

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

Introduction:

This research was conducted in a large Primary school in South Wales. According to an Estyn report published in February 2019, this school has 526 pupils ranging from the ages of three to eleven. The pupil that I have chosen to focus on for the purpose of this assignment is a three-year-old female pupil within the Nursery classroom of the aforementioned school. This class has approximately 120 pupils throughout the school day. In line with the BERA (2018) guidelines this pupil will be referred to as 'Child 1' and will remain anonymous throughout this research. Child 1 is coming to the end of her time at nursery and will be joining reception this coming September. I chose this particular pupil because she is outgoing and articulate so I believe this will be advantageous due to the nature of this research. The aim of this research is to establish how Child 1 likes to learn best and areas that she finds difficult and use this information to consider next steps for her overall holistic development in different areas of the Foundation Phase curriculum.

Data collection:

The primary method of data collection used in this research was a method known as the 'mosaic approach'. This method of data collection was used as according to Clark (2001, p.1) it is thought that children 'express themselves in many ways' and therefore different approaches to gain an effective understanding of children must be used. The mosaic approach according to Dudek (2005, p.4) is a 'multi-method model' and is very much a 'child-led' method of data collection. This method is not a 'typical' or 'traditional' method. Dudek (2005, p.4) states that it avoids restrictions that can come with interview schedules or questionnaires. Clark and Moss (2011, p.3) introduced the mosaic approach as a means for understanding 'young children's perspectives of their daily lives' and is a useful way to allow for pupil voice. This approach considers both visual and verbal data. This is a three stage approach and allows children in the first stage to take their own photographs, use maps or tours and then use them alongside talking and interviews in the second stage. The third and final stage involves practitioners considering ways forward for particular learners. These are considered to be different methods of 'listening' which contribute to the overall 'mosaic'. This approach can be used for many different reasons but it is a particularly useful way to gain an insight into the way learners feel about their learning environment. This approach can

be adapted according to the child and is beneficial as it doesn't disrupt the child's routine and can be conducted alongside their usual learning (Clark and Moss, 2011, p.3)

It is important to consider the strengths and weaknesses of any method of data collection. According to Clark (2001, p.1) a positive of the mosaic approach is that it 'recognises different voices or languages of children'. It considers a variety of types of communication such as words, pictures and body language. Brown (2017, p.1) believes that interviews may be quite daunting for some young people and as a result it may not allow for the collection of meaningful data. Clark (2001, p.1) states that by using photographs, mapping, touring and interviews, a 'richer' and 'more detailed' picture can be created. This method is also useful as it can apply to all young children. According to Clark (2001, p.1) a significant benefit of the mosaic approach is that it can be used in conjunction with children's everyday experiences and can be used in an everyday context without upsetting children's routines.

However, it is also important to recognise the limitations of any method of data collection. According to Brown (2017, p.1) it is thought that the mosaic approach may not be 'specific enough' and in turn this leads to difficulty generalising findings. According to Clark (2001, p.1) this approach can take time as 'listening is time consuming'. However, it is believed that although these weaknesses are worth considering, the benefits of this method of data collection outweigh the weaknesses.

The mosaic approach allows for the collection of qualitative data. According to Silverman (2014, p.9) qualitative data that can include 'verbal descriptions and real-life situations'. It tends to focus on the understanding of certain behaviours in context. Qualitative data is usually collected through use of interviews or observations and can provide rich and detailed information. It is different from quantitative data that collects numerical data. According to Choy (2014, p.102) qualitative research is a strong form of data collection as it allows for the researcher to study and research a variety of people. This type of data collection can allow for more detailed data which in turn can lead to more interesting findings (Choy, 2014, p.102)

I also used Nottingham's (2013) ASK model as guidance when collecting data and considering next steps. According to Nottingham (2013, p.8) this model combines 'attitudes, skills and knowledge'. This model states that in order for a child to effectively learn, they must have 'positive attitudes towards learning, be skillful in a number of aspects of learning,

and have good general knowledge and conceptual understanding so that they are able to find and access information' (Nottingham, 2017, p.8). Nottingham (2017, p.8) firstly considered attitudes. Attitudes can be altered and changed and are not 'fixed'. Secondly, skills 'are the ability to carry out those processes necessary for gaining understanding'. Finally, Nottingham (2017, p.10) states that every curriculum 'identifies the knowledge that students are required to learn'. Many practitioners will use this model for guidance when planning lessons to ensure children learn effectively.

When collecting any form of data in an educational setting it is important to consider the ethical issues that may arise and how to ensure that these issues can be overcome in order for ethically informed research to proceed. It is important that anyone partaking in the research remains anonymous. Therefore, as previously stated, for the purpose of this research I will be referring to the selected child as 'Child 1' and the child's class teacher as 'Teacher 1'. The school in which the research will take place will be referred to as 'School X'. It is important that all participants are aware that they have the right to withdraw from the research at any time and any findings will not be used should they wish to withdraw. It is also important that each stage of data collection was explained to Child 1 and to ensure she is comfortable with the process. Informed consent was given to all participants and letters were given to both Teacher 1 and Child 1's guardian so that permission to gather data is obtained. See Figure 1.

Analysis of learner:

During my time within this nursery classroom, I used the mosaic approach to collect data from Child 1. To reiterate, there are several different methods of data collection that can be used to create the overall 'mosaic'. Firstly, I observed the child playing in the classroom to establish what she enjoys doing best when given the opportunity to pick freely. When the children first arrive at nursery they are allowed to go and choose what they would like to play with. This therefore allowed me to see a genuine picture of what the child enjoys doing. According to Clark (2001, p.1) observation involves 'watching' and helps to gain an understanding of how the children use the space and how they form relationships with others within the class. According to Clark and Moss (2011, p.15) this is necessary to 'watch how children spend their time in an early childhood institution'. My initial observations indicated to me that this child enjoys being creative and using her imagination in her play. She has close friendships within the class and she rarely plays on her own. This is important for a

child's overall well-being. This was confirmed by Richards (2017, p.1) who stated that 'children with friends have a greater sense of well-being'. As I made these observations, I made some key notes to refer to later on. I spent time reading back on these notes and considering what these observations indicate about this particular child. My observational notes confirmed my presumptions that she is a creative and sociable individual. She loves playing with playdough and according to Swartz (2005, p.100) playdough can be used in many different areas of a children's learning in order to make learning enjoyable and meet many of the standards in an early years setting. She loves using her hands in order to be creative and this was confirmed when I was carrying out a focus group involving finger painting which she was immediately drawn to and wanted to get involved as much as possible. One area that she particularly enjoys playing in is the 'home corner'. This again indicates that this child is a creative and imaginative individual. According to Davis (2011, p.1) imaginative play is key in order for children to act out experiences and connect them within the adult world. Please see Figure 2 for an example of an observation in the role play area when observing Child 1. This observation shows a key example of Child 1 playing in the home corner area and how role play and being with her friends is essential to her time in nursery. As previously stated, from my observations alone it is clear this child is an imaginative and creative learner. However, this lead me to question if this child is missing out on some core skills as a result of this.

The next method of data collection used was 'child conferencing'. According to Clark (2001, p.1) this is the next step in listening to the children and allowing for pupil voice. This can be both formal and informal. However, in this instance it was quite an informal interview carried out whilst Child 1 was playing and alongside her usual routine. It is important to ensure that the child feels comfortable to answer the questions and not under pressure. The questions were taken and adapted from those of Clark and Moss (2011, p.19-20) and tailored to encourage responses from the child regarding her everyday experiences within nursery. There were nine questions that aimed to encourage a range of responses from the learner. Please see Figure 3 for how the interview progressed. This child conferencing interview allowed for some interesting findings about this child and there are some key themes that became obvious as a result of this. Similar to the findings of my initial observations, it was again made clear that this child is very creative and enjoys being around her friends and using her imagination. It is also clear that this child would like the adults in the nursery to engage with her play as much as possible. Something that I found to be of particular interest is that

she doesn't enjoy the book corner 'because it is boring'. This is something that may hinder the process of her learning to read and ways to encourage this will be discussed later in this report. It is also apparent that she finds the more academic side of things harder than fun and creative activities. It is clear that in order to engage this child with mathematics and literacy that she will require this to be as creative as possible.

The next stage of data collection is the use of cameras to allow for the children to show areas where they like to learn in a non-verbal way. This is a fun way for children to indicate to adults what they like about their learning environment. According to Clark and Moss (2011, p.28) 'photographs can offer a powerful new language for young children'. This is another key piece of the overall mosaic. Due to this learner's age, I supported her as she showed me areas of the classroom that she liked and helped her to take photos of these areas. Due to the nature of the class, and these children generally being confined to the nursery area in the school, I incorporated the 'touring' aspect of the mosaic approach into the photo taking element. The tour element of the mosaic approach is designed to allow the children to take charge and show the researcher areas of the class or school that they like. It also allows children to discuss why they like these areas. An interesting point made by Clark and Moss (2011, p.30) whereby they state that this 'this is child led way of talking which is far more alive than the sterile environment of a traditional interview room'. I agree with this, as the children do not feel pressured and all these methods of data collection take place in a natural environment. As it can be seen from Figure 4, 5, 6 and 7, Child 1 took photos as they showed me around the classroom. It can be seen that most of the photos taken are of creative and imaginative areas of the classroom, including the home corner, the painting area, the play dough area, the music area and the mark making area. She swiftly avoided the maths corner and book corner, again suggesting a lack of interest in these areas of learning. It also appears that she doesn't have an immediate interest in the outdoors, often focusing her attention on the activities available indoors. My observational notes also support this, with Child 1 rarely choosing to play outside when the opportunity arises.

I also used 'mapping' which is an aspect of the mosaic approach that links to the touring element. This is a way for the children to record what they showed in the touring stage. I took photos of the areas that Child 1 took photos of during the tour and stuck them on a large piece of paper along with photos of other areas of the classroom. I then had Child 1 circle her 'best' areas. I chose to simplify Clark and Moss' (2011) process for mapping as due to Child 1's age. She chose to circle the following areas; playdough area, home corner, paint

area, mark making area and the music area. See Figure 8. This again reinforced the creative nature of this child and how she likes to get fully involved in activities with her friends.

It is also important to discuss the chosen child with a practitioner who has known the child for a long time. As I will only be spending a short amount of time in this class, I interviewed the class teacher to see whether my assumptions regarding this child are supported by her regular class teacher. In order to conduct this aspect of the research I used the questions also used by Clark and Moss (2011, p.36). See Figure 9. I gained consent from the class teacher to participate. See Figure 10. The opinions of the class teacher confirm my own observations that this child is creative and imaginative. It is clear that this child's preferred environment to play is indoors. The class teacher could also note that she generally chooses to play indoors as opposed to outdoors. This is interesting as according to Brown and Patte (2013, p.78) 'the vast majority will choose outdoors, even when it's cold and wet' when given the option as to whether to play indoors or outdoors. It is thought that indoor and outdoor classrooms should be treated equally in practice. This leads to the question as to what it is this particular child doesn't like about the outdoors and what can be done to make learning in the outdoors more fun.

Next steps:

The methods of data collection outlined above helped myself as the researcher to identify what Child 1 is like as a learner, what she enjoys doing and her general overall attitude towards learning. Using Nottingham's (2012) ASK model as guidance, I was able to consider Child 1's attitudes, skills and knowledge when collecting this data. I will continue to use this model as guidance when considering this child's next steps. It is important that once this information is collected that it is used to benefit the child as much as possible and used to extend their learning. Ways to make the 'less appealing' parts of everyday learning attractive to the individual is vital so that the child in question doesn't neglect this and in turn fall behind in these areas. The general overarching theme that stands out to myself as the researcher is the creative nature of this child, and how she likes to use her imagination when learning. It also stands out to me that she loves playing and learning with other children in the class. The areas of Child 1's learning that I have chosen to focus on when considering next steps include mathematics and numeracy, language and literacy, well-being, physical development and creative development.

Firstly, I will discuss ‘mathematics and numeracy’. As it can be seen from Figure 11 and Figure 12, Child 1 is confident with maths and counting. However, problems arose when completing the task in Figure 12. This task involved using her finger print to count how many spots the caterpillar body needs. I completed this with the child one-to-one and found that she was able to count up to eight without a problem. However, her number recognition was poor and generally inconsistent. I also found during the child conferencing that she didn’t like numbers. In this instance, with reference to Nottingham’s (2012) ASK model, both skills and attitudes need to be addressed with regards to mathematics in order for this learner to gain a sufficient amount of knowledge in this subject area. Given the information that I have collected, I have spent time considering ways in which Child 1 can practice her number recognition skills and also change her attitude towards maths. According to the Welsh Government (2014, p.1) children of this age should be able to ‘recognise numbers 0-5’. Therefore, it is important that this is addressed to ensure that this child is progressing at the expected rate. As Child 1 enjoys being creative, I propose that number recognition is revisited through use of different materials such as playdough, foam and sand whereby the child can practice forming numbers with a variety of creative materials. This is beneficial as it allows the children to make mistakes. According to Vanlint (2017, p.1) learning through creativity ‘encourages them to express themselves opening and without judgment’. A limitation of this is that without a practitioner overseeing the task, the child may not know if what they are doing is right or wrong. However, providing pictures for the children to refer to may be useful as guidance for a task such as this.

Secondly I will discuss ‘language, literacy and communication’ and how to extend and develop Child 1’s learning in these areas in relation to my findings. At this stage in a child’s development, according to the Welsh Government (2014, p.1) children should be able to ‘choose different types of reading materials including books’. As previously established, particularly during the child conferencing and observations, Child 1 lacks interest in books. This links to the ‘attitude’ aspect of Nottingham’s (2012) ASK model and therefore attitude will be addressed primarily in these next steps. In the nursery class, there are realms of picture books available. However, for this child, this alone is not appealing enough and doesn’t correspond with her creative nature. According to Nespeca and Reeve (2003, p.1), the best way ‘to interest young children in reading picture books is to read picture books to them’. This coincides with Child 1’s comments during child conferencing whereby she stated that she would like the teachers to get more involved and ‘play with them more’. Once the

child has been hooked by a story through adults engaging them with it, extending the story with tasks that are creative will help to engage Child 1 in particular. For example, making fruit skewers as an extension to 'The Very Hungry Caterpillar' story. This is a fun activity to encourage the child to recall facts about the story and ideally encourage her to engage in story books more often. This extension in particular is cross-curricular as well-being could be addressed by discussing healthy and unhealthy foods and 'knowledge and understanding of the world' could be addressed by discussing the days of the week and mini-beasts. Another extension task could involve the child making her own picture books through a creative cut and stick activity. This will allow her to use her own imagination and in turn change her attitude towards book by seeing them as a fun, creative and imaginative part of learning. A limitation of this is it is questionable whether she will gain a genuine love for books as a result of this, or whether she is purely interested in the extension task reward. However, the idea of the extension tasks is to encourage an early interest in books in the hope that the children will gradually begin to show an interest in books of their own accord. Figure 13 shows an example of some story extension work that has been carried out in this class already. This engaged Child 1 as it is creative and also incorporates fine motor skills and colour recognition. However, it is not certain how much learning is going on as a result of this activity.

The next area I will consider for next steps is 'personal and social development well-being and cultural diversity'. Well-being in particular is recognised to be of great importance within schools today, especially with the emphasis placed on this in the new curriculum proposed by Graham Donaldson. Child 1 has good friendships within the class and in relation to Nottingham's (2012) ASK model she has positive attitudes towards others. This is very important for a child's overall well-being both inside and outside of school and links to social development. According to Ferrer and Fugate (2014, p.1) 'friendships help children develop emotionally and morally'. It is important to ensure that well-being is taken seriously as part of the curriculum. Waite (2011, p.82) states that learning outdoors is one of the ways in which well-being can be addressed within schools. As stated by the Welsh Government (2015, p.11) children should 'develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others'. However, Child 1 doesn't display a particular interest in the outdoors. Therefore, I have considered ways to encourage Child 1 to use the outdoors more by incorporating creativity. I first noted, as it can be seen from Figure 13, that Child 1 enjoys colouring. It is thought that

colouring has many mindfulness benefits which contribute to overall well-being. A way of encouraging Child 1 to go outdoors, would be taking paints and large sheets of paper into the outdoor area of the school and allowing her to colour and paint freely. This will encourage Child 1 to venture outdoors and will appeal to her due to the tasks creative nature. This will ideally change Child 1's attitude towards the outdoor area, and see it as a more appealing area with a wide range of possibilities for play both alone and with other children whilst also reaping the well-being benefits of the outdoors. However, a limitation of this is that it is not utilising the outdoor provision to the fullest. A way of overcoming this is to allow the children to use the wide range of the outdoor materials available to them to add to their picture. Another limitation of this activity is that it depends on the weather. The outdoor area may not always be available for Child 1 and this could in turn hinder her interest in it. However, there are many benefits. Just using the outdoor environment more frequently will address other areas of the well-being framework such as encouraging children to 'develop an understanding about dangers in the home and outside environment' (Welsh Government, 2015, p.11). It is almost certain that children will witness accidents in the outdoor area, making them more aware of the dangers and how to avoid them which can in turn contribute to a child's general well-being. Another important strand of the well-being aspect of the Foundation Phase framework is independence. As Child 1 has such close friendships within the class, it is also important to encourage her to be independent in certain aspects of her life. Once she feels comfortable with using the outdoor provision more, perhaps encouraging her to do up her own coat when going outside will give this child some independence. This also links to decision making as Child 1 will have to decide whether or not to wear a coat depending on the weather conditions.

Another area that I have chosen to focus on is 'physical development'. As we know, this child is particularly creative and imaginative. However, many of the tasks that she engages in involve a great deal of sitting down and doesn't involve much physical movement. According to the Welsh Government (2015, p.43) children should engage in 'adventurous and physical play'. In light of this, I have considered ways to engage this learner in more physical activity. As previously stated, she has many friendships within the class. Therefore, I propose an activity whereby child 1 works with a partner to mimic 'minibeast movements'. For example, flutter like a butterfly or slither like a worm. This has cross-curricular links to their current topic – 'marvellous mini-beasts'. This will allow Child 1 to use her imagination and have fun with a friend whilst increasing her physical activity in a fun way and this is

something that can be incorporated both indoors and outdoors. The Welsh Government (2015) states that children of this age should become skilled in using movements such as ‘travelling, balancing, rolling, turning, climbing and swinging’. With reference to Nottingham’s (2012) ASK model, this will ideally address child 1’s skills in this area and improve her attitude towards physical activity. In turn, this will allow Child 1 to gain the required knowledge of this curriculum area. However, a limitation of this activity is that it will require a lot of space and may depend on the school hall or outdoor area being available.

Finally, I will focus on ‘creative development’. According to the Welsh Government (2015, p.43) ‘children should be continually developing their imagination and creativity across the curriculum’. As stated before, Child 1 is a creative and imaginative individual, and many of the next steps involve creativity in order to engage this child. With regards to Nottingham’s (2012) ASK model, Child 1 already has positive attitude towards creativity. However, the Foundation Phase Framework (2015) highlights three areas of Creative Development that are of importance in relation to this curriculum area. These include; ‘art, craft and design, music, and creative movement’. Whilst Child 1 enjoys being creative and imaginative, it is mainly through use of paints, coloured pencils, playdough and imaginative play. It seems that Child 1 is less interested in the ‘music’ and ‘creative movement’ aspects of this curriculum area. As she generally already has positive attitudes towards creativity, it shouldn’t be too difficult to enhance her skills in other creative areas. Although Child 1 took a photo of the music area during data collection, there is little other evidence to suggest this is a creative area she engages with regularly. Exploring music is key for a child’s creative development. As she stated in the interview, Child 1 would like the teachers to get more involved and play with them. Therefore, I propose music being integrated more into carpet sessions. Although a large amount of singing is already incorporated into this nursery class, perhaps encouraging the children to join in with musical instruments will encourage an interest in different types of music and sounds. This links in with what the Foundation Phase (2015, p.47) states about children of this age being able to ‘explore a range of sound sources and experiment with different ways of making and organising sounds’. According to the ACA (2017, p.1) music has numerous benefits including ‘improving coordination and fine motor skills, development of language, memory skills, maths skills, teamwork skills and can boost self-confidence’. Alongside this, to address the ‘creative movement’ aspect of this curriculum area, children could be encouraged to ‘perform movements or patterns’ alongside the songs they make. Whilst the aforementioned strategies are beneficial, it is difficult to

monitor exactly how many children are engaging. Perhaps after school clubs for smaller groups of children would be more beneficial and make tracking learning more manageable for practitioners.

Conclusion:

To conclude, the above 'next steps' are ways in which Child 1 can engage with and extend learning in areas that she both enjoys and shows a lack of interest in. It is vital to take into consideration learners likes and dislikes in order to engage them. However, it is not always possible to address one single learners needs when teaching a large class. Therefore, perhaps grouping children based on their likes and dislikes would be beneficial and then taking into consideration firstly their dislikes, and making these areas more appealing by incorporating what they like. With reference to Nottingham's (2012) ASK model it is important to not just address a child's attitudes but also address their skills in order to gain knowledge. It is also important to see the bigger picture, particularly when working with children of a young age. For example, considering skills required for children to achieve a certain Foundation Phase outcome at end of the Foundation Phase.

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Appendices:

Figure 1: Permission Letter:



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

Figure 2: Key Observation:

Key observation:

It was a usual morning session and Child 1 had come into school and proceeded to go straight to one of her favourite places, the home corner. Her and her friends all had dollies in their arms, rocking them back and forth, acting out being the dollies mothers. Child 1 took her dolly and started to feed her a bottle before putting her in her bed and covering her with a small blanket and kissing her on the head.

Figure 3: Child Conference Questions taken and adapted from Clark (2001, p.19-21)

Why do you think you come to nursery?

Because we just do because we are 3 years old and we like to play. Mummy has things to do.

What do you like best in your nursery?

The playdough and the home corner and using paints.

What do you dislike about being here?

I miss Mummy and Daddy.

Who are your favourite people?

Names of 2 female children within the class, omitted from this report for anonymity

What do the adults do at nursery?

Give us fruit and milk and read us stories.

What should the adults do at nursery?

Play with us lots and show us how to do things.

Where is your favourite place to learn in the nursery?

The playdough and the home corner.

Which part of the nursery do you dislike?

The book corner because it is boring and I would rather be playing and doing fun stuff with my friends.

What do you find hard?

Some numbers and letters are hard.

Figure 4: Home Corner



Figure 5: Playdough Area



Figure 6: Creative Area



Figure 7: Music Area



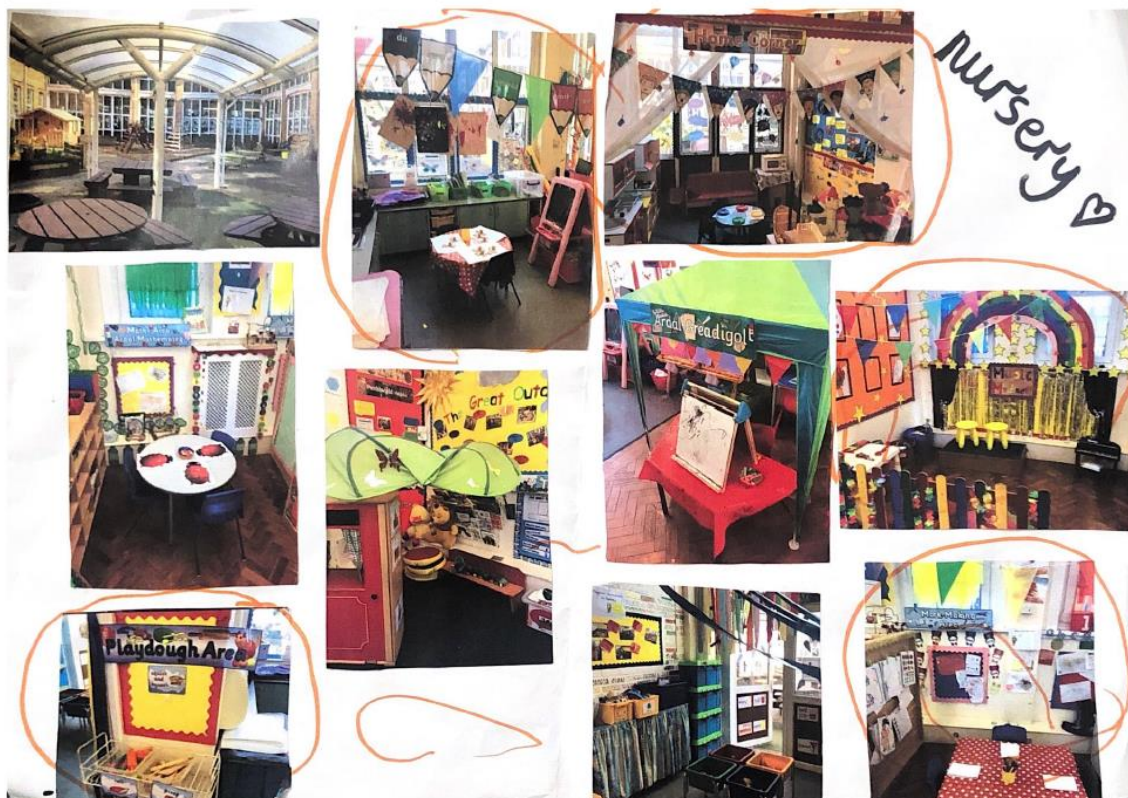
Figure 8: Map

Figure 9: Practioner interview Questions used adapted and taken from Clark and Moss (2011, p.36).

What do you think Child 1 feels about Nursery?

She is a happy and proactive child with great friendships within the class. She loves playing mostly indoors in creative areas where she can play with her friends and use her imagination to the fullest.

What would be a good day for Child 1 in Nursery?

A day where she has the opportunity to play with dolls or playdough, but most of all be around her friends! She is very imaginative. She enjoys taking part during circle time. However, she doesn't enjoy sitting for too long.

What do you think would be a bad day?

A day that involves too much listening and not enough playing. She isn't a huge fan of the book corner or being outside. She much prefers to play indoors. She would also be sad if her close friends within the class weren't present.

What sort of day do you think Child 1 had today?

She seemed to be really happy today. She enjoyed dressing up and playing with the dollies in the home corner. She also spent a lot of time playing with the playdough and colouring in. She is really creative and knows what she wants.

Figure 10: Practioner consent *Names omitted for anonymity purposes.*

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

 Yr Athrofa
Institute of Education
Addysg i Gymru 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 identify 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): _____

SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): _____

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

Figure 11: Ladybird Maths



Figure 12: Caterpillar Activity

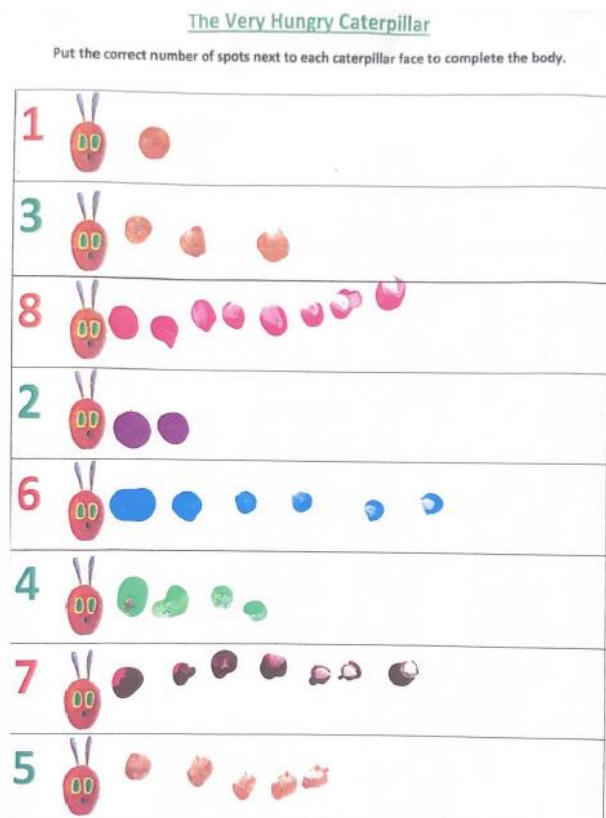


Figure 13: Caterpillar Extension Task:

