

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

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

Student name:		Student P number:	1200764
Programme: *	PGCE Primary		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):*	7
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Module Lead:*	Helen Lewis		
Assignment Title:*	Written assessment 4,500 words	Assignment No (x of x):*	1/2
Start date:*	5/3/17	Submission deadline:*	30 th May 2018
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Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	30 th May 2018
Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*			YES NO ✓

Student Self Evaluation Form

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 am happy with the way I have linked theories, assessments and policies with my own personal experiences and teaching practice.		Time management	
Student's Name		Date	30.05.2018
Student's Signature			

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Introduction

The primary data for this study was compiled within a primary school, in the region of South Wales. In this school, there was a total of 184 pupils at the start of 2017, with a pupil teacher ratio of 24.1 and a 13.3% cohort of Free school meals (Welsh Government, 2018). The latest school inspection shows a majority of 'good' judgements within the inspected areas and a descriptive summary which states all pupils are engaged in their learning and behave to a high standard (Estyn, 2017). Despite this, Estyn (2017) highlight an issue with the progress of more able and talented pupils throughout the school. Due to this, it was decided a more able and talented pupil would be chosen to analyse their holistic development with recommendations for the next steps in learning. This pupil was selected from a year 6 class which compiled of 18 individuals in total.

Methodology

Black and Wiliam (1998) highlight the shift which has been seen in education, whereby the focus has moved from the importance of the teacher in the learning environment, towards that of the child in their learning. This has forced research to adapt to this change and improve its methodological structure to include the perspective and voice of the child (McNeish, 1999). Therefore, Clark and Moss (2011) created the Mosaic approach to capture the interaction of both adult and child in the role of education and learning with a greater importance placed upon the voice of the child. Green and Hogan (2005) suggest participatory methods such as this, provide a platform to create knowledge alongside the participants, rather than simply collecting a surface of information which appears to be the case with other methods such as questionnaires and interviews.

This multi-method approach takes on a qualitative focus which Newby (2014) suggests is an advantage when working in the multifaceted sphere of education. Cohen et al., (2011) understand qualitative data is popular amongst educationalists due to the detailed insight which can be gathered from the classroom. Therefore, Kumar (2014) would summarise by stating qualitative data allows for a deeper understanding of the variables at play and provides researchers with the ability to see any additional variables, which may have been missed through a closed quantitative data collection tool. Despite this, Bernard (2006) would argue this is a disadvantage at times; here it is argued qualitative research methods can produce a vast amount of information which can be difficult to analyse, code or evaluate, leading to details being overlooked or lost in the process.

Blaxter, et al., (2010) would argue qualitative data requires a large amount of time, unlike quantitative data tools such as questionnaires which are often time and cost effective. Quantity of information and time are a serious concern to the success of this paper as the researcher will also be undertaking their professional teaching experience (PTE) amongst other commitments.

Therefore, in an attempt to mitigate the impact of these factors, it was deemed necessary to only include one participant, so the researcher could focus their efforts in an effective manner. Punch and Oancea (2014) further this comment, suggesting the time taken for qualitative data methods reduces the number of participants a study can realistically manage. It is argued research results produced from qualitative data can have significantly reduced validity and reliability, due to results being from a low cohort and the subjectivity of findings.

Ethical Considerations

The Code of Practice set forth by the University of Wales Trinity Saint David (UWTSD, 2017), outlines the essential steps of gaining informed consent before any research can begin. In line with The British Educational Research Association (BERA, 2011), the researcher gained consent from the class teacher and senior mentor of the school and made the child aware of their involvement in the tracking process (see appendix A).

Cohen, et al., (2011) state informed consent is necessary for the participant to understand what the research entails and know their rights in regards to participating within a study. In light of this, during the stage of informed consent, the pupil was made aware of their right to withdraw from the study at any point. The UWTSD (2017), states the professional manner which is required from a researcher should a participant choose to withdraw, as such this study ensured no judgement or negative repercussion would arise as a result of the participant choosing to leave the study. As there was only one participant selected from a class of 18, the researcher felt it necessary that the confidentiality of the research was upheld to a high standard. Thus, the only people who were aware of the participants identity was the class teacher, senior mentor, the researcher and the child (Cohen, et al., 2011).

The BERA (2011) guidelines suggest confidentiality and anonymity play an integral part to any modern research; in the case of anonymity, the study coded all work into an anonymous format, such as calling the pupil 'participant A' instead of their name. Matthews and Ross (2010) state there should be no information throughout the data collection, results or final product that can be traced back to the original participant. All information is coded from the beginning of the investigation, and therefore not even the raw data produced could be used to trace back to the participant. Nevertheless, as standard practice, all data collected, created and analysed by the researcher was kept on an encrypted, password protected flash drive in addition to a password protected laptop device (UWTSD, 2017).

This research endeavored to implore the teaching standards set by the Education Workforce Council (EWC, 2017) and ensure a high and consistent professional conduct was apparent at all

times to fulfil the ethical principles of honesty, rigour, transparency, care and respect (UWTSD, 2017).

Analysis of the Learner

This research shall mimic the underlying philosophy set forth by Clark and Moss (2011) and the Mosaic approach;

“This is not about research encounters as a chance to extract one ‘truth’ but as opportunities for creating meanings. An environment is created in which research participants whether young children or adults are given the opportunity to step back and to reflect on their views and experiences” (Clark & Moss, 2011, p. 4)

Clark and Moss (2011) bring together the need for a multi-method design when targeting this style of qualitative data. Therefore, the first and most logical step for gathering raw data was the use of an observational notebook during the first week of the practitioners PTE (See Appendix B). Newby (2014) highlights the benefits of observations within this context, suggesting they provide access to participants in a real-life situation which can therefore provide contextual and meaningful data to match the purpose of the study. Contrary to this, Kumar (2014) explains observations provide little, to no control over extraneous variables which may impact on the scenario and behaviour an individual may wish to observe. Although the observational technique was symbiotic with that of the practitioner’s PTE, the method would seem to echo the disadvantages voiced by Kumar (2014). This was due to the revision which was being implemented throughout the class and whole school, in preparation of the national tests. As such it was difficult to observe participant A due to the unnatural teaching environment that was currently being used.

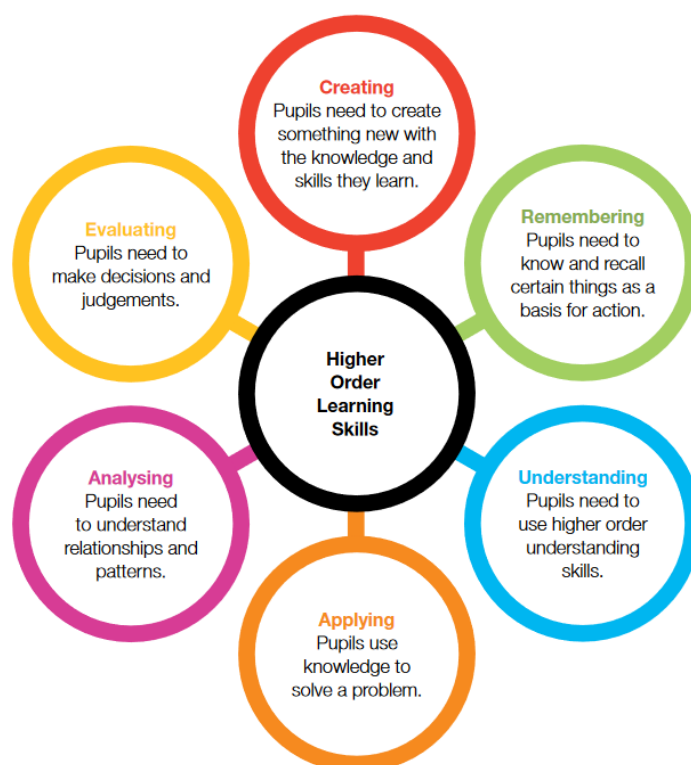
Despite this, the observations did begin to paint a picture of participant A, as it was noted that in Appendix B the child had a large interest in music and was able to play both the piano and viola. This suggests the child has many different interests and talents that may not be shown within the school environment. It posed the question of how much was actually known about the individual’s life experiences and thus gave way to the conclusion that more data was required.

Towards the end of the observational week, the researcher found participant A became quickly disengaged and despondent with the mathematical work on the mean, mode and median. This was likely due to the child being proficient at the skill and feeling unchallenged, whereas other children required longer on remembering and applying the skill.

Participant A would be regarded in this manner as more able and talented; Kirsty Williams the Education Secretary for Wales has herself identified this as a problematic area in Welsh Education suggesting, “Wales must do more to identify, support and stretch our more able learners”

(Welsh Government, 2018). In addition, the school's recent Estyn report (2017) highlights this issue within the school, suggesting more action is required to progress those learners. Therefore, this would seem a key issue to analyse and produce a programme for the next steps. The National Council for Curriculum and Assessment (NCCA, 2007) outlines strategies to deliver effective teaching for those who are more able and talented. Within this document is a guide on how to differentiate through task, outcome, resources, dialogue, support, pace and choice. In addition, it links this work to Bloom's taxonomy and the importance of higher order thinking and learning (Anderson & Krathwohl, 2001);

Figure 1. Higher Order Learning Skills



(The National Council for Curriculum and Assessment, 2007, p. 56)

It is suggested Bloom's taxonomy (Figure 1), is a process which all children can be involved in (Anderson & Krathwohl, 2001). However, the NCCA (2007) argue differentiation is key in the aspect of more able and talented pupils. Anderson & Krathwohl (2001) explain a greater expectation should be placed upon learners of the higher abilities to reach the stages of analysing and evaluation. The NCCA (2007) would seemingly support this hypothesis, explaining pupils in the more able and talented category are often able to skip certain progression steps of a lesson. This would mean a pupil may be able to remember and understand within a small-time frame in comparison to other children, which should result in the child being pushed further through the

Higher Order Learning Skills framework (NCCA, 2007). In the case of the mathematical work which was being carried out by participant A, it was clear they understood, remembered and were able to apply the method and would have therefore benefited from moving into an evaluation or creation stage to progress their cognitive development.

The Learning Walk

Progressing from this, it seemed pertinent for the researcher to ask participant A to go on a 'learning walk' (see Appendix C). During this period there was a very small amount of dialogue between the researcher, participant A and another child as they walked from the Key Stage 2 building, to the adjacent one held for foundation phase pupils. Throughout this walk, it was interesting to note the amount of times the pupils referred to their time in the foundation phase, with nostalgic stories that had previously happened, which both pupils recalled fondly upon. When the question was asked "what did you enjoy about being in this part of the school?" relating to the foundation phase, participant A suggested many aspects; "I loved playing in the sand, and oh *****, remember the shop we used to have. We used to be the owners and would organise our workers to do things for us *'laughs with other child'* ".

Nevertheless, when asked a similar question about Key Stage 2 they responded with general comments about being the oldest in the year. When I delved deeper into the previous comment which sparked my interest, I asked "What about our classroom now? Are there any areas you enjoy, or any lessons that stick in your mind with things you like to do?", to which participant A hesitated; "uh, well we like the iPads don't we ****", "yeah we love using those, you should use those in your lessons!" the other child spoke.

When set this task of evaluating participant A with regards to the mosaic approach, it had not crossed the researchers mind that children were evaluating previous experiences rather than their current situation. Nevertheless, this gave me an ideal insight into the life experiences the children have and more importantly, the way in which they looked fondly upon learning in the foundation phase. This desired pedagogy is something which has been highlighted in Ysgol Heulfan near Wrexham; Estyn (2018) reports this school as showing effective practice at implementing the foundation phase philosophy into their key stage 2 curriculum. They argued those leaving the early years curriculum were "more independent and had a growing capacity to direct their own learning" (Estyn, 2018). They have created 'learning zones' throughout the upper primary phase to continue the independent and thematic pedagogy of the previous curriculum.

Exit Cards

During the first week, children filled out a basic 'exit card' which was a basic form to fill out including a box for their personal interests and what helps them learn (see Appendix D). In general, most of the 'exit cards' included some form of desire to work in groups or with friends, which was also seen with participant A's evaluation. This however is a difficult notion, the class can have a very poor dynamic at times, with a lot of characters who can be very competitive, argumentative and socially poor in the way they talk to other individuals. Due to this factor, which the researcher has observed countless times, the pupils in the class were in a mixed ability seating plan based around personality rather than ability. This boy and girl seating plan based on behaviour management was clearly used in a way to prevent social interaction which escalated towards arguments.

This desire for social grouping would seemingly point towards the Social Learning Theory which has evolved from the work on Vygotsky (1978). McLeod (2009) comments on Vygotsky's opinion that language and social grouping are fundamental to aid in cognitive development in a process he named 'the Zone of Proximal Development' (ZPD). The ZPD includes three developmental areas: what a child can do without assistance, what the learner can not do and the "ZPD" where the learner can achieve the task with the aid of another individual. Vygotsky (1978) suggests the scaffolding of learning to get through the ZPD is not solely at the responsibility of the teacher; the social constructivist put a lot of emphasis on the importance of language and the impact of peers. Therefore, based on this notion, it would make sense to encourage this social interaction and provide the participant with the group interaction desired.

However, with the introduction of the Plowden Report in (1967) almost all primary schools have adopted a group table-oriented seating arrangement within their classroom and this school was no exception. The issue seemed to be more orientated around 'not sitting with friends' rather than the ability to speak to a fellow pupil. In a sweeping statement, it has been observed by the researcher that the children generally want to sit next to friends of similar ability to themselves, however the classroom is set up in a mixed ability fashion. This would therefore beg the question, should the class move to an ability style of grouping? Lou et al., (2010) would seem to disagree, arguing ability grouping can have a negative effect on learning. This meta-analysis provided results showing both the higher and lower ability students would see very little improvement or even a negative impact upon attainment.

Moreover, the exit card does highlight the desire to work independently, which could be suggesting a link to the theory of constructivism (Piaget, 1936). In this learning theory, Piaget (1936) dictated all children are naturally inquisitive and must catalogue an understanding of the stimuli around them. McLeod (2015) explains there is a large emphasis here on the individual learner rather

than social peers, where independence and a desire to learn are major driving forces for cognitive development. Although Piaget's work is still held in high account to this very day, his stages of fixed child development have been heavily criticised by the likes of Vygotsky (1978) and Bruner (1966) due to its lack of influence of external social factors.

What is also interesting about the link to constructivism and social constructivism here, is the deep philosophical link Vygotsky (1978) and Piaget (1936) have with the foundation phase style of education. Therefore in a summary of this chapter, it could be argued it is more than a simple desire to sit by peers and actually a desire to encourage a foundation phase philosophy throughout this key stage 2, year 6 class.

Photography and Mapping of the School Environment

When participant A was asked to photograph and map out their favourite areas to learn in the school there was quite some confusion; as the participant was in year 6, they had become accustomed to learning in the same environment of the classroom. Looking at the photographs and map (see Appendix E) it is clear to see the only outside importance to the children's learning was the use of ICT and digital equipment. From the researcher's observational talks with many children in the class during that first week, it quickly became apparent how much they enjoyed using digital devices in their learning, and how much they felt it benefited their engagement and understanding. Leask and Meadows (2004) would support the learners desire for ICT within the classroom; they summarise the learning style of pupils under two categories, 'The Holistic-Analytic style' and 'The Verbal-Imagery style' (Riding et al 1993 cited in Leask and Meadows, 2004). The evidence they have collected suggests ICT is malleable to the learning style of the individual and can benefit all styles of cognitive preference, thus supporting this desire for ICT.

Next Step for the Learner

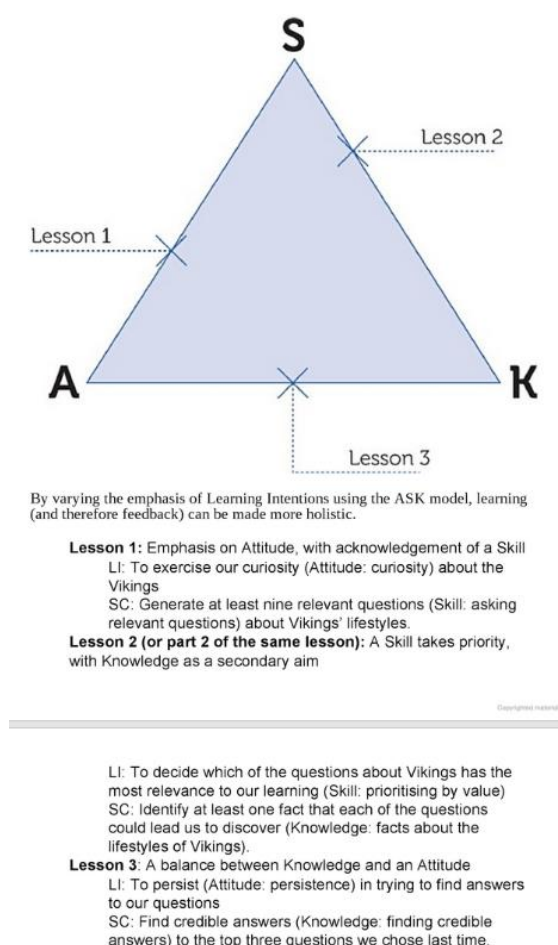
This next section shall be written in the first person to create a better cohesion of writing when I am evaluating the data and next steps which has been collected in the analysis of the learner.

It was clear from the outset of the 'learning walk' there was a strong bond to the foundation phase (FP) style of teaching, with a clear fondness of that period of life. The topic I had been given was story writing and I decided to start with a series of lessons on character descriptions. With the FP philosophy in mind, I began with a role-play exercise where children were required to describe the character to the person in the hot seat without stating their name (see Appendix F). Once vocabulary was built, I progressed onto my first objective using the "show, not tell" method of descriptive writing; I used my knowledge of the child's interests to role-play another lesson where pupils were required to describe emotions through actions, rather than description, using a game of

charades (see appendix G). This style of teaching was largely adopted from the work of Corbett (2001) who argues there is a greater need for effective oracy to take place in the classroom to aid children in their end goal of a written piece of work.

During these series of lessons, I feel I have nurtured participant A's attitude towards story writing, through allowing them to be curious and independent. In relation to the ASK model lesson progression (see figure 2), I have developed the attitude of participant A through the oracy work and begun to scaffold the desired learning. I have then entwined the skills such as "show, not tell" during the skills phase and coupled them with the knowledge they gained from producing plans and banks of vocabulary. The finalised product then required the child to work on attitude, knowledge and skills to produce a character and setting description (see Appendix H) (Nottingham and Nottingham, 2017). Nottingham (2013) suggests a danger for teachers is to include lessons that match the curriculum, rather than matching the interest of the child. Therefore, a next step for myself, would be to progress in my understanding of the participant's interests to further engage their attitude.

Figure 2. The ASK Model



(Nottingham & Nottingham, 2017)

Regarding the Department for Education and Skills (2016), participant A would be assessed at a level 5C for oracy and reading, whereas they possess some elements of level 6A/B for writing. The next step for this learner to consolidate level 6 and work towards level 7 is to use a range of literary skills in a correct manner to keep the reader interested. Although the task outlined the importance of using literary devices, and the child clearly has used them, it is questionable whether some devices have been used to the utmost effect. Nevertheless, this exercise is a small scale, character and setting description rather than a fully structured story. Therefore, with more time and opportunity to expand writing, participant A could show more progression at level 6 and begin working towards level 7. Other than this, the main issue was using the correct tense when writing, as participant A clearly has a tendency to use the first person when it is not appropriate.

Mathematics

Through my use of the 'exit card' strategy during the first week, I was able to collect a vast amount of data which largely pointed to the same outcome; working in groups. One area I incorporated this factor into was mathematics; to complete the topic of 'value for money' I really wanted to create a collaborative, experiential and contextual lesson to ingrain the knowledge and skills into the children. This lesson (see Appendix I) involved the children experimenting with kitchen roll, to find out which absorbed the most water, along with calculating the value for money of each product. This FP styled lesson included individuals working as a team, working in different areas of the classroom and using communication skills to achieve the task. This activity allowed participant A to excel in a variety of skills in relation to the ASK model. The intellectual skills, social skills, physical skills and communication skills were all desired to achieve the task and enhanced by the motivation created from their attitude of enjoying the FP styled lesson (Nottingham, 2013).

It was previously noted that participants A is a more able child and as such I have always attempted to differentiate work to the correct level. Drury (2014) suggests "in mathematics, you know you've mastered something when you can apply it to a totally new problem in an unfamiliar situation" (Drury, 2014, p. 8). Thus I have always attempted to use extensions for participant A which do not involve a greater workload, yet require them to apply the skill to a different situation through using tools such as the Nrich (No date) website. In conclusion, I believe this child has achieved level 5 in mathematics and rarely finds a topic, mathematical concept or calculation difficult. I believe I have continued to develop their attitude, however it is questionable whether their skill and knowledge level is being tested to the degree they require (see Appendix J). Therefore, I will continue to use higher level NRich activities and tasks to challenge participant A to apply their skills and knowledge to a number of different and more difficult settings which involve higher order thinking skills (The NCCA, 2007; Nottingham and Nottingham, 2017).

Science

The Science lesson I produced included a practical summary of the learners current work on the circulatory system (see Appendix K). Regarding the ASK model, the children had already gathered their attitude, skills and knowledge and therefore had progressed through lesson 1 and 2 of the exemplar structure. This put me in a very difficult position, as their prior knowledge was difficult to foresee; therefore I used the interactive ICT software of Nearpod to fulfil the children's desire to use ICT and to also gain their prior knowledge. All children including participant A found this very engaging and produced the desired attitude within the room while recapping skills and knowledge. The final step was the experiment, where they were required to test the apparatus and apply their knowledge and skills to a new scenario. During this science lesson, I had differentiated my questions to suit the learners in the classroom; using Blooms' Taxonomy of Critical Thinking (The NCCA, 2007). The higher ability children on the other hand, were expected to provide more in their outcome of thinking, and answer more higher order questions such as evaluating and analysing the experiment in terms of fair test, reliability and validity.

Participant A appeared to thrive under these circumstances, the use of both independent and group work in a practical setting which echoed that of the FP and social constructivist pedagogy seemed to benefit the child greatly. Linking back with the social constructivist view of cognitive development, theorists such as Vygotsky (1978) and Bruner (1996) would argue this pedagogy offers the child many benefits in their construction of knowledge through the model of ZPD. This was evident throughout the experiment as another child brought up the relation between diet, and the diameter of straws which affect blood flow and therefore can cause problems. Participant A quickly understood the concept and furthered the conversation by stating the health issues which could arise from poor nutrition due to the effect on the veins and arteries. It is clear this pupil is currently at level 5, with the ability to define key variables, use prior knowledge to engage with evidence and evaluate and the experiment in terms of a fair test (see Appendix L). The next step for this learner to progress into a level 6 would be to plan their own experiment and method to investigate a scientific enquiry (DCELLS, 2008).

Physical Education and Well-being

The final aspect I shall evaluate here will be linked to the well-being of the children; throughout my general observations of the class it was clear to see the friction between some children, their competitive nature and the arguments which would regularly arise due to this. The Foundation Phase Framework suggests that well-being should be treated as a cross-curricula subject that is ever present through teaching (DfES, 2015). As such, I have taken the philosophy from this

curriculum and attempted to apply it to my teaching to provide children with confidence, self-esteem and to understand their own emotions as well as others. To do this, I have used their competitive personalities to motivate them in areas such as Physical Education (P.E) where children had to grade each groups sequence using an Olympic styled grading (see Appendix M). To ensure there was effective behaviour management, I provided children with rules when grading the sequence of their classmates, ensuring they worded things correctly into the categories of what could be improved and what did they enjoyed about the piece. In this aspect, I followed a behaviourism model to control the class, rewarding determination, engagement and positive participation, whilst also setting the negative reinforcement of having to sit out of P.E or even staying in at their break time if there was undesired behaviour (Pritchard, 2014).

Throughout this process of developing their well-being, I was specifically focused on the self-efficacy of the pupils, including participant A. The argumentative behaviour and competitiveness of many individuals in the class was often due to poor coping strategies when losing games and activities (Bandura, 1988). I set about tackling this issue by introducing time out zones for those who became frustrated and pointing out the positives in failure. I also made a point of making children aware of their emotions, which Heery and Noon (2009) such is fundamental to improving a child's emotional intelligence and therefore their well-being.

I was very ambivalent about using the competitive nature of my pupils to encourage their learning. However, these worked extremely well and Physical Education was the perfect platform to encourage the development of this area. The next step for learners in this process is to continue to practice body shapes and positions that they find difficult, and evaluate both their emotional and physical development through a self-assessment strategy that gives them the responsibility over their learning.

Conclusion

The Professional Teaching Experiences (PTE) that I have been involved with on my Post Graduate Certification in Education (PGCE) has exposed me to a vast amount of policies, theories and assessments that a teacher must encapsulate to be an effective practitioner. This assignment has provided me with an opportunity to develop my assessment skills by looking at the progression, current level and the level participant A is working towards. Despite this being a positive opportunity, the ensuring consistency in teacher assessment report, suggests that a variety of subjects and context is required to accurately produce a 'best fit' level descriptor. Nevertheless, I have been teaching at my current placement for a period of three weeks, resulting in a small amount of time and work that could be used for assessment.

There are clear drawbacks to methods, data collection and timescale which will all impact upon the consistency and validity of results. Nevertheless, on a personal and philosophical level I feel that this assignment has provided me with more than a theoretical and practical insight to assessment. It has shown me the importance of taking learning theories and pedagogical understanding in a malleable and fluid fashion to fulfil the interests of each learner in the class. In regards to policy and assessment, it can be easy to fall into the trap of seeing pupils as numbers and levels on paper, without taking into account their beliefs, interests and values. As Donaldson (2015) states, innovative approaches to assessment are required in education which incorporate the pupil in their learning and progression. Therefore I now believe, It is important to include the learners interests, beliefs and desired pedagogy to so that they can become part of their own assessment and progress effectively through the level descriptors.

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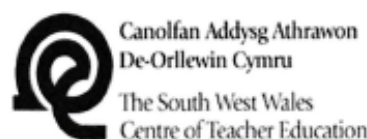
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RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2018.

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identify 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): Jordan Hughes

SCHOOL NAME (PLEASE PRINT): Tonnaus Primary

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

Adam Morgan

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

Adam Morgan

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

Many thanks in advance,

Helen Lewis

Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix B

Due to participant A's name being mentioned multiple times in the observational notebook, I have re-typed the observation below excluded the individuals name.

Week 1:

I had a conversation with **** where they explained their passion for music and that they play both the viola and piano! Very impressive. They are able to work well with most individuals in the class, unlike others who seem to clash and cause arguments. This individual became quickly bored in their work today while doing mean, mode median and range as they found it extremely easy. I will need to keep this in mind for my teaching and use mastery techniques to push this learner forward.

Week 2:

**** has worked extremely well this week and is clearly an intelligent person; I will continue to use mastery techniques and the NRich website so that I can test the understanding of the skills I am teaching them. Throughout English I will attempt to give them more freedom to be creative with their writing, rather than p[re]scriptive and structural which is what other pupils require in the class.

Week 3:

**** has provided some very high standard work and has always put a lot of effort into their writing. I will use some of the work that has been created in English for my display.

Appendix C

This is a dialogue extract from a learning walk that I went on with participant A and another pupil. Due to the natural cause of the pupils needing to travel around the school I took this opportunity to gain information, however it resulted in my writing up the dialogue after the event and therefore the dialogue may not be accurate word for word.

Researcher: So, you know your way around this school then?

Participant A: Yup

Additional child: yeah, we are always going around sorting things aint we ****

Participant A: Yeah we never stop around here.

Researcher: Do you know the code for the lock?

Participant A: Yeah it's ****

Researcher: I bet it has been a while since you have been over here (foundation phase building)

Additional child: yeah, but we often come over here!

Participant A: yeah we're always handing something out, I like it over here

Researcher: Oh okay, what did you enjoy about being in this part of the school?

Participant a: I loved playing in the sand, and oh ****, remember the shop we used to have. We used to be the owners and organise our workers to do things for us

Additional child: *"laughs"*

Participant A: *"laughs"*

Researcher: What about our classroom now? Are there any areas you enjoy, or any lessons that stick in your mind with things you like to do?

Participant A: *"hesitates"*... uh, well we like the iPads don't we *****

Additional child: yeah we love using those, you should use those in your lessons!

Appendix D

Exit Cards

The image shows six 'Exit Cards' forms, each with a title, a name field, and sections for 'My Interests' and 'What helps me learn?'. The forms are filled out with handwritten text in blue ink. The names are redacted with blue boxes.

Exit Cards
Name: [Redacted]
My Interests: Sports, Arts, Geography
What helps me learn: being with my friends, doing art because they give me subjects

Exit Cards
Name: [Redacted]
My Interests: Sports, Art, Music, Dance, all sports
What helps me learn: what is hard, I enjoy being challenged, like art

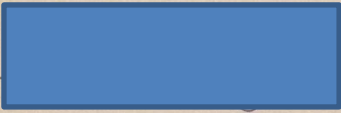
Exit Cards
Name: [Redacted]
My Interests: Sport, Art, Music, Dance, all sports
What helps me learn: what is hard, I enjoy being challenged, like art

Exit Cards
Name: [Redacted]
My Interests: Sports, Art, Music, Dance, all sports
What helps me learn: what is hard, I enjoy being challenged, like art

Exit Cards
Name: [Redacted]
My Interests: Sports, Art, Music, Dance, all sports
What helps me learn: what is hard, I enjoy being challenged, like art

Exit Cards
Name: [Redacted]
My Interests: Sports, Art, Music, Dance, all sports
What helps me learn: what is hard, I enjoy being challenged, like art

Exit Cards

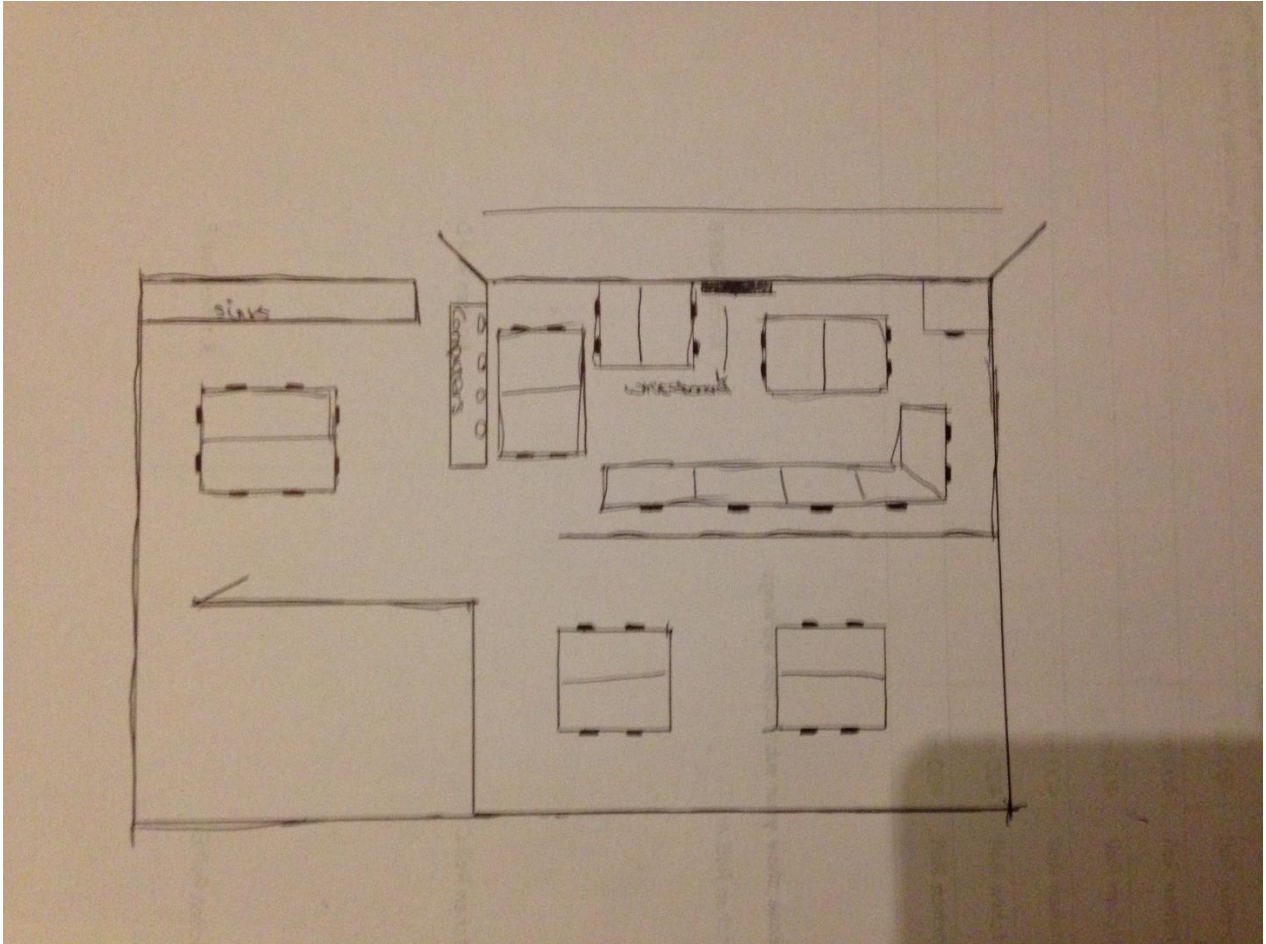
Name: 

My Interests: Play piano, play Netball, play violin
like doing maths, and english, in school.

What helps me learn: I like to be independent most
of the time and work it out myself. But
I also like working with friends.

Appendix E

Map making and photography of important areas to the child



Appendix F

English lesson plan

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education		1B	
Session Plan – Key Stage 2			
Name of trainee: Jordan Hughes		Session ref: 1 (08.05.2018)	
Personal target(s) in relation to QTS: S3.3.9 They set high expectations for learners' behaviour and establish a clear framework for classroom discipline to anticipate and manage learners' behaviour constructively, and promote self-control and independence.			
Year group:	No. of learners: 18	ALN: I.W; N.T	
Additional Adults:	Mr Morgan – Class teacher		
Learning objective(s): To express issues and ideas clearly, using specialist vocabulary and examples		Success criteria: - I can use a range of adjectives to describe the characters - I can work as a team to create a word mat of adjectives - I am beginning to learn components of what a character description consists of.	
Links to previous learning:			
Curriculum coverage (range, skills) Progression to story writing.		Meeting the learners needs:	
AFL Strategies: • Use "give me 5 if you understand" (1 = don't understand, 5 = really confident in what they have to) • Lollipop sticks • Think, pair, share • Mini-plenary (before the end of the lesson)			
Literacy(LNF) - use language appropriate to writing, including standard forms of English		Numeracy (LNF) - To use and interpret tables (cross-curricular with the work that's being learned in mathematics)	
DCF - Create a table using the ipads/chromebooks	Thinking - Ask more probing questions	ESDGC	YCC - Bring up the location of Roald Dahl
Key vocabulary(English/Welsh): Description / <i>Disgrifiad</i> ; Adjective / <i>Ansoddair</i> ; Character / <i>Cymeriad</i> , Verb / <i>Berf</i> , Adverb/ <i>Adferf</i> Incidental Welsh: <i>Bore da, Psy sy'n barod? Sefwch yn dawel, Esgusodwch fi</i>			
Differentiation: HA – If the HA children become to proficient at the descriptive game, then they will need to describe without saying a word, therefore needing to use actions. It will make it harder, yet allow them to think more outside the box of the persona of a character. LA – will receive an adjective mat to help with their descriptive work Mixed ability grouping will support those learners who find descriptive writing more difficult. It will also allow me an insight into what challenges pupils may face			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities
10 minutes	Introduction: Behaviour Management: As this is the first lesson, outline the behaviour management I expect from the children. Use the following: – Hand gestures to signal children for the follow; "Look", "listen", "sit down", "carry on with your work".		

	– Positive reinforcement: Class Dojo to begin with. Progress to money oriented game further into the week/PTE where children will receive a reward for good work, which they will put into the correct pots of “girl” or “boy”. At the end of the week, the group with the most money, counted by the children, will receive a prize. Only one person will receive this, so it will be up to the “losing” team to decide who has worked well, and who deserves the rewards from the winning team. This will hopefully allow children to reflect on what is expected in the classroom and to aim for those standards. – Noise control management; write, N O I S E, on the whiteboard, rub out a letter each time the children get too noisy. When you are left with a “No” there is no talking for the rest of the lesson. Any talking will result in the class missing play. At this point, possibly time the period of time it takes for noise to settle and write down the minutes/ seconds on the board that they will miss – link to mathematics session. – Due to high amount of pupils that like sports; Yellow/red cards will be given for negative reinforcement. Once a gesture, and verbal warning has been given, the children will then be given a “yellow card” meaning they will miss 5 minutes of their play. If behaviour improves for the majority of the lesson, I will take away the yellow card. However, once taken away, if the child receives another yellow card it is there to stay and the child will miss 5 minutes indefinite. Further misbehaviour will result in a red card. This will result in the child missing the whole play, and writing up a reflective recount of what happened. Begin with a game where pupils need to guess who the character is from the description on the (character description) PowerPoint. - Unpick how the children knew who the character was;	- Highlight words which stand out, use of adjectives, verbs and adverbs. - What is defining about the character? - How did you know it was that specific character? - Bring in character traits – link not only their description, but also the personality, using Harry Potter as an example, - Hermione – clever, uses books - Harry – brave, good, kind hearted - Ron – funny, silly, lands himself in trouble. Slightly immature.
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20-30 minutes	Main activities <u>Activity 1:</u> Progress the introduction to character description game; this involves a child sticking a famous character on a child's head (or sitting facing away from the interactive white board where the picture will be brought up) ; children must then describe the character, and the pupil with the character stuck to their head will need to say who it is, or which book it is from depending on difficulty. The team that gives the final descriptive tool, that allows the person to guess the correct answer gains a point. For this game split the class into 4 teams, and create a min tournament. Get children to create a table in their books/ipads, create team names, and track the points. A win would be – 3 points Draw (if person is unable to guess) – 1 point Loss = 0 points. Additionally, one person on each team will be responsible for noting down the adjectives and descriptive words used during the game. (extra points will be given for those teams who are paying attention not simply to what their going to say, but also what is being said). This will then slowly build a bank of vocabulary the children have created themselves, which they can follow up in the next lesson. <u>Activity 2:</u> - Read the extract from the Roald Dahl book 'the bfg' give children no indication as to author/character/context. Children must first draw a picture of the character description. <u>Extension:</u> - If children finish this, they will be expected to the write a small blurb of what they think the story could be about. If they don't know, then they will be asked to make it up in the most imaginative way possible.	- Highlight descriptive features and begin to include characterisation techniques: - What might the character say? - What might the character do? - What do they wear? - What they sound like? - Do they move in a particular way? - What do they look like? - What location/world may they live in? - What maybe the personality of the character? The key is to get children thinking about what defines a character, and it's a amalgamation of characteristics that creates an effective, believable character.
10 minutes	Plenary	

	Children write on postit notes or in books, something interesting they've learned. Something they enjoyed, or a term/descriptive term that they have discovered. What do we need more teaching on to create effective characters? More vocabulary? Techniques? Notes get past around and are anonymous and as such are read out by a different child in the classroom.	
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Appendix G

English lesson plan – “Show, not tell”

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education		1B	
Session Plan – Key Stage 2			
Name of trainee: Jordan Hughes		Session ref: 10 (16.05.2018)	
Personal target(s) in relation to QTS: S3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of learners' interests and their language and cultural backgrounds, with the help of support staff where appropriate.			
Year group:	No. of learners: 18	ALN: I.W; N.T	
Additional Adults:	Mr Morgan – Class teacher		
Learning objective(s): To understand the “show, not tell” feature of character description		Success criteria: - I can recall what I know about character description - I can work in a team to create a drama sequence - I can use the show, don't tell method to improve my writing	
Links to previous learning: - To use comprehension skills to search for specific terms within the text: - Read closely, annotating for specific purposes.			
Curriculum coverage (range, skills) - Explore challenging or contentious issues through sustained role play.		Meeting the learners needs:	
AFL Strategies: • Use “give me 5 if you understand” (1 = don't understand, 5 = really confident in what they have to) • Lollipop sticks • Think, pair, share • Mini-plenary (before the end of the lesson)			
Literacy(LNF) - express issues and ideas clearly, using specialist vocabulary and examples		Numeracy (LNF) N/A	
DCF - Use an online collaborative tool to share ideas.	Thinking - Plan the process/method to be used.	ESDGC	YCC
Key vocabulary(English/Welsh): Character / <i>Cymeriad</i> technique / <i>Ansoddair</i> adjective / <i>Ansoddair</i> verb / <i>Berf</i> adverb / <i>Adferf</i>		Incidental welsh: • <i>Sefwch yn dawel</i> / stand quietly • <i>Ateb da iawn</i> / a very good answer • <i>Wyt ti'n cytuno</i> / do you agree • <i>Pwy sy'n Barod?</i> / who is ready • <i>Wyt ti wedi gorffen?</i> / have you finished?	
Differentiation: Throughout a large portion of the lesson, children will be working in teams and therefore a mixed differentiation approach will be taken. LA children can benefit from the HA; However... when it comes to creating a drama sequence the general differentiation may not apply, therefore a mixed differentiated approach is best. HA – When it comes to the writing of show, not tell writing section; the differentiation will largely come from outcome. HA children will be expected to use the show, not tell method and also incorporate some of the technical terms of writing such as a metaphor and simile. LA – LA children will be expected simply to practice the show, don't tell method to improve their writing and will not be expected to use extra writing tools such as a metaphor and simile (although it is still desired that they try).			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities
5 Minutes	Introduction		

	- Use the online tool to collaborate ideas about character description	- What have you learned? - What makes a good character? - What techniques should we include in our writing: - 5 senses, 5 'w's', adjectives - connectives and conjunctions - metaphor - simile - personification - graphology
10 minutes	Main activities: <u>Activity 1</u> Explain to pupils that we will be adding in an extra technique to improve their character descriptions. "The show not tell principle" - Don't tell children what it is, rather ask them the questions and let them try and work out it for themselves	- What is a show, not tell technique? - How do we use it? - How can we show someone is angry? without saying it - How can we show someone is scared without stating it?
20 minutes	<u>Activity 2:</u> - Give children a character description or emotion; in teams they will have 5-7 minutes to come up with a one minute drama sequence, that will have to depict the emotion of character they are given. - Once they have done that they will act out their drama to the rest of the class who will have to guess what they are trying to show. Rules: - You cannot speak. Pupils are only allowed to use their actions, in a similar manner to a game of charades. - Every person must be involved in some shape or form in each group. - Children can only guess once the whole sequence is finished.	Use the terms: • Angry • Sad • Happy • Tired • Scared • Shock
20 minutes	<u>Activity 3:</u> - Entice the pupils to digress the activity, and explain the point of it	

20 minutes	- Hand out individual sheets on actions and vocabulary children could use to use the “show, don’t tell feature”. - Create mind maps on each of the emotions, of words and phrases that could be used to tell the reader and not show them. Next: show the power point “Show, don’t tell” Work through the example of David; - Bring attention to the pace; - The action, the verbs and adverbs - Highlight how much better it is to read, when you gain a characters feelings, temperament, emotion through an action sequence. Extension TASK: Re-write the statements on the power point to include the show, don’t tell method. Depending how long Activity 2 makes: If there is 15-20 minutes remaining, allow children to create their own character, using the prompt as help to build up the appearance and personality. If there is only 10 or so minutes remaining: - Continue with the re-writing of the statements, and include other emotions and situations for the children to write in a Show, don’t tell method.	Think, pair share. - What was the point of the exercise? - What has that told you? - Was it more fun/exciting? - Would you rather read an example of that, than simply being told “he was scared”
10 minutes	Plenary Allow children time to read out what they have created, emphasis the pride they should take in their work and compare it to the descriptive work they have done on “The Gruffalo”.	

Appendix H

Example of English work to be levelled

My Story

Descriptive Writing Toolkit		Me	Partner
Tick these sections if you think you've done them...			
Described the following senses:			
• Touch		✓	
• Sound			
• Sight			
• Taste			
• Smell			
Have you used the show, not tell method?		✓	
Have you used paragraphs?		✓	
Have you used different connective to join your work?		✓	
Have you written in the 3 rd person?		✓	
Have you used full stops and capital letters for every sentence?		✓	
Have you used a thesaurus to gather interesting adjectives		✓	
Could you also use...		✓	
One or more similes?		✓	
One or more metaphors?		✓	
One or more examples of personification?		✓	
One or more examples of onomatopoeia?		✓	

Mystery of the Golden Glass

Immediately Rose stood there separated from everyone around her. She was alone as she ^{nervously} quivered around the corner of the empty, motionless museum, which had been standing there for decades. Suddenly an ^{eye-catching} shadow appeared, right in front of her unexpectedly. It was pointing curio full of curiosity at the stained rusted lock, which was chained onto the dark brown bark door. Her kness knobbled together as her Hawaiian flowers tilted down her forehead in fear, her linen top blew from the ^{fresh} draft being swept up from the bottom of the door, as her red fiery hot eyes stared down at her scattered goosebumps.

BING! Unexpectedly a polished golden key sprung up, and caught the corner of her eye. She had to get hold of it because there was now no way out... As she layed a finger lightly on the polished key, she spun wildly around, and got transported into a unfamiliar forest. #describe feeling:

Brrr! Her body shivered. "Hello, girl!" Yelled the unfamiliar man, riding on the horse.

The # mossy green trees shivered in panic.

~~Her~~ knees knobbled together, as her teeth girked together vigorously. Goosebumps kept on spreading on my skin like a flare set wild.

~~X~~ Rose could smell ^{and taste} the salt cutting off the sea like a sharp knife, she could hear the crumbling of the mud underneath the ^{lime} green grass. Suddenly I had to bend ~~X~~ down and just crotch myself up into a round ball, and I unknowing what to expect. I remembered

~~Rose~~ I left onto a tree branch, ~~my~~ ^{her} fingers cut into the splinters on the tree. Her breath overlapped? wildly and her stomach turned wild like a tumble dryer. Rose could see the demon robots, walking, ^{it} it was more like a stroll towards the direction of the beach.

Would they reach ever here?

If they did what would the two demon robots do? All of these unanswered questions rang in ^{Rose's} ~~my~~ head like a doorbell, constantly ringing, what was going on?

Immediately, a waft of oily, electric smell blew over to ^{her} ~~me~~. She wondered madly, frustration, panic. It set as a reminder ^{Set} in her head. Clouds covered over me like a thick grey blanket. It was now ~~raining~~ throwing down a fountain of water. The thunder rumbled, RUMBLE! The lightening cracked, CRACKLE! And Rose's body ~~shivered~~, with movement dramatically. These kind of demon electronic robots, were now staring at me right in ^{my} ~~the~~ ^{fierce} eyes. Rose carefully ~~lent~~ against the cool damp stone, half covered in ivy as green as the demon's eyes. CRUNCH! She accidentally crunched on a twig... What ^{were} ~~was~~ the demons going to do...

Mathematical experiment lesson plan

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education			1B
Session Plan – Key Stage 2			
Name of trainee: Jordan Hughes		Session ref: 23 (24.05.2018)	
Personal target(s) in relation to QTS:		S2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role. S3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of learners' interests and their language and cultural backgrounds, with the help of support staff where appropriate.	
Year group:	No. of learners: 18	ALN: I.W; N.T; B.R	
Additional Adults:	Mr Morgan – Class teacher		
Learning objective(s): To investigate the value for money using kitchen rolls as an experiment.		Success criteria: - I have used division to work out the price per sheet - I have used subtraction to find out which kitchen roll holds the most water - I have completed a table for both the value of kitchen roll and the amount it absorbs	
Links to previous learning: - Division, Multiplication, addition and subtraction - Value for money lessons			
Curriculum coverage (range, skills) - divide 3-digit numbers by 1 and 2-digit number - Make predictions using some previous knowledge and understanding - contribute to class discussions and take part in debates - the observations or measurements that need to be made		Meeting the learners needs: The following lesson has been split into two differentiated groups. From an earlier lesson on multiplication (see tracking E006) I discovered that I had moved some learners on too quickly when it came to the size of the calculation and the steps involved. Therefore in build up to this lesson, I have discovered that the children I have differentiated into LA still need more time to practice their short division. Whereas those in the MA are at the level where they can progress onto long division (see tracking 008). In addition, I have noticed quite a few individuals making mistakes on their times table rather than their method. To address this I will do a kahoot multiplication warm up.	
AFL Strategies: - Use "give me 5 if you understand" (1 = don't understand, 5 = really confident in what they have to) - Lollipop sticks - Think, pair, share - Mini-plenary (before the end of the lesson)			
Literacy(LNF) - respond to others with questions and comments which focus on reasons, implications and next steps. - contribute purposefully to group discussion to achieve agreed outcomes		Numeracy (LNF) - divide 3-digit numbers by a 2-digit number - multiply and divide 3-digit numbers by a single-digit number	
DCF Use Nearpod to create an interactive introductory power point.	Thinking Decide whether the process/method was successful; describe any amendments made;	ESDGC Money in Wales compared to the rest of the world	YCC Money in Wales compared to the rest of the world

- Children will also be using the iPad throughout the lesson to time their experiment	suggest how the process/method could be improved.	How do you value money?	How do you value money?
Key vocabulary(English/Welsh): Value / <i>Prisio</i> Money / <i>Arian</i> Division / <i>Adran</i> Graph / <i>Graff</i> Quality / <i>Ansawdd</i>		Incidental welsh: - Off you go / <i>Bant a chi</i> - Sit quietly / <i>Eisteddwch yn dawel</i> - Have you finished / <i>Wyt ti wedi gorffen</i> - No problem / <i>Dim problem</i>	
Differentiation: Differentiated task LA – J.B, A.B, B.R, E.D, M.D, P.G, R.P, J.R, N.T, I.W Will have simpler sums to work with when calculating the value of the kitchen roll. Working with the short division method. Also they will be given a differentiated sheet which has been laid out for them in a easy to read manner. In addition, they will be given an easier volume to work with of 400 ml, so that their subtraction work is more fitted to their level. HA – will have more difficult sums to work with when calculating the value of kitchen roll, as they will be expected to use the long division method. In addition when they are filling up the water with the measuring jug, they will be given a more difficult number to begin with (425 ml). This will make their subtraction work more difficult as they will be working with harder numbers to find out how much the kitchen roll has absorbed.			
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities	
15 minutes	Introduction Introduce the lesson by using Nearpod; - Show children that the value of items has changed over time, and that money itself has changed. - Allow children to pass around old coins that used to be in circulation in Wales Progress the lesson introduction by recapping the methods that the children will need to use throughout the lesson. - Ask children to answer questions, fill in comprehension and draw their workings out. - Scaffold the learning, by introducing the steps that the children will need to complete the lesson (division) - Link to kahoot to test knowledge go over basic times table as children have often got this wrong in their division work through the week, - We have looked at the cost of items to work out which is the best value for money, yet in this lesson were going to put it to the test!	- Can you work out what the coins are? - Why do you think money has changed? Why do we not have ½ pennies anymore? - What does value for money mean to you? - Can you show me how you would work out this short division sum? - Can you draw it? - Okay, now how would you work out this worded problem? - Should we only be concerned about the cost of the item? Is there more to <i>valuing</i> an item?	

15 minutes	Main activities The class will be split into two differentiated groups which will be carrying out the same experiment, yet in different rooms. Within each group, they will also be split in half, so that one is carrying out the experiment while the other is calculating the cost per unit. Differentiation: LA – J.B, A.B, B.R, E.D, M.D, P.G, R.P, J.R, N.T, I.W Will have simpler sums to work with when calculating the value of the kitchen roll. Working with the short division method In addition, they will be given an easier volume to work with of 400 ml. HA – E.J, T.L, K.L, C.L, E.M, S.M, D.O, M.R will have more difficult sums to work with when calculating the value of kitchen roll and will need to use long division. In addition when they are filling up the water with the measuring jug, they will be given a more difficult number to begin with. E.g. total amount of water 425 ml subtract what is left to see how much the kitchen roll absorbed. <u>Activity 1:</u> Group 1 – Experiment • This group will be testing the absorption of the kitchen roll. They will need to place <u>1</u> sheet of roll into the tray and begin the timer of 30 seconds. • After the time is up, they will take the kitchen roll out, pick up the baking tray and pour it into a measuring jug. They will then have to work out how much the kitchen roll has absorbed and record it in their table. • Once the experiment has been completed, all children will need to gather the answers of <i>the recorder</i> so that they can fill in their own table. Then they will need to rank the kitchen rolls from 1-6, with 6 being the most effective and 1 being the least effective. Jobs: • The Recorder ○ Must record the information into a table • The Timer ○ Must begin timing once the kitchen roll has been submerged • The Controller ○ Must put the kitchen roll into the water, and carefully pick it back out once the 30 seconds is up. • Clean-up crew	- Sophie and Evie may possibly be absent. - Is this a fair test? - Could we improve this experiment? - How reliable do you think our results are?

15 minutes	Must keep the workplace tidy, clean up spillages and also be ready to hold the bin bag when the controller is discarding it. <u>Extension:</u> - If this task is finished before the group completing activity 2, they will have a chance to test their results by doing the test again for reliability. <u>Activity 2:</u> Group 2 – Cost per unit - Children here will be working out the value of the kitchen roll, via the cost per sheet. Here children will need to use division to find out how much one sheet is worth. - Then they will need to input their data into a table, and rank the kitchen roll from 1-6, with 6 being the most effective and 1 being the least effective <u>Extension:</u> - If this task is finished before the group completing activity 1, the children can begin to plot a graph of their results, in terms of “Kitchen Roll” against its cost per sheet. -	- Which kitchen roll would you purchase based on price alone? - How could you check that your answers are correct?
10 minutes	Plenary - Using nearpod, I shall run a poll to discover which Kitchen Roll was the most effective for both price and material. - Once this is done, I will use the “beach ball” with post-it notes stuck on. Children will need to pull off a post-it note, ask a question and then throw it to the next person who will answer and repeat the same process.	

Appendix J

Mathematical work to be levelled.

What is your Learning Intention?		What is your Success Criteria?	
I can use and convert analogue and digital clocks		I can use the 12-hour format and understand am and pm I can use the 24-hour format I can change the format from a 12-hour analogue format, to a 24-hour digital format.	
Feedback: Teacher: I feel very confident changing times, and time. Self: Peer:		Feed Forward: Next Step -	

Time	
1. 4:05pm ✓	17. 19:14 ✓
2. 4:40pm = 5:10pm ✓	18. 11:29 ✓
3. 11:45am = 12:15pm ✓	19. 13:39 ✓
4. 12:05pm = 12:35pm ✓	20. 21:08 ✓
5. 2:32pm = 3:02pm ✓	21. 6:42pm ✓
6. 2:55pm = 3:25pm ✓	22. 8:38pm ✓
7. 6:44pm = 7:14pm ✓	23. 3:55pm ✓
8. 10:59am = 11:29am ✓	24. 9:50pm ✓
9. 1:09pm = 1:39pm ✓	1. 10:30 ✓
10. 8:38pm = 9:08pm ✓	2. 18:45 ✓
11. 16:05 ✓	3. 23:40 ✓
12. 17:10 ✓	4. 11:50 ✓
13. 12:15 ✓	5. 12:00 ✓
14. 12:35 ✓	6. 20:55 ✓
15. 15:02 ✓	7. 14:15 ✓

Answers checked!

Activity	Start time	Length of activity	Finish time	Why have you selected that activity?
London Zoo nature Trail	10:00	49 minutes	10:49 ✓	Marge and Lisa wants to see as much things and relaxing as they can.
Meerkat and other Snack time	11:15	38 minutes	11:53 ✓	Marge loves watching Meerkats, and toilets nearby for Maggie.
Coati Crunch	12:00	90 minutes	13:30 ✓	The family like relaxing but interesting things.
Story time- An animal adventure	13:30	44 minutes	14:14 ✓	Toilet facilities for Maggie. Marge doesn't like danger. Maggie enjoys it.
Tigers Live!	14:30	25 minutes	14:55 ✓	Bart hasn't seen anything yet, and he likes a lot of action.
In with the Lemurs	15:00	11 minutes	15:11 ✓	It's very interesting for Marge as well.
camel chat	15:15	15 minutes	15:30 ✓	It's very interesting for the family
Giraffe high tea	15:30	60 minutes	16:30 ✓	Maggie needed the toilet, and it's very good for the family to enjoy.
Penguin beach live	16:30	90 minutes	18:00 ✓	It's homers time, he loves penguins and there not
Stop off on way back home	18:30	10 minutes	18:40	To be fair to Homer, because he likes doughnuts!
Make their way back	18:50	3h 50min hrs	22:20	ready for bed! ✓

Homer - likes: doughnuts, monkeys, penguins * *Lovely Addition!*

Dislikes: Walk to far

Marge - Dislikes: Danger, too much excitement, spiders
likes: Meerkats,

Lisa - likes - all animals, Lemurs dislikes - Spiders
 Bart - likes - Spiders, exciting things.
 Maggie - Likes - reading stories, can go to the toilet anytime.

What is your Learning Intention?		What is your Success Criteria?	
I can use and interpret timetables and schedules to plan events and activities and make calculations as part of the process.		☒ To use effective skimming and scan for details ☒ Use the count-up method when finding the difference of two times (if necessary) ☒ Answer the questions relating to this timetable	
Teacher	outstanding work	Feed Forward:	H M C
Self		Next Step -	
Peer			

58
X58

Swansea - Banwen

via Jersey Marine, Coed Darcy, Skewen, Neath and Crynant

Swansea - Banwen

via Jersey Marine, Coed Darcy, Neath and Crynant

CYMRUCLIPPER
CYMRUCLIPPER

Mondays to Saturdays except Public Holidays

Service Number	58	X58	58	58	58	58	58	58	58	58	58
Swansea City Bus Station	—	0705	—	—	0825	0855	0925	0955	—	25	55
Sainsbury's	—	0708	—	—	0829	0859	0929	0959	—	29	59
Fabian Way (Park & Ride)	—	—	—	—	0834P	0903P	0933P	1003P	—	33P	03P
Swansea Uni (Bay Campus) arr	—	0714	—	—	0830	0907	0937	1007	—	37	07
Swansea Uni (Bay Campus) dep	—	0714A	—	—	0840	0909	0939	1009	—	39	09
Jersey Marine Village	—	0723	—	—	0846	0914	0944	1014	—	44	14
Coed Darcy	—	0726	0745	0807	0849	0917	0947	1017	then at these mins past each hour	47	17
Top of Pen-yr-Alley	—	—	0748	0809	0851	0919	0949	1019	—	49	19
Skewen (Cresc't's)	—	—	0752	0812	0854	0922	0952	1022	—	52	22
Neath Abbey	—	—	0758	0817	0859	0927	0957	1027	—	57	27
Neath Victoria Gardens arr	—	0735	0805	0823	0905	0933	1003	1033	—	03	33
Neath Victoria Gardens dep	—	0740	—	0828	—	0930	—	1038	—	08	38
Cadoxton (Green Dragon)	—	—	0747	—	0835	—	0945	—	1045	—	45
Abertawe (Forest Hill)	0624	0752	—	0840	—	0950	—	1050	—	—	50
Crynant (Business Park)	0632	0804	—	0853	—	1003	—	1103	—	—	03
Seven Sisters (Post Office)	0640	0812	—	0901	—	1011	—	1111	—	—	11
Orlweyn	0644	0817	—	0906	—	1016	—	1116	—	—	16
Coilbren	—	0822	—	0912	—	1022	—	1122	—	—	22
Banwen (R/C)	0650	0827	—	0918	—	1028	—	1128	—	—	28

Service Number	58	58	58	X58
Swansea City Bus Station	1655	1725	1755	1835
Sainsbury's	1659	1729	1759	1838
Fabian Way (Park & Ride)	1703P	1733P	1803P	—
Swansea Uni (Bay Campus) arr	1707	1737	1807	1844
Swansea Uni (Bay Campus) dep	1709	1739	1809	1844
Jersey Marine Village	1714	1744	1814	1848
Coed Darcy	1717	1747	1817	1851

1. If you
2. What
3. How k
4. What
5. How k
6. I need
7. Which
8. Which
9. After
10. I find
11. My job
12. A bus

Extension:
Write some q

1. 17
2. 8:5
3. 25
4. 18
5. 9:4
6. 10
7. 7:0
8. 9:5
9. Ev
10. 17
11. 8:5
12. 1h

Swansea to Banwen Bus timetable

1. If you live in Fabian way, what is the first bus you can catch to Neath Abbey in the morning?
2. What time does that bus arrive at Neath Abbey?
3. How long does that journey take?
4. What is the last bus to leave the Swansea City Bus Station?
5. How long does the 09:17 bus from Coed Darcy take to get to Cadoxton?
6. I need to get to Banwen (RFC) by 11:30, what two bus times leaving Swansea are my best option?
7. Which of these times have the shortest journey and by how many minutes?
8. Which of these times have the longest journey and by how many minutes?
9. After 09:07 in Swansea Uni (bay Campus) how often do the buses depart?
10. I finish my shopping in Sainsbury's at 17:15, what is the next bus I can catch so that I can begin my journey to Jersey Marine Village, and how long will it take me in total to get there.
11. My job interview starts at 10:45 in Banwen (RFC). I need to journey from Swansea City Bus station, what bus do I need to catch? How long will the journey take?
12. A bus driver gets paid 42p per minute. How much would the 16:55 bus driver get paid?

Extension:

Write some questions using the timetable for a friend to answer.

1. ~~7:03~~ 8:34 ✓

2. 8:59 ✓

3. 25 minutes ✓

4. 18:35 ✓

5. $9:45 - 9:17 = 28 \text{ minutes}$ ✓

6. ~~10:28~~ 9:55 & 8:55 ✓

7. $7:05 \text{ to } 7:08 = 3 \text{ minutes}$ ✓

8. $9:55 \text{ to } 11:28 = 1 \text{ hr } 33 \text{ minutes}$ ✓

9. Every 2 minutes ✓

10. $17:29 + 17:44 = 15 \text{ minutes}$ ✓

11. 8:55 and 10:28 = 1 hr 33 minutes ✓

$10:28 - 10:55 = 1 \text{ hr } 33 \text{ mins}$

12. 1 hr 33 minutes, $1 \text{ hr } 36 \text{ min} \times 42 = \pounds 25.20$
 $33 \times 42 = \pounds 13.86 + \pounds 25.20 =$

Appendix K

Science lesson plan

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education			1B
Session Plan – Key Stage 2			
Name of trainee: Jordan Hughes		Session ref: (13) 17.05.2018	
Personal target(s) in relation to QTS: S3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.			
Year group:	No. of learners: 18	ALN: I.W; N.T	
Additional Adults:	Mr Morgan – Class teacher		
Learning objective(s): Make predictions using some previous knowledge and understanding		Success criteria: - I have made a prediction linked to my previous knowledge on the topic of the circulatory system - I have discussed a fair test procedure - I have evaluated my experiment for strengths and weaknesses	
Links to previous learning: - Topic work on the circulatory system and the heart including; - Research through ICT; - Creating an informational power point on the facts of blood and donating blood; - Research on William Harvey			
Curriculum coverage (range, skills) - Make predictions using some previous knowledge and understanding - contribute to class discussions and take part in debates		Meeting the learners needs: - Use Nearpod to revise the information the children have learned so far. - Use an exemplar topic book for children to look through if they need to recap their knowledge. - Produce “help sheets” which give a more simplistic basic understanding of what needs to be done (use through AFL techniques if children are finding it difficult)	
AFL Strategies: • Use “give me 5 if you understand” (1 = don’t understand, 5 = really confident in what they have to) • Lollipop sticks • Think, pair, share • Mini-plenary (before the end of the lesson)			
Literacy(LNF) - respond to others with questions and comments which focus on reasons, implications and next steps. - contribute purposefully to group discussion to achieve agreed outcomes - listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising		Numeracy (LNF) • Time events in minutes and seconds to the nearest tenth of a second	
DCF - Use Nearpod to create an interactive introductory power point. - Children will also be using the iPad throughout the lesson to time their experiment	Thinking - Decide whether the process/method was successful; describe any amendments made; suggest how the process/method could be improved.	ESDGC • During plenary bring up the “French nutrition paradox” in relation to Wales and Britain. https://www.walesonline.co.uk/news/health/everything-you-need-know-heart-11772805	YCC • During plenary bring up the “French nutrition paradox” in relation to Wales and Britain. https://www.walesonline.co.uk/news/health/everything-you-need-know-heart-11772805
Key vocabulary(English/Welsh): Vein: <i>gwythiennau</i> Artery: <i>rhedweli</i> Diameter: <i>tryfesur</i>		Incidental welsh: • <i>Sefwch yn dawel</i> / stand quietly • <i>Ateb da iawn</i> / a very good answer • <i>Wyt ti'n cytuno</i> / do you agree	

Flow: <i>Liif</i>		• <i>Pwy sy'n Barod?</i> / who is ready • <i>Wyt ti wedi gorffen?</i> / have you finished?
Differentiation: Mixed differentiation will take place so that peers can help scaffold and guide the learning. HA – Will be expected to provide a good explanation of the Aim, hypothesis etc. In addition, they will be expected to use the key terms and vocabulary in the correct manner. LA – Children from this group will be expected to understand the task at hand and how the circulatory system works, however they will not be expected to know some terms and knowledge, such as the difference between the veins and arteries. The introduction and recap are more focused towards the LA in this way, helping to reinforce their learning of this topic. <u>Next step:</u> Due to this lesson being a highly practical lesson, and there being no children who have impairments that would reduce their ability to take part, there will be a larger focus on the outcome. However, the evaluation and write up of the experiment that will be done in the lesson following this, will include more differentiated work. Whereby children will have help sheets and guidance on how to use the mean, mode and range when analysing their results and workshops set up to guide children and their data. Calculators will also be available to help for the LA, with access to a video recap of the experiment. Progressing from this evaluation and data analysis, children will be required to convert their data into graphs.		
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
10 minutes	Introduction Begin with a recap power point presentation using Nearpod – use interactive tools to question children, scaffold their previous knowledge and guide them to start thinking in a scientific way. Things included: ○ Basic information about the heart and blood. ○ Use open-ended questions to gain children's prior knowledge ○ Interactive Heart model which children can investigate on the iPad to recall information. ○ Question children about their previous learning – <u>Bring up good answers as AFL for the whole class to see.</u>	- Use information from Nearpod to see which children have little prior knowledge and may find the task difficult. ○ Using this, support these learners with their scientific investigation. • What is your prior knowledge? • What does flow mean? • What is an artery/vein? • What does diameter mean?
10 -15 minutes	Main activities <u>Activity 1:</u> Go through a scientific breakdown of the processes of planning an investigation: - Tell children they will be investigating blood flow through the circulatory system and what the impact of blockages is on blood flow. - Ask them to create the Aim, hypothesis, method and variables. Go through each one in a think, pair, share method.	<u>Think, pair, share.</u> <u>Aim:</u> - What are we trying to find out? <u>Method</u> - How are we going to carry out the experiment? - How many times are we going to test the straws? Why?

30 minutes	- Show slide with the Aim and method for children to produce their notes. - Ask children to predict the hypothesis: - o The larger the diameter the faster the flow.. - o The smaller the diameter the slower the flow.. <u>Activity 2:</u> The experiment: Split children up into prepared groups (with name tags already on the tables). 1. The Controller must hold the cup, and place one finger on the end of the straw to prevent the “blood” from coming out. 2. When ready, The Recorder will pour the liquid into the cup – Make sure The Controller is holding the end of the straw! 3. The controller will count down and let go of the straw at which time the timer will begin timing. Only stop timing once the drips have stopped! 4. The Recorder will need to note down the information taken. E.g. the length of time the cup took to empty. Note, there is also a box labelled “additional notes”, this is for any extra information you may want to write through the experiment. E.g. could we improve our investigation to make it more reliable? Or fairer? Pupils will repeat this process 3 times and record their results. <u>Extension:</u> • Depending on how quick the experiment takes, children will be given the opportunity to block the larger straw with butter. This will mimic the effect fat has to the veins and arteries in our body. Pupils can then perforate the butter, so the liquid can get through. They can investigate the time it takes the	- How can you measure how fast the water flows through each of the straws? <u>Hypothesis</u> - What do you predict will happen? Through which artery/vein (straw) do you think blood (water) can flow faster? The one with the smaller or larger diameter?
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	"blood" to flow through the straws with the additional blockage.	
10 minutes	Plenary Create a PSE styled plenary whereby children sit in a circle, and roll the ball to one another to speak. Now ask children to reflect upon what has happened and feedback to the class. - Highlight the different results every child received; - Why did they receive different times? - Was it a fair test? - o How accurate was the timing? - o Did everyone use the same amount of material to block the straws? - o How reliable are our results? - o How valid are they? • Bring up the question; is all fat bad for you? • Talk about French nutrition paradox, comparing Wales with the rest of the world	Ask questions such as: 1. Which artery (straw) did the blood (water) flow quicker through? a. Why? 2. Which artery was slowest? a. Why? 3. What happens to the body when the blood is prevented from circulating? a. High blood pressure b. Heart attack c. Stroke 4. How could we strengthen blood flow? a. Heart – muscle – diet.

Science Investigation

LI: To make predictions using some previous knowledge and understanding

Aim:

To investigate how a liquid flows through straws of different diameters.

Method:

1. First fill up the cups with the red liquid.
2. Get the timer ready, and make sure that someone is holding the cup.
3. Press start on your timer.
4. When all the water is out press stop.
5. Record your time

Hypothesis:

I predict that the larger that the opening to the straw, the quicker the flow, and the smaller opening to the straw the ^{less flow} shorter it is.

Appendix M

Physical education lesson plan

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education			1B	
Session Plan – Key Stage 2				
Name of trainee: Jordan Hughes			Session ref:	
Personal target(s) in relation to QTS:				
Year group:	No. of learners: 18	ALN: I.W; N.T		
Additional Adults:	Mr Morgan – Class teacher			
Learning objective(s): <u>Gymnastics</u> : - To develop, consolidate, and then apply, the basic actions of travelling, balancing and stillness, jumping and landing and rotation. Actions should be developed using the floor and apparatus, as appropriate - To recognise the principles of simple composition and choreography in order to use them to plan sequences and a range of movement patterns			Success criteria: - I can use good body tension and control - I can demonstrate changes in direction, level and body shape. - Perform a sequence	
Links to previous learning: N/A				
Curriculum coverage (range, skills) To develop, consolidate, and then apply, the basic actions of travelling, balancing and stillness, jumping and landing and rotation. Actions should be developed using the floor and apparatus, as appropriate			Meeting the learners needs: N/A	
AFL Strategies: - Use “give me 5 if you understand” (1 = don’t understand, 5 = really confident in what they have to) - Lollipop sticks - Think, pair, share - Mini-plenary (before the end of the lesson)				
Literacy(LNF) listen carefully to presentations and show understanding of the speakers’ conclusions or opinions			Numeracy (LNF) N/A	
DCF N/A	Thinking	ESDGC	YCC	
Key vocabulary(English/Welsh): * Control * Body shapes * Tension * Direction * Fluid motion				
Differentiation: HA - LA -				
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities	
10 minutes	Introduction Use the warm up game of Captains deck, the rules are as follows:			

	To the ship: run to the captain's right To the island: run to the captain's left Hit the deck: lay down on your stomach (or if players don't want to get dirty, they can crouch down) Attention on deck: salute and yell, "Aye, aye captain!" -- players may not move now until the captain gives the order of, "At ease!" (i.e. even if the captain gives a different order such as "to the ship" the crew must continue to remain at attention until told "at ease") Three men in a boat: the crew must form groups of three and sing "Row, row, row your boat" Anybody who is not in a group of three is out. The love boat: Crewmembers grab a partner and dance. Anybody without a partner is out. Clear the deck: everyone must have their feet up off the floor Scrub the deck: everyone on their knees scrubbing Captain's Quarters: everyone ran towards the captain. Man-over-board: Players must find a partner as quickly as possible. One partner must lie on their stomach while the other places their foot on their partner's back. Children without a partner or pairs that are too slow are eliminated. A Periscope: Every player falls on their back and sticks one leg in the air. The last ones are eliminated. SHARK!!!!: Everyone must run to a designated base (multiple bases can be used). The last player to the base is eliminated. Crow's nest: All players must find a partner. The lightest player rides on their partner's back. Those without partners or who assemble the crow's nest too slowly are eliminated. Three maids in a row: Children form groups of three and sit in a vertical row. The players who are the odd-man-out are eliminated. Sick turtle: Everyone falls onto their backs and waves hands and feet in the air. Bow: Run to the front of the boat Stern: Run to the back Port: Run to the left side of the boat Starboard: Run to the right side of the boat. Row the Boat: Each player finds a partner, sits face-to-face, holds hands, and pretends to row a boat. Players who can't find partners or who are too slow are eliminated.	
20 minutes	Main activities: <u>Activity 1:</u> Split children up into 4 groups, each with their own section of the hall. Allow children time to practice the activities set in each corner and then rotate after 5 minutes. Each group will have 4 different actions in their corner that they can practice, following the exemplar sheets.	What makes a good sequence? Why? What am I looking for? Who can show me? How can you show changes in direction? Use pupils as good examples.
10-15 minutes	<u>Activity 2:</u> Children will now be split into their given corners and asked to come up with a sequence that incorporates every activity in their corner - Engage children to use correct posture - Think about the transition between activities - How can you make it fluid, how can you make it interesting? - What movements can you use in addition; - Crawl? - Jump? - Hop? - Skip? - Roll?	- Can you use good <u>form</u>? - Can you keep good <u>tension</u>? - Can you change <u>direction</u> in a <u>fluid motion</u>? - Can you display a good <u>body shape</u>? - Can you show good <u>control</u> over your position and stance?

10 minutes	Plenary Children will watch the performance of each other's, and call out the activities, movements and shapes that they can see. • Print of numbers so that different children can judge each performance out of 10 like they would in the Olympics. • Highlight the importance that it is just a fun and not a serious game to upset anyone. However highlight that in their marking of each other's score, they must use the technical language of gymnastics to explain the reason why they have given that score.