Within the personal teaching experience (PTE2) I am attending a large primary church school within Neath town with ‘432’ (Welsh Government (WG), 2018 page one) pupils divided into fifteen mainstream classes. Approximately ‘15.7%’ (WG, 2018 page one) are entitled to free school meals (FSM) and there are scarce number of pupils with minority ethnicity within the school (Estyn, 2017). There are limited children who have English as an additional Language (EAL) or are labelled as looked after children. The percentage of children with additional learning needs (ALN) is relatively low in comparison to the national average, with a total of 12% (Estyn, 2017 page one).

The targeted child being tracked is a male year two pupil and will be referred to as child A. Tracking this child will enhance the researcher’s understanding of the child’s ability, their personality traits and aid to identify ways forward to help support and enhance their holistic development. The school attended, teach the curriculum across two year groups resulting in four mixed year one and two classes for English and maths, based on ability. The ninety-nine pupils are divided into eight groups, with group one being the highest ability group and eight being the lowest. Child A is within group five, meaning he is within the lower end of the middle ability groups. When referring to the year two curriculum outcomes this specific child is expected to achieve an outcome level four in English, maths and Personal and Social Education (PSE) (Appendix 1). However, by the end of year 2 children are expected to achieve level five therefore he can be deemed as an under-performing pupil (WG, 2017). It is the role of the teacher to monitor and track child A to identify the reasons for being expected to under achieve the expected curriculum outcome for his age. It is the responsibility of the teacher to identify interventions or ways forward which could be undertaken to support and promote his holistic development within the most essential areas.

In terms of collecting primary data key aspects of the ASK Model (Nottingham, 2013) have been used to ensure that the child holistically develops. This model focuses on children’s’ attitudes, skills and knowledge. It is stated that educational experiences should promote holistic enhancement, helping children develop into inquisitive learners with good morals, communication skills and to have positive well-being whilst enhancing their academic ability (Nottingham, 2013). There should be focus on key academic learning which children will require to incorporate

within their basic life skills. Further, children should develop logical reasoning skills to help them consider the decisions they make in life (Nottingham, 2013). Children's learning experiences should motivate them to develop a desire to learn and progress their understanding, having a positive impact on their learning and academic attitude towards school and to develop their necessary skills and life aspirations (Nottingham, 2013). Bandura's Social Learning Theory states that teachers have a major responsibility to constantly model positive behaviours, attitudes, skills and knowledge that they desire children to incorporate as children imitate what they observe from others to develop and enhance their holistic development (Gray and MacBlain, 2015). This suggests that teachers have an integral impact on children's mindsets and their attitude towards learning (Nottingham, 2013). This would be supported by Donaldson who emphasises the importance of children having learning experiences which encourages them to collaborate with peers, become ethical citizens through having positive attitudes throughout life and to build resilience (Donaldson, 2015) and persistence which is one of the sixteen habits of mind (Costa and Kallick, 2008). Through children developing the skill of persistence it ensures that they will develop a growth mindset which is essential to children's learning according to Carol Dweck, (2012). By showing maximum effort and being motivated to learn, this empowers children to enhance their academic and holistic development (Dweck, 2012) which is a necessity to everyday life.

The Mosaic Approach (Clark, 2007) is an effective methodology to collect primary data of the child's holistic development. The Mosaic Approach promotes the importance of pupil voice and understanding the child's perspective of self which will encourage understanding the underlying reasoning for specific actions and behaviours demonstrated by children (Clark, 2007). This enables children to share what they feel are important aspects and impacts to their learning and holistic development and can be completed during interviews with the child. The Mosaic model is effective as it considers children's' views on their lives and learning experiences which are significant as they are specialists who have the greatest knowledge and understanding of their needs and aspirations, therefore emphasising that pupil voice is vital to shape their learning experience (Hansen, 2012). Mosaic model encourages teachers to gather comprehensive detailed data and evidence from numerous strategies which can then be analysed (Clark, 2007). These

strategies include observations, photographs (taken by the child) during learning walk, child interviews and map marking (Clark, 2007). Ensuring that children are being actively involved in their learning is essential and a right outlined in Article 12 of the United Nations Convention on Rights of the Child (UNICEF, 2018) and their views must be listened to, to promote their holistic development which is vital (Clark, 2007).

However, a limitation of both the ASK and Mosaic models would be that it involves data collection from an individual researcher through observation. This could lead to misinterpretations or biased views from the observer such as misinterpreting the attitude child A has towards a specific subject, therefore data collected may lack reliability and validity due to subjective views (Kumar, 2005).

Ethical issues need to be considered during all research projects. Anonymity of participants were considered, and consent was provided from parents (appendix 2), children and the school where the research was based (appendix 3). All information gathered will stay confidential in accordance to the Data Protection Act, the British Education Regulation Association (BERA) and the University ethical guidelines, ensuring that child A cannot be identified throughout (BERA, 2018 and UWTSD Research Ethics and Integrity Code of Practice, 2019).

Child A demonstrates a positive attitude towards physical education (PE), through high levels of enthusiasm and energy observed and evidenced empirically. Empirical evidence shows child A has good balance, gross motor skills and co-ordination skills demonstrated through confident body movements in various directions to avoid physical contact with peers which, are expected outcomes from the Physical Development aspect of the Foundation Phase (FP) curriculum (Curriculum for Wales (CfW), 2015). Child A can set out and appropriately use various PE equipment in a sensible manner (CfW, 2015) and understands how participating with physical exercise can change his body and breathing and its importance (CfW, 2015). Child A appears to enjoy PE and listens well to instructions. However, it is evident that child A struggles to take turns and wait patiently within the line, he will often try to push in and get angry if people do not allow this. This suggests that the child prefers to be constantly keeping active or that he enjoys PE and becomes inpatient awaiting participation (Appendix 4).

However, triangulation of research implies that child A is very short tempered and struggles to control and understand his emotions, especially anger (Appendix 4 and 5). Empirical research and discussions with his teacher stated that child A will often become disruptive and angry if he does not get his own way and can kick out at others or even begin to self-harm or appear self-defeated and negative towards self because of this (Appendix 5). During the learning walk child A identified and took pictures of specific areas which he felt were most important to him, through the process of map marking (Appendix 6). Appendix 7 demonstrates that child A emphasises the importance of physical exercise, by identifying the outside yard (appendix 21) and after school club facilities (Appendix 8) as important during learning walk. After discussions with child A it was evident that he regularly attends numerous after school clubs for sport. He has an area in the hall (appendix 9) which he uses to isolate himself from others for a time out if necessary, if he becomes overwhelmed or agitated. After school clubs are an important aspect to children's well-being and holistic development, providing wider opportunities which may not be available to children otherwise (Estyn, 2018). It is evident that physical activity promotes co-ordination, social skills (with teams), as well as improving physical health (CfW, 2015). Physical exercise helps burn off energy, develop new skills, release stress and promote or maintain positive mental health and emotional well-being (Clow and Edmunds, 2014). There are vast amounts of current research stated that that physical exercise enables individuals to produce endorphins resulting in a release of cognitive positivity, increase in positive self-image, esteem and confidence whilst decreasing stress and anxiety (Clow and Edmunds, 2014).

Regarding well-being and PSE development child A is currently attaining a level 4 outcome. Child A shared through discussions that he attends breakfast club every morning which has a positive impact on well-being (appendix 7). This ensures his physiological needs of receiving food and water are being met which is essential according to Maslow's Hierarchy of Needs as he states children must receive their basic needs before they can develop holistically to reach their full potential within their learning (Hagerty, 1999). After discussions with child A's teacher, she emphasises how child A suffers from high levels of anxiety and a fear of people disliking him and informed me that building a repour with child A was vital as he struggles to build relationships with peers and teachers (Appendix 5).

Utilising the ASK model and triangulation of research with child A it is evident that he has a very negative attitude and perspective of himself, low self esteem and confidence despite being a capable individual. Child A's behaviour outbursts prevent him from being capable of demonstrating specific key skills and knowledge outlined in the curriculum. Child A struggles to focus and engage within activities and often demonstrates disruptive behaviour (Appendix 10). This prevents him from completing work independently which is a required curriculum skill (CfW, 2015), and instead child A usually needs support to remain focused and complete tasks (Appendix 10). Child A struggles to self-regulate his emotions and sometime acts out at himself or others without considering how actions may harm or hinder others, having a knock on effect with the relationships he builds with peers (Appendix 10). Maslow would state that child A's self-esteem and confidence can have a negative influence on holistic development, especially their well-being. Child A's basic physiological needs; including a sense of belonging and love through development of positive relationships with peers must be met, in order he fulfil his full potential (Hagerty, 1999). Child A responds appropriately within discussions in his form group and is aware of which behaviours are acceptable or unacceptable, which is a key curricular skill (CfW, 2015). However, child A often struggles to adhere to these behaviours due to inability to self-regulate emotions when feeling overwhelmed in negative situations such as, getting the answer wrong (Appendix 11). This implies that child A lacks resilience and has a negative perspective of self. Rather than trying again and not giving up, child A will immediately feel he is inadequate or incapable of giving the right answers (Appendix 11). Dweck would suggest that child A has a fixed mindset of being incapable of answering questions correctly because he was not born with the appropriate knowledge causing him to have these negative perspectives of self, resulting in low self-esteem and preventing holistic development (Dweck, 2012).

Child A is currently achieving outcome level 4 in maths (appendix 1). Empirical research demonstrated that child A showed good understanding of some simple maths contexts outlined in the curriculum and is confident to speak during carpet discussions (Appendix 12). Child A can solve simple problems by applying existing mathematical knowledge (Appendix 12). Moreover, he can predict, estimate and measure the capacity of various liquids, is able to read measurements from a

scale and shows good understanding of weight (Appendix 13) which are all expected skills and knowledge outlined within the mathematical curriculum document for year 2 (CfW, 2015). Appendix 13 suggests that child A has difficulty with his number formation and frequently writes numbers backward. However, it is evident through empirical research that there are gaps within his mathematical knowledge which limits his ability to enhance knowledge, progress and be capable of solving more complex problems (Appendix 14). Appendix 14 demonstrates that child A struggles to count in 2's and 5's which is an essential mathematical skill outlined for year two by the national curriculum (CfW, 2015). This suggests that the child may have difficulty with his multiplication and times tables, which could be an area to focus on (Appendix 14). Child A is confident with ordering numbers up to twenty but lacks confidence with higher numbers (appendix 12). Child A collaborates with peers during class discussions, having a positive attitude towards the practical side of maths and being actively involved in lessons rather than writing out sums and answer (appendix 12). Therefore, sometimes it is difficult to ensure that child A completes the written work as evidence for achieving specific skills and developing specific maths knowledge (appendix 12).

In English child A is currently attaining an outcome level 4 (appendix 1). During English lessons, empirical evidence demonstrates that child A appears disengaged, especially during carpet time (appendix 15). Instead of collaborating with peers during class discussions he prefers to talk off topic and fiddle with an unrelated object rather than listen attentively to his teacher and peers (Appendix 15). Child A does not answer questions willingly, volunteer to ask question or demonstrate curiosity within English (Appendix 15). This would imply that child A has a negative attitude towards English, or he may appear disengaged or avoid engagement due to low confidence in his subject ability. Through discussions, child A expresses his worry of giving the wrong answer and how this can cause his peers to have a negative opinion of him (appendix 15) which will negatively influence his self-esteem (Cangelosi, 1988). Bronfenbrenner's Ecological systems theory would support this by stating that children's interactions with the environment and surroundings can impact how they develop and learn (Gray and MacBlain, 2015). For example, if the child has positive interactions with their peers then this will boost the child's confidence to build positive relationships with others in the future (Gray

and MacBlain, 2015). However, if the child experiences negative interactions with peers, this results in forming negative relationships which can hinder his self-esteem (Lynch and Simpson, 2010). Empirical evidence emphasises this as child A expresses his poor relationship with peers within his ability group and pleads to move groups causing high anxiety (appendix 10). However, child A cannot move groups as the work in other abilities group is differentiated and therefore will not challenge him efficiently preventing effective metacognition or will surpass his ability causing low self-esteem (Dweck, 2012). Skinner would support this reasoning for the child refusing to engage in big groups due to his negative experience. Skinner states that if child A receives negative responses from his peers then he is less likely to repeat the behaviour which lead to this negative response, limiting his engagement (Gray and MacBlain, 2015). This could result in the child isolating himself from class discussion, specific individuals preventing building strong meaningful relationships with peers and causing low self-esteem, having a detrimental impact on their holistic development (Hagerty, 1999).

Despite showing a negative attitude towards English lessons, child A demonstrated a good level of skill and understanding when in the right mindset to learn and progress. Appendix 16 demonstrates that child A has good awareness, understanding and ability to use various punctuation and grammar when writing purposeful sentences such as full stops, which is a key aspect of the English Curriculum (CfW, 2015). Empirical evidence implies that child A demonstrates good understanding of most phonemes and sounds but struggles with graphemes such as writing z instead of s, for example with the high frequency word (HFW) his (Appendix 16). Further, child A struggles with his reading and decoding words within a book due to his lack of knowledge of specific sounds, currently being on stage 2 reading (Appendix 17). Appendix 17 implies that he is unfamiliar with HFW in visual form. Despite having good oral ability and fluent speech child A struggles to read and spell these HFW (appendix 17 and 28). Child A has strong fine motor skills and holds the pencil correctly but struggles to use the correct letter formation which is incorporated throughout the whole school as outlined in his handwriting assessment (Appendix 18).

Furthermore, within topic lessons such as developing knowledge and understanding of the world child A appears to enjoy learning about the wider world,

especially his local area with the term topic being Victoria Gardens (appendix 19). Empirical evidence during class discussions demonstrates that child A can identify key landmarks within his local area and the wider world (appendix 19). He can identify differences in the key features within his surrounding areas and give opinions or preferences on these as outlined in his work by locating his favourite features within his own park (appendix 19). The next steps within the skill slip (appendix 20) shows child A has been able to consider peers' opinions, notice differences and state his preferences within peer's ideal parks; another skill requirement from the curriculum (CfW, 2015). Child A included the use of recycle bins within his perfect park (appendix 20) and expressed his reasoning during class discussion (Appendix 19) linked to minibeasts habitats and the importance of recycling which suggested that he thinks about living organisms within the surrounding environment and is aware how human actions can impact their habitats and surroundings; another curricular skill (CfW, 2015).

Despite demonstrating good knowledge and skills within this subject, empirical evidence suggests that child A desires constant attention both positive and negative from the teacher dependent on mood (Appendix 11). Skinner's behaviourist theory of associating negative behaviour with receiving attention suggest child A could continue to repeat the disruptive behaviour to receive the teacher's attention (Gray and MacBlain, 2015). The curiosity aspect of the ASK model is demonstrated through empirical evidence as the child appears to constantly disrupt the learning out of curiosity, seeing how far he can push the teacher's boundaries (appendix 11).

As outlined, there are several gaps within child A's learning, limiting his ability to build on existing skills, knowledge and holistic progression. Triangulation research has proven that child A's attitude and behaviour towards his learning is a major reoccurring factor, causing underachievement (appendix 10 and appendix 11). To combat this, the teacher will work with the child and his parent to identify behaviour strategies specifically tailoring his needs and undertaking a whole school approach. One behaviour strategy would be the introduction of a reward chart system to encourage continuous engagement (Estyn, 2016). There will be agreed conditions with child A regarding use rewards for engagement. This has proven effective for the child to maintain motivation and remain on task (Appendix 22). Skinner states that child A will most likely repeat the positive action to receive the

reward, this is called positive re-enforcement (Gray and MacBlain, 2015). Once a task is completed, he can tick it off his daily reward chart (appendix 23). Empirical evidence suggested that child A still tries to push the boundaries (Appendix 11). To combat this, the teacher and child A will create classroom rules specifically for him. This will ensure that they are meaningful and that he is at the centre of his learning and choices encouraging compliance (Hook and Vass, 2004). It is essential that positive language is used for these rules as child A will be most enthusiastic to comply (Hook and Vass, 2004). By child A having his own rules enables him to become more aware and thoughtful towards others and their learning and how his behaviour could impact them (Department of Education and Early Childhood Development, 2013). Within his rule's child A has chosen a designated time out area within the classroom where he goes when feeling overwhelmed (appendix 24).

However, there are drawbacks, one being the well-being and esteem of child A's peers. They may feel left out due to child A receiving specific strategies and attention fully focussing on his needs (appendix 22). There is possibility that peers may demonstrate similar negative behaviour as child A according to Skinner. He states peers may associate negative behaviour with receiving teacher attention and therefore demonstrate negative behaviour (Gray and MacBlain, 2015). Sutton Trust outlines that by using focused strategies for individuals that challenge their specific needs, that this improves attainment and limits disruptive behaviour in comparison to strategies for the whole school, with evidence of a three month progression rate (Education Endowment Foundation (EEF), 2018). These strategies promote good practice in teacher's adopting more effective behaviour management skills and promote child A's cognitive metacognition of understanding morals as well as preventing disruption to their peers' learning experiences (EEF, 2018). However, there is limitation with whom teachers should use these targeted behavioural strategies with. Sutton Trust does state that this should be used on individuals who demonstrate high levels of emotional and behavioural issues, not to tackle minimal classroom disruption (EEF, 2018).

Regarding controlling his anger, child A already attends Emotional Literacy Support Assistant (ELSA) support (appendix 25) regularly to learn self-regulating strategies for his emotions. The child feels that this has significant effect on his holistic development and progression during discussions (appendix 26) and mark

mapped it as an important aspect to school life (appendix 6). Empirical evidence implies that child A has a positive relationship with the ELSA teacher as he is always happy to attend and engage in ELSA lessons (appendix 26) and they have a unique handshake (Appendix 27). These self-regulation strategies will help the child to prepare, monitor, understand how to control their emotions and analyse the effect they have on their own and peers learning experiences (EEF, 2019). Sutton Trust provides sufficient evidence that learning self-regulation techniques has a significant impact, especially with lower ability pupils on their determination to minimise any triggers (EEF, 2019). Furthermore, studies show that individuals demonstrated nine months progression in English by learning self-regulation techniques proving significant levels of effectiveness (EEF, 2019). A limitation would be that the child must be willing to show high levels of resilience and toleration to learn how to self-regulate these emotions (EEF, 2019). Furthermore, these sessions may take place during lesson time, so the child will have to catch up with subject work to ensure their subject knowledge and skills are not hindered.

In relation to English and Maths child A had similar targets to peers. In English it was apparent that he and others could not retain specific sounds which was preventing him from recognising and being capable or reading specific HFW (appendix 28). Reading is a required skill that children need to be able to access further knowledge and learning (appendix 10). Focusing on phonics is effective to promote children's ability to read and write as they are more capable of identifying the different phoneme and blending helping them to read and spell different words (EEFb, 2018). Sutton Trust identifies learning phonics has a significant impact on younger children's' reading, with an approximate progression of four months (EEFb, 2018). Despite this phonics is not as effective on older children as their curriculum skills are more complex than just identifying phonemes (EEFb, 2018). To ensure the child is retaining and can apply the knowledge and skills linked to phonics child A must continue to read on a regular basis with support from a teacher or Learning Support Assistant (LSA). However, there is limited time dedicated to reading daily. To overcome this, the teacher allocated a reading buddy to child A; a peer who has the higher capabilities to understand, read, listen and work with the child on their reading (appendix 17). Sutton Trust demonstrates that peer tutoring promotes holistic development and positive learning experiences for individuals to understand

their misconceptions (EEFc, 2018). It benefits individuals, to build on their knowledge by listening and collaborating with higher ability children through scaffolding, with evidence of five months progression in children's attainment (EEFc, 2018). However, it is challenging to dedicate time for peer tutoring to take place. To overcome this the teacher has allowed time in the afternoon when both children have finished all work set and are on their extended challenges. Vygotsky theory Zone of Proximal Development (ZPD) would support this next step strategy. He states working closely with others whom have better understanding of a topic enables children to build and enhance their understanding to complete the task set. It is likely that child A will be capable of independently completing familiar tasks such as re-reading the book (Vygotsky, 1978).

Moreover, as child A has similar targets with peers in both maths and English, it is possible for the teacher to plan specific activities which involve group work. This allows child A and his peers to progress and work towards these specific targets in a more stimulating and active participation where they can collaborate and develop independence according to Froebel (Barlett, Burton and Peim, 2012) whilst building meaningful relationships with peers (Lynch and Simpson, 2010). This allows child A to become aware of his peers and their differences which is a vital skill within Knowledge and Understanding of the World aspect of the curriculum (CfW, 2015). Child A will develop social and communication skills which are identified as vital life skills by Donaldson and will be key within the new curriculum to support children to become ethical citizens (Donaldson, 2015). Through interaction and collaboration child A can build trust and positive relationships with his peers which is essential to holistic development according to Maslow's Hierarchy of Needs (Hagerty, 1999). Sutton Trust supports the use of small groups working together to overcome specific learning targets (EEFd, 2018). However, they imply that larger group sizes can negatively influence holistic progression. To overcome this limitation, they suggest that smaller groups should work together to ensure a more significant impact is made (EEFd, 2018). Smaller groups allow the opportunity for the adult to provide quality, constructive and immediate feedback and support to individuals and it appears to help retain consistent engagement from all individuals (EEFd, 2018)

Despite setting all these targets it is vital that the teacher encourages the child to keep attending school activities that he enjoys such as PE in after school clubs

(appendix 7). Research suggests that PE helps children to develop a positive mindset and well-being, due to the production of endorphins (Clow and Edmunds, 2014). Moreover, Estyn would support the continued attendance of after school clubs, implying they provide enriched tasks which can promote children's attainment, sense of achievement, positive desire to learn and enhancing well-being whilst developing basic life skills (Estyn, 2018). Through discussions he identifies after school clubs have benefitted his social skills greatly and provided him with opportunities to develop positive relationships with various peers around the school not just those of his age. This suggests that he has developed communication, collaboration and tolerance to other people and that his confidence has increased through positive experiences (Estyn, 2018). Child A demonstrates enthusiasm to attend these clubs for the physical exercise which is beneficial for promoting high fitness levels, positive emotional well-being and results in demonstrating better behaviour and attitudes towards learning according to Estyn (Estyn, 2018).

To conclude, it is evident that the ASK and Mosaic model are effective ways to collect detailed primary data linked to attitudes and behaviour, skills and knowledge that will impact on the individual's learning and holistic development. However, both models are subjective in nature and data empirical. Therefore, they could involve observer bias and judgements, resulting in favourable researcher outcomes which may lack reliability and validity. It must be considered that this research project is based on one individual and the findings cannot be generalised to larger population. It has been evident throughout that child A's holistic development and learning has been significantly hindered by his individual attitude and reinforced negative behaviours especially towards aspects of the curriculum or individuals he dislikes. However, if this is further investigated there are apparent underlying triggers and personal experiences which influence his actions and cause low self-esteem, self-image and confidence. In turn, these subsequent feelings and views the individual holds on himself only aid to fuel negative behaviour and this in turn limits his progression both holistically and academically. It is an essential teacher role to track individuals' progress to ensure the correct strategies are implemented to effectively enhance the individuals' development and wellbeing holistically.

Wordcount: 4788.

References:

- Bartlett, S., Burton, D.M., & Peim, N. (2012) *Introduction to Education Studies.* 3rd ed. London: Paul Chapman Publishers.
- British Educational Research Association (BERA) (2018) *Ethical Guidelines for Educational Research.* 4th Ed. Available at: https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf?noredirect=1 (Accessed: 20th May 2019).
- Cangelosi, J.S. (1988) *Classroom Management Strategies. Gaining and Maintaining Students' Cooperation.* New York: Longman.
- Clark, A. (2007). A hundred ways of listening: 'Gathering children's perspectives of their early childhood environment', *Young Children*, 62 (3), (May) pp. 76–81.
- Clow, A. and Edmunds, S. (2014) *Physical Activity and Mindset.* United States of America: Human Kinetics.
- Costa, A.L. and Kallick, B. (2008) *Learning and Leading with Habits of Mind. 16 Essential Characteristics for Success.* Virginia, USA: ASCD publications.
- Curriculum for Wales. (2015) *Foundation Phase Framework (Revised 2015).* [Online]. Available at: https://gov.wales/sites/default/files/publications/2018-02/foundation-phase-framework-revised-2015.pdf (Accessed: 14th May 2019).
- Department of Education and Early Childhood Development, (2013) *Understanding children's behaviour.* Available at:http://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotesundtbeh.pdf (Accessed: 10th May 2019).
- Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Cardiff: Welsh Government [Online]. Available at: http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-walescurriculum-for-life/why-we-are-changing/successful-futures/?lang=en (Accessed: 12th May 2019).
- Dweck, C. (2012) *Mindset: How you can fulfil your potential.* New York: Ballantine Books.

- Education Endowment Foundation b (2018) *Phonics.* [Online]. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ (Accessed: 26th May 2019).
- Education Endowment Foundation c, (2018) *Peer Tutoring.* [Online]. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ (Accessed: 27th May 2019).
- Education Endowment Foundation d, (2018) *Small Group Tuition.* [Online]. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ (Accessed: 28th May 2019).
- Education Endowment Foundation, (2018) *Behaviour Interventions.* [Online]. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ (Accessed: 26th May 2019).
- Education Endowment Foundation, (2019) *Metacognition and Self-Regulation.* [Online]. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ (Accessed: 29th May 2019).
- Estyn, (2016) *Providing emotional support to improve pupil behaviour and wellbeing.* Available at: https://www.estyn.gov.wales/best-practice/providing-emotional-support-improve-pupil-behaviour-and-wellbeing (Accessed: 27th May 2019).
- Estyn, (2017) *A report on* [redacted] [Online]. Available at: https://www.estyn.gov.wales/sites/default/files/documents/[redacted] (Accessed: 8th May 2019).
- Estyn, (2018) Improving pupils' wellbeing and attitudes to learning through curriculum enrichment. [Online]. Available at: (Accessed: 19th May 2019).
- Gray, C. and MacBlain, S. (2015) *Learning Theories in Childhood.* 2nd ed. London, California, New Delhi and Singapore: SAGE Publications Ltd.
- Hagerty, M.R. (1999) 'Testing Maslow's Hierarchy of Needs: National Quality-Of-Life Across Time', *Social Indicators Research,* 46 (3), pp.249-271.

- Hansen, A. (2012) *Transforming Primary QTS. Reflective Learning and Teaching in Primary Schools.* London: SAGE Publications Ltd.
- Hook, P. & Vass, A. (2004) *Behaviour Management Pocketbook* Hampshire: Teacher's Pocketbooks.
- Kumar, R. (2005) *RESEARCH Methodology. A STEP-BY-STEP GUIDE FOR BEGINNERS.* (2nd ed). London: SAGE Publications Ltd.
- Lynch, S.A. and Simpson, C.G. (2010) 'Social Skills: Laying the Foundation for Success', *Dimensions of Early Childhood,* 32 (2), (Spring/Summer 2010), pp. 3-12.
- Nottingham, J (2013) Encouraging Learning How you can help children learn. Oxon, USA, Canada: Routledge.
- UNICEF, (2018) '*What is the UNCRC? Read the full UNCRC'* [Online]. Available at: https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ (Accessed at: 18th May 2019).
- University of Wales Trinity Saint David (UWTSD), (2019). *Research Ethics & Integrity Code of Practice.* Available at: https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf (Accessed: 20th May 2019).
- Vygotsky, L. S. (1978) *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.
- Welsh Government, (2017) *Foundation Phase Profile Handbook* [Online]. Available at: https://gov.wales/sites/default/files/publications/2018-03/foundation-phase-profile-handbook-revised-september-2017.pdf (Accessed: 24th May 2019).
- Welsh Government, (2018) *My Local School* [redacted] [Online]. Available at: http://mylocalschool.wales.gov.uk/School/6713313?lang=en (Accessed: 7th May 2019).

Appendices:

Appendix 1: Expected curricular outcomes.

Appendix 2: Parental consent.

Appendix 3: School consent.

Appendix 4: Observation of PE lesson.

Appendix 5: Discussion with teacher (characteristics of child A).

Appendix 6: Map marking (What is important to child A)

Appendix 7: Learning walk discussion (PE).

Appendix 8: Picture of afterschool cupboard (stores PE toys).

Appendix 9: Picture of hiding place in the hall.

Appendix 10: English observation.

Appendix 11: Observation of wellbeing and desire of constant attention.

Appendix 12: Maths observation.

Appendix 13: Maths work.

Appendix 14: Peer work- collaboration (maths).

Appendix 15: Issues with peers (discussion).

Appendix 16: English work.

Appendix 17: Reading record.

Appendix 18: Handwriting assessment.

Appendix 19: Topic lesson observation (Knowledge and Understanding of the World).

Appendix 20: Perfect Park (Topic Work).

Appendix 21: Picture of the outside yard.

Appendix 22: Effectiveness of use of blocks/multi-link and rewards.

Appendix 23: Child A's reward chart.

Appendix 24: Picture of time out/ calm down area- Book Nook.

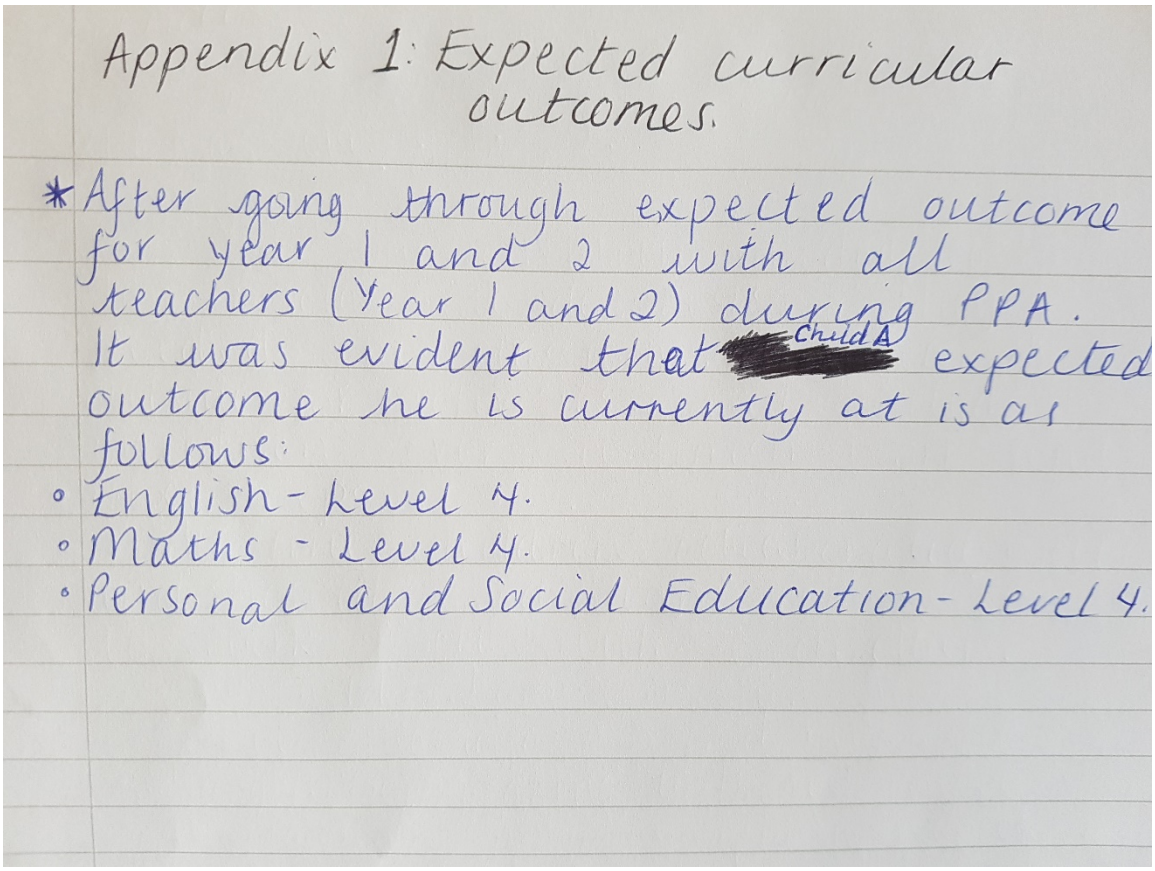
Appendix 25: Picture of the ELSA room.

Appendix 26: Child's view on ELSA.

Appendix 27: Observation of relationship with ELSA teacher.

Appendix 28: Work on HFW.

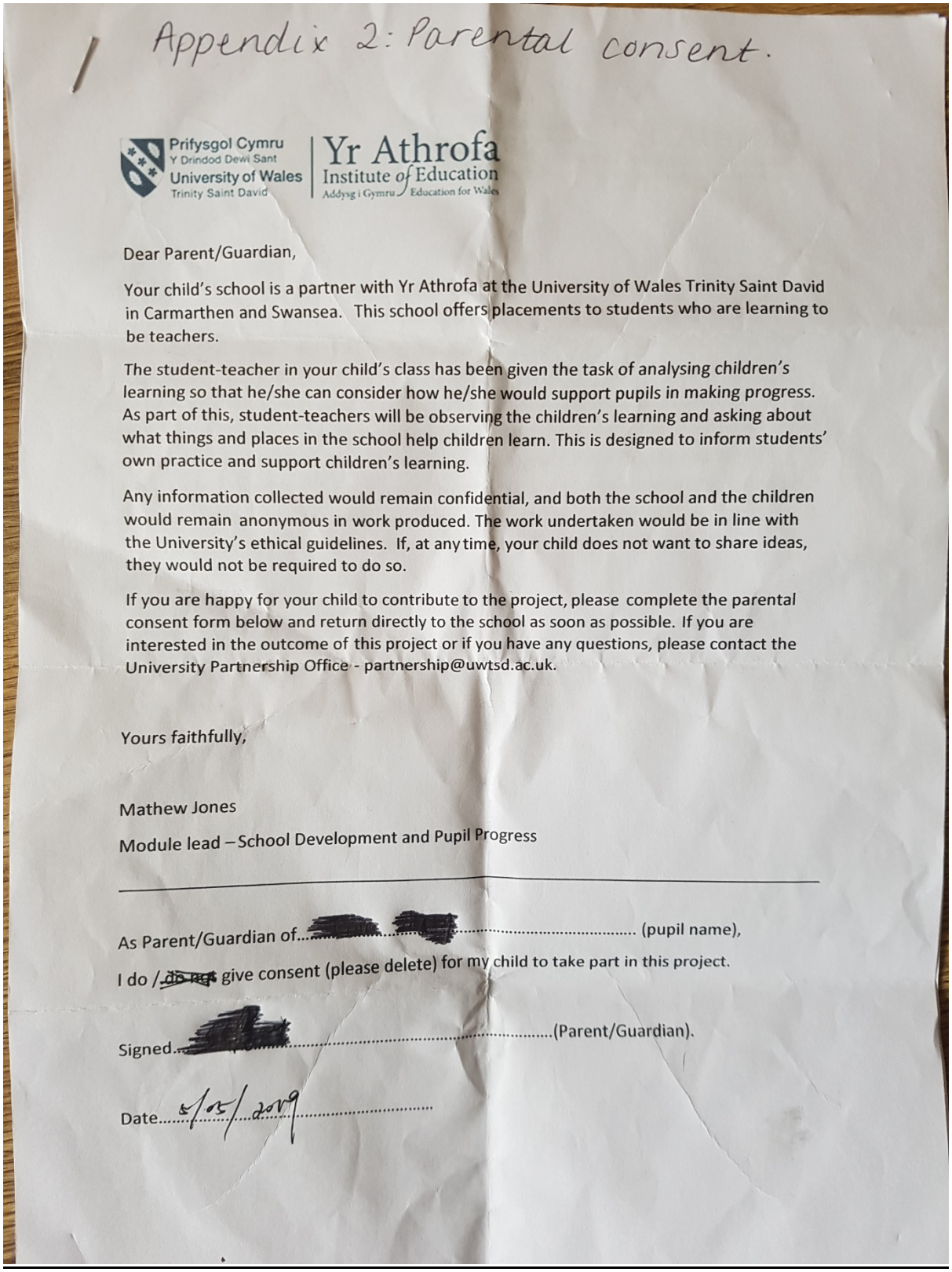
Appendix 1: Expected curricular outcomes.



Appendix 1: Expected curricular outcomes.

* After going through expected outcome for year 1 and 2 with all teachers (Year 1 and 2) during PPA. It was evident that [redacted] Child A expected outcome he is currently at is as follows:
  - English - Level 4.
  - Maths - Level 4.
  - Personal and Social Education - Level 4.

Appendix 2: Parental consent.



Appendix 2: Parental consent.

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

Yr Athrofa
Institute of Education
Addysg 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

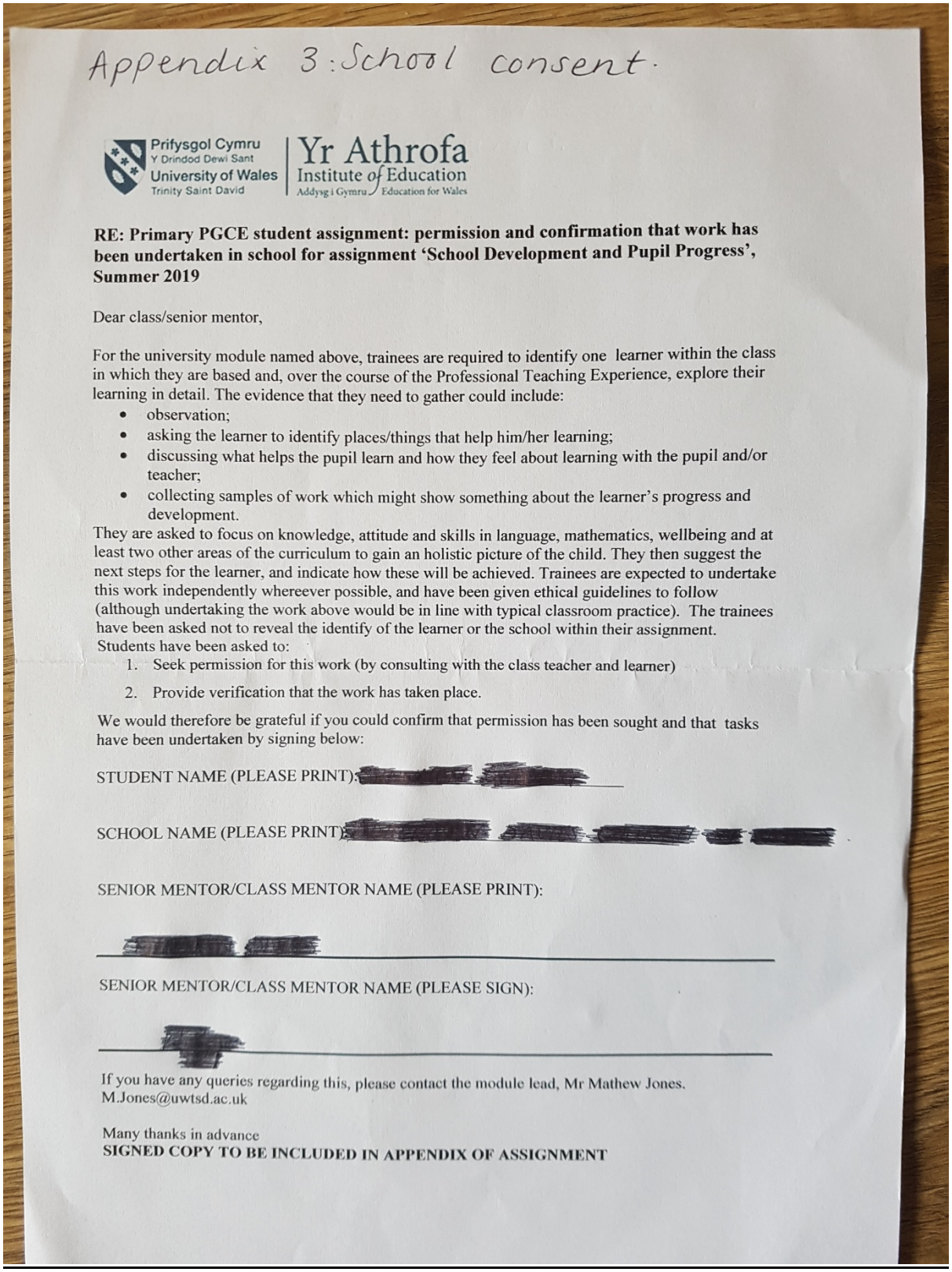
As Parent/Guardian of [redacted] (pupil name),

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

Signed [redacted] (Parent/Guardian).

Date 5/05/2019

Appendix 3: School consent.



Appendix 3: School consent.

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 whereever 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): [redacted]

SCHOOL NAME (PLEASE PRINT): [redacted]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[redacted]

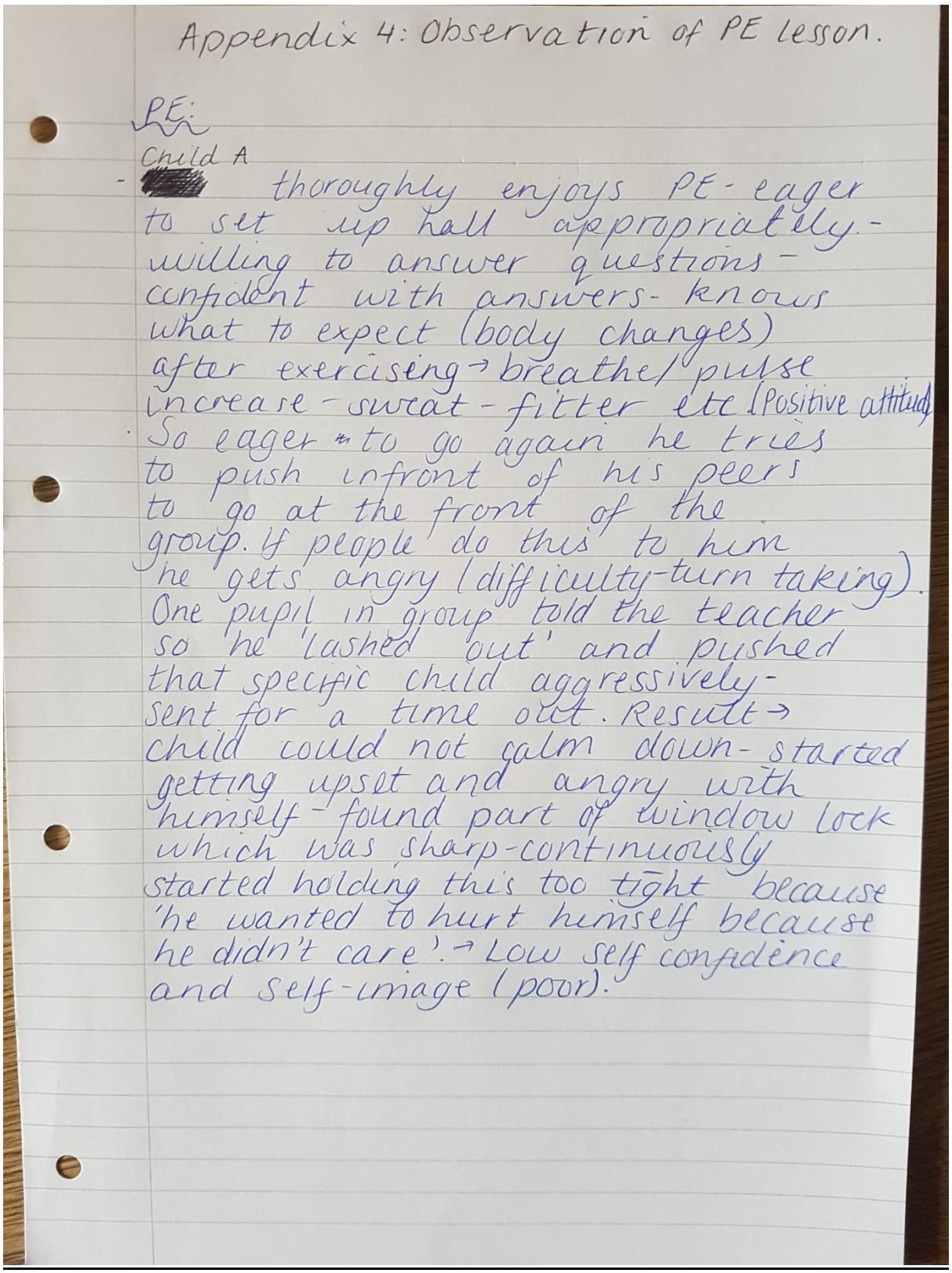
SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[redacted]

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: Observation of PE lesson.



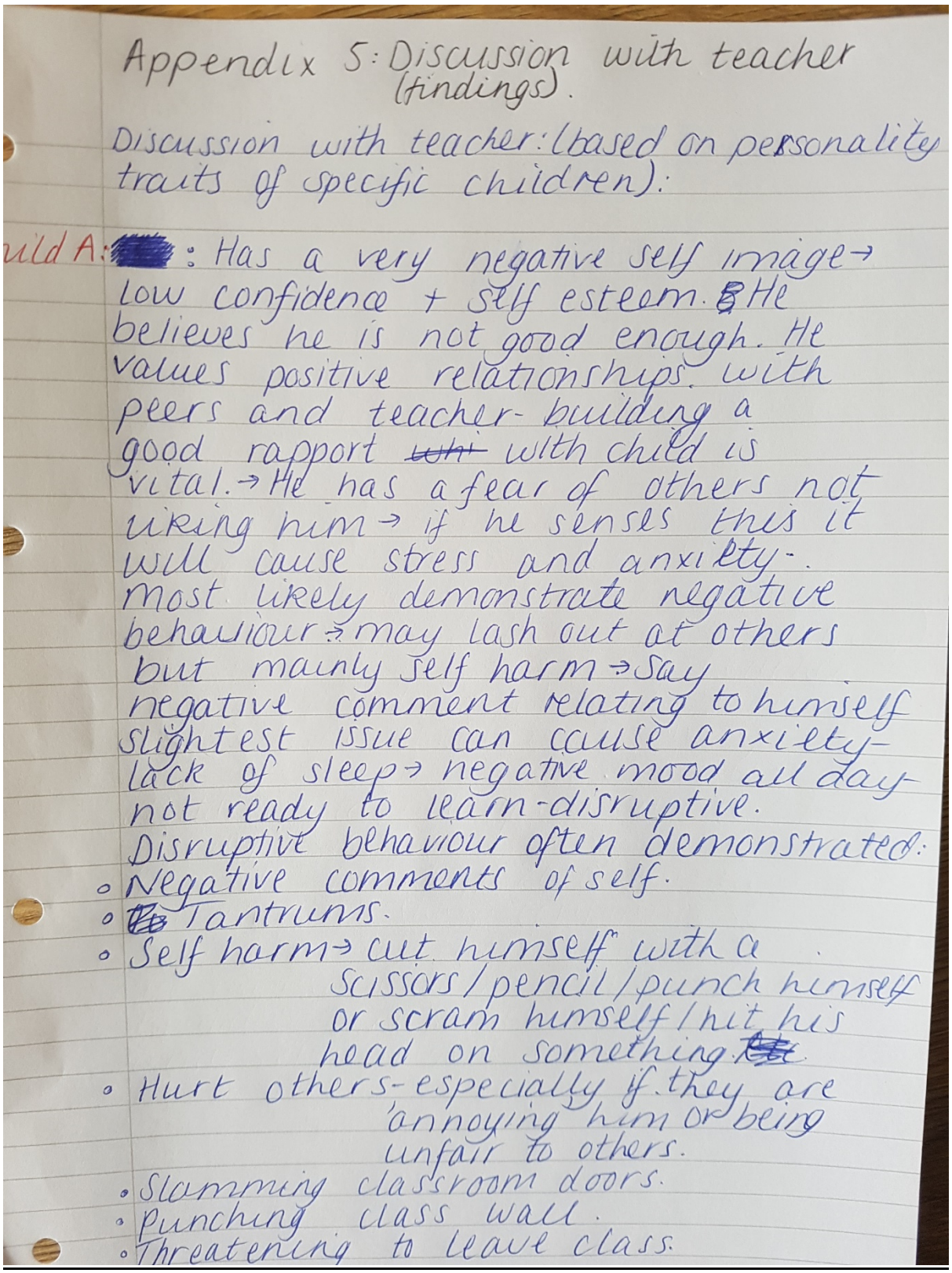
Appendix 4: Observation of PE lesson.

PE:

Child A

- [redacted] thoroughly enjoys PE - eager to set up hall appropriately - willing to answer questions - confident with answers - knows what to expect (body changes) after exercising → breathe/pulse increase - sweat - fitter etc (Positive attitude) So eager to go again he tries to push infront of his peers to go at the front of the group. If people do this to him he gets angry (difficulty-turn taking). One pupil in group told the teacher so he 'lashed out' and pushed that specific child aggressively - sent for a time out. Result → child could not calm down - started getting upset and angry with himself - found part of window lock which was sharp - continuously started holding this too tight because 'he wanted to hurt himself because he didn't care'. → Low self confidence and self-image (poor).

Appendix 5: Discussion with teacher (characteristics of child A).



Appendix 5: Discussion with teacher (findings).

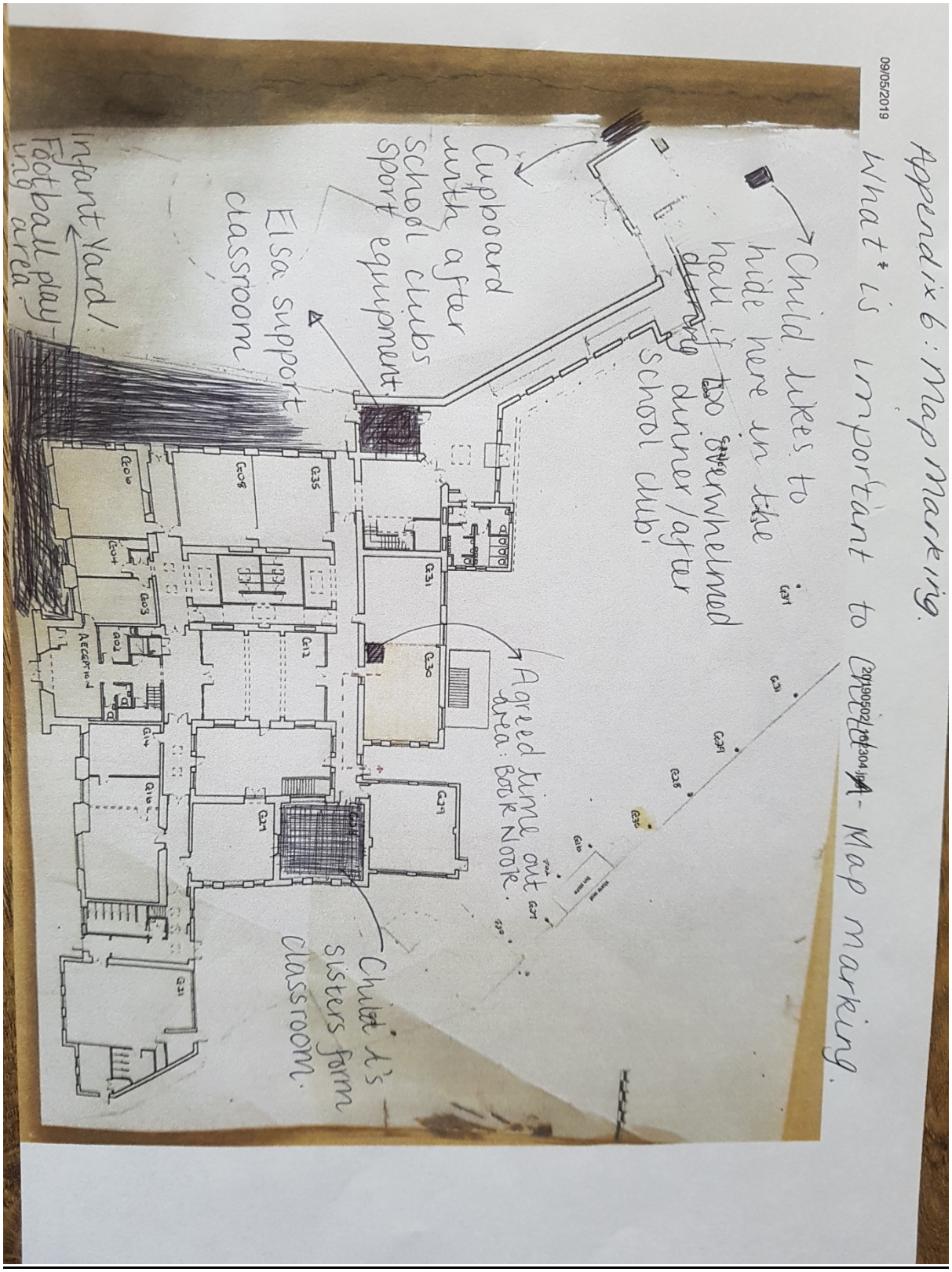
Discussion with teacher: (based on personality traits of specific children):

Child A: [redacted]: Has a very negative self image → low confidence + self esteem. He believes he is not good enough. He values positive relationships with peers and teacher- building a good rapport with child is vital. → He has a fear of others not liking him → if he senses this it will cause stress and anxiety. Most likely demonstrate negative behaviour → may lash out at others but mainly self harm → Say negative comment relating to himself slightest issue can cause anxiety- lack of sleep → negative mood all day not ready to learn-disruptive.

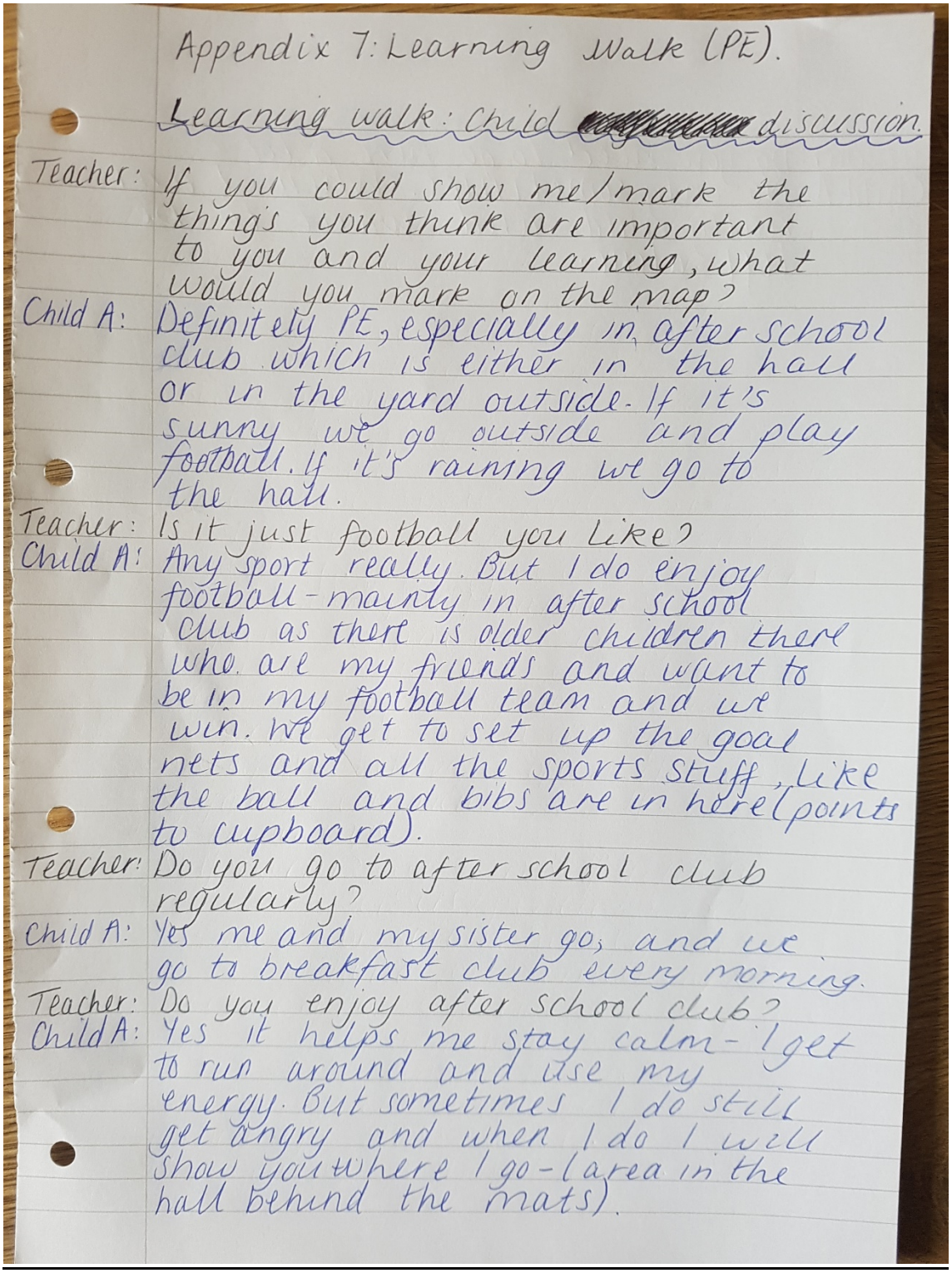
Disruptive behaviour often demonstrated:

- Negative comments of self.
- Tantrums.
- Self harm → cut himself with a scissors / pencil / punch himself or scram himself / hit his head on something.
- Hurt others- especially if they are annoying him or being unfair to others.
- Slamming classroom doors.
- Punching class wall.
- Threatening to leave class.

Appendix 6: Map marking (What is important to child A)



Appendix 7: Learning walk discussion (PE).



Appendix 7: Learning Walk (PE).

Learning walk: Child [redacted] discussion.

Teacher: If you could show me/mark the things you think are important to you and your learning, what would you mark on the map?

Child A: Definitely PE, especially in after school club which is either in the hall or in the yard outside. If it's sunny we go outside and play football. If it's raining we go to the hall.

Teacher: Is it just football you like?

Child A: Any sport really. But I do enjoy football - mainly in after school club as there is older children there who are my friends and want to be in my football team and we win. We get to set up the goal nets and all the sports stuff, like the ball and bibs are in here (points to cupboard).

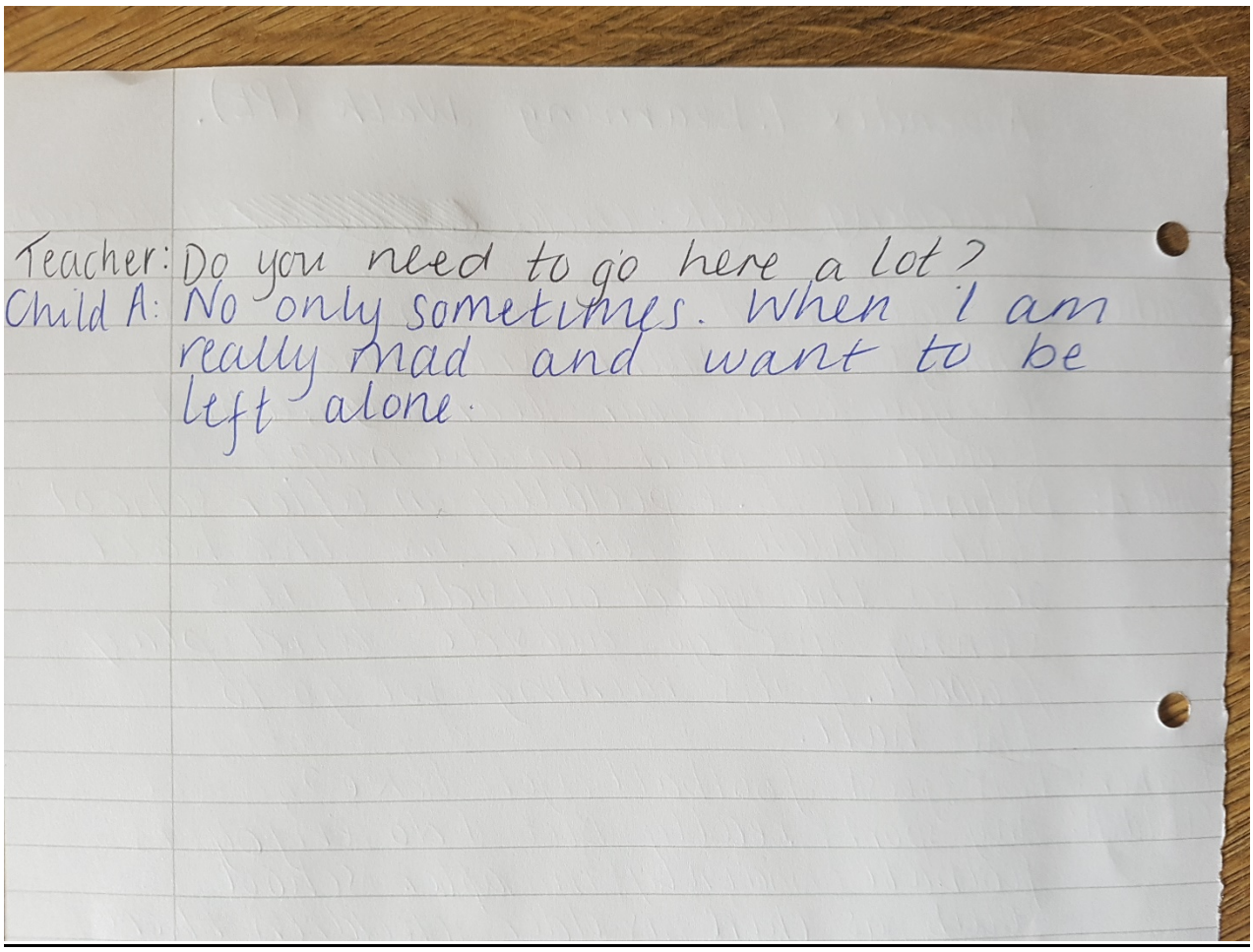
Teacher: Do you go to after school club regularly?

Child A: Yes me and my sister go, and we go to breakfast club every morning.

Teacher: Do you enjoy after school club?

Child A: Yes it helps me stay calm - I get to run around and use my energy. But sometimes I do still get angry and when I do I will show you where I go - (area in the hall behind the mats).

Appendix 7: Learning walk discussion (PE) page 2.



Appendix 8: Picture of afterschool cupboard (stores PE toys).

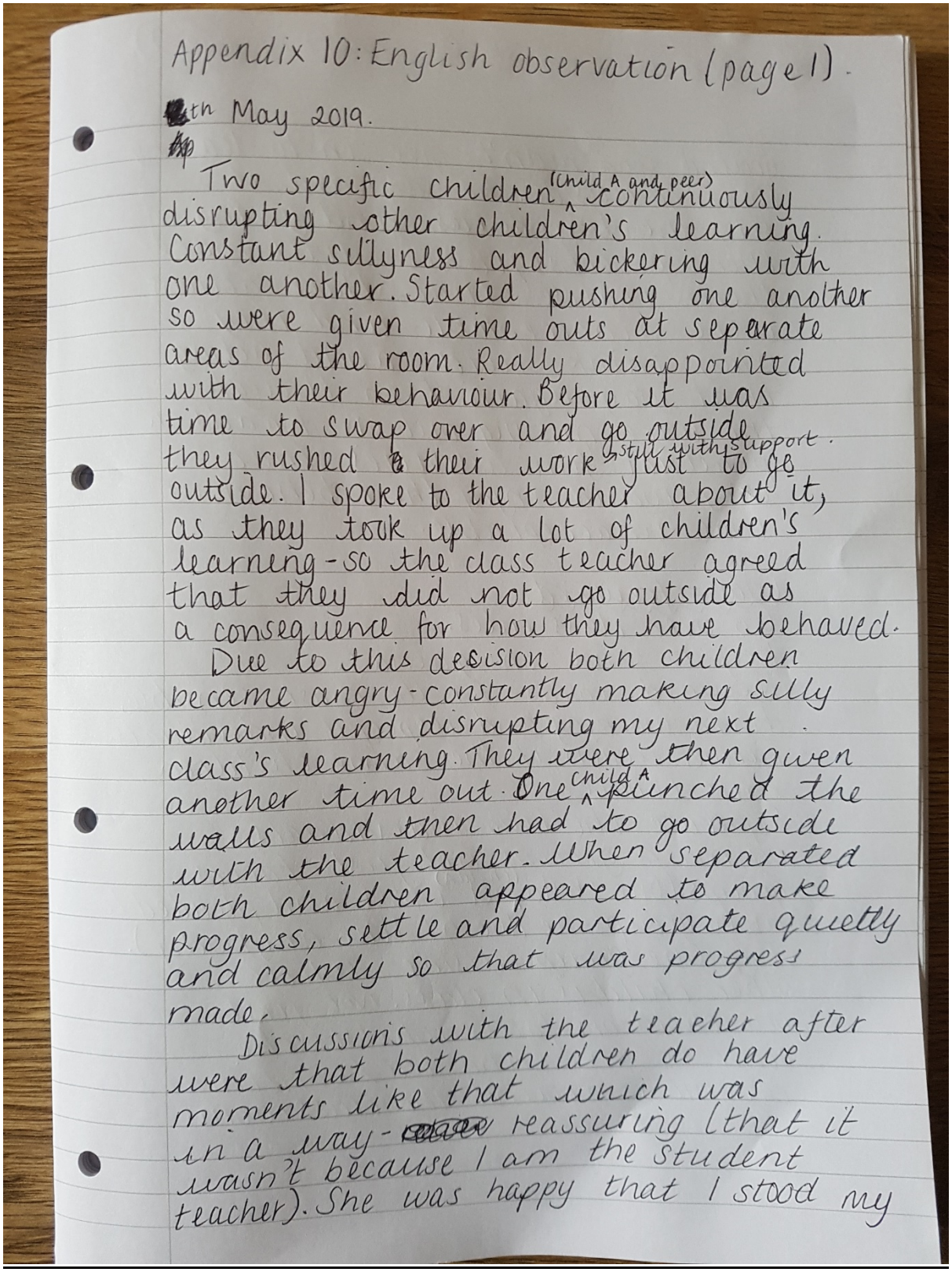
This was inaccessible at the time as the cupboard was locked and only after specific staff members have the keys.



Appendix 9: Picture of hiding place in the hall.



Appendix 10: English observation (page 1).



Appendix 10: English observation (page 1).

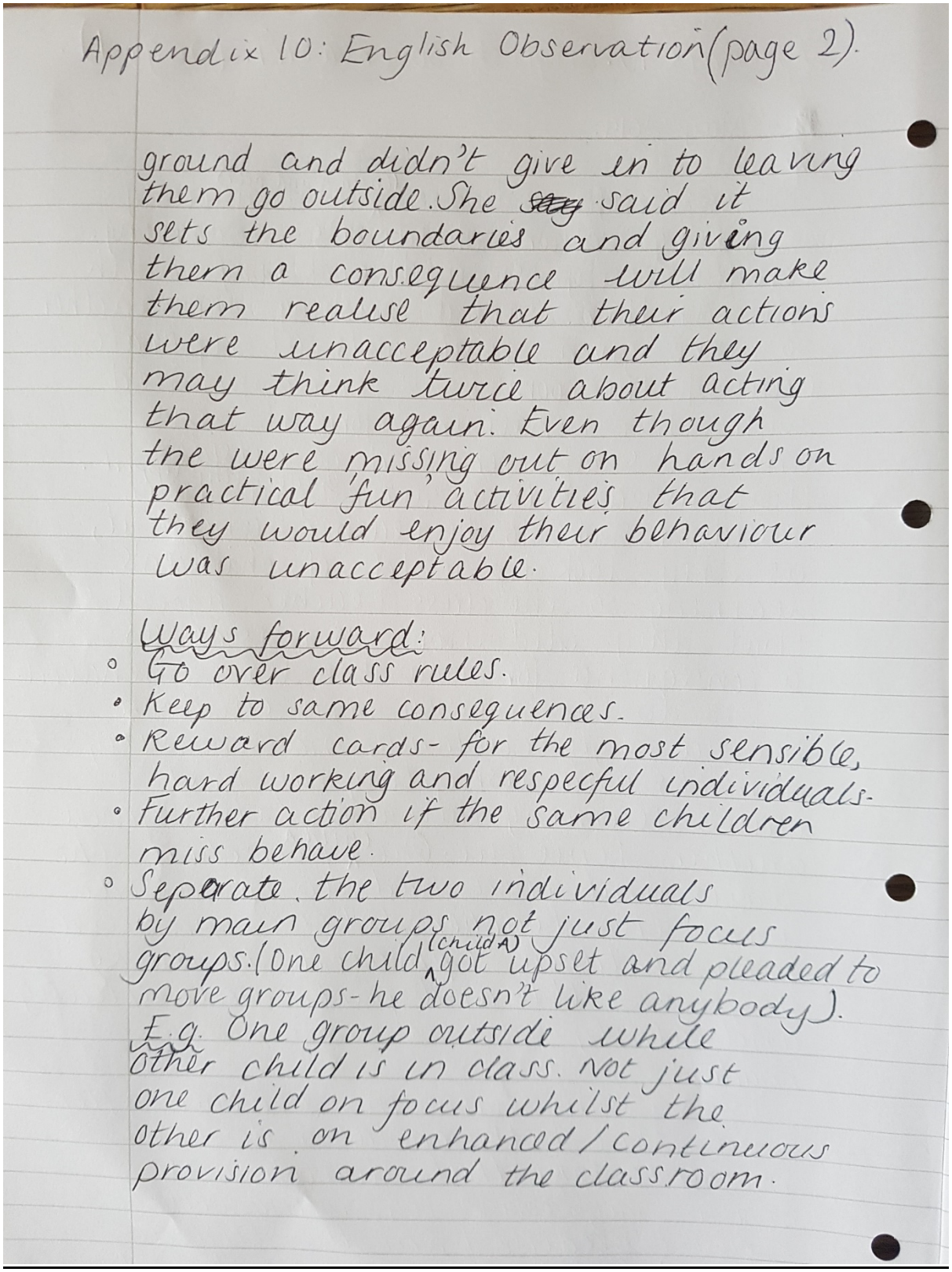
[redacted]th May 2019.

Two specific children (child ^ and peer) continuously disrupting other children's learning. Constant silyness and bickering with one another. Started pushing one another so were given time outs at seperate areas of the room. Really disappointed with their behaviour. Before it was time to swap over and go outside they rushed their work (still with support.) just to go outside. I spoke to the teacher about it, as they took up a lot of children's learning - so the class teacher agreed that they did not go outside as a consequence for how they have behaved.

Due to this decision both children became angry - constantly making silly remarks and disrupting my next class's learning. They were then given another time out. One child ^ punched the walls and then had to go outside with the teacher. When separated both children appeared to make progress, settle and participate quietly and calmly so that was progress made.

Discussions with the teacher after were that both children do have moments like that which was in a way reassuring (that it wasn't because I am the student teacher). She was happy that I stood my

Appendix 10: English observation (page 2).



Appendix 10: English Observation (page 2).

ground and didn't give in to leaving them go outside. She ~~stay~~ said it sets the boundaries and giving them a consequence will make them realise that their actions were unacceptable and they may think twice about acting that way again. Even though the were missing out on hands on practical 'fun' activities that they would enjoy their behaviour was unacceptable.

Ways forward:

- Go over class rules.
- Keep to same consequences.
- Reward cards - for the most sensible, hard working and respectful individuals.
- Further action if the same children miss behave.
- Separate the two individuals by main groups not just focus groups. (One child (child A) got upset and pleaded to move groups - he doesn't like anybody). E.g. One group outside while other child is in class. Not just one child on focus whilst the other is on enhanced / continuous provision around the classroom.

Appendix 11: Observation of wellbeing and desire of constant attention.

Appendix 11: Well-being and desire of constant attention.

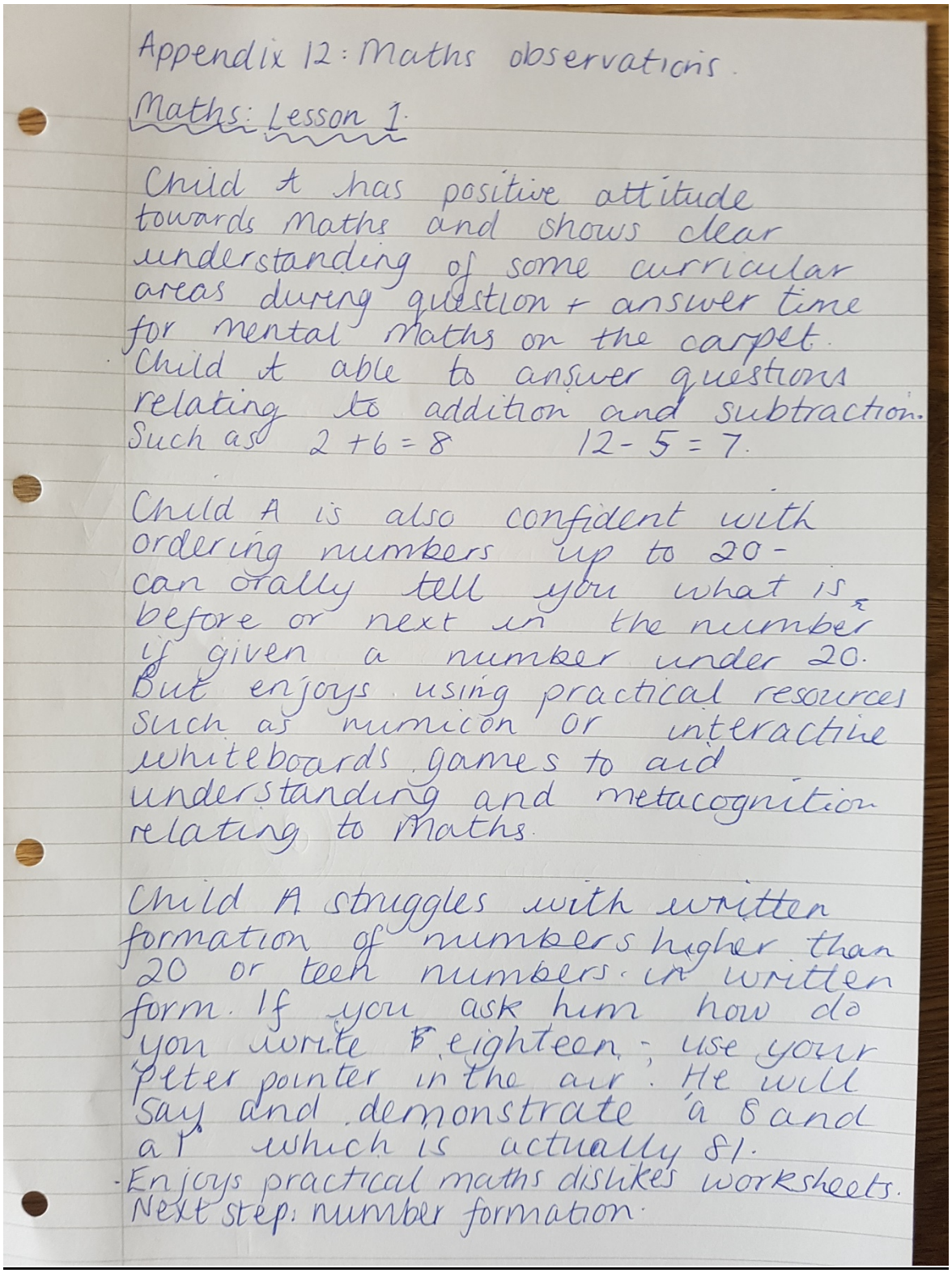
Child A wanted to take the dinner register down to the office. However, he did not give the right answer - the pupil who gives the right answer gets to go and chose a friend.

Result of wrong answer:

- Child appeared embarrassed; fed up and defeated.
- Threatened to leave class.
- Found a pencil - started to pierce jumper/t-shirt → tried to make contact which skin to hurt himself.
- Continued to call himself stupid and try to hurt himself - despite reassurrance and care demonstrated by the teacher.
- Child refused to join in with further class discussion or completion of work.

- This can often re-occur as he tries to push the boundaries to get his own way. E.g. refuses to do work but expects to go on the interactive board to play games because 'he wants to' and he knows that this is not allowed unless set focus task/work is completed.
- Child will continue to disrupt class and refuse to do work as he wants constant attention from the teacher.

Appendix 12: Maths observation.



Appendix 12: Maths observations.

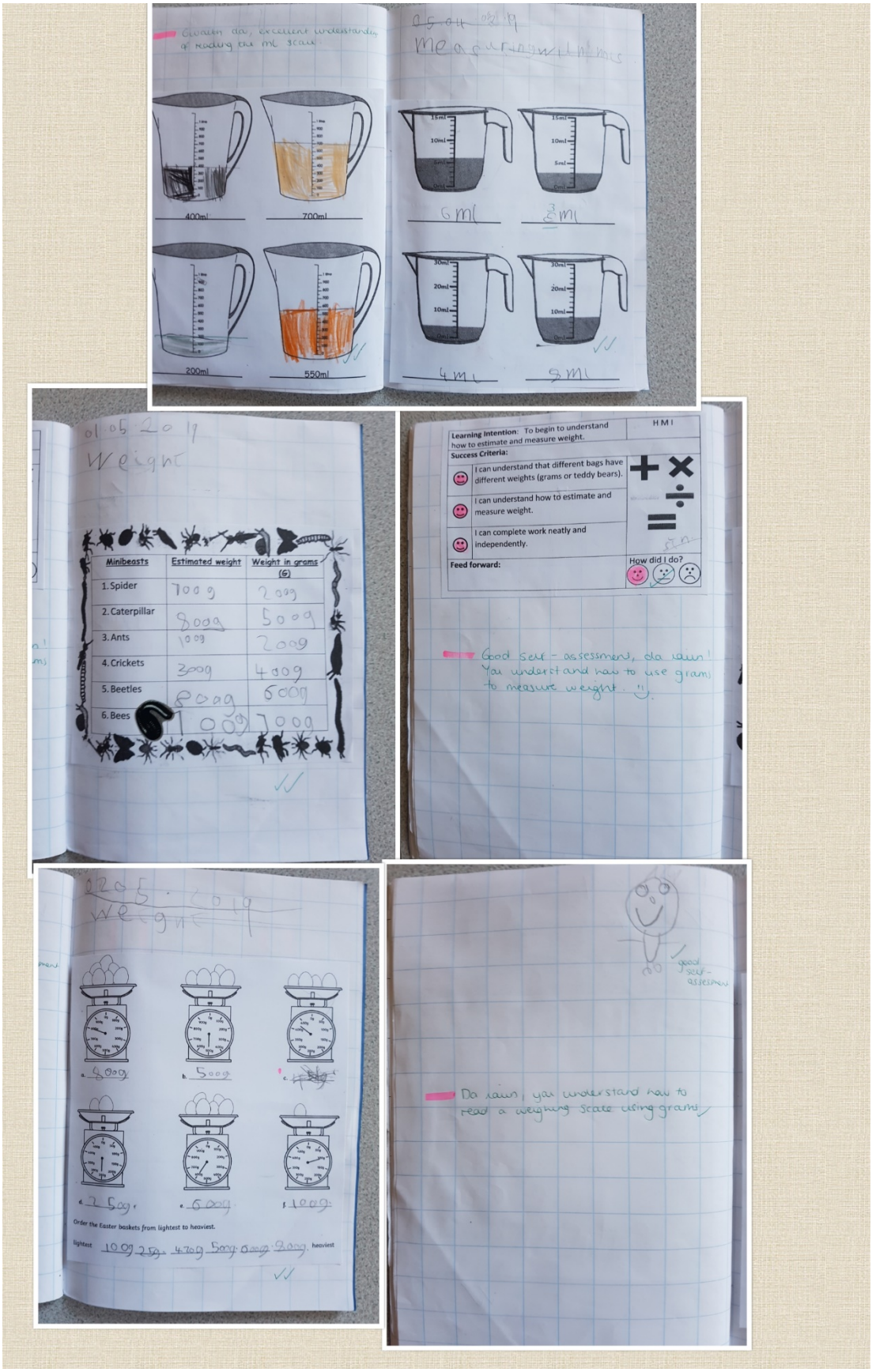
Maths: Lesson 1.

Child A has positive attitude towards maths and shows clear understanding of some curricular areas during question + answer time for mental maths on the carpet.
Child A able to answer questions relating to addition and subtraction. Such as 2 + 6 = 8 12 - 5 = 7.

Child A is also confident with ordering numbers up to 20 - can orally tell you what is before or next in the number if given a number under 20. But enjoys using practical resources such as numicon or interactive whiteboards games to aid understanding and metacognition relating to Maths.

Child A struggles with written formation of numbers higher than 20 or teen numbers in written form. If you ask him how do you write eighteen; use your peter pointer in the air. He will say and demonstrate a 8 and a 1 which is actually 81.
- Enjoys practical maths dislikes worksheets.
Next step: number formation.

Appendix 13: Maths work.



Appendix 14: Peer work- collaboration (maths).

Appendix 14: Peer work - collaboration.

Maths: Lesson 2.

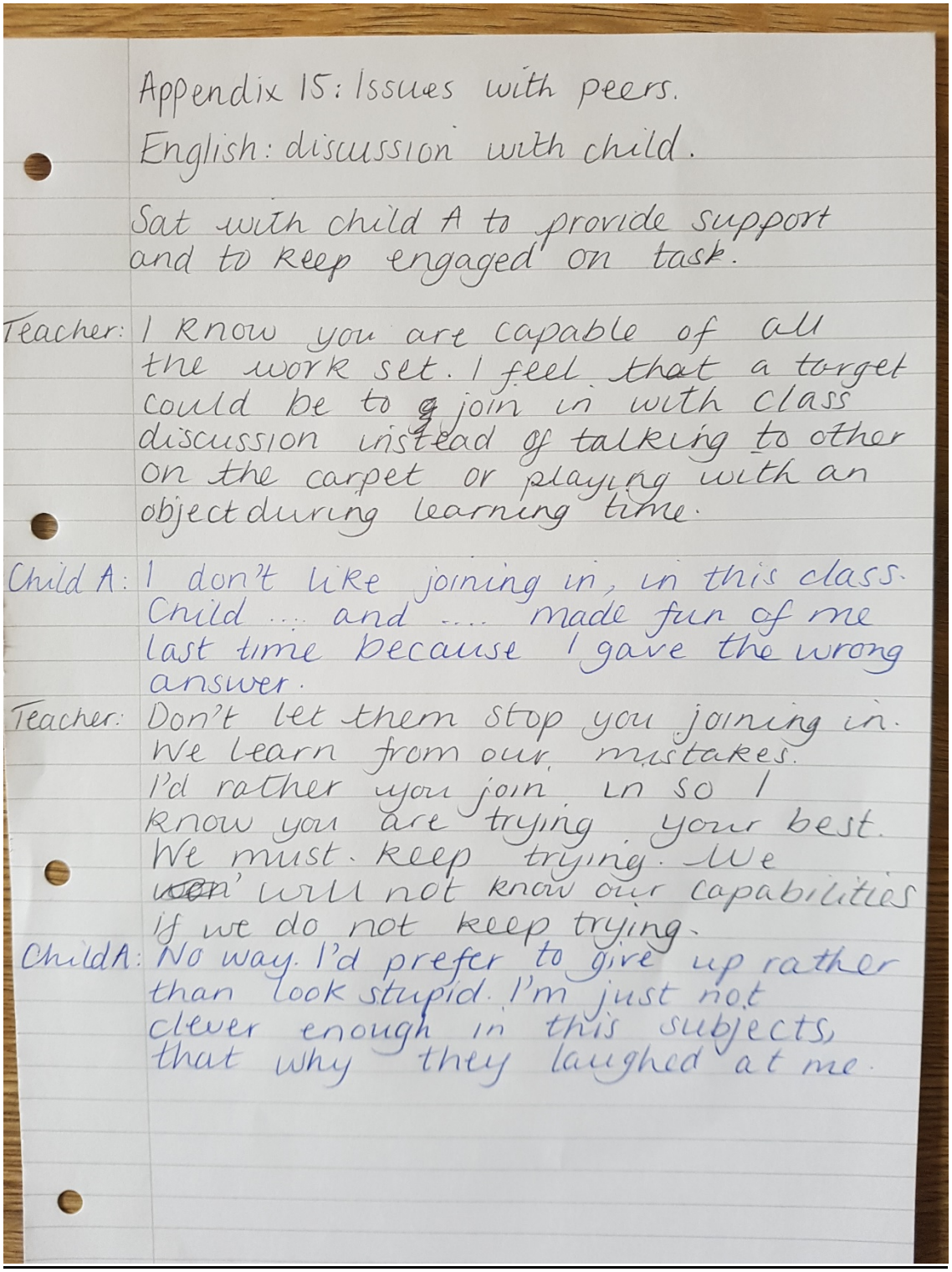
During completion of task set Child A needed support from peers and LSA when completing Mental Maths (interactive whiteboard or challenge sheets) which involved multiplications - the two times table and the 5 times table.

- Knowing his times table will help in reality in future - basic life skill. Can relate to time and money - essential skill to help with daily life - act as a ~~foo~~ framework to more complex maths questions once child is able to retain this knowledge.

- Child was using his fingers and counting with peers in 2's and 5's to work out answer → possible target for future → group work? As peers demonstrated similar difficulty as Child A → similar targets?

TIMES TABLES - TARGET.

Appendix 15: Issues with peers (discussion).



Appendix 15: Issues with peers.
English: discussion with child.

Sat with child A to provide support and to keep engaged on task.

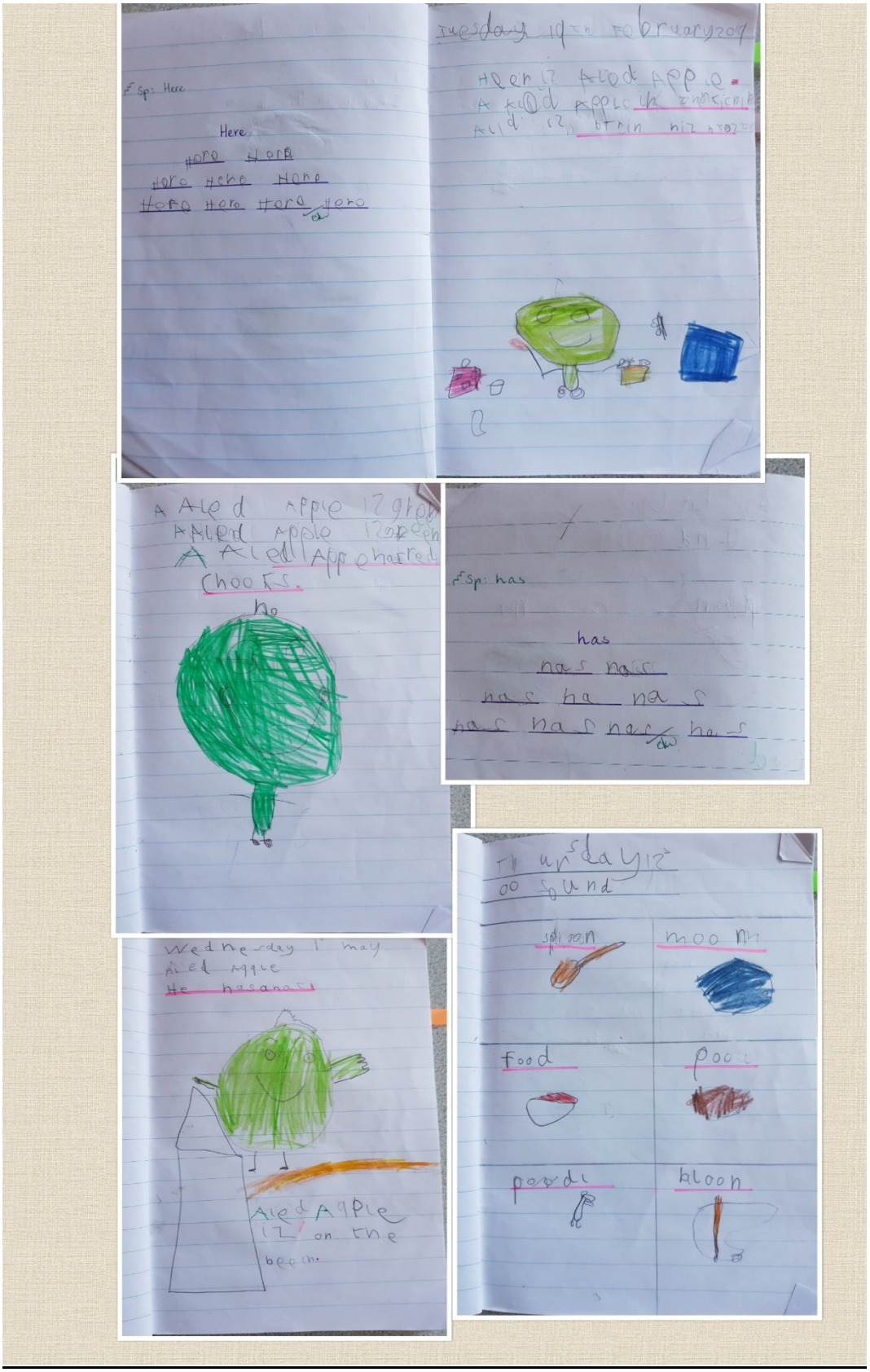
Teacher: I know you are capable of all the work set. I feel that a target could be to join in with class discussion instead of talking to other on the carpet or playing with an object during learning time.

Child A: I don't like joining in, in this class. Child ... and .... made fun of me last time because I gave the wrong answer.

Teacher: Don't let them stop you joining in. We learn from our mistakes. I'd rather you join in so I know you are trying your best. We must keep trying. We ~~won't~~ will not know our capabilities if we do not keep trying.

ChildA: No way. I'd prefer to give up rather than look stupid. I'm just not clever enough in this subjects, that why they laughed at me.

Appendix 16: English work.



Appendix 17: Reading record.

APLP PDPA
Partneriaeth Dysgu Proffesiynol Yr Alfrefa
Yr Alfrefa Professional Learning Partnership

C11b

Reading record

Name of learner: [redacted] Child A .

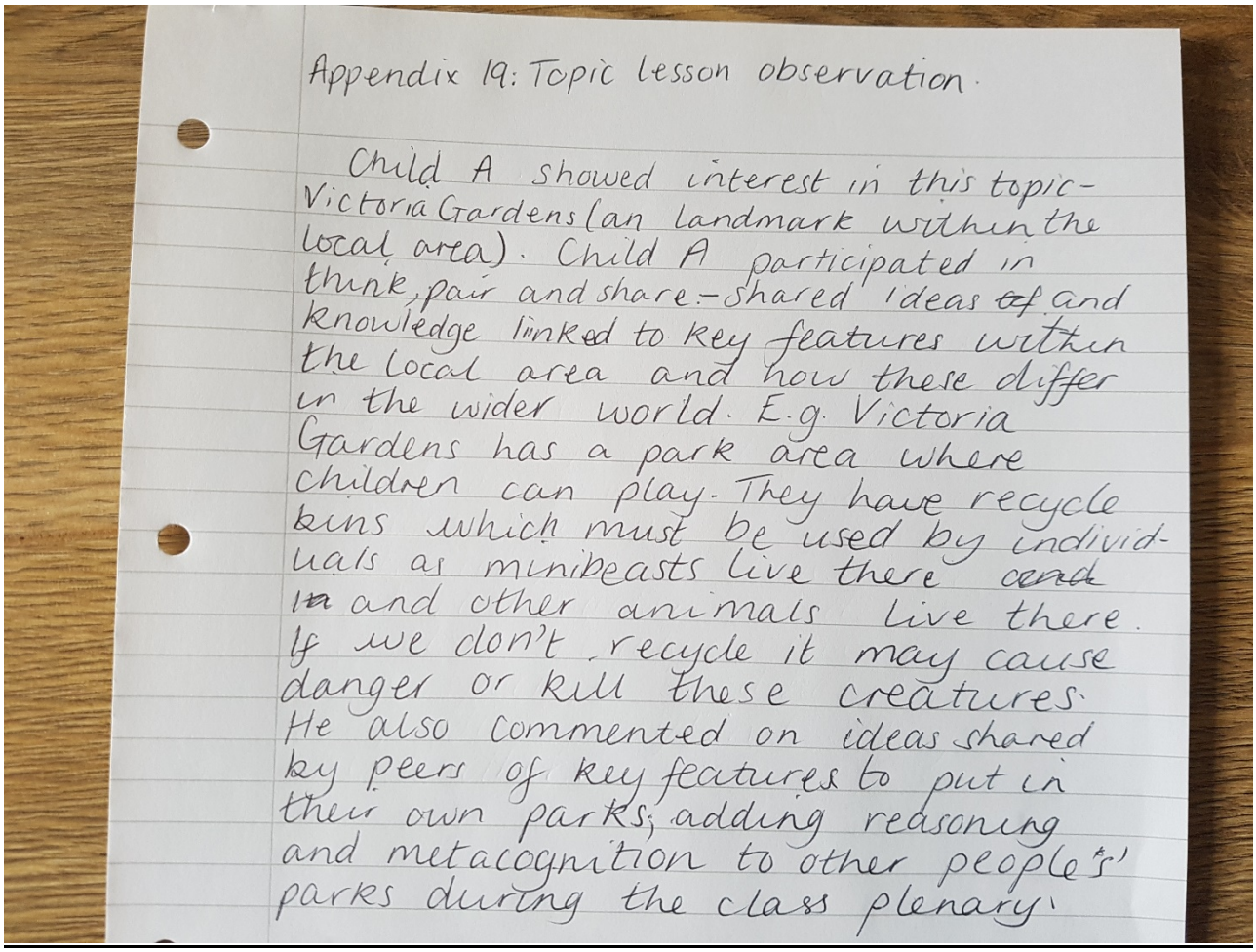
Reading age (if known): Stage 2

Date	Title of book e.g. fiction, play, poetry	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
30.5.19 [redacted].	Poor Floppy Creepy Crawley	Fiction - Oxford reading tree. Stage 2	[redacted] struggled with sounding out the words. Low self esteem and confidence towards reading the cvc + rhyming words.
[redacted] 1.5.19.	Poor Floppy Creepy Crawley	" Stage 2	With encouragement [redacted] could use phonics knowledge to sound out + blend [redacted] words - changed book's similar words).
2.5.19.	What is it? Floppy's bath. Floppy and the bone	" Stage 2	Theo is trying really hard with his reading - his confidence is increasing and he has developing enjoyment in his reading (Also practising high frequency words regularly to encourage confidence and help letter + word recognition).
5.5.19.	Go karts. What is it? Floppy and the bone	- one book changed " Stage 2.	Theo will have a reading buddy - whom he can read with during challenge time (dependant on work completion).

This form should be used after reading the school's reading policy, if available

Appendix 18: Handwriting assessment.

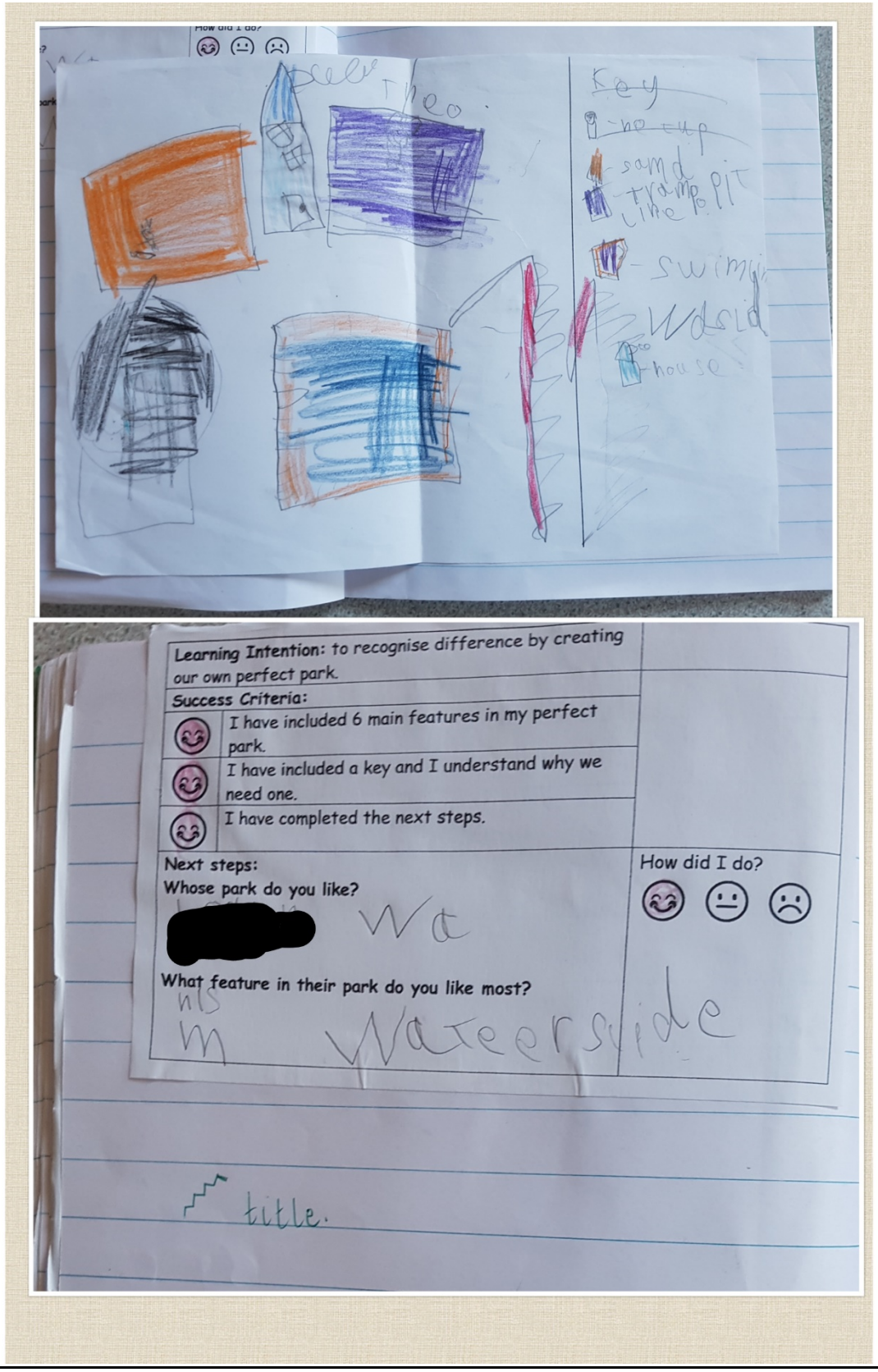
Appendix 19: Topic lesson observation (Knowledge and Understanding of the World).



Appendix 19: Topic lesson observation.

Child A showed interest in this topic- Victoria Gardens (an landmark within the local area). Child A participated in think, pair and share- shared ideas of and knowledge linked to key features within the local area and how these differ in the wider world. E.g. Victoria Gardens has a park area where children can play. They have recycle bins which must be used by individuals as minibeasts live there and other animals live there. If we don't recycle it may cause danger or kill these creatures. He also commented on ideas shared by peers of key features to put in their own parks, adding reasoning and metacognition to other people's' parks during the class plenary.

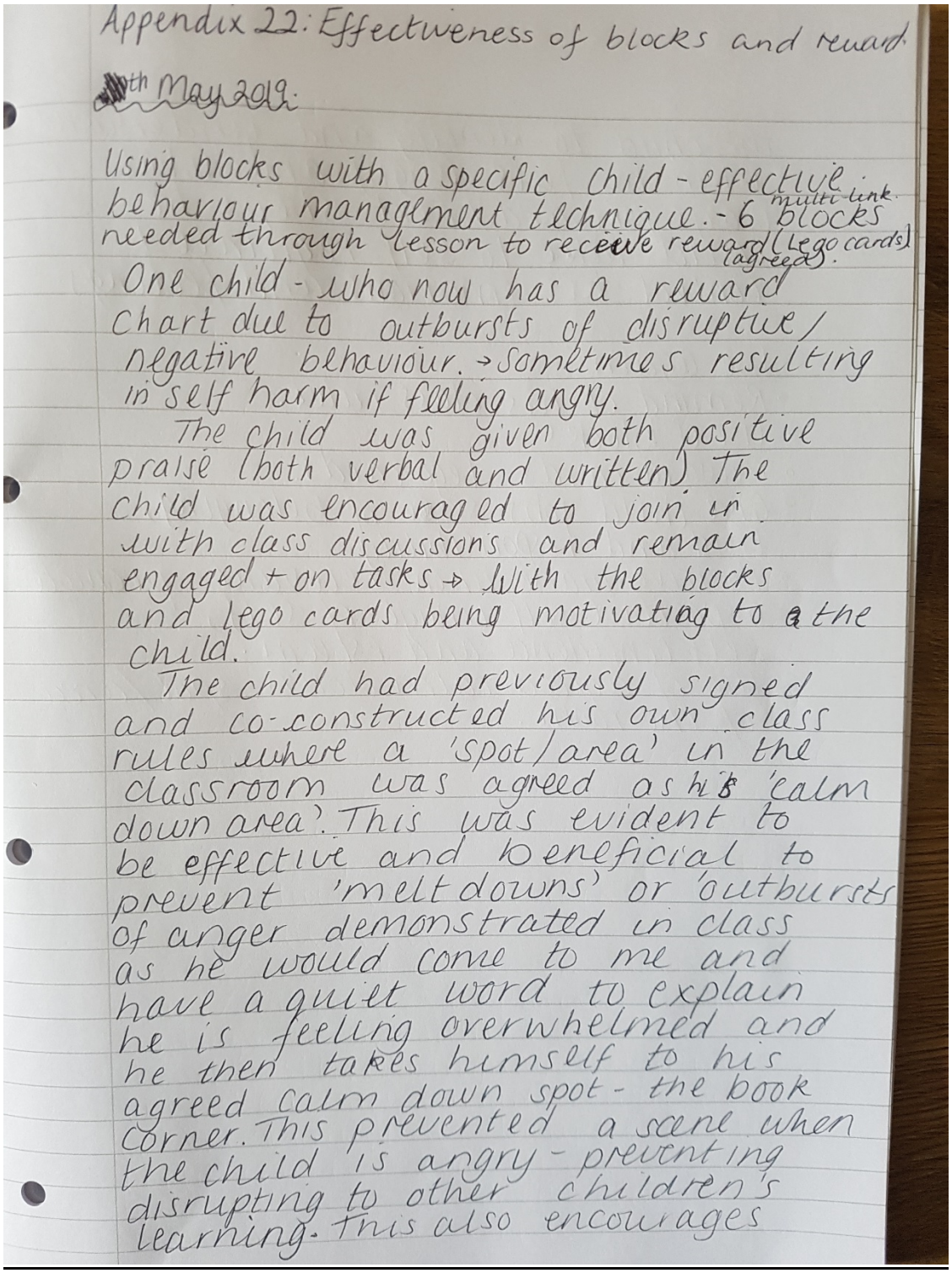
Appendix 20: Perfect Park (Topic Work).



Appendix 21: Picture of the outside yard.



Appendix 22: Effectiveness of use of blocks/multi-link and rewards (Page 1).



Appendix 22: Effectiveness of blocks and reward

th May 2019:

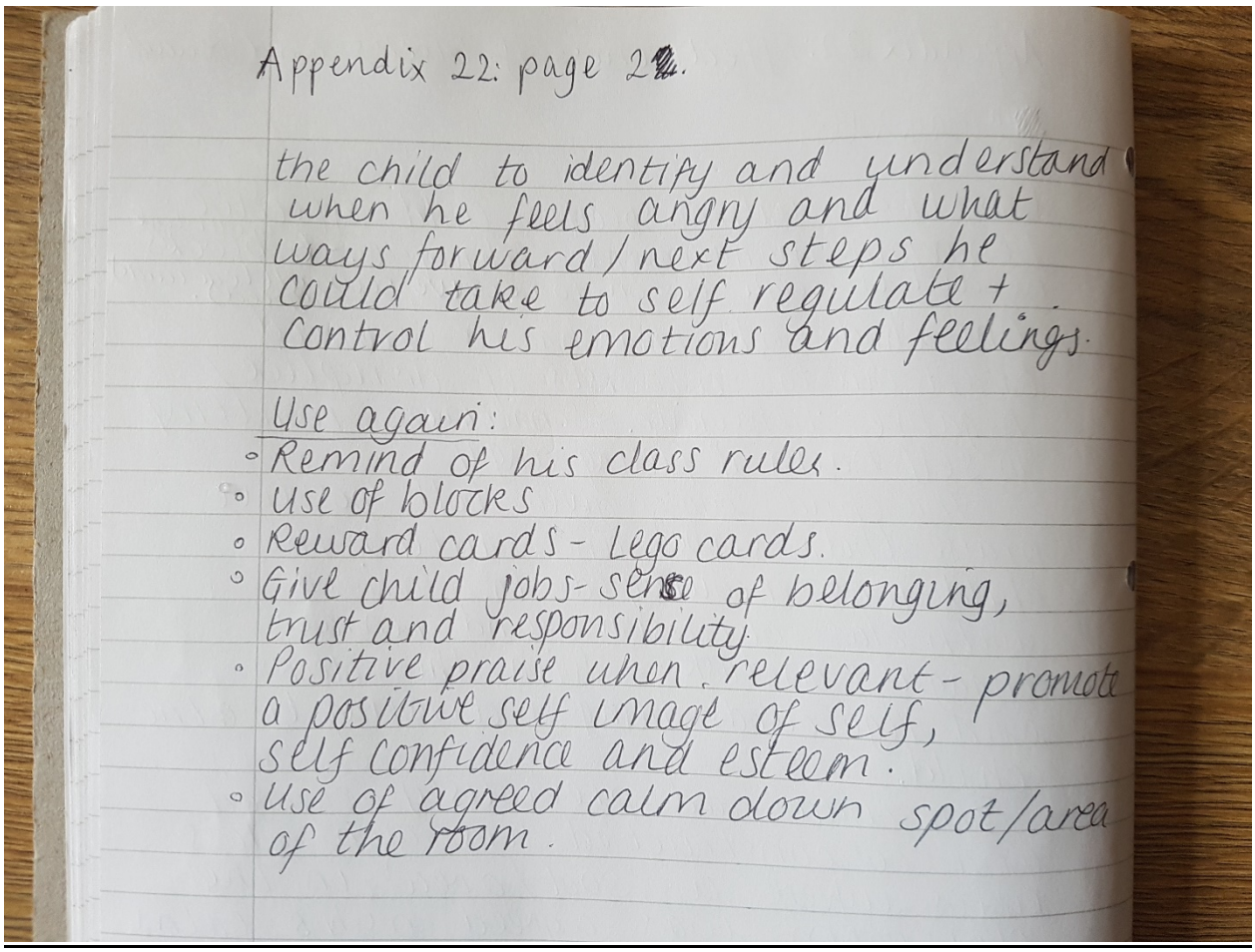
Using blocks with a specific child - effective behaviour management technique. - 6 blocks (multi-link) needed through lesson to receive reward (Lego cards) (agreed).

One child - who now has a reward chart due to outbursts of disruptive/ negative behaviour. → Sometimes resulting in self harm if feeling angry.

The child was given both positive praise (both verbal and written) The child was encouraged to join in with class discussions and remain engaged + on tasks → With the blocks and lego cards being motivating to the child.

The child had previously signed and co-constructed his own class rules where a 'spot/area' in the classroom was agreed as his 'calm down area'. This was evident to be effective and beneficial to prevent 'meltdowns' or 'outbursts of anger demonstrated in class as he would come to me and have a quiet word to explain he is feeling overwhelmed and he then takes himself to his agreed calm down spot - the book corner. This prevented a scene when the child is angry - preventing disrupting to other children's learning. This also encourages

Appendix 22: Effectiveness of use of blocks/multi-link and rewards (Page 2).



Appendix 22: page 2.

the child to identify and understand when he feels angry and what ways forward / next steps he could take to self regulate + control his emotions and feelings.

Use again:

- Remind of his class rules.
- Use of blocks
- Reward cards - Lego cards.
- Give child jobs - sense of belonging, trust and responsibility.
- Positive praise when relevant - promote a positive self image of self, self confidence and esteem.
- Use of agreed calm down spot/area of the room.

Appendix 23: Child A's reward chart.

Reward Chart:

	***Monday***	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
Morning lesson					
After snack time					
After dinner time					
Challenge					

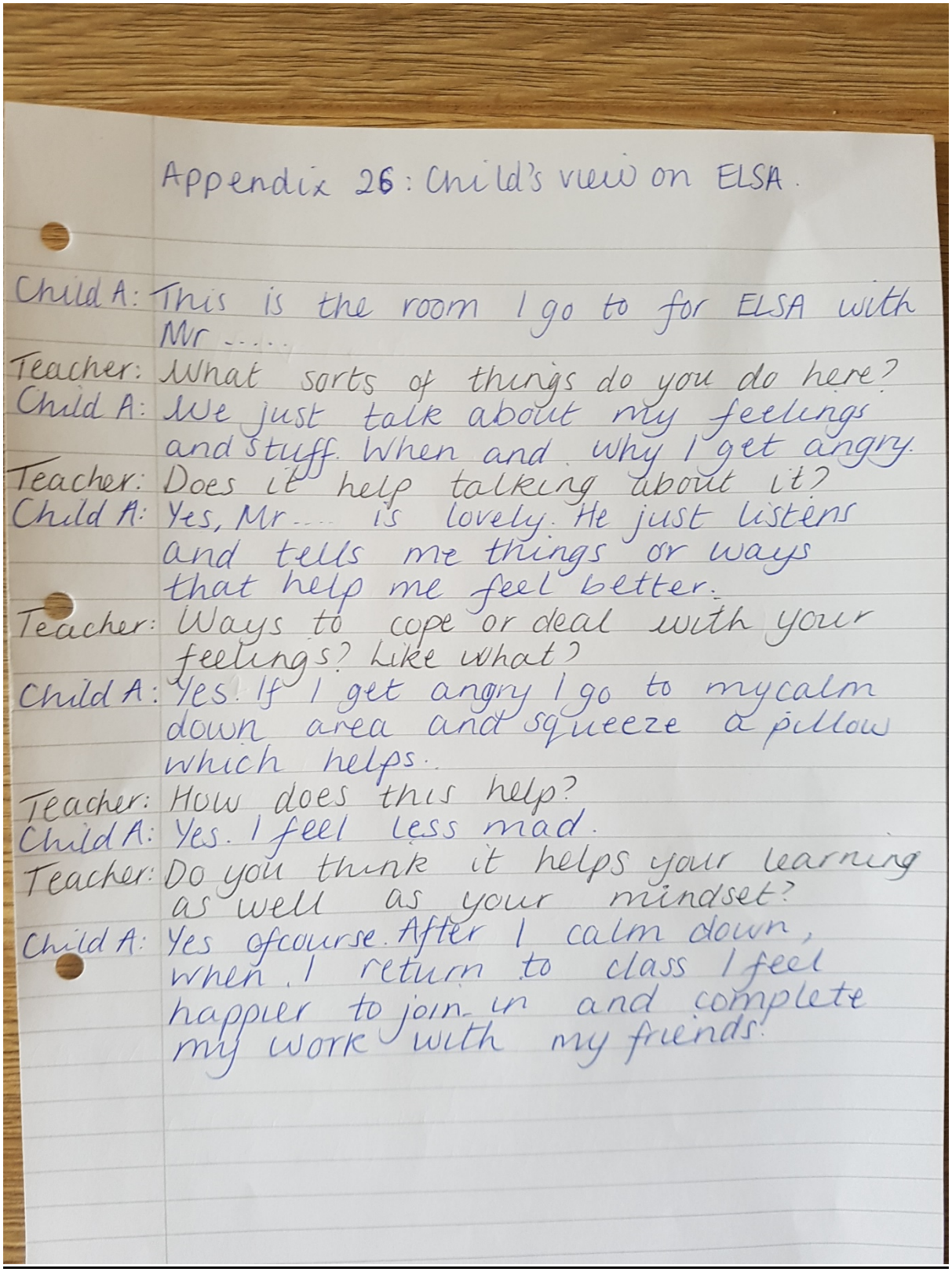
Appendix 24: Picture of time out/ calm down area- Book Nook.



Appendix 25: Picture of the ELSA room.



Appendix 26: Child's view on ELSA.



Appendix 26: Child's view on ELSA.

Child A: This is the room I go to for ELSA with Mr ....

Teacher: What sorts of things do you do here?

Child A: We just talk about my feelings and stuff. When and why I get angry.

Teacher: Does it help talking about it?

Child A: Yes, Mr .... is lovely. He just listens and tells me things or ways that help me feel better.

Teacher: Ways to cope or deal with your feelings? Like what?

Child A: Yes. If I get angry I go to mycalm down area and squeeze a pillow which helps.

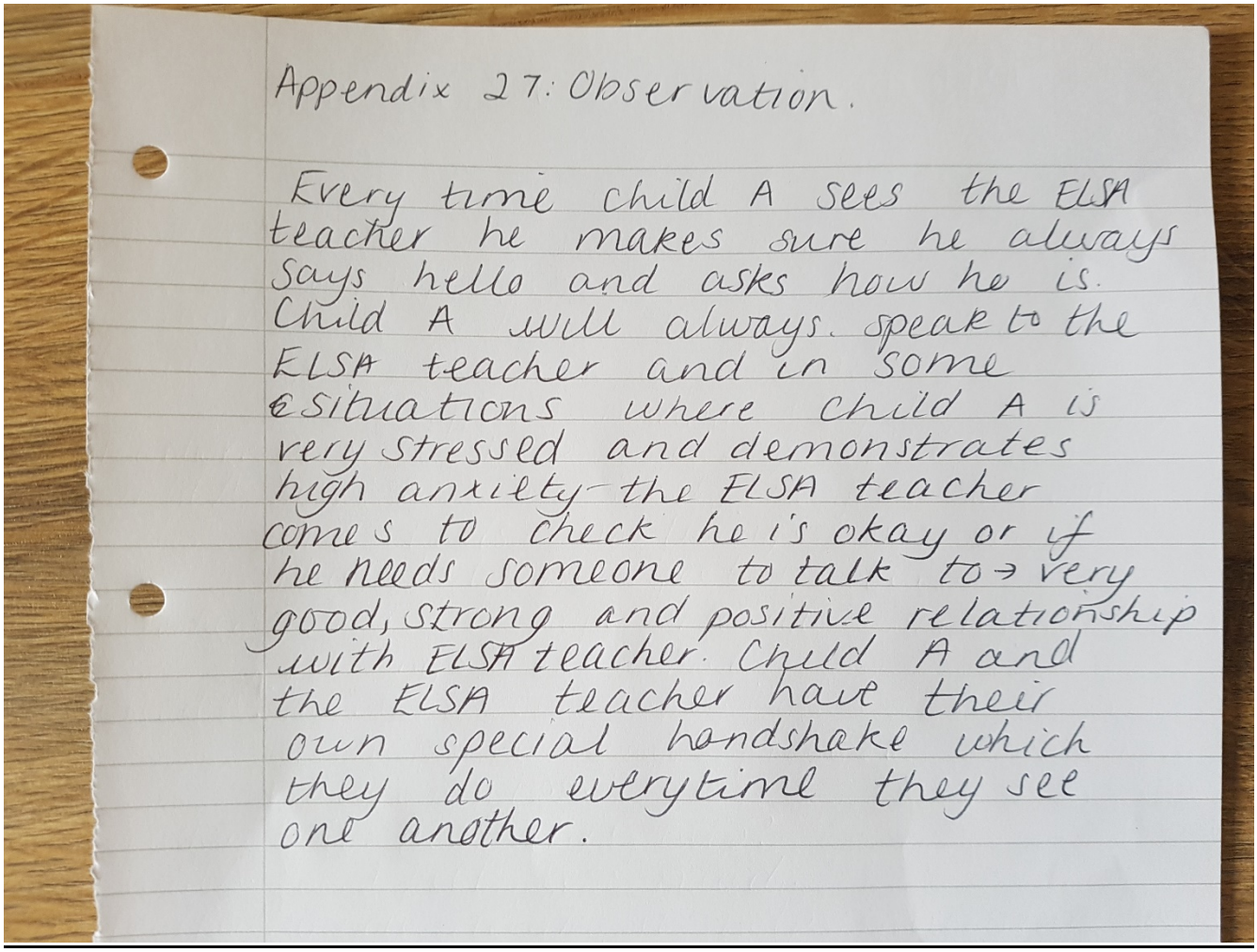
Teacher: How does this help?

Child A: Yes. I feel less mad.

Teacher: Do you think it helps your learning as well as your mindset?

Child A: Yes ofcourse. After I calm down, when I return to class I feel happier to join in and complete my work with my friends.

Appendix 27: Observation of relationship with ELSA teacher.



Appendix 27: Observation.

Every time child A sees the ELSA teacher he makes sure he always says hello and asks how he is. Child A will always speak to the ELSA teacher and in some situations where child A is very stressed and demonstrates high anxiety the ELSA teacher comes to check he is okay or if he needs someone to talk to → very good, strong and positive relationship with ELSA teacher. Child A and the ELSA teacher have their own special handshake which they do everytime they see one another.

Appendix 28: Work on HFW.

