

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

Introduction:

“Our national mission is to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence.” Kirsty Williams, Cabinet Secretary for Education (*Our National Mission*, 2017: 2). Throughout this essay, I will be discussing the holistic development of one child in my Professional Teaching Experience classroom, providing suggestions and justification for the next steps in her learning. In doing this, I hope to support the child in raising her standards and reducing the attainment gap in her work. By doing this I am supporting the Welsh Government's Education in Wales mission statement (2017). The holistic development is a consideration of the whole child's development and learning, taking into account skills, knowledge, understanding and attitudes and how these may interlink.

The school in which this analysis takes place is a large, dual-stream (Welsh and English) school in South Pembrokeshire and focuses on the holistic development of an 8-year-old girl in a year three class of 25 pupils. B started her education in the mainstream classes of this school but due to her behaviour having a negative effect on her own and others learning, was later removed from mainstream and placed into a nurture group. Since September of this year, B is now back in a mainstream class and her behaviour is being closely monitored.

To provide anonymity to both the school and the child in my class, the school will be referred to as 'School X' and the target pupil will be referred to as 'B' throughout.

Data Collection:

The data collected for the purpose of this essay will be collected through 'The Mosaic Approach', a method proposed by Clark and Moss in their book *Listening to Young Children: The Mosaic Approach* (2011). This approach of data collection is designed to include the voice of the child and gives the researcher the freedom to adapt the level of questioning to suit the child's specific needs instead of being held back by limitations of questionnaires. The analysis of the data gathered in this way is possibly more challenging as there is no one simple model to follow when analysing data that has been collected in this way. However, the benefits of being able to put yourself in the participants' shoes and to communicate their emotions,

thoughts and life experiences outweigh the challenges and provide the researcher with rich material to use.

My research will focus on B's perspective of herself as a learner and therefore will include observations of the learner, photographs taken by the learner, interviews with B and her teacher, pupil-led feedback on learning experiences, annotated samples of work and formative records taken by myself throughout the teaching experience. However, it should be noted that due to the nature of the school X's privacy policy, I will not be able to include some of these images into my appendices.

I will start my data collection with a short conversation with B asking her what she thinks helps her to learn, if she could explain to me how she learns in school and what she considers important to her learning. Once this conversation has taken place, B will then be asked to take photographs around the classroom and explain to me as she is taking the photos, why she thinks these areas of the classroom are important to her learning. This form of data collection will then progress into a 'tour' of the school where B has the freedom to show me areas outside of the classroom that she also thinks is important to her learning. Throughout this time I will also make observations on B's learning, skills, knowledge, understanding and attitudes to school life. These observations will focus on five of the six Areas of Learning and Experience that children will learn through once the new curriculum, created by Donaldson, comes into place in schools in 2020. The five I have chosen to focus on with my target learner are; Language, Literacy and Communication, Mathematics and Numeracy, Health and Wellbeing, Expressive Arts and Science and Technology. I believe that by focusing on these areas I will be able to successfully analyse my learner in a holistic way.

B's learning will also be analysed through an ASK model [appendix 1]. This model looks at the information provided by the child through research and separates them into 'Attitudes', 'Skills' and 'Knowledge'. The ASK model has been introduced by James Nottingham in his 2013 book *Encouraging Learning: How you can help children learn*. In this, he explains that "learning strategies can be taught, attitudes can be encouraged, motivations can be strengthened and that the key is to recognise the value and role that attitudes, skills and knowledge play in the learning process and then to ensure that children's education involves a development of all three" (2). This form of analysis will further contribute to deciding what next steps should be taken to progress B's holistic development.

To address the ethical considerations of data collection I have ensured to take the appropriate steps to gain both consent from B's parents [appendix 2] and assent from B herself. I first set out to gain consent from B's parents to say that their child could take part in my research, as well as gaining consent from the class teacher that the data could be gathered in her class [appendix 3]. Once I had done this, I asked B if she was willing to take part in my research explaining that I would like to know what helps her learn in order to develop my own teaching skills. I then explained that taking part would involve being asked a series of questions about her learning and made it clear that she did not have to help me with my research if she did not want to. I also explained that she can stop taking part at any time and it wouldn't be an issue as well as guaranteeing her that her name would not be put into my work so that she would remain anonymous throughout.

Analysis of Learner and Next Steps:

Upon observations of B it became immediately apparent that she did not enjoy taking part in whole class learning experiences and would sit at the back of the classroom or stand against the wall when the rest of the class were sat listening on the carpet. She would also shout out over children who had their hands raised to answer questions, causing minor distractions to the rest of the children's learning. However, it has been noticed that despite her looking disinterested in the lesson and not wanting to join with the others, B is paying close attention to the teacher and understands what is expected of her in her work. On the other hand, although she does know what is expected of her in her work she will only start working once she feels ready and rarely starts when she is asked to with the rest of the class. After discussing this with the class teacher, it is believed that B suffers with some anxiety towards her learning and this may be linked to her spending so much of her time in school outside of the mainstream classroom. This is supported by the research done by Rachel Ehmke in her article *Anxiety in the Classroom* (2019). She notes that when children start skipping things in the class, such as group interactions, it may look to peers and teachers that they are uninterested or underachievers, but this is not always the case and sometimes it can be down to the child not wanting to make mistakes or feel judged by the others in the room. Another point to consider is that B's refusal to hand in homework may also reflect her anxiety towards her work. When asked about this when collecting data through the mosaic approach, B simply responded by saying it was because she "didn't have time to do it" when she was at home. It is again noted by Ehmke that children can become overly critical of their work and that they spend more time

worrying about it not being perfect, that they run out of time to complete it and therefore avoid bringing the homework into school all together.

This 'anxiety' to learning can be observed in B in not only group work and homework, but in individual Areas of Learning and Experiences.

In order to help B with the anxiety she experiences with joining in with the class, I have discovered some techniques suggested by Nancy Rappaport and Jessica Minahan in their book *The Behaviour Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* (2012). One of their suggestions is to teach a replacement behaviour – the student needs to be taught an appropriate behaviour that serves the same function as the inappropriate behaviour. With B, we could implement the idea that instead of feeling like she has to stay far away from the class, then she can have a certain spot on the carpet that she feels comfortable sitting in, possibly by a peer she feels like she could give support to or be supported by.

Language, Literacy and Communication

Language, Literacy and Communication provides fundamental building blocks for different forms of communication, literacy and learning about language, as well as opportunities to develop competence in different language. (Donaldson, *Successful Futures*, 2015: 48)

Literacy is one of the subjects where B excels in and has the most confidence in her independent reading, writing, and oracy skills. When B is asked to participate in guided reading she again becomes resistant.

Comparing her work to the levels set in the Programme of Study for English: Key Stage 2 – 4, B is currently writing at a Level 2 in her Literacy and Communication work. She is able to communicate meaning in both creative and factual forms, uses appropriate and interesting vocabulary, shows some awareness of form and the reader, her ideas are developed in a sequence of sentences and she uses capital letters and full stops. She is able to spell simple, monosyllabic words correctly and inaccuracies are phonetically correct, letters are also accurately formed and are consistent in size [appendix 4]. However, due to B's resistance to work in her books, there is very little documentation and evidence to support this levelling and much of the evidence that she is reaching this level has been noted during observations. In order to progress B to a Level 3, she now needs to begin showing evidence of correctly spelling common, polysyllabic words, using punctuation to mark sentences and ensuring that her handwriting is legible and her work is appropriately presented. I believe that B is capable of

doing achieving Level 3 and approaches need to be taken to support B and boosting her confidence so that she starts to evidence this progression in her book. It is important that B keeps an up-to-date record of her progress in her book so her development can be recorded. “Capturing the learning journey is critical. It provides evidence that the road map for progress and meaning making is designed in advance, planned with quality outcomes in mind and reference the need for ‘extended abstract’ thinking.” (Carpenter, 2013).

B has discussed her enjoyment of reading with me during conversations when collecting information about how she sees herself as a learner, and has often allowed me to listen to her read independently. When giving me a tour of the school, she took me to the school library and said that she liked to go there to find books to read for information and enjoyment. She expressed that her favourite books to read were *Horrid Henry* and she felt that they were important in helping her learn how to behave correctly in school and at home. She explained that she felt that the books were designed to teach children to behave like *Perfect Peter*, a well-behaved and well-mannered character, instead of his badly behaved brother *Horrid Henry*. I found it interesting to hear how B felt like she could take a valuable lesson from the books she reads for enjoyment. To support the ideas around reading noticed by B, it is noted by *The Writers Bureau* online research that when children read stories that contain feelings, it can help them understand and accept their own feelings. Books can help them understand that there are other children who feel the same way and they are not alone. This helps the child understand that feelings are normal and should be expressed (2019). I believe that by providing B with a plethora of books in which she can relate to in order to express and understand her feelings and attitude towards her work would be a great step forward in her holistic development as a learner.

Mathematics and Numeracy

Mathematics and Numeracy is concerned with developing a good, lasting understanding of mathematical concepts and the confidence to use and apply numerical skills in everyday life. (Donaldson, *Successful Futures*, 2015: 49)

Mathematics and Numeracy is another strong point for B and it is an area of learning that she seems to enjoy and has confidence in completing her work to a high standard. Following the levels set by the Programme of Study for Mathematics: Key Stage 2 – 4, she is currently working between a Level 2 and Level 3 in her Mathematics and Numeracy work [appendix 5]. She is able to count sets of objects reliably, is able to mentally recall number facts to 10 to add

or subtract larger numbers as well as sorting objects and classifying them using more than one criterion. She is also able to mentally recall the 2, 3, 4, 5 and 10 times tables and is able to use them in solving whole-number problems involving multiplication and division (including remainders). B is also able to classify shapes in various ways.

Similarly with her Language, Literacy and Communication work, B has very little evidence of her attainment level in her books but her level is noticed through regular observations in class.

In order to cement B as a Level 3 learner she now needs to begin becoming more organised in her work and show that she is trying different approaches, including mental calculation strategies, when working out maths problems. She also needs to be providing evidence in her book of these skills in order to be confidently levelled in this area. If B does not feel confident in putting work into her books then other approaches, such as voice/video recording or working on pieces of paper that can later be included in her book, need to be adopted by the learner. B has expressed during conversation that she finds using scrap paper to work out sums on is a valuable tool to her learning, so working on paper instead of a book may make B more willing to complete her work. Similarly with Language, Literacy and Communication I do feel that it is important for B to start using her book to start evidencing her work in order for her progress to be monitored.

Health and Wellbeing

Children and young people need to experience social, emotional and physical wellbeing to thrive and engage successfully with their education. This area of learning is designed to help a child build the knowledge, understanding and skills that will enable them to develop positive and appropriate relationships, deal with the difficult issues and decisions they will face and learn to live independently. (Donaldson, *Successful Futures*, 2015: 45)

It has been observed by myself and other members of staff that B can display high levels of emotions throughout the day and minor events in the playground between friends or her relatives in the school can have a negative impact on the rest of the day. During the tour of the school that B gave me, she introduced me to the 'Cwtch' area. She explained to me that this is a place in the school where she can come when she has a 'bad break time' and can talk through her emotions with a designated member of staff. She also explained how as well as talking, she is able to play a variety of games which help her understand how she is feeling and why she is feeling these things.

B also introduced me to the 'Kindness Tree' in the school hall, a display that celebrates the 'three rules' – Respect, Responsibility, Ready - that the pupils in the school should follow. B explained that if show that you are following these rules then you are given a leaf with your name on it to add to the tree, this was something she seemed to aspire to do and understood that by displaying good behaviour this would be possible.

Through discussions and observations with B, she appears to be very aware of the fact that she sometimes finds it difficult to control the way she is feeling when in school. She has also evidenced that she knows where she can turn to when she is experiencing a difficult time in class and in the playground by introducing me to the Cwtch. As a next step, I think it would be interesting and beneficial to B to introduce some of the strategies used in the Cwtch into the classroom to minimise the time she spends away from the classroom.

I have also observed how B responds particularly well to praise and reward. School X has a reward system in place which is designed to ensure the whole class works together in order to receive a reward at the end of the term. This reward system is based on counters in a jar and the class with the most counters will receive the reward. I have noticed that when B is given a counter because she has decided to work hard and follow the expectations set by the class teacher, it has a positive impact on her behaviour for the rest of the day. This positive reinforcement in the form of a reward system allows B to understand the correct behaviour to exhibit in class and prompts her to continue behaving in this way. As a result, she becomes happier and her willingness to work with others increases, she spends less time going to the Cwtch and more time in the room as a member of the class. Louise Porter discusses in her book *Behaviour in Schools* (2006) that there is the philosophy amongst scholars that when a behaviour earns students something that they want, they will repeat it; if the behaviour results in a negative consequence, they will cease to do so again in the future (20).

Science and Technology

Science involves acquiring knowledge through observation and experimentation, and technology applies scientific knowledge in practical ways. It capitalises on children and young people's curiosity about our natural, physical world and universe through investigating, understanding and explaining. (Donaldson, *Successful Futures*, 2015: 50)

When B has made the decision that she does not want to spend time with the class, she will use the laptops at the back of the room to access the RM Maths programme and Lexia Programme used by the school. She will also access JIT5 and begin to write stories or write Maths problems

to solve. When others are having difficulty in using the laptops, B is always on hand to help and teach her peers how to access different programmes.

B enjoys science and technology and has explained to me that she also uses technology when she is at home in order to help her learn. When she wants to continue and develop her knowledge and understanding at home she will turn to an *Amazon Alexa* to give her information about different topics. I was interested in this and wondered if B thought it would be a good idea to introduce *Alexa*'s into the classroom in order to aid her and her peers in their learning. B instantly spoke against the idea, stating that children would break the device and it would become more of a distraction to the class rather than a supportive tool to learning.

After observing B having the confidence to support other when working with technology, I have decided that a next step to support her learning would be to start a 'buddy system' where B is given the opportunity to become the 'teacher' to another pupil who is struggling with their work. This idea is supported by Vygotsky's Zone of Proximal Development [appendix 6] where a child is challenged in what they are learning, but supported by a 'More Knowledgeable Other' (MKO), in this case, the MKO will be B. "The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978: 86). In turn, once B builds confidence in this Area of Learning I could then think about taking the buddy system into other Areas of Learning. As a result, I should start to observe an increase in confidence in other areas as well as starting to notice positive progression in her work.

Expressive Arts

Through the Expressive Arts, schools and teachers can encourage children and young people to develop their creative appreciation and talent and their artistic and performance skills. The Expressive Arts provide opportunities to explore thinking, reasoning and communicate ideas, engage thinking, imagination and senses creatively. (Donaldson, *Successful Futures*, 2015: 43)

Through observations, I have noticed that B enjoys expressing herself creatively. During a literacy lesson, she was asked to create a persuasive advert based on the theme of river pollution – she then performed this advert to the rest of the class using features that we had discovered by watching adverts on the white board. She also thoroughly enjoyed a two-week singing session taken by a music teacher coming into the class. This was one of the few times I had seen B join in with the class on the carpet area instead of sitting at the back of the class. As part

of the classes 'lightbulb learning' challenges, B was asked to engage with her prior knowledge and create the water cycle out of Lego. This activity also grabbed B's attention and she was able to confidently complete this challenge to a high standard.

During the tour of that school during data collection, B was also keen to show me lots of the displays around the school and expressed how she felt that the colours and images of children's work supported her in her learning. Dr Smawfield, writing for *The Early Learning HQ* (2019) states that displays can include supplementary teaching aids that enrich and reinforce what is being taught, helping to bring the subject to life. B also explained that she enjoyed looking at the displays because it helps her know what she will be learning as she progresses through the school.

I believe that the appropriate next step to be taken for B in the Creative Arts Area of Learning is to start incorporating her enjoyment and enthusiasm of music, art and drama into more aspects of the day-to-day running of the classroom. "Children who may be having difficulties in other parts of the school curriculum may find an expressive outlet through art. It is a way to uncover talent that may not be seen otherwise. [creative] Art is a means of communicating ideas, feelings, and solutions in a way other than verbally or written" (Davidson, *Teach Your Children Well: A Teacher's Advice for Parents*, 2000). The creative arts can be included in the classroom in a variety of ways, such as introducing jingles throughout the day that are sung as a whole class (morning register/break/lunch/tidy up time/home time/etc.), and B could have a direct influence in these by having the role of starting these songs when the time is appropriate. B could also contribute to the creation of classroom displays, something which has also been discussed as an important factor of her learning.

Conclusion:

To conclude, B is an intelligent pupil but struggles in class due to behavioural challenges that may be a result of a lack of confidence in herself as a learner. I believe that in both Literacy and Numeracy, B is capable of attaining Level 3 by pushing herself further and accepting support from teachers and peers when she needs it.

After analysing the data collected through observation and discussion and comparing it to the ASK model, it is clear to myself as the teacher that B does show a desire to succeed and is a curious and open-minded child when it comes to her learning. However, a few steps are needed in order to develop B's social and communicative skills. A development in these

areas will encourage B to grow as a learner and she will begin to build the confidence needed share her interesting concepts and ideas both to her peers and down on paper.

By introducing a variety of minor changes to the day-to-day running of the classroom and allowing B the opportunity to support other individuals, I believe that B will experience a boost in confidence and pride in her work and as a result, there will be a great progression in each Area of Learning discussed in this essay.

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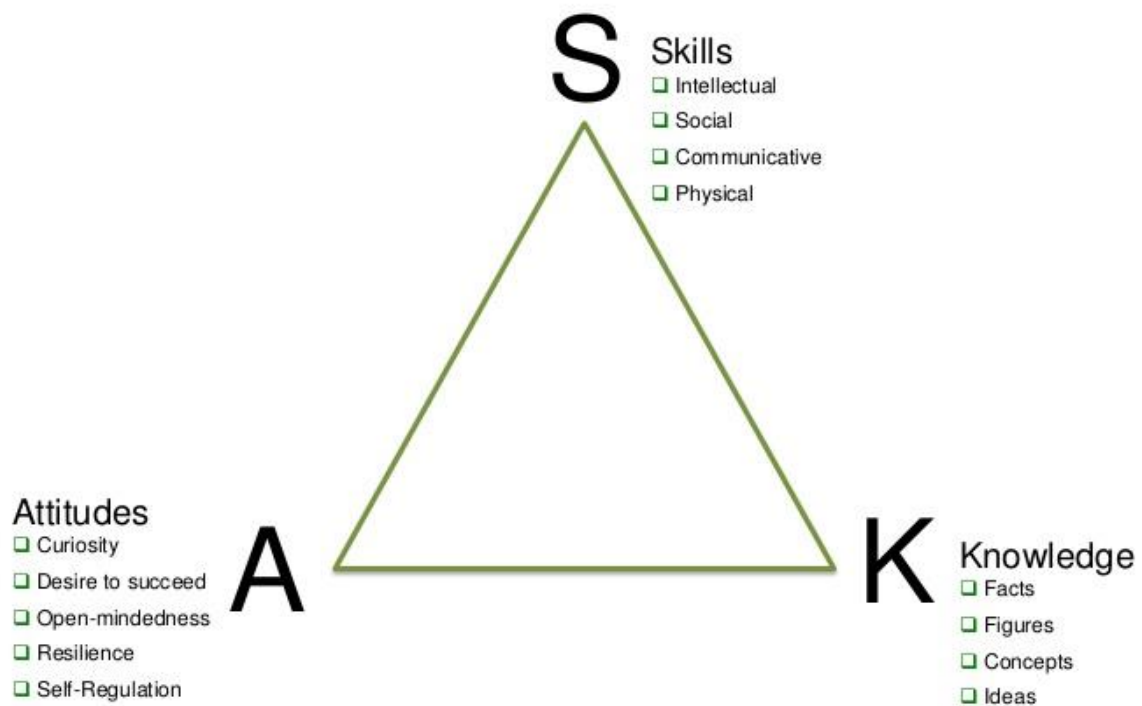
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Appendix 1: The ASK Model

The ASK model – Attitudes, Skills & Knowledge



Appendix 2: Consent from B's parent



Yr Athrofa
Institute of Education
Adlyng i Gymru / Education for Wales

Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian of... (pupil name),

I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed... (Parent/Guardian).

Date... 08/05/2019

Appendix 3: Consent from class teacher



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

Yr Athrofa
Institute of Education
Adding Learning Education for Wales

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

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): Alice Matthews

SCHOOL NAME (PLEASE PRINT): Golden Grove School

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

R. Adams

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

R Adams

If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 4: Level 2 Literacy

Today I had to write persuasive sentences:

Are you mad about stepping on toys? Introduce the handy robot it picks up every toy. Small toys big toys doesn't stoped toy now your house is so clean if you buy now you can get it for free only 5 pounds or get your house clean today!

Level 2 -

- * Communicates meaning in both creative and factual forms.
- * Appropriate and interesting vocabulary.
- * Shows some awareness of form and the reader.
- * Ideas are developed in a sequence of sentences - uses capital letters and full stops.
- * Simple, monosyllabic words are usually spelt correctly, inaccuracies are phonetically plausible.
- * Letters are accurately formed and consistent in size.

Appendix 5: Level 2/3 Mathematics

20.5.19 Level 2/3 Math

Level 2/3 Math

1. $5 \times 4 = 20 \checkmark$
 $20 \div 5 = 4 \checkmark$
 $20 \div 4 = 5 \checkmark$

2. $2 \times 6 = 12 \checkmark$
 $12 \div 6 = 2 \checkmark$
 $12 \div 2 = 6 \checkmark$

3. $3 \times 7 = 21 \checkmark$
 $21 \div 7 = 3 \checkmark$
 $21 \div 3 = 7 \checkmark$

4. $6 \times 8 = 48 \checkmark$
 $48 \div 8 = 6 \checkmark$
 $48 \div 6 = 8 \checkmark$

5. $3 \times 5 = 15 \checkmark$
 $15 \div 3 = 5 \checkmark$
 $15 \div 5 = 3 \checkmark$

6. $4 \times 8 = 32 \checkmark$
 $32 \div 4 = 8 \checkmark$
 $32 \div 8 = 4 \checkmark$

7. $6 \times 10 = 60 \checkmark$
 $60 \div 6 = 10 \checkmark$
 $60 \div 10 = 6 \checkmark$

8. $9 \times 3 = 27 \checkmark$
 $27 \div 3 = 9 \checkmark$
 $27 \div 9 = 3 \checkmark$

9. $7 \times 8 = 56 \checkmark$
 $56 \div 8 = 7 \checkmark$
 $56 \div 7 = 8 \checkmark$

10. $8 \times 6 = 48 \checkmark$
 $48 \div 8 = 6 \checkmark$
 $48 \div 6 = 8 \checkmark$

11. $12 \times 11 = 132 \checkmark$
 $132 \div 11 = 12 \checkmark$
 $132 \div 12 = 11 \checkmark$

12. $55 \times 10 = 550 \checkmark$
 $43 \times 10 = 430 \checkmark$
 $34 \times 10 = 340 \checkmark$
 $67 \times 10 = 670 \checkmark$
 $48 \times 10 = 480 \checkmark$

13. $84 \times 10 = 840 \checkmark$
 $24 \times 10 = 240 \checkmark$
 $13 \times 10 = 130 \checkmark$
 $4 \times 10 = 40 \checkmark$
 $11 \times 10 = 110 \checkmark$

Level 2/3-

- * Counts sets of objects reliably
- * Mental recall of number facts to 10 to add or subtract larger numbers
- * Sorts objects and classifies them using more than one criterion
- * Mental recall of the 2, 3, 4, 5 and 10 multiplication tables in solving whole-number problems involving multiplication and division (including remainders)
- * Classifies shapes in various ways

20.5.19 10: To sort shapes in the correct category

	Has curved lines	Has straight lines
Has more than three sides		
Has three sides or fewer than three sides		

Level 2/3-

- * Counts sets of objects reliably
- * Mental recall of number facts to 10 to add or subtract larger numbers
- * Sorts objects and classifies them using more than one criterion
- * Mental recall of the 2, 3, 4, 5 and 10 multiplication tables in solving whole-number problems involving multiplication and division (including remainders)
- * Classifies shapes in various ways

Appendix 6: Vygotsky's Zone of Proximal Development

