

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

Introduction

This assignment will provide a detailed analysis of one target child’s holistic development. Using Clark and Moss’ Mosaic Approach (2011), the data collected was centred around the target child’s perspective and pupil voice. Throughout this in depth, holistic method of data collection and further discussion and analysis, I will be able to develop the next steps the target child needs to take to enhance their development. The data collected throughout Professional Teaching Experience (PTE) will justify the suggested interventions.

The school where I have undertaken the research in, is situated in a semi-rural location in Swansea. The school has a semi-open plan design and has extensive grounds and playing fields (Estyn, 2012). In 2018, it was recorded that there are 255 pupils on roll and of that 25.4% of those children are eligible for free school meals. The National School Categorisation system has categorised the school as ‘green’, suggesting the school needs very little support to improve.

The research has taken place in the Foundation Phase, where I have collected data using the Mosaic Approach. Throughout this assignment, for ethical reasons, the child will be referred to using the pseudonym Millie. Millie is expected to achieve a Foundation Phase Indicator (FPI) of an Outcome 5. The children in the class are grouped by ability. There are four ability groups and Millie is in the higher attaining group out of the two lower attaining groups. Between September and January, Millie received weekly literacy intervention. This decision was made as she was not progressing throughout the Read, Write, Inc. scheme of work. Millie received additional daily reading support until January, however as improvements were made Millie no longer received this additional support. After the Easter holidays, it became apparent Millie’s literacy progress had come to a halt, and therefore the daily intervention with a member of support staff has been reinstated to promote Millie’s development in literacy.

Data Collection

The research was carried out in accordance to the BERA Ethical Guidelines for Educational Research (2018) to ensure Millie’s wellbeing was not compromised during the period of data collection. Firstly, written informed consent was given by Millie’s parent (see Figure 7) and a copy of the

assignment specification was provided to explain to them the aims of the assignment in detail. Verbal assent was gained from Millie, informing her of the purpose of the data collection. This was to ensure Millie understood what the study involved, why Millie's participation was necessary, what was expected of her and what will happen to the information Millie has provided (BERA, 2018). Millie was informed that she had the right to withdraw from the study at any point. When collecting the data the UNCRC was also considered, in particular the articles focusing upon the 'best interests of the child' and 'respect for the views of the child' (UNCRC).

The data was collected using the Mosaic Approach (Clark and Moss, 2011). This decision was instructed by the University, to ensure the presence of pupil voice and pupil perspective and is an integrated approach which combines visual and verbal data collection (Clark and Moss, 2011). Beginning at Stage 1 of the Mosaic Approach, the data collection began by Millie and I gathering documentation. I observed Millie in multiple contexts such as during a numeracy lesson, a topic lesson, and at break time on the playground. Simpson and Tuson (2003) agree that observing a learner without a schedule gives a holistic insight into how different people perceive, interpret, behave and interact. However, Simpson and Tuson (2003) do suggest that a weakness of observation is susceptibility to observer bias. I combated this by making notes of what I observed during that period of time only, as I knew I would be considering external influences throughout the other pieces of the Mosaic data collection approach. The observations made can be seen in Figures 11, 12 and 13.

Child conferencing is a formal structured way of talking to children, yet it adopts a more child focussed process (Clark and Moss, 2011). The interview schedule I designed (Figure 10) was made up of open-ended questions as suggested by Clark and Moss (2011), to enable the learner to share further information about themselves which they think is important about their lives, learning and development. Clark and Moss (2011) advise that when child conferencing it is crucial to be sensitive and to feel in control of the interview and to locate the interview in a comfortable familiar setting. I informed Millie that we could stop the interview at any time, and I decided the location of the interview would be in the classroom library. This is a familiar setting to Millie as she reads and plays there every day. Sharp (2009) agrees that child conferencing has the ability to provide rich data however suggests that a limitation of this piece of the approach is that 'talk' can be difficult to analyse and interpret. The collection of multiple pieces of data will support this risk of bias analysis,

as different pieces will be put together to create a holistic view of Millie in order to develop her next steps for learning and progression.

Another piece of the Mosaic used was Millie taking her own photographs using the school iPad of things and places which were important to her. This was done whilst Millie took me on a tour around the school. This piece of the Mosaic Approach was introduced to provide a more in-depth view of life in the child's school (Clark and Moss, 2011). This exploratory tour of the school guided with Millie enabled me to understand Millie's priorities and perspectives of the school, whilst she documented the child-lead experience on camera. Greenfield (2011) talks about 'photo novella', meaning handing the camera over to the child participant. Greenfield (2011) expresses that doing so empowers the child but also means the researcher does not have control of what is photographed. This could pose a potential risk to the data collection as the quality of photos may impact upon the data analysis as the children are the ones providing the data. Greenfield (2011) also supports the Mosaic piece of the child led tours, saying that children like to go to places they are talking about to enrich their talking further. This proved beneficial during the data collection as when discussing her love of the outdoors, Millie was able to show me around the outdoor area, describing the places she likes to play and how she feels when doing so.

Additional pieces of data collection I have used to aid Millie's progression steps include her reading record (Figure 14). I have read with Millie on 3 occasions, each time she has selected the book she wants to read. We have read in the safe, familiar environment of the class library where we also carried out the child conferencing. This decision was made to ensure continuity and to ensure Millie's wellbeing was not compromised. A limitation of this however is the risk of Millie feeling singled out and different from the other children in the class. This risk however was avoided by reading with Millie when she would come into class after breakfast club and before daily registration, meaning the whole class were not present at the time. I also asked Millie to complete a profile of herself, including a drawing of a self-portrait (Figure 9). The profile asked questions about Millie's life and her personal details such as her name and age. I decided to do this as an additional piece to the Mosaic Approach as I found this was an accessible and active research method which provided scope for creativity and flexibility (Moss and Clark, 2011).

Analysis of Learner

I will now summarise the data collected using the appendices to support the findings discovered by using the Mosaic Approach. I will critically reflect on the data and synthesize my findings by structuring this analysis into the specific sections of numeracy, literacy and wellbeing. The analysis will reflect a holistic view of Millie's learning using Nottingham's (2013) ASK model, and will consider Millie's attitudes, knowledge and skills.

Numeracy is one of Millie's many strengths and within her set learning group she exceeds her peers in her numeracy skills. During the numeracy lesson in which I observed Millie (see Figure 11) the piece of work she produced was a Foundation Phase Outcome 5, as her work showed her ability to use standard units to measure and showed an awareness of different scales of units (Foundation Phase Framework, 2015). During this task, Millie showed determination and after being showed how to use a ruler once she was able to work independently to complete the task. Millie was able to extend her learning and challenge herself to the work set for the two higher attaining learning groups. At the end of the task, Millie self-assessed her learning by marking it with a green smiley face, indicating she is happy with her efforts and her work. Throughout the child conferencing, there was a strong focus on mathematics as Millie talked about numeracy when answering 4 out of the 6 questions. Millie expressed she enjoys learning maths and that maths makes her happy (Figure 10). However, Millie commented that she believes she needs extra support in her numeracy skills as maths is a subject which 'needs the right answer'. Millie's 'black and white' perception of numeracy agrees with Pound and Lee (2013) who say there are clear right and wrong answers in mathematics making it a simple process to assess. Millie's perception of maths being a subject with great importance is supported by the ideas of Devlin (2002), who says that mathematics is a key which turns the lock of the physical universe. Millie spends time working her way around the class's enhanced provisions which are called 'Busy Bee challenges'. During the interview, Millie explained she enjoys challenging herself as it 'helps her to learn new things'. This attitude to learning enables Millie to push herself to progress in her numerical development and beyond. Millie adopts this desire to improve in all areas of her learning, including her literacy.

Millie has recently re-joined a literacy intervention programme at the start of the Summer term as the teaching staff felt she was not progressing in her literacy development. When leading me on a guided tour of the school, Millie showed me the class library. It was here where she told me she 'enjoyed reading'. This came as a surprise to me as I had been informed by her class teacher that she is receiving daily reading support. In the library, Millie decided to take a photograph of Tedi Twt

(Figure 4). Millie explained to me the concept of Tedi Twt, and that each child will take him home over a weekend and document their experiences together in a diary. Millie expressed to me that she thoroughly enjoyed her weekend spent with Tedi Twt and documented her adventures in the park and the beach with Tedi and her family in the diary. Both Bandura and Bronfenbrenner view children's social interactions with others around them as being fundamental to learning and development (Grey and MacBlain, 2012). This social learning theory suggests that by exploring the world with Tedi Twt and family on weekends, Millie is able to enhance her literacy development further by engaging in enriching memorable experiences. When observing Millie during a literacy group task (Figure 12), Millie was able to orally suggest adjectives, verbs and adverbs when writing a group riddle. Millie's oracy skills would be assessed at a Foundation Phase Outcome 5, however her reading and writing requires more support as she is currently achieving at Outcome 4 in these two areas. Millie's writing during the task was neat, legible and consisted of appropriate capital letters and full stops. However, this was due to Millie copying a structure I had written on the board for the group to copy down. Millie takes her time when writing to ensure accuracy as she has very high expectations of herself. Nevertheless, when left to work independently Millie does not take time to check her work as she does not like to fill her pages with corrections as she sees this as a flaw. Millie needs to begin to understand that making mistakes will enable her to progress further in her literacy skills. Graham and Kelly (2012) reveal that ICT has widened our notions of what constitutes as reading, and that children show interest and engagement in digital and electronic forms of literacy. Millie actively uses ICT both at home and at school and decided to take a photo of the school's ICT suite when leading the tour around the school taking photos as this is a place, she enjoys learning in (see Figure 6). Millie informed me that she uses ICT resources at home and school to play games with friends but does not use it to develop her literacy skills. Another piece of data collected was documenting the time I spent reading with Millie (Figure 14). During these sessions, Millie chose the books she wanted to read. Millie would not activate prior knowledge and use her 'speed sounds' which she would practice daily when following the schools Read, Write Inc. scheme of work. Millie would often guess the next word or look at the pictures to guess what is coming next. Millie reads at a relatively slow pace; this is due to her concentration and her determination to ensure as much accuracy as possible.

Millie is a happy child who enjoys gymnastics outside of school. During the child conferencing, Millie informed me that 'seeing her friends and teachers makes her happy'. School is a happy place for Millie, her attendance is impeccable, and she is a part of the school community by attending

breakfast club and after school gym club. However, Millie has one particular friend she likes to play with and lacks the confidence to branch off and play with other children. This friend is also in Millie's learning group and so therefore they spend a lot of time together during teaching time and play time. When observing Millie one break time, her friend decided to go and play with other girls in the class. Millie became very distressed by this and did not have the confidence to go and join in with the others and therefore practiced her gymnastic skills by herself. This inability to break away from one particular friend came as a shock to me, as Millie is one of 5 children. Anderson et al (2017) explain that social interaction on the playground presents an opportunity for children to learn to interact with peers outside the structure of the academic environment, therefore stressing the importance of the ability to interact with others during play times. Millie struggles with mixing with the other children and relies on one friend. Millie expressed that she is happy when spending time outside with just her Father, it could be that as she has four siblings at home, she appreciates more one on one time outside of the household such as in school, or alone time with one parent. Millie took photos of the school hall during the tour around the school (Figure 5). She explained to me that this a special place to her as this is where she attends breakfast club and school assemblies.

Next Steps

Numeracy

Pound and Lee (2013) suggest that the outdoors provides the opportunity to teach mathematics in innovative and enriching ways. This being said, I have decided that interventions to enhance Millie's development will include offering more opportunities for numeracy challenges in the enhanced provisions, The Quad and the outdoor learning environment. The Quad (shown in Figure 3) is an outdoor learning area available to the Foundation Phase children, consisting of independent learning opportunities throughout the enhanced provisions. Rhydderch-Evans (1993) says that the school grounds present opportunities for making children aware that mathematics is 'real'. Therefore, providing Millie with numerical challenges throughout the indoor and outdoor learning environments will enhance her ability to activate prior knowledge of numeracy, and will enable her to use her subject knowledge in additional contexts, other than just during a numeracy lesson.

Millie enjoys physical activity and so therefore number games could be introduced to Millie at break times to emphasise the 'realness' of numbers, suggested by Rhydderch-Evans (1993). Adventure trails are one method of enabling Millie to take part in an enriched group task which requires activation of numerical knowledge. Skinner (2005) suggests a 'number hunt' or 'number

obstacle course' in the outdoor learning environment, involving different aspects of mathematics. Millie enjoys challenging herself and therefore working under pressurising conditions would motivate Millie. Working in a group of children would also help to develop Millie's confidence with new peers, however a limitation of this intervention could be that as Millie is working in a group, she may not contribute to the task and therefore her development would not be enhanced. Ways to combat this would be to delegate a 'clue' to each member of the group working on the trail task and have a member of staff supervising to ensure all learners are taking part in the number scavenger hunt. This activity could take place in the school gardens, or The Quad.

Millie enjoys working around the Busy Bee challenges in the enhanced provision. Millie is fast to pick up new numeracy skills but needs to be given the opportunities to be able to decipher what skills she needs to draw upon during problem solving situations. Providing Millie with continuous problem-solving skills in the enhanced provision will enable her to work towards the same level of work pitched towards the two higher attaining learning groups in the class. Boaler (2009) emphasises that children begin their educational journey as natural problem solvers who are able to use methods in creative ways. Providing tasks relevant to the weekly numeracy learning objective will enable Millie to use strategies based on previous experiences, both successful and unsuccessful in order to find solutions to mathematical problems (Pound and Lee, 2013). A register could be kept at the problem-solving provisions, where learners will tick if they have completed the challenge. Millie's contribution could be tracked on a weekly basis, ensuring she engages in the provision.

Literacy

Rudd and Tyldesley (2006) express that a 'rich' ICT experience provides endless opportunities for child-centred activities to extend and develop learning. Millie is confident with her ICT skills and uses the computer and iPad at home and in school. Millie has access to an iPad at home, however due to a busy family life she finds it difficult to find time reading with a parent. Due to Millie not continuing her literacy progression outside school, she is receiving daily reading intervention with a member of staff. An intervention that could provide Millie with the chance to take ownership of her own progression at home could be to begin a task on the school iPad and complete the task on her iPad at home. Using her own iPad at home would require little parental support so would suit her busy family life. Millie could begin reading an E-Book in class and continue this at home. Using her iPad, Millie could make notes on the text she has read, draw a picture about the story, or even

develop a 'what might happen next' chapter. Millie could log her homework onto Hwb, enabling teaching staff to view it.

Millie and the other children receiving daily reading support could come together to engage in role play activities and drama-based play to enhance their learning. Not only would this strengthen Millie's knowledge of what she has read, but it will also provide her with the opportunity to develop new friendships and working relationships. A weekly intervention for these children could be to read a group text with a member of staff, followed by drama techniques which stimulate creativity, curiosity and self esteem (Goodwin, 2004). Goodwin (2004) suggests that the body is the ultimate toolkit for learning, and therefore engaging in role play through hot seating activities, improvisation tasks and conscience corridors, learners will be able to embody characters from the text they have read and therefore deepen their understanding of the language used within the story. The member of staff facilitating this intervention could track Millie using an assessment for learning (AFL) checklist, monitoring Millie's language used and her understanding of the text.

Millie values experiential learning and loved the opportunity of being able to share weekend adventures with Tedi Twt. An Adventure Journal could be given to Millie which she could take responsibility for, to document her after school activities and out of school adventures. Once a diary entry is written, Millie could talk about what she has written with a member of staff. This would develop her oracy skills further. Together, with a member of staff, Millie would then have the opportunity to make any corrections to her spelling and punctuation. Millie could then use these corrections as a point of reference and begin to self-correct her work and develop her independence of checking her work for mistakes.

Well-being

Millie enjoys learning and views her education with great importance. School is a place she is happy to be in and she takes pride in her own, and the schools' achievements. This sense of pride was evident during the tour around the school, where Millie showed me the schools achievements displayed on the walls. Millie is a skilled gymnast and practices regularly during play time, however, is often found practising with one friend or alone. Offering Millie the opportunity to share her talent in gymnastics in the after-school club would enhance Millie's self esteem and her confidence when working with new children. Millie could be offered the opportunity to become a student helper at the afterschool club, helping the younger children develop their gymnastic techniques.

This would enable Millie the chance display her talents and enhance other's physical development. Giving her this role of responsibility would hopefully then enable her to work with new children and branch out of her comfort zone.

Dunn (2004) highlights that despite school increasing the possibilities of friendship, it also means new chances of rejection and loneliness. This is evident in Millie's situation, as she heavily relies on one friend who she is in the same learning group as. Millie often becomes anxious or distressed if this friend is not in school that day or if that friend wants to play with other children. Millie has become dependent on this friend and needs the opportunity to work with other children. Providing Millie with the opportunity to communicate with different children in the class would enable Millie to build her confidence. The class are about to develop their new learning garden as apart of their topic 'Minibeasts'. Giving Millie a role in doing this with other children would provide with the opportunity to make new friends. Millie enjoys being outside in school and on weekends with family, and so having her be apart of the development of the learning garden would give her a chance to flourish her creativity and enterprising skills. Cross curricular links would be made throughout this project, as Millie will have the opportunity to develop her knowledge and understanding of the world as well as her personal and social development.

Monitoring Millie's wellbeing could be assessed using a daily check in system, asking her to place a photograph of herself on the emotion she is feeling. This intervention should start prior to the additional interventions Millie is receiving, and then continued weekly throughout the time of the interventions. Whether the interventions are enhancing Millie's positive wellbeing will then be recorded to see if the interventions are making a beneficial difference. The learning support staff who work with Millie weekly during her Adventure Journal literacy review will also have the opportunity to comment upon Millie's wellbeing that week. The children Millie is interacting with on the playground could also be tracked, ensuring she is experimenting with different friendship groups.

Conclusion

Strengths of using the Mosaic Approach (2011) to collect data about Millie is that the information collected is centred around Millie's perspectives and priorities of her school life. The data reflects a holistic view of Millie, considering her academic development and her wellbeing. A limitation of the data collection is that I have not considered another practitioners perspective of Millie, and so if I was to repeat this process, I could perhaps interview members of the teaching staff in Millie's class

to gain their perspective of her holistic development. From this process I have learnt the importance of considering the learners passions and perspectives in order to develop their next steps of learning. I have understood that it is crucial to consider the 'whole child' when considering how to ensure progression, and to develop interventions which stimulate learning and enhance a positive wellbeing.

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Appendices

Photographs taken by Millie as she took me on a guided tour of the school.



Figure 1



Figure 2



Figure 3



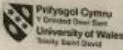
Figure 4



Figure 5



Figure 6

 **Yr Athrofa**
Institute of Education
Building a Future / Education for the Future

Dear Parent/Guardian,

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

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

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

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

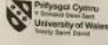
Yours faithfully,

Mathew Jones
Module lead—School Development and Pupil Progress

As Parent/Guardian of _____ (pupil name),
I do / do not give consent (please delete) for my child to take part in this project.

Signed: Mathew Jones (Parent/Guardian).
Date: 30/4/19

Figure 7




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 practices). The trainees have been asked not to reveal the identity of the learner or the school within their assignment. Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

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

STUDENT NAME (PLEASE PRINT): Jessica Wade

SCHOOL NAME (PLEASE PRINT): Penyrheol Primary

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): Emma Dillon

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): E. Dillon

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

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Figure 8

Getting to Know You

My name is: My age is: <u>7</u> My best friend is... <u>Madly</u> My favourite place is... <u>Em's house</u> I like to... <u>read</u> <u>play</u> <u>pit</u> <u>marbles</u> <u>School</u> <u>gymnastics</u>	Self Portrait 
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Figure 9

Miss Wade: What do you enjoy learning in school?

Millie: Art, Welsh, learning outside, maths, 'listening to the teachers so I can get smarter'

Miss Wade: What do you not enjoy learning in school?

Millie: I don't like it when my friends are sick and timetables

Miss Wade: What makes you happy in school?

Millie: Seeing friends and my teachers, doing maths, adding numbers together, Busy Bee challenges as I can learn new things, being outside

Miss Wade: What do you think you are good at?

Millie: Gymnastics, being a good friend, working hard

Miss Wade: What do you think you need to work harder on, or need more help with?

Millie: Welsh, doing more difficult maths because you need the 'right answer'

Miss Wade: What do you enjoy doing at break times, lunch times, and after school?

Millie: Gymnastics, breakfast club, going on the trampoline with my sister and playing hide and seek in the garden.

Figure 10

Learner Observation Form

Name of learner: [REDACTED] Class: Year 2

Time: 9:30am

Date: Thursday 16th May

Activity:

Maths - Measuring to the nearest half cm, ordering cm and working out the difference between two measurements.

Comments

[REDACTED] needed very little help when measuring minibeasts to the nearest cm. [REDACTED] took 2-3 attempts of working out which way to place the ruler, however once she realized where to place the 1cm point she knew what to do. [REDACTED] measured all the minibeasts on the worksheet independently and finished the task before the rest of the group. [REDACTED] was able to complete the additional two challenges, including ordering measurements from smallest to biggest, and was able to work out the difference in cm between the largest and smallest minibeast. This third challenge was pitched towards the two higher ability groups however [REDACTED] was more than capable of completing this. [REDACTED] self-assessed her learning by colouring in a smiley face in green, she was really pleased with her work and made no errors. [REDACTED] feels confident in numeracy, and is one of the higher abilities in the group she is set in.

What needs to be done to move the learning on?

To move [REDACTED] numeracy progression forward, she could be given more challenging tasks to complete once she has completed the main activity. Additional challenges added on at the end for her could push her learning further and develop her confidence when tackling trickier math's problems.

Figure 11

Learner Observation Form

Name of learner: [REDACTED] Class: Year 2

Time: 10:30am

Date: Thursday 16th May

Activity:

English - Using adjectives, verbs and adverbs to write a minibeast riddle.

Comments

[REDACTED] group were given the task to create a riddle about a Butterfly. Working together as a part of a group of 13, the learners needed to use adjectives, verbs and adverbs to create a riddle including details about what the minibeast looks like, how it moves, what it eats and where it lives. When asked the question 'how could we describe how a butterfly looks' [REDACTED] was one of the first to put her hands up, she suggested the words, beautiful and rainbow. She suggested the words 'flutter' for how it moves. These suggestions contributed to the group riddle. During this session, [REDACTED] sat by her friend, who would usually distract her from her learning, however today sitting by this friend did not make a difference. [REDACTED] writing is neat, joined up, and she uses finger spaces, full stops and capital letters. However, I modelled sentence structure on the board for the group to copy from. They were then able to copy the riddle into their books copying my spelling. If I had not done this stage, I believe [REDACTED] would have struggled with spelling, as she still often spells phonetically rather than activating knowledge from her Read Write Inc. speed sounds. [REDACTED] work is always presentable, and she takes great pride in her work.

What needs to be done to move the learning on?

To move [REDACTED] learning forward, she could try, and spell more independently and then try and realise her own mistakes and use her purple progression pen.

Figure 12

Learner Observation Form

Name of learner: Maisy Rees

Class: Year 2

Time: 1pm

Date: Tuesday the 14th May

Activity: Can I sort and group information about minibeasts?

During today's Knowledge and Understanding of the World task, learners were asked to sort a range of minibeasts using a Carroll diagram.

█████ engaged on the carpet during the introduction of the task, where she was asked to work as a group to organize a set of minibeasts into wings/no wings, legs/no legs. █████ enjoys working with her friend █████ in the group and worked as a team to complete this task. █████ is always the first to put her hands up when a question is posed to the group and was able to recognize and name minibeasts such as butterflies and bees.

During the task, █████ struggled with the decision making of which minibeasts to put where. I showed █████ the working wall where she could access the information needed to complete the Carroll diagram. █████ found it challenging decided where to place each minibeasts. █████ worked independently and did not chat with the other children about her learning. █████ did not directly ask for help, however at moments I could see she looked lost therefore I intervened. █████ drew very accurate drawing of the minibeasts she had chosen and was able to label them activating prior knowledge from previous learning about minibeasts. █████ enjoyed colouring in her minibeasts, and self-assessed her learning with a happy face, as she expressed that she was happy with the way that she labelled her pictures.

Next time a simpler diagram could be used to sort and organize, or a thorough introduction of the diagram provided and how to use it. █████ likes to work out the carpet as a team or in the enhanced provision, so a sorting activity could have been introduced into the enhanced provision prior to this task, or using printed pictures █████ could have dragged and dropped minibeasts into which box she felt suited best and working with a partner. █████ works well with Madi as they have a close friendship, however perhaps placing █████ with a more able learner would have given her a confidence boost when working in a partnership.

Figure 13

Name of learner: Maisy		Reading age: 10 years	
Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
① 14/5/19	Frisky and the Cat	Fiction (reading during morning session)	- Enjoys reading - Reads at a pace to ensure accuracy - Uses read write and speed sounds - Sounds out words - Follows with finger so doesn't lose place
② 20/5/19	Max wants to fly	Fiction (reading during assembly)	I asked Maisy to choose a book. She chose a more challenging book but I did not want to undermine her when Maisy then guessed the next word instead of reading. She is so determined and confidently read the words 'feathers' and 'saw'. Maisy read word perfect today - Maisy struggled with the word 'big' and 'left' but once helped she was fine. So determined always - but perhaps needs more support in initial speed of sound
③ 21/5/19	The Three Billy Goats	Fiction (reading before registration)	

Figure 14