



ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:		Student P number:	1700416
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 ✓

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

Introduction

The target pupil is a year 6 pupil within a year 5/6 split class, in a rural school in Wales. The school has approximately 228 pupils that attend, ranging from ages 3-11 (Estyn, 2017). The school is located in a Communities First area, with an adjacent Flying Start facility. Approximately 44% of pupils are entitled to free school meals, which is well above the national average of 19% (Estyn, 2017). The school identifies approximately 42% of pupils with additional learning needs, which is again well above the national average of 21% (Estyn, 2017). The target pupil is not within the free school meals category and is not identified as having any additional learning needs. The attendance of this pupil is good at 93.2%, which is below the school target of 95%, however, there is room for improvement. Within the class setting the pupils are grouped into ability for English, maths and Welsh. The target pupil is in the top group for all these subjects. Overall this pupil has a positive attitude towards school and learning.

Data collection methodology

The data collection method being used in this study is the Mosaic approach. The Mosaic approach is a multi-method technique for collecting data about a child and it gives the child a voice through verbal communication and visual communication i.e. observing the child and looking at samples of work (Clark and Moss, 2005, 2011). The research tools used in this approach are: observation, child conferencing, the use of cameras, learning walk/tours, pupil tracking and interviews with relevant adults (Clarke and Moss, 2005, 2011). The strength of the Mosaic approach is that by collecting a wide range of data and using a variety of different data collection methods, the data gained from using this approach will give a more holistic view of the whole child and places the child’s views at the centre of the research (Clark and Moss, 2005). The types of data gathered are qualitative in nature as it is collected using words from informal interviews with the teacher and pupil, a learning walk, photographs, observations, tracking and samples of the pupil’s work (Baumfield *et al.*, 2013; Denscombe, 2010; Blaxter *et al.*, 2006). The strength of qualitative data is that it provides a holistic view

of the child, including the child's views and opinions about learning and the school environment that could not be gained by analysing quantitative data, which is purely based on numerical evidence (Mack *et al.*, 2005). A limitation of the Mosaic approach is that the research study was carried out on a small group of young children who were mainly under five years old (Clarke and Moss, 2005, 2011). However, Clarke and Moss (2011) argue that the Mosaic approach has the potential to be used with older children, but this has not yet been specifically researched.

Observation was chosen as a data collection method because it can provide the observer with valuable information about a child. For example, how that child approaches their learning, the attitude of the child towards learning, the focus, concentration and resilience of the child (Clarke and Moss, 2005, 2011). This information could not be gathered by looking at examples of the child's work or tracking their progress. Clark and Moss (2005, 2011) believe that observation is an important element in the mosaic approach because it enables the researcher to listen to a child's views and experiences. However, they also point out that it is important to use observation in conjunction with other data for example, child interview, because observation on its own is an adults view of a child (Clarke and Moss, 2011).

For this reason, child interview was also used as a way of collecting data. The child interview was kept as an informal chat and combined with a learning walk/tour. It is important to get the child's view, especially during research about themselves. Giving the child a voice is essential because the researcher will gain insights into that child, such as their thoughts, feelings and opinions, which is vital when collecting data on the whole child. This data can only be gained through observation and speaking to the child (Clark and Moss, 2011). The interview was kept informal so that the child did not feel anxious or under pressure to give answers that they thought the adult wanted to know. The researcher hoped that by having an informal chat and asking open ended questions the child would give open, honest answers about their thoughts, feelings and opinions about their own learning. Clark and Moss (2011) contend that when using this method, it is important to choose the setting carefully, be flexible and be sensitive.

For the learning walk the target pupil was given a camera to take photos of things that helped them to learn and things that they liked or didn't like about the school environment. Clark and Moss (2011) point out that the use of cameras is a fun way for children to communicate and express themselves non-verbally. The pupil may record something in a photo that they may not have expressed in a pupil interview. Learning walks/tours are a useful part of the Mosaic approach and Clark and Moss (2011, 2005) contend that this is because it reverses the power balance. A child is now in charge, taking the tour, which can empower children. It is also another method for adults to listen to a child's views about their learning environment and could help them to express their feelings and opinions (Clark and Moss, 2011, 2005).

Interviews with practitioners is considered a useful part of the Mosaic approach because it provides valuable insights and detailed understanding of the whole child (Clarke and Moss, 2011, 2005). The class teacher had valuable insights and important information about the target child, that could not have been gained from another source. For example, the class teacher's observations over the last eight months, and pupil tracking and attainment data. Clark and Moss (2011, 2005) argue that when using the Mosaic approach, only by using the data collectively will you gain a holistic view of the child. Using only one data collection method, for example observation, will not give you all the information about the whole child, which is why this method is a multi-method approach.

During this study the ethical considerations of working with children were taken into consideration. In line with BERA Ethical Guidelines for Educational Research (2011) and UWTSD Research Ethics & Integrity Code of Practice (2017), written consent was gained from the participating school (see Appendix 1) and verbal assent was gained from the target pupil. It was explained to the target pupil the purpose of their participation and what participation would involve if they choose to be involved with this project. It was also explained that they did not have to take part if they not wish to, and that they could choose to withdraw from the process at any time without any negative consequences. It was made clear to the target pupil that the pupil's name would not be used within the project and that all data would be anonymised. Due to the target pupil being given all the relevant information before they participated, the pupil was able to give informed assent, which is considered essential by both BERA and UWTSD. David *et al.* (2001) point out that consent from children (in terms of this

project we are using the word assent, in line with UWTSD guidelines) is an ongoing process with children.

Analysis of the learner

A range of data has been collected on the target child, observation notes, samples of work, teacher interview and child interview with learning walk and photographs. As stated above written consent was gained by the participating school and verbal assent was gained from the target pupil to collect the information.

Data from the teacher interview showed that at the beginning of the academic year (September 2017) the target child was predicted to attain Level 4+ for English, maths and science and Level 3 for Welsh. In the Spring Term teacher assessments for this pupil showed that the pupil had achieved these levels and so the teacher is providing additional support to help the target pupil attain Level 5 in English, maths and science, and Level 4 in Welsh. The English writing assessments and oracy assessment data support this. In October 2017 the pupil's reading age was assessed as 10 years and 9 months, which was 7 months ahead of the pupils actual age. This data suggests that the target pupil is a capable learner and is progressing faster than the class teacher anticipated at the start of the year. It also implies that the pupil is being stretched and challenged with their learning because they are progressing faster than previously anticipated. This data is useful because it demonstrates that that the pupil is progressing and therefore helps the class teacher re-evaluate predictions formed at the beginning of the academic year, allowing new and more challenging targets to be set so that the pupil can reach their full potential. The limitations of this data is that it only provides limited information on the academic achievement of the child and not the holistic development of the whole child.

The pupil interview was conducted informally during the learning walk, and the target pupil took photographs throughout the learning walk (see Appendix 2) of things that helped them to learn, for example, the Welsh display. The display for Welsh the pupil found the most helpful because it helped the pupil to remember sentence starters and give vocabulary ideas.

The target pupil liked using ICT and suggested that it helped them to learn. For example, during morning rotation the multiplication game on the iPad helped them to learn the times tables. It was indicated by the target pupil that they would like to use more ICT in their learning and have access to more ICT equipment. They also like 'Big Maths' for the same reason, and enjoyed the challenge and applying the knowledge they had learnt. The target pupil said during the interview that they liked to work in groups, especially when they were not sure of the topic. They believed that collaborative group work helped them to learn because they can collaborate with others to get the answer. Current research suggests that collaborative learning is very effective in helping pupils to learn and teaches pupils a variety of essential skills, such as helping pupils have a deeper understanding of the subject, oracy skills, personal and social skills, and critical thinking, as well as problem solving skills (Cornell University, 2018; Stewart, 2014; WAG, 2010; DfES, 2004). The target pupil intimated that they enjoyed learning outside and being able to see the physical thing they were discussing rather than pictures of it. In Key Stage 2 there is often limited time for outdoor learning, partly due to the pressures of the current curriculum. However, it has been documented by many (for example, Rousseau and Dewey) to have many positive benefits on children's learning and development (Grigg and Lewis, 2016). In the school the target pupil attends, there is a whole school approach that when work is completed, a child will go to the 'choose your challenge board' and pick a challenge. These challenges have been chosen by the pupils, to give pupils a voice and decisions in their own learning. The target pupil likes this system and really likes that the pupils have a voice in choosing the challenges. Another useful piece of information that came from the pupil interview was that the target child stated that they preferred an adult to sit on their table rather than working independently because they liked to have an adult there in case they needed help with the task they were doing. The class sometimes uses the learning pit for the top group of pupils, which means that they have to work independently and problem solve without the assistance of an adult. The class teacher suggested that pupils in the class find this a challenge, which is useful because it implies possible next steps for the target pupil's learning and development.

During the learning walk and pupil interview it was obvious that the pupil was proud of the school and enjoyed learning because they were very enthusiastic when they were talking about both their own learning and the school. This information is particularly valuable as it

informs the class teacher how the pupil learns best and how to engage the child as a learner. It also gives that pupil a voice, which can help to give a child ownership of their own learning as well as motivation to learn (Clarke and Moss, 2005, 2011). The limitation of this data is that it is only one viewpoint, that of the child. Although it is an important one, it still does not convey the holistic nature of the child's learning. A child's view of their own learning is very important, however there will be many facets of their own learning and development that they may not be aware of. Therefore, this data is just one piece of the 'Mosaic Approach' picture to inform about the holistic development of the child (Clarke and Moss, 2005, 2011).

The observation notes that have been gathered on the target child illustrate that this pupil is popular, with many friends. Overall the pupil has a positive attitude to learning and works hard most of the time. The target pupil has sometimes been observed to be distracted by others at their table. This sometimes has a negative effect on learning and attitude because the pupil likes to chat with friends to the detriment of the learning and task that is being undertaken. The target pupil has also been observed to lack resilience, especially in maths when it is challenging. The pupil has been observed to ask for help from an adult instead of trying to solve the problem. The pupil has also been observed in some instances to have a closed mindset and say, 'I can't do it, I don't understand' and is worried about attempting the question and getting the answer incorrect. The observation notes are beneficial because they provide invaluable data about the holistic learning and development of the target child (Clarke and Moss, 2005, 2011). For example, how the target child approaches problem solving in maths. However, the limitations of this data, as Clarke and Moss (2011) contend, is that the child's learning and development is being viewed through an adult's perspective, which is different to that of the child.

Samples of the target child's work demonstrates that the pupil has elements of both Levels 4 and 5, which supports data from the interview with the class teacher (see appendices 3-5). The target child's work in English, maths, science and geography, clearly illustrates that they have achieved a level 4 and are working towards Level 5 and in some cases achieving a low level 5 (5- or 5C). For example, the recent writing assessment that was carried out and the pupil achieved a best fit level 5C or 5- (see Appendix 6). Current national expectation for a pupil leaving year 6 is level 4, however national expectations are slowly moving towards the

attainment of a level 5. This data shows that the pupil will gain the national expectation or higher than the national expectation on leaving year 6 in July 2018. This type of data is important because it provides evidence about the level of the pupil's work and helps to identify the next steps in helping to progress the child's learning and development. However, it is only one aspect of the pupils learning and development, and does not take into consideration for example the pupils personal, social and emotional development.

The Mosaic approach advocates each piece of data that been collected about the target pupil come together to create a holistic view of the whole child. Each piece is important, but when they are brought together they are invaluable and can help inform the next steps a pupil should take in their learning.

Next Steps

From examining the data that has been collected on this target child the next identified steps for this pupil are to work on various skills in each subject in order for the pupil to achieve a level 5- or 5C.

From looking at the observation notes, the next steps in personal, social and emotional development and maths is for the target child to gain more independence and resilience when a task is challenging. The 'Growth Mindset' would be a useful strategy to possibly help the target pupil. The Growth Mindset was developed by Carol Dweck to change children's mindset from a closed mindset of, 'I can't do it' to a more open mindset, 'I can't do it yet!' The Growth Mindset allows pupils to have a more open viewpoint that encourages pupils to have a desire to learn, embrace challenges and be more resilient in the face of setbacks, which could also result in higher attainment levels (mindset works, no date). This could potentially enable the target child to achieve the next steps of becoming more resilient and embracing challenges, thus helping the child to achieve a level 5-/5C. Dweck (2015) points out that one of the common misconceptions about this approach is that some believe that it is about children putting more effort into their learning. Although effort is important, Dweck (2015) highlights that the Growth Mindset is about pupils trying a range of strategies to solve a

problem and to ask for input when stuck. This is very similar to the learning pit advocated by Nottingham (2013). Dweck (2015) believes that pupils should not be praised for their effort when no learning has occurred; teachers need to help children to thrive through their setback so that learning can occur. Another possibility for helping the target pupil to gain more independence and resilience in their learning is the 'learning pit' that is already used in the target child's school, but could possibly be promoted and utilised more. The 'learning pit' was developed by James Nottingham (no date, 2013) and is used internationally to promote learning as a challenge, dialogue and a growth mindset. When learners are in 'the pit' they are said to be in a state of 'cognitive conflict', because learners have two or more ideas that cause conflict and confusion. The learning pit helps pupils find their own way out of the pit and into clarity (Nottingham, no date, 2013). This approach could also help the target child to gain more independence in their work and possibly become more resilient to challenges.

After examining samples of work of the target pupil and teacher assessments, the next steps for the target pupil in the writing strand of English is to use more adventurous vocabulary appropriate to the chosen style, and to use apostrophes accurately within writing (see Appendix 6). To help the pupil achieve this, they possibly need further practise through carrying out activities within the classroom. The target child suggested that they like to learn outdoors and by using ICT, and so perhaps this could be incorporated into a series of lessons that encourage the use of adventurous vocabulary and using apostrophes. Within the oracy strand of English the pupils next steps are to use more varied tone and expression, and to respond to questioning appropriately using a variety of phrases and sentence patterns, with increasing confidence. To help the pupil achieve these next steps, a series of oracy lessons focusing on questions and answers that also required varied tone and expression would be useful. For example, a news reporting series of lessons, where one pupil is the interviewer and one pupil is being interviewed about a particular topic. The pupil who is being interviewed will need to listen to the questions asked and respond appropriately. Another strategy that may help the pupil with responding to questions with appropriate answers is 'philosophy for children' (P4C), which encourages children to create their own open philosophical questions and then discuss them. Whilst it teaches pupils to think, it also encourages children to improve their oracy skills, which has followed a Vygotsky school of

thought that language skills are essential for thinking and for pupils to develop intellectually in group situation (Fisher, 2008).

In maths, from looking at samples of the pupil's work and observation notes, the next steps are for the pupil to have a more in depth knowledge of multiplication tables, as well as increased resilience to problem solving. A greater knowledge of multiplication will help the pupil with other skills in maths such as division, simplifying ratio and fractions, as well as problem solving. One possible approach to help the pupil to achieve this next step is the 'mastery approach'. The mastery approach is used in many countries around the world, including those countries that have high performing pupils in mathematics (National Centre for Excellence in the Teaching of Mathematics, 2014). This approach reinforces that all pupils are capable of achieving high standards and pupils go through the content at the same pace.

Differentiation is attained by emphasising deeper knowledge that includes both conceptual and procedural knowledge (National Centre for Excellence in the Teaching of Mathematics, 2014). In addition to using this approach the target pupil possibly needs time to apply the multiplication knowledge so that the information can be stored and easily accessed in the pupil's memory. The target pupil already has some time to practise multiplication during big maths and once a week during morning rotations (playing multiplication games on the ipad). However, perhaps this could be expanded into choose your challenge and have a multiplication challenge every week, with time during lessons to practise multiplication tables through fun activities, for example as a mental warm up in the introduction. Vignoles *et al.* (2015) support the mastery approach and contend that it raises the attainment of pupils by deepening their understanding of key mathematical concepts. They suggest that this is achieved through covering fewer topics, but covering them in more depth with a larger emphasis on problem solving and mathematical thinking (Vignoles *et al.*, 2015). This will benefit the target child because the notes indicate that they find problem solving challenging and can have a closed mindset when problem solving becomes difficult. The mastery approach will provide more opportunities for the target child to practise and build upon their problem solving skills. As stated above the growth mindset, or the learning pit, or the ASK model explained below would potentially help the pupil develop resilience skills.

From looking at samples of work and from the teacher interview, the next steps in science are for the pupil to be more independent in explanations and to use more scientific terminology, scientific knowledge and understanding when explaining findings. The target pupil has started to do this and elements of it can be seen in their work, however, this could be developed further. In geography, the target pupil's possible next steps are very similar to that in science and so I have combined the two subjects here. The target child needs to ask relevant questions, collect accurate and relevant data and using this evidence, draw plausible conclusions. One possible strategy to help the target pupil could be the 'ASK' strategy, which stands for Attitudes, Skills and Knowledge. This strategy encourages children to learn how to learn and gives them the skills and strategies to do this more independently (Nottingham, 2013). One comment the class teacher made about the target pupil in science was that they needed to be able to use more independent explanations instead of repeating facts. The intellectual skills that Nottingham (2013) recommends would be particularly relevant to this target pupil and possibly help them to achieve their next steps. Nottingham (2013) contends that the important intellectual skills that will aid pupils to learn are:

- identify, describe and alter connections between ideas;
- understand the relevance of an idea;
- draw conclusions;
- compare and contrast;
- ask relevant questions;
- generate theories.

These are the skills that the target pupil needs to build upon to reach the next steps. Nottingham (2013) proposes a number of activities that would help the target pupil possibly develop and build upon these skills. For example, 'The Three Whys Men' activity which is designed to encourage a pupil to give reasons and opinions, instead of repeating facts, could be adapted to be relevant to science.

The possible limitations of the 'Growth Mindset', 'Learning Pit', mastery and 'ASK' strategies are that they need to be initiated as a whole school approach to be effective. They cannot

be used as a one off in lessons, it has to be consistently implemented throughout the school day in every lesson.

Conclusions

The information collected about the target child has shown me the importance of gathering a variety of information to provide a holistic view of the child. The data separately is important but brought together it gives the whole picture of a child's development, which is important when deciding on a child's next steps in their learning and development. I felt that the teacher interview, teacher assessments, predicted and current levels as well as sample of work collectively were very useful in illuminating a child's next steps. The pupil interview and learning walk using photographs were useful in highlighting how that child felt they learnt the best. However, I felt that by examining all the pieces of evidence I established a better understanding of the target's children strengths and weaknesses, which helped me to identify possible strategies that will help the pupil achieve their next steps. I think the most important next steps for the target child are for them to become a more independent learner and thinker, as well as to become more resilient in their learning. These skills are overarching skills, important to every subject. If the target pupil can develop these skills it will help them to increase their overall attainment and hopefully help this child to leave year 6 with a level 5-. It will also provide this child with important skills that can transfer into secondary school and throughout their life. I think that tracking a pupil has shown me the importance of this data and how to focus lessons to aid pupils to reach their next steps.

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Appendix 1 – Signed consent letter

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

 Ceredigion Aledwg Aledwg
De-Ollewain Ceredigion
The South West Wales
Centre of Teacher Education

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2018.

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 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): ELIZABETH DUNNINGS

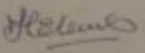
SCHOOL NAME (PLEASE PRINT): BETTINS PRIMARY SCHOOL

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
Nicola Crouch

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):
[Signature]

If you have any queries regarding this, please contact the Programme Lead Helen Lewis : h.l.lewis@swtsd.ac.uk

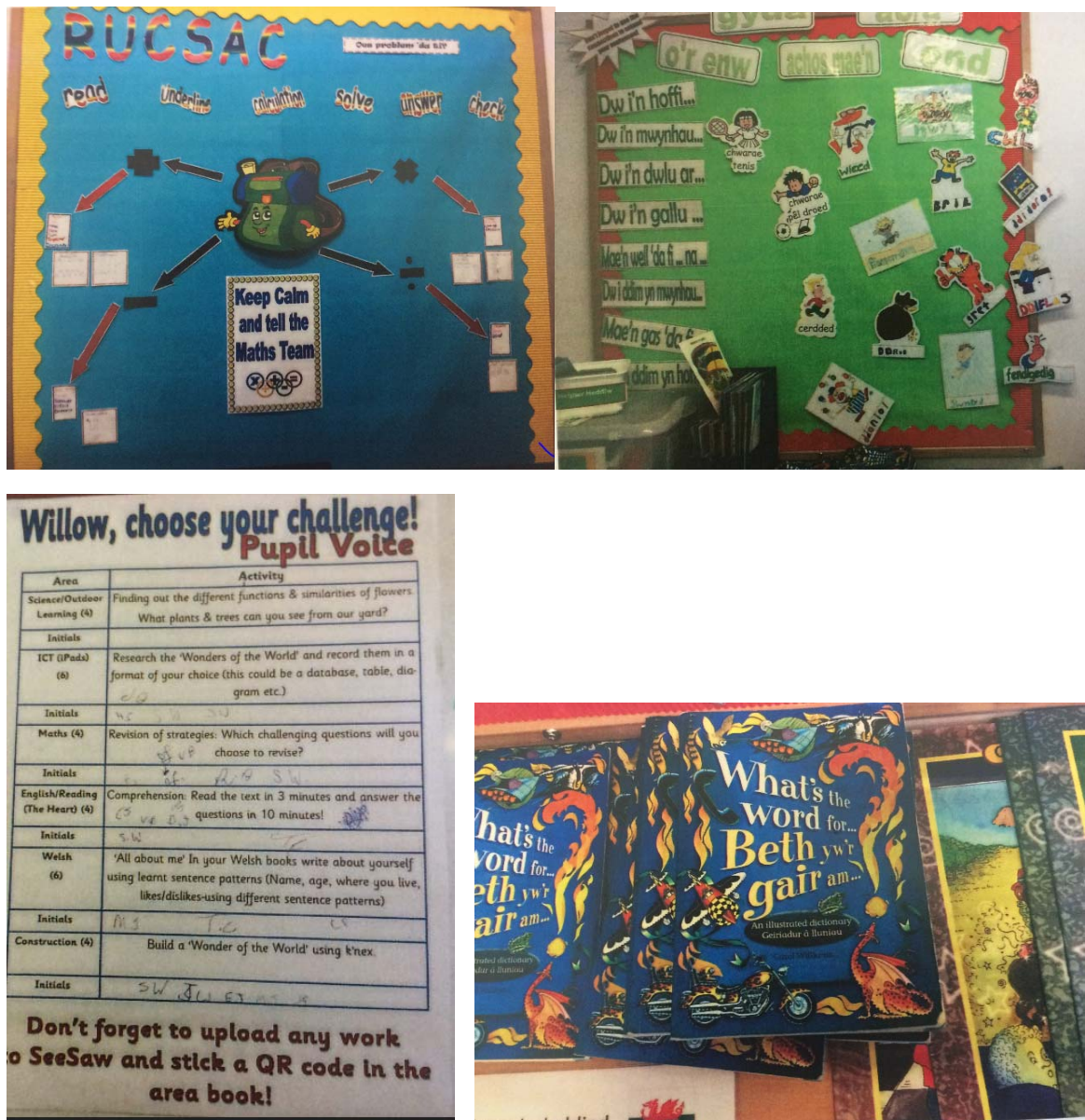
Many thanks in advance,


Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

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Appendix 2 – Photo's from the learning walk



Appendix 3 – Samples of pupil's maths work**ADDING AND SUBTRACTING
NEGATIVE NUMBERS***Level 5- They order, add and subtract negative numbers.***ALL**

-3
-84 23 -63

	-38		45
			-19
	-86		

a) $(-23) + 19 = -4$

b) $41 + (-35) = 6$

c) $18 + (-13) + (-16) = -11$

d) $75 - (-21) = 96$

e) $54 + 23 - (-15) = 92$

f) $32 - (-43) + (-26) = 49$

g) $112 + (-67) - (-19) = 64$


MOST

-22.1
-33.9 -59.4

	-65.8		
	-41.9	-72.5	
	131.1		

a) $(-45) + (-23) = -68$

b) $41 - (-65) + (-21) = 85$

c) $102 + (-50) + (-73) = -21$

d) $61.5 - (-23.5) = 85$

e) $-34.3 + (-17.7) = -52$

f) $12.8 + (-42) - (-21.2) = -28$

g) $-31.3 - (-6.4) - (-12.9) = -12$


SOME*Level 4- They add and subtract decimals to two decimal places.*

-33.97
-69.39
16.59 -27.85

29.46		-19.74	
			21.64
		-53.14	

a) $(-26.3) + (-16.6) =$

b) $75.4 + (-23.1) =$

c) $43.12 + (-16.31) =$

d) $132.47 - (-21.94) + (-14.22) =$

e) $87.99 - (-47.26) + \underline{\hspace{1cm}} = 113.76$

f) $(-46.28) - \underline{\hspace{1cm}} + (-25.67) = -29.63$

g) $28.735 - (-64.926) + (-12.784) =$



24/4/18 L.O. Can I interpret the timetable?

Spartacus

Here is part of a train timetable							
Ramsgate	10.05	10.40	11.15	11.55	12.05	12.20	12.30
Canterbury West	10.40	11.15	11.50	12.30	-	12.55	-
Ashford Int	11.05	11.40	12.15	12.55	13.05	13.20	13.30
St Pancras Int	11.40	-	12.55	13.35	-	14.00	-
Waterloo	12.10	12.55	13.10	13.50	14.00	14.15	14.25

1. How long does the first train from Ramsgate take to travel to Waterloo?
2. How much later does the second train from Ramsgate leave than the first?
3. If I catch the 10.40 train from Ramsgate, how many stops are there until I reach Waterloo?
4. How many trains pass through Ashford Int between 11.30 and 13.00?
5. I arrive at Ashford Int at 12.00. I want to travel to Waterloo. I catch the next train. What time will I arrive at Waterloo?
6. I want to be in Waterloo by twenty past two. What is the time of the latest train I can take from Canterbury West?
7. I want to go to Waterloo. Is it faster to catch the 10.40 train from Canterbury West or the 11.15 train from Canterbury West?

1) 2:05 /

2) 35 mins /

3) 2 /

4) 3 /

5) 13:10 /

6) 12:55 /

7) 10:40 /

24/4/18 L.O. (I) L.O. achieved

Well done Ruby you didn't give up on part (2).

It was easy because Miss did a introduction before we did the work.

Level 5 - learners identify and obtain information to solve problems.

Trains names	Station	Times
Express	Farmland	10:20 /
All stations	Farmland	10:30 /
Goods train	Farmland	10:40 /

get it at the start.

Appendix 4 – Examples of English work

22/3/18

Let's write a short of my visit to Bhargava?

My visit to Bhargava

Firstly, I got on the bus to go to Bhargava. I got off the bus and walked into the school to meet up with the Bhargava school then meet the teacher and we went into the gym.

After that, we were given a set of photos and instructions to the first place we picked to go to. We went up hill. They were as deep as the learning at. But they weren't much up over school so we went to Bhargava from.

Now, we had the Bhargava children told us about interesting facts; the Daniel Jones writer of colour had owned the farm for many years so they were started down an ally to workers hall.

Subsequently, when we went to workers hall we went outside at the sight of the workers hall of ball and pond like the water. Every day is a match saying the water.

Then, we went each for book and played on the ground.

When we went back, we went to the Bhargava college. It was a very wonderful.

Next, we walked down to the Bhargava. It was a great colour and it was a pub too.

After that,

Level 4: - They organise their writing into paragraphs.
- Handwriting is clear and legible.
- Spelling is generally accurate.
- Learners' writing in a range of forms is lively.

Level 5: - A range of punctuation was used.
- Learners' writing is varied and interesting.
- Vocabulary choices are imaginative and words are often used precisely.
- Simple and complex sentences are organised into paragraphs.

Appendix 5 – Samples of science work

14.3.18

Q: How do I plan an enquiry?

The Enquiry

We will be investigating the water content of fruits. Will evaporation happen?

Level 4 - They use scientific knowledge and skills to plan enquiries and predict outcomes.

I predicted that the fruit tangerine liquid will not weigh any less after a week of being put on the windowsill. I think the apple will decrease just a little bit. It also this think that the pineapple will not change. Also, mass weight will not change. Also, evaporation I think that the plum will decrease a little bit. I think this because the pineapple and the tangerine have wet skin happen. Skin and the apple and the plum have thin skin.

Independent variables

Level 5: we are changing:

When planning the fruit and the weight of the fruit: a fair test, they identify key variables and distinguish between interdependent and dependent variables.

Dependent variables

we are observing the water content and weight.

Success criteria

we will be successful by:

making it a fair test by using the same scales to weigh them.

Be able to measure the water content at the end.

Level 4: They decide upon some basic success criteria.

Type of Fruit	Day 1 (14.03.18)	Day 2 (16.03.18)	Day 3 (19.03.18)	Day 4 (21.03.18)
Pineapple	450g	425g	325g	350g
Apple	125g	125g	75g	70g
Plum	100g	75g	50g	25g
Tangerine	50g	75g	25g	10g

Level 4: They organise and communicate findings and display in a table, bar charts.

Name of Fruit	Range	Mean
Plum	$100g - 25g = 75g$	$100g + 75g + 50g + 25g = 250g$ $250g \div 4 = 62.5g$
Tangerine	$50g - 10g = 40g$	$50g + 75g + 25g + 10g = 160g$ $160g \div 4 = 40g$
Pineapple	$450g - 325g = 125g$	$450g + 425g + 325g + 350g = 1550g$ $1550g \div 4 = 387.5g$
Apple	$125g - 75g = 50g$	$125g + 125g + 75g + 70g = 395g$ $395g \div 4 = 98.75g$

$$\begin{array}{r} 040 \\ 4 \overline{) 160} \end{array}$$

$$\begin{array}{r} 062.5g \\ 4 \overline{) 250} \end{array}$$

$$\begin{array}{r} 450 \\ 325 \\ \hline 125 \end{array}$$

$$\begin{array}{r} 450 \\ 425 \\ 325 \\ 325 \\ \hline 1075 \end{array}$$

$$\begin{array}{r} 287.5 \\ 4 \overline{) 1150} \end{array}$$

Conclusion

From this investigation, I found out that the people ~~lost~~ lost 125g of mass from the Sun. It was 125g but then it went down to 325g decreased by 200g. This has happened because we left it out in the sun for six days ~~it~~ also because evaporation occurred. I also found out that the apples mass reduced by 50g. This also means evaporation occurred again. So I found out that the thing lost 75g of mass. The temperature lost 40g of mass because it started off as 50g but on day 2 it was 10g so were the scales reliable? ~~Yes~~

My prediction was incorrect

Level 4 - They use some scientific knowledge and understanding to explain findings. They begin to draw conclusions.

Appendix 6 – February 2018 and May 2018 writing assessment

February 2018

Main objective: Newspaper Article	
Assessment criteria:	
Purpose & Organisation	Punctuation & Grammar
Features of chosen form of narrative are developing (2A)	At least half of the sentences have correct capital letters and full stops (2A/3C)
Writing organised and clear (3C)	Aware of commas (3B)
Writing well organised, clear and imaginative (3B)	Uses commas correctly (3A)
Variety of sentence structures handled skilfully to achieve required effect. (4A)	Commas used to separate clauses (4B)
Writes consistently within the genre (5B)	Use of apostrophes mostly accurate (4A)
Style/Non-Fiction	Uses a range of punctuation correctly including brackets and semi colons (5A)
Shows awareness of reader (2A)	
Uses connectives to join two sentences (3C)	Spelling
Uses characteristics of writing form (3B)	Common words spelt correctly (2C)
Uses varied connectives and sentence structures (3B)	Phonetically plausible attempts to show growing knowledge (2B)
Writing organised according to writer's intentions, clear and imaginative (3A)	Uses phonic, visual and analogy strategies (3C)
Style appropriate to audience and purpose sustained (3A)	Spelling mostly accurate (3B)
Connectives well used to develop ideas logically (3A)	Spelling of common polysyllabic words is usually accurate (3A)
Vocabulary beginning to be adventurous (4C)	Common and regular polysyllabic words spelled correctly (4B)
Ideas organised logically (4C)	Beginning to spell adventurous vocabulary (4A)
Vocabulary chosen to suit audience and purpose (4B)	Spelling of adventurous vocabulary mostly correct. (5B)
Ideas sustained and developed logically (4B)	
Variety of sentence structures handled skilfully to achieve required effect. (4A)	
Organises paragraphs logically to form a cohesive text (4A)	
Adventurous use of vocabulary appropriate to chosen style (5C)	
All relevant information included (5C)	
Vocabulary includes technical and subject specific terms. (5B)	
Ideas effectively organised into paragraphs (5A)	

Level: 4A

May 2018

Main objective: Geographical Report	
Assessment criteria: <u>Purpose & Organisation</u> Features of chosen form of narrative are developing (2A) Writing organised and clear (3C) Writing well organised, clear and imaginative (3B) Variety of sentence structures handled skilfully to achieve required effect. (4A) Writes consistently within the genre (5B) <u>Style/Non-Fiction</u> Shows awareness of reader (2A) Uses connectives to join two sentences (3C) Uses characteristics of writing form (3B) Uses varied connectives and sentence structures (3B) Writing organised according to writer's intentions, clear and imaginative (3A) Style appropriate to audience and purpose sustained (3A) Connectives well used to develop ideas logically (3A) Vocabulary beginning to be adventurous (4C) Ideas organised logically (4C) Vocabulary chosen to suit audience and purpose (4B) Ideas sustained and developed logically (4B) Variety of sentence structures handled skilfully to achieve required effect. (4A) Organises paragraphs logically to form a cohesive text (4A) Adventurous use of vocabulary appropriate to chosen style (5C) <u>All relevant information included (5C)</u> <u>Vocabulary includes technical and subject specific terms. (5B)</u> Ideas effectively organised into paragraphs (5A)	<u>Punctuation & Grammar</u> At least half of the sentences have correct capital letters and full stops (2A/3C) Aware of commas (3B) Uses commas correctly (3A) Commas used to separate clauses (4B) Use of apostrophes mostly accurate (4A) Uses a range of punctuation correctly including brackets and semi colons (5A) <u>Spelling</u> Common words spelt correctly (2C) Phonetically plausible attempts to show growing knowledge (2B) Uses phonic, visual and analogy strategies (3C) Spelling mostly accurate (3B) Spelling of common polysyllabic words is usually accurate (3A) Common and regular polysyllabic words spelled correctly (4B) Beginning to spell adventurous vocabulary (4A) Spelling of adventurous vocabulary mostly correct. (5B)

Level: ~~4B~~ 5C