

Supporting Pupil Progress: A Detailed Analysis of One child's Holistic Development, With Justification for Next Steps in Learning

Introduction

This assignment will use qualitative data that has been gathered surrounding one target child who will be referred to as 'Child A'. This is in line with BERA (2018) ethical guidelines and confidentiality will be respected throughout. The aim of the assignment is to discuss and identify any issues in Areas of Learning and give recommendations and next steps as to how these can be improved or resolved. The assignment will take influence from the ASK model, this takes into account the complexity of learning and the factors included within this – attitudes, skills and knowledge (Nottingham, 2013). Child A is a 6-year-old girl in a mixed Reception/Year 1 class with 27 other children. The school is a small Christian town school within the South Wales valleys.

Data Collection

The Mosaic approach has been used to collect data regarding Child A, this approach is child centred and helps the researcher discover the views, beliefs and perceptions of the child in a way accessible to them (Greenfield, 2011). This facilitates Article 12 of the United Nations Convention on the Rights of the Child, this states that children must be given the right to express their views freely and be included in decisions made surrounding them (Unicef, 1989). Strengthening this right in Wales, Estyn (2016) recognises that where pupils are included in decisions made, there are benefits to their wellbeing and education.

The Mosaic approach is used worldwide and requires researchers to engage the child and give them ownership of the data collection; the child can take photographs, talk about these with the researcher, draw pictures and be observed as an active participant (Clark and Moss, 2011). The positive outcomes attributed to this method of data collection are identified as including children being creative in how they communicate, taking into account the theory that children play an active role in their learning and the information collected can be drawn upon to aid progression (Baird, 2013). This approach will be valuable in gaining an understanding of Child A due to her age and stage of development.

Kupfer (2011) expresses that young children have many ways of communicating other than using their voice, this includes body language, where they spend their time and

what they may be unaware that they draw attention to. Lipponen et al. (2016) identify that visual aids (pictures) reduce these barriers and when analysed alongside more formal methods, a rich outlook of the child is provided regardless of age. However, Haijes and Thiel (2016) identify limitations when using the Mosaic approach, including the research not being scientific and that there can be an overload of data. This can lead to the researcher being unable to generalise results and lose the overall aim of the research among the vast collection methods applied. Despite this, the research carried out with Child A has no intention of being generalised as the researcher is identifying ways of helping the individual child rather than a wider sample. In addition, due to the researcher aiming to look at a variety of areas of learning, the wide data collected will lend itself to the scope of analysis required.

Prior to the study, ethical considerations were adhered to and child consent was obtained verbally. This is vital when carrying out research with young children as it can be delivered to their understanding and questions can be answered immediately (Alderson and Morrow, 2011). During this time, Child A was told about the study and the right to withdraw was explained with Child A understanding she could verbalise her withdrawal to any member of staff. Signed consent (Appendix 1) was given by a senior member of staff at the school, this is sufficient as the Mosaic approach is in line with normal school practice therefore no further consent was required. Other ethical implications such as risk of harm to child, observer and other participants was also considered and BERA (2018) guidelines were followed throughout.

As previously mentioned, the Mosaic approach requires the researcher to collect a range of data. Within this research data was collected via pictures the child had taken being used in a child conference, semi-structured interview. This is beneficial as there is a talking point for the child to refer to and a deeper understanding and meaning behind these photographs can be identified (McCormick, 2018). By having a semi-structured approach, Child A was able to talk about other things that the researcher had not thought of which were important to the child (Kim, 2016). However, as the researcher was also teaching to Child A's class, the conferencing took place the following day, leaving time between pictures being taken and discussed. Although a semi structured interview can lead to excess of unrelated data, as the research was about Child A all aspects were important for a holistic view.

Observations of Child A's movement around the class and engagement in focus tasks have been used, these observations are beneficial in research with children due to the many voices that children have, as previously mentioned. Observations take into account what the child does naturally and without influence, which can cause bias in a child conference where

the child is aware (Papatheodorou, Luff and Gill, 2011). Therefore, by including the observations alongside other data collection methods, research can be validated and a broad picture given, reducing potential bias.

Analysis of Learner

Maths

As mentioned by the class teacher during the interview (Appendix 2), Child A is set with other high ability children in the class. It appears that when Child A is asked to complete paper-based activities with her high ability group, she is less willing to contribute and tries to copy others or let them answer for her (Appendix 5). This is in contrast to the observation of Child A completing a practical task with lower ability children (Appendix 6), during this time she was highly engaged and appeared to enjoy leading the group and helping others. This is supported by comments made during the child conference (Appendix 4), Child A explained that she liked the enhanced maths area as she sits with her friends to complete activities. Often these activities are not paper based, yet practical maths challenges that the children complete as an enhanced activity during the week with friends rather than ability groupings.

Becker et al. (2014) express that children in a higher-ability grouping can experience negative feedback and make social comparisons with peers, thus influencing and leading to poor self-esteem. This may explain the reason that Child A appears withdrawn and needs lots of encouragement to join in when completing work within the focus group. She may view herself as being lower in social status and ability than those children or receive negative feedback due to high expectations. Child A's work often has simple mistakes such as issues with number formation, this is commented on regularly by the teaching staff and she may take this as negative feedback rather than constructive (Appendix 7; Appendix 8).

Tereshchenko et al. (2018) add that high-ability pupil's express enjoyment when working with other students as they can use their knowledge to help them whilst improving some of their social and collaborative skills. This may explain why Child A is highly motivated and progressive with her opinions and willingness to support and show her skills when she completed the practical class with lower ability children.

Another explanation for the difference in Child A's attitudes may be due to the type of work being completed, Baroody (2018) and Vogt et al. (2018) expresses that children must begin to learn via first hand experiences and play before they can move onto formal methods of recording knowledge. This suggests that rather than the issue being the ability grouping, Child A lacked motivation due to the formal writing (Appendix 7; Appendix 5) and engaged highly with a hands-on practical task. The sorting task (Appendix 6) required Child A to use her attitudes and skills from the ASK model rather than the knowledge, which appears to be

the focus of the written task. This gives weight to Child A's preference and natural curiosity to play rather than requirements of her to show knowledge via paper-based activities.

Language

It is apparent from the photographs taken by Child A (Appendix 3) that she likes the reading area in the class; she commented on this during the child conference as being her favourite area (Appendix 4). This positive attitude is seen within class as Child A is always willing to read with an adult when it is her turn on a Wednesday. Despite her outward attitude to reading being positive, when tracking her during some free time in class (Appendix 9), Child A did not go towards or in the reading area at all during the time she was observed. In addition, INCERT data shows that reading is the lowest outcome she is currently working at (Appendix 10) – this is below the class average and below her other areas of language development. This identifies that despite her positive attitude to reading and high levels of oracy skills, improvement is required in this area.

The class teacher discussed that Child A can struggle with her understanding of texts (Appendix 2), this is despite her good knowledge of phonics through the class scheme and her ability to read many words. Woolley (2014) explains that phonics is important when children begin to access language, however, moving forward children need deeper skills to understand the written word rather than concentrating on decoding with little attention to meaning. This may explain why Child A can progress through phonics with the same progression not being apparent in her reading, she may be able to read simple words but not know the meaning or understanding in the given context. Saunders (2015) discusses this skill in depth, expressing that links to a child's prior experiences are vital in comprehension and giving meaning behind words. It is also discussed that questioning techniques are vital for extending a child's understanding of text as the questions lead the child to making their own assumptions and opinions, this is important when progressing with comprehension. It could be possible that Child A is not linking her experiences to the books she is reading nor trying to understand the meaning of words.

Although there appears to be issues with Child A's comprehension, Chohan (2010) simplifies this and explains that comprehension will develop in children if they are reading a variety of genres and a high level of books at home and at school. With Child A's lack of reading at home with her family, this could explain why the reading level has not increased alongside the other areas of language development. This is strongly supported by current

research (Troyer et al., 2019) which shows that the link between positive reading attitudes and progress in comprehension is influenced by amount of reading completed. Although the research admits that there were other influences such as gender, race and previous achievement, the research can be considered due to its agreement with others (Soemer and Schiefele, 2018; Stutz, Schaffner and Schiefele, 2016). Due to Child A's enthusiasm about reading and her lack of reading books at home, this is a likely influence on her reading ability.

Wellbeing

Child A's overall wellbeing appears good, the class teacher explained that she is a confident and liked member of the class (Appendix 2). The teacher explained that she is able to self-regulate and can often sort differences with friends independently. Child A named many friends when discussing what she likes about the class (Appendix 4) and included her friends in discussions about the class and the outdoors. Her manner in class when looking after others shows an ability to meet many of the skills required through the Foundation Phase Framework (Welsh Gov, 2015). These include taking into account the well-being of others, their feelings and showing care and respect for all within the class. This may be as a result of her home life where she has been required to care for others and seen role models in her life caring for each other (her siblings).

With regards to Child A's personal wellbeing and how she cares for herself, this can often present poorly as she avoids wearing her glasses (Appendix 11). This could identify that Child A has less willingness to contribute to her own wellbeing and avoids wearing glasses despite understanding the importance of them for her health. Within research, young carers express that they have high resilience but don't put themselves first, often neglecting personal care to help others (Cassidy, Giles and McLaughlin, 2014; Heyman and Heyman, 2013). Although Child A is not a recognised young carer as she is not required to support her mother, she may have carried out some caring roles at home for others. The outcomes given by the research cannot be fully extended to Child A, but must be considered as a potential factor to her wellbeing being advanced with others yet poorer for herself.

It had been noticed by the class teacher (Appendix 2) that Child A does not willingly or openly talk about her family, this may be due to her family dynamics and she often appears withdrawn when prompted to discuss them. Musgrave (2017) identifies that children

who usually appear confident can become introvert and avoidant when discussing difficult issues, despite positive relationships. This may explain her change in behaviour when adults prompt her to talk about family life or why this is not something she engages with regularly with friends, which is a normality within the classroom. Brown, Learmonth and Mackereth (2015) propose that this withdrawal of deep and meaningful feelings can demonstrate confusion for children and lead to later issues where feelings and situations are not understood. Although it is not known how Child A feels about her family, research has shown that children will show reactions to family changes and general family dynamics in different ways (Harkonen, Bernardi and Boertien, 2017). Therefore, her wellbeing related to herself and her family must be considered.

Creative

It is apparent from the photographs taken by Child A (Appendix 3) and the child conference (Appendix 4) that Child A has an interest in art and creative aspects of school. She has taken a picture of the paint kept in the teachers' cupboard (an area which children do not regularly use), within the discussion of this Child A has shown that these materials are not readily available to her and she would like to engage with them. Currently, she explained that she enjoys colouring with pencils and painting at home but does not have access to any further artistic materials in school. Although the Foundation Phase Framework (Welsh Gov, 2015) contains creative development and in particular art, craft and design as a requirement for children's education, this is not apparent from Child A's comments. Edwards (2013) expresses an opinion that teachers often move the education of art and creativity lower down in their priorities, choosing to teach other subjects in its place. This is also seen within research as teachers express their personal experiences and opinions being limited and basic and that they feel more comfortable prioritising classic subjects (maths, language, science) (Jones, 2013).

Despite reluctance of some teachers in teaching and facilitating art, the benefits are known to include relaxation, improvements to wellbeing and helping children to become reflective and experimental learners (Desailly, 2015). These are all outcomes that could benefit Child A, these attitudes of learners help them to become lifelong learners and promote their ability to reflect and improve. Child A has a positive attitude towards creative studies but has been unable to demonstrate or improve her knowledge and skills in this area. It would

be beneficial to have some of Child A's previous creative work; however, this data has not been collected and needs to be completed for an understanding of her current skills.

Taking into account the analysis of Child A's wellbeing, this craving for an artistic outlet could be an indication that she wishes to express her feelings, which are often not verbalised. Kim, Wee and Gilbert (2017) explain that art can be used as an outlet for emotions, this can be a conscious action or expressed without a child realising that they are showing their inner feelings. Bruner (1974) explains the idea of children using symbolic outlets in place of the reality they live in, this can allow them to represent themselves and is an important phase in childhood (MacBlain, 2014). It is vital that children receive these opportunities as if there are any underlying emotions that are not dealt with, art can be a way for a child to release them or a chance for a teacher to engage in conversation surrounding these (Cox, 2012). It is possible that without realising, Child A is craving this outlet to represent herself and her feelings in line with childhood development.

Next Steps

Maths

As mentioned during the analysis, it is difficult to ascertain whether Child A's poor engagement in written mathematical tasks is due to her completing this with high-ability children or whether she performs better in practical tasks - giving her a chance to model her skills. Taking this into account, a recommendation in maths for Child A must be for her to complete written work with mixed ability children. This will help to identify if the issue is the ability grouping and if this is the case, Taylor, Francome and Hodgen (2017) suggest that work needs to be delivered in mixed-ability grouping. This needs to be challenging, rich and time must be given for children to dissect and discuss mistakes made. Boyd and Ash (2018) add that mixed-ability grouping will lead to a growth mindset. This mindset causes children to understand that difficult tasks can be completed, mistakes are accepted and there are no limits to knowledge (Boylan, Barblett and Knaus, 2018; Hymer, Gershon and Hailstone, 2014). This change in mindset for Child A would lead to improved confidence in mathematical ability and by discussing mistakes, she could feel able to talk openly rather than remain quiet during group tasks to avoid mistakes.

Despite praise for this approach, Knowles (2017) explains there is concern that mixed ability grouping can prevent children who have sound knowledge from progressing further. It is thought that work set can lack challenge and aim at lower abilities to attempt to accommodate all. In addition, this approach can be rejected by schools and benefits not seen where mixed-ability groups are not accepted and encouraged (Taylor et al., 2017). Therefore, for this to be implemented there needs to be support from teaching staff and a positive attitude towards mixing children in class with planning being purposeful and considerate of all.

Although the teacher used real money during the observation (Appendix 5), there needed to be a deeper understanding and investigation completed by Child A in a playful way before being asked to record her answers. This prior learning could then be linked to the written work so that Child A knew the process undertaken, this is in line with Piaget's (1978) theory of using existing first-hand experience and schemas to build upon and implement in formal work (Haylock and Manning, 2014). It is hoped that Child A would be more willing and enthused to complete the written work if this prior experience could improve her attitude and ability to demonstrate knowledge and skills she has built via this schema. This is supported by McGrath (2010), who explains that children must experience maths through

multi-sensory play to build confidence and focus on the process rather than the answer. Therefore, it is suggested that the children receive planned first hand experiences prior to formal writing and recording so they have experiences to draw from.

Language

Taking into account the information regarding the analysis of Child A's attitude and skills in reading, questioning should be used to promote deeper inquisition in texts. By adults modelling and promoting this, it is thought that Child A will extend and use this independently through practise, whilst improving comprehension skills (Kucer, 2014). Bloom's (1956) taxonomy of thinking skills can be promoted via questioning, these range from low level recall where a child's knowledge is identified to higher level evaluation where a child's evaluative skills are brought into question (Fisher, 2018). This questioning could also draw Child A's attention to aspects of a book that support comprehension - such as using pictures, using prior experience and opinions (Walton, 2016). By combining both Bloom's questioning for thinking skills and questioning to draw attention to known reading techniques and requirements within the Welsh curriculum (Welsh Gov, 2014), Child A could see improvements in comprehension and overall reading levels as seen in research adopting this approach (Ness, 2016; Peterson and Taylor, 2012).

To implement the strategy discussed, more frequent reading would have to take place for Child A to see full benefits; as mentioned in the analysis the amount of time spent reading is vital to improve overall skills. Due to Child A only reading once a week with an adult in school and difficulties that Child A may have reading at home, she will need more opportunities within school time. To implement this, it is suggested that Child A read daily with an adult so that she can be scaffolded to improve her reading, this consistent approach to move her to the next level is influenced by Vygotsky (1978). His Zone of Proximal Development (ZPD) theory helps students progress to the next level in a skill. Siddiqui, Gorard and See (2015) conclude that when children are challenged within their higher ZPD of reading, they will progress and have greater gains than if they read at or below their current level. This requires books that are enjoyable and challenging but within the reach of Child A's reading level, with her positive attitude towards reading, these skills and outcomes are accelerated (Shorkaee and Talebi, 2018; Goodwin, 2011).

The main limitation of promoting more reading opportunities for Child A is time and staffing, it may be difficult for Child A to have one-to-one reading time each day in the busy class of 28 children. Hanke (2014) suggests that guided reading is a good use of teacher time and can target many children at once; by including struggling readers in the group, they experience more opportunities to read. It is likely that teachers in the class would prioritise the reading if this was guided and likely to benefit more children, the time spent is justified and Child A can learn from others. Lipp and Helfrich (2016) explain that guided reading encourages pupils to learn from each other, they often feel at ease when discussing themes and topics with peers as opposed to teachers. In addition, the format of a guided reading session lends itself to the questioning and techniques discussed as children are required to talk about what has been read and meant by the text (Fountas and Pinnell, 2012; Phillips, 2011). With the suggestions made for Child A's next step, it is hoped that improvements can be made in her reading ability and she can reach the expected outcome for her age.

Wellbeing

As discussed in the analysis of Child A, she has a caring side which may lead her to care for others more than she does her own wellbeing. With Donaldson's report (Welsh Gov, 2015) featuring discussion surrounding child wellbeing and the inclusion of this as a specific well-being Area of Learning and Experience in Curriculum for Wales (Welsh Gov, 2019), it is vital that school's support children in this area. Estyn (2016) suggest that children require time and support from adults in school to improve wellbeing – either one-to-one or in small groups. It is suggested that Child A receive this time with the schools Emotional Literacy Support Assistant (ELSA) who could provide her with a supportive environment to have some for herself and express feelings. The ELSA programme and support is already used at the school, mainly for children who struggle to manage their behaviour, but can also be used for emotions and caring for self (ELSA, 2013). ELSA has been shown to improve emotional literacy and the support is recognised in research as improving childrens overall wellbeing (Hills, 2016; Wilding, 2016). Despite positive outcomes, the relationships between Child A and her teachers must continue to be supportive, nurturing and the open ethos of ELSA must extend to all areas of her life (Spratt, 2016; Rucinski, Brown and Downer, 2018).

In addition to the support of ELSA in school, there needs to be positive relationships between the school and Child A's parents. It is apparent from the teacher interview

(Appendix 2) that the information regarding her family is limited and there is little engagement between Child A's parents and the school. Parental involvement with a school is known to have benefits for children, including improvements in their wellbeing and academic abilities (Torre and Murphy, 2014). FaCE (2016) recommend that schools encourage parents to engage with the school via open days, meetings and informal events that can gain their attention and begin the relationship. Estyn express that this gap between schools and parents can be improved via ELSA, who will know more about the family due to the child's expected engagement (Estyn, 2019). With an inclusive school environment and improvements in the relationship between Child A's family and the school, it is hoped that improvements can be made in her wellbeing, self-care and ability to express herself.

Creative

Child A requires more ways to engage with creative development and art materials and the advantages discussed thus far show that this is important for both Child A and her peers. Art should be evident in a Foundation Phase class; children should have access to art materials to use them spontaneously and when support by adults (Bowden, Ogier and Gregory, 2013). Welsh Gov (2008) guidance adds that resources shouldn't be limited to paint which can be viewed as the 'art' alone but extended to a wider range of resources. This continual access and choice in enhanced and continuous provision should be provided for Child A in her class, it is suggested as a next step that this be available for her to interpret and express as she wishes. This will continue to foster her positive attitude which must be encouraged to enhance abilities with the creative arts and improve wellbeing (Hallam, Egan and Kirkham, 2016; Galton and Page, 2015).

Child A's skills and knowledge need to be enhanced via a knowledgeable teacher giving her the tools and information to progress. Andrews (2012) explains that children rely heavily on pre-existing schemas in creative development as the skills are not widely used in a child's life unless facilitated by an adult. Smidt (2014) adds that although Piaget (1936) and Vygotsky (1978) had some conflicting opinions on children's development in art, they agreed that children will develop this skill via other adults and experiences. With this in mind, Child A's lack of creative experience in school leads to the understanding that she hasn't had many experiences within this nor a teacher to pass on skills. It is recommended that Child A be given the opportunity to investigate a wider range of creative skills and materials (printing, clay and different types of paints and mixing). In addition, as with approaches such as Steiner

and Reggio Emilia, emphasis should be put on the importance of art and adults should facilitate this and create alongside the children to model techniques so that skills are improved (Nicol and Taplin, 2012; Crowley, 2017).

Conclusion

The Mosaic approach has given a holistic insight into Child A's life using a range of data collection methods. The main benefit in Child A taking photographs is that she was able to use these visual aids when talking during the child conference. She gave reasons for her decisions and added extra information that I had not considered. Despite this, when using the Mosaic approach in future practice I will ensure that the conference is held instantly following the photographs being taken. It is hoped that the experience is fresh in the child's mind and their information will be accurate and rich in information.

I think it would have been beneficial to have additional information to use so that a wider range of evidence could be drawn upon, it became apparent when writing the assignment that further research was required for all areas. This would give clearer information so that concrete conclusions could be drawn and Child A could be supported fully. On reflection, I could have used Child A's love of art and asked her to complete some drawings to express herself and the class. This would have given a valuable insight and talking point during the conference. In further research I would include an interview with the class LSA, this would give another layer of a child's life as the LSA spends a high amount of time with the children in the class alongside the class teacher. Lastly, I think it would be beneficial to complete the conference and data collection with the child following the interview with the class teacher. By speaking to the teacher last, I was unable to ask further questions to Child A to gain an idea of subjects which were important for this study – including family life, wellbeing and relationships. It is hoped that with the analysis and next steps given in a range of areas for Child A, these can be implemented and her attitude, skills and knowledge can be improved.

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Appendices

Appendix 1

Signed consent from class teacher:



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 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): KELLY PRICE

SCHOOL NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[Signature]

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 2

Interview with class teacher

Me: Tell me a little about Child A

Teacher: Well she is a higher ability child in the class and is set in the highest ability group that we have in this class. This is with 7 other peers. She can be a little quiet but works well. She's confident in the class as is quite popular. She has no issues with others like quarrels and rarely comes to tell tales or involve teachers in things that happen between herself and friends.

Me: Does she engage well between school and home, does she read at home and complete homework? I haven't heard her talk a lot about home.

Teacher: She never reads at home and sometimes completes homework. She has a big family with lots of siblings.

Me: Really? Can you tell me a bit about her family dynamics and home life?

Teacher: She has 4 siblings altogether, some half and some full and some step. She has an older sister called XXX, an older step brother called XXXXXX. Then there's her half-sister, who I taught XXXXX, another half-brother called XXXXXXXX and then there's Child A.

Me: So she is the youngest of 5? Do they all live with her?

Teacher: Yes she's the youngest and they range from 19 down to Child A. They all live together except the oldest. Things can be difficult at home as her half brother that is in the year above Child A has behaviour difficulties and goes to another school for this, he can often be aggressive at home towards the girls and the women. Dad is a good influence for him and he will listen to him but struggles with the others. An older half-sister has taken the role of carer for the younger children as mum has some disability issues, I'm not sure what these are but in the past she did used to have to use oxygen tanks.

Me: Wow, I didn't know. Child A doesn't often talk about her family.

Teacher: No she doesn't say a lot about home, needs encouragement to talk but the family do engage with the school I think it's just time to do things at home with the children is difficult. Child A is very caring and I think she has had this modelled to her by others at home and this is shown in school. She's usually the one to look out for others and hug them if they're sad or try to do things for them.

Me: Ok, does this affect her work at all

Teacher: It never appears so, she is never tired and has good routines at home in terms of eating and sleeping and she quite enjoys getting things right.

Me: I've noticed through INCERTS that reading is her lowest outcome in all areas tracked. IS there anymore you can tell me about this?

Teacher: Orally she is very advanced and her outcome 4 reflects this. She has the oral skills to articulate herself well but her difficulties in reading are mainly through her understanding of the text. She knows some high frequency words and receives less input during phonics lessons and goes away to write independently but often when working with her she needs support understanding what is being read. She does everything she needs to when reading and taking into account punctuation. She stops for full stops and identifies those in texts. It is literally just her comprehension, recalling information because of this and still needs some support decoding words.

Appendix 3

Photographs taken by Child A

The school asked that the pictures were not used in the assignment. I have listed the areas that Child A took pictures of, these were used for further discussion with child A (Appendix 4).

Child A took pictures of:

Maths enhanced activity area

Reading area

Imagination station

Playground

Climbing frame and slide

Main hall

Paint in class teacher's cupboard

Playdough

Role play area (currently a shop)

Appendix 4

Child conference with Child A to discuss the pictures that had been taken

Me: Tell me about these photos that you have taken.

Child A: Well this is the reading corner, the maths place.

Me: Which is. Your favourite area in the class?

Child A: Ummmmm it has to be ummmmm. The reading book corner. I like it there.

Me: What is it that you like about the reading corner?

Child A: The books. I love books and I love reading.

Me: What do you like about the maths area?

Child A: I like sitting with my friends to do fun stuff like colouring money (current activity in this area).

Me: Which friends do you enjoy spending time with here?

Child A: Ummmm, I like it when I play there with Child X, Child Y and sometimes Child Z comes with us. (Names blanked).

Me: That's great, tell me about these other photos you have taken

Child A: This is that shop by there (points to the shop) and I like doing things in there. I make people buy things and I take the playdough in there sometimes to sell. This is the playdough area (points to the picture). Ummmmm, I like playing there with my friends XXX and XXX like playing here with me. We make things to bake in the shop. What else is there?

Me: What about this picture? (imagination station)

Child A: Hmmmmm I like being there because we build stuff. I make things.

Me: What sorts of things do you like to make?

Child A: Well I made a happy meal the other day and we made the Eiffel Tower and that place in London. Is it Buckingham Palace?

Me: Oh yes we looked at that the other day didn't we?

Child A: Yes. This picture is a good one, this is the playground. Oh and this one is a picture of the slide. I love sliding. Slidey slide all day.

Me: Ok, what else do you enjoy doing outside?

Child A: Running and chasing people and jumping. I don't play with the balls, only the boys do that. I like playing games with people but not the boys.

Me: And where is this picture? I don't recognise this in the class.

Child A: It's the cupboard, the cupboard where all the fun things are. It's the paint I like in. there. I like paint but we don't. use paint very much.

Me: Do you like colouring?

Child A: Yes I colour all the time but that's pencils, I love paint at home. We never do paint in school. Can we do paint with you?

Me: I will see, I'm sure theres a painting activity soon.

Child A: Yes. Yes!

Me: Is there anything else you'd like to say about the pictures?

Child A: I like the playdough and the paint on that table (points to table used for playdough).

Appendix 5

Observation of Child A during maths focus task – she is with 6 other children in her ability grouping (high ability).

Teacher: Right then, can anyone find a 10p coin for me?

Children all take different coins and look at them. Child A picks one and looks around at other children.

Another child: I've got it, it's this silver one. Oh no it's with a 5. Dear.

Another child: I think I have it. Is this it?

Teacher: Yes well done! Can we all see the difference between those coins. This one has 5 on so is a 5 pence and this bigger one is the 10 pence.

Child A nods

Teacher: So if I want to buy the alien on our worksheet how much will I have to pay Child A?

Another child: 5p. It's 5p I can see.

Teacher: No shouting out remember, this was a question for Child A.

Child A: It's 5p.

Teacher: Well done, now I want to pay with the 10p but that's too much so how much will the shopkeeper give me (points to another child)

Another child: 5p

Teacher: Da iawn, can you give me that change from our pile.

(Child gives teacher 5 of the 1p coins).

Teacher: Child A can you tell me how much change from the pencil?

Child A: 5p

Teacher: Not quite, let's look together. Count out how many pennies is the same as 10p like we did the other day.

Child A: (Counts out 1p coins to 10, another child tells her when to stop.)

Teacher: Ok, so if the pencil is 2p that's how much the shopkeeper needs. If he takes away that, how much is left?

Child A: Ummmmm (looks at other children).

Another child: Can I help her?

Teacher: Let Child A do it herself, she can do this I know she can.

Child A: (slowly counts all the coins, then pushes 2 forward).

Teacher: Lovely, now how much is left?

Child A: (counts aloud) 1, 2, 3, 4, 5, 6, 7, 8. There's 8.

Teacher: 8 what?

Child A: 8p

Teacher: Bendigedig, now try to fill in the sheet in and you can use the coins to help you.

Child A continued quietly, looked over to the person next to her before filling in each answer.

Teacher: Check that one you two, I can see you have copied each other as you both have that wrong and you've been peeking. Don't forget we must try ourselves or it may be wrong.

Another child: Oh no

Child A: Oh no

Teacher: Try to count out the coins again Child A

Child A: (count out 10 coins then removes 3)

Teacher: Now what's next

Child A: Count what is left?

Teacher: That's right

Child A: 1, 2, 3, 4, 5, 6, 7. Is it 7?

Teacher: Perfect, don't forget the p.

Appendix 6

Observation of Child A during rubbish sorting activity – Child A is working with a low ability group with 6 other children as she came into school late and her usual high ability group had already completed the activity.

Teacher: Oh my goodness look at all this rubbish! What shall we do?

Another child: We need to recycle so the magpie doesn't make a mess again (referring to story read about recycling)

Child A: I see plastic. Ooooo I see some cardboard

Teacher: Well done Child A, now how shall we sort it

Another child: In the bin

Teacher: Does it all go into the same bin?

Child A: No, we need a pile for plastic and a pile for paper and a pile for glass.

Teacher: Great idea! Can you all do that for me?

All children: Yeah

Child A: (Takes some paper and cardboard from pile). Right everybody, I have got the stuff for the blue bin. It's like the paper and thick paper board. Cardboard. So everyone give that to me ok?

Other children pass her materials and each time ask if this is what she has and she answers yes or no.

Teacher: Great sorting, now what will you sort next?

Child A: I think we need to get all the plastic. It's very bad for the animals and they will die. I don't like it when the whale dies.

Teacher: Me neither, lets sort the plastic.

All children take some plastic and pass it to Child A who makes a pile.

Child A: There's so much Miss

Teacher: There is lots. Now we've sorted it we need to count it.

Another child starts to count and gets to 11 and then the counting jumps to 14 and continues

Child A. Stop. Stop. Stop. That wasn't real counting let me show you

(Child A counts each object and finishes at 21)

Child A: See I told you. You got merfuddled.

Teacher: We do get muddled with our counting sometimes so its great to check. 21 items of plastic. How much paper?

Child A: Let me see. (Child A points to each item and nods at the other children as they count. That's right guys, very good counting this time. How much was that Miss?

Teacher: Well you stopped on 16.

Another child: We got 16 paper.

All: Yeah.

Appendix 7

Written work relating to Appendix 5 observation:

from 10p

Independent

Pair

Group

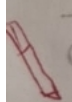
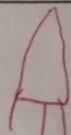
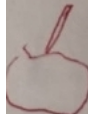
if you bought the items with the money shown.

 1p

 2p

pay

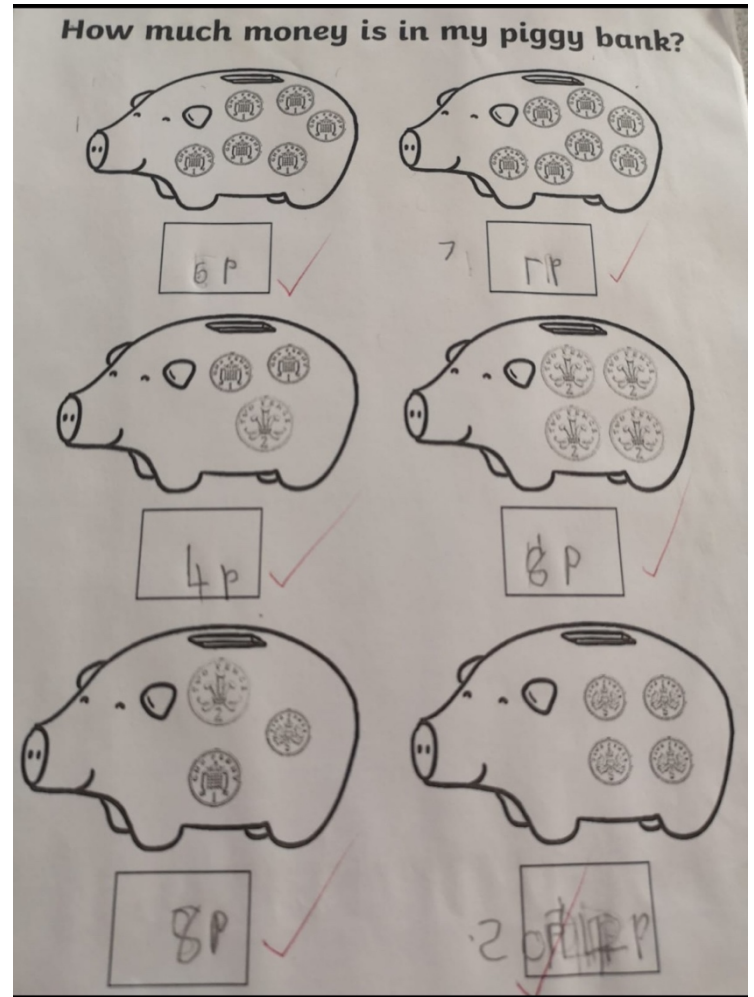
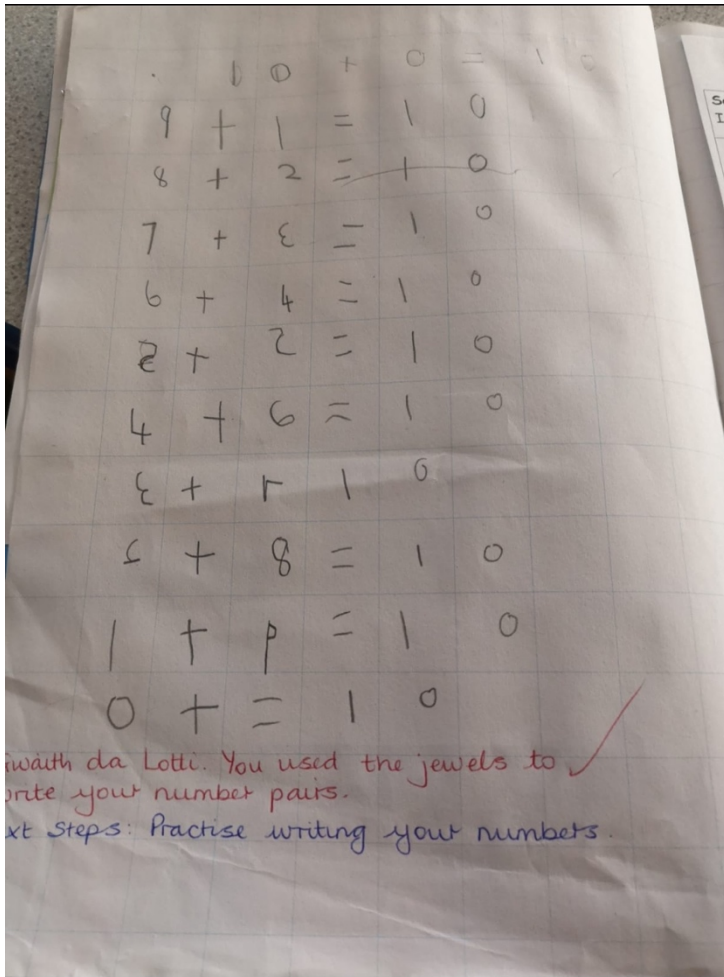
Change

 5p		4p ②② ✓
  4p		5p ✓
  6p		6p ①① ✓
   8p		4p ①① ✓
 2p 		0p ✓
 		2p ✓
		1p ① ✓
		8p

on! You worked hard today to find

Appendix 8

Examples of other maths work:



Appendix 9

Observation tracking Child A's movements around the class during the morning.

9.20 Imagination Station
9.40 Writing corner
9.55 Imagination station
10.00 Playdough table
10.05 Shop
10.15 Playdough table
10.25 Shop (tidy up time)
10.30 On the carpet (snack time)
10.45 Out to play – on the climbing equipment
10.55 Running across playground
10.57 Climbing over the assault course equipment
11.05 Back into class
11.10 Writing area
11.15 Sat at table (focus task)
11.30 Playdough table
11.40 Carpet (lego)
11.50 Shop (tidy up time)
12.00 To the hall for lunch

Appendix 10

INCERT summative data

	Personal & Social...	LLC: Oracy	LLC: Reading	LLC: Writing	Language, Literature & C...	Mathematical Development	Physical Development
O6a's	-	-	-	-	-	-	-
O6b's	-	-	-	-	-	-	-
O6c's	-	-	-	-	-	-	-
O5a's	-	-	-	-	-	-	-
O5b's	-	-	-	-	-	-	-
O5c's	10%	10%	5%	-	-	-	-
O4a's	10%	14%	14%	10%	14%	-	-
O4b's	19%	19%	14%	-	14%	19%	-
O4c's	43%	33%	24%	19%	10%	43%	38%
O3a's	19%	5%	19%	10%	38%	24%	33%
O3b's	-	10%	14%	48%	14%	10%	29%
O3c's	-	5%	-	10%	5%	-	-
O2a's	-	5%	5%	-	-	5%	-
O2b's	-	-	-	5%	5%	-	-
O2c's	-	-	5%	-	-	-	-
O1a's	-	-	-	-	-	-	-
O1b's	-	-	-	-	-	-	-
O1c's	-	-	-	-	-	-	-
Gld's	-	-	-	-	-	-	-
Slv's	-	-	-	-	-	-	-
BrZ's	-	-	-	-	-	-	-
Below	-	-	-	-	-	-	-
Average	O4c	O4c	O4c	O3a	O3a	O4c	O3a
Blanks	-	-	-	-	-	-	-
F	O5c	O4a	O4a	O4a	O4a	O4c	O4c
F	O3a	O3c	O2a	O3c	O3c	O3b	O3b
F	O5c	O5c	O5c	O4a	O4a	O4b	O4c
M	O3a	O3b	O3b	O3b	O3b	O3a	O3b
F	O3a	O3b	O3b	O3c	O3b	O3b	O3a
F	O4c	O4b	O4c	O3b	O4c	O3a	O3a
F	O4b	O4c	O4c	O3b	O3a	O3a	O4c
F	O4a	O5c	O4a	O4c	O4a	O4b	O4c
M	O4b	O4b	O4b	O4c	O4b	O4b	O4c
F	O4c	O3a	O3b	O3b	O3b	O4c	O3b
M	O4c	O4c	O3a	O3b	O3a	O4c	O3b
F	O4c	O4b	O3a	O3b	O3a	O4c	O4c
F	O4b	O4a	O4b	O4c	O4b	O4b	O4c
M	O4c	O4c	O4c	O3b	O3a	O4c	O3a
F	O4b	O4b	O4b	O3a	O4c	O4c	O3a
M	O4c	O4c	O4c	O3b	O3a	O3a	O3b
F	O4c	O4c	O3a	O3a	O3a	O4c	O3a
F	O4c	O4c	O4c	O3b	O3a	O4c	O3a
M	O3a	O2a	O2c	O2b	O2b	O2a	O3b

of a total of 21 pupils

Child A

Appendix 11

Observation of Child A during tidy up time.

Teacher 1: Amser tacluso nawr. Tidy up time please, I've asked the group at the shop lots of times to tidy up now come on so we can go out and play.

Child A: (looks at teacher then hides toys and playdough in the shop drawer)

Teacher 1: Child A, where are you glasses? You had them on 5 minutes ago

Child A: (No reply)

Teacher 1: Come on, where are they? I know you've brought them in today and not forgot them. You know that you have been asked to wear them all the time and they are lovely on you.

Child A: (Points to another area of the class)

Teacher 1: Right, go and get them then and pop them on for me. It'll help you with your best tidying.

Child A: (Walks to get the glasses and puts them on. Walks back to the shop to tidy)

Teacher 2: Ummmm excuse me girls what do you think you are doing in the shop?

Child A: Ummmmm

Teacher 2: The playdough does not go in the shop. (Teacher looks in the drawer) What else is in here? Oh girls, who was this?

Another Child: It was Child A, she has hidden them in there for later she has.

Teacher 2: Is this true? You know where these things go and if you want them later you can get them out again but it's time to tidy up for lunch

Child A: Fine. (Walks with the toys and puts them in correct box) Here (Hands playdough to children on playdough table).

Child A then sits on the carpet whilst others tidy around her.