

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

School X is a school based within the County Borough of Bridgend. There are approximately 440 pupils on roll and the school accommodates Nursery to Year 6 within 16 single-age classes. The school identifies that 10 percent of children are eligible for free school meals which is considerably lower than the national average of 19%. Similarly, approximately 12% of the children have documented additional learning needs which again, is below the average of 25%. Nearly all pupils are of White British ethnicity and have English as their first language. Although the area of the school is recognised as an 'affluent' area, the school is identified as 42 out of 48 primary schools in the County Borough of Bridgend in terms of its school budget per pupil. The child involved in this assignment will be completely anonymised throughout and will be referred to as Child A to avoid identification in guidelines with BERA (2018). Child A is a female in Nursery who has recently turned 4. Child A comes from a working family background, Mum is a speech therapist and dad is also employed. She is recognised as more able and talented for language, literacy and communication and able for numeracy.

In this study I will be using the mosaic approach as a data collection method. Clark and Moss (2001) designed the Mosaic approach to allow researchers to gather evidence using different methods to create a "complete picture". Each method of data that is collected during the research creates a "tile" and when the tiles are pieced together a "mosaic" will be formed, providing a holistic picture of the child's development.

Greenfield (2011) indicates that it is crucial for us as researchers to spend time in particular settings with the participants as it will allow us to gain a much better understanding of their perspectives. Research from Cowie, Huser and Myers (2014) implies that some traditional data collection methods misinterpret children's experiences and underestimate their potential for showing understanding. The main purpose of the mosaic approach is to allow researchers to look at the learning from a child's perspective and reflect; allowing children to be active participants in their development and experts in their own lives (Langstead, 1994). Research by James & Prout, (1997) supports this by emphasising that children should be involved in decisions that will affect their future, encouraging children to be "beings rather than becomings".

By using a number of data collection methods to form the mosaic approach, a triangulation of data is formed which can be highly effective in research but also it will allow different patterns to shine through for specific children (Stephenson, 2009).

The data collection methods I will be using will consist of:

- Observations
- Photographs taken by child A
- Semi-structured interview with Child A and her peers
- Semi-structured interview with the class teacher
- Annotated samples of child A's work.

Participant observation allows the researcher to interact normally whilst collecting rich and complex information (Jorgensen, 2015); looking at the child's development through their interests and recognising how they view their own development (Clark & Moss, 2001). However, Bonner, A & Tolhurst, G (2002) suggests that a bond needs to be formed between the researcher and participant to minimise any disruptions to normal activities as well as making sure there is a sufficient distance from the participant to make accurate observations.

Asking the child to take photographs of areas they like in school and that help them to learn enables engagement opportunities and is recognised as "powerful new language" for them (Clark & Moss, 2001). However, images can be seen as unreliable as they can relate to entertainment and persuasion rather than an independent choice (Mason, 2005). Child A is a nursery child, so I felt this was a crucial part of the data collection to derive conversation for the focused group interview.

A semi-structured interview using pictures as a stimulus provides a good starting point for informal conversations (Cowie, Huser & Myers, 2014). Using the pictures as a tool to initiate conversation allows a child to refer directly to the play situations minimising it being adult-led. A focused group interview was chosen as research by Harcourt & Einarsdottir (2011) indicated that children are more powerful when they are together as it's natural for them to be in groups. However, a clear limitation of interviewing children in pairs is the impact the teacher has on the child's behaviour and answers, a child will naturally want to give the 'right' answer and will seek confirmation (Cowie, Huser & Myers, 2014).

These data collection methods will allow qualitative data to be collected and analysed to provide next steps for the learner, making the link between listening and action (Clark and Moss, 2011). Lapan, Quartaroli and Riemer (2011) indicate that qualitative data provides more emphasis on the viewpoint of the participant. Greenfield, (2007a) also implies that using qualitative data collection methods allows it to be adaptable, self-referent and focused on the child's experiences. However, it is suggested by (Cowie, Huser and Myers, 2014) that the large amount of data that is collected using qualitative research methods can be overwhelming and difficult to interpret leading to some parts of the analysis being mis-read.

As previously stated, anonymity of the child will be used throughout to ensure confidentiality. Informed consent has been collected from the class teacher and the parent of the participant (see appendix 1&2). Verbal assent and observation of body language has been provided by the child, the assent was sought and confirmed in the presence of the parent and the class teacher.

Deciding on which child to focus on for this assignment required a discussion with the class teacher, seeking advice and information about Child A. During the discussion, I was informed that Child A is an able pupil in maths but a more able and talented child in language. She is believed to be more able and talented in language due to one parent being a speech therapist. Child A is a generally confident child who has a hunger for adult attention; she seeks to please adults and sometimes finds it difficult to join a pre-made friendship group. The class teacher stated that Child A is more likely to have a difficult day if she is aware that her family are at home without her, this is only recently as mum is on maternity. It was mentioned that Child A is a perfectionist and finds it extremely difficult to engage and get involved with an activity if she knows she has to try; she is passionate about being 'right' and likes to know the answer in fear of being wrong or rejected. Sadly, this results in Child A limiting her ability to excel in certain areas due to lack of confidence and worry.

Following several observations and a semi-structured interview with the class teacher (appendix 3), it has become evident that Child A worries about not being able to complete an activity in which she lacks confidence. She likes to be able to prepare the answer in advance and gets very anxious if she is not confident in a particular subject. Research has implied that perfectionism comes from various pressures: influences from family and friends; personal

pressure and setting unrealistic goals and requirements, it is often led to the feeling of frustration or worry (Ferbezer, 2002). An informal conversation with the teacher confirmed that Child A's mum is a speech therapist and that she has had a lot of input linked to language development. According to Härkönen (2007), Bronfenbrenner's ecological systems theory indicates that the connection children have with their environment will have an influence on shaping their development.

Child A took a photograph of the ICT area (see appendix 4) and explained that she enjoyed using technology to practise Letterland and using the iPad to play games. During the child conferencing she stated she practised Letterland daily at home and knew all the characters. It soon became clear that she enjoyed it due to confidence of subject knowledge and positive attitude. During the child conference, Child A also specified her passion for taking items home to show her parents. This could be supported by Bandura (1986) who suggests that adult praise, reassurance and self-confidence have been considered some of the most influential motivators and regulators of behaviour in people's everyday lives.

A personal observation of the child using the iPad to play a Bee-bot game (see appendix 5) made her perfectionism trait evident. The game had been introduced as an enhanced task for the children to experiment how to gradually move up the levels. Within 2-3 minutes of being on the game Child A became agitated and expressed "I can't do it!" whilst walking away from the iPad. Nottingham's (2013) A.S.K model suggests that attitude is key to a child's development, a child who struggles to persevere with their work or accept advice from peers will struggle to engage with any work. Research indicates that perfectionism is related to self-defeating thoughts and are closely linked to excessively high and unrealistic goals, even in areas in which high performance does not matter (Gahemi and Damirchiloo, 2015). Evidence from the class teacher alongside observations prove that Child A displays all-or-none thinking and believes she is a failure if not all tasks are completed without mistakes, she has an inflexible notion of what is successful and what is a failure (Gahemi and Damirchiloo, 2015).

Mathematical Development

During an observation of a whole class numeracy session (see appendix 6), it was clear that Child A was engaged at the start and keen to answer questions based on ordering numbers; displaying a positive attitude and confidence. However, Child A soon became easily distracted by peers when it was time to work collaboratively, exploring Numicon and finding a partner to make a number bond to 6. As this was a higher levelled skill the task was based on trial and

error, the ability to recognise if the two pieces of Numicon fitted to match the number 6. The child immediately looked for adult reassurance and support to complete the task, again this is linked to her perfectionist trait as she realised, she wasn't confident in completing this task independently. Recently as a class, the children have been learning to recognise and understand the concept of 6 which is why Child A probably found it daunting as it was a new experience; one that she was unfamiliar with. The A.S.K model recognises this as an opportunity for curiosity and explains it is a vital quality to learn, allowing further knowledge and understanding to happen (Nottingham, 2013).

In relation to the evidence of observations and work collected for Child A's mathematical development, as well as the knowledge she has exhibited through questioning and enhanced provisions, it is clear that Child A is working towards an outcome 2 in many aspects of mathematics although her confidence is limited. Through assessment for learning strategies, it is clear that Child A is able to recite numbers up to 10; compare and order numbers up to 10 and recognise some 2D shapes (Welsh Assembly Government, 2017). She demonstrates the ability to copy a range of simple patterns visually and aurally and can make marks to represent numbers (appendix 7). She is beginning to use one-to-one correspondence to count five objects and starting to develop the use of concepts 'one more' and 'one less' but does independently ask for 'one more' during her play experiences (Welsh Assembly Government, 2017).

Language, Literacy & Communication

Child A took pictures and discussed several things during the child conference relating to the outdoors (see appendix 8 & 9). Being outdoors provides children a natural stimulus which can enrich and enhance a child's learning environment (Welsh Assembly Government, 2009). She passionately explained that she liked playing in the mud kitchen producing a variety of foods using three different ovens. During an observation of Child A playing in the mud kitchen, it was clear that she was dominant in her role as a 'kitchen manager' (see appendix 10), she assigned a friend, who wanted to join in, to be the cleaner passing her the dust pan and brush. The level of oracy skills used during the observation were phenomenal and she was able to express more than she would in an inside focused activity. She explained the choice of food she was preparing and the specific ovens she was using. Additionally, she displayed awareness

of day and night, explaining that in the morning they served pet food and in the night, they served 'adult food' such as pizza, chicken nuggets, salad and Chinese. During a discussion with the class teacher, it was mentioned that one of Child A's targets in literacy was to imitate real life and imaginative experiences, using some relevant language (Welsh Assembly Government, 2017). However, through the use of observational notes it was unquestionable that she had developed this skill and her level of language during outdoor play had soared. Bodrova (2008) states that Vygotsky's approach to play suggests that young children can master necessary prerequisites of academic skills through engagement in mature make-believe play. As well as an outdoor observation, child A produced a piece of literacy work and was rated green (see appendix 11 and 12). Child A was able to segment some words, identifying initial phonemes; recognising the graphemes 'h' and 'i' and find other graphemes in relation to their character name in Letterland. She is also starting to independently write initial sounds following the correct formation with the support of an adult. Annotations on her work and observations display evidence that she is working towards an outcome 2/3 in literacy (Welsh Assembly Government, 2017). The next steps for Child A in literacy would be to confidently link phonemes to graphemes and segment words listening for middle and end sounds.

Personal & Social/ Well-being

Child A took pictures of the sand tray and the classes Gwdihw's rules board (see appendix 13&14). She stated that she enjoyed playing in the sand with friends and that Gwdihw helped her and her friends to learn the rules. During child conferencing, Child A was able to explain that only 4 friends were able to play in the sand at a time and could provide names of her close friends. Informal observations and a conversation with the class teacher indicated that Child A will generally play co-operatively with other children but does find it difficult to involve herself in a friendship group if it has been pre-made, this indicates she is working at an outcome 2 for personal and social development (Welsh Assembly Government, 2017). Although she is working above the expected outcome, she finds it difficult to cope being rejected from friendship groups and sometimes prefers interaction with an adult. As previously stated, the A.S.K model demonstrates the importance of observing the child's attitude and knowledge as well as their social, physical and intellectual skills which will all

impact on the child's learning and development (Nottingham, 2013). Child A is beginning to recognise appropriate behaviour for different situations, often modelled on the standards of adults close to her. Vygotsky's (1978) theory of social development argues that social interaction forms a fundamental role in the process of a child's cognitive development. Child A is also starting to express how she feels in simple terms and beginning to identify the emotions of others, as well as coping with changes in routine. Overall, child A is showing steady signs of outcome 2 and is displaying some elements of outcome 3 in relation to the Foundation Phase Profile (Welsh Assembly Government, 2017).

From analysing the data collected, it has been apparent that perseverance and resilience are the main targets for Child A's development; helping her to understand the limitations of perfectionism. Although Child A generally has a positive attitude to school life, she is still developing the appropriate skills to adapt to change, being able to accept errors in learning and needs some guidance to make new friendship groups; relying on modelling from members of staff.

The new curriculum 'Successful Futures' (Donaldson, 2015) has demonstrated the importance of health and well-being and has introduced it as an area of learning and experience (AoLE). The AoLE's are divided into 'what matters' statements which outline the key elements of teaching and monitoring children's health and well-being. Within the new curriculum, the 4 core purposes allow new opportunities for children and promotes children to be 'experts in their own lives' (Langsted, 1994). Providing opportunities indoors and outdoors for Child A to be an ambitious and capable learner will allow her a chance to develop resilience, confidence and empathy in response to social, emotional and physical experiences and challenges.

I would focus on allowing Child A to explore and develop her curiosity in all areas of learning by providing independent, experiential learning opportunities within both focused tasks and enhanced provisions. By clarifying the importance of mistakes and that they help us to identify misconceptions I may be able to modulate her perfectionist traits. Furthermore, I could encourage a positive attitude and perseverance in all subjects by utilising her passion for the outdoors as outdoor learning has been closely linked with deeper levels of learning and understanding (Laevers, 2000).

Self-regulation features continuously throughout the new health and well-being curriculum document and states that its purpose is for learners to become more independent and

competent as they develop (Welsh Assembly Government, 2017). Encouraging children to be risk-takers and promoting the importance of curiosity allows them to understand life is a learning journey. However, a limitation of outdoor learning is that the weather can affect the access of specific quality subject resources.

Another strategy to help Child A to develop perseverance and resilience could be to involve her parents more in her school life. Using parental engagement as an involvement strategy has provided moderate evidence that it can improve a child's development by an additional 3 months (Education Endowment Foundation, 2019). Grotberg (1995) states that protective factors such as an effective school and competent parents will help children to successfully adapt and cope with the challenges they are faced with in life. As her parents are her main role models, I believe she would enjoy having the attention from them within a school context and may provide elements of curiosity rather than displaying anxiety about failure. Research has shown that when schools and families work together children engage more with school activities; have better social skills and show positive results in longer term social and emotional benefits (DoE, 2018). However, although using an adult engagement approach has proven to provide extra months of development, consistency would be an issue as Child A's parents are both employed; Mum is currently on maternity but caring for a younger sibling. Additionally, there is extensive evidence but surprisingly, there is little strong evidence about the impact of the approaches used for parental engagement (EEF, 2019).

Mathematics

From analysing the data collected, it was clear that Child A lacks confidence within mathematics. Child A's next steps for maths are to recognise and understand the concept of 6 and to be confident counting backwards from 10. During the child conferencing (see appendices 15), Child A recognised that she needed to improve counting backwards from 10 which is an outcome 2 target (Welsh assembly Government, 2017).

To address Child A's target of recognising and understanding the concept of 6, I have already started to adapt and utilise the Hungarian approach during whole class number-time sessions. Results of multiple scientific studies compared the use of hands-on practical manipulatives in mathematics and teaching that purely relies on abstract symbols (Carbonneau, Marley & Selig, 2013). The research has found statistically significant evidence to show the positive effects that mathematic manipulatives can have on a child's learning. Many similar studies have proven that practical manipulatives have a moderate to large effect on the child's

retention and knowledge of the subject. The Hungarian approach to understanding numbers was devised from Piaget's (1952) theory which suggested that young children work in mainly concrete ways and that abstract thinking can only be accessible through the use of practical resources. Additionally, Moyer (2001) indicates that manipulative materials are simply concrete resources that are designed to represent abstract ideas. By allowing Child A to access visual and tactile objects during number-time sessions allows her the opportunity to manipulate her learning through hands-on experiences. To develop future number-time sessions, I will be re-enforcing the recognition and understanding of number concepts using a variety of manipulation resources. As well as providing opportunities to understand the concept of 6; I will give the children an experience of counting sets of 6 objects, 6 actions and identifying six items from pictures. This will allow Child A to generalise the concept of number six across all manifestations and gain abstract knowledge based on the qualities of six. Providing these opportunities will allow Child A to take more measured risks, Miller and Byrnes (1997) imply that a "crucial aspect of being successful is knowing when and how to take measured risks". A limitation of utilising the Hungarian approach is that it will only be effective if it is used properly and is clear to be having impact on the child's development.

In relation to the next step 'counting backwards from 10' that was acknowledged by Child A during the conferencing, I would focus on providing song practise related to counting backwards as a gap filler and ICT opportunities within enhanced activities utilising Child A's interest of technology. Moyer (2001) has stressed the value and importance of children having access to first hand experiences and specifies that it allows children to construct and internalise mathematical knowledge from first-hand experiences. Using technology in early years to enhance Child A's development will provide an attractive, stimulating and effective learning environment (Hayes and Whitebread, 2006). It will give her a visual imagery and provides opportunities for her to build on her abstract knowledge but also allows her to be in control of her own learning. Interactive sequencing games will allow Child A to practise at her own level but also provides opportunities for curiosity and challenge. The games will provide instant feedback and positive re-enforcement for Child A which will also help improve her confidence and well-being towards the subject mathematics. However, there are barriers to using ICT within learning experiences. According to Sicilia (2005), although many teachers have the competence and confidence to use technology to enhance the learning, many avoid using or make little use of technology due to a 'lack of time'. Several research studies also

indicate that the lack of access to resources or equipment creates a barrier to the effective use of ICT within a child's development.

Language, Literacy & Communication

Through observations and assessment of literacy work, next steps were easily identified. Child A is starting to recognise that words are segmented and can identify initial phoneme sounds. She can find the graphemes to most of the Letterland characters but needs to build her confidence linking the phonemes to graphemes allowing her to read familiar and simple words using segmenting strategies. To develop Child A's knowledge of segmenting and blending words, Letterland will be provided as an enhanced activity daily but flashcards of simple but familiar words will also be given to parents to encourage more practise at home. As previously stated, Child A's main role models are her parents and teacher. Using a strategy that involves her role models will encourage and promote her development. Wilder (2014) states that the engagement of a caring adult presents one of the best ways of narrowing achievement gaps. It is also suggested by O'Mara et al (2010) that parental engagement and interest in a child's learning promotes good attendance, positive behaviour and a rise in academic outcomes. By engaging Child A's parents with her literacy development provides opportunities for her knowledge to progress further and promotes that her learning and development is paramount.

Questioning if Child A's parents read to her could have a positive effect on her literacy development, as many parents are not aware of the importance of reading aloud to a child (Bernstien, 2017). Research from 20 years ago, by the National Commissions of Reading, concluded that reading aloud to a child is one of the most important activities for constructing a child's knowledge in the build up to their reading development (International Reading Association, 1998). Klass et al (2003) state that reading aloud to young children has many benefits and developmental purposes. It is suggested that reading to young children provides both language and picture-based stimulation, helping the child to familiarise with the formation of written language. However, this doesn't necessarily mean that reading aloud to a child will help them learn to read but it will provide strong, positive associations with books and will encourage them to enjoy and be successful at reading (Klass et al, 2003).

Deciding on stimulating and engaging books for story time in school will also develop Child A's literacy development in more aspect than one. She will become familiar with words and

could be introduced to segmenting words from the book as a focused task as well as being asked to orally contribute to questions about the book. This would encourage participation and would support Child A's well-being targets by giving her the confidence to participate in unfamiliar contexts; it would also be working towards another target of 'showing a simple understanding and to orally contribute'.

Although research states that parental engagement evidently shows significant impact on a child's literacy development there are also limitations to consider. Both Child A's parents are employed, although as previously stated that Mum is on maternity leave, she is also caring for a younger sibling. Reading to a child and allowing time to practise flash cards can be time consuming, to overcome this barrier it is essential that school provide as much input as expected from parents. It is also vital that the school display a positive attitude and value the importance of reading as Vygotsky's cultural development theory (Vygotsky, 1978) suggests that children adopt many of our attitudes and values through dialogue with us.

To conclude, using the mosaic approach has allowed me to use a variety of data collection methods collaboratively to analyse the learner's holistic development and provide next steps for future learning. Using the mosaic approach to analyse data has emphasised the growing interest and importance of listening to young children and allowing them to be involved in their development (Clark, Kjørholt, & Moss 2005). Another strength of using the mosaic approach as a data collection method is that it has been adaptable, self-referent and focused on children's experiences (Greenfield, 2007a). It has allowed Child A to be embedded within the practice and the voice of the child has been paramount which falls in line with article 12 of the UNCRC. However, the collection of the data has been time consuming and it has been evident that it is more effective using child conferencing in comparison to a semi-structured interview with the early years. Additionally, using the A.S.K model helped me to acknowledge that there is more to a child's learning than just skills. It has developed my understanding that when analysing a child's development their attitude, skills and knowledge should be analysed collaboratively. As previously stated, 'a child who struggles to persevere with their work or accept advice will struggle to engage with any work' (Nottingham, 2013).

Appendices

①



Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

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

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identify of the learner or the school within their assignment. Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): Annie-Louise Merchant

SCHOOL NAME (PLEASE PRINT): NOTTAGE PRIMARY

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

BREIGE LAWRENCE

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

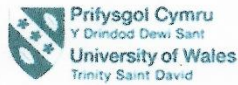
B. Lawrence

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

(2)



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] Child A (pupil name),

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

Signed...  (Parent/Guardian).

Date... 09/05/19

③

Questions for teacher

1. What do you think [redacted] feels about being at school?

likes to please teachers - adult attention.
 Difficulties making friends (friendship group).
 Aware mums at home with sister.

2. What would be a good day for [redacted] in school?

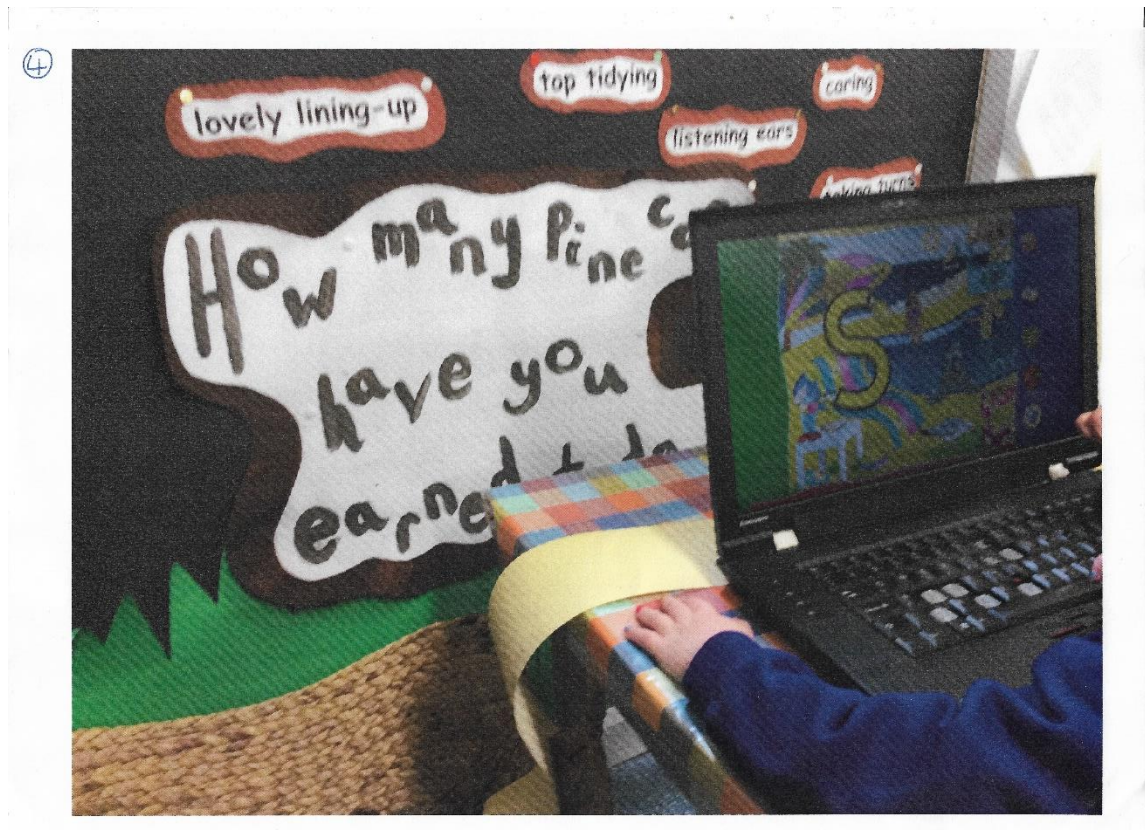
Novelty/fun - good sense of humour.
 outdoor learning - mud kitchen
 conversation with adult.
 take things home to show family

3. What would a bad day look like for [redacted] in school?

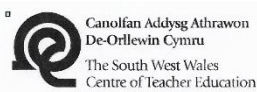
Doesn't like colouring as focused.
 Being rejected.
 Family having a day off without her.
 Sit down too much / not get involved
 passively.

4. What sort of day do you think [redacted] had today?

→ Do things perfectly.
 - Doesn't want to try
 - Likes to know the answer.



5.



Learner Observation Form

Name of learner(s): Child A Class: Nursery

Time: 10:20am - 10:25am Date: 22.05.19

Activity:

Beebot - iPad game (enhanced)

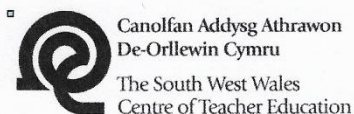
Comments

- Playing alone
- 2-3 mins into playing game - got frustrated that she couldn't complete game walked off saying "I can't do this"
- Encouraged to come back + work in pairs so a peer could explain how to use it.
- child A was able to complete 1 level and move on.

What needs to be done to move the learning on?

- Perseverance + Resilience to be developed
- more practise on the app. during enhanced activities

⑥

**Learner Observation Form**

Name of learner(s): Child A Class: Nursery.

Time: 11:20-11:35 Date: 9.5.19.

Activity:
Numeracy - Numbertime.**Comments**

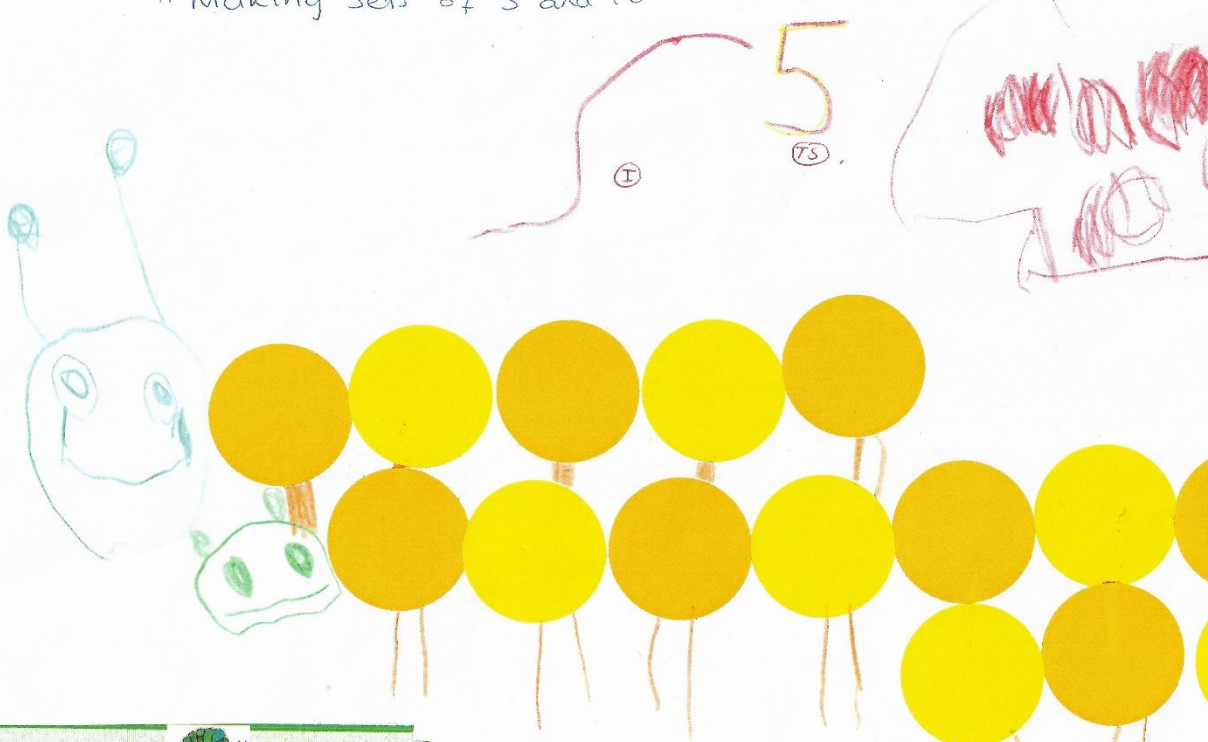
- Engaged at start - keen to answer questions on ordering numbers.
- Some minor distractions from peers when asked to work collaboratively.
- trial + error - explore the number 6 using Numicon shapes to make 6. - Child A had no. 4.
- Willing to take part but sought adult reassurance to complete task due to fear of being wrong.
- Willing to show class as a modelling strategy + accept praise from teacher.
- Will ask class teacher for help.

What needs to be done to move the learning on?

Consolidate and be confident when exploring the concept of 6 - develop confidence + curiosity.

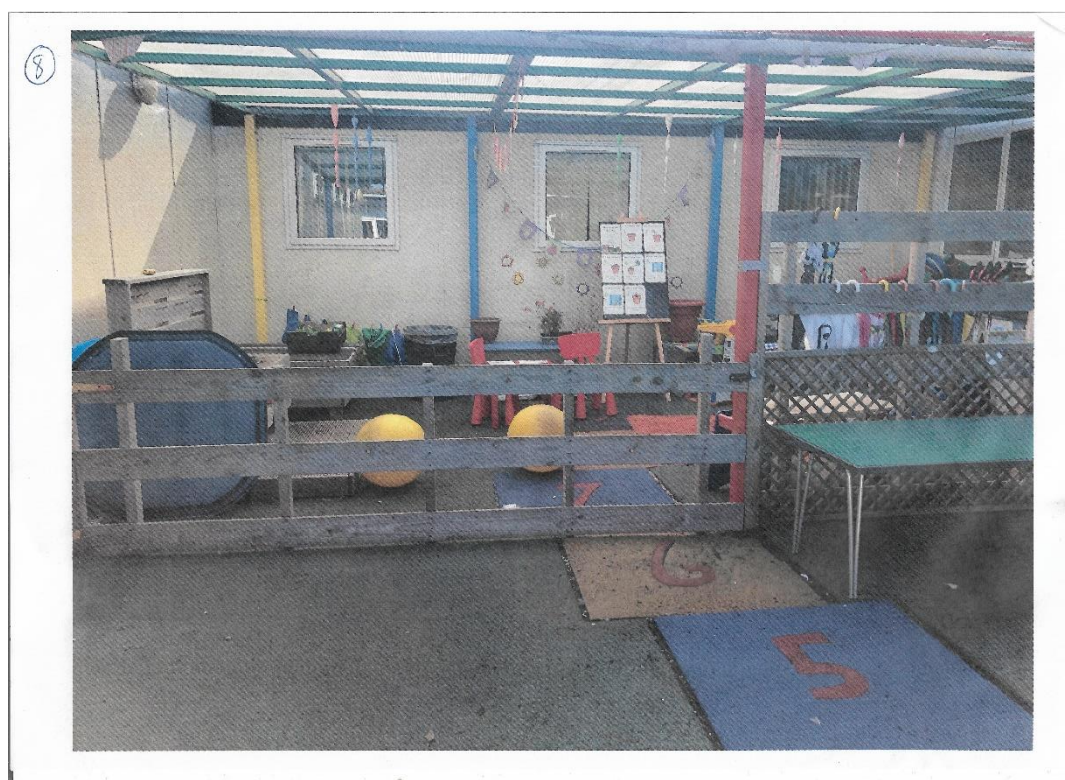
- Make sets of up to 10 objects with confidence.

⑦ "Making sets of 5 and 10"



Numeracy and maths wk 29.04.19
 WALT: I can make a caterpillar to match a Numicon piece.
 01 Count and recognise up to a Numicon 3 and make a caterpillar to match with up to 3 stickers.
 02 Count and recognise up to a Numicon 5 and make

Confidently counted Numicon 5 and independently copied the number 5 to help with the written number 5 made





(10)



Canolfan Addysg Athrawon
De-Orllewin Cymru
The South West Wales
Centre of Teacher Education

Learner Observation Form

Name of learner(s): child A Class: 15.5.19

Time:

Date:

Activity:

Outdoor Play - Mud Kitchen.

fantastic
imagination
←

Comments

Making Pet food - Pets in the am
child A addressed shes the boss of the
mud kitchen, "Kitchen Manager"

Adult food - chicken nuggets, pizza or chinese, salad.
choices. Salad + star vanilla muffins for
dessert.

3 ovens to cook

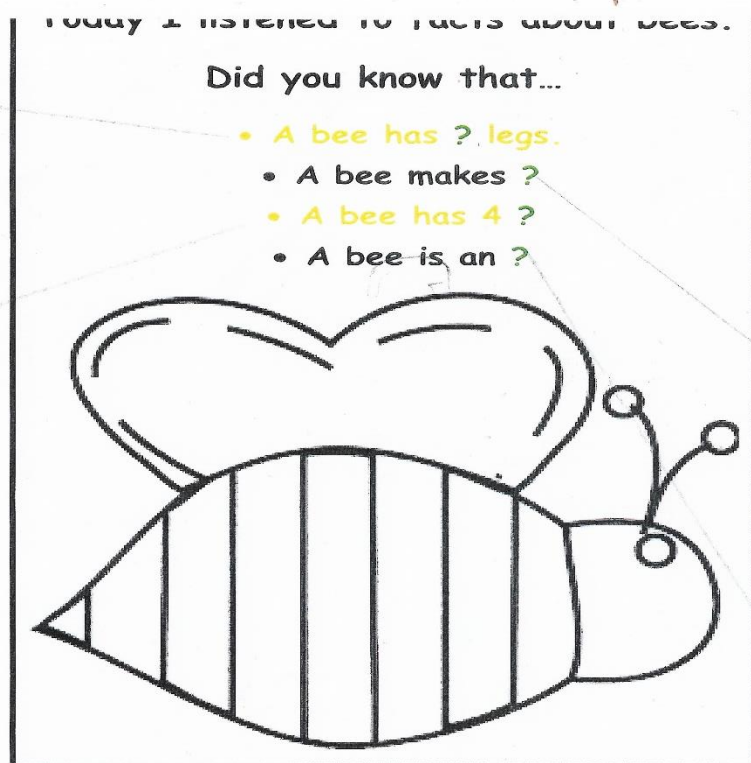
starting to explain game to others when asked.

- Assigned friend to be a cleaner → passing dust pan + brush.

What needs to be done to move the learning on?

- Be able to explain game to others when they join.

11.



KUW

O2: talk about the seasonal behaviour of plants and animals / talk about parts of a bee/know where a bee lives and what it does.
LLC

O2: use newly acquired vocabulary in and through play activities.

O1: attribute meaning to marks.

O2: write letters or symbols randomly

...some letters may correlate with sounds.

O2/3: begin to recognise alphabetic nature of writing (hearing, finding and writing initial sounds.)

honey

Da lawn [redacted] e. You could hear and identify the initial sound.

You could recognise Harry hatman and identify it.

NS: to gain confidence linking phoneme and grapheme.

12.



Canolfan Addysg Athrawon
De-Orllewin Cymru
The South West Wales
Centre of Teacher Education

Tracking Record (C11a)

Name of Trainee: Annie-Louise MerchantClass/Age of Learners: Nursery

Subjects/areas of learning:		Day & Date: 13.5.19 - 24.05.19
Names of Learners		Lesson Objective: To learn facts about a Bee + start to recognise links between phoneme + grapheme
RAG rating	Next steps for learners	
[redacted]	could segment words. initial + final	Link phoneme to grapheme ✓ NS: Middle sounds.
[redacted]	Absent	
Child A	Could say all the answers. TS with amount of wings/legs.	Could identify initial sounds for all words. add TS finding letter.
[redacted]	NS: To link phoneme with grapheme could recognise initial + some end sounds. could link phoneme to grapheme	write independently for formation
[redacted]	Could answer questions with confidence Identified initial sounds Couldnt match phoneme to grapheme apart from 'i'	
[redacted]	Could answer questions Identified initial sounds. Matched all phonemes to graphemes independently.	Now listen for final sounds. NS: Phoneme + grapheme links
[redacted]	Could write letters independently using modelled sheet. could recognise initial + middle sounds of six	

RAG rating:

Red = significant difficulty

Amber = some difficulty

Green = no difficulty

and w and g
from wings.

13



14.



15.

Child conference transcript

3 pupils and Child A involved, only Child A's answers noted

Researcher asked Questions and made notes of the answers from Child A.

1. Why do you come to school?

To learn and play in the mud kitchen

2. What do you like doing the most in school?

Playing outside

3. Who are your favourite people in school?

Betsy, Eloise, Mila, Sophie and Izzy

4. What do you find difficult in school?

Opening the mud kitchen and counting back from 10

5. If you were allowed to bring Mummy into school, what would you show her?

The mud kitchen, forest schools and the toys

6. Do you like Number-time more or Letterland? Give a reason.

Letterland because I know all the characters, I find maths a bit hard

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