

Targets from last assignment

1. "To ensure correct referencing, especially when referencing directly from a source"-
To improve on this I am going to have a copy of the Harvard referencing guide to hand so I can have the correct style of referencing.
2. To give an advanced application of a range of strategies that could be used to overcome challenges, thinking of your own creative ideas and strategies that you could put in place within the school-
To improve on this I am going to put more of my own ideas into my assignment and how I can use them to support the question I will be choosing.
3. To proof read my work ensuring academic tone and terminology. -
To improve on this, I will proof read my work at least 3 times and make changes to make my work sound more academic.

How does non-school uniform day affect learners' involvement within lessons.

Introduction

My observation aims to identify if non-school uniform day affects learners' involvement within lessons. In my observation I will be using the Leuven scale of involvement. I will be observing three pupils from years 1 and 2, this will be done throughout the day. I will be focusing on the times 9am, 11am and 2pm and this splits the day up and allows me to observe their involvement in activities throughout the day. I am aiming to identify if non-school uniform day improves pupil's involvement in indoor classroom activities. Choosing this gave me the opportunity to look into the classroom environment and identify what is working for the pupils and what is causing a distraction. There was also an opportunity for me to look into classroom management techniques and identify the best source of action to get the pupils attention back on the teacher. The pupils on my research day dressed up to express themselves, the focus task for this day was expressing their feelings. The pupils used ipad's to take five selfies of five different emotions, with these selfies they used them to identify what feeling it is as what could make them feel this way.

Literature Review

The Foundation Phase Framework focuses on the developmental needs of the children. At the centre of the statutory curriculum framework lies holistic development of the children and their skills, building on their previous knowledge and experiences. The Foundation Phase curriculum promotes equality of opportunity and values and takes time to celebrate diversity (Welsh Government, 2015). The Foundation Phase framework aims to encourage

children to use their initiative and imagination, to make learning more fun and effective (Anon, n.d.). The new curriculum for Wales introduced cross-curricular learning into foundation phase planning to improve the pupil's individual talents, understanding activities they are taking part in and discovering new resources (Janes, K (2014) Using the visual arts for cross-curricular teaching and learning). During observation it was evident that the cross-curricular skills were used in all lessons as well as incorporating the areas of learning. The pupils had to engage in an activity involving taking selfies of themselves and identifying what emotion they were expressing. The cross-curricular skills were used in the digital competence and literacy skills, by working on the iPad's and having a discussion on the emotions and why they may be feeling that way. The areas of learning incorporated in this task involved the expressive arts, health and well-being as well as physical development supporting their fine motor skills. This is supported by Public Health Wales (2022), the pupils will make their own personal progress and the tasks they will undertake will support the four purposes. This whole school approach impacts on those within the community acknowledges the classroom environment and its ethos.

The foundation phase framework involves outdoor learning, it is the ideal environment for experiential learning as it offers unique opportunities to express themselves in a loud and creative way. The outdoor environment is full of stimuli such as the weather, sounds, smells, and textures which can enrich and enhance the learning environment around the child. Children with these skills will be well-developed in all aspects and are better able to learn and retain learning. (Aran, Y. And Oes, G. 2009). Outdoor learning involves the 6 areas of learning and works around the four core purposes. The Natural Resources team supports that outdoor learning should be taught in a meaningful and authentic way. outdoor learning plays a role in the whole school approach to attainment, physical activity and mental wellbeing is understood and implemented. (naturalresources.wales. 2022). During observation it was evident that outdoor learning supported the engagement of pupils wearing non-school uniform. When taking part in the activity out of the school and had the opportunity to wear what made them comfortable, the pupils confidence rose, and the engagement increased. The Welsh council (2018) supports that when the pupils feel comfortable, they will feel positive about themselves, display more social confidence, and will want to move onto the next challenge. (High Quality Outdoor Learning For Wales, 2018). However, ESTYN (2021) suggested that there is very little tracking of progress to identify if outdoor learning is making a difference. School leaders do not measure and track evidence well enough. In Maslow's hierarchy of needs, self actualisation is the most important and refers to the realisation of a person's potential, self fulfilment, seeking personal growth and peak experiences. (McLeod, S. 2023). Maslow's theory supports non-

school uniform day as the non-school uniform day strives for children to express themselves and feel comfortable.

Methodology

During my observation, I will be observing pupils on a non school uniform day. The pupils dressed up to express themselves, they completed tasks throughout the day that linked to emotions and what makes them feel the way they do. For my observation I will be using the Leuven Scale, Shown in Appendix, to show my findings and the effect non uniform day has on engagement in classroom activities.

For my research I will be using the Leuven scale to measure the involvement of pupils throughout the day in the tasks carried out. For the observation I used the non-participant observation, this is where the observer does not actively participate in the observation. The non participant observation is seen as one of the most useful methods, however it relies on observing behaviour and only observing behaviour, the observer cannot interact in the social behavioural process and most of the data collected will be limited. (A framework for participant and non participant observation, 2008.). The non participant method was the most useful to use as the pupil does not know they are being observed, so the behaviour did not change due to the presence of an observer. (getrevising.co.uk, 2022.).

The Leuven Scale is a five point scale to allow professionals to measure pupil's involvement, one in being extremely low in engagement and five being extremely high in engagement. The main for the Leuven scale is to put the pupils are the centre of the learning. The highest levels of involvement have been said to show deep learning which is characterised by fascination, curiosity, deep satisfaction, and an interest in what they are doing. (structurallearning, 2021.). John Bowlby suggested that children present different behaviours from different cultures. A disadvantage for the Leuven scale that supports this is that it does not take into account the different behaviours in the different children's cultures as well as it does not account well for children with additional learning needs. (Learning Journals, 2021.).

Discussion and Findings

The observer makes ethical decisions to support the balance between benefit and risk, which is supported by the ethical processes and ethical guidelines. The most important consideration had was the pupils observed and the best was to do what is best for them. The Welsh government state that researchers have a responsibility to not disclose the pupil's name, age, gender, religion, or background. (Curriculum for Wales Religion, 2021.). In the Ethical Guidelines for Educational Research (2018) document, researchers have a duty of care to recognise potential risks to the pupil and be in a position to minimise and

manage any distress or discomfort that may arise. The school environment provides a safe space for the pupils and in turn this minimises the chances of harm or discomfort. Observers need to have explicit permission to disclose information to third parties, and permission for some children to be involved. Due to the topic of my observation permission from the parents was not necessary as it was during the normal classroom routine. Having permission from the pupil is always necessary, ensuring they are happy to do the task being asked and not making them uncomfortable. Asking a pupil for their assent gives them the opportunity to have their say on any issues or any new skills they would like to learn. (Ashford, A. 2015.). All data collected needs to be done confidently and managed in a careful manner when being distributed. Information about the pupil should not be collected without the permission of a parent/ care giver and they should be allowed access to collected data. Information is to only be shared with the professionals with formal permission from the care giver. (WJEC, 2019.). While doing my observations I followed the Data Protection Act (2018) to ensure that no personal data about the pupils being observed and no information about the location of the school.

For my observations I was sure to choose 3 pupils from various levels of learning, when observing this was evident to see. As seen in Appendix 1 it was evident to see that child 3 had the lowest level of engagement throughout the day. The highest level of engagement from child 3 was Moderate. For the observation sheet I was sure to add an additional section so that all information is written down and very little is missed. Having this section is so important to take in outside factors that could cause a distraction to the pupil. The main distraction child 3 faced was the other pupils around them, due to this child 3 was distracted through the tasks and showed no interest in the expressing of emotions task.

Child 1 engagement levels were higher in the morning and slowly decreased throughout the day, this is evident to see in appendix 1. During tasks throughout the day child 1 was sat between two peers and engaged well in the activity and worked with those peers on the activities. However, towards the middle and end of the day child 1's engagement levels were moderate then extremely low. Child 1 was getting distracted at the end by the surrounding peers and had little to no interest in the final tasks.

Child 2 engagement levels had a steady start with a low decrease throughout the day. During tasks, the child was engaged and interested. The highest level of engagement was during the expressing emotions task at high engagement. Child 2 was sat between two peers during activities, and they all supported each other and presented and interest in the task. When child 2 was seated next to child 1 distractions started to happen and interest in activities decreased.

Overall, through this observation it was clear to see that the seating of the pupils had a massive effect on the children's engagement levels. The observation tasks were whole class activities. However, due to the number of pupils during tasks they were split into three mixed ability groups, this made discussions easier and less chances for distractions. During the expressing emotions tasks discussion amongst the pupils was high and positive. I believe that the method used was the best choice as I was able to observe from all angles and look at the various levels of engagement.

Conclusion and recommendations

From my observation it is evident that non school uniform day improves classroom engagement to some extent as it gets all pupils involved in discussion and involves links to their daily life to gather interest. However, outside of activities engagement was not as strong, the pupils showed no interest in what was being said. Non school uniform promoted the pupil's health and wellbeing as well as their social development. I feel this observation may have been less effective as it was observation over the period of the day, the observation may have been more effective if I only observed one classroom task. The Leuven scale however did not take into consideration the environment factors around the pupil and did not take into consideration pupils with additional learning needs, which may have been affecting the pupil's engagement levels. Additionally, it generalises about the pupils and their wants while demonstrating challenges in trying to simultaneously monitor the pupils. I obtained the most accurate results due to the Leuven scale being easy to complete and was a clear format to use. If I had observed a larger number of pupils my results may have been more accurate and solid. Although the environmental factors played a role in my engagement level results, I still feel the results I collected were reliable. If I were to do this observation again, I would focus on a larger group of pupils to ensure the engagement in non-school uniform is the same.

Appendix's

Observation schedule

How does non-school uniform day affect learners' involvement within lessons

Observing through the day.

The Leuven Scale for Involvement

Extremely Low- Activity is simple, repetitive, and passive. The child seems absent and displays no interest. Is distracted and looking at what others are doing.

Low- Activity is frequently interrupted. The child is engaged for some time but will eventually get distracted and look at what others are doing.

Moderate- the child is continuous with the activity. They will make some progress in the activity; however, they will not show much energy and concentration. They can be easily distracted.

High- continuous activity in activity with intense movements. They are not easily distracted by others.

Extremely high- The child shows continuous and intense activity. The child is concentrated, creative, energetic, and persistent through their activity.

	9am	11am	2pm
Child 1	High	Moderate	Extremely low
Child 2	High	Moderate	Low
Child 3	Moderate	Low	Low

Additional notes

The day starts as normal, children are enthusiastic and excited. However, it took longer to settle down.

The phonics session- all were engaged and focused on the task. Non uniform brought out their confidence and self-esteem, out of activity not as engaged.

The Welsh assembly- very engaged. Childs 1 and 2 were engaged. Child 3 did not attend.

A talk on mental health- sat sensibly on the carpet and listened to the information said. I understood why they dressed up to express themselves and how they felt.

Feelings task- took pictures of themselves on different emotions. Childs 1 and 2 were engaged in the beginning but lost focus halfway through. Child 3 was not interested and got distracted very quickly.

The swimming sessions- on the bus the children were overly excited and had lots of energy. And were very load on the bus. All the children behaved well. On the way home, the children were excited and did not engage in bus activities. On the way home, the children were excited and did not engage in bus activities.

Home time- the children sat nicely on the carpet, the interaction with each other was extremely high.

Personal reflection

On the day I carried out my observation it was dress up to express yourself day. One of the tasks I observed was a expressing their emotions. This involved taking at least five selfies of themselves all expressing different emotions and then adding text to these photos on what expression they are doing. When they finished this they then had a discussion on what action may make them feel that certain emotion. I learnt how certain children express their feelings and the ways they communicate them.

The challenges that came with being a non-participant observer was that it was difficult to observe three children at once as well as spending enough time on my notes to get everything written down. The opportunities that came with non-participant learning is the children are in their natural environment and the pupils are not aware they are being observed so their behaviour was not influenced.

The limitations that came from using the Leuven scale was that it did not take into consideration the environmental factors like the distractions of the other pupils around them. The leuven scale also did not take into consideration the children with additional learning needs which could be affecting engagement levels. The benefits that came with the Leuven scale was it was souly focused on the child and was an organised way of observing the child.

My main points for learning as a researcher was knowing the depth and importance of confidentiality and ethics, lots of the research had to be focused around on what the child needed and the assent from them. As well as knowing the length of planning needed for tasks and the knowledge needed to enhance learning.

If I were to do this research again, I would try and observe more than three children as my question would have stronger results with more than three children. I would also focus on just the one task and not a full day as it became difficult to solidify results and compare engagement levels.

Another research method I could use is mixed method research, this is using qualitative and quantitative data collection.

Reference list

Welsh Government (2015). *Foundation Phase Framework Curriculum for Wales*. [online] Available at: <https://hwb.gov.wales/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf>.

Anon, (n.d.). *Evaluating the Foundation Phase – Wales Institute of Social and Economic Research and Data*. [online] Available at: <https://wiserd.ac.uk/project/evaluating-the-foundation-phase/>.

Uwtsd.ac.uk. (2024). Available at: https://web-p-ebSCOhost-com.ezproxy.uwtsd.ac.uk/ehost/ebookviewer/ebook/bmxlymtfXzY4NTE1OF9fQU41?sid=91fff7e0-c5f7-44fc-b616-587e553b1a27@redis&vid=0&format=EB&lpid=lp_i&rid=0.

Public Health Wales (2022). Whole school approach to Emotional and Mental Well-being. phw.nhs.wales. (n.d.). *Home - Public Health Wales*. [online] Available at: <https://phw.nhs.wales>.

Adran, Y. and Oes, G. (2009). *Foundation Phase Outdoor Learning Handbook*. [online] Available at: <https://hwb.gov.wales/storage/fcb8539c-9be7-4883-8542-35d7b54b56f2/foundation-phase-outdoor-learning-handbook.pdf>.

naturalresources.wales. (n.d.). *Natural Resources Wales / Increased role for outdoor learning and natural environment in new school curriculum*. [online] Available at: <https://naturalresources.wales/about-us/news-and-blogs/blogs/increased-role-for-outdoor-learning-and-natural-environment-in-new-school-curriculum/?lang=en>.

High Quality Outdoor Learning for Wales. (n.d.). Available at: https://www.walescouncilforoutdoorlearning.org/_files/ugd/d00a84_df6d54796525493188ed3183949cd01f.pdf. High Quality Outdoor Learning for Wales. (n.d.). Available at: https://www.walescouncilforoutdoorlearning.org/_files/ugd/d00a84_df6d54796525493188ed3183949cd01f.pdf.

A Framework for Participant and Non -Participant Observation. (n.d.). Available at: <https://www.nottingham.ac.uk/sociology/documents/enquire/volume-1-issue-1-parke-griffiths.pdf>.

Estyn (2011). *Outdoor Learning an evaluation of learning in the outdoors for children under five in the Foundation Phase*. [online] Available at: <https://www.estyn.gov.wales/system/files/2020-07/Outdoor%2520learning%253A%2520%2520an%2520evaluation%2520of%2520learning%25>

[20in%2520the%2520outdoors%2520for%2520children%2520under%2520five%2520in%2520the%2520Foundation%2520Phase%2520-%2520September%25202011.pdf.](#)

McLeod, S. (2023). Maslow's Hierarchy of Needs. *Simply Psychology*, [online] 1(1-18). Available at:
[https://www.simplypsychology.org/maslow.html?ez_vid=2cae626a2fe896279da43d587baa3eb663083817.](https://www.simplypsychology.org/maslow.html?ez_vid=2cae626a2fe896279da43d587baa3eb663083817)

getrevising.co.uk. (n.d.). *Non-participant observations*. [online] Available at:
https://getrevising.co.uk/grids/non_participant_observations#:~:text=Non%2Dparticipant%2Obervations%20are%20advantageo

www.structural-learning.com. (n.d.). *Leuven Scale: A teacher's guide*. [online] Available at:
[https://www.structural-learning.com/post/leuven-scale-a-teachers-guide#:~:text=The%20Leuven%20Scale%20is%20a%20five%2Dpoint%20scale%20that%20allows.](https://www.structural-learning.com/post/leuven-scale-a-teachers-guide#:~:text=The%20Leuven%20Scale%20is%20a%20five%2Dpoint%20scale%20that%20allows)

Learning Journals. (2021). *What Is the Leuven Scale and How to Use it*. [online] Available at:
[https://learningjournals.co.uk/what-is-the-leuven-scale-and-how-to-use-it/#:~:text=One%20of%20the%20major%20criticisms.](https://learningjournals.co.uk/what-is-the-leuven-scale-and-how-to-use-it/#:~:text=One%20of%20the%20major%20criticisms)

Curriculum for Wales Religion, Values and Ethics (RVE) guidance Consultation Document. (n.d.). Available at: [https://www.gov.wales/sites/default/files/consultations/2021-05/consultation-document-curriculum-for-wales-religion-values-and-ethics-guidance.pdf.](https://www.gov.wales/sites/default/files/consultations/2021-05/consultation-document-curriculum-for-wales-religion-values-and-ethics-guidance.pdf)

British Educational Research Association (2018). *Ethical Guidelines for Educational Research, fourth edition (2018)*. [online] Bera.ac.uk. Available at:
[https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018.](https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018)