way to do their favorite thing in school. To develop Pupil A's imaginative play there needs to be an encouragement of these types of activities outside, providing this provision outside where they are most comfortable may help develop this skill. Imaginative play is something thats can be difficult to promote but it is believed everyone has that ability (Hermes 2017).

When looking at topic work and other areas of the Foundation Phase Framework, Pupil A is attaining where is expected. His Physical Development is good and the participation in team sports is ahead of where is expected for a pupil of this age. Pupil A needs to be encourage to continue with team sports which will help them develop the self confidence alluded to above. With a passion for the outdoors and the research stating that a child is drawn to an area they are more comfortable in, it is important that learning opportunities are presented in the outdoors, this can be done through two part lessons and including enhanced provision opportunities outside to not only consolidate learning but to also enhance learning opportunities for everyday life. Pupil A enjoys working outdoors and by as simply including an outdoor aspect to the lesson Pupil A's learning will benefit.

The next steps for Pupil A need to be considered holistically, there are areas of both literacy and numeracy that can be improved before this pupils move to Year 1. Pupil A needs support to help develop self assurance and needs to be pushed and challenged throughout their education, specific focus needs to be put on confidently expressing opinions. As a reception student Pupil A is doing very well, however some areas as stated need to be addressed to help them progress further. Direct reference needs to made to the ASK model to allow for holistic development for Pupil A.

Conclusion

To conclude the data collected presents a holistic picture of Pupil A, this is a strength of using the mosaic approach. Due to the age and time spent with Pupil A there are areas that have been missed which only come from a more prolonged time getting to know a pupil. The difficulties of analysing work with n a reception class are produced due to the work content and the amount the pupils actually do. However, it does enable you to observe and look at other aspects of the pupils development including the social strengths and difficulties this pupil is displaying. Including the wider picture of interaction and play opportunities. The main limitation is the time spent with this pupil it

is difficult to gather a holistic view whilst only knowing a pupil for three weeks. In future I would carry this observation out over a longer period of time, with hope to gain a greater understanding.

Finally the data collected using the Mosaic approach (Clark and Moss 2001) and analysed using Nottingham (2013) ARK model has enabled us to highlight key areas of development for Pupil A. Showing evidence to tailor their specific education directly to them to all for complete support and highly targeted pupil progress.

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