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RESULT

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Sections marked with * should be completed by module lead

Student name:	Kora George	Student P number:	1701712
Programme: *	PGCE Primary		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):*	7
Module code: *	M7X02153	Contribution to Overall Module Assessment (%): *	70%
Module Lead:*	Helen Lewis		
Assignment Title:*	Written assessment 4,500 words	Assignment No (x of x):*	1/2
Start date:*	5/3/17	Submission deadline:*	30 th May 2018
Return date of provisional marks & written feedback:*	27 th June 2018		

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	30 th May 2018
Module lead to tick to indicate if a hard copy version of the assignment must be submitted. *			YES
			NO ✓

Student Self Evaluation Form

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	☐	X	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	☐	X	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☐	X	☐
4. Key Transferable Skills	☐	☐	☐	☐	X	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I thoroughly enjoyed profiling Child A. By using participatory research methods, I feel that I gained significant understanding of his personality and his learning preferences; as well as improving my awareness of the limitations of formal assessment criteria.	I found it challenging to use the allocated word count to suggest next steps for Child A. I would have preferred to have gone into more detail at this point to address more areas of learning.

Student's Name	Kora George	Date	29/5/18
Student's Signature	Kora George		

For the past two decades, schools and educationalists have disputed the benefits of formal assessment; arguing that defining a pupil according to centrally determined ‘levels’ can often impact negatively on standards. Whilst we must acknowledge the vital role of formal assessment in pupil’s learning, it is crucial that we, as practitioners, acknowledge the limitations which may arise from a sole reliance on prescriptive assessment procedures; which, in many cases, have no bearing on the individual child and the unique way in which he or she may learn.

In his recommendation for a new curriculum for Wales, Donaldson (2015) suggests that summative reporting to parents and carers should include *holistic* assessments of achievements which relate to the curriculum purposes and draw on experience from beyond the formal classroom. By using aspects of Clark’s Mosaic approach (2001; 2005) to support an understanding of how children ‘see’ the world, as well as some more prescriptive formative assessment tools, this assignment aims to reflect on one child’s holistic development; enabling the opportunity to make an informed judgement on how best to define the next steps in his teaching and learning.

In advocating the importance of visible teaching and learning, Hattie (2009) alludes to the role of the teacher in maximising active learning. By seeing learning through the eyes of their students, practitioners develop an understanding of how to engage their pupils in purposeful learning. In many ways, the Mosaic approach supports Hattie’s notion of visible learning.

Developed in the context of a research project, the Mosaic approach highlights the intrinsic links between instruction, assessment, documentation and research (Siedel, 2001). By acknowledging the teacher’s role as an ongoing researcher, the framework highlights the importance of interpreting a pupil according to his or her place in the world. Inspired by the municipal preschools of Reggio Emilia, the Mosaic approach recognises the ‘voice’ of the pupil; enabling the

teacher (researcher) to construct a framework for listening which can be used as a valuable tool in evaluating and shaping the progress of each pupil according to the intended learning.

Although the Mosaic approach is, in the main, associated with the evaluation of a child's collective learning *environment* (as opposed to the individual assessment of child's holistic development), its limitations in the context of this assignment are superseded by what Clark *et al* (2005) highlight as the *adaptability* of the approach. By drawing on aspects of its multimethod framework, it is possible to supplement the more traditional, qualitative data collection tools (such as observation and interview) with participatory methods which support the research as a means of documenting pupil development according to the child's *own* thinking and experiences. Informal pupil reflection, photographs, examples of the pupil's work, practitioner feedback (from the class teacher) and learning stories aim to add some visibility to the ways in which a child learns in different contexts and environments; enabling the piecing together of *how* the pupil acquires and applies his knowledge. In the same way that Clark & Moss (2005) use the Mosaic approach to piece together the views and experiences of children to aid improvements to their outdoor play space; this study will draw on the methodological 'pieces' of the Mosaic approach to gain a holistic understanding of the attitudes, skills and knowledge base which shape the learning development of the focus child, who, for the purposes of this assignment will be known as Child A.

In his research into how children learn, Nottingham (2010; 2013) recognises the value and role that attitudes, skills and knowledge play in the learning process. The A.S.K. model triangle highlights a three dimensional approach to learning; with effective teaching and learning forging meaningful links between the three attributes at any one time. By analysing small incidents which occur in Child A's holistic learning, according to this model, it may be possible to establish a

framework (or ‘mosaic’) by which we, as practitioners, might be able to support his learning in Literacy, Numeracy and other key curriculum areas.

In its guidelines on educational research, BERA (2011) highlights that informed consent should be obtained from all participants involved in any research.

Child A was asked whether he agreed to his work being used as part of the study; and consent gained by recording Child A’s response to this question (Appendix 1). As the research falls within a professional capacity (i.e. teacher as researcher), it is generally assumed that the gathering of assessment data, pupils’ work and general observation is normal practice (Coles and McGrath, 2010). It was, however, necessary to ensure that the class teacher was aware of the research. Her agreement was recorded in her acceptance of a letter from the University (Appendix 1). Child A was assured anonymity and any names used in the marking of his work blacked out. All data was deemed to be authentic and will be sensitively stored according to recently published GDPR guidelines.

Child A was born in Finland. He moved to Wales at the age of six years old and had not been formally schooled before then. He is a talented trumpeter and plays in a local orchestra. He lives with his mum, dad and older sisters; all of whom seem keen to engage with staff at the school. Child A stood out from the outset of the teaching experience. He often seemed distracted; a physical child who would return to the classroom looking hot and flustered after outside play. Child A appeared to find difficulty in sitting still; it would not be unusual for Child A to rest his head on the carpet in front of him in a carpet time scenario; or stand and practise the latest dance move while waiting to leave the classroom for lunch. Child A’s behaviour rarely impacts on the learning environment but there have been instances where his short concentration span has noticeably affected his *own* learning. He is often slow to start a task and rarely finishes his work.

In addition to some difficulties in handwriting, other barriers to Child A's fine motor development reveal themselves in everyday tasks such as tying shoe laces using a scissors and other motor activities like gluing (see appendix 2). Each day before outside play, child A asks for help to tie his shoe laces. On trying to learn the skill, he gets flustered, mutters something about 'bunny ears', shouts that he 'can't do it' and charges out to play. It is evident that this skill is something that Child A has tried to master. Through his 'bunny ear' comment, it seems that he has acquired knowledge of *how* he could succeed in this task. It could be that he is yet to acquire the physical *skills* required for the task. He has been taught *how* to tie his laces but his physical limitations mean that he experiences difficulty in applying this knowledge to the task itself, meaning that he is unable to succeed. This in turn impacts on his self-esteem; contributing to the development of a negative, defeatist attitude which affects his ability to make progress with the every-day task of tying his own shoe laces.

When I first discussed my focus child with the class teacher, she mentioned that there were some concerns surrounding Child A's coordination; suggesting dyspraxia and DCD as possible avenues which she might explore with regards to his development. The class teacher has, on more than one occasion, suggested to Child A's parents that he can often encounter some barriers to his learning; but they dispute any issues, suggesting that his late schooling is likely to be the reason for any developmental delay.

Child A does however display many traits which we could associate with DCD. There is, for instance, a notable disparity between Child A's motor skills and other skill areas such as his intellectual development. Handwriting seems to be a challenge for A; despite a noticeable improvement in his handwriting since September, the actual physical process of writing often seems to hinder Child A's completion of a task. He shows difficulty in the actual presentation of his work and his work is often unfinished due to the slow and steady pace which he

has learned to adopt to ensure that he attains some level of accuracy in his writing. In contrast to the skill of tying his shoe laces, Child A has, over the past three years, been given the time and support to learn physical skill of writing. Although Child A appears to have developed his own coping mechanisms to help overcome his difficulties, there is no doubt that a possible delay in his coordination development is most definitely a barrier to his formal attainment in Literacy. Child A is grouped in the middle group for both Numeracy and Literacy; and in the lowest attaining group for both spelling and reading.

Social situations sometimes seem challenging for Child A; at times, he seems socially awkward and has very little spatial awareness. Often his proximity to other children make them visibly uncomfortable. This sometimes provokes a negative reaction from his peers and can subsequently impact on his wellbeing (see appendix 3 where, in an evaluation, Child A refers to being “kicked out” of a group). Child A is a sensitive child and the class teacher tells me that, on many occasions, Dad has felt it necessary to speak to her regarding his son’s wellbeing in the class. Many of the incidents which spark these meetings occur during playtime. However, on asking Child A to demonstrate places where he feels happy in school, they are, interestingly, mainly outside areas (Appendix 4). Although the yard is often where these altercations might occur, Child A seems to be at his happiest during outside play; suggesting that these events don’t impact on his happiness as much as other elements of the school day. He tells me he likes the ‘space’ of the yard and wonders why we can’t have the outdoor classroom like the Foundation Phase children. His affinity with the outdoors was also demonstrated during our visit to a woodland area to immerse the children in their new topic, Wild Wood. On the way back to school, Child A chatted with me; telling me that he had really enjoyed the day. I asked him what he had learnt. He told me that he had just played. Interestingly, despite having taken part in a poetry session, an Art session and a Science activity, the outdoor

element of the day had not been perceived as learning, suggesting that the informal context of the outdoor activities had aroused an increased engagement with the activities. Another of Child A's 'special places' was the hall. When I asked him why, Child A tells me that he sometimes plays his trumpet in competitions which take place there. He likes 'winning' and especially likes it when his family is there watching him. A sense of achievement is very important to Child A and often the mere completion of a task seems to have a positive effect on his mindset and desire to learn.

In his review of current assessment procedures in Wales, Donaldson (2015) alludes to the usefulness of standardised testing as a complement to ongoing teacher assessment. During the first week of teaching placement, the children were undergoing practice papers in Reading and Numeracy. Despite the obvious limitations of a 'teaching-to-test' type learning environment, the exercise provided a useful tool by which to make some initial judgements on the difficulties which might be negatively impacting child A's attainment. Whilst he worked steadily through the procedural numeracy paper, child A failed to finish it in the designated time. What was more interesting was the attitude he assumed of his own capabilities. He told me he was not very good at maths; although he liked the "morning" sums, he didn't see any point in working out problems; he didn't *like* lollipops anyway (see appendix 5). The 'morning' sums tend to be procedural and include minimal language. On another occasion, when asked what his favourite mathematical function was, he replied multiplication – "because he *knew* his times tables". Child A's attainment in the Procedural Numeracy paper far outweighed that of his attainment in the Reasoning equivalent. His literal way of seeing the world seems more conducive to supporting his understanding of function machines, time tables and other procedural maths strategies.

Interestingly, child A's literal outlook (as highlighted in Appendix 14) is not demonstrated in his attitude to all areas of learning. In fact, tasks which could be deemed as more creative seem to encourage Child A to display more of the traits which we might associate with effective learning. According to Nottingham (2013), outstanding learners are curious, focused on what is relevant, full of wonder, persistent, risk-takers and self-regulating; and indeed, as we see in the Learning Story (Appendix 6), by simply enabling Child A the freedom to add a design to his portrait, the teacher supports him in encouraging an attitude which is conducive to his own unique learning style. His curiosity comes about due to his own construction of an idea; he takes a risk in asking the teacher if he can do something which he knows she doesn't want him to do; and he persists in his focus on his own creative ideal.

In this instance, it could be said that prompting Child A to reflect on the learning incident encouraged us both to examine the *how* of his learning journey. On talking to Child A the next day, I showed him his Art on the wall (Appendix 7). By revisiting his work (and his episode of challenge), we established that Child A was very proud of his work. He had seen Modigliano's artistic representation as a version of characters in a game that he played frequently. His interest had been aroused by his own interpretation of the Art, hence his request to include some detail on his portrait's top. To successfully emulate the Artist's style, he had wanted to incorporate meaning from his own social world. I asked him what he thought would have happened should the teacher have insisted on the minimal detail that was in the original success criteria:-

Child A: It would have been too hard for me to think of a way of doing it (the picture).

On another occasion, Child A tells me that "drawing helps him learn". This was further demonstrated in a poetry lesson where the children had been asked to

create a character out of a leaf which they had collected on a woodland themed school visit (Appendix 8). Child A demonstrated an increased engagement with this task. The language which he used to plan his poem was encouraged by his ‘special leaf’ which he had selected himself from a place to which he attaches much importance (Porthkerry was one of the places which he included in his favourite spots). His choice of vocabulary was typically ‘dark’ (much of Child A’s interpretation of the world is demonstrated through his love of a certain video game); but he displayed an elevated focus and finished the planning task with minimal support. The planning grid supported Child A in eliciting specific linguistic devices which he could use in his final draft of the poem. Interestingly it was the translation of this poetry plan into the poem itself which caused difficulty for Child A. During the next lesson, Child A’s obvious difficulty in organising his ideas in a given poetic structure impacted on his behaviour. He was far less ‘on task’ and needed much more scaffolding to complete the task. His attitude to learning was, however, positive and it was apparent that it was important that he completed his poem about the leaf character which *he* had created. Child A appears driven by an almost sensory approach to his learning; he liked the tangibility of the Leaf-Man task; and, in an immersion task for the woodland topic, Child A cited woodland smells and the most ‘beautifullest’ flower as some of the things which he wanted to learn about during this half term (Appendix 9).

Place is very important to Child A. He is very proud of his home country and likes to talk about it frequently. His love of Finland seems to derive from the time which he spends with his Nan and certain members of his family; and the time which he spends outside. He tells us that his Nan lives “in a lake” (again his literal thinking revealed in his understanding of the pier which links his Nan’s house with the lake). On his return from a visit, he was eager to share his experiences with the rest of the class. Interestingly, during a Haiku poetry task,

it was important to Child A that he incorporated his home country into his poem. After eventually settling on using the *set* structure of a Haiku poem (he spent some time wondering why his poem couldn't represent 7/5/7 syllables – as opposed to 5/7/5) Child A insisted that his poem talked about the Finnish sky (Appendix 10). This caused much discussion with his Talk Partner who struggled to see the relevance of his peer's choice of adjective; but together they reached a compromise. Once again, we see Child A creating meaning from his own experiences. Children are surprisingly supportive with Child A; often allowing him to work 'his way'. His determined viewpoint can, however, sometimes promote a negative reaction from his peers. On more than one occasion, Child A has been observed to complain that nobody wants to work with him (see appendix 3 where Child A ends up working alone).

Much of our data suggests that Child A displays a constructivist approach to learning. If we analyse Child A's learning according to Piaget's constructivist approach to child development, it might be said that Child A's thinking displays many of the characteristics which can be associated with the first and second stages of Piaget's four stages of child development; such as using senses, gaining knowledge through imaginary play (think about the way in which Child A constructs much of his meaning from games) and demonstrating a tendency towards egocentricity – in both play and the way in which Child A approaches a task. Child A often displays difficulty in adhering to the structure or 'rules' of various aspects of the school day; finding it hard to accept another child or adult's viewpoint. Whilst his behaviour is not particularly disruptive, on any one day he might have trouble adhering to the rules of a playtime game with his peers or find it difficult to acknowledge the required structure of a specific task (as demonstrated in his questioning of the Haiku structure; or the challenge which he presented to the teacher delivering the Art lesson). He is often observed to address a task in a different way from the other children and often

finds it difficult to apply any logic to his answers (as exemplified in the dichotomy between procedural and reasoning Numeracy). We would normally encounter such traits in much younger children (typically between the ages of 0 and 7) but, as with any benchmark, and as Piaget himself pointed out, there are limitations in categorising child development according to such defined stages. Donaldson (2015) highlights progression steps as critical to the success of a new curriculum for Wales and, in view of Child A's holistic development, it is crucial that we use his egocentricity as a way of developing as opposed to hindering his creativity. By supporting his ideals, it is often possible to promote the development of some logic in his thought process, enabling him to address the task successfully.

Class data reveals that Child A is currently expected to attain level 4 in both Literacy and Numeracy by the end of Key Stage 2. However, in the light of initial qualitative observations, recent formative assessment and the results of recent National Testing, it seems that the best fit judgement for Child A currently sits at a low Level 3 across most areas of the Curriculum. With this in mind, it is vital that any plans for next steps in Child A's learning is mindful of his holistic development and conducive to the way in which he views the world.

Data suggests that Child A is a child who frequently lacks focus; often displaying difficulty in finishing tasks. His literacy and numeracy skills place him in the lower attaining half of the class; and he often encounters trouble organising his ideas and working within set structures. He is a very creative child; demonstrating talent in Expressive Arts and Music. He prefers to be outdoors. He is sensitive; and often his wellbeing is jeopardised by the negative reaction he gains from his single-mindedness.

Child A's progression in literacy is currently restricted by the difficulties which he encounters with controlling the physical processes of writing. He struggles to make sense of the conventions of written language; with handwriting, spelling

and punctuation all posing issues for Child A. For Child A to make progress in these areas, it is vital that he continues to engage with Literacy across the curriculum. The data suggests that Child A is most engaged when he plays an active role in planning the theme of his writing. Care should be taken to find learning opportunities that support Child A to progress in a relaxed environment which is mindful of the additional time which he needs to form his letters. In their research into children who experience difficulties associated with motor skills and coordination, Missiuna *et al* (2004) allude to the M.A.T.C.H. framework; which pinpoints strategies to decrease the motor aspect of the task without minimising cognitive expectations. By modifying tasks to ensure that Child A can attain a level of success should ensure that a level of engagement is retained throughout the rest of his time in Year 4. Practical steps to implement in Child A's teaching and learning may include altering expectations, offering extra time, adopting a slightly different teaching style, being mindful of any changes in the environment and learning to understand the difficulties which Child A encounters on a day to day basis.

Whilst it is essential that he takes part in the school's Literacy and Language Scheme, it is necessary to find suitable cross curricular opportunities for Child A to consolidate this more formal learning in a creative way which he can make sense of and which is meaningful to him. Although Child A's written work demonstrates many of the level 4 characteristics (his writing is certainly *lively*; his vocabulary choices *adventurous*; and he often expresses opinion in his writing), it is the conventions of the written work which create a barrier for Child A. Child A should be encouraged to continue to *choose vocabulary for effect* (a level 4 characteristic) by providing him with opportunities to write for a purpose which is sensitive to his interest in place (eg. his home country of Finland); the outdoors and his fascination with imaginary play (as depicted in the Fantasy video games which he enjoys). The data suggests that Child A's

written work is generally improved when he is supported by a planning tool (like a grid or layout document). A writing frame might support Child A in developing his extended written work; encouraging him to formulate his ideas in a written form and *adapt his presentation according to the task* (WAG, 2016: level 4).

In Numeracy, the best fit judgement for Child A is a comfortable Level 3. He displays good evidence of mental strategies of multiplication, division, subtraction and addition; and is confident in *talking about and explaining his work* (see appendix 11 where Child A ‘taught’ me his method for division). Child A has a sound knowledge of shape (appendix 12) and has demonstrated that he can create and interpret both line graphs and bar graphs (appendix 13). It is, in the main, Child A’s problem-solving ability which prevents him from demonstrating the characteristics which we would associate with Level 4. If we think back to the attitudes which surround Child A’s view of his own maths ability, we see evidence that he doesn’t seem to see value in solving problems (think back to his comment about not liking lollies anyway – appendix 5). To support Child A in *developing his own strategies for solving problems* (Level 4) it might be that the language used in word problems may be influential in gaining the curiosity and subsequent engagement which Child A does not currently display. Having already viewed Child A as a child who constructs his learning from his own ideals; he very much needs a *reason* to engage with a task. After half term the learning theme will be an area which Child A has already displayed much interest. There is scope for significant outdoor learning with many opportunities to address numeracy through cross curricular problem-based learning. It will be useful to see whether some deliberately planned topic reasoning activities will succeed in engaging the interest of Child A; providing opportunities to assess how much input needs to happen in order to bridge the gap between Child A’s procedural and reasoning numeracy.

Having analysed some of the ways in which we might support Child A to progress to what the Welsh Assembly Government (2016) defines as the next level, it is important to point out that, in our use of 'levelling', we instantly detract from truly listening to our pupils, which is of course the primary focus of the Mosaic approach. By tipping the power balance back towards the adult, there is, as Nottingham (2013) suggests, the danger of defining our learner entirely according to pre-set agenda, which in this case is represented by expectations associated with the National Curriculum. Whilst there is of course value in judging a child according to set criteria, the data suggests that many of Child A's barriers to learning might come about due to his attitude to his own success; meaning that any next steps for Child A would be best considered alongside supporting him to improve his overall attitude towards his own learning.

Nottingham (2013) suggests that the best learners have high self esteem and the worst have low self-esteem. On the surface, Child A presents as a child with very low self-esteem; demonstrating many traits which Dweck (2000; 2006) associates with a fixed mindset. He is very aware of his difficulties and is quick to point them out (when first asked to be involved in the study, he immediately drew attention to his poor handwriting as a problem – appendix 1). However, if, like Maslow (1943) and Nottingham (2013) we assume esteem to be characterised by two sides - that is to say the positive feelings associated with success and popularity; *and* the traits of resilience like dealing with problems and developing coping strategies – it may be assumed that Child A does in fact demonstrate much resilience in his every day life. He deals with and overcomes social problems on a daily basis and adopts many coping mechanisms for addressing his motor difficulties. Next steps in Child A's learning would, then, need to address what Nottingham (2013: 84) refers to as the "topside" of the self esteem coin. By implementing the directed support to provide Child A with the

opportunities to complete a written task or to access numeracy word problems, it might be that he will begin to develop the feelings of success which are associated with self-esteem; helping him to improve his attitude to learning and enable him to make steps to believe that his handwriting will not always pose a challenge; or that he will not always be “not very good at maths”. By helping Child A to adopt a growth mindset – and praising him for his focus and effort – we can make small steps to foster academic improvement by helping Child A to understand *how*, for example, he can apply his procedural maths knowledge to other contexts.

Child A’s self-esteem might also be improved by supporting his social relationships within the class. By introducing a more strategic management of talk partnerships, it might be possible to reduce some of the negative experiences which Child A currently faces on the odd occasion that children are asked to form their own groups (as highlighted in appendix 3).

A holistic analysis of Child A has, then, demonstrated the intrinsic link between skills, knowledge and attitude. Whilst we must acknowledge that skills and knowledge are fundamental to a child’s learning, we cannot underestimate the role of attitude in this process. By examining a child according to the Mosaic approach it has, on reflection, exposed the importance of recognising learning as a process (not an outcome). By enabling the child the opportunities to participate in the collection of data, it becomes far easier to understand where an individual child needs to go next. Knowing and understanding *how* a child approaches learning brings an additional dimension to the level descriptors; making the setting of learning goals relevant and achievable (which in turn should help a child to realise that they can influence their own learning). As a Newly Qualified Teacher it will be necessary to assess and construe best fit judgements for a class of thirty children. Whilst there are obvious limitations to assuming that a participatory research method could be used to analyse the

holistic development of each child in the class; it will be useful to consider the role which continuous assessment and observation can play in effectively planning the next steps in a child's learning. Understanding the child in holistic terms is crucial to encouraging a teaching and learning framework which considers the vital relationship between attitude, skills and knowledge.

4936 words

Appendices

Appendix 1: Letter of acknowledgement

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
MRS J. RODECK Mentor

Student to verbally ask the child: 'I have talked to (trainee's name... Miss / Mrs/ Mr) about my work, and I am happy for it to be used in their work. I know that my full name won't be used (Record their response below).

"Alright... my handwriting is not very good though."

If you have any queries regarding this, please contact:
Helen.lewis@uwtsd.ac.uk (PPGCE Lead) / sarah.elsey@uwtsd.ac.uk (Module Lead)

Many thanks in advance,
 SDPP module team

Sarah Elsey
 Dr. Helen Lewis
 Linda Davies
 Jayne Morgan
 Heddiwen Davies

Gail Parker
 Rachel Wallis
 Nerys Dafis
 Nana Ryder

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

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

Dear class/senior mentor,

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

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

Undertaking this work should support trainees in understanding how children learn and how they can develop their teaching to ensure effective learning. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical day-to-day classroom practice. The trainees have been asked not to reveal the identity of the learner or the school within their assignment.

Students have been asked to:

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

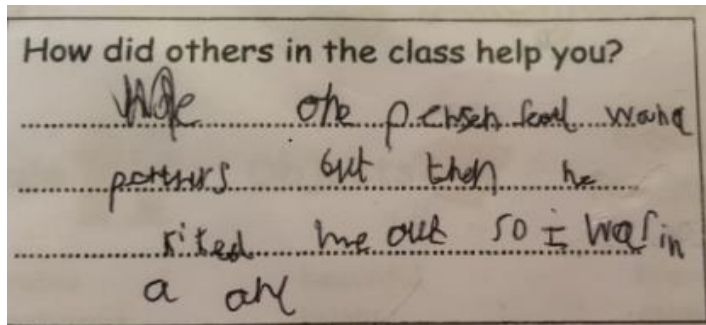
We would therefore be grateful if you could confirm that permission has been sought and that exploration tasks have been undertaken by signing below.

Appendix 2: Evaluating a DT task

What did you find tricky?

Sticky the leaf
 on the top

Appendix 3: Evaluating group work



“One person said we are partners but then he kicked me out so I was in a one”.

Appendix 4: Learning Walk Photos



Appendix 5: Numeracy Reasoning Example (Practice Paper)

Page 3:

Round	Win	Draw	Loss
1	2 points	1 point each	0 points

The boys play 6 rounds altogether.

Here are Alred's results.

Alred wins	Alred draws	Alred loses	Altogether
1	5	0	6 rounds

How many points does each boy score?

Alred scores 7 points

Owen scores 5 points

Show how Alred can score 8 points in 6 rounds.

Alred wins	Alred draws	Alred loses	Altogether
1	5	0	6 rounds

Show a different way Alred can score 8 points in 6 rounds.

Alred wins	Alred draws	Alred loses	Altogether
2	4	0	6 rounds

Page 4:

Draw a rectangle that has the same perimeter as the L-shape.

Cerys buys some lollipops. Each lollipop is 5p.

She pays with these 4 coins.

Here is her change.

How many lollipops does she buy?

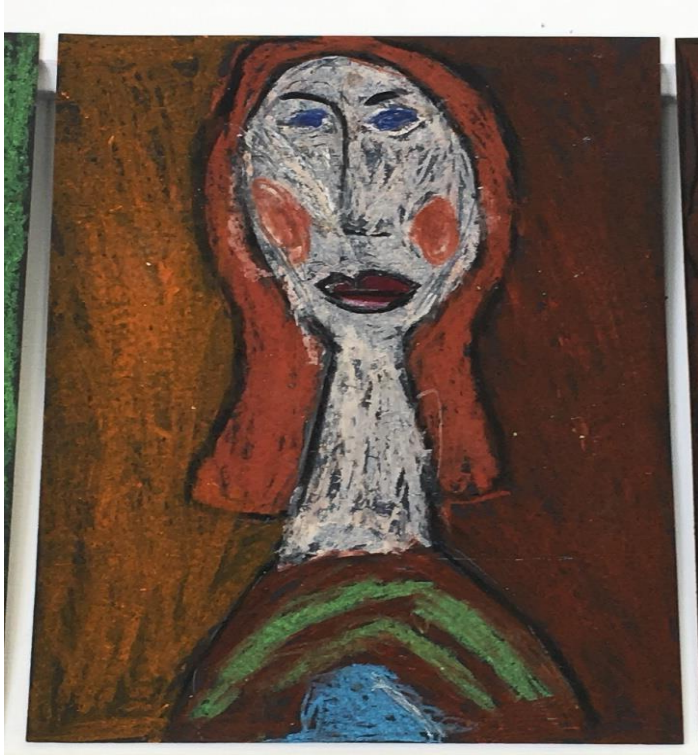
16 lollipops

Child A rushed through this practice paper; stating that he didn't see the point in working out the answer as "he didn't like lollies anyway"

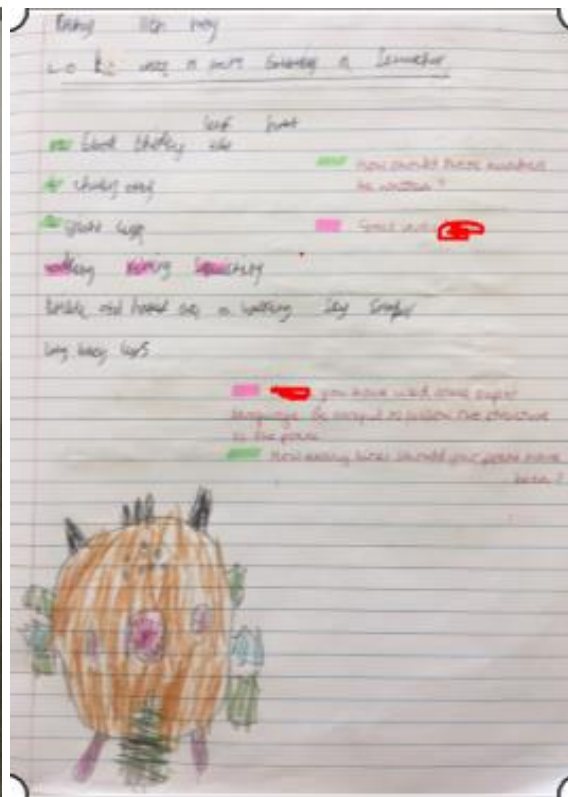
Appendix 6: Art Learning Story

Child A looked hot and flustered after his lunchtime play. He was distracted and fidgety during his Art introduction. On being asked to put his hand down, he was observed to raise and lower his hand repeatedly for the entertainment of his friends. At this point, Child A's engagement was low. The Learning Objective was to emulate the work of Modigliani. Child A raised his hand again; the teacher took his question. He challenged her request to refrain from including any detail on the top of the subject. Child A asked if he could include detail. The teacher suggested that she would prefer simplicity. Child A asked the question again in a pleading tone. At this point he was engaged. The teacher recognised a shift in his readiness to learn and agreed that he could include detail. Child A produced a piece of Artwork which addressed the learning objective.

Appendix 7: Child A's finished artwork

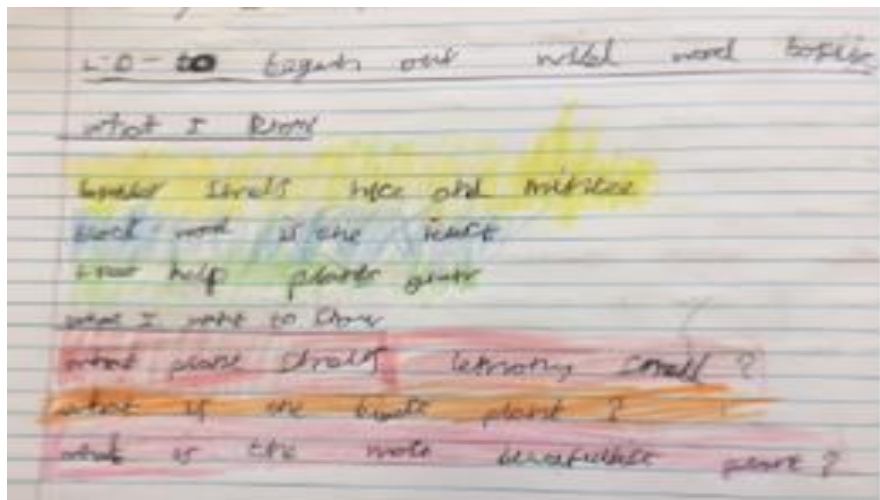


Appendix 8: Leaf character, poem and observation notes

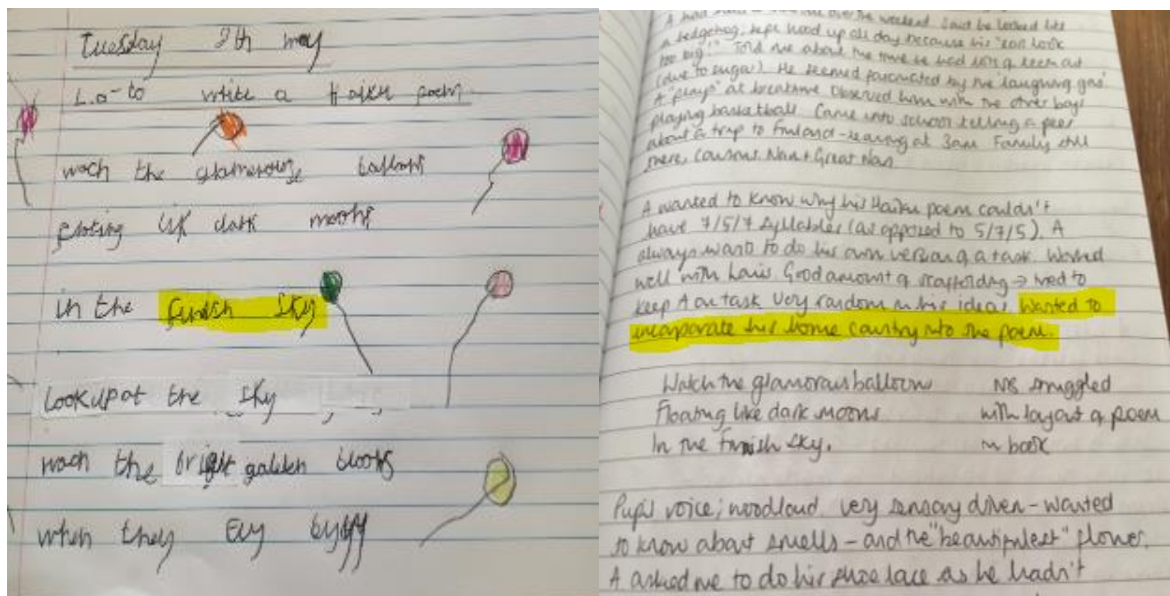


It was upset today; two children had accused him of cheating in basketball. Very sensitive. **A says he likes to learn by drawing.** He was totally engaged with his leaf man creation. The most creative by far. Creating it seemed to encourage language. Typically dark - blood, firsty!! (th → f), killing etc... He chose a really unusual leaf too. However, there was no day drawing today. Totally focused. Loved though the task but hit all success criteria. Upsetted him with changing his verbs to -ing version.

Appendix 9: Pupil Voice



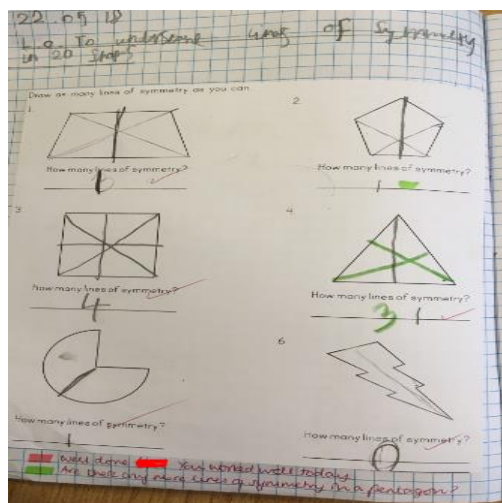
Appendix 10: Haiku Poem and observation notes (importance of place to Child A)



Appendix 11: Observation notes highlighting Child A as 'teacher'

Child A. *Note: A often looks frustrated but coming in from the outside play.
 leading practice test - concentrated well but didn't finish paper. Contributed in whole class marking session but lost interest half way through. Sat on knees with his head on floor in front of him. Not disruptive.
 Maths → his book quite haphazard. no structure or sequence to where he does his work. Division. When changed interest in his method, he was able to clear his systems really well. correct answer ✓
 priently organized in his thinking. He seemed to pay the attention. It seems to need abit of time to complete tasks → quicker in procedural stuff eg Maths.
 0 - although I think he added in many of the
 38 marks in the last lesson as we were marking as a class

Appendix 12: Demonstrates Child A's understanding of shape



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