

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

INTRODUCTION – 250 WORDS

This essay will be discussing and analysing one pupils holistic development and progress in school and set out the recommended next steps in that child's learning. The school the research was carried out in is situated on the outskirts of a small town. The school is currently a 'good' school (Estyn, 2014) and is a yellow support category school. There are 208 pupils currently on role aged three to eleven years old. 15% of pupils are eligible for free school meals and 22% of pupils are identified as having additional learning needs. Almost all pupils come from English speaking homes and very few pupils speak Welsh as a first language.

The learner that has been observed is from a Year 1 class of 29 pupils. She is currently in the 'mainstream' ability groups with the class for English and Mathematics, although it could be argued by the class teacher that she is verging on becoming a MAT learner. In other areas of learning the pupil is classed as mainstream with the ability to cross over to MAT level of work if pushed. The learner is not classed as having English as an Additional Language (EAL) but at home they speak a different language to their parents. For the purpose of this essay all details will be anonymised. The child analysed through this research will be referred to as Child A and the school as School X.

The Mosaic Approach offers a pupil-led picture of their experience and path through their learning environment. With a child such as Child A, she is extremely shy and although she is not EAL, at home there is an additional language. Clark & Moss (2011) highlight that the Mosaic Approach does has the potential to be used as a tool with children with communication difficulties or those that English is an additional language. From this research, it seemed apt that Child A was analysed and studied for this project, to really see the benefits the Mosaic Approach can have on a child and their learning environment and experience.

DATA COLLECTION – 600 WORDS

For this research, parental permission was granted (see Appendix A) and permission from the school was granted to conduct this research for educational purposes (see Appendix B). For the purpose of this essay all schools, pupils and data will be anonymised to protect the identities of the individuals and educators involved, in accordance with the BERA (2018) guidelines. Although consent has been granted by both the parent of the child and the school, consent from the child has been somewhat of a grey area. The child has always been made aware of their right to withdraw, however as the child is only 5 years old, it could be considered that they are too young to fully understand the right to withdraw and the meaning of consent. For this reason, the school and the parent have been fully informed of the research taking place and a good working relationship has developed to mitigate any risk or ethical concerns.

The data collection methods used in this research are observations, photographs, samples of pupil work, questioning and an interview with the pupil and her class teacher. In addition to this at the start of the research, the pupil went on a learning walk around the indoor & outdoor provisions available to her, to give her opinions on the learning environment and resources available. (See Appendix C) By doing this, Child A was able to give us a 'living picture' (Clark & Moss, 2011, p. 15) of what it is like for her. Clark (2007, p.76) identifies children as 'skilful communicators' and goes on to highlight the various ways they can communicate. Malaguzzi articulates this as the 'hundred languages of children' (Thornton & Brunton, 2005, p. 5). These languages can be communicated by children in a way that adults may not necessarily be able to contemplate or understand. By involving children as our equals, we are identifying a partnership to exploring and analysing what it is children see, want and need from their learning environment. Therefore, student-led learning walks are an effective way to use the child's voice for progression and development. Rinaldi (2006) emphasises that the 'hundred languages of children' is not simply a metaphor, but recognition of the importance of all languages and equality. The National College for School Leadership (2012) supports these claims by stating that Learning Walks are a partnership that can help schools plan and gather evidence and provides a structured method to pupil voice and collaboration.

The use of observations are a well-known and practiced approach to analysing pupil progress. Simpson & Tuson (2003) describe observation as more than 'just looking' (2003, p.4) and one of the more simpler forms of data gathering. Any type or form of observation can give insight into a child's learning, therefore it can be seen to be one of the more valuable type of data collection. Clark & Moss (2005) highlight observation as the first step of the Mosaic Approach. They go on to state that 'observation is an important first step in listening to children's views and opinions (Clark & Moss, 2005, p. 14). However, there are limitations to this type of research. We cannot be sure that evidence produced from this one piece of research are applicable in other situations (Cohen, et al., 2007). Grigg (2015) adds to Cohen's work by stating that ethical considerations for observation-based research include needing to listen carefully and respond to what pupils have said. Grigg (2015) goes on to say that observations should 'inform judgements' (2015, p.394) and for the purpose of this research, observations have been made via a 'pupil-pursuit' method (Grigg, 2015, p. 394) where an observer focusses on a group of pupils or one pupil in particular.

The final method of data collection used for this research is Interview. An interview was conducted with Child A and her teacher (Teacher A) (see Appendix D). The interview was conducted in the classroom environment in an informal setting. The use of an interview for the purpose of this research seemed apt due to the importance of 'the voice of the child' (Clark & Moss , 2011, p. 7) in the Mosaic Approach. Interviews are a flexible tool for data collection and ensure the interviewees thoughts and opinions are expressed in their own words. While the 'order of the interview' (Cohen, et al., 2007, p. 349) may be controlled, it still gives room for spontaneity. While some may agree the interview is valuable implement in research, others would argue that interviews lend their hand to 'interviewer bias' (Cohen, et al., 2007, p. 349). Some interviewees have an unconscious bias which leads them to having this bias opinion without being aware and out of our control. Our brain can make quick judgements of people and situations and is hidden from our conscious minds (University of Bristol, n.d.). With this inevitable bias, it is important that it is not only recognised, but controlled.

ANALYSIS OF LEARNER – 1700 WORDS

LITERACY

Child A is a mainstream pupil within the Year 1 class and is achieving Outcome 4 in Numeracy and aiming for Outcome 5 in Literacy. Although there is an additional language spoken at home, Child A is not classed as EAL and communicates through English as her first language. Her achievement of aiming for an Outcome 5 in Literacy is a reflection of her advancement in all areas of English. Her 'Knowledge' as classed by Nottingham's (2013) ASK Model suggests that her Literacy ability is higher than recommended for her age, but her 'Attitudes' towards engaging in conversation are more limited. While her ideas and concepts are communicated effectively in this lesson, in other areas of learning the conversation is somewhat restricted. There is an air of caution of being wrong or not knowing. Either way this 'Attitude' presented shows a 'Desire to Succeed' and also 'Self-Regulation'. (Nottingham, 2013) This Desire to Succeed and fear of being wrong is culture that is far too embedded in schools in this day and age. Black & William (1998) highlight that 'pupils become reluctant to ask questions out of fear of failure' (1998, p.5). If this is true, we are affecting our pupils self-esteem and well-being. The concept of a growth mindset has been introduced into school from Dweck's (2006) research. Though the confidence is there in Child A with her Literacy skills, her personal, social and emotional development are being affected by a fixed mindset and social limitations.

Through observations, it showed Child A was most confident orally when talking about things that interested her and made her happy. During this lesson (see Appendix E) Child A was engaging in conversation with the teacher and her peers. Where Child A would usually be shy and rather quiet, she was confident in sharing her experiences and memories of times she was happy with her friends and family. This observation (see Appendix F) is supported by the work of social constructivists such as Vygotsky and Bruner who believed the brain is a social brain and 'responds to social engagement' (Pritchard, 2009, p. 93). The social engagement element of this lesson was something that made Child A engage in conversation about her interests and personal memories, to develop her personal, social and emotional development. The Mosaic Approach has based its observations on the question 'Do you listen to me?' (Clark & Moss, 2011, p. 15) It is possible to interpret this that children need and want to be listened to. Their opinions and thoughts matter. This

concept and question support the observation of Child A and her growth and confidence socially in speaking about things that matter to her. This simple question provides children a way to make their lives more visible. (Clark & Moss , 2011) This insight into Child A's holistic development shows a combination of her peers showing interest in her views and being give a platform to talk about herself in a safe environment.

MATHS

Contrastingly, whilst observing Child A in a mathematics lesson (see Appendix G) a different behaviour was portrayed. Child A is typically a shy and quiet child who always does as she is told and listens to the authority figures within the classroom. In this particular lesson, Child A had initially showed mild signs of discomfort at the introduction stage of the lesson. The use of lollipop sticks as an assessment for learning (AfL) strategy was introduced at the beginning of the lesson. Some pupils responded positively to this, however Child A showed signs of discomfort with this strategy. This cold-calling strategy is described as 'inclusive' by the likes of Lemov (2010). Although, Clark & Moss' (2011) Mosaic Approach would argue that the use of cold calling eliminates the dialogue between the child and adult and the 'integrated approach' (Clark & Moss , 2011, p. 1) is lost with the child and adult no longer being co-constructors. This raised questions on Child A's wellbeing during this lesson and the affects this strategy had on her.

When the focus task was being worked on, it seemed that Child A was conforming to the answers of her peers and was not forthcoming with answering questions. This is evident in her work from that lesson (see Appendix H). It could be that Child A's shy and quiet nature was simply working through the activity independently, however when challenged with a question, she struggled to answer. With this in mind, it brought to light the challenges children in a classroom environment face daily, competing with each other for attention and focus. With an ever growing focus on children and their well-being, there is a culture growing where we try to protect children from challenges and failure as we are worried this will lower their self-esteem (Nottingham, 2013). The importance is to ensure we are listening to these children and offering them the support and safe space to overcome obstacles, to face challenges and even to fail.

WELLBEING

Child A interacts and contributes to school life daily within the class. There are a number of big characters in the classroom but Child A is not affected by these characters and carries on with her day as she wishes. Child A is quite small for her age and is one of the smallest in the class. When she needs to leave class for various reasons such as toilet breaks and lunch time, she needs a 'buddy' to go with her as she struggles to open the doors independently. This small aspect to school life relates to the 'Skill' section of the ASK model (Nottingham, 2013) in that Child A has engaged her communicative skills to say she needs help, however this small task could have an effect on her socially and physically as she grows and progresses throughout school life. Children are influenced by relationships with many people within their ecology, and these relationships can contribute to their well-being. The need to be accompanied to go to the bathroom, or to get her lunch bag is something that children of Child A's age are used to as they are still very dependent on adults. However, being dependent on each other is something that is not talked about or discussed as much as one would think. It is important that children are beginning to shape their own lives, however the need to rely on each other sometimes is necessary. A recent survey by Young Minds and the National Children's Bureau found that two-thirds of primary children said they worry all the time about something in their home or school life. (Cowburn & Blow, n.d.) We do not want these worries to be over something as small as interacting or asking for something from a peer or teacher.

In addition to this, during the Interview (see Appendix D) conducted with Child A and Teacher A, Child A disclosed some information regarding her ongoing learning at home. She stated that one of her favourite things to do in class was go on an app on the iPads called 'Reading Eggs'. This app helps children develop their reading and oracy skills through a series of challenges and games. Child A stated that she used to use 'Reading Eggs' all the time at home, but now 'mammy doesn't let me anymore.' With the information that an additional language is spoken at home, and feedback from Teacher A that there is a slight language barrier between mum and the school, Child A may be suffering the consequences of a lack of communication between the appropriate adults at home and in school. A recent study by YouGov found that over half of teachers were worried that parents who spoke English as an additional language are missing out on the fundamentals of their children's

education (Henshaw, 2018). With parents relying on their children to tell them what is going on in school, it is a big pressure on children and their well-being, especially when they are as young as 4 years old. This concern was apparent when conducting the interview with Child A and questions were raised about the relationship and communication between School X and the parents. **IMPORTANCE OF COMMUNICATION BETWEEN SCHOOL AND HOME**

WORKING INDEPENDENTLY

PHYSICAL DEVELOPMENT

With Child A's physical development in mind, it was important to observe her progression and interaction within a physical setting. (See Appendix I) Child A took part in a physical education (P.E) lesson with a focus on developing sports day skills, in particular throwing and catching. Child A was paired with a child of similar stature to her but who tends to have mild behaviour issues and concentration issues. **QUOTE – EVIDENCE** This pairing seemed positive as Child A's exemplary behaviour in classes was reflected in her partner when working. Although Child A has a small build, she worked through the various exercises and activities confidently and effectively. She was communicating well with her partner and listened to the instructions for each station, relaying them to her partner who was subsequently not listening. With the notion from Clark & Moss (2005) that children are 'experts in their own lives' (2005, p.6) it could be argued that although Child A is disadvantaged by her size, she is advantaged by her mindset and attitude towards learning. These attitudes help form her as an integral part of the class dynamic and ensure she has a purpose and contribution to the class and lessons. Her social intelligence can be seen to be her strength in a physical development lesson. Child A showed enjoyment throughout the activity and contributed equally to the activity, despite a disadvantage of height.

There are many advantages to team activities and sports that help promote well-being and social skills (Nottingham, 2013). These social skills can be developed physically but also mentally with the key skills such as communication, contribution and team work. While physical activity does what it says on tin; it's physical, it starts with a sound mind and understanding of what it is to work and play with others. With the view of children as 'skillful communicators' (Clark & Moss, 2005, p. 7), surely these skills are transferrable to

physical development and interaction with each other. Not necessarily just in P.E lessons, but in all interactions and social situations.

CREATIVE DEVELOPMENT

D&T –

Any interaction with a child is important in contributing to their holistic development. These interactions do not always need to be in a professional capacity but they are always valuable and contributing to the development of the child. Brodie (2018) emphasises that ‘children develop holistically and so quality experiences in settings should embrace and reflect this’ (Brodie, 2018). With this in mind, Child A’s creative development comes into question. Child A has been vocal about her enjoyment of independent working and playing and exploring in the creative areas of the classroom. However, it is important to understand why this is. Why are some learners drawn towards the creative aspect of a classroom or learning environment? There are so many ways to define creativity today that maybe that is where the confusion comes from. (Fox & Schirrmacher, 2015) During an observation of Child A in a Food Technology lesson, (see Appendix J) she was particularly vocal and inquisitive about the process unfolding in front of her.

A challenge for teachers teaching creative development is to ensure children create ‘personally significant meaning’ (Key, 2009, p. 121). With this in mind, it was important to understand what was personal for Child A in the process. The children were monitored with low support but ultimately it was up to them to make their sandwiches. Child A was vocal in sharing the next steps in the instructions as learnt previously. This knowledge allowed her to personalise the experience of making her sandwich to what she remembered and link to prior knowledge and experiences. This simple lesson of making a sandwich contributed to more than just Child A’s fine motor skills. This experience showed her following a structure. Hattie (2012) highlights that when ‘students become their own teachers, they exhibit attributes that seem most desirable for learners’ (Hattie, 2012, p. 14). These are things such as self-monitoring, self-evaluation and self-teaching. Hattie (2012) goes on to emphasise the importance of teachers have a mind frame where they ask themselves the effects that they are having on children’s’ learning.

SUMMARISE

NEXT STEPS – 1700 WORDS**LITERACY**

There are a number of next steps I would recommend for Child A's holistic development that interlink between, Literacy, Numeracy and Well-Being. Firstly, it is apparent that Child A is a quiet natured child but enjoys discussing things that interest her and have meaning to her. To increase the oracy and group interactions within the classroom, it is recommended enhancing the continued provisions with word mats and discussion mats. This would encourage children to discuss and express various opinions and interests within a controlled and safe environment. With oracy at 'the heart of all learning' (Goodwin, 2011, p. 1) it is natural that play comes hand in hand with oracy. With these discussion mats and word mats, it is hoped that children will engage their creative and imaginative brain and begin to understand the importance of spoken language. Creativity and language create a wonderful opportunity for children to explore and learn. Goodwin (2004) states that children's natural curiosity and readiness to explore and learn allows them to indulge in language. With the help of these mats, it will open up new avenues of discussion and conversation and encourage a learning environment effervescent in explorative language.

It is also hoped that a discussion group will happen once a week to discuss some of topics suggested on the discussion and word mats throughout that week. Children will be encouraged to talk and share their opinions on the topic raised in the group. The importance is not the topic itself, but the dialogue that children are engaging in and the importance of having their voices heard. The Mosaic Approach supports this intervention and believes that childhood institutions can use these interventions to promote an ongoing dialogue not only between the children, but practitioners, teachers and the children. They go on to say that these interventions could help share children's perspectives such as in Circle Time or at the beginning or end of the day. (Clark & Moss , 2011) Overall the Mosaic Approach has the potential to be developed into a framework that 'reinforces the importance of listening to young children about the quality of their lives.' (Clark & Moss , 2011, p. 58) This framework can then be developed and moulded into a strategy and whole school approach, with the importance of listening to children at the heart of its cause.

MATHS

Child A's communication during Numeracy lessons has raised concern and from observations suggests that she does not answer through a fear of being wrong or not knowing the answer to a question. To mitigate this misconception, I suggest a method of Traffic Light Cards. Each child in the focus group would have access to a set of traffic light cards. Each set would consist of a red, orange and green card. As Child A refrains from asking questions during mathematical activities, these cards would aid her if she were not to understand something. The child would simply change the colour of their card and the teacher would go to them and help them with their query. This simple but effective strategy adds an AfL strategy for the teacher taking the focus task, but also aids children who are less vocal to receive the support and scaffolding they need to succeed.

Black & Wiliam (1998) believe that the answer to how we can improve formative assessment, is through the self-esteem of pupils. They believe that we need to get out of a gold star culture and encourage less able pupils to contribute to lessons. Child A is not a less able pupil, however her social skills are quieter and more withdrawn than others in the class, therefore she is less likely to ask for help or raise a question in a social setting. As a result, these traffic light cards are a tool for pupils to use (like Child A) when they may not feel comfortable speaking in a group setting. Furthermore, this tool is an effective strategy for teachers as an ongoing assessment strategy for children's progression and understanding.

CREATIVE

Child A shows good progression and development within the creative arts area of the curriculum. The National Curriculum is currently skills based, with the reform moving towards a more holistic and open way of learning. **ASK MODEL** With this in mind, the next steps in learning for Child A in relation to her creative development seem to be focussed on the differentiation and challenge element of the work she is completing. As teachers, we need to ensure that we see our pupils data as a learning plan to promote success for each of our students. (Eursery, 2016, p. 25) To achieve this, Child A will be provided with '3 star challenges' in her creativity lessons and activities. This will give Child A, a three step challenge ladder to complete, with each challenge getting progressively harder. The three

star challenge has been adapted from an initiative from Unicef. Unicef developed a programme called the 'Three Star Approach' (Unicef, 2013) that aims to promote hygiene programmes in school. There are key characteristics of each star that make the school a red, amber or green school. (See Appendix K) From this initiative, I decided to create smaller scale three star approaches for individual pupils or ability groups within the classroom. (see Appendix L) The challenges are aimed to push and challenge the pupils to move onto the next level once they have completed the previous level. This differentiation means inclusion for all, but also means children such as Child A are constantly progressing and have an element of challenge in their learning. However, it is important to remember that simply altering the workload of children is not the answer for differentiation. More doesn't necessarily mean better. It is important to 'alter projects that cause students to reach their full potential for growth is the best approach.' (Hill, 2018) To conclude, the use of the three star challenge will be to inspire, focus and progress those pupils like Child A to achieve their full potential, especially in the areas they enjoy such as creative development.

PHYSICAL

While Child A engaged well in the activity during the Physical Education lesson, her perseverance when completing gross motor skills was a cause for concern. While her handwriting is very neat, when handling a ball she struggled to throw it back to her partner. When she was unable to do this, she gave up and said she couldn't do it. This revelation led me to believe that Child A has a fixed mindset. The recommended next steps for Child A would be a series of sessions focussing on a growth mindset and what it means to have a growth mindset. As mentioned previously, Child A is small in stature and requires some additional support in certain day to day areas. These areas where she is not able to be completely independent like her peers may have led to this fixed mindset. Dweck (2008) brought to our attention the differences between learners with a 'fixed mindset': someone who has fixed traits and believes they cannot change, and a growth mindset': someone who believes they can expand and grow in various ways. These terms are a way for children to understand how they perceive subjects, activities and challenges can be changed with a few simple steps.

It is important for children to understand that failure and not knowing are ok. Child A's fixed mindset has come to light in a number of observations such as maths and physical education. This want to be right all the time is potentially limiting her reaching her full potential. A recommendation for Child A to experience some lessons on a Growth Mindset in a child friendly way, through a story such as 'Giraffe's Can't Dance'. This fun, child friendly story shows children that they may not be able to do something the same as their friends, but maybe they can do it differently. It is important for Child A to grow a mindset where her talents and abilities are something she can develop through effort, perseverance and practice. (Dweck, 2009)

Additionally, Child A showed good progression and understanding when taking part in the warm ups and cool downs of the physical development sessions. She demonstrates good balance, concentration and flexibility. From this, a recommendation of introducing 'Fitness Leaders' to the class. These leaders will be responsible for different areas of physical education and skills. For example, Child A is confident when balancing and is flexible: she can become a Fitness Leader in gymnastics and movement. A college in Buckinghamshire use this kind of strategy to promote the learning of their More Able and Talented (MAT) learners in physical education. The college promote independent work and leadership opportunities and encouraged to find creative solutions to challenges and finally, to take risks and cope with failure. (Chalfonts, 2019) This relates back to Child A's Growth/Fixed Mindset and the importance of developing and growing these, to become the best version of herself.

WELLBEING

With Child A's Growth Mindset the main focus from many of the analysis and observations, it seems that this holistic approach to child development and understanding aspects of education from a child's perspective are key to developing children into ambitious, capable learners. (Donaldson, 2015) An important element of children's holistic development also lies with their parents. Children go home each day and communicate with their parents what they have been learning in school, what they liked and what they did not like. Therefore, communication with the parents of the children we are teaching is key. The communication between teachers and Child A's parents has been somewhat disjointed due

to a slight language barrier. Child A is not EAL, however her parents are, therefore this can sometimes lead to misunderstanding between school and home and information that needs relaying at home, is left to that of a 6 year old child. As a result of this, Child A is not able to continue her learning at home in Literacy through the use of Reading Eggs.

A solution to this communication issue is to introduce termly open afternoons to parents. These afternoons would encourage the parents of all children to come into the class and see first-hand what it is that their children are learning. This would benefit EAL parents especially as the language barrier is removed and they can see, touch and experience what their children are experiencing every day in their learning environment. Ozmen *et al*, (2016) highlight that a trust-based communication is essential between parents and teachers to ensure they determine solutions to problems and most importantly giving students support with their learning journey. Additionally, it would give parents a chance to interact with each other and create new relationships and support networks not only for their children, but themselves. Malden Manor Primary & Nursery school in London run a range of workshops and Family Learning courses that are designed for parents and children to learn English together. (Malden Manor Primary & Nursery School, 2019) The school also hold regular drop-in sessions for parents to come and receive information about supporting their children with their school work. While these sessions and workshops can be seen as time consuming, if they are managed and run by designated members of staff, the participants can reap the benefits. The main benefit of these open afternoons is the positive and strong communication and relationships built between the school and the community. Both complement each other and by simply communicating and listening, can make a difference. Grigg (2015) believes that 'if teachers truly value an inclusive learning environment, they should adopt a positive attitude towards children's first language. (Grigg, 2015, p. 356) If this is true, surely it is equally important to ensure we are inclusive of our pupils, their families and the community.

CONCLUSIONS – 250 WORDS

Child A is a mainstream child in a class of 29 pupils in a Year 1 classroom. She is achieving the learning outcomes for her age, if not excelling them in some areas. From this observation it is easy to see how the 'middle' children in some classes slip through the

cracks and are overlooked. It is typical in a classroom environment that teachers attention resort to the ALN pupils, the MAT pupils or even the pupils with behavioural issues. It is important that we also remember our 'always children' (Cowley, 2017) and realise that they also have areas of learning they may need support or extra help in. Child A is one of these 'always children', but after carefully data collection and analysis over the past few weeks, it has become apparent that all children need us as teachers. While the Mosaic Approach offers an exploratory and creative way to inject pupil voice into our classrooms, I believe that the approach is just that: an approach. The key element is listening. Listening to our pupils view's and opinions shows them that adults have something to learn from them, giving children power and confidence. (Clark & Moss , 2011)

Furthermore, the methods used to collect the data were recommended by that of the Mosaic Approach. The use of interview or 'child conferencing' (Clark & Moss , 2011) offered an insight into the mind of Child A and introduced us to experiences from her perspective. However, the interview was somewhat limited due to the age of the child and their understanding. The use of open-ended questions are recommended to avoid a single answer response, however this did still happen with Child A. Cohen *et al*, (2007) recommend visual aids to assist with interviewing adolescents called a 'projection technique'. (Cohen, et al., 2007, p. 375)

To conclude, I have learnt from this research the importance of listening to pupils and pupil voice. From my experience it seems that mainstream pupils are left to their own devices and left to progress almost completely independently. This research has shown me as part of my professional development the importance of communicating with the pupils I teach, and looking at all aspects of learning, progressing and exploring. Whilst the Mosaic Approach has been useful in the process of observing Child A and collecting data, I believe that a child's holistic development is more than giving them a voice and listening. I believe it is a partnership between the child and teacher and them progressing and learning together. Children need to understand that teachers do not always know everything and that we can learn from each other as co-constructors of their learning environment and educational future.

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Appendices

Appendix A – Parental Consent

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

Signed..... (Parent/Guardian).

Date.....

Appendix B – School Consent – Photos & Research

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 Lois White as a representative of SWWCTE to:

Take photographs
 Take video
 Tape-record (Tick accordingly)

Name of Head teacher [Signature] 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: LOIS WHITE
 Signed: hwhite
 Telephone number: 07568510622
 Email address: 1051603@student.uwtsd.ac.uk

Programme (e.g. ~~BA Ed~~ PGCE Primary/PGCE Secondary):
 Date: 29.4.19



Yr Athrofa
Institute of Education
Address: 1, Gwynedd, 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): LOIS WHITE

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

Wayne K. Thomas

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 C – Learning Walk

Aathana

Learning Walk

				
What learning are the children doing?	Class: Yr 1 Age of children: 5-6 Design + Technology	Class: Yr 1 Age of children: 5-6 Maths - Giving Change	Class: Yr 1 Age of children: 5-6 Independent in the areas	Class: Yr 1 Age of children: 5-6 P.E - Throwing + catching
How do the children share their answers?	- Lollipop sticks - Think - Pair - Share - Hands up	- Lollipop sticks - hands up	informal talk + play	- hands up - talk while playing
Are the children learning alone or in pairs or groups?	Groups	independent work (alone)	alone but can work together.	- Learning in pairs and rotating between stations.
What resources are children using?	- Plates - ingredients - Knives	- ipads - numicon - computers - number line / square	- ipads - numicon - money - pc - beebot - sand - materials	- baas - cones
What displays are on the wall?	- maths - Happiness (topic) - literacy wall	- maths wall - Happiness - literacy wall	- imagination board - working wall. ←	N/A - working in the main hall.
What is your favourite part of the display?	The different shapes on the maths wall.	←	Going on the ipads	Favourite part of the activity was trying the different stations.



Appendix D - Interview – Child A and Teacher A – School X – Mosaic Approach

Interviewer – What do you think of your school?

Child A – I like it because I like coming to school.

Interviewer – Why do you like coming to school?

Child A - It is fun and I like the colours.

Interviewer – Where is your favourite area in or outside the classroom to work?

Child A – The Stable.

Interviewer – Why?

Child A - I like the stable because it is outside. I like the areas out there and the challenges.

Teacher A – The stable is an outdoor learning area that has been converted for the children to use. It is classed as an independent learning area.

Interviewer – What do you like about being outside?

Child A – I like the fresh air and playing with my friends. We play with the chalks and in the sand.

Interviewer – What would you say is your favourite area in the classroom to work?

Child A – I like going on Reading Eggs on the iPads. I used to do Reading Eggs at home and my brother did Mathletics but my mammy doesn't let us anymore.

Interviewer – Why are you not allowed on it anymore?

Child A – I don't know.

Interviewer – Did you like playing on Reading Eggs at home?

Child A – Yes, it was really fun. I liked it.

Teacher A – The children have their Reading Eggs log in details to take home and we encourage parents to let children play on it at home to improve their reading and oracy skills. But some parents think it's just their children playing online but they are really learning.

Interviewer – What do you like about coming to school?

Child A – I like learning new things. I like learning by myself, with my friends and with my teacher.

Interviewer – What is your favourite subject to learn about?

Child A – I like Maths. I practice my Maths at home with my mammy.

Interviewer – Are there any other areas in the classroom that you particularly like playing and learning in?

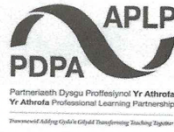
Child A – I like the shop. It is fun and we get to play with the money. I like the computers and going on hwb.

Appendix E – Lesson Plan – Literacy – What Makes Me Happy

Name of Trainee: <u>Lois White</u> Session ref: <u>Happy</u> Date: <u>14.5.19</u> Class: <u>Year 1</u>		Cynllun Ffocws y Cyfnod Sylfaen 2d		
Targed(au) Hyfforddi Personol S3 3.15 - Take appropriate opportunities to teach education for sustainable development and global citizenship				Number of learners: <u>29</u> Age: <u>5-6 years</u>
Learning objectives/intentions: I can list the things that make me happy and present them to the class	Success Criteria	1. I can create a mind map of all the things that make me happy 2. I can present my list to my peers and explain why these things are important to me 3. I can work in a group to discuss my ideas and opinions	Meeting learners' needs:	HIGH - Write independently what makes them happy MIDDLE - Low support drawing their mind maps and discuss LOW - High support drawing mind maps and discuss in a smaller group what makes them happy
Introduction/plenary tasks	Main activities Trainee focused task LW - As a group - create our own mind map of all the things that make us happy and why. Write each child's name by their thought. Pick one thing each and present to others what makes them happy and why. Ask & answer questions and discuss each other's thoughts.	Resources/ Key Vocabulary Happy Discuss Mind Map Team Work Together Ideas Thoughts Opinions Questions List Create	Assessment for Learning (strategies and opportunities)	Can they write their own thought on the mind map? Can they discuss and ask questions with/to their peers? Can they present their ideas and thoughts to the class? RAG rating - Mr Men
Plenary What did we learn from the activity? Everyone is different and has different things that are important to them. Why is it important to be kind to each other and be happy?	Independent learning opportunities: Literacy area - bucket filler notes and bucket to post nice messages to each other.			
Curriculum coverage (range and skills) PSD RANGE				

- Activities that allow them to communicate their ideas, beliefs and values about themselves, others and the world			
SKILLS - Treat people from all cultural backgrounds in a respectful and tolerant manner - Ask questions about what is important in life from a personal perspective and from the perspective of others			
Literacy (LNF) ORACY	- Discuss an opinion on familiar subjects - Use an increasing range of appropriate vocabulary in play and structured activities - Use a variety of questions for a variety of purposes and to clarify understanding (Who? What? When? How? Etc) - Listen to others with growing attention, usually responding appropriately - Show understanding of what they have heard by asking questions to find out more information	Numeracy (LNF) N/A	
WRITING - Use a simple plan to support and organise writing. E.g. story boards, mind maps etc.			
DCF N/A	Thinking - Use personal experiences and your own background to discuss what is important to you and what makes you happy	ESDGC Identity & culture - Value friends and family - Everyone is special and different	YCC - Thinking about backgrounds and culture - is there anything in your culture (Wales) that makes you happy? St David's Day etc

Appendix F – Observation – Literacy – What Makes Me Happy



Learner Observation Form

Name of learner(s): Aathana Class: year 1

Time: 11am

Date: 14.5.19

Activity: literacy - what makes me happy.

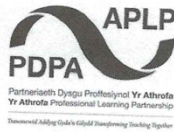
Comments

Aathana really came out of her shell in this activity. The high pupil voice and involvement meant that Aathana was confident talking about herself and what makes her happy.

She enjoyed writing her sentence and talking about her family and playing with her cousin.

What needs to be done to move the learning on?

Encourage more free talk throughout the classroom environment. Get learners to think about more than one thing that makes them happy to get them to think about writing at length.
Eg story, journal.

Appendix G – Observation – Maths – Money**Learner Observation Form**

Name of learner(s): Aathana Class: Year 1

Time: 10am

Date: 23.5.19

Activity: Maths - giving change.

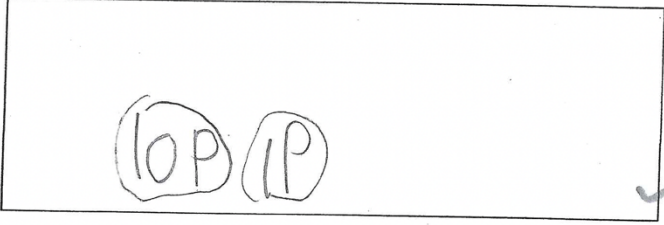
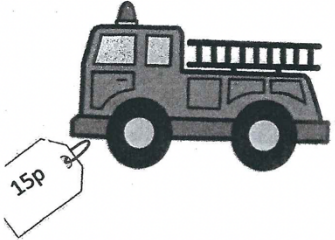
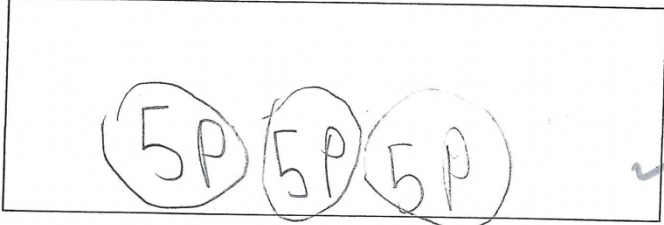
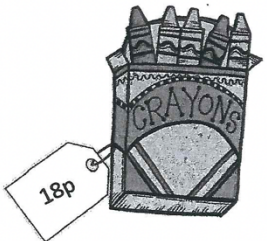
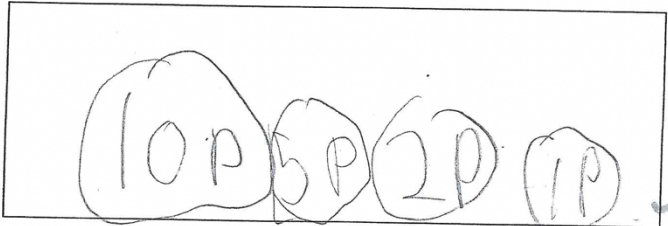
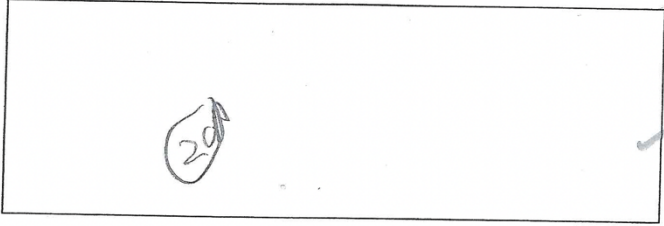
Comments

As Aathana is quite shy, she lets her peers answer the questions and she lets them take the lead. She will then copy the majority answer and it is not clear if she has fully understood the task or if the skill has been consolidated.

What needs to be done to move the learning on?

- Ensure she is sat near me in the group focus task
- Ensure I am more vocal with her and get her to answer questions
 - ↳ more lollipop sticks to focus task as well as introduction?

Appendix H – Samples of Child A's Maths Work

ML: Can I pay for items using different coins up to the value of 20p?				
				
Code -	RJ	KD	LW	KD
				
				
				
				
				

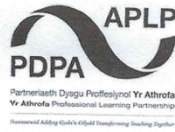
ML: Can I give change from 10p?			
			
Code - <u>I</u>	RJ	KD	<u>LW</u> KD

Change From 10p

Find the correct change.

 9p 1p ✓	 7p 3p ✓	 6p 4p ✓
 4p 5p ✓	 2p 8p ✓	 8p 2p ✓
 5p 5p ✓	 3p 7p ✓	 1p 9p ✓

Appendix I – Observation – Physical Education



Learner Observation Form

Name of learner(s): Aathana Class: Year 1

Time: 1pm

Date: 23.5.19

Activity:

P.E - Throwing and Catching

Comments

Partnered with a smaller boy to ensure they can work well together. Even though Aathana is smaller than the majority of her classmates, she was able to complete all the stations and exercises. She gave everything a go and seemed to be enjoying.

What needs to be done to move the learning on?

→ Work in a bigger group to develop team work skills and working with others who may be bigger than her.

Appendix J – Observation – Design & Technology Lesson

Photo Observation Record

Name: <u>Aathana</u>		Date: <u>22.5.19</u>	Time: <u>1 pm</u>	Staff: <u>Lois White</u>
	Social Context: Working in the Classroom in a group of 6 children.	Assessment of Significant Learning: • can i remember the steps and instructions needed to make a sandwich. • Can i remember the health + safety elements of dealing with food. Eg wash hands.		
	Learning Context: After planning how to make our sandwiches we were about to make them.	Next Steps: • Evaluate the process. What did they enjoy? What could we do differently?		
Observation: Learner was confident and could remember all the steps needed to make her sandwich. She was vocal throughout the activity with her peers and asked for help when it came to cutting her sandwich.	Engagement: • Finding out & exploring • Playing with what they know • Being willing to 'have a go'	Motivation: • Being involved & concentrating • Keeping trying • Enjoying achieving what they set out to do	Thinking: • Having their own ideas • Making links • Choosing ways to do things	
PS&ED	PD	C&L	L	M
			UTW	EA&D

Appendix K – Unicef Three Star Approach

Key characteristics of the Three Star Approach

Appendix L – Three Star Challenge Template

Three Star Challenge



TASK: INSERT TASK HERE

	1 STAR CHALLENGE
	2 STAR CHALLENGE
	3 STAR CHALLENGE

Appendix M – Observations – Learning Areas

Observation		Name of Child (or children): <u>Aathana</u>		
Date: <u>21.5.19</u>	Time: <u>1 pm</u>	Name of Practitioner: <u>LOIS WHITE</u>		
Child Initiated Activity: <u>SUPERMARKET</u>		Adult Led Activity:		
Solitary Play		Small Group Play		Large Group Play
Sand Area	Water Area	Role Play Area	Small World Area	Maths Area
Book Area	Listening Area	Story Time	ITC	Malleable Area
Construction Area	Creative Workshop	Investigative Area	Indoor Area	Outdoor Area
Writing Area	Carpet Area	Snack Area	Writing Area	
What is happening? (What is the child saying or doing?) The child is engaging in conversation with her peers. Using the role play area to go shopping and use her counting skills to give the correct change. She is speaking clearly and seems to be enjoying the experience.				
Characteristics of Learning: <u>free play, investigation/problem solving</u>		Next Steps in Learning: (if applicable) → encourage learner to play and explore in the role play area to promote confidence in conversing with her peers.		
Links to Learning: <u>Money - giving change</u>				

Childs Name <u>Aathana</u>	Date: <u>17.5.19</u>					
Social Context: <u>working independently during an afternoon session.</u>						
Indoor/Outdoor: <u>Working independently in the creative area, practicing her self portraits that we had learnt about 2 days earlier</u>						
PSED	CL	PD	L	M	UW	EAD
PE		AL		CTC		

Childs Name <u>Aathana</u>	Date: <u>23.5.19</u>					
Social Context: <u>Working independently in the learning areas.</u>						
Indoor/Outdoor: <u>Working in the sand to dig for 2 pieces of treasure to add the values together.</u>						
PSED	CL	PD	L	M	UW	EAD
PE		AL		CTC		

Childs Name <u>Aathana</u>	Date: <u>30.4.19</u>					
Social Context: <u>During class time - working independently.</u>						
Indoor/Outdoor: <u>Because she is so small - needs someone to go to the toilet with her as she struggles to open the doors - too heavy.</u>						
PSED	CL	PD	L	M	UW	EAD
PE		AL		CTC		

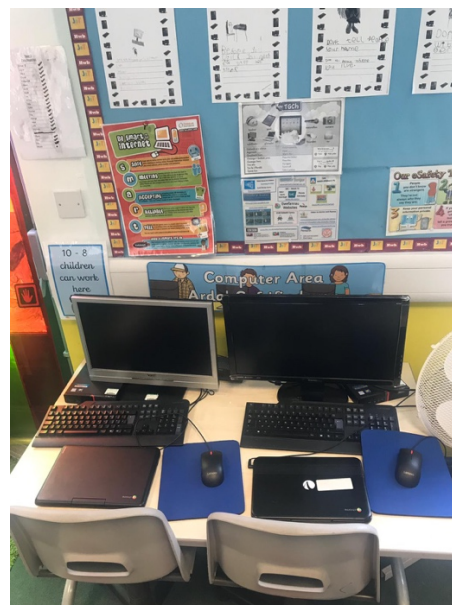
Childs Name: <u>Aathana</u>	Date: <u>24.5.19</u>					
Social Context: <u>Working independently in the learning areas.</u>						
Indoor/Outdoor: <u>Working on Reading Eggs in the ICT area. Worked here for half an hour straight.</u>						
PSED	CL	PD	L	M	UW	EAD
PE		AL		CTC		

Appendix N – Photographs of Child A's favourite learning areas in the classroom

Creative Area



ICT area



Role play area



Pupil Voice Wall

