

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

This essay will attempt to put forward next steps for one child in my class. This will be done through careful observations and conversations with the child to tailor these steps to them personally. I will try to look at all aspects of the child which I feel I can make the most significant improvement in. This may involve leaving what some would consider more substantial areas as they, but in creating next steps for learners one must first start with a single step.

Throughout this essay I will endeavour to maintain complete anonymity of the school and the children within it. I will do this adhering to the guidelines set out by the British Educational Research Association (BERA, 2018). I will refer to the school as 'School Z' and my target child as 'Child P'

The school I was placed in for PTE 3 is an inner-city school in South Wales. The school caters for children between the ages of 3-11. The children in the school come from a variety of backgrounds with 90% of the children coming from ethnic minority backgrounds, namely Punjabi, Bengali and Roma origin. Within the context of the school there are approximately 26 different languages spoken, all coming from 32 different countries. A large proportion of children entering the school do so with little to no English whatsoever. This results in 85% of the children in the school receiving support in English as an additional language. The school is particularly prepared for this challenge with a number of staff members able to speak English as an additional language. This makes communication with parents possible and helps with integration of pupils with no English. Around 25% of pupils within the school are eligible for free school meals which is above the national average of 20% (School Guide, 2019). Throughout my placement I have been in a Year 2 class. Within the school there are two Year 2 classes, so what is taught is as closely matched as possible across the two classes. Within my class there are 27 pupils; this consists of 14 males and 13 females. Owing to the almost even split in my class I will refer to my target child by gender

as I feel their anonymity is still maintained by doing so. Within my class I also have access to a TA who is in the classroom for the entire day, unless required in another classroom for cover or a trip, this however is unusual and happens very rarely.

I chose Child P as my target child after conferencing with my class teacher. We both decided that Child P would be an ideal child as they were especially talkative and were not afraid of communicating with new adults.

Child P came into School Z at the start of Year 1 so the school does not have a baseline for them however, we do have data from when they started Year 2. Upon entering Year 2 Child P was working at a low outcome 4 in Mathematical Development and in Literacy Language and Communication their Autumn outcome at the start of the year was also an outcome 4. They have been making steady improvements throughout the year according to their class teacher and are on track to achieve outcome 5 in both areas; maths and literacy. Child P's most enjoyable subject is maths and using the Literacy and Numeracy Framework they can already be placed at a low outcome 5. The main aspect of the curriculum that is letting Child P down is the telling of time which they currently struggle with. Owing to this, my maths plans for the following week are all based around time as this is something that a large majority of the children in the class also struggle with.

During my observations of Child P, the primary method of data collection was collected using the Mosaic Approach (Clark and Moss, 2011). The idea behind the Mosaic Approach is that all areas of the child should be acknowledged. It puts emphasis on the views of the child and acknowledges that they should be allowed to express themselves in any number of ways. This coincides with Malaguzzi's (1996) theory of the 'Hundred Languages' of the child. This theory suggests that a child has a number of different ways in which they can represent and explore their experiences (Clark and Moss, 2011). The data collected and analysed through the Mosaic Approach is qualitative data. An advantage of qualitative data is that it is a good way to manage data without losing complexity. A disadvantage however, is that this complexity can be misinterpreted by the individual noting the data (Atieno, 2019). Through the mosaic approach I had Child P express themselves

through a number of different ways. I used 1 to 1 interviews, I asked the child to take photographs of areas they enjoyed using, I observed the child in their natural environment and I ask the child to take me on tours of the provision areas allowing them to tell me why they liked or disliked them. The Mosaic Approach is conducted in a very holistic manner. The research is conducted within the school setting and can be completely immersive. Owing to the number of different branches of research collection you are able to gather a full picture of the child.

Before I began to gather data, I made sure to collect consent from the parent of Child P (Appendix 1) as well as assent from Child P themselves. I also made sure that they were completely aware that at any time during the interviews or observations they were free to leave or end the study and that they did not have to answer any of the questions that I asked of them. In order to maintain complete transparency and minimise pupil discomfort I conducted all interviews in the classroom with which the pupil was familiar with. I also made sure that the whole process was completely visible to onlookers. I continually assessed the body language and comfort levels of Child P to make sure that at no point they were ever uncomfortable. Had I recognised any such signs I would have told the pupil that the interview was over and that they could go. Alongside this I made sure to gain the permission of my class teacher to make sure they agreed with my methods and data that I was planning on collecting (Appendix 2).

One of the most useful methods of data collection that I used was through the use of a semi-formal interview. I found the interview useful because it allowed me to target my questioning and find out more specific information. Another advantage with an interview was that I was able to conduct it over several sessions, this allowed me to gather more information from incomplete answers. A common disadvantage of an interview is that the accuracy of the responses is entirely down to the interviewer (Evalued, 2019). An interviewer may attempt to gather the 'gist' of what has been said during the interview and as such it is entirely down to the discretion of the interviewer about what they chose to record. I did not personally see this as a disadvantage as I found I was fully able to record the responses of

Child P verbatim. This alleviated any of the errors that may have occurred had I attempted to paraphrase. I was prepared to record the interviews had I not been able to accurately record Child P's responses, but I felt that if I could negate the risks of taking voice recordings home then I would.

The main disadvantage I found while conducting my interviews were that they were very time consuming. As a result, I initially found myself asking Child P to stay in for a few minutes each break time. This was not an ideal scenario, as not only did it mean I was depriving Child P of a portion of their play time, a time which according to Pellegrini (2005) promotes creativity and maximises attention, but I always felt like Child P was rushing to give me answers in the hope they could get out and play sooner. I was able to get around this issue through multiple shorter interview sessions towards the ends of lessons when the class was tidying or everyone else was on task.

Having asked Child P to take photos of their favourite areas in the classroom and applying the question 'if we were to change the classroom what areas would you like to keep?' I have decided not to include them in this essay. This is owing to the presence of other children in the photographs. I unfortunately do not have consent forms from these children to be included in my research and owing to the frequency of the children in the photos I am unable to edit or blank out the children. I found the evidence gathered from handing over a camera to Child P was however very useful. It allowed Child P to be completely independent. Fasoli (2003) stated that children can become a significant research partner if only they are given the tools and the trust to do so, giving the children the camera allows them to do just this.

I found my observations of Child P particularly useful for my research as it enabled me to watch how they acted in different situations around the classroom. Over a long period of time I was able to perform multiple observations in different areas and different circumstances around the classroom. The main disadvantage I found within my observation was that it required constant focus. Throughout my observations I was continually approached by children with questions, or children with work to show me, this then took my

attention away from Child P where I could have missed an important detail. I do not feel like this could have been avoided in the classroom however, as children will forever be present during these observations and they will want to show off their work or ask questions.

Throughout my observations of Child P I noticed a distant lack of wanting to work with partners or groups (appendix 3). When asked to talk to a partner on the carpet Child P continually chose to work on their own. This was a similar experience in the mornings when I would post maths questions on the board for the children to walk into. Whereas all the other children would communicate with each other Child P instead insisted on working on their own or with the class TA. Curiously however Child P had no social issues when it came to play or when they were accessing the provisions of the week. This lack of social interaction was only ever present when working on the carpet. This suggests to me that Child P finds it difficult to work with their peers when it comes to structured environments. This is interesting as during an interview with Child P (appendix 4) they stated that:

‘I find it hard when I am sitting on the carpet and the teachers tell me what to do. I sometimes forget, or I don’t hear when they are doing the register and I sometimes I don’t see’ [*sic*].

From this I can gather that Child P does not feel particularly comfortable while working on the carpet. From their response about forgetting what the teacher says or not hearing the register, they are potentially so focused on their own work that they find it difficult to acknowledge others around them. There is also a potential that Child P considers their own work to be above what any of the other children in the class can provide. This however directly contradicts another statement made by Child P when asked about whether they prefer group work or individual work. Child P stated that they preferred to work in a group with their friends as with the different people in the group they will know everything (Appendix 4). From this it is clear that Child P understands the importance and the reasons

why we work in a group and understand that other children will be able to add knowledge to their own existing knowledge bank.

While observing Child P during an independent maths activity, this lack of want to work in a group really shone out. The task that the children had to complete was an exercise sheet based around using number bonds to assist with addition. Whereas all the other children on the independent task worked in pairs (though they were not told to do so), Child P worked on their own. This resulted in them getting 2 out of the 20 questions correct (appendix 5), while the rest of the group on average were up around 17 out of 20. This I feel clearly shows the impact that not being able to work in groups has on Child P.

I observed a similar theme of struggling to work in groups during another observation of Child P (Appendix 7). The lesson was an art lesson run by the class teacher. This gave me the perfect opportunity to watch Child P without any interruptions. During this session the children were split into groups of 5/6 to demonstrate to each other what they had seen the class teacher do on the board. Child P struggled to leave the child who was demonstrating to the group alone. They were continually trying to get the pastel for themselves and have a go. I watched as Child P was not given the next go and did not seem to care. The interesting part about this was that Child P did not seem to want a go simply because it was new and exciting. Instead, they were trying to show the other children how to do it. Again, here we can see that Child P struggled with group etiquette even though their intentions were in the right place. We can see from this that Child P does not struggle with the correct attitude towards group work, actually quite the opposite. They want to work in a group and help others but lack the social skills do not allow them to do so.

Another observation I made about Child P was their need to answer questions even when they had no answer in mind. After asking a question to the class I noticed that Child P's hand would be raised almost instantaneously, without having any thinking time whatsoever. Upon asking Child P for their response they would stall and begin to talk hoping that something they said would be relevant to the question. However, if left to continue, after about 30 seconds, Child P would announce that they had 'forgotten' or that they 'didn't know'

the answer (appendix 6). This to me suggests that that they do not have the skill embedded in them to give themselves enough thinking time before wanting to answer a question.

Owing to the responses given by Child P during open class questioning I feel it is also necessary to address their Oracy. Child P finds it difficult to communicate effectively when given answering questions to the class. This I believe stems from their inability to think first about what they want to say when questioned. However, Child P also struggles when simply telling adults anything around the classroom, having a lot of stutters, ands and pauses. This I feel could be down to a language barrier however, Child P does not struggle with English while working with friends.

This leads onto another observation made about Child P and that is their constant want of adult approval. Alongside their want to answer teacher questions with or without an answer, Child P continually looks for approval of their work (appendix 8). They find it extremely difficult to move through their work without being told that they are doing the question right or that their picture is looking good. This want for approval was much deeper than a mere proudness of their work and this is evident by the fact they struggled to move on without it. This tells me that Child P lacks the skills to work fully independently. This could also stem from the pressure that Child P appears to put on themselves. During my interview with Child P (appendix 4) they continually spoke about their need to be in school so that they can go to university and get a job. I was unsure whether this pressure had been put on Child P by their family at home or it was something that Child P had decided upon for themselves.

I do not feel there is a need to address Child Ps issue with wanting to answer all questions first as this competitive nature is an essential skill in life. Kohn (2018) suggests that this competitive nature is destructive for children and that without competition children will achieve excellence in most of what they do. However, while I can understand that competition can be destructive for children in some circumstances, I do not agree that this competition is wholly destructive. I feel that light competition in the classroom where rewards and stakes are not too high can encourage and motivate children further. There is also the internal competition which can take place within a child. This internal competition can

encourage children to want to beat their previous scores and better themselves. This competitive nature that resides within Child P I feel is healthy and not destructive, however, it is causing them a disservice. Child P has turned this question and answer time into a race to get their hand up first. Shindler (2009) argues that this sort of competition shifts the attitudes of the participants from the learning goals to efficiency and speed. I believe in the case of Child P we could counteract this issue through the use of thinking-time. Stahl (1985) developed the idea of think-time and called it a time of pure silence within the classroom. This time he argued was so that both teachers and students were able to process information and develop their oral response internally. Rowe (1972) published papers around the amount of *thinking-time* given to children and she found that when children were given at least 3 seconds of wait time, teachers got more responses and better-quality responses. From this evidence, I believe that instilling the importance of thinking and waiting a set amount of time before answering questions, could have a significant impact on Child Ps 'race' to answer questions. This wait time would not only negate the speed in which Child P wanted to answer questions but would also hopefully have significant impact on the answers they gave. With this extra time, Child P would not need to stall until they came up with an answer, they would instead have come up with an answer before they put up their hand. Through constant use of this thinking-time it is my hope that Child P would begin to realise the importance of thinking before they offer a response.

Following on from implementing thinking-time I would like to address Child Ps inability or reluctance to work effectively in a group or in pairs. As I previously stated this inability only manifests itself when it comes to structured work and not when they in an unstructured environment such as play or while accessing the enhanced provisions. Some educators have argued that working together in groups is an inherently adult thing to do, as such we should not expect young children of a primary age to do so, they argue that children at their heart are very self-centred (Galton, 1992). This statement alone does not encompass Child P who seemingly wants to help his group out when put in a group but just does not know how to do it effectively. However, it can be seen that they want to work on

their own when given the choice. I feel an appropriate strategy to combat this lack of group work would be to implement 'think, pair, share' into the classroom. Think, pair, share is a strategy to get the children to first think about a problem themselves, then after a set amount of the time the children talk to a partner about what they think. This pair can debate their ideas back and forth until finally their ideas are shared with the class. This strategy has the benefit of accessing a number of skills within children. Firstly, they are required to use their own reasoning skills to come up with a solution, they then have to communicate it with a partner. Then they are expected to listen to their partners ideas and reflect on what they have said. Together they can come to some sort of agreement before finally delivering it to the class. Another advantage of think, pair, share is that it gives immediate feedback both to the children and to the class teacher. A study conducted in 2013 (Kothiyal et al.) in primary schools found that during these think, pair, share sessions 83% of the learners were engaged. Here we can still see though, that 17% of the learners were not fully or mostly engaged in the session. This can lead us back to the difficulties mentioned by Galton in trying to get children to work in groups. I feel however that this could be a solution to Child Ps lack of wanting to work in a group, it would also help with their lack of thinking time, as there is a set amount of time required before you move the children onto the partnered section. This type of collaborative learning according to the Sutton Trust has been proven to be 'consistently positive'. They also found that the best gains were achieved when learners were told to talk and interact with each other (Education Endowment Foundation, 2019). As this strategy is structured but still gives children freedom, I feel it would be ideal for Child Ps needs.

As stated previously Child P has an issue with Oracy when it comes to speaking to adults. Owing to the fact that Child P does not have this stutter when communicating with friends and other pupils around the classroom and the yard it doesn't appear to be a full stutter. I feel that Child P gets over excited and as such their desire to communicate far outweighs their communicative ability. These 'nonfluencies' are normal and these circumstances as such aren't anything to worry about at this young age (LaBlance, Steckol

and Smith, 1994). However, it is still something that we can try and address. Firstly, it is important to model a good steady rate of speech. Meyers & Freeman (1995) found that children who stutter usually come from fast speaking families. If we can model a slower rate of speed to Child P it will allow them time to process what they are saying before saying it. I feel like as this is not currently a major issue then this conscious effort to slow down speech is all that should be done at the moment. I will continue to monitor Child Ps Oracy however, allowing me to make a further decision if it doesn't improve or get worse. I feel giving Child P the additional thinking time will also help with their speech patterns.

Child Ps continual want for approval is fraught with dangers. On the surface it appears harmless but if left unchecked, Tsabary says, a child's inner radar can become completely distorted and they can completely lose their ability to be their own determiner (Tsabary, 2019). They will continue to look outside themselves for approval and not be able to give themselves the praise they deserve. Children need to make their own mistakes, according to Cale (Trauma Care, 2014) 90% of a child learning comes from the consequences of mistakes. In order to address this issue, I would like to engage Child P in more self-assessment. With this in mind I hope that Child P will begin to understand the value of assessing their own work and being their own 'determiner'. Child P needs to develop that inner dialogue whereby they are confident enough to complete work

I believe I chose the right approach to collect data for this assignment. The Mosaic Approach although time consuming with its many facets. This approach placed Child P at the centre of my research, this was not about what I wanted to find out, this was about Child Ps strengths and weaknesses. Because of the way the Mosaic Approach is designed Child P was also at the centre of every piece of evidence and everything was first discussed with them before I finalised it. The varied forms of data collection also allowed for a much more in-depth collection of qualitative data, this in turn allowed for a much more accurate interpretation of said data. The main disadvantage of the Mosaic Approach is that it is exceptionally time consuming and complex. The multiple forms of data required although providing a very in-depth view take an exceptionally long time to collect and analyse.

Over the course of the research required for this assignment a number of different things became apparent to me. Before this assignment the act of a child continually seeking approval would have simply been a child who was a little unsure of themselves. Through research and observation, I am able to see the internal damage that can be done by a child who cannot assess their own work. I will continue to look out for signs such as this in my future practise to identify and address this issue before it becomes an ingrained issue.

If I was to conduct this research again, I would think more carefully about the type of child I chose. I chose Child P because I knew they would be very talkative in interviews and would not feel afraid or intimidated. I initially chose Child P before I fully understood the evidence that I would be collecting and as such placed too much value on the interview portion. With Child P being one of the high achievers in the class I felt I was at a disadvantage when it came to identify next steps for literacy and numeracy as they were already well on track to achieving their highest potential. Next time, I would choose a child who was more middle ability in the class and that I could push to achieve more than they were expected. This would in turn allow me to more easily identify next steps when it came to literacy and numeracy as opposed to well-being and social skills.

Word Count - 4449

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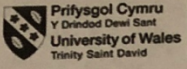
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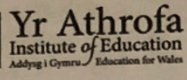
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Appendix

Appendix 1 – Signed parent permission slip from Child Ps parent (names removed to protect the anonymity of Child P).

 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

 Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones
Module lead – School Development and Pupil Progress

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

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

Date..... 16th May 2019

Appendix 2 – Signed permission slip from school mentor (names removed for anonymity of school)

 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

 Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

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

Dear class/senior mentor,

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

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

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

Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): Thomas Hobbs

SCHOOL NAME (PLEASE PRINT):

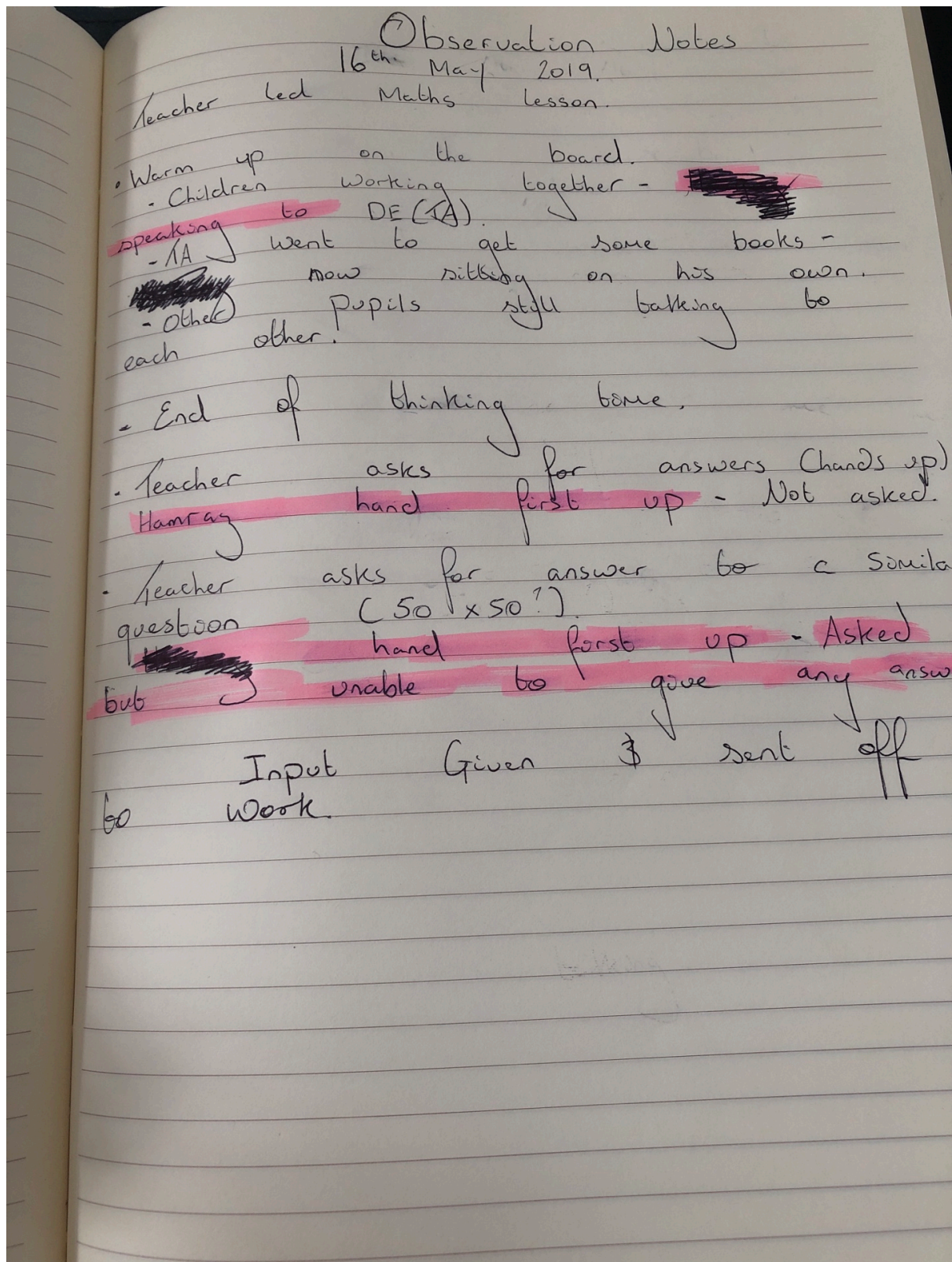
SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

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

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

Appendix 3 – Observation Notes – Child P not wanting to work with other children



Appendix 4 – Interview with Child P (Interview is typed up verbatim, so all errors are errors that occurred during the interview)

Why do you come to school?

To get a job to learn and like to get like things in your brain that you know and do exercises and get strong and like loads of things that are in school that are good. You can make things that you are doing or things that you are talking about, drawing things on the whiteboard, reading, building, creating things in the creative area. Working on your work. And welsh.

What do you like best?

Doing work, maths and reading. Most of all art work – drawing things – in the block room. And the assembly to learn. (the best thing I like is art and making things in the creative area)

What don't you like about being here?

I don't like when it's raining in school and people don't feel well and don't wear their coat. They might get sick or hurt because it's dangerous. Pupils bullying on the yard – [REDACTED] bullying me, [REDACTED] and [REDACTED].

Who are your favourite people?

[REDACTED] and

What do you teachers do?

They teach us to do work and help us in the class and tell us what we are doing today and if somebody gets hurt they write the letter for them and they can give them to the parents or if they really really hurt they can go to the hospital with them. Or they can just go home, and the parents can take them to the hospital.

What should they do for you?

They should help us and if you don't want dinner, they will just put some on the side and we have some on the other side – Lunch. If somebody doesn't want to do their work the teachers do something for them, and they just do their work.

What do you find difficult?

Basically, I find hard. When I am sitting on the carpet and the teachers tell me what to do, I sometimes forget, or I don't hear when they are doing the register. And I sometimes I don't see and when I go to my seat, I think what I am doing, and I just do it. Find it difficult on the carpet. Difficult to read the books. Sometimes I find it hard, if I don't do this I won't learn. If I don't do something I won't learn.

What has been your best day in school?

When the devil came into school. Mr Smith pretended to be the devil. I loved that. The angel and somebody came, and they sent the devil away.

How do you feel about Maths?

I feel good about maths because maths gives me my 3 timetables (5). It gives me a times tables and adding and things. It will give me a job and get me ready for college and university.

How do you feel about English?

I feel okay about English. Cuz you can go to different countries and learn about how they speak and what they eat. You can go up to space. Story writing – I feel (wobbly hand action).

How do you feel about PE?

I love PE, because you can play football, rugby, cricket, doing some exercises. I like to play tennis. I like to stretch. Stretching to stop from hurting.

How do you feel about learning about the world?

I like learning about different countries around the world. We did their food; their mums and dads showed their food and money and things. Drawing things. What games they play what they watch. The weather there is. Different things. Gives me more things in my head, so when I get a job, they will be good things.

How do you feel about coming to school?

I like school because it gives me, I learn more about things and more about my read, write inc, and reading and putting things in my tray which I don't need. People put things in people's tray and out of people's bags. I don't like that because it us a bad thing to do.

What do you want to do when you are older?

I want to learn how to get a job in university.

I think I want to be a rugby football or cricket.

Do you prefer working in a group or on your own?

I prefer to be in a group because if you work in a group your friends and things the peoples, they will know everything.

If you had to pick one which would your favourite area be?

I really love the creative area because I can make things that I like to make. I learn a lot out there. We are doing rockets and spaceships and writing what shapes we used.

Appendix 5 – Maths independent work – showing how lack of group work affected Child Ps work

Using Bonds

$8 + 7 = 10$	$7 + 17 = 10$
$8 + 5 = 13$	$17 + 40 = 20$
$8 + 3 = 15$	$17 + 6 = 20$
$9 + 2 = 10$	$6 + 4 = 10$
$19 + 22 = 20$	$16 + 20 = 20$
$19 + 4 = 10$	$16 + 6 = 10$
$8 + 4 = 16$	$6 + 5 = 10$
$18 + 4 = 31$	$16 + 5 = 20$
$28 + 4 = 40$	$26 + 5 = 40$
$38 + 4 = 41$	$36 + 5 = 40$

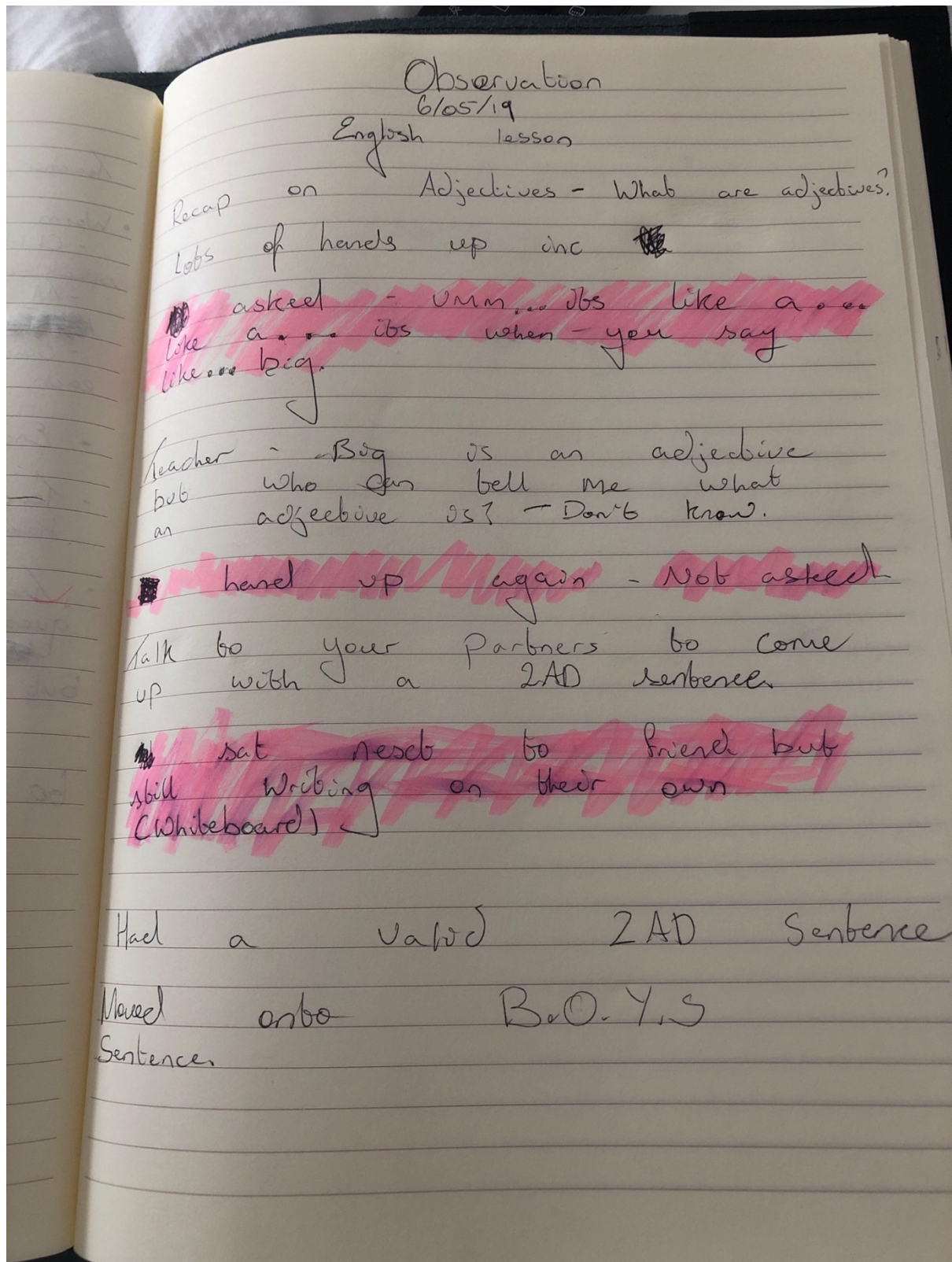
Complete these additions.

ACTION Use a bead string to help.

THINK Look at the last question. What other facts could you work out?

Independent Work.

Appendix 6 – English Lesson Observation – Lack of thinking-time.



Appendix 7 – Art Observation

Art Observation

- Class teacher began with an input asking the children what they think they are doing
 - Picture on the board for reference
- Children shouted out ideas about what they think they might be doing (Solar System drawings)
- Teacher Demonstrates how to draw the picture using pastels (how to smudge)
- Teacher demonstrated technique whereby the children in their group replicate what the teacher has just done on the board.
- Teacher puts the children into groups of 5 and asks one person to be the teacher of the group. They are then given a pastel – they are asked to repeat what the teacher had just done on the board for their group
- Once they have had a go they pass it to someone else to have a go.
- During this initial stage [REDACTED] was trying to get hold of the pastel to have a go. It doesn't appear like he is trying to take the pastel for himself he is continually just trying to help. [REDACTED] is very happy colouring in their planet and does not need help.
- [REDACTED] spoken to by teacher about leaving [REDACTED] alone to do his own work.
- [REDACTED] chose not to pass the pastel to [REDACTED] – [REDACTED] did not seem visible upset by this decision and continued to try and help [REDACTED] who was given the pastel next.
- A few rotations of this system took place before the teacher collected in the pastels.
- The teacher once again demonstrated the entire process of creating their solar system before sending them off to complete their work.

Appendix 8 – Observation notes regarding Child Ps want for approval.

Observation: Notes

wanting approval.

2th May - Guided Reading group working independently -
 Coming to me for 'what does this help in the group?'. No one else needed help in the group. - Told to ask their group if they are stuck.

9th May Welsh lesson

After explaining what to do - (Alben description) - H continually came to show every question or answer they wrote. Continually told them to finish their work before showing me. Continued to come back. Would also clarify everyone what they were doing - despite a model of the question being on the board.

Block Room.

Continually wants to show me their rocket that they've built out of blocks. Asks me to take photos of what they have made. This might be pride but it is so often.