

‘Supporting pupil progress: a detailed analysis of one child’s holistic development with justification for the next step in learning’

Introduction

This essay will explore the development of one pupil using the Mosaic Approach, considering the whole child rather than focussing on purely academic achievement. I will note the holistic development of a child and discuss all elements that may affect a child’s learning.

The school the child attends is a large urban school with approximately 325 pupils on roll. There are three year 5/6 mixed classes. This child is a year 5 pupil in one of these classes. The school has a high population of EAL (English as an additional language) learners, being approximately 8%. The child I am observing is not EAL. The school has 24% of children eligible for FSM (Free school meals) which is above the national average, although the child I have observed does not fall into the category of FSM. The school has above the national average percentage of children with ALN (Additional learning needs) currently 31%. In our class we have 3 children with ALN and one of those children has outbursts that can be disruptive to the whole class and it can sometimes take the children a few minutes to settle down.

The child I have chosen is predominantly working in the category of mid ability and struggles to manage his distractions. He has many absences due to a serious heart condition which can often interfere with his learning. This child has also not been at the school since the beginning of his education journey as he joined the school in the previous year, year 4. This child has supportive parents and the mother always meets him at the end of the school day, whereas the majority of the pupils in the class walk home independently. This child has an active social life outside of school and is often talking to the other children about what they did at the weekend. He also plays rugby for a local team and is an active participant, taking part in Sunday morning games and tournaments. The child is well liked amongst his peer group and is a child other pupils rely upon. He is confident in class and demonstrates this daily by offering ideas in the class discussion and raising his hand to answer questions and displays a positive attitude to all aspects of school life.

Data Collection

I collected my data in accordance with BERA guidelines (BERA, 2018) I was careful explaining to the child what he would be participating in and gaining his parental consent (Appendix E). I also explained that he had the right to withdraw at any point if he wanted to (BERA, 2018). The child agreed to participate and returned the letter of consent from his parents.

I have used the Mosaic approach of collecting data, Clark and Moss (2001). I wanted to examine the child as a whole, considering aspects such as what my pupil thought, how he felt, what he produced and what he said. I needed to piece together the child's learning in a cohesive manner, therefore I decided to choose a range of tools to collect data. I collected detailed observations, a portfolio of his work and some narrative conversations from the child. I felt this was the least intrusive method for this child. This child is in a high KS2 (Key Stage 2) class and it was not always easy to note his specific interests by means of where he would play or what tools he would use in the classroom to support his learning, which would be evident in a FP (Foundation Phase) classroom I therefore had to adapt my techniques to suit the needs of the child whilst also meeting the criteria I had.

I discussed taking photographs to support my evidence with my pupil. However my pupil did not feel comfortable with this method therefore I refrained from this form of data collection in line with BERA (2018) ethical guidelines. Although, I feel in accordance with Clark and Moss (2001) photographic evidence would have captured the child in different lights. However I respected his decision and I did not question him further about this in accordance with BERA (2018) guidelines. I felt that with the other methods of collecting information, omitting photographs would not inhibit my research.

The first aspect of the Mosaic approach that I used in collecting data was a 'map' of his learning environment and what he likes to use in the classroom or outside of the classroom to support his learning which is documented in Appendix A. The map provided a useful insight. The map highlighted aspects of the pupils routine that he deemed important. What was evident from the map, was that he valued his play time and looked forward to this. When we discussed this further he explained that he liked playing football with the other children and socialising with the other pupils that are not necessarily in his class.

Collecting a portfolio of the pupils work showed me the pupils overall attitudes to the different curriculum areas. In particular you can see that the child enjoys science and the work he has produced outweighs that of some of the other subjects in depth and content. This supports Clark and Moss (2001) theory of appreciating the child as a whole and collecting evidence using a tiled approach, creating a picture of a child not just through one medium, through several to gain an understanding of the child as a whole being and allowing you to be able to see how they learn through their eyes. Greenfield, (2011) agrees with Clark and Moss (2001) on this method. Greenfield (2011) further suggests that using traditional data alone is not enough to map a child's progress and using a multiple method approach is more viable when working with children. Therefore believing that the Mosaic approach is considered one of the most effective approaches to allow the data to be reflective and adaptive in nature focussing on the 'child's lived experience'.

The observations I have carried out have been naturalistic observations. Cohen et al (2000) suggest that this method can add value to your observation technique and allow the child to view you as another participant rather than a researcher. I have been involved with the child's learning and the child has been unaware of the fact that I have been observing him. This has been beneficial as he has not been worried about anything that he has said or done. We have been able to talk informally about the learning in front of him and the tasks that he is participating in. Using this approach I have been able to make reflective notes on aspects of his behaviour, mannerisms, interaction with other children, attitudes towards his learning and dialogue with his peers. This method can have its limitations and often a detailed analysis can not be made of the reflective notes. However Coplan et al. (2015) suggests that this method can be used to gain insights into children's behaviour and it has been useful when the pupil has come in from playtime and he has discussed what has been happening during his social time at school, particularly if there has been an altercation. All of these informal conversations have allowed me to evidence a profile of this pupil. I have taken into consideration not only academic work also interaction with his peer groups and social circles which can often have an impact on children's learning, (Hammersley and Atkinson, 1983).

Analysis of learner

Black et al. (2003) suggests that in order to meet a learner's need and move their learning on, children need to be looked at as a whole. This is also supported by Clark and Moss (2001). Therefore when observing my pupil it was important to note that the child has a serious heart condition which often caused periods of absence. The mother was not always forthright in telling the school why he had periods of absence merely assuming they would put it down to his heart condition. Subsequently this had an effect on his learning (Appendix B). Malcolm et al. (2003) suggests missing large parts of learning has a detrimental effect on the education of a child. This learner would often miss the introduction to different topics. This would often lead to him having to catch up or teacher intervention to support his learning. The child would often have a brief catch up at the teacher's desk which was not nearly as much input as the child required and needed to be equipped for the ongoing lesson. Carroll (2010) reports on the impact of absenteeism and the effects this can have on a child's level of literacy and numeracy and how this can carry forward into all aspects of their learning. He estimates that if a child misses half a year of schooling this can have a significant repercussion on their primary school attainment levels. This has been a useful starting point in my data collection to build a profile of the child. This has been considered throughout the analysis and has created the first tile in the Mosaic approach to considering the child as a whole (Clark and Moss, 2001).

The next element of the approach I have looked into is the pupil's social circles. Smith et al. (1998) suggest that some children find it very easy to make friends and form social bonds. However others appear to find this difficult. This could be accredited to their self-esteem and self-concept. These aspects of the child's self-esteem can often be influenced by the child's academic competence, athletic competence, appearance physically and the way they conduct themselves Buchan (2013) also agrees and furthers the importance of the child being a sociable being and how the foundations of the social model need to have been established in the early years of child development. The pupil I have observed is a popular boy amongst his peer group and has formed several close bonds with a group of children. He often talks about going to their houses after school and going out on day trips with them. He is involved in a local sports team and is often called for when being put in teams during PE and Games sessions by the other children.

Corden (2006) suggests group discussion is an effective means of classroom talk. However my pupil is often chatty in class and this can sometimes be to his detriment and that of the other members of his table group, This is seen in all elements of his work which is often unfinished due to talking in his allocated work time (Appendix C). Ray (2011) also suggests that this low level of classroom behaviour can be disruptive to a child's learning, leading to gaps in their educational progress. I would also suggest that the playground conversation can often overspill into class and this also subsequently affects the quality of the work produced.

The next tile I am going to examine is that of the pupil's attitude towards work and his ethic when attempting work. OECD (2004) suggests that a pupil's attitude towards work is paramount in the child's learning journey. The majority of children come to the school environment with a positive attitude to learn. This is a skill that should continue through to adulthood and is linked with the motivation to learn. As practitioners we should be able to foster this ongoing thirst for learning and be able to facilitate the learning for the child. The pupil I have been studying has a positive attitude towards his learning and is always a willing participant in classroom discussions. He is polite and respectful of other pupil's views and will often be a child that is called upon by his peers to support or extend their answers. This pupil will often work independently whilst also supporting his peer who is not at the same learning level as himself. This ability to be able to explain the work to another peer demonstrates high order thinking skills, and shows that he has not only understood the task can also explain it to a peer. He is not afraid to ask questions himself if he is unsure. However the majority of the time he is able to work independently without teacher led support. His motivation to learn could be attributed to Bandura (1997) theory of motivation and perseverance.

I am going to examine the academic tile consisting of the core subjects of Mathematics and LLC (language literacy and communication). The pupil has high levels of oracy. I would suggest he is working at outcome level 4 currently and this is a sound basis for his academic learning. Eke and Lee (2009) suggest that children's levels of oracy can underpin their learning. This is learnt from the early years by modelled language. He has managed to pick up the skills that are relevant to school life. The pupil will often offer a justification for his answer which is so often expected in a primary school. The pupil has learned the rules of grammar for school life. He is

articulate in his responses, answers in the right tense and changing his pattern of responses for the person he is talking to. He addresses his peers in a different way to addressing the class teacher and other members of the teaching team. He therefore is demonstrating daily his high level of language and grammar structure. This pupil is currently working at outcome level 4 in his reading and comprehension and has recently become a free reader. He has left the school reading scheme and is making positive steps into fluency over a range of texts. He is not demonstrating that he is reading at home, often leaving his book at home and not having his reading record signed by his parents. This needs to be addressed with the parents and stressed the importance of reading at home as a vital skill for life. He has chosen a book with specific language that is sometimes tricky to use a phonic method to decode (Appendix D). How and Larkin (2013) suggest that reading skill could be a predictor of writing performance. However it is not the only indicator, and this must be noted when discussing a child's ability to transfer his/her skills to written work. My pupil's written work is often at outcome level 3. This could be a potential result of his absences and evidence of his 'missed sessions' when using the written form of English.

My pupil is a competent mathematician however the evidence from his written work could only be judged at outcome level 3. He reliably uses different methods and approaches to his maths work, for example I have seen him use both the grid method and column method when working out long multiplication. He regularly demonstrates his knowledge of the times table in mental maths warm ups, has thorough knowledge of the 7, 8 and 9 times tables and can perform long division using the 'bus stop' method often getting these correct. He has the ability to correct his mistakes if they are highlighted to him. However, a similar pattern occurring in all of his written work is the ability to finish tasks in the relevant expected time periods. OECD (2014) suggests that confidence in mathematics can be a key component to a child's learning. This child is confident and you will often overhear him collaborating with the peer group on his table about the work and attempting to explain what he is doing. Once again this pupil is confident about answering questions in class and will also help out peers when answering questions. Tiley-Nunn (2014) suggests that many children have the basic capacity to do simple maths and can conjure up answers to on the spot questions quickly. However it is often the process of the math

that is overlooked and my research pupil is not providing enough written evidence to show understanding. This written evidence can help you to develop an understanding of the child's learning and therefore enable you to moderate work effectively. My pupil often demonstrates in class through whiteboard activities and putting his hand up in class that he can respond to mathematical questions quickly. However when it comes to his written work again it appears to be lacking any workings to help me understand where he may have had incorrect answers (Appendix D). Without these workings I am presented with just an answer that shows me no thought process. This could be due to worrying about presentation. He might be doing his workings on a whiteboard and rubbing them out therefore losing valuable evidence (Sangster, 2007). Sangster (2007) suggests that the pace of a lesson may affect a child's ability to grasp mathematical concepts. Concise explanations and expectations need to be clear for a child to be able to continue with their task. My observation pupil is in a mixed year 5/6 class and this could cause pace problems for him which could explain why he doesn't always complete his work (Fisher, 2006). Fisher (2006) suggests that attention and motivation are associated with thinking skills and as discussed throughout this analysis of my learner his motivation is apparent. He often lacks attention when he is asked to work independently and although collaborative learning is essential in the primary school classroom children need to be focussed when working collaboratively.

The pupil demonstrates a sound understanding of Welsh and is willing to participate orally and in written work. He uses the language pattern mats to support his learning and create sentence structures orally. He is working overall at outcome level 2 in Welsh. The Welsh language is underpinned by prompts on the screen and by resources, for example (Appendix F). I have not observed the pupil using incidental Welsh socially or outside of Welsh lessons, this could be developed although his previous school was dual streamed and he moved school because of this. This indicates there could possibly be negative feedback from the home environment about the Welsh language.

The pupil shows his sporting ability and enthusiasm in PE and Games sessions. He is currently working at outcome level 3 although this will only continue to improve as he progresses to the end of KS2. He has a competitive nature and will offer his skills for the good of a team. He will participate fully in all PE and Games sessions and

demonstrates skills appropriate for his age. He is a team player and quickly understands and adapts to the requirements of the game he is playing. He shows maturity in attitude to games and will play any position in a team, demonstrating this on a weekly basis. He will often volunteer to run for weaker members of his cohort that are unable to do so for medical reasons. He is a popular boy in games sessions and respected by the other members of his class.

Next steps

As I have evidenced throughout this essay the next steps for this learner shows that their needs to be a strategy implemented to support the family. The absences recorded are significantly higher than an average pupil and this is having a direct effect on his learning (Carroll, 2010). The school through the senior school management team and the class teacher need to meet with the parents to discuss absences. This may involve multi-agency working particularly with health teams and home liaison officers to support the school and the family for this pupil to be able to spend more time in school. Although his period of absences are improving there are still notable absences.

For this pupil to fulfil his potential and achieve academically the pupil needs to be able to manage his distractions and a routine should be established to enable him to do this. As Fisher (2006) suggests reflection at the end of sessions could be a tool to use with this child. This could aid his motivation and provide a forum of continuous self-assessment for the child. Reflecting on his own attitude towards his learning could prompt his higher order thinking skills and allow him to access work in a different way. By reflecting it may highlight why he was unable to finish tasks and explore the reasons before coming to his own conclusions and drawing improvement techniques for him to consider. This would be something that would need implementing slowly, allowing him to create his own targets to work towards in collaboration with the class teacher. He could create strategies to overcome those distractions when he recognises that he is demonstrating a behaviour that is distracting him. If he recognises those distractions he could learn to manage them, and this is what he needs to be able to move his learning forward (Appendix G).

One approach to consider would be moving him to create optimum learning environment for the pupil. Sommer (1997) notes the importance of the layout of a

classroom to support learners. Although this is an older reference I feel it is a valid argument. To move this pupil to a smaller desk with less pupils on would help the pupil manage his distractions. He could then be introduced to a larger group as he becomes competent and able to work effectively. I have noted he enjoys collaborating. This is sometimes to the detriment of his learning. Moving him to a table within another group, sitting him next to a child that is slightly higher in ability and has a different attitude to learning may allow this pupil to progress. If the talk within the teaching time was relevant to the lesson and not incidental talk about playground incidents or home talk it would be acceptable. Grugeon and Hubbard (2006) suggest picking appropriate talking partners could help a child with their higher order thinking skills rather than focussing on group discussion. This may be an effective tool to help this pupil focus during learning time.

This pupil has demonstrated that he thrives in a social constructivism environment. He needs people around him as he is a sociable character that needs to be able to talk. Bearne (2006) states that managing children in groups is not an easy task and this needs to be considered carefully when establishing groups. She suggests having prompts on the tables to remind the groups of ground rules and will often use pair work instead of group work to facilitate learning. As discussed earlier on in this essay I feel by situating this pupil next to a more able pupil I believe his learning would progress. I feel that he would find the ability to finish tasks if he was with a conscientious group of learners that also demonstrate the ability to finish work in the allocated time frame. I feel this would also allow him to achieve higher outcome levels purely by enabling him to manage his distractions and his time.

Academically the differentiation level that the pupil is set is currently at the right level for him. I feel by implementing strategies to manage his absences and distractions. This child could exceed on all levels of his learning. This could not just show in his mathematics, language and literacy, in all aspects of the curriculum. By tackling the absences the pupil could become more involved in school life and thrive in amongst his growing peer group circle.

The distractions I have discussed also manifest on the school playground. Often there can be altercations that overspill into lesson time, which could be considered when using a reflection technique with this pupil. A form of reflection could be a

journal or a video diary to discuss his feelings throughout the day. This would allow the teacher to access his thoughts and feelings on a day to day basis, providing a platform for planning for this pupil.

Conclusion

To conclude this essay and the evaluation of this pupil's learning journey. I feel he has the key skills and the attitude to take him forward and develop his learning (OECD, 2004, Bandura, 1997). His absences need to be managed by a whole school approach through the senior leadership team (Carroll, 2010). Establishing mechanisms to support the family and helping the family to understand the effect it is having on the child's learning and creating a plan to help the child catch up on the learning he is missing. Malcolm et al. (2003) suggests establishing home links in whatever way possible through multi-agency working. For example this could be in the form of an e-mail link with the parents to be able to send work to the child when he has periods of ill health and is unable to attend school. This link could be with video caption of a lesson, or an intervention within school when he is well and able to attend focussing on catch up sessions particularly in the key LNF (Literacy and Numeracy Framework) skills. However I appreciate the amount of extra work and cost this would have on a school budget. To bridge the gap of what the child can do and the missing elements would be of paramount importance for this child learning to move forward. The pupil is a sociable boy and has an excellent attitude towards learning and this is providing the motivation for this boy to learn at the moment. However the concern is whether this will continue in to KS3 (Key stage 3) where the pace and workload is somewhat higher than KS2. The pace and his absences in KS3 would hinder his learning and therefore widen the gaps making it unattainable for him to bridge based on motivation and attitude alone.

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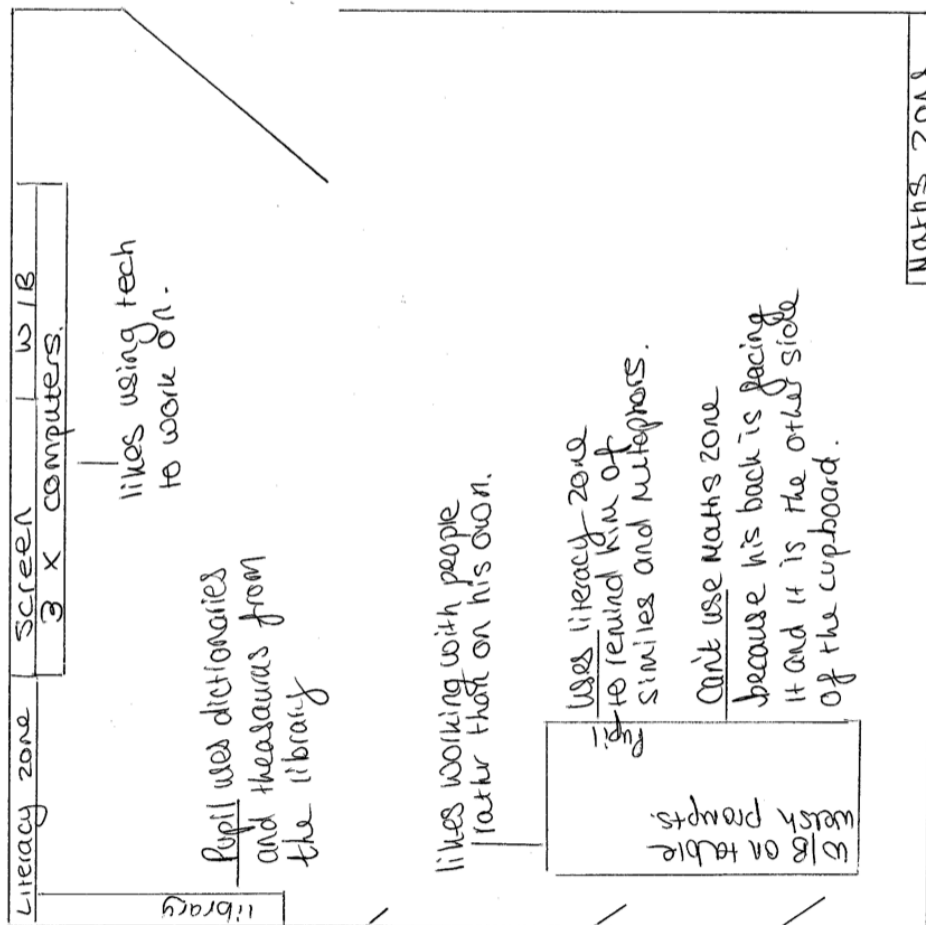
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Appendices

Appendix A Map

Map



Playground
No direct access
looks forward to playtime
Playing team sports is important, football

likes going to the outdoor classroom which is called so because it is a room outside of the main building, for ICT lessons.

Appendix B Absence record

Date	Reason for absence
7/5/19	No reason
8/5/19	No reason
9/5/19	No reason
10/5/19	No reason

Appendix C Evidence of unfinished work

THE OUTRAGING NEWS

Friday 19th January

(E29)

THE ATROCIOUS ACCIDENT

The words of Alex Rider has seriously lights battered. Inside blood is
N. head. Alex is the only the only sight seen. When ALEX
Rider alive. He died looked in the car he was
at 1:30 am in a shocked to find bullet holes
marked in the accident. It he contacted the police.
was a stormy night.
Nobody will know what
really happened to Ian
Rider. A brave man.

unfinished work

Dydd masurth llyg nai

Gwynian

Nod - communicate clearly about your holiday

Lilly Ble est hi at ymision.?

Morgan Esi i Australia. ✓

Lilly Sut o'n ni Australia? ✓

Morgan Esi i Mawr Morgo ✓ di Australia

Lilly Sut oedd y llygdd? ✓

Morgan Redd hi'n iachon. fresh

Appendix D Reading record

Reading record

Name of learner:

~~XXXXXXXXXX~~

Reading age (if known):

no data given.
year 5.

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
2/5/19	Bloody Tower	Fiction - Diary	Pg 19-22 excellent asking q's about the vocabulary, apothecary, when, acquiring word.
13/5/19	Harry Potter and the Philosopher's Stone.	Fiction -	Pg 7-10 thorough reading, corrects own mistakes
13/5/19	—	—	Pg 10-12. Tricky words with TK (knowing specific words/phrases we discussed these as nonsense words.
17/5/19	—	—	Pg 12-13. Enjoying the book. Not much home reading reported we spoke about the importance of this.

This form should be used after reading the school's reading policy, if available

Yrileid to
bring book
to school
+ absence

Appendix E Consent form



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

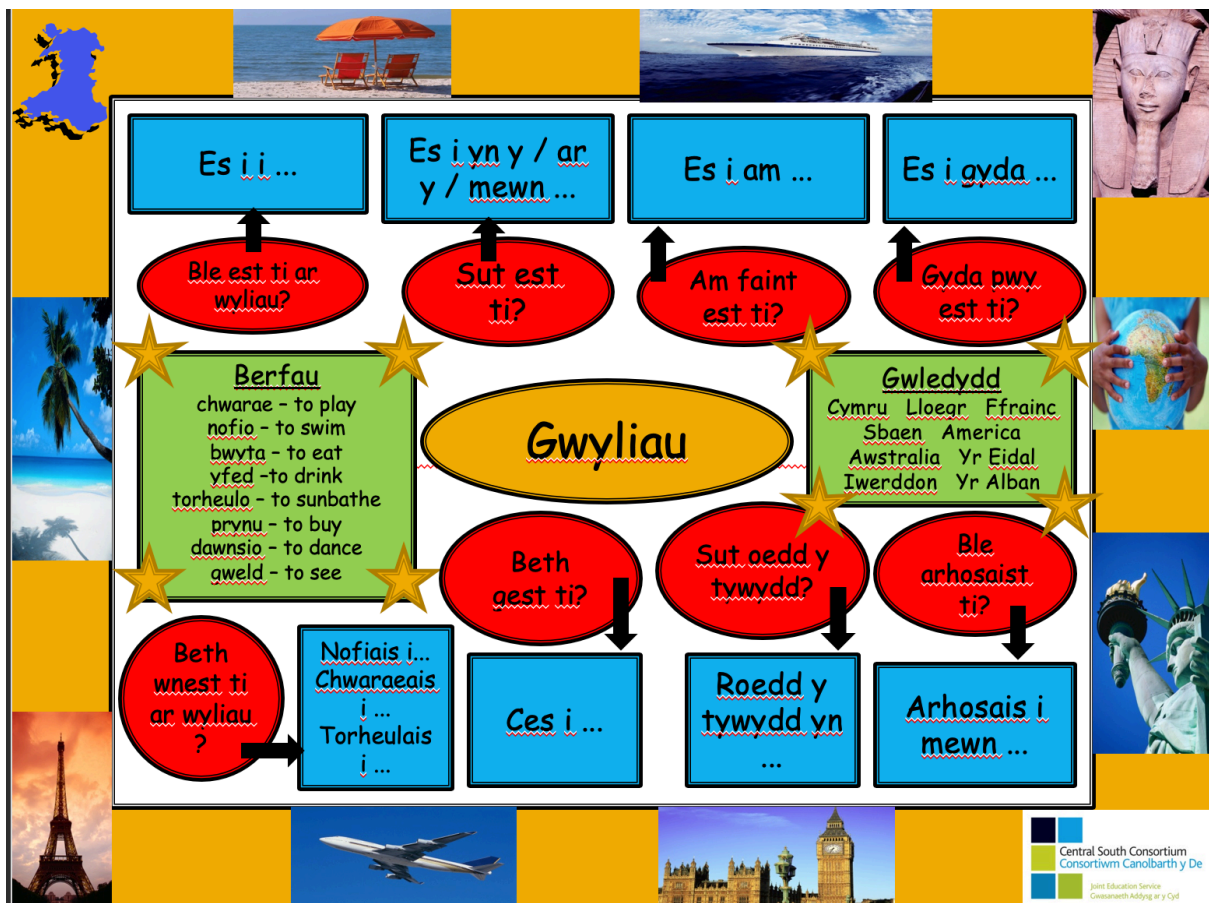
As Parent/Guardian of..... (pupil name),

I do / do not give consent (please delete) for my child to take part in this project.

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

Date.....

Appendix F Welsh language sentence pattern mat



Appendix G Managing distractions

Managing Distractions

What do you find gets in the way of your learning?

What would help you avoid these distractions?

Do you need a break?

How are you feeling? Is this getting in the way of your learning?

What can we do to help you focus? What can you do to help yourself?

How can you remind yourself about ways to manage distractions?

Great! I noticed you went back to your learning quickly after that interruption.

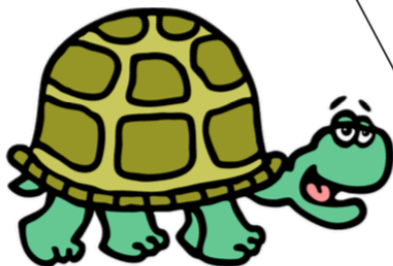
Who is good at managing distractions? What is it you think they do that helps them?

Stop, refresh yourself then continue with your learning.

Some language pointers!

When you use this learning muscle, you...

- Are aware of the possible sources of distraction.
- Purposefully try to minimise distractions.
- Know what conditions help you learn.
- Settle back into learning quickly after an interruption.



Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best learning environment.

Ways that we can foster the Managing of Distractions:-

- Start from the child's own perceptions and make managing distractions a desirable skill.
- Ask questions to draw solutions out of children and tackle vague and sometimes difficult emotional issues.
- Include the ability to manage distractions in everyday teaching and learning. Reward and model this regularly.
- Provide tips and possible solutions.
- Discuss issues which are not clear cut e.g. friends who are both a distraction and a source of inspiration. Whether fiddling is a distraction or an aid to concentration.