

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

Word count: 4888

Introduction

Within education today, pupil voice shapes decisions that impact personal wellbeing, teaching and learning opportunities within school life (Estyn, 2016a). It is essential that children are given the opportunity to share their views, opinions and concerns about factors that influence their development (Clark, 2004). Furthermore, it is paramount that pupils’ views are listened to, as this is key to creating positive relationships and is vital to school-based learning (Clark, 2004). Within this essay, I will be documenting a detailed analysis of one child’s current holistic development. I will then inform the subsequent stages of development to facilitate the pupil in making progress.

Data collection was obtained from a English Medium primary school, in a semi-rural town just outside of Swansea. The school accommodates 235 pupils (3-11 years old). 24% of pupils are entitled to free school meals and 3% of pupils speak English as an additional language. 32% of pupils have additional learning needs (School Guide, 2017). A female pupil was selected from a year 6 class of 36 pupils, aged 10-11 years. With support from the class teacher, the target pupil was nominated due to their previous high involvement in class-based activities.

Ethical considerations

Within this report, the school name and pupils participating in data collection are conveyed as anonymous to reduce participant risk and maintain confidentiality (British Educational Research Association, BERA, 2018). The target pupil is represented as pupil A. The target pupil was made aware of the degree of confidentiality and anonymity prior to data collection. Written informed consent was sought from a parent or legal guardian of pupil A prior to data collection (Appendix A). Verbal assent was obtained from the target pupil prior to their participation. The target pupil was notified that they could withdraw from the research process at any time. No data within this essay was falsified. I adhered to guidelines displayed within the research school's child protection and safeguarding policy (Appendix B and C).

Study design

The Mosaic Approach (TMA; Clark and Moss, 2001) was applied to gather a detailed overview of pupil A's holistic development. TMA is a multi-method approach of data collection, advocated through Rinaldi's approach which suggests that researchers and children construct meaning as co-investigators (Clark and Moss, 2001). TMA triangulates information gathered to create a holistic picture of a child's perception, perspective, concerns and priorities (Christenson and James, 2000). TMA is a valid framework for observing and listening to children and places a large emphasis on pupil voice (Clark and Moss, 2001). James, Jenks and Prout (1997) stated that a child has the right to contribute to decisions that impact their lives. TMA recognises that children play an active and dynamic role in constructing meaning of their surroundings (constructivist approach; Vygotsky, 1978).

TMA within this study utilised participatory, task-based approaches for data collection. This included child-led photography and child conferencing within a child-led walking tour. Child-

led data collection was then combined with observational data from the researcher, placing a holistic perspective on a child's experiences within a school setting (Blaisdell, 2012). Although, data interpretation using TMA was time-consuming (Clark and Moss, 2001), joining pieces of a mosaic from a variety of data collection methods increased researcher interpretation quality when drawing conclusions (Cowie, Huser and Myers, 2014).

Walking tour

A school walking tour was directed by pupil A. Clark and Moss (2001) found that during pupil led walking tours, children would guide the researcher to places of interest. Pupil A took photographs of locations or experiences of significance (Clark and Moss, 2001). Walking tours help to build a relationship between the researcher and participant (Carpiano, 2009). However, due to the physical movement aspects of this approach, it may prevent some children from participating (school may have limited wheelchair access; Clark, 2004).

Child conferencing

Key questions were asked throughout the child led walking tour when the opportunity came about, this is recognised as child conferencing. Child conferencing allowed for flexibility within the convocation topic (Gillham, 2000). Although, research suggests that small group interviews are more effective than child conferencing (Gillham, 2000). Clark (2004) recognised that children are uninterested in talking in a formal interview structure. Questions asked throughout child conferencing coincided with similar questions by Clark and Moss (2001; Appendix D). Furthermore, research advocates that children are more inclined to voice their opinion in an unstructured relaxed setting (Clark, McQuail and Moss, 2003). Clark (2004)

supported this statement by recognising that research conversations are best conducted ‘on the move’.

Photographs

Photographs were taken by the target pupil throughout the walking tour. Photographs provided a point of reference in convocations (Kervin et al. 2006) and determined what was important to the child (Greenfield, 2004). Photographs provided an insight into unconscious aspects of responses and allowed valuable insights into pupil A’s perspective (Bragg, 2007). Pupil A took as many pictures as they desired (Clark and Moss, 2001). Although there were concerns that photographs may be intrusive (Bragg, 2007), passing camera control to the child (photo novella) removed researcher control and empowered the pupil. Photographs supported pupil A in participating in meaningful engagement research, not just as a participator but as co-researcher (Kaplan, Lewis and Mumba, 2007).

Participant observations

I spent various time-periods observing and recording pupil A’s interactions in different settings around the school. Participant observations were used to understand the child’s abilities, interests and needs (Clark et al. 2003). Research suggests that during participant observations, the researcher must remain disconnected from the observed participant to maintain objectivity (Bernard, 1994). Clark et al. (2003) advocated that researchers should engage in activities with a child whilst recording interactions. However, this could lead to bias information being collected. Nevertheless, research suggests that the advantage of using participant observation within TMA is that ‘part of the agency can be shared with the child’, reducing researcher power

(Clark et al. 2003). Despite this, when older children are observed, they are more aware of observer presence which may influence their behaviour.

Analysis of learner

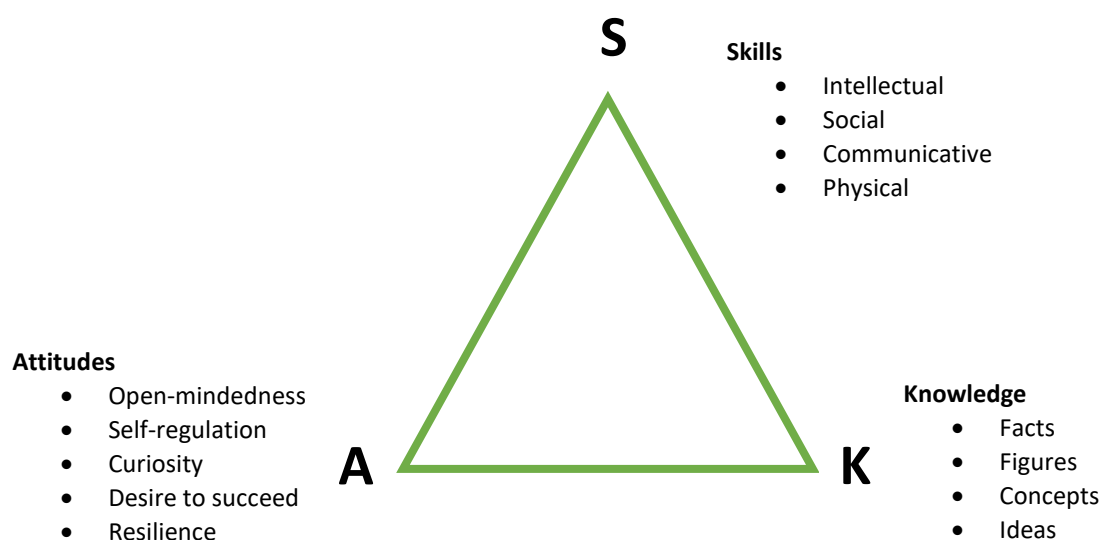


Figure 1 - The A.S.K model triangle as stated in Encouraging Learning (Nottingham, 2013).

The ASK model acknowledges the role of attitudes, skills and knowledge in learning (Nottingham, 2013). The ASK model was used to analyse and reflect a holistic view of the target pupils' learning based on data gathered using TMA.

Mathematics

Barmby et al. (2009) recognised that mathematical development is gained through building upon previous knowledge and understanding. Bruner (1966) documented children need to achieve an understanding at one level before they can progress to the next level. Furthermore, to develop understanding, children experience three phases of learning (Bruner, 1966). The

phases of learning involve enactive (children engage in concrete practical processes to explore ideas), iconic (explore and represent mathematics using models and images) and symbolic phases (abstract ways to represent mathematics). Liebeck (1984) expands on Bruner's ideas for learning mathematics. Liebeck (1984) recognised that children need to understand and learn mathematical language to talk about ideas and concepts (ELPS approach). Both, Bruner and Liebeck identify that there is a large emphasis on multi-sensory opportunities when learning mathematics.

Analysis of learner

The learning event I observed demonstrated that pupil A had a positive attitude and willingness towards mathematics. However, there was evidently a gap in pupil A's foundation knowledge and grasp of the notion of place-value. Consequently, pupil A did not demonstrate the intellectual skills necessary to transfer their understanding of place-value to calculate multiplication of 2-digit values by 2-digit values (ASK model; Nottingham, 2013). This is recognised within the using number skills strand in the Key Stage 2 (KS2) Mathematics Programme of Study for Year 6 pupils (Welsh Government, 2015). When completing questions containing two 2-digit multiplication numbers, pupil A overlooked placing a zero in the unit column before multiplying by the tens value (Appendix E). Booth (1984) documented that the most common error when solving multiplications by 2-digit numbers was due to place-value error. Booth (1984) recognised that 10% of children omit the initial zero when multiplying by the tens digit. KS2 Mathematics curriculum document state that to achieve a Level 4 within KS2, pupils should have a strong grasp of place value, applied within different contexts (Welsh Government, 2015). However, only between 65-70% of children could solve multiplication by a 2-digit number (Booth, 1984).

Next steps

To support pupil A in overcoming place-value error, I will revert to practical activities that demonstrate the grouping of hundreds, tens and units (Booth, 1984).

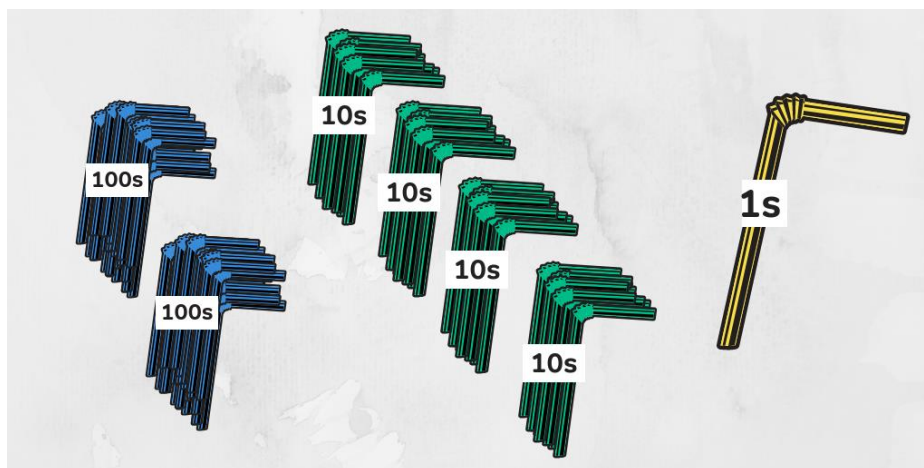


Figure 2 - Straws to support place-value understanding (Third Space Learning, 2019).

I will group straws individually (ones), groups of ten (tens) and in groups of a hundred (hundreds). I will then ask the pupil to form a number that I have displayed (e.g. 231) with the straws (Figure 2). Following this, I will ask pupil A to display multiple 2-digit and 3-digit numbers in straw formation. After this step, I will ask pupil A to form a 2 or 3-digit number with straws and then write down the displayed value, representing each digit ($321 = 300 + 20 + 1$). Building on from this, I will then ask pupil A to display 321 in multiple ways to practice and evaluate understanding of the order of place-value digits. It will then be necessary to remove the straws and determine if pupil A can transfer their understanding onto different numbers. To place this learning into a practical example, I will provide pupil A with ThHTU numbers to order for example, 2401, 2107, 1218, 2031. Pupil A will place the values in order, smallest to largest. By this point pupil A should recognise the smaller and larger values by looking at the

thousand value to begin. If pupil A finds the ordering of the thousands and hundred values challenging, I will revert to comparing and ordering 1-digit and 2-digit numbers.

Child conferencing revealed that pupil A enjoyed participating in hands on practical learning experiences (Appendix D). Furner and Worrell (2017) identified children gain enjoyment and fun from learning (specifically mathematics), through making connections between the abstract and the concrete. The straws within this strategy will serve the purpose of concrete manipulatives to improve pupil A's understanding of place-value. Concrete manipulatives are "objectives which can be touched and moved by students to introduce or reinforce a mathematical concept" (Hartshorn and Boren, 1990, p.2). By providing a learning experience that is concrete through manipulated physical objects, meaning is developed behind the symbol in which the straws represent (Underhill, 1981). Peterson, Mercer and O'Shea (1988) supported the use of hands on manipulating experiences when applying the concept of place-value. However, due to the small sample size of this study (n=24) results are unable to be generalised. Nevertheless, the use of concrete manipulatives clearly supports research by Bruner (1964) who recognised that abstract concepts are constructed through object and environment interactions. Furthermore, concrete manipulatives encourage children to draw upon familiar prior knowledge and real-life understanding (Rittle-Johnson and Koedinger, 2005), and support physical accomplishment; known to improve understanding and memory (Martin and Schwartz, 2005). This strategy will support pupil A in gaining knowledge and understanding of place-value and then be able to apply these skills into different learning contexts, supporting pupil A in becoming a 'ambitious capable learner' (Donaldson, 2015). However, Marshall and Swan (2008) recognised that many classrooms lack manipulative equipment to facilitate learning. Marshall and Swan (2008) conclusions were gathered from a large sample size (n=164), increasing the reliability of this outcome. Furthermore, research demonstrated if used

ineffectively, manipulatives can hinder understanding (Thompson, 1992) as some children may not see the association by manipulating objects. Within my future teaching, I will refrain from using concrete manipulatives within the learning as an extra. I will use concrete manipulatives, such as base ten blocks to model and explain to facilitate conceptual understanding (Carbonneau, Marley and Selig, 2013).

Language

Within language there are four key skills, these include speaking, listening, reading and writing (Welsh Government, 2017). These four skills are interconnected and support us in making sense of the world around us (Welsh Government, 2017). Language enables us to effectively communicate, express views and opinions and deliver personal ideas and thoughts (Welsh Government, 2017). Language supports children in taking an active role within society (Donaldson, 2015).

Analysis of learner

I observed pupil A within a reading comprehension lesson. Reading comprehension comprises of constructing meaning from a text and involves “decoding, word reading, and fluency along with the integration of background knowledge and previous experiences” (Klinger and Geisler, 2008, p.65). The task involved pupils reading extracts which contained information on the human heart. Following this, pupils answered questions related to the text. Wolf (2008) identified that by year 6, pupils should be competent in decoding texts, fluent and a comprehending reader. However, Pupil A found it challenging to draw out key information from the text (Appendix F). It was evident that pupil A was unenthusiastic about reading and

had low willingness to answer comprehension questions without being prompted or encouraged (Nottingham, 2013). Tovani (2000) recognised that readers lose motivation when meaning within text does not automatically appear. Furthermore, even though pupil A was a fluent reader, this did not appear to facilitate them during this task. Gambrell and Marrow (2015) recognised that fluent readers find reading comprehension challenging. Despite this, within the KS2 English programmes of study (reading comprehension) year 6 pupils should be competent to infer meaning and ideas from text that are not visibly stated (Welsh Government, 2008).

Next steps

I will use the technique of Reciprocal Teaching (RT) to develop pupil A's comprehension skills. RT utilises a collaborative approach between pupils, teacher and the notion of scrutinising personal understanding to convey meaning within a text (Palinscar and Brown, 1984). RT utilises four comprehension strategies. The first is predicting, this involves activating prior knowledge to predict what is going to happen in the text. Next, clarifying is conducted to identify difficult or unfamiliar aspects from the passage. Then, summarising is administered to draw out important information from the text. Lastly, questioning is conducted to identify themes that require in-depth considerations. Whilst applying these four strategies, pupils work in small mixed-ability groups (Pilonieta and Medina, 2009). Each pupil within the group is responsible for conducting one of the four strategies. Pupils then rotate around each role and repeat the process within their new role. Initially, the teacher models the process and then supports and guides and pupils to utilise the four strategies effectively. RT is administered in 20-30-minute sessions, 2-3 times per week (Relton n.d.).

The notion of RT is reinforced within Vygotsky's social constructivist approach to learning. Vygotsky (1987) emphasised that learning is conducted through purposeful social exchanges, within the zone of proximal development (ZPD) with a more knowledgeable other (MKO). The ZPD is the range in which a pupil can perform with or without assistance (Vygotsky, 1978). RT facilitates scaffolding within a pupils' ZPD (Gomaa, 2015). The pupil will obtain assistance from a teacher or peer demonstrated as a MKO during scaffolding (Scott, 2008). The MKO facilitates a pupils' capacity to decode new information and build on prior knowledge (Van Der Stuyf, 2002). Previous research (Gomma, 2015) demonstrated that scaffolding, combined with the four reading strategies within RT and social interaction facilitated learners to develop confidence to resolve comprehension difficulties.

Child conferencing within the walking tour revealed that pupil A enjoyed interacting with friends and enjoyed participating in group work (Appendix D). Johnson and Johnson (1979) identified when children collaborated in small groups, they gained satisfaction, enjoyment, motivation and engagement (Scott, Mandryk and Inkpen, 2003); all of which enhance learning (Persson n.d.; Nottingham, 2013). McHugh (2016) recognised that children enjoyed participating in RT because children loved sharing their ideas with their friends. Fostering opportunities for pupil A to communicate their views and opinions with peers will encourage pupil A to be confident in a variety of social contexts, contributing to a 'healthy, confident individual' (Donaldson, 2015). Nevertheless, O'Malley (2017) recognised that lack of time may limit teaching ability to implement RT. Within my future practice, I would set aside time within the week to designate to RT to ensure pupils gain the benefits. Furthermore, McHugh (2016) recognised that children will only be effective readers if what they are reading interests them. Therefore, within my future teaching, when administering RT, I will ensure that pupils have ownership over their reading comprehension choice.

Health and Well-being

Improving the health and well-being for pupils has a positive impact on their social, educational and personal attainment (Public Health England, 2014; Donaldson, 2015). Schools are an ideal environment for developing children's wellbeing and have a whole-school responsibility to support pupils in doing so (Public Health England, 2014). Psychological, social, physical and subjective feelings can influence a child's wellbeing (Bowling, 2011).

Analysis of learner

Participant observations from multiple time-points revealed that pupil A was highly sociable and communicated regularly with peers (Appendix E and F). The classroom environment fostered by the class teacher optimised social interaction due to group positioning of desks (Ryan, 2013). Despite this, child conferencing revealed that pupil A enjoyed a quiet school environment. Whilst on the walking tour of the school, pupil A photographed a quiet seating area (Appendix G) within the nursery classroom. Pupil A explained that they liked how calm and peaceful that area of the school was. Classroom observations revealed, pupil A would become frustrated and distracted due to the noise volume within the classroom (Appendix H). By pupil A demonstrating signs of frustration, this validates their low ability to self-regulate their thoughts and feelings within a noisy classroom environment. Consequently, negatively impacting on pupil A's attitude towards learning and performance (Nottingham, 2013).

Research has found that classroom noise level and the social atmosphere within a school can affect pupils' performance (Matondang, 2017). Classroom noise can hinder voice clarity,

reduce concentration during activities, lead to frustration and reduce academic performance (Matondang, 2017). Elliot (2002) identified that classroom performance reduced by 39% in children whilst in a noisy environment as children found it challenging to ignore irrelevant sounds and became distracted (Klatte, Bergstrom and Lachmann, 2013). Classroom noise can be influenced through classroom low-level disruption, examples include children shouting out, talking between peers or making loud noises (Welsh Government, 2012). Welsh Government (2012) identified that classroom disruptive behaviours are provoked due to lack of or unawareness of classroom boundaries or rules, seeking attention from the teacher, to gain acknowledgement from peers or due to boredom.

Next steps

To enhance the wellbeing of pupil A, I will establish a quiet area within the class where pupil A can have a quiet place to work or relax in (Figure 3). A primary school in South Wales optimised the implementation of quiet zones, both inside and outside of the classroom for children who prefer a quiet learning environment. This had a positive impact on pupil's wellbeing (Estyn, 2016b). Furthermore, a school in the Vale of Glamorgan has designated quiet rooms and 'cwth' areas to provide opportunities for quiet reflection and learning, providing an effective environment to monitor pupils' wellbeing and progress (Estyn, 2018a). Although, some classrooms may be limited in the area of space in which they can provide for a designated quiet space (Scottish Government, 2019), this can be overcome by the teacher facilitating clear behaviour expectations to avoid low level noise disruptions from escalating (Welsh Government, 2012).



Figure 3 - Quiet seating and reading corner (Pinterest, 2019).

To address the high noise volume within the classroom, I will be mindful of how a noisy learning environment may be impacting the success, attention and wellbeing of pupils (Ryan, 2013). Within my future teaching, I will establish clear behaviour expectation to control the rate of disruptive behaviour and to reduce the noise level within the classroom (Welsh Government, 2012). At the beginning of every lesson, I will review the agreed class rules. Following this, I will explain to pupils the positive rewards (class merits) for following the class rules (e.g. putting hand up and no shouting out) and the sanctions for disruptive behaviour (operant conditioning). Pupils are more likely to replicate a positive behaviour if there is a reward outcome (Welsh Government, 2012). Donaldson (2015) states that once children comprehend the consequence of their actions, it will support them in becoming ‘ethical, informed citizens’. Therefore, within my future practice, I should seek to be consistent within my reward and sanction approaches, if my approach is inconsistent the disruptive behaviour will escalate (Welsh Government, 2012).

Information Communication Technology (ICT)

Within the new curriculum for Wales, as suggested by Donaldson (2015), to be proficient using ICT skills, pupils must apply and practise ICT skills across the curriculum in a variety of learning context (Estyn, 2013). The Digital Competence Framework was introduced to work in collaboration with ICT programmes of study to facilitate pupils in developing a range of cross-curricular digital skills, to support pupils within an everchanging digital world (Welsh Government, 2016). However, research suggests that pupils are developing limited digital skills, not due to the lack of digital provision, but due to teachers (Pettersson, 2018) and parents (Prensky, 2001) exhibiting low digital competence. Potential challenges arise when learning goes beyond the classroom, with increased use of digital technologies for school work, parents do not have the digital skills to be involved in supporting their child's learning (Grand-Clement, 2017).

Analysis of learner

I observed pupil A within an ICT based science lesson. The lesson involved pupils transferring information gathered from their science investigation, to then be transferred onto HWB to create a scatter graph to represent the data. It was evident that pupil A found it challenging to carry out the correct process to output a scatter graph. Furthermore, it was noticeable that pupil A was frustrated and was unwilling to complete the task due to the difficulty in which they were exhibiting (Appendix H). It could be suggested that pupil A believed that they were incapable of doing the activity and they were unable to change this, exhibiting characteristics of a fixed mindset (Hochanandel and Finamore, 2015). With reference to the ASK model

(Nottingham, 2013), pupil A's fixed mindset towards their learning hindered their ability to overcome potential difficulties within the ICT task. This displayed a negative impact on pupil A's task achievement. Over time, this may hinder pupil A in achieving a Level 5 within the ICT programme of study (Welsh Government, 2013). Currently, pupil A requires assistance with digital tasks. Dweck (1999) recognised that a fixed mindset has a negative impact on success and learning.

Next steps

Dweck (1999) documented that people consider themselves as either intelligent or unintelligent, recognised as mindset. Fraser (2017) documented that achievement and motivation of learners is dependent on the growth mindset of pupils. Growth mindset involves adapting a pupils' thinking in believing that intellect level can be changed. By supporting pupil A in developing a growth mindset towards different situations, it will encourage pupil A to believe that challenging tasks can be established and overcome through hard work and dedication. A primary school in Swansea has focused on inspiring pupils to be resilient when encountering challenges and to learn from mistakes they encounter (Estyn, 2017). Developing from the work of Dweck (2012), staff encourage pupils to 'have a go' and challenge themselves in all aspects of school life. Children's confidence has increased, and children enjoyed the challenge within activities. Based on previous effective practice (Estyn, 2017), within my future teaching, I will implement the '6B' approach to support pupil A in developing a growth mindset (Estyn, 2017).

Table 1 - 6B approach to develop a growth mindset (Estyn, 2017).

Be Brave	Encourage confidence in children when approached with a challenging task
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Be Still	Encourage children to stop and think about the problem and possible solutions
Ask a Buddy	Suggest to children to ask friend to explain the task or offer a solution to the task
Backtrack	Look back at previous work and refer to the success criteria for support
Bits and Bobs	Encourage pupil A to use resources around the class room to support learning e.g. working walls
Ask the Boss	If all options have been considered and pupil A is still no clearer, they can ask the teacher for guidance

Within my classroom, I will display the '6B' approach in poster format, to visually support pupils in progressing along the pathway to work through challenges (Wolf, 2017). Wolf (2017) stated that if growth mindset guidelines are not visible, children will struggle to draw on strategies to support them through difficulties. Furthermore, research suggests that it is essential that the class teacher normalises the notion of making mistakes and difficulty to prevent pupils from feeling ashamed of reaching barriers in learning (Mangels et al. 2006). Therefore, within my future teaching, I will reinforce that difficulties and challenges are part of the learning process which can be overcome.

Through supporting children in adopting a growth mindset, pupils learn to be persistent, resilient and adopt a variety of problem-solving approaches prior to giving up (Wolf, 2017). Furthermore, growth mindset encourages pupils to have a positive perception of mistakes. Research shows that growth mindset enhances pupils' academic achievement as pupils approach challenges with an opening to learn something new (Wolf, 2017). By encouraging pupil A to be resilient and seek challenge, this will support them in becoming a creative, confident and ambitious learner (Donaldson, 2015).

To fulfil the gap in pupil A's ICT skill development, I will provide weekly ICT Skills Workshops within the school. During this time, parents will have the opportunity to come into the school and learn a variety of ICT skills along-side their child. This will support both pupil and parents in developing digital skills, utilising creative approaches (Donaldson, 2015). Parents will be provided with the digital skills and resources necessary in order to support their child's ICT development at home. This is recognised as parental engagement. Harrison et al. (2003) identified that pupils spend a greater time using ICT at home, compared to in school, therefore it is important that parents provide opportunities to support their child's learning. A primary school in Ceredigion holds 'digital wizards' workshops to support parents in using school-based ICT networks such as HWB (Estyn, 2018b). Parental engagement approaches that develop parental digital skills can contribute to 3 months positive impact on learners' progress (Sutton Trust, 2018) and 6 times a greater impact on their child's educational attainment compared to school quality alone (Dufur, Parcel and Troutmar, 2013). However, Hollingworth et al. (2009) identified that some families may not have access to ICT or internet access at home, recognised as the 'digital divide'. Nevertheless, school based parental engagement approaches overcome this barrier by allowing parents to learn the skills within a school setting.

Conclusion

In conclusion, TMA provided a holistic overview of pupil A's development. TMA triangulated a variety of data collection methods, this increased the interpretation quality of results (Cowie, Huser and Myers, 2014) and assembled a complete picture of pupil A's perspectives, concerns and priorities (Christenson and James, 2000). The child-led task-based approaches of data collection provided a clear perspective of pupil A's perception of their experiences within the

school setting. Researcher observational data placed a holistic perspective on pupil A's development within a school. Despite this, I found that classroom events developed rapidly, consequently limiting time and accuracy when recording observational data. Furthermore, due to my inexperience in producing written observational data, irrelevant information was recorded (Hobart, Frankel and Walker, 2009). My future practice will employ a video recording technique to capture a child's interactions within different settings. Despite the fact video recording can be acknowledged as intrusive, it will deliver a truthful illustration of observed actions (Papatheodorou, Luff and Gill, 2011).

Analysis of pupil A's current holistic development enabled me to recognise developmental gaps, informing future strategies to facilitate pupil A in making progress. To support pupil A in overcoming place-value errors within mathematics, my future teaching will utilise concrete manipulatives to facilitate conceptual understanding (Carbonneau et al. 2013). I will use the technique of RT to develop pupil A's reading comprehension skills. I will enhance enjoyment and motivation within comprehension activities through facilitating collaborative learning opportunities. To advance pupil A's wellbeing within the school environment, I will design a quiet reflection area within the classroom and reinforce clear behaviour expectations within class time to ensure minimal low-level disruption. Within my future teaching, I will foster the notion of growth mindset within the classroom. This will support pupil A in becoming a resilient learner who has a positive outlook on potential difficulties and challenges. Finally, within my future teaching, I will encourage home-school links through fostering parental engagement opportunities, with the aim of developing both parent and pupils' gaps in ICT skill development.

Within future research, it would be beneficial to administer the data collection process of TMA over an extended time period. This will permit a refined application of TMA study procedures. Furthermore, due to the short time scale of the data collection process, information obtained from a range of subjects was limited. An increased time period for data collection would enable the researcher to obtain a variety of data from an increase range of curriculum subjects and areas of learning. This would enhance the quality and reliability of data gathered to form a holistic perspective of the learner's current development to inform their next steps in learning.

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Appendices

Appendix A

[Redacted]



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

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

Dear Parent/Guardian,

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

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

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

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

Yours faithfully,

Mathew Jones
Module lead – School Development and Pupil Progress

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

Signed..... [Redacted] (Parent/Guardian).

Date..... 30/4/2019

Appendix B



Consent form for taking photographs and filming

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Hannah Scandone as a representative of SWWCTE to:

Take photographs
Take video
Tape-record (Tick accordingly)

Name of Head teacher [redacted] Signed [redacted]

Name of school [redacted]

To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the GTCW Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of trainee: Hannah Scandone

Signed: H. Scandone

Telephone number:

Email address:

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary):

Date: PGCE Primary

Appendix C



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 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): Hannah Scandone

SCHOOL NAME (PLEASE PRINT): [REDACTED] school

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[REDACTED]

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

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix D

Child conferencing on walking tour - questions and responses

1. what do you like about the school?
I like seeing my friends. I like being a year 6 buddy to the nursery children.
2. what is your favourite subject in school?
I enjoy English, it is my favourite subject and I like to read.
3. What is your least favourite subject in school?
My least favourites are ICT and science. I like the practical experiments and working things out with people, but I don't like doing all the work to go with it.
4. what is your favourite area around the school?
The field and I like the nursery area because it's calm and peaceful.
5. what is your favourite thing to do at school?
I love riding the bikes, playing on the field and taking part in drama.
6. what is your favourite thing to do outside of school?
I like music. I like peace and quiet and I like reading.

Appendix E

Observational notes on Pupil A – Mathematics lesson 1st May 2019

- Multiplication lesson
- Pupils are progressing from multiplying 1-digit numbers by 2-digit numbers to multiplying 2-digit numbers by 2-digit numbers
- Pupil A is speaking with peers
- Pupil A can complete the question modelled by the teacher
- On the spot marking and feedback revealed that pupil A did not understand the role place-value has to play when calculating 2-digit numbers by 2-digit numbers

Appendix F

Observational notes on Pupil A – English reading comprehension lesson 3rd May 2019

- Pupil A's favourite thing to do is read
- Reading comprehension lesson combined with science information text

- Pupils had to read a variety of comprehension texts which contained information about the human heart, its functions and fun facts
- Pupils were then required to answer a variety of questions linked to the text
- Pupil A found it challenging to draw out key information from the text
- Pupil A worked with a peer on this task
- Pupil A required prompting, peer support and teacher support to answer questions related to the human heart
- Pupil A displays low motivation to complete the task

Appendix G – Photographs taken by Pupil A during the walking tour of school



Appendix H – participant observations

- English/ science comprehension lesson, pupil A easily distracted by peers (3rd May 2019).
- Mathematics multiplication lesson, pupil A prompted to remain on task (1st May 2019).
- Mathematics lesson, pupil A becoming frustrated and annoyed with noise volume in class (1st May 2019).
- ICT lesson, pupil A not on task as talking with peers (7th May 2019).
- ICT/ science lesson, pupil A required peer and teacher support with forming scatter graph (8th May 2019).

- ICT/ science lesson, pupil A appeared to become frustrated and loose motivation to complete science scatter graph on HWB.