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

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Introduction

This current research is based on one pupil attending a small, rural English medium primary school in West Wales. There is a school population of 145 pupils on roll consisting of nursery, infants and juniors (recorded in 2018). The school is classified as a 'Green Support Category' school, with 4.9% of pupils having free school meals. There is a pupil teacher ratio of 26.1 (Welsh Government, 2018). The research is based in Class 1 & 2 which consists of 27 pupils in total, 10 females and 17 males.

To comply with ethical issues and the school 1's policies which is highlighted and discussed further in the assignment (see ethical considerations section). Pupil 1 discussed in this assignment will be referred to as pupil 1. Pupil 1 is a six-year-old male in year group 2 and is currently 6 years of age.

Pupil 1 is a happy, determined, confident, competitive 6-year-old male. Pupil 1 is from a rural area of West Wales and lives on a farm with his family and helps out on his family's farm during his spare time, he has a specific interest in tractors. Pupil 1 also enjoys rugby; supporting The Scarlets, this enjoyment has developed his interest in becoming a sports ambassador for year group 2. Pupil 1 likes subjects including, maths, Welsh, ICT and art in school and often chooses these areas of learning during 'Rainbow Challenge' activities, where pupils independently choose which area of learning they would like to complete a challenge.

Pupil 1 is in Group Gwyrdd (the second from the highest group out of four groups in class 2) and has been identified as a middle ability pupil. Pupil 1 is currently working at Outcome 4 with Outcome 5 tendencies throughout various areas of learning. The assignment will further discuss and analyse pupil 1's work in relation to the Ask model and the next steps for pupil 1 with various appropriate strategies supported by research which the researcher will then implement.

Data Collection

The importance of listening to what pupils have to say about teaching, learning and the general school experience is written into British education policy through the Department for Education and (DfES 2003; Welsh Government, 2016). The Mosaic approach (MA) was developed during a research study which desired to include the 'voice of the child'. The MA seeks to understand children's lived experiences and provides a participatory, reflexive and adaptable research approach (Fraser, 2006). The MA has the fundamental belief that children are competent social actors who are experts in their own lives who are considered as active participants in the research process (Clark & Statham, 2005).

The MA is a multi- method approach in which children's own photographs, tours and maps can be joined to talking and observing to gain deeper understanding of children's perspectives on their early childhood setting. The MA combines traditional methodologies of observation and interviewing with the introduction of participatory tools giving young children the opportunity to express their perspectives and experiences in various different, creatives ways (Fraser, 2008). Children use cameras to document important/ specific areas important to them, children can take you on a tour and are in charge of how this is recorded. Children make mind maps, using their photography or drawing, each tool forms one piece of the mosaic. Each methodological tool contributes to the overall 'mosaic' of the child's experiences and allows for key themes to be identified and generate a holistic understanding of the experiences of each individual child (Baird, 2013).

The MA emphasises the importance of listening to the child's perspectives within research, Clark (2005) and expresses the Mosaic approach as a path of seeing and listening to children's perspectives as children are active in the research. Baird's (2013) research makes aware of the potential for young children to competently contribute to research regarding their environment using an appropriate mix of data collection methodologies.

The current research has adopted a 'Mosaic Approach' (Clark and Moss, 2011) for the data collection. The data collection consists of; observations of pupil 1, photography taken by pupil 1 of various places within the school that benefits their learning, Interviews with the child and the class teacher, a tour lead by pupil 1 followed by a map, samples of work and other formative records e.g. RAG/ARC.

Mosaic Approach

The tiles/ measures of the Mosaic approach used during the research were:

Table 1.1 Methodological 'pieces/tiles' of the Mosaic Approach

Method	Comments
Observation	Qualitative observation accounts
Child interviewing	A short semi -interview conducted with pupil 1
Photography	Pupil 1's photographs of 'important places which help pupil 1 learn'
Tours	Tours of School 1, directed and record by pupil 1
Map making	Map of school 1 made by researcher and used to locate where pupil 1 learns efficiently
Interviews	Informal interviews with class teacher

Photography

Pupil 1 was given a school secured iPad for 15 minutes one morning and was invited to take photos of what was important to him when learning, such as areas of the school, resources, activities, people etc. The photographs pupil 1 took were uploaded on to the School 1's password protected computer. These photographs were printed off and used during an interview with pupil 1 to discuss further what the photograph showed in more detail.

Child-led tours and map-making

Pupil 1 was given the opportunity to take the researcher on a tour of School 1. It was intended pupil 1 would draw and label a map of School 1. The purpose of the tour was for pupil 1 to actively guide the researcher around School 1 identifying the important features from their perspective which help pupil 1 learn.

Child Interview

Pupil 1 was invited to participate in a semi-structured interview regarding key themes including; important places in school and aspects of school which help them learn.

Researcher Observations

Observations were completed to provide information to add to the data collection for pupil 1. Three observations of pupil 1 were also used as a point of reference at times for discussion with pupil 1 during data collection (See appendix B for further details).

Interview with Class teacher

The class teacher was asked to participate in an informal interview to discuss pupil 1, to gain a holistic view of pupil 1's learning from another individual who has known pupil 1 longer.

Benefits and Limitations of Mosaic Approach

The previous research highlighted the benefits of the MA. Clark and Statham (2005) reported that it is important the child's voice is not limited and emphasises the effectiveness of the MA in facilitating the inclusion of the voices and perspectives of young, hard-to-reach or disadvantaged children whose views have of been missed, wrongly interrupted or unacknowledged through the exclusive use of more traditional methods.

The Mosaic approach has also been extensively used in research regarding young children and their experiences of their environment in which they participate to learn. Clark and Moss (2001) implied piecing together the various parts of the Mosaic approach will provide deeper and greater understanding regarding young children's experiences.

However, the researcher is aware of the limitations outlined in previous research regarding the MA. Research by Baird (2013) highlighted some aspects of the Mosaic approach being not as successful as in previous research. Also, Baird (2013) reported it was challenging using photographs to engage conversation with the participants, many participants pointed/identified their teachers and friends however, the participants provided little detailed information even when prompted.

Another limitation is time, there is an importance of flexibility and time, it cannot be understated when using this approach; this issue will become apparent further in the assignment.

Ethical Considerations/ Issues

To comply with school 1's policy, the University of Wales Trinity Saint David Research and Integrity Code of Practice guidelines (2017) alongside BERA (2018) regarding research involving children, all personal information such as; names of pupil's, school and teachers which can compromise anonymity will be deleted/ excluded from the research/dataset. Therefore, the designated pupil for this assignment will be referred to as 'Pupil 1' and the school will be referred to as School 1.

Ethical considerations are also seen to be in line with normal classroom practice. A permission letter will be given to the researcher's senior mentor, classroom teacher and pupil 1's parents to provide understanding of the nature of the research, what it entails and to seek permission to conduct the research. Discussions will be held between researcher, senior mentor and classroom teacher to establish which pupil would best fit the type of research.

Pupil 1 will be asked to take part in a piece of research, the researcher will also read and describe the process of the research and what it entails slowly and clearly to ensure pupil 1 understands the nature of the research. Pupil 1 will also be made aware of their right to withdraw from the research. If pupil 1 and parents of pupil 1 agree to pupil 1's participation in research (See appendix F for consent form) the research will proceed.

The trainee teacher/ researcher will adhere to the UWTSD guidelines of research ethics integrity code of practice to ensure pupil 1 is comfortable, safe and wishes to participate. The

researcher will be attentive in seeking consent from pupil 1 through non-verbal and verbal communication to ensure pupil 1 is comfortable to proceed with the research.

Analysis of Learner

To gain a holistic picture of pupil 1, the current research will be utilising Nottingham's (2013, p.2) Ask Model, which acknowledges the role of attitudes, skills and knowledge in learning. The current research will be focusing on areas of pupil 1's work in language, mathematics, two other areas of the curriculum and wellbeing throughout these lessons in relation to the Ask Model.

Child led tours and map making

Due to the age of pupil 1, the researcher will provide a map of the school and explain what the map shows and point out where they were when conducting the SSI on the map, to provide pupil 1 with understanding. Pupil 1 ticked areas which were important to him and help him learn, these were as follows; the school hall, class 2, class 1 and the school field (see appendix C for the ticked map).

Photography

Pupil 1 led the researcher around the school to photograph areas which were important to the pupil and help pupil 1 learn. The majority of the pictures were photographed outside, in the school playground and the gardening area.

Using photographs is seen as a valid tool, these visual representations were largely consistent and mirrored in the semi-structured interview (SSI) responses and researchers' observations. For example, pupil 1 took pictures of visual and digital resources, the white board and tables in the classroom and areas of the garden which included planets/ fruit trees grown by the pupils in previous years (See appendix A). In the researcher's observation notes, pupil 1 is engaged when using iPads when learning, during the SSI pupil 1 explained he likes using the iPad's because 'they are fun and there are lots of different games.'

While photographs proved to be an effective method for pupil 1 to express and communicate his perspective, it was also used as a discussion point during the SSI when pupil 1 did not respond effectively to certain questions asked. However, when prompted pupil 1 was able to communicate his idea, as research by Einarsdottir (2005) explains children's explanations provide a more complete picture.

Child Interview

During the SSI, pupil 1 was asked a series of questions relating to his learning environment and important places in school. Pupil 1 explained he enjoyed learning in class 1 (reception) and enjoys physical learning outside on the field. This correlates with the amount of pictures pupil 1 took of the outside area in the school grounds. Pupil 1 also declared he liked working in a quiet environment which also correlates to the researcher's observations e.g. pupil 1 removed himself from a noisy environment to finish his work. However, pupil 1 also explained he liked working in groups because there is someone else around and he is not left on his own.

Pupil 1 on some occasions struggled to justify his answers and replied to some of the questions saying 'I don't know' or 'just different.' When asked why he liked a certain place in the school to learn or why it is important to him. Pupil 1's photographs were used as prompts to gain deeper understanding of his answers.

The photographs pupil 1 took were printed out and put into groups of areas of the school e.g. pupil 1 took the majority of his photographs outside either of the playground or the garden, the pictures were presented with a title 'in the class', 'in the garden'. 'on the playground'. Pupil 1 was asked to choose his favourite group of photos, pupil one pointed to the garden/ outdoor photographs.

Pupil 1 explained if he could design the perfect learning area, he would have it outside on a farm with outdoor materials. Pupil 1 also pointed out pictures of the phonics sounds on the classroom wall which helped him learn. Pictures AGAIN HELPED PUPIL 1 when completing a piece of work. Hopkins (2014) findings suggest classroom conditions are linked to student achievement and enjoyment of their lessons/learning.

Researchers observations

Throughout various lessons the researcher recorded observations of pupil 1, For further details see (appendix B)

Interview with Class teacher

When interviewing the class teacher about pupil 1, the class teacher explained pupil 1 is a hardworking, determined pupil however, he races with another pupil to get work finished and often makes mistakes. This corresponded with the researcher's observations (see appendix B).

The class teacher explained a Read, Write, Inc intervention would be beneficial for pupil 1, to help memory organise/remember thoughts/words before speaking. The class teacher explained she worked closely with pupil 1 repeating a sentence numerous times for pupil 1 to

remember, however, pupil 1 could not retain the information in the sentence and forgot a chunk of the sentence in his work.

Learning and progress

When referring to the Ask Model, assessing pupil 1's knowledge, skills and attitudes towards work in literacy, Pupil 1 possesses a positive 'want to learn' attitude when writing during Literacy and Welsh lessons. pupil 1 is able to construct legible, simple sentences with few spelling mistakes on occasions however, this is not consistent.

Pupil 1 completes work with some independence and frequently works hard and is fully engaged when completing a task however, pupil 1 often competes with one classmate to see who can get the most work done. This has been shown in his work and has encouraged pupil 1 to rush his work and not achieve the learning objective or success criteria.

From analysing pupil 1's work and from the researcher's observation of various lessons, when pupil 1 is fully engaged in tasks he tries really hard when completing work and therefore, pupil 1 struggles excepting constructive comments with regards to his work and often becomes upset, this is due to his need to want to achieve. However, pupil 1 thrives on positive reinforcement and becomes proud of his work and himself.

Literacy

Within literacy, pupil 1 has made progress, when first writing instructions pupil 1 didn't sequence his steps (using numbers) and only wrote one worded instructions which lacked detail and context to provide meaning (see appendix H). The researcher realised more work is needed to be completed when writing instructions therefore, another lesson was dedicated to specific targets for different pupils and groups (e.g. sequences instructions, including imperative verbs etc.) catering for collective and individual needs which Askew et al (1997) describes as effective teaching practice to help pupils progress, to be able to create accurate detail instructions. Pupil 1 developed his skills of writing instructions (Welsh Government, 2015) using full sentences and including imperative verbs and sequencing (with the use of numbers) when writing about something familiar (how to get to Class 5 using instructions). Next steps will be further discussed in the assignment.

In terms of Pupil 1's Oracy pupil 1 is able to present his work with good verbal language which is frequently clear and can describe scenarios and situations familiar to the pupil. However, pupil 1 struggles with flow and fluency when speaking (audio is available should it be required) and misses out a few high frequency and connecting words when speaking. Also, when explaining points/ arguments pupil 1 often forgets his point and loses his train of thought and begins to go off the subject. Pupil 1 struggles to explain aspects/ justification/

points of view, concisely. Pupil 1 participates during the introductions of lessons by answering questions and asking questions, displaying characteristics of an ambitious, capable learner, ready to learn and a healthy, confident individual (Donaldson, 2015).

Numeracy

During the SSI pupil 1 explains he enjoyed maths and liked working with resources in maths with support. Pupil 1 has a confident attitude within maths due to colouring in his success criteria pink however, when analysing pupil 1's numeracy work (appendix H), it shows pupil 1 didn't understand division clearly and didn't understanding swapping the numbers around with division provides different results e.g. 4 divided by 2 is not the same as 2 divided by 4. Pupil 1 needs support and modelling within numeracy to progress further and develop his skills and knowledge within maths.

Welsh

Pupil 1 explains he has a positive attitude towards Welsh with the desire to succeed. Pupil 1 enjoys speaking Welsh and attending Welsh lessons, due to his dad speaking Welsh to him regularly at home. Research by Redknap et al., (2016) parent engagement is important to a child's learning and proposed without adequate parental information, children cannot be expected to progress towards immersion education, therefore speaking Welsh at home has had a positive impact on Pupil 1's engagement and progression within Welsh.

Pupil 1 achieved the learning objective and coloured in success criteria. Pupil 1 has a strong knowledge base within Welsh and is able to understand simple sentences, words, phrases in Welsh and uses these skills to verbally communicate to other pupils by expressing his feelings of likes and dislikes towards food (See appendix H) within the Welsh lesson. Pupil 1 is also able to identify certain types of food in Welsh and write them on a paper plate.

Art

Pupil 1 has a very positive attitude towards creative development. When the researcher gave the option of either painting a picture using natural materials which had already been drawn for the pupils or pupils can draw and paint their own picture, pupil 1 chose to be independent and draw his own picture of a tractor due to pupil 1 having an interest in tractors (see appendix B), this also displayed pupil 1's good fine motor skills.

Pupil 1 wanted to paint with a leaf in the original style of a paint brush even when encouraged to mark make, using experimentation of a range of other materials.

Potential barriers in pupil's work

Pupil 1 worked well when there was limited Criteria on the success criteria during the Welsh lesson, and the lesson was focused surrounding one skill e.g. expressing *Dw l'n Hoffi*, and *dw l'n ddim yn Hoffi*. Pupil 1 was able to understand and remember two simple skills/objectives suggesting a potential barrier in pupil 1's learning is the amount of Success Criteria pupil 1 could potentially achieve and incorporate in his work. Supporting research by Hopkins (2014) suggests pupils need clear instructions and explanations to progress further.

Next Steps for Pupil 1

When considering the analysis of the data collection, previous research and the Foundation Phase Framework (Welsh Government, 2015) alongside the Programme of Study for English Key Stage 2-4 (Welsh Government, 2016), the researcher believes the next steps for pupil 1 should be as follows;

Literacy

In relation to the National Curriculum (NC) the next steps for pupil 1 with writing would include completing work independently and review written work to ensure it makes sense. Then to give an opinion about his own work and identify ways to improve (Welsh Government, 2015; Welsh Government, 2016). Another progression step for pupil 1 would be to organise writing with a beginning, middle and end and use a basic structure for writing. (Welsh Government, 2015; Welsh Government, 2016)

When reading and spelling pupil 1 needs to blend phonemes together and sound words out by segmentation and not guess the word. Pupil 1 needs to be introduced to medium size paragraphs to increase confidence with reading and asked to identify key words to find out what the text is about (Welsh Government, 2016).

Within Oracy the next steps for pupil 1 would be to improve reading with fluency, flowing his words and speaking in a softer tone and more quietly as well as directly focusing on pupil 1's pronunciation of 'g' which he mistakes for a 'd' (see appendix B). As the data collection refers to pupil 1 having difficulty with oracy and organising thoughts when writing, the researcher agrees with the class teacher and believes an RWI intervention would be beneficial for pupil 1 which the researcher intends to implement in the next term.

Case studies from Ark Schools in England have implemented the use of RWI interventions in literacy which has positively affected areas of Literacy such as; comprehension, written and

spoken language. Using this intervention schools using RWI have achieved well above the national average in the phonics screening check achieving 100% when the national average was 81%. By using this intervention Ark schools only had a 4% gap between pupil premium students (90%) and non-pupil premium students (94%) whereas nationally there is a 14% gap between pupils eligible for free school meals and those pupils that weren't (Oxford University Press, 2019) closing the gap with attainment, outcomes, achievement and learning. RWI has also been reported to effect good teaching, the training provided with the intervention supports and develops teachers to deliver excellent teaching (Oxford University Press, 2019)

Another area of improve for pupil 1 is Punctuation. Pupil 1 needs to be reminded frequently to include capital letters and full stops even though punctuation was emphasised during the introduction and lesson. Capital letter formation is sometimes an issue during pupil 1's literacy work (see appendix F).

When realising this issue, the researcher created 'Remember Mats' which are laminated pieces of paper placed on every table in the classroom reminding pupils what to include when writing e.g. Capital letters, full stops, question and exclamation marks etc., this is also to be referred to when pupils look over their work before showing the teacher and act as a checklist which pupils can tick off if they have included these elements in their writing (See appendix H). These mats will be developed and implemented in the upcoming term.

THE researcher also identified the positive effects of pictures of sounds on the wall e.g. ch, ck, ll, n, j etc. The researcher will also develop and implement the use of 'sound mats' on each pupils table, these are pictures of the stage sounds which pupils can refer to when they are writing throughout all lessons.

Numeracy

To further develop pupil 1's progress in numeracy, pupil 1 needs to completely understand numeracy concepts e.g. division, multiplication and use OF resources e.g. little plastic cars, counters etc. This can be achieved during lesson through sharing and grouping methods in 2s, 5s and 10s (Welsh Government, 2015). Further progression for pupil 1 is dividing using more complex numbers and using various skills to solve one and two step problems that involve addition and subtraction, multiplication and simple division. (Welsh Government, 2015).

Pupil 1 also explained during the SSI that he enjoyed maths and working with resources. Due to pupil 1 having difficulties within numeracy, e.g. division, the inclusion within lessons or a mathematical intervention could be implemented to provide opportunities for pupil 1 to work with visual representations (VR) of mathematical ideas. The intervention will include how to teach pupils to develop visual representations and how to transition these representations to standard symbolic representation (IES, 2009).

The ability to express mathematical ideas using VR and to convert visual representations into symbols is critical for success in mathematics (IES, 2007). An understanding of these relationships can be strengthened through using visual representations of mathematical concepts. Representations such as number lines, graphs, simple drawings of concrete objects e.g. cups, blocks, and other forms of pictorial representations help scaffold learning and aid mental representations and establish rules (IES, 2009). Research demonstrates that systematic use of VR and manipulatives result in statistically significant positive gains in math achievement and promote mathematical understanding at an abstract level (IES, 2009)

Welsh

In Foundation Phase there should be a firm understanding foundation for the acquisition of Welsh Language skills (Redknap, Lewis, Williams & Laugharne, 2006). More emphasis is placed on developing the bilingual skills for those pupils who do not receive immersion education. It is important for the available opportunities to acquire the Welsh language in English-medium setting schools. Therefore, the researcher will increase the amount of spoken and written Welsh within various lessons, which will complement the Welsh Government's ambition to increase the number of Welsh speakers to reach a million by 2050 (Welsh Government, 2017).

A specific target for pupil 1 within Welsh would be to extend his writing with 'achos' and giving an opinion 'yn yr marn I', and increase the 'use of appropriate language in spontaneous and structured play activities and when conveying meaning' (Welsh Government, 2015), 'building on previous experience, speak with confidence' and 'listen to increasingly complex phrases and instructions and respond as appropriate' (Welsh Government, 2015).

Art

The next steps for the learner within Creative Development consists of developing knowledge of mark making using of the outdoor learning environment understanding tone, texture, pattern, shape and form (Welsh Government, 2015). Also, pupil 1 could progress by designing and making simple products and mechanisms then using reflections to improve work (Welsh Government, 2015). Creative development/Expressive Arts is essential within primary education and is one of the areas of learning highlighted with Donaldson's successful futures document (Donaldson, 2015). Many studies have reported the effects of art on other areas of learning e.g. maths. Finnan-Jones (2008) and Winner and Cooper's (2000) research reported art having positive effects on standardised test of maths and verbal

skills (e.g. cognitive outcomes) for 194 English language learners however, this study needs to be replicated utilizing larger randomised samples to produce more reliable and valid results. Much research has also argued that arts education directly improves pupil attainment and Sir Kevan Collins (the Chief Executive of the Education Endowment Foundation) suggests 'All schools should be art schools' (See & Kokotsaki, 2015)

Effective learning and teaching.

In terms of effective teaching practice, research has explained certain pedagogical approaches that can help pupils progress during their school life.

The researcher will continue to use positive reinforcement with all pupils including pupil 1 throughout their school life. Research has shown positive reinforcement produces positive effects on pupils in generally but especially on pupil 1 as seen in the Researcher's Observations (see appendix B). These findings are aligned with research by Hopkins (2014) who implies positive reinforcement on pupil's progress can enhance engagement, learning and outcomes for pupils.

There are numerous studies proposing the positive benefits of outdoor learning for pupils. The government agency conducted a study regarding learning outside the classroom in natural environment (LINE) with 125 schools in England. In this study LINE had a positive impact on pupils' social skills (93%), engagement with learning (92%) and attainment in class, 57% of pupils recorded an improvement as a result of LINE (Martin, 2016). Due to the increasing research surrounding this area, primary schools in Scotland have increased the amount of time pupils spent outdoors from 19 minutes in 2006 to 30 minutes in 2014 (Martin, 2016).

The Foundation Phase's emphasis is on learning through play and on the personal and social development of young children this underlines the importance of good verbal communication skills for young children Redknap, Lewis, Williams & Laugharne, 2006). Therefore, for pupil 1 to progress with oracy the researcher will incorporate more play-based activities and group activities in the lessons with the aim of discussion, communication with other pupils into lessons in forms of team building tasks e.g. working as a group to create a mind map, working in partners to research various farms (linking with topic), working in groups to follow instructions (making potions) etc.

Conclusion

Current research has highlighted how important the pupil's voice is in educational research, and when the researcher uses a wide data collection it can provide the researcher with a holistic view of the child. The current research supports numerous other studies previously

quotes, endorses and reinforces the positive effects of concrete resources, diverse pedagogical approaches have on pupil's progress during their school life.

The researcher is aware of some limitations regarding the current research. Due to pupil 1's parents requesting not to take pupil 1 out of lessons to conduct the Mosaic approach data collection; the research was conducted during lunchtimes and break times REDUCING THE Reducing the break, free time play and interactions pupil 1 had with other pupils. As previously discussed, time conducting research cannot be understated (Baird, 2003). A limitation conducting research during these restricted times is, being aware pupil 1 needed to have time during break and lunch times to play. The researcher acknowledges that she felt under pressure and rushed during the data collection which could have potentially affected the data collection.

Using reflection, the researcher identifies the questions may have been too complex for pupil 1 to understand resulting in pupil 1 providing limited 2 worded answers to some of the questions in the SSI.

Pupil 1 could have been afraid of giving the wrong answer even though the researcher explained there is no right or wrong answer. Thus pupil 1 could have just wanted to please the researcher which could have influenced and impacted the research.

When reflecting on this process the researcher believes that pupil's voice is perhaps the most important factor and is a foundation for thinking about ways to improve school, teaching and educational research (Hopkins, 2014). However, children may not understand the questions they are being asked during an interview therefore, a variety of data SUPPORTS 's the reliability, validity AND ROBUSTNESS of the research and can provide a more a holistic view of the child rather than relying on limited data collection.

Also, the researcher found that creating a holistic view of the child can provide additional information to implement specific instruments/strategies which in turn may improve a child's learning and engagement within a school context.

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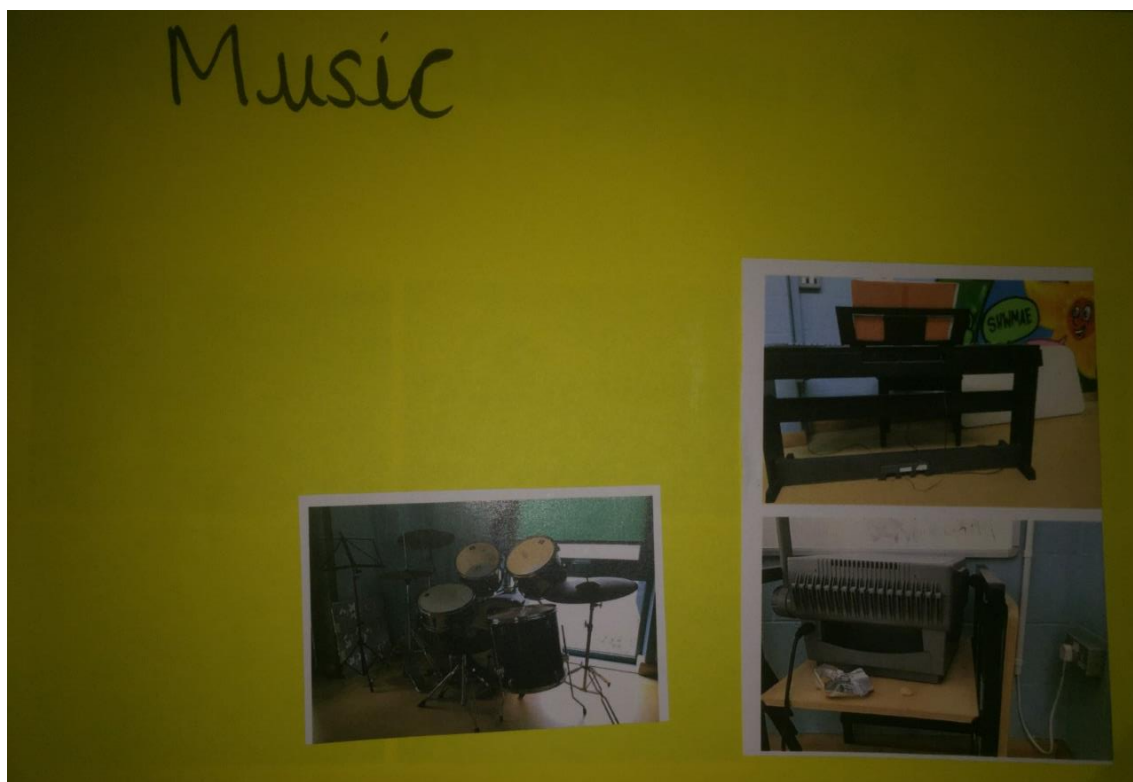
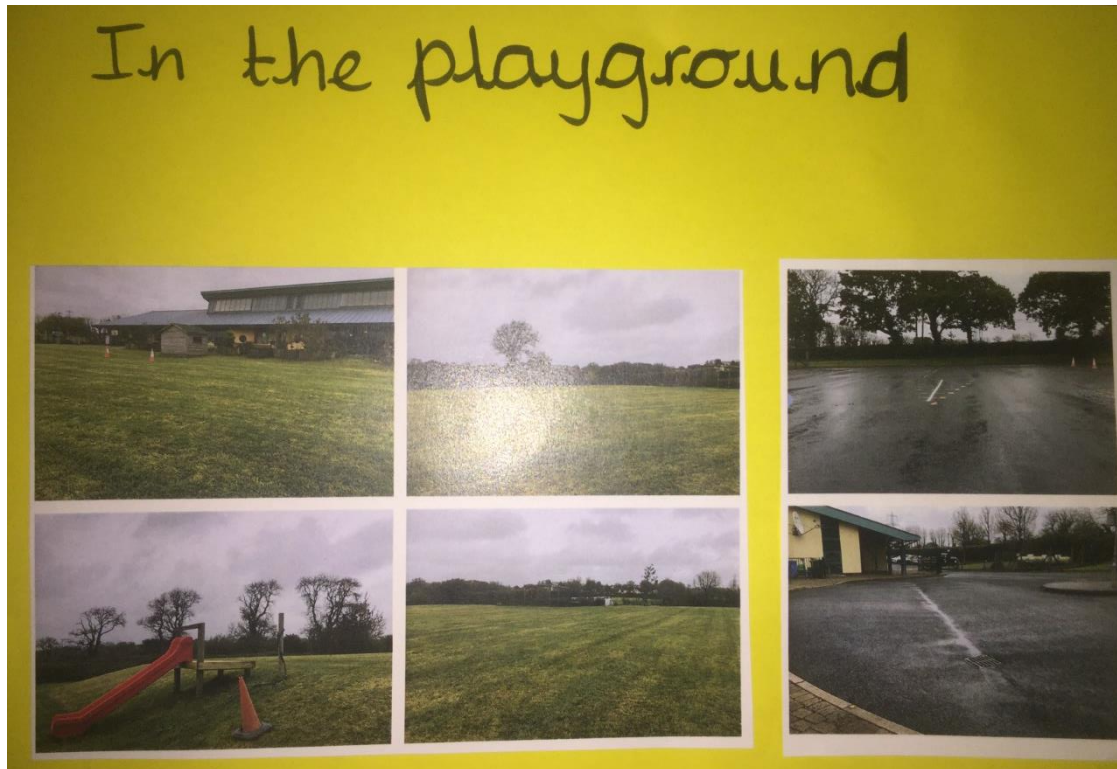
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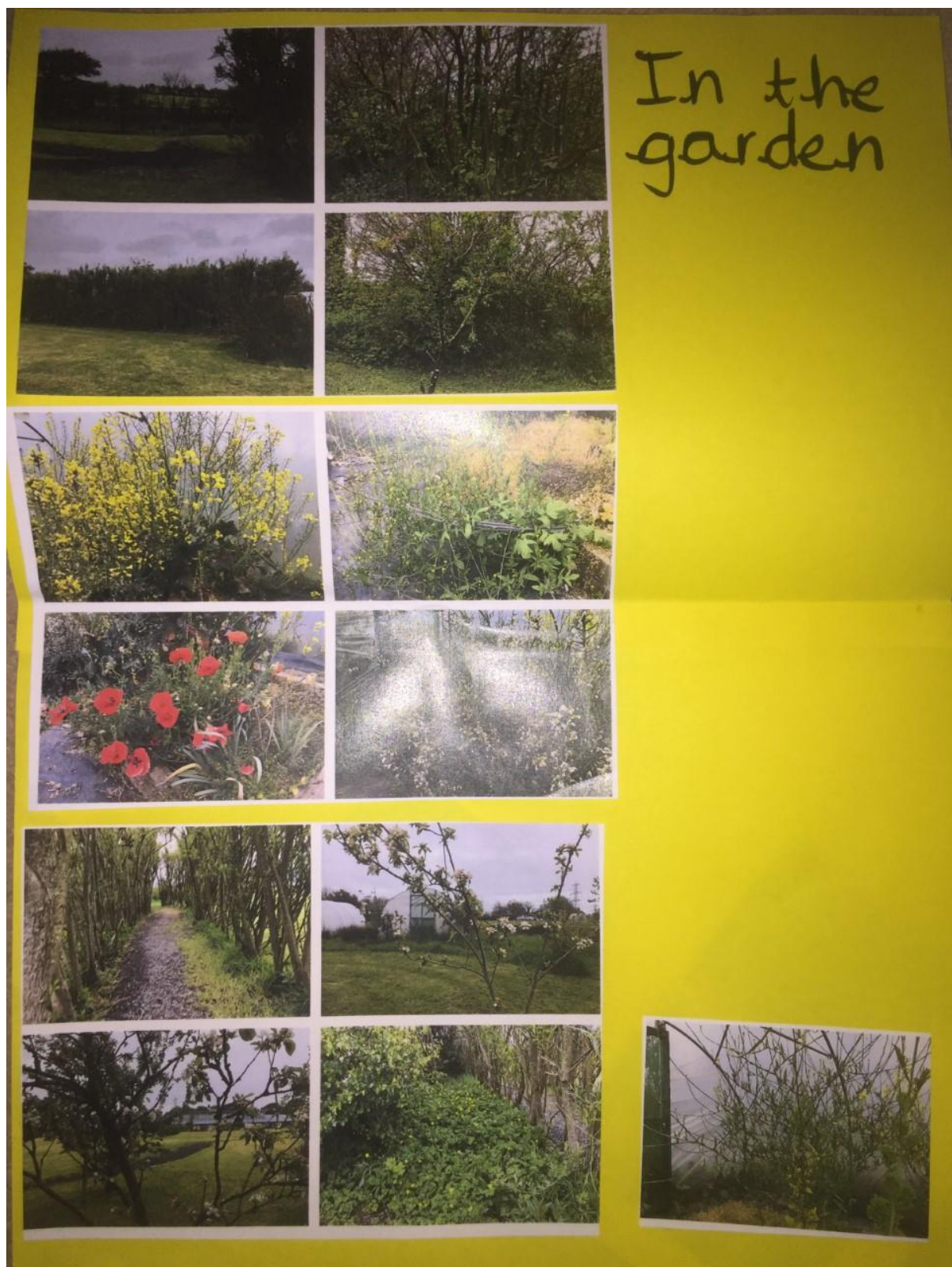
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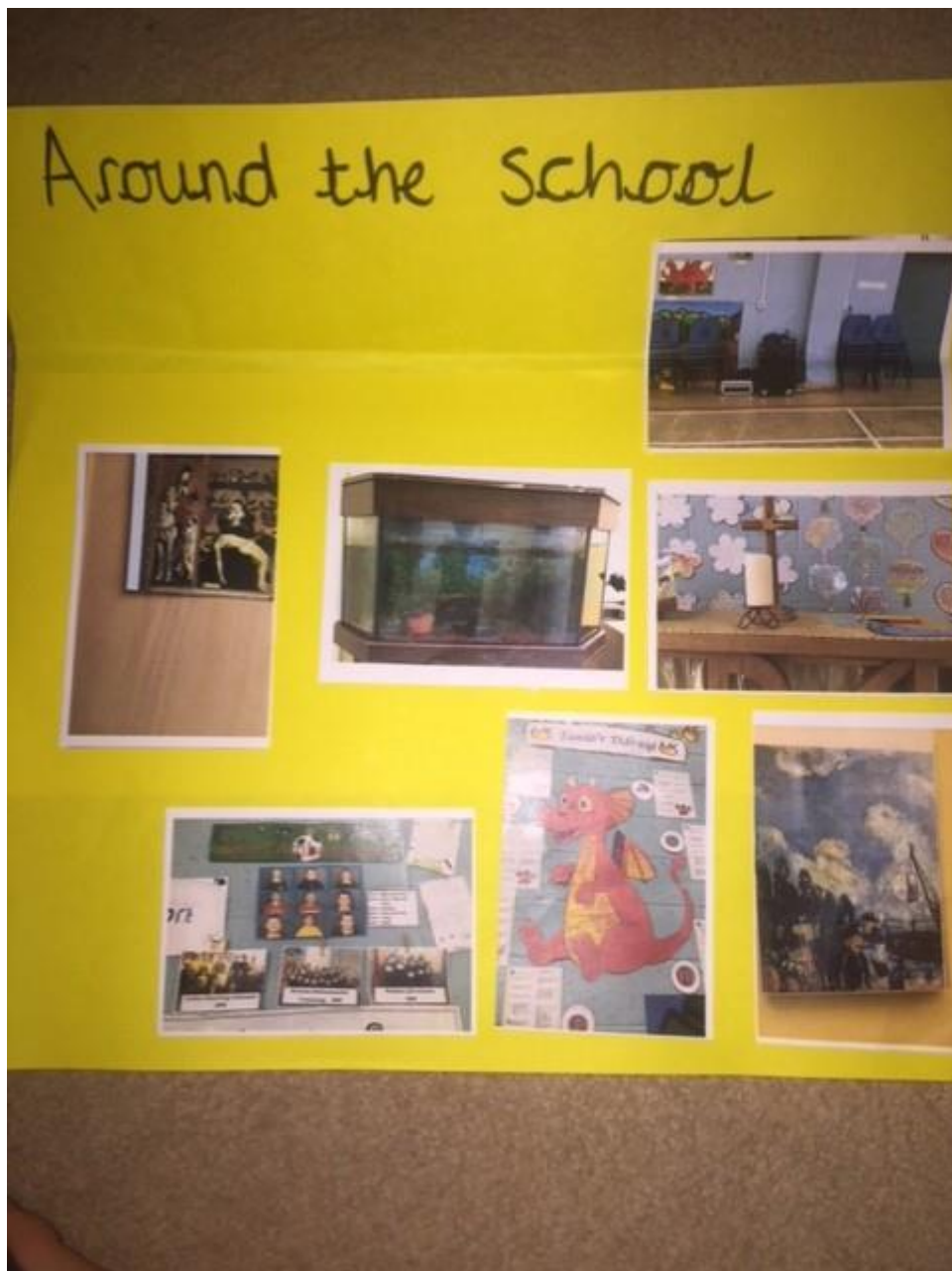
Appendix

Appendix A (Photographs from child led tour)





“I like outdoor learning”, “we helped water the planets”.



“I enjoy being a sports ambassador”, “God is important to me”, “my dad speaks a lot of Welsh so I like Welsh”

In the classroom



**“I like music”, “pictures help me learn”, “tables help me learn”,
“iPad’s are fun and there are lots of different games”.**

Appendix B (Researcher observations)

Learner observations:

Pupil one is in Group Gwyrdd and has been identified as middle ability pupil within Class 2

Pupil 1 sits at the back of the class next to Alfie and Cody. Pupil 1 is frequently eager to participate during question and answer times in the introduction on the carpet. Pupil 1 always has the desire to learn and improve his own learning.

Pupil 1 realises carpet/ classroom/teacher rules and complies to them even when pupils close are disruptive, (has fingers on lips to show that he is listening to the class teacher).

Literacy

Becomes overwhelmed by reading a passage. Needs to be encouraged to sound words out and blend words slowly and not rush reading.

Modelling a task, physical actions assist pupil 1's learning. Pupil 1 struggles with verbal instruction.

02/05/2019 – didn't participate in the introduction of the lesson, this may be due to the incident during lunch time break. Lack of enthusiasm.

Pupil 1 wanting to answer questions, however, seems not as engaged as usually.

Pupil 1 is in group 4 for spellings which is the top group. Practices spelling and frequently gets 6/8 and higher. Able to distinguish write and right.

Struggles 'caught' 'caught'. Has trouble pronouncing the 'g' and mistakes this for a 'd'.

During lesson activity-

When working with fruit, pupil 1 refused to try and fruit and became quiet. Pupil 1 became upset during the fruit activity, pupil 1 had a informal chat with the trainee teacher and explained he felt he let himself down and he didn't want to be around the fruit because he doesn't like fruit. Pupil 1 also explained he hadn't felt well and had nothing for breakfast in the morning (however, went to breakfast club).

Becomes emotional, would benefit from work on emotional reliance and expressing emotion.

During a numeracy lesson pupil 1 wanted to remove himself from the table because it was noisy during the Numeracy National Curriculum test practice paper, pupil 1 realises he works better with less sound/noise.

Personal Characteristics

Pupil is a happy, Very patient. However, often becomes tired after lunch.

Likes rugby and farming. Interest in tractors. Pupil 1 often becomes competitive within sport and when completing work.

Observation 2-

During assembly with potential new headmaster, pupil 1 was fascinated by the different landscapes and pictures in the PowerPoint (positively reacting to visual and digital experiences).

Pupil 1 answered questions during the introduction with a new/unfamiliar potential member of staff.

Works well as a team and communicating appropriately within group, does not dominate the group. Pupil 1 is aware of social situations. Respects other pupils.

During the church visit, pupil 1 was able to count features in the church and take appropriate pictures of the features. Well behaved walking listened to instructions. Respectful to teaching staff and adults. Friendly, to other pupils. Very understanding. Confident and has the ability to ask questions. Likes to help out the teacher, likes been given responsibility.

Enjoying using digital resources during his learning e.g. working on the iPads, taking pictures of the church.

Struggles with fine motor skills.

Literacy:

When reading pupil 1 lacks flow, fluency and slightly miss pronounces his words. When receiving verbal feedback regarding these issues, pupil 1 acted on this feedback.

Modelling was used to demonstrate how to read, pupil 1 responded positively and reading had more flow. Pupil 1 was happy when achieved goal in reading.

Pupil 1 was less enthusiastic about reading a story in Welsh, completed some actions during story. However, proud of his achievements, tell the teacher. 'Pronounced Welsh word correctly'.

Pupil 1 explained his tummy was hurting after looking at the practice Literacy National Curriculum testing paper. Temperature was taken (appropriate temperature, not displaying signs of a high temperature). When discussing this matter with the class teacher, the class teacher explained pupil 1 becomes stressed, anxious and often upset when pupil 1 doesn't complete his work or doesn't know how to answer the questions.

Pupil 1 did try and understand the passage, when given assistance pupil 1 was determined to complete his work.

Observation 3 –

In the morning session, pupil 1 nominated himself to help design a park or add features to the Jefferson park. After helping to design the park pupil 1 came into class assembly quietly and sat down on his spot on the carpet, respecting and displaying awareness of the rules for class assembly, despite when other pupils were becoming disruptive.

Pupil 1 also volunteered to create a prayer and participate in class assembly.

Pupil 1 was able to communicate with other pupils regarding a specific subject e.g. Lunch box, answering and asking questions.

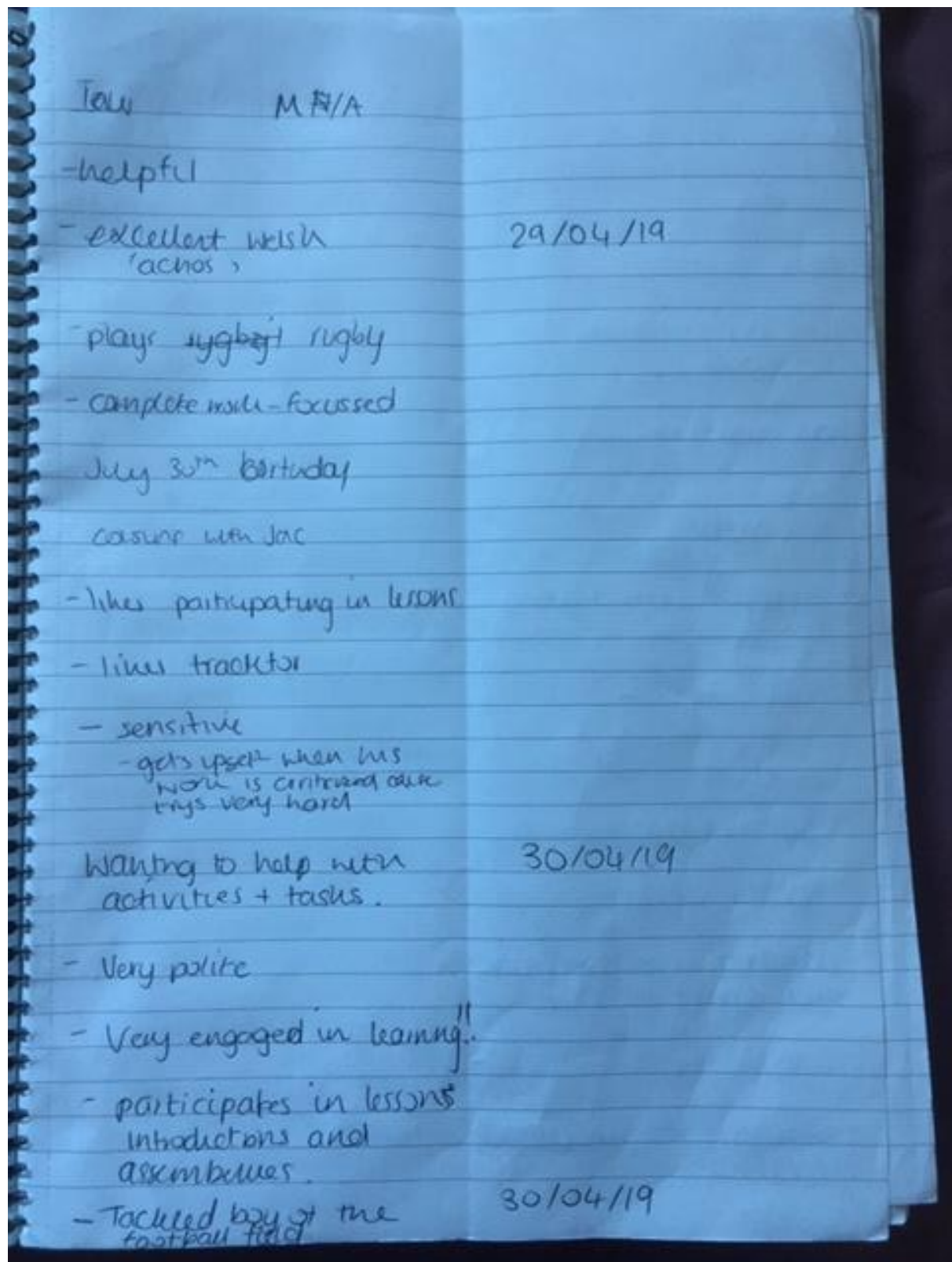
During the last lesson of the day, pupil 1 explained he was good at games/P.E and enjoyed it, pupil. Possesses a positive self image. Pupil 1 becomes very proud of himself when completing a task e.g. Created a farm out of Lego. Pupil 1 was confident and presented his Lego model of a farm in front of the class.

08/05/2019 – speech lacking flow and validity – difficult to understand what pupil 1 was saying, pupil 1 encouraged to speak fluently, thinking what he wants to say first and taking his time to talk, also using warming voice warm up techniques (la la la la la, ma ma ma ma ma).

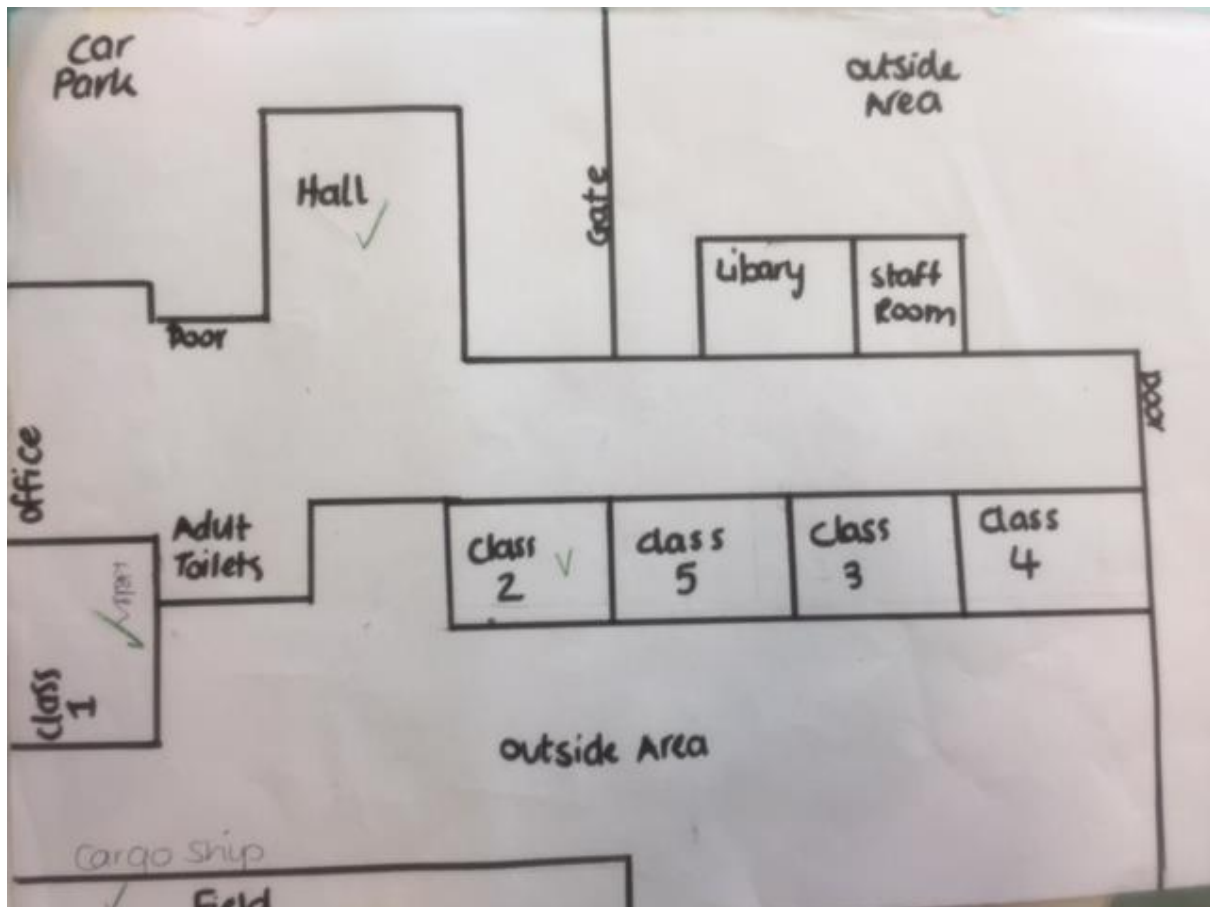
Geography (Humanities)-

Pupil 1 was able to identify all 7 continents and name them. Pupil 1 worked well as a team and contributed to the discussion on organising a world map. Pupil 1 also completed the extension work and labelled the continents correctly.

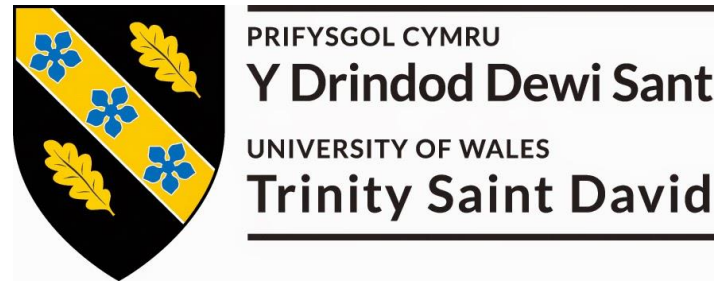
Pupil one needs to review and re read his work in order for pupil 1 to complete work accurately. During the plenary pupils were asked to write their favourite continent on a sticky note and place it on a big world map. Pupil 1 wrote North and South America and located the continents correctly and placed the sticky note in between the two continents.



Appendix C (Map of school with pupil's ticks)



Appendix D (Semi-structured interview schedule)



Semi-Structured Interview Questions

Can you draw a map of the school?

Where do you learn best in the school?

Can you describe where you learn best?

Why do you think you learn best in the area? Justify their reasons.

Do you learn best on your own or with others? Why?

What type of environment do you like learning in? Lively? Silent? With or without friends? Bright dark,

What helps you learn? - resources, digital picture

Anything you want to add?

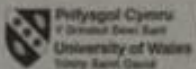
Are there any other areas in the school do you like to learn? Prioritise areas

What makes these places different to others?

Analysing/ Describing photography taken by pupil 1

- ask to explain the photos
- what is this picture showing?
- what items in the picture help you learn?

Appendix E – Signed consent form from class mentor and pupil 1's parents.

 **Yr Athrofa**
Institute of Education
Adding to Learning / Education for Wales

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

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

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

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

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that tasks have been undertaken by signing below:

STUDENT NAME (PLEASE PRINT): Jenna Walter

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
Alexandra Davies

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):
[Signature]

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

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

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

Signed [Signature] (Parent/Guardian).

Date 1st May 2019

This is providing he is not taken out of any teaching time to participate.

Appendix F -Tracking records for Literacy:

Canolfan Adysys Cymru
 De-Orllewin Cymru
 The South West Wales
 Centre of Teacher Education

Name of Trainee: Jenna Walters

Tracking Record (C11a)

Class/Age of Learners: Class 2

		when presenting work – answering questions appropriately.					
	A/G	Extending answers using 'because'	A/G	Using capital letters for names of places.	G	Iwan was able to communicate effectively Iwan needs to concisely answer questions and think/plan his answers.	
	G	Asking specific questions about a subject.	G	Used capital letters, and used a list formation to plan work, letter formation needs to be worked on, taking time with presentation of			

RAG rating:
 Red = significant difficulty Amber = some difficulty Green = no difficulty

Y Cymdeithas Cymru
The South West Wales
Centre of Teacher Education

Name of Trainee: _____

Tracking Record (C11a)

Class/Age of Learners: _____

				Identifying imperative verbs, not copying step by step and creating own.				
			A	Using imperative verbs when creating instructions				
			A	Using imperative verbs when writing instructions			G/A	Number formation of a number 9 (picked up in literacy book) fouts on spellings e.g. Facing, stand, distinguishing between a 'd' and a 'g'.
			A	Writing imperative verbs, forming upper case letters correctly.	G	Firm grip when writing (pressing harder with pencil)	G	Practice spelling putting punctuation into sentences. Re-read work independently.

RAG rating:

Red = significant difficulty Amber = some difficulty Green = no difficulty

Appendix G – Remember Mats

Remember Mat

When you have finished writing, have you included;

O R D P B

- Full stops



☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- Capital letters



☐	☐	☐	☐	☐
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- Question questions or exclamation marks



☐	☐	☐	☐	☐
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Also, remember to read through your work to make sure it makes sense.



Appendix H

Pupil 1's work:

Literacy:

NYW: Creating instructions		Self-Assessment
Success Criteria:		
I can write step by step instructions		Pink/Green
I can use imperative verbs when writing instructions		
I can sequence instructions correctly		
I can re-read and improve my own writing		

- 1 of first put cow pot.
- 2 ~~table~~ put dog
- 3 of three put cow leg
- 4 put whole head
- 5 put cow's hair
- 6 put oil
- 7 put round brown midge
- 8 would midge
- 9 whole head
- 10 whole head.
- 11 put dog head
- 12 put I was
- 13 table ~~head~~
- 14 best sack

15 Dily

16 come

17 ten n

18 tractors go into the

19 Jack's table

20 put gold in

21 put book in

22 make much

23 Arcaden

24 24 milligrams

Remember Trian, we need to include imperative verbs when writing instructions! (bossy words e.g. pour, mix, add.)

Remember capital letters

Well done for numbering your instructions

Dyld Example 2.3

NYW: I can re-read my work and include imperative verbs when writing instructions		Self-Assessment Pink/Green
Success Criteria:		
I can re-read my work and improve it		
I can use different imperative verbs		

Diagram illustrating Imperative Verbs:

Imperative Verbs

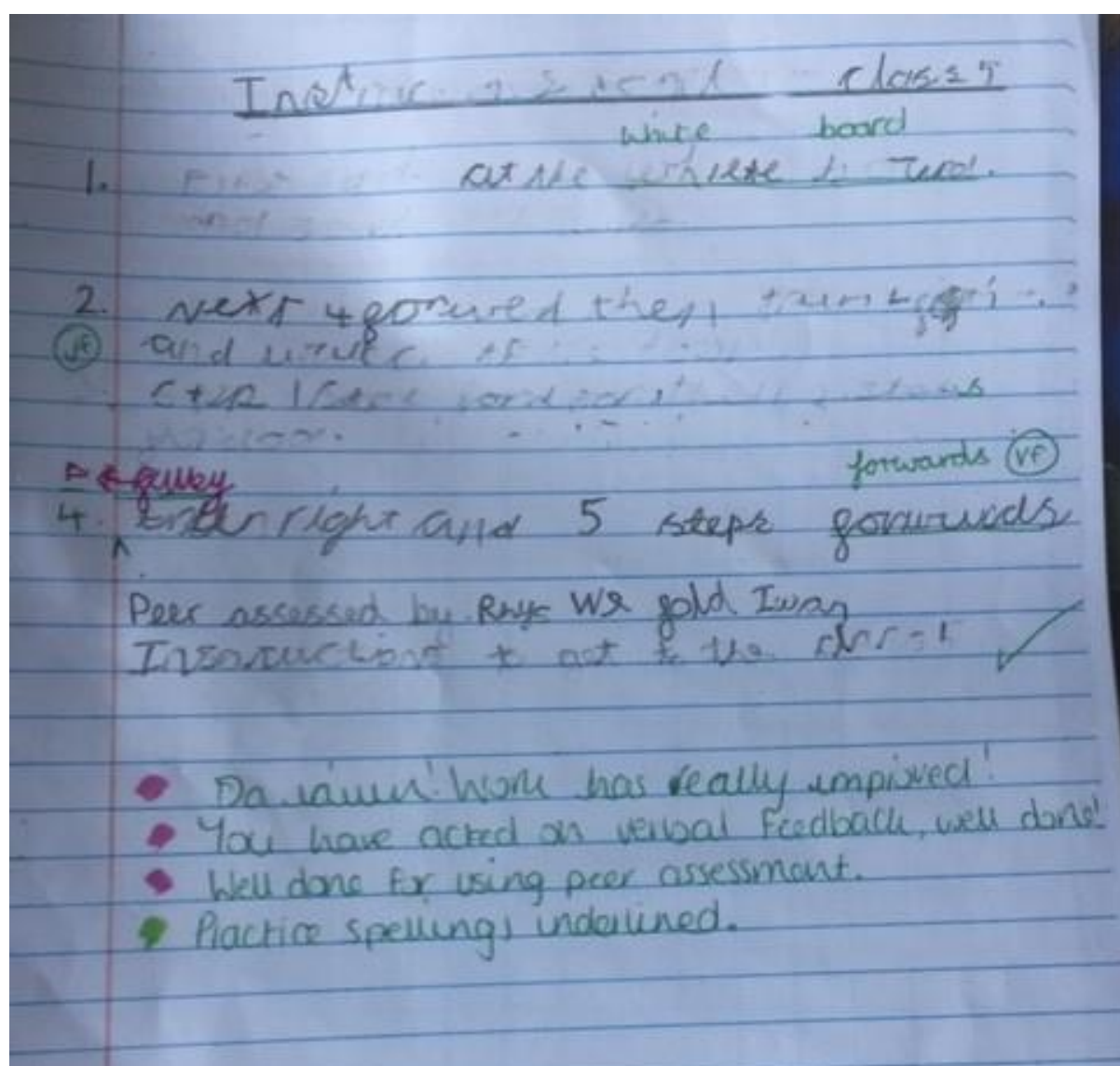
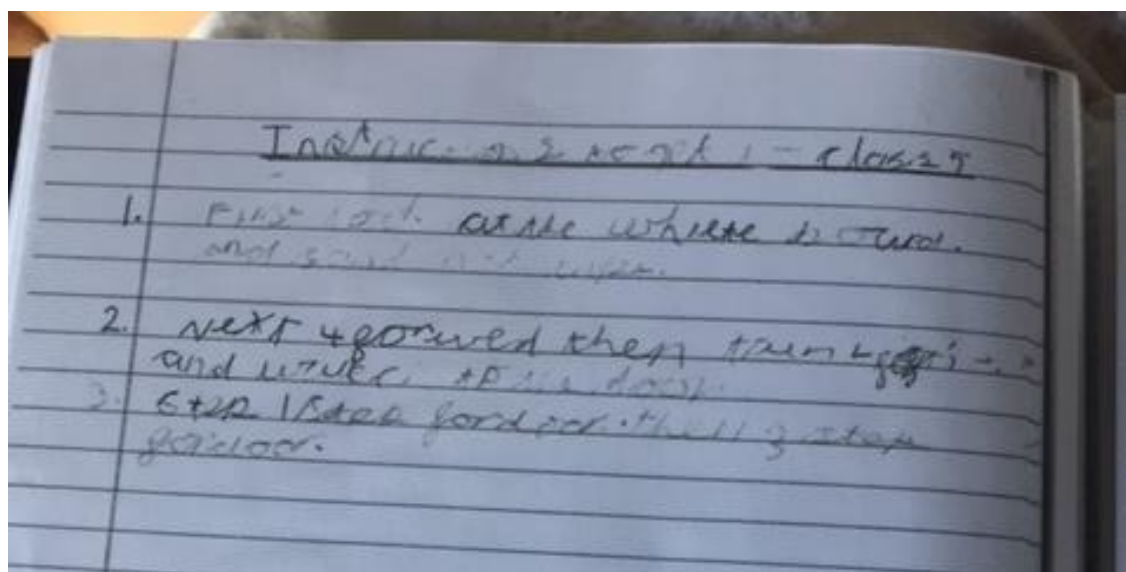
1. First pour.

2. Next add.

3. Then get.

4. feed

Other words: sit, fly, pour, add, feed



Maths:

V: Begin to link multiplication with simple division, e.g. grouping and
 1 up in 2s.

see Criteria:	Self- Assessment Pink/Green
understand what a division symbol looks like	
understand division is the opposite of multiplying	
n divide by 2	

$$4 \div 2 = 2$$

$$2 \div 4 = 0.5$$

$$9 \div 3 = 3$$

$$3 \div 1 = 3$$

$$13 \div 4 = 3.25$$

$$4 \div 13 = 0.3077$$

$$24 \div 3 = 8$$

$$3 \div 24 = 0.125$$

$$16 \div 8 = 2$$

$$8 \div 16 = 0.5$$

$$16 \div 4 = 4$$
Art:



Welsh:

