

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)				✓		
2. Intellectual Skills (Analysis)			✓			
3. Pedagogic and Professional Applications (Practical Application and Deployment)				✓		
4. Key Transferable Skills				✓		

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I think that my general academic writing, assessment of literature and reflection on research are of a good standard.	I found it difficult to critically analyse my observations, data recorded and evidence used.

The Enquiring Teacher

M7X02153-C

Student Number: 1300108

Word Count: 4,500

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

Section One: Introduction

The holistic development of a child considers how every aspect of their life and well-being affects their education (Johnston and Halocha, 2010). It concerns the intellectual, physical, social, emotional, cultural, moral and spiritual beliefs and developments of the individual in order to create an all-round (holistic) view of the learner (Robinson and Aronica, 2015). This assignment will discuss several aspects of the holistic view of one child and analyse how these attribute affect their educational development and discuss possible next steps to further their development in the discussed areas. The data collected from the target school will be discussed in further detail and used as evidence to support the statements and arguments made throughout the assignment.

The data was gathered from a school located on the outskirts of Swansea with approximately three hundred and fifty-six pupils on roll (Estyn, 2013). Approximately eight percent of the pupils are entitled to free school meals, which is well below the Welsh national and the Local Authority averages of eighteen and twenty percent respectively (Welsh Government, 2017). Less than ten percent of the children in the school are identified as having English as an additional language (EAL) or as being from minority ethnic groups (Estyn, 2013). The school was graded as 'adequate' during its most recent inspection, but in 2014 it was judged to have made 'good progress' in the issues identified in the 2013 inspection (Estyn, 2013; Estyn, 2014). The class discussed in this assignment is a year three class with twenty-two pupils – nine girls and thirteen boys. None of the children in the class are currently eligible to receive free school meals and two are classified as EAL.

The target child that will be discussed in this assignment is a seven-year-old girl, who lives in an affluent area near the school. Her parents are recently divorced and she currently lives with her mother and regularly stays with her father on weekends – there are patterns of non-attendance on Mondays and Fridays when she is going to/has stayed at her father's on the weekend – see appendix 5. She is an Aston Index diagnosed dyslexic, and does not currently receive any intervention during the school day. She frequently uses a blue screen to help with reading and has a yellow page coloured language and topic book to assist her. The attributes mentioned above will be discussed and analysed in more detail in section three. In order to provide complete anonymity to the child, class and school discussed throughout the assignment, the name of the child and Class Teacher will not be mentioned and will be referred to as Child A and the Class Teacher respectively.

Section Two: Data collection

The main data collection method used in this assignment was the Mosaic approach. This approach entailed observing children using traditional education research methods, alongside participatory aspects, such as learning walks and child conferencing. (Clark, 2005; Clark and Moss, 2011). This approach allows the observer to gain a richer understanding of the child's attitudes and opinions towards their learning environment and not just based on their own observations – see figure 1 for the full list of research methods used in the mosaic approach. Each aspect of the approach acts as a tile of the mosaic and is pieced together to create an interpretation of the child and learning environment through the observer and child's perspective together – see appendix 3.

Method	Comments
Observation	Narrative accounts
Child conferencing	A short structured interview schedule conducted one to one or in a group
Using cameras	Children using single use cameras to take photographs of 'important things'
Tours	Tours of the site directed and recorded by the children
Map making	2D representations of the site using children's own photographs and drawings
Interviews	Informal interviews with staff and parents

Figure 1: Methods used in the Mosaic Approach in Clark, A. 'The Mosaic Approach and Research with Young Children', in V. Lewis, M. Kellett, C. Robinson, S. Fraser and S. Ding (eds), (2004) *The Reality of Research with Children and Young People*. London: Sage Publications, pp. 142-161 (p. 144).

For the discussion of this approach to remain relevant to how it was used for the purposes of this assignment, the next section will only discuss the elements of the approach that were used. For example, photographs taken by the child will not be discussed as the school's data protection policy did not allow the observer or the child to take the class's iPad out of the class without supervision from the Class Teacher. Therefore, there are no images to evidence the learning walk but there are detailed interview notes to counteract this.

Observation was the first aspect of the approach used to collect data. Participant observation was used as it allowed the observer to make notes about Child A as part of her daily routine without causing her to change her behaviour because she was aware that she was being observed (Palaiologou, 2008). It was used in the assignment to document Child A's behaviour and attitudes towards learning during different activities. It is an effective method for collecting data as it is quick and allows events to be documented as they occur, this is supported by Cohen *et al.* (2007: 412) who stated that observation is a 'very useful' tool for research, but observers have responsibilities to protect their participants.

The learning walk allowed Child A to demonstrate her knowledge of the school and identify the areas of the school that she enjoyed or where she felt that she learned best. Clark and Moss (2005) stated that learning walks allow the roles within the classroom to be reversed – the child becomes in charge of what is seen and discussed on the walk. The learning walk is another method that allowed the observer to view the school through the eyes of Child A. It also enabled the observer to understand how the learning environment affects the way she thinks about the school and how this influences the way that she learns. Clark (2017) identified that the walk also allows the child to be in control of how the session is recorded, but this is not applicable to this instance as the observer made notes during the walk rather than Child A taking photographs.

Structured interviews were conducted with both Child A and the Class Teacher. The term 'child conferencing' was used to describe the interview with Child A, for her to feel more comfortable than calling it an interview (Clark, 2004). O'Reilly and Dogra (2017) who argued that some young children may experience anxiety

when participating in an interview – to counteract this the term ‘child conferencing’ was used to make Child A feel more at ease (Clark, 2004). A list of questions was created before the conference, but during the interview they were adapted to allow Child A to lead the discussion and reflect upon her responses – see appendix 4. A structured interview was also used with the Class Teacher (Denscombe, 2014). In order to control the questions that were asked and ensure that the discussion remained focused on Child A a pre-determined list of questions was used – see appendix 5. This also addressed one of the limitations identified by Alshenqeeti (2014) who argued that interviews can be time-consuming. Using predetermined questions ensured that the observer could take control of the discussion if it did not focus on Child A, to ensure that interview was time effective.

As demonstrated above each aspect of the approach has its own limitations, but the approach as a whole also has criticism. One possible limitation of using the Mosaic approach is that it was originally designed for research with young children (aged three and four) (Clark and Moss, 2011). It could be suggested that this approach cannot be directly applied to this research as the child in questions is seven years old. In order to counteract this, photographs by the child have not been included as they were able to give a comprehensive description of why they enjoyed/disliked different areas of the school. It could also be argued that a three/four year old would be incapable of doing so in as much detail. Cowie *et al.* (2014) argued that this multi-method approach is complex and is a time-consuming process to analyse all the data produced in each method. This is supported by Denscombe (2014: 336) who also argued that analysing qualitative data (which this method produced) ‘takes longer’ and can be taken out of context.

As well as the data collection method mentioned above, this assignment will also include annotated examples of Child A’s school work and photographs taken inside the classroom.

Before collecting this data, many ethical considerations were considered to ensure that the identity, interests and rights of the participant were protected at all times. Informed consent to collect and include the data in the assignment was gained from the Class Teacher before the participant was informed that research was being undertaken – see appendix 1. Once, permission was gained from the teacher, Child A was approached and asked if she wanted to take part in the assignment. During a discussion with Child A it was outlined what she would need to do and what data would be collected from her for the assignment. In order to adhere to the University’s (2017), the Education Workforce Council’s (2017) and the British Educational Research Association’s (2011) guidelines, during the initial discussion it was outlined that at any time she had the right to withdraw, without any consequence or action being taken against her. As well as adhering to these guidelines, the United Nation Convention on the Rights of the Child (1989) was considered to ensure that ‘the best interests’ remained at the forefront of the assignment. It was outlined that anything she said throughout the data collection would be treated confidentially – unless it needed to be disclosed to the safe guarding lead – and that she had the right to express her opinions without judgement – appendix 2.

Section Three: Analysis of learner

In order to structure this section of the assignment, mathematics, language, well-being and topic (as the school does not use individual subjects, topic will be used to discuss art and music) will be discussed in separate paragraphs, using elements of Nottingham's (2013) ASK model to discuss Child A's attitudes, skills and knowledge in these areas. The ASK model is used to develop a child's attitudes, skills and knowledge through the recognition that they play a pivotal role in the learning process and that 'to ensure' a child's education all three need to be developed (Nottingham, 2013: 2).

Upon discussion with the Class Teacher and evidence from her work in maths lessons, Child A possesses a good standard of mathematical knowledge and is currently working at a solid level two – according to the Welsh national curriculum outcomes – with elements of level three in her work – appendix 5 and 8. During observation it has been noted that whilst work in maths lessons, Child A began to demonstrate an attitude of resilience and persistence when working out difficult problems – see appendix 6. Nottingham, 2013). Within the school, they use a system of bronze, silver and gold challenges for activities, and children have the opportunity to choose which activity they would like to complete. As demonstrated, Child A initially chose the silver challenge but with support from the teacher, moved onto the gold challenge and completed it with minimal intervention. Lee and Johnston-Wilder (2017: 273) identified resilience in maths as a 'can do approach' towards a new mathematical idea that the learner encounters. The evidence demonstrates that Child A is beginning to display resilience in new ideas. This is further demonstrated in - see appendix 8. when Child A chose to attempt the gold challenge straight away without any intervention from staff to encourage her. In terms of skills, Child A prefers to work individually as when working in a group – due to her shy personality – she does not fully join in and shy's away from giving her opinions - see appendix 7. However, the group work observed in mathematics was conducted in ability groups, not friendship groups. From observations in other subjects her performance in working with friendship groups was more confident, but this was not evident in her mathematics group - see appendix 7. Upon discussion with Child A about mathematics lesson, it could be suggested that she did not feel fully supported during some lessons - see appendix 4. From the mathematical data it could suggested that her confidence in herself and her ability are affecting her outcomes in lessons – the data demonstrates that she is not always receiving full support from her teachers and her peers.

In terms of language, Child A is more withdrawn and disinterested which could be caused by her dyslexia – see appendix 7. The class have been studying recount writing using Pie Corbett's Talk for Writing (REF) – the work observed has been multi-sensory and included creating and drawing the story map - see appendix 9. When working with talk partners Child A demonstrates a positive attitude towards work and excellent communication skills. However, when required to work alone, she is withdrawn, unwilling to show work or share her ideas and unfocused - see appendix 7. Whilst she does complete her work in the time given, she shows no interest in improving it or adopting the growth mindset used throughout the school - see appendix 12. During the interview with the Class Teacher, she identified that there is no support for Child A in the class due to there being no teaching assistant and that she does not differentiate written tasks for her as they are at the ability that she can read and work with - see appendix 5. The Class Teacher identified that

Child A was working at a level two, which is what she expected of a year three child, and that it was Child A's spelling and reading that were the most affected by her dyslexia - see appendix 5 and 10. Rose (2009: 122) has identified that as a coping mechanism some dyslexic children become 'very withdrawn' as a result of feeling intimidated by the task they have been given or because they find writing so 'effortful'. This is supported by Alexander-Passe (2015: 156) who also identified that dyslexics 'often react' to difficulties by emotionally withdrawing. The observational evidence suggests that Child A is displaying this withdrawn attitude in literacy lessons – especially with written work - that she does not demonstrate in other activities - see appendix 7.

As previously discussed in terms of wellbeing Child A is demonstrating withdrawal within literacy lessons, but general happiness and good social skills in other lessons - see appendix 7. As displayed in figure two, the growth mindset plays a key role in managing the children's wellbeing within the school. Growth mindset is the belief that through 'practice, perseverance, and effort,' people have limitless potential to learn and develop (Brock and Hundely, 2016: 5). Maps (2018) argued that growth mindset can lead to increased levels of wellbeing as it allows them to tackle stress and challenges more easily. During the child conference it was discussed if Child A felt happy within school and if there was anything that she wanted to change - see appendix 4. Child A identified her desire to use the forest area more. It was observed that she enjoyed using the forest area and responded well to music and art activities that were carried out in the forest - see appendix 2. The Class Teacher commented that all the children in the class loved to use the forest area, but due to lack of timetable space and additional adults she was unable to utilise the space as much as she wanted.

The main wellbeing issue that was observed and discussed with the Class Teacher was the effect of her parent's - see appendix 5. The Class Teacher commented that Child A was 'reacting fairly well' to her parent's divorce as it was quite amicable - see appendix 5. The Class Teacher stated that she had asked Child A's friends to be extra kind to her but not revealed the reason and she attributed this to Child A's resilience. This is supported by Hetherington *et al.*, (1989 cited in Lansford, 2009: 144) who argued that children with 'positive attributes' such as good social skills, a strong friendship network and an even-tempered character were more resilient following their parents' divorce. The observer also witnessed this behaviour – only once did Child A show any outward signs of distress (crying) when brought to school by her father - see appendix 7. Whilst it cannot be conclusively argued that Child A's wellbeing was not affected by her parent's divorce, the evidence observed suggests that it did not have any detrimental effects witnessed by the observer.

In terms of topic – for the purpose of the assignment, 'topic' will describe art and music – Child A expressed her 'love' for art and - see appendix 4. Discussion with the Class Teacher supported this sentiment and stated that she is attaining level two in both art and music, but shows the most positive attitudes of resilience and wonder when completing activities in this work. These statements and observations made during these lessons suggest that Child A is a kinaesthetic learner. The VARK model identifies a kinaesthetic learner as someone who prefers 'concrete examples, practice or simulation' in order to learn (VARK Learn Limited, 2018; Grigg, 2015). - see appendix 14 - demonstrates result of a one hour session outdoors and what Child A was able to create and perhaps demonstrates her preference for kinaesthetic learning. See - see appendix 11. for work completed in the same lengths of time in

literacy. There is also evidence to support this in her discussion of the learning walk, where she identified the role play area as her 'favourite' place in the classroom - see appendix 2 and 13. Through topic work Child A has demonstrated her ability to use social, intellectual and physical skills more than in any other subject (Nottingham, 2013). Topic work is mostly conducted through friendship groups, which has demonstrated her ability to work as a team and influence others - see appendix 14 and 14. This was demonstrated through her work with other and the outcomes they achieved. However, she did not display these skills when working with non-friendship groups or children of a similar ability - see appendix 11.

In summary, the evidence presented has demonstrated that Child A is currently working at a level two in all the subjects discussed but it showing aspects of level three/four in maths and level three in music and art. In terms of the attitudes that 'outstanding learners' demonstrate, Child A demonstrates resilience, persistence and self-regulation (Nottingham, 2013: 5). She has displayed the ability to use intellectual (asking appropriate questions), social (work as a team, encourage others and influence others), physical (sing, act, and manipulate objects) and communication skills (Nottingham, 2013: 9 & 10). She has further displayed that she has the knowledge for learning by demonstrating in her work that she can achieve the skills outlined in the National Curriculum (Nottingham, 2013: 11). However, she has displayed a lack of interest and withdrawal when completing activities in subjects like literacy, where her dyslexia may have prevented her from completing all the work she was presented with.

The evidence collected and presented in this section has been analysed by one researcher and the opinions presented are those of the researcher. Also the evidence presented was collected over a small time scale of three weeks. This was not enough time to create a comprehensive view of the abilities of the child in question. However, the judgements made have been done so using the information collected during this small time period. In order to gain a comprehensive assessment of Child A's abilities further data would need to be gathered – but this parameters of this assignment did not allow for this.

Section Four: Next Steps

In order for Child A to progress in mathematics, the first suggestion is that she be moved to the higher attaining (gold challenge) table in order to learn from her peers. This suggestion stems from the learning theory of social constructivism. Social constructivism states that learning is not the accumulation of knowledge, but the process of using social interactions in order to learn (Wray, 2014). Vygotsky (1978 cited in Wray, 2014) is one of the leading theorist of social constructivism who argued that there are two levels to education: a zone of actual development (the level that a learner is capable achieving independently), and the zone of proximal development (the level a learner is capable of reaching with collaboration from a teacher or peer) (Beck and Kosnik, 2006). This could support Child A's progress as, as discussed in the previous section she does not always feel fully supported by the Class Teacher and does not ask for help from the children on her table. Moving her to a table with children attaining a higher level than her will allow her to learn from them socially and extend herself into her zone of proximal development which she cannot achieve alone or on a table where she does not speak to her peers. One criticism of social constructivism is that it emphasises shared culture and context between learners in order to construct knowledge based on these understandings

(Pagram and McMahon, 1997 cited in Gray and MacBlain, 2015). It could be suggested based on this that children from different cultural backgrounds may not be able to support each other due to having different basis of knowledge based on their cultural understandings. However, this criticism may not be applicable in this context as a knowledge of mathematics does not require exactly the same cultural and contextual backgrounds.

In order for Child A to progress in literacy, differentiated methods of teaching need to be included to ensure that her dyslexia is supported so she can develop her writing skills. Dyslexic learners process information in different ways compared to others, so the information used in literacy lesson does not need to be different, but just the way it is approached by the teacher (Hatcher, 2006). The Class Teacher could have included 'parallel tasks' for the learner to complete the same work but at a different level using different resources. For example, for the work completed in appendix 10, the children had to read a full page newspaper article. For Child A, a smaller example of text could have been used as well as information map or a short video. This would have allowed her to complete the same work and achieve the same outcome but using different resources. This is supported by Waterfield (2002), who stated that making reading material more 'visual' by using diagrams and mind maps supports learners creating more accurate notes from reading. This is further supported by The British Dyslexia Association (2012: 34) who also state that multi-sensory learning is 'essential' when working with children with dyslexia, as this helps stimulate all aspects of the brain and allows children's stronger senses to compensate for the weaker ones.

In order for Child A to progress to in literacy from level two to level three, she needs to improve her spelling. The suggested next step is a spelling intervention to ensure that she is attaining every aspect of the level two outcome before progressing to level three. There are several ways that spelling interventions can be implemented to allow Child A to progress. The first is the use of a scheme, such as spellwise, that is designed for children with poor reading strategies, which is one of the essential skills needed for spelling (Brooks, 2016). The spellwise scheme is a multi-sensory process that is highly structured and targets memory insufficiencies through visualisation to link phonemes, sounds and mnemonics to pictures (Brooks, 2016). This scheme could be effective in helping Child A to progress as the evidence has already suggested that she is a multi-sensory learner who enjoys using images in literacy. The process is designed to take forty to forty-five minutes, three times a week – which is the same duration as the morning Reading Roundabout. In support of this scheme Wilson (2015 cited in Brooks, 2016) conducted a small study in England which identified a positive gain in comprehension in all participants. However, a limitation of this scheme in the context of this school, is that it requires a trained teaching assistant to conduct it – there is no TA currently in this class.

Another spelling intervention strategy is general multi-sensory activities. For example, Child A could practice spelling out words using shaving foam, sand or glitter. Burton (date unknown) identified that multi-sensory activities allow dyslexic children to 'absorb and process' information in way that helps them retain it whilst using their physical senses like movement and touch, alongside other senses like sight and hearing. This is supported by Goswami and Bryant (2007: 4) who stated that learning 'depends' on the expansion of multi-sensory networks of neurons distributed across the entire brain, which is engages the various regions of the brain - for example visual, spatial and kinaesthetic. This is further supported by Rose and

Wood (2016) who argued that teachers 'need' to create varied learning experiences that stimulate all areas of the brain and body. It could be argued that multi-sensory learning is an excellent method for not only stimulating several areas of the brain whilst learning, but also an engaging experience that creates exciting educational memories where the child is more likely to retain the information.

As demonstrated in appendix 4. Child A enjoys working outdoors and it has been observed that she has created some of her best work outdoors or using outdoor influences. In order for her to show this creativity and enjoyment in other aspects of her education, outdoor learning should be included in other subjects, such as mathematics and literacy. Research has suggested that the experiences children gain from learning outdoors and partaking in school visits are unique when compared to learning in the classroom (Council for Learning Outside the Classroom, 2009; Grigg and Lewis, 2016). This is supported by Donaldson (2015) who included outside experiences in his pedagogical recommendations for the new Welsh curriculum. For example the school has a large forestry area but the Class Teacher admitted she does not have enough time or support to take all the children outside. Conducted a lesson in this environment would give the children stimulus for discussion, role play, expressive arts, humanities and physical development (Grigg and Lewis, 2016). The current literacy topic is recount – outdoor experiences would not only provide memories and experiences for the children to write about, it would also provide opportunities to act out their experiences, collect information and memories of the environment and create and practice story mapping in a large space. As well as the education opportunities outdoor experiences have demonstrated to have a positive effect on a child's wellbeing. The Council for Learning Outside the Classroom (2009) identified that learning outside of the classroom promoted 'the development of healthy individuals' and promoted an increased sense of well-being. As well as this Rogers and Rose (2014) argued that outdoor learning encourages children to challenge themselves socially, cognitively and physically and push themselves forward from the current capabilities. This research evidence suggests that using the outdoors in education is an invaluable experience that provides not only opportunities to learn and develop traditional subjects, such as literacy, outside the classroom but to improve a child's wellbeing and social abilities.

Section Five: Conclusions

From this experience I have begun to understand how research into education and child development provides teachers with valuable knowledge and information, that can shape their planning of lessons and how they deliver different activities to different children. This experience has also allowed me to develop an understanding of how what children learn in school is just the 'edge' of their educational development and progress. I had not previously realised how many factors can influence how a child learns and what information they retain. I have also begun to understand how all aspects of a child's experience – inside and outside the classroom – shapes their attitudes and skills towards their education. Furthermore, this experience has allowed me to develop my understanding of the Mosaic approach and how it is a useful tool for observing and studying children.

In my future practice I will strive to include outdoor learning where applicable as it has been demonstrated to provide invaluable experiences, memories and

learning opportunities. It is also included as one of the pedagogical recommendations in the new curriculum, which I will have to teach in the future. Donaldson (2015) also stated that the new curriculum is designed to create ethical and informed citizens of Wales. This cannot be achieved if children do not experience the environment that surrounds them.

The arguments and conclusions drawn in this essay have also reaffirmed my understanding that every child in the class is unique and that their experiences, attitudes, skill and knowledge is completely different to that of another. The holistic development of a child is dependent on so many factors outside of the teacher's control. I can only strive to ensure that what I do in the classroom is enough to encourage a child's development in every way that I can. As a future practitioner it will be my role to ensure that my lessons are inclusive enough that every child, no matter their previous experiences, participates, enjoys and most importantly remembers the learning and skills that were developed in each lesson.

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