

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
I believe I have understood the outcome level that he has currently at and have shown that I understand what areas he needs to improve on.	I believe I need to use pedagogical theories to develop him further.

1400478
M7X02153

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

Word count: 4267

This essay discusses the development of a focus child and analyses the steps that must be taken to ensure the child progresses.

The school in which the focus child attends is a small primary school in Swansea with around 318 pupils aged 3-11 years old. The school has eleven classes with some classes having mixed age ability children within. The school is based on a large site with large yard areas and playing fields where children are encouraged to learn outdoors. The school also has their own forest school where the children visit frequently with an outdoor learning specialist in all weathers. The school is separated into two buildings, each phase being in separate buildings. The foundation phase building includes open classrooms with no doors and shared learning areas where children can learn independently. This provides a safe environment where children feel safe and nurtured. The school is a level 2 rights respecting school where they promote a core value each month based on the United Nations Convention on the Rights of the Child (UNCRC) to ensure their pupils understand their rights. The school aims to develop a strong relationship between home and school to ensure that their students are getting the best possible education where they feel safe. (Estyn, 2012)

The learner is in mixed year 1 and 2 class with 30 other children. The learner has made significant progress throughout the year, levelling up from being a very low ability child to progressing to be a low/middle ability level child. The learner has shown to be at outcome 4 and is progressing towards outcome 5 in both Literacy and Numeracy however he has progressed to a low-level outcome 6 for Personal and Social Development (PSD). He has shown to struggle to keep on task when working with a group of learners, however, when working independently or with an adult he has shown to engage well in the task and strives to do his best. However, there is one child within the class that he has shown to work well with during partner work. Therefore, when tasks involve partner work I try to place them together as much as possible to ensure that he is able to participate in the task to the best of his ability. During learning tasks, he does not work well with a certain child as they often distract each other and become discouraging to other children within the class, however, during play time they often play well together and have shown to engage in social situations they would not have engaged in if by themselves. The learner has shown to struggle with some social situations specifically in large groups as he becomes quiet and uncertain and often disengages however he has become more used to group work and social settings and has begun to become comfortable in those situations.

To complete this essay, the following data collection methods were chosen based on the research undertaken to decipher which methods would be best suited to complete this essay. The main data collection method used for this assignment was observation. Throughout the school day I observed the learner in their social situations and during learning tasks. This method was chosen as the Welsh Assembly Government (2008) identified that when using observation, it is easier to identify which methods of teaching ensure that the child understands the task. It also helps to identify which learning method best suits the child as every child learns differently and in order to give children the best possible education, it is important for teachers to identify how their students learn best. Additionally, when observing a child, we are able to assess the child's progress and identify whether further

interventions are needed if the child is not understanding the skill they are being taught. This helps to ensure that the child is progressing at the appropriate level and is understanding everything they are being taught. During my observations of the child I used both non-participant observation and participant observation. During lessons in which I taught I used participant observation which allowed me to help the child with any problems during my observation however a limitation of this method was that I may have missed important observations due to myself having to teach multiple children at once which meant that I was not entirely focused on the child at all times. During lessons where the main teacher taught I was able to use non-participant observation which allowed me to observe the child without getting involved. As identified by Hayes in 2000, non-participant observation allows the observer to pick out any information they see that is relevant to the research which may have gone un-noticed by the teacher when having to teach multiple children at the same time. Hayes (2000) also found that non-participant observation allows the observer to notice any background factors that are affected the children's learning for example, the child may become distracted during certain times meaning they miss important instructions or information or may not work well with certain children or in certain areas of the classroom. By identifying the background factors that impact the children's learning the observer can then identify a plan to ensure progress by using the information they have discovered to influence their plan. However, I was aware of the limitations of using non-participant observation as a method which from research I knew that the child's behaviour could be influenced by my presence which would affect my results.

During my observations of the learner I created notes to write down any vital information that I observed. Bell and Waters (2014) identified that when using notes as a data collection method, it allows the observer to make note of any vital information that can be used to inform future lessons to ensure that the child is receiving the best possible education. It also gave me the opportunity to use my notes to identify which children he worked best with and which children he did not work well with. I used this information when planning group work or partner work to ensure that the child would be in the best situation. As explained by Denzin and Lincoln (1994) using an observation method allows the observer to collect qualitative data in a naturalistic way which allows the observer to monitor how the child behaves and reacts to situations in their natural form without any interruptions. This helps to ensure that the information collected is not majorly influenced by my presence and it allows the child to feel more comfortable as they are in their familiar environment where they are used to learning.

For this assignment I also used the Mosaic Approach created by Clark and Moss in 2011 which allowed me to focus on the child's voice and opinions by speaking with the child about how they learn best and their opinions on the work they are completing. When using this method, I also collected pieces of the child's work and carried out a learning walk where the child showed me around the school and discussed their favourite areas and why.

In order to ensure that this research of the child was ethical I asked the teacher for permission to observe and write about the child for this assignment and discussed with him all that the assignment would include. Following permission from the teacher, I also approached the child and asked for their permission to write about their progress in areas of learning and if they were comfortable in myself observing them learn. (See appendix 1) I made it clear to the child that all information within my essay would remain anonymous and that the child would not be able to be identified

from the content written. In order to ensure that the child understood what I was telling them I spoke in child friendly terms and allowed them to ask any questions to ensure that they were ethically informed. In addition, I also clarified that the child and the teacher were made aware that the essay would only be seen by a number of people and would not be available to the public.

Language, Literacy and Communication Skills Outcomes.

Oracy-

After examining the different outcome levels in the Foundation Phase Framework written by the Welsh Assembly Government (2008) against evidence of the learner's work and the observation notes I had made, It was clear that the learner was at outcome 4 for oracy. This was evident from my observations of the child during the school day. The child frequently joins in with songs during lessons and during wet play with the rest of the class without prompt. I have also observed the child speaking clearly with peers during group activities however if the group is large he becomes less vocal and more withdrawn therefore this area needs to be worked upon to further improve his level in oracy. During our learning walk, he clearly spoke about his interests both in school and outside of school clearly identifying the areas in which he enjoyed working in and which areas he did not enjoy working in. (See appendix 2) During a Literacy lesson, the children were given the opportunity to engage in a role play activity based upon the book that we were studying and during which the child became increasingly engaged and adapted his vocabulary to suit the role that he was playing using vocabulary specific to the subject. The learner has shown to have a positive attitude towards tasks that involve acting out different roles and verbal contribution. However, when working in a large group his attitude has shown to change negatively as he become less vocal and less engaged.

Reading-

After examining the outcome levels for reading in the Foundation Phase Framework created by the Welsh Assembly Government in 2008 and analysing the learners work, it is apparent that the child is currently working at an outcome 4 in reading however shows to be almost at outcome 5 and with further work I believe that he will soon reach his goals. The learner has shown to be able to read independently however still struggles with high frequency words. When he begins to struggle with a high frequency word he uses the reading strategies he has been taught to help him read the word however, if he still does not understand what the word means he asks for help. This area needs further work yet I do not feel that this is a major problem as he is often able to read the word by himself using pictures or the words around the word to work out its meaning. I have witnessed that he is able to retell the information he reads without problems and can use the information he reads along with his own personal knowledge to understand the meaning of the text. During a literacy lesson based on adjectives, he was able to identify the adjectives within the text to inform him of how the character is presented thus showing that he is able to identify and find information within a text. (See appendix 3) However, the child has shown to begin to choose books and texts independently without help for tasks and to find information related to the task which shows that he is beginning to move onto outcome 5. The learner has shown to be an enthusiastic reader when given the

opportunity to choose books which he finds interesting however, his attitude towards reading changes when given a task to read in which he is not interested in, he becomes less engaged and increasingly distracted.

Writing-

Following in depth research between the learner's work and the outcome levels of writing (Welsh Assembly Government, 2008), it was evident that the learner is working at outcome 4 for writing but is struggling with some aspects of the outcome therefore in order to progress forwards there are certain areas that need further improving. Evidence from his school work has shown that he is able to correctly form both lowercase and uppercase letters independently however there are times where he forgets to use an uppercase letter and needs prompt to re-read his work and check for errors. During a task where he had to find punctuation errors within a passage, he showed to be competent in finding the words which required capital letters and was able to input full stops and question marks into the correct places without aid. (See appendix 4) The learner has also begun to use exclamation marks within his writing without being prompted to do so. The learner has also begun to use subject specific words related to the topic of his writing without help from a teacher or adult. He has shown to begin to use connective words and ordering words that have been modelled by the teacher during tasks that involve recounting his own personal experiences. One of the main aspects of outcome 4 that the learner struggles with is spelling high frequency words using the spelling strategies that he has been taught. During writing tasks, the learner has shown to be well engaged and focuses hard on doing his best however during writing tasks that include group or partner work he becomes less engaged as he struggles to communicate with the other children on what they should write.

Mathematical Development Outcomes.

After examining the outcome levels in the Foundation Phase Framework (Welsh Assembly Government, 2008) and looking at the learner's work and examining observation notes made by myself I discovered that the learner is on outcome 4 but is making steady progress towards being at outcome 5. The learner is able to order numbers up to 20 without any issues and has begun order numbers up to 100 but often makes mistakes. However, he is able to count up to 100 without aid and without mistakes which is an outcome 5 aspect. He is also able to compare and order two-digit numbers and partition numbers below 20 into tens and unit without help. However, he is still struggling with understanding the difference between odd and even numbers up to 20 however I believe that with a little more work he will be able to fully understand the difference and will be able to up level to outcome 5. I have observed the child undertake simple addition and subtraction equations and is beginning to work out more difficult equations with little or no help. He is also able to work out one more or one less without help. During Mathematic warm up sessions, I have witnessed the child work out money equations up to £1 which is an outcome 5 aspect and is able to work out how much change people are due up to £2. Throughout the day he is able to work out the time using standard units of time to read the clock independently and can work out how long is left until play times and home time. I have also witnessed the child recognise common 2D and 3D shapes

around the classroom and around the school and can name them without help from a teacher or peer. He has also been observed experimenting with different shapes to see how they fit together and is able to understand when shapes are not able to fit together. During lessons using tables, the learner has shown to understand how to sort information into different tables including Venn Diagrams, tables, lists and two-way frequency tables.

Personal and Social Development, Well-being and Cultural Diversity Outcomes.

After looking at the outcomes for Personal and Social Development, Well-being and Cultural Diversity (PSD) from the Foundation Framework created by the Welsh Assembly Government (2008) it was clear that the learner has reached outcome 5 and is increasingly advancing towards outcome 6. Within the outcome 5 section of the framework, the learner has shown to ask for help from both peers and familiar adults in the classroom when necessary and has the ability to communicate appropriately with peers and adults. During observations of the child I have witnessed him recognise his feelings and express how he feels in appropriate ways during different situations. Following a discussion with the class teacher I discovered that the learner understands the difference between right and wrong actions and is able to understand that when he makes wrong decisions there may be consequences. During play breaks the child has shown to understand that during games there are rules put into place to ensure that everyone plays fair and has shown to abide by the rules. During an incident at play time after the learner accidentally kicked the ball at another child, I observed the child take responsibility for his actions and confess to being the one that kicked the ball. However, the learner has shown outcome 6 aspects in the PSD areas. For example, the learner has begun to form friendships with children in his class that are meaningful to him and has shown to express who their hero figures are from their lives, this has often been witnessed through his play where he acts out his favourite superhero, Superman. He has begun to see things from other people's points of view during role play activities and can often understand how others are feeling. During problem solving tasks and social problems he has begun to identify if there is a problem and think of solutions to solve the problem. During independent tasks he has shown to engage and concentrate on the task. I have observed the learner begin to reflect on his own work without prompt and can think of ways to further improve his work to the best of his ability.

Next steps

Language, Literacy and Communication Skills Outcomes

Oracy-

In order for the learner to progress to outcome 5 he needs to further progress his oracy skills by beginning to work in larger groups with his peers and communicate effectively with the children in the group. By encouraging the learner to engage in group tasks the learner will become more comfortable working with others and will

begin to develop their social skills within groups to further help them progress to outcome 5. As observations have shown that he struggles with social interactions with peers and adults he is not familiar with it is important that teachers begin to encourage him to interact with children he does not normally interact with in order to help him become comfortable with interacting with others. As identified by Vygotsky (1978) when children are given the opportunity to learn cooperatively they show higher intellectual levels as they are able to build on each other's knowledge. Through cooperative learning children are also able to use their strengths to help others and receive help from their peers for their weaknesses. Thus, meaning that by observing how his peers and familiar adults converse he will begin to develop an understanding of how to appropriately act and speak in group situations.

Reading-

As the child is struggling to read high frequency words it is important that before he can begin to move onto outcome 5 that he learns how to use the reading strategies he has been taught to read more fluently. Within the school they focus on breaking up high frequency words into sections and reading each section at a time and then once they are able to read each section they bring the sections back together to say the word. I have witnessed that he has no confidence using this method and often gives up after the first try therefore in order for this strategy to work it is important that he is encouraged to keep trying and to ask for help when he has tried all other options. This skill can be encouraged by playing high frequency games to encourage him to have a go. Once he has learnt how to read high frequency words with more fluency he will begin to read faster and with increasingly more frequency which will push him up to outcome 5. To continue to encourage him to level up to outcome 5 it is important to allow him to choose books for himself as he will then become more engaged in the book and will push himself to continue reading. It is important to encourage him to read as often as possible as this will help him improve his reading skills and will also encourage him to feel more comfortable reading aloud to others. It is also important to encourage him to become more positive towards reading independently to ensure he develops a love for reading.

Writing-

To further develop the learners writing skills the major aspect that needs to be improved is his spelling of high frequency words. As previously mentioned he also struggles to read high frequency words which makes it more difficult for him to learn how to spell the words without aid. However, this can be developed by encouraging him to sound out the word and research the correct spelling in the dictionary and then practice spelling the word from memory until he is able to spell the word without aid. He must also begin to use expressive punctuation more in his writing in order to up level his work. This can be developed by encouraging him to write expressively about his own personal experiences and encouraging him to go back through his work and inputting expressive punctuation where needed. This is an area he has already begun to work on but with further practice he will become more independent in using expressive punctuation to develop him on to outcome 5. Furthermore, it is

important for him to develop the skills to reflect on his work and his choices to help him improve himself and his work. Through reflective practice he will begin to develop a growth mindset. With regard to Blackwell et al in 2007 they state that a growth mindset will allow him to understand that in order to do his best he must continue to try out new methods to reach his goals and discover which works best for him and will encourage him to continue to improve his work through effort and concentration.

Mathematical Development.

To continue to develop his mathematical skills it is important that we begin to encourage him to try engaging in more difficult addition and subtraction equations independently. Bruner (1966) argues that the use of concrete materials helps the child to visualise the equation and aids them to work out the answer through hands on adding and subtracting objects. This will also help them work out the answer by allowing them to count out the objects and double checking their answers. Similarly, Haylock and Cockburn (2003) stated that when using concrete objects to work out equations the child is able to connect their mathematical understanding to their own concrete experiences. In addition, the learner must begin to estimate answers and calculations ensuring that they give sensible answers according to the question. Furthermore, they must work out the best way to work out the answer and check their estimate against the answer. In addition, to further develop his ability to reach outcome 5 we must begin to work on sequencing numbers beyond 100 by giving him equations to work out beyond 100 and allowing him to practice sequencing numbers over 100. This can be aided by showing him the relationship between numbers over 100 and numbers 0-100.

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

To further develop the learners Personal and Social Development, Well-being and Cultural Diversity outcome, the learner must become aware of other people's feelings and emotions around them and be able to identify how they are feeling. In order to help the child, improve in this area, it is important that the learner is given the opportunity to observe other children or adults experience different emotions to ensure that they understand how different emotions are presented. This idea was presented by Bandura in 1977 as he stated that children learn from observing others therefore in order for the learner to develop an understanding of other people's emotions and how to understand them, observing the emotions will allow them to connect their knowledge to personal experiences.

Based on the ideas of Bruner (1985) through the use of cooperative play the learner will develop their problem-solving skills as they are able to gain different points of view from their peers to increase their ideas and knowledge. Additionally, in order to further develop the learner's personal development, it is important for him to continue to develop his reflective skills by re-reading his work and thinking of ways to further extend his work without being prompted by a teacher.

Conclusion

To conclude, the learner is working at a solid outcome 4 for both numeracy and literacy and is working between outcome 5 and 6 for PSD. With the interventions introduced I believe that he can progress to the next outcome. Following this essay, I believe that I have developed an awareness of the gaps in attainment in the learner's outcomes and feel confident in helping him to achieve the best outcome possible by the end of my placement. However, I feel that I have not spent enough time with the child to make a clear diagnosis of the outcome he is achieving. If given the opportunity to spend more time with the child and observing him learn I feel that I would be able to form a better relationship with the child that would help me to gain a better understanding of how he learns and the best method to help him achieve his full potential.

References

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Appendices-

Appendix 1- *Letter of consent*

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

RE: PPGCE (with QTS), permission and confirmation that work has been undertaken in school for assignment Datblygiad Ysgol a Chynnydd Disgyblion - School Development and Pupil Progress (M6X02151-C) (M7X02153-C)

Dear class/senior mentor,

For the university module 'School Development and Pupil Progress', trainees are required to identify one 'average' attaining learner within the class in which they are based and, over the PTE, explore what helps the pupil to learn language and mathematics. Such exploration could involve:

- observation;
- asking the learner to identify places/things that help him/her learn language and mathematics;
- discussing what helps the pupil learn language/mathematics and how they feel about those areas with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's language and mathematics learning.

Undertaking this work should support trainees in understanding how children learn and how they can develop their teaching to ensure effective learning. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical day-to-day 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 exploration work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that exploration tasks have been undertaken by signing below.

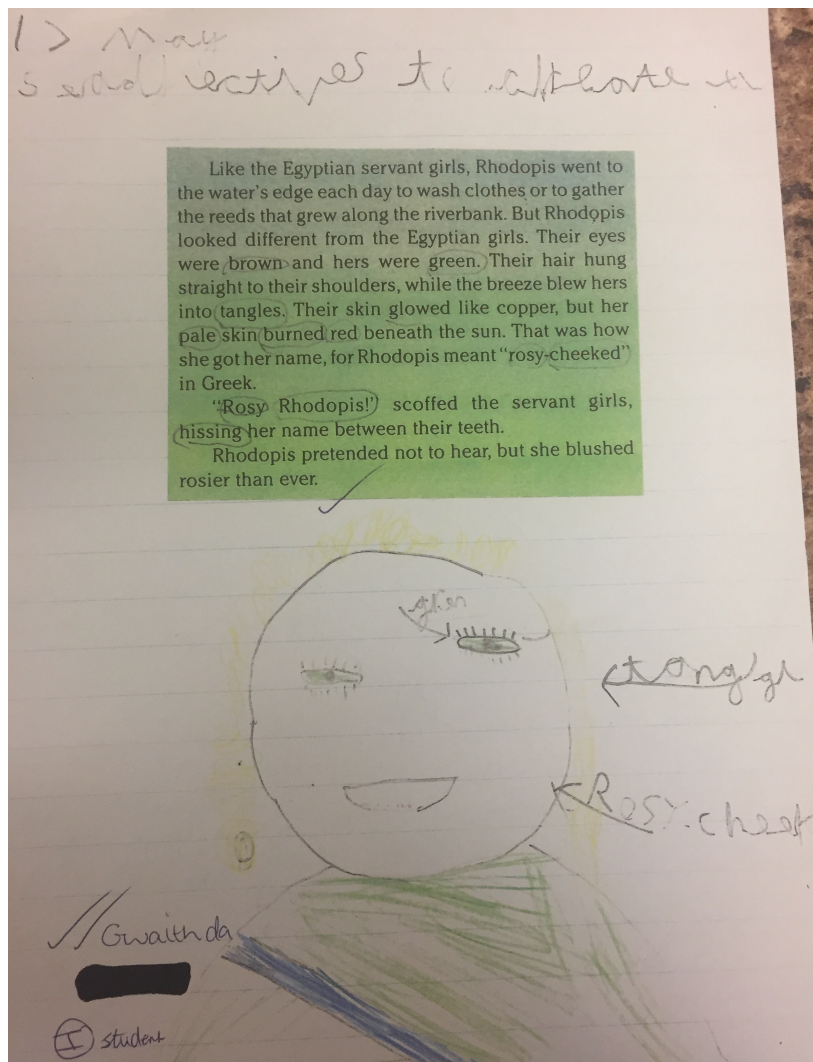
STUDENT NAME (PLEASE PRINT): COURTNEY TOVEY

SCHOOL NAME (PLEASE PRINT): BISHOPSTON PRIMARY

Appendix 2- *Observation notes.*

Child expressed clearly that his favourite area to work in is the forest school as he enjoys learning outdoors and his least favourite area is the shared room due to the noise level.

Appendix 3- *Example of students work on adjectives.*



Appendix 4- *Observation notes.*

The learner was able to identify the missing capital letters and full stops within the text independently.