

Student Self Evaluation Form

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I feel that I have undertaken a lot of background research in order to complete this assignment well. I remained professional during the data collection process and made sure the child felt at ease at all times.	I feel I could develop my transferrable skills as my academic writing could be improved immensely.

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

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

The aim of this written assignment is to provide detailed analysis of one child's (the learner) whole development and learning; taking into account attitude, skills and knowledge to understand their holistic development. Once identifying the learners development as a whole, the writer will suggest next steps in which the learner can further their development. The learner being referred to is a Reception aged pupil and attends a mainstream school based in the outskirts of Swansea with around 213 pupils and roughly 70% achieving their expected level in both Foundation Phase and Key Stage 2.

The learner is considered to have a lower attainment level than those of their peers however, this can be due to the learner experiencing Global Developmental Delay (GDD). Although experiencing GDD the learner attends a mainstream class and follows the daily timetable and routine. To gather a holistic view of the learner, the writer adopted the Mosaic Approach devised by Clark and Moss (2001).

Through varying methods such as observation, interviews, samples of work and photos the mosaic approach pulls information together to create a holistic view. Educational researchers such as Wilson (2016) and Wood (2011) discuss how for adults to gain a child's perspective on their daily lives, inclusion of young children's lives are vital. The mosaic approach will support the data collection and analysis of pupil progress. Throughout this written assignment, the writer will be discussing the learners Mathematical Development, Literacy, Language and Communication Development and Personal and Social Development.

In the past the term 'holistic' in regards to children was non existent and rather children were seen as 'blank slates' (Vygotsky, 1978) that could be moulded by their parents and other adults. Throughout the years there have been significant changes to the Education system and now with the upcoming release of the Donaldson (2015) report in Wales, children are encouraged to become 'Ambitious, Capable learners; Enterprising, Creative Contributors; Ethical, Informed Citizens and Healthy, Confident Individuals'. The curriculum is designed to ensure pupil well-being is looked after and pupils are heard during their time at school.

Data Collection

Following the structure of the Mosaic Approach, the writer focused on using observations, informal interviews, photographs and samples of work; all of which are child-friendly approaches that contribute to analyse the learner's holistic development and their attainment level across Numeracy, Literacy, and Personal and Social Development. Each method suiting the learner as they are child friendly and relieve pressure. The data collected is qualitative data as it is all about the collection of copious amounts of information and not the collection of numbers (Braun and Clarke, 2013; Mills and Birks, 2014).

Observations

Observations can be used in a variety of contexts however, for the purpose of the assignment the writer has used observations to watch and listen to the learner when completing tasks, to gain an insight into the learners feelings about the environment and to give a snapshot of the learners personality. The learner can be quite loud and disruptive in the class and often wanders off, therefore the observations involved moving around not just the class, but the school also. Educators such as Goodman (2014) and Wragg (2002) put forward that observing children in the classroom through their reading, writing, speaking and listening of friendly, interactive peers, can help practitioners understand and support child development in all ways. Observations allow for teachers to be reflective in their work and consider next steps. While observations have many strengths, its is of importance to note the limitations and provide measures to maximise the data collection. The Hawthorne Effect identifies how people, especially young learners can act differently when they are aware someone is observing them (Cook, 1962; Diaper, 2006). Therefore, the writer ensured that the learner was made to feel at ease.

Photographs

To ensure the learner was at ease throughout, the writer chose to use photographs as an interactive way for the learner to gather information. The learner used the class iPad to take photographs of the different areas they enjoy, the different places they like going and the things they enjoy doing. Using

cameras and video cameras allow children to communicate their perspectives about their school, therefore contributing to their perspectives on learning, (Smith and Barker, 1999; Morrow, 2001). Additionally, Walker (1993) described this as the 'silent voice of the camera' as listening to children takes place through the process of the children choosing and taking photographs.

Informal Interviews

As put forward by Patton (2002) 'conversational interviews' are most appropriate for young children. When interviewing children there needs to be a great degree of sensitivity so therefore the writer felt it would be appropriate to allow for natural conversations using open-ended questions (See Appendix 1). Using an informal approach towards interview questions allowed the learner to feel relaxed and at ease which then enabled them to express their opinions honestly without the pressure. Educational researchers such as Tolfree and Woodhead (1999), Vaughn, Schumm and Sinagub (1996) and Rabiee (2004) emphasise the importance of listening to children and we must seize every opportunity to do so. In order to dismiss the limitation of stress to the learner, the learner was assured that the answers were not right or wrong and dichotomous questions were avoided. This allowing the pupil to feel reduced pressure and to be as honest as they would like, (Gill, Stewart, Treasure and Chadwick, 2008). For the benefit to the learner discussed in this assignment, the writer decided it would be best to use 'walking interviews' which have been used in several studies (Clark and Moss, 2001; Dockett and Perry, 2003) as the learner likes to walk around the class and the school, the writer thought that would be the best way to get honest information from the learner.

Sample of work

The final aspect of the mosaic approach used was the collection of samples of work that the learner has completed in all the focus areas. Thus, allowing the writer to look back and analyse the work completed by the learner. From looking at the work samples of the learner, the writer will be able to come to a best fit conclusion of what level the learner is working at. The limitations of using said method is that the learner often goes out of class to complete their work with a Teaching Assistant

(TA) meaning that the writer is not always there when the learner is completing the work, and it could be difficult to gather an overall feeling for how the learner did on that piece of work.

Before any data was collected a consent form was completed by the class teacher to show that the learner agreed to take part (See Appendix 2). As the learner being discussed is of a young age, the writer also spoke with the learner's parent to ensure they were comfortable with their child being part of the process, a teacher was there as a witness. Following the BERA (2011) guideline that participants must understand the process being taken. Finally, following the BERA (2011) guideline of confidentiality and anonymity, both the educational setting and pupil information has been anonymised. The pupil discussed will be referred to as the learner.

Analysis of Learner

When analysing the learner and the data collected the writer will compare the information gathered to the 'A.S.K' model of learning devised by Nottingham (2013). The A.S.K model looks at the Attitudes, Skills and Knowledge of learners. The 'Attitudes' aspect looks at how the learner engages in the lesson 'Focused' or 'Uninterested', the 'Skills' aspect looks at how the learner can use the skill 'Highly Skilled' or 'Beginner' and the 'Knowledge' aspect refers to the level of understanding the pupil has gained 'A thorough understanding' or 'No Knowledge'.

Mathematics

Due to the age and the ability of the learner, the feedback regarding their work was somewhat limited. However, the one thing the writer was able to pick up on was that the learner enjoyed mathematics, this was the only lesson the learner would sit with the other children on the carpet and would be keen to join in with the introduction and games. The learner stated *'I like maths, the caterpillar game is my favourite'* which is a game on the interactive whiteboard.

From figure two it is clear that the learner enjoys visual activities, (see appendix 3 for images). After discussion with the learner regarding mathematics, in relation to the A.S.K model it is evident that the

learner can more often than not be focused during mathematics when there are visual aids. When observing the learner during mathematics lessons, the writer saw that the learner was keen to use any resources available, the learner can not sit and complete worksheets. This can range from using Numicon, Playdough, coins, paint and building blocks. It would seem that the use of practical resources works best for this learner in their mathematical development.

With reference to the 'Skill' aspect of the A.S.K model it would be clear to say that having the ability to do something well and understand why they are learning that is a skill. Again, as the learner in question is only a young learner, getting them to understand why they are learning a skill can be quite difficult. However, as shown in Appendix 4, the learner is able to link the months of the year to outside factors. For example, the learner was able to identify that their birthday is cold and Santa comes on the same day. Here, the learner is able to use a real life scenario to use the intellectual skills needed to recognise months of the year.

In line with the 'Knowledge' aspect of the A.S.K model, from observations and discussions with the learner it is clear that they have a good understanding of mathematic concepts they have been taught. From the writer looking in their mathematics book, it is evident that the learner is more often than not understanding of their work being produced. When looking at samples of work from the subject the writer can see that the learner is best fit to an Outcome 2 in regards to the Welsh Government Foundation Phase Framework (2015). Which is just under the expected level of attainment for a Reception aged pupil. The learner is demonstrating some aspects of the outcome 3 strand for example they can "recite up to 20 and in simple sequences and count up to 10 objects reliably" (Welsh Government, 2015: 57) which is an outcome 3 skill.

Literacy, Language and Communication

In regards to Literacy, Language and Communication (LLC) the learner being discussed has mixed views towards each aspect of LLC. In terms of attitudes towards reading, the learner is somewhat withdrawn. From 'walking interviews' the learner has shown a clear dislike to reading but they enjoy sitting in the reading corner (see appendix 5) and either having a story read to them or looking at the

pictures and discussing the stories. In writing, the learners attitude is also somewhat withdrawn as they simply stated "*I do not like writing, it's boring.*" This attitude is starting to cause a barrier to the learner as they avoid writing and this in turn may cause difficulties in other curriculum areas. However, in regards to oracy the learner possess positive attitudes and will join in with oracy activities at any time. From observations, the writer has watched the learner stand up to the class and tell an imaginary story using their toys as prompts. Due to the learner experiencing GDD their speech is at a lower attaining level than for their age and they find difficulty in pronouncing certain words but their attitude towards speaking develops their skills and knowledge further.

Additionally, from talking to the learner it is evident that during Literacy lessons she would rather go out to another TA's room and 'play a game' as she likes to call it (see Appendix 6). Without the learner realising, she is playing a game that encourages her to read and write as she likes to write her own list. Whilst the learner may not be writing in her book or completing Literacy lessons like the other pupils, she is still using some form of Literacy.

In relation to the Foundation Phase Outcomes, the writer feels the best fit for the learner in reading is an outcome 2 but are showing signs of an outcome 3. For example, they are beginning to "recognise that words are constructed from phonemes and these are represented by graphemes" (Welsh Government, 2015). With regards to writing, the learner is best fit to an outcome 1 for writing as they "use scribbles, shapes or pictures to express a sentence" (Welsh Government, 2015: 54). The learner simply cannot be placed at an outcome 2 for writing because the learner is unable to form letters without support (see appendix 7). Finally, for oracy the learner shows aspects of both the outcome 2 and outcome 3 strand. For example in outcome 2 the learner is able to hit every strand except "begin to take part in activities alongside adults or other children" (Welsh Government, 2015). The learner is showing signs of the outcome 3 strand but is not quite hitting it yet due to speech and social difficulties.

Overall for LLC, the learner has a varied attitudes, skills and knowledge. The attitudes somewhat over ride the skills and attitudes because due to GDD and other home factors, the learner cannot cope with a situation they do not wish to take part in. Therefore, intellectual, social, communicative and physical

skills are somewhat affected. Additionally, the same with the knowledge. The learner simply cannot develop their facts, figures, concepts and ideas if they merely do not wish to do so.

Personal and Social Development, Well-being and Cultural Diversity

Personal and Social development (PSD) is an area in which difficulties arise for the learner. The attitudes towards personal and social development change daily for the learner. The learner will come into school and place their 'face flower' in the pot which shows how they are feeling (See Appendix 8), from this the teacher is able to gauge the way in which the learner is feeling. Relating back to the first outcome strand for outcome 2 of having affection for other children and playing with them (Welsh Government, 2015) throughout each day, the learner can often change attitudes towards others. Dependant on the learners mood, they can either have affection for other children and play with them or they can become hostile towards them and quite aggressive. Again, sometimes the learner will be independent or sometimes they will demand assistance.

During an interview with the learner, they said *"I want to go back to nursery, so I can play with the dolls and not do work"*. This therefore suggesting that from time to time she is struggling with being in a Reception class. This could be due to a mixture of intellectual, communicative, social and physical skills.

In relation to the A.S.K model, the learner differs from day-to-day. From observations, the writer would say that the best fit for the learner is that the skills are there and the learner is aware of them but sometimes in heated situations the learner forgets these. For example, the learner may lose their temper and will refuse to be social with other children, they will not communicate with others and their physical skills can turn violent. However, afterwards the learner is able to recognise what she has done wrong and will apologise.

When discussing with the learner concepts and ideas such as behaviour, integration, team work, personal safety and feelings, the learner is able to recognise and identify the correct measures to take to ensure these concepts and ideas are met. However, in day-to-day situations the learner sometimes

struggles to remember their understanding of these concepts in heated moments. For example, the writer observed the learner playing in the 'kitchen area' with another pupil and they were playing nicely but when the other pupil picked up something that was by the learner, the learner went to push her and shouted no. Afterwards the learner was able to use her knowledge of what is right and wrong and was able to apologise to the pupil. The writer would suggest that the learner is best fit for an outcome 2 in the PSD area of the curriculum as the learner is able to understand the majority of the strands.

Next Steps

Mathematics

As previously stated, the writer has chosen the best fit outcome for the learner in mathematics is an outcome 2. In order for the learner to reach an outcome 3, the learner needs to begin to "understand very simple addition and subtraction and mentally recall 'one more' and 'one less' within 10" (Welsh Government, 2015: 57) and use coins to 'pay' for items. To help the learner begin to reach these strands errors and misconceptions need to be understood. It has been identified that the learner can count up to twenty with confidence but they cannot mentally recall 'one more' and 'one less' within ten. In order to help the learner reach the next step, visual aids will need to be provided for the learner in the way in which suits them best. From observations, it is clear to the writer that the learner is more engaged when the aids are related to real life. For example, instead of using building blocks to understand 'one more' and 'one less', the learner may in fact benefit from something like sweets, fruit or even using the pupils as examples. Behrens (2018) discusses how resources help teachers engage their pupils in lessons, without their engagement, limited learning can take place. Furthermore, practical work can provide the learner with images that can aid in contextualising mathematical ideas, (Askew and William, 1995).

As the learner is within the Foundation Phase, there is a large emphasis on play and exploration throughout the early stages of childhood development. Therefore, encouraging an element of play could further enhance the learner's development. At such a young age, the main way in which children

learn is through play, therefore affecting all aspects of development (Tassoni and Hucker, 2005; Snow et al, 1998). By allowing the learner to feel like she is playing rather than learning could have a higher impact on her development. Thus, being the reason the writer believes the learner likes mathematics as it does not feel like learning. It is clear that worksheets do not work for this learner, and practical activities will work best in order for her to develop further.

As the learner has a passion for mathematics and enjoys doing so, the writer believes that the next steps would be to ensure all numeracy lessons are engaging and exciting for the pupil. As previously mentioned, the learner can sometimes have difficulties in working with others however, during mathematics the learner enjoys the social communication and can often thrive from it. Group work can be seen as an effective technique for achieving a variety of intellectual and social learning goals, (Cohen and Lotan, 2014; Baines, Blatchford and Kutnick, 2016; Kutnick, Fung, Mok, Leung, Li, Lee and Lai, 2016). For example, pupils can benefit from group work as it will improve intergroup relations by increasing trust and friendliness which in turn can later be transferred (Cohen and Lotan, 2014). In the case of the learner being discussed, this is an area that can be improved. The writer believes that introducing more group work and developing these skills in mathematics will be easier for the learner as she enjoys maths and will be willing to comply. Thus, improving both mathematical skills and social skills.

LLC

Following the data collected, mainly through informal interview and learning walks it is clear that the learner has a distinct dislike towards Literacy especially writing. From observation, it is evident that the learner will take drastic measures to ensure Literacy is avoided at all costs. Therefore, the writer suggests that first and foremost the next step for the learner is to be engaged in Literacy lessons. As previously stated in the analysis the learner enjoys telling a story and being told a story but she will not engage with writing activities. One way to help the learner engage in writing could be to allow her to act out or tell the work to someone before writing it down. The learner could be encouraged to take a Pie Corbett approach of 'Talk for Writing'. Corbett and Strong (2011) advocate a imitation,

innovation and invention of language approach. This type of approach could enhance the learners language repertoire and in turn enhance her learning and development, Corbett and Strong (2011).

In regards to next steps for oracy, the learner may benefit from social interaction with peers more. For example, during her time on 'challenges' and not a 'focused task' the learner could be encouraged to work with other peers which will contribute to developing language skills without the learner realising. This going in line with the theory of language results coming from social interaction instigated by Lev Vygotsky (1978). Vygotsky (1978) advocates that language results can come from social interaction and talking to peers is fundamental to cognitive development.

During the learning walk with the learner, she referred back to a TA's room quite often where she enjoys going to play a game. Another possible next step for the learner in regards to writing is by taking her work into the room with her and reasoning. Explaining that once the learner has completed her work, she may go on to play the game. Thus, following in line with the behaviourist theorist Skinner (1985). Skinner (1985) derived the theory of behaviour conditioning which occurs when a response to a stimulus is reinforced. Here, the learner would be responding to doing her work before being allowed to play a game of her wish. Thus, therefore encouraging the learner to complete their work and develop their learning.

PSD

From the data collected it is evident that the learner has emotional difficulties. Therefore, the next step for the learner would be to address the emotional needs in a variety of contexts. The writer believes that the learner does understand what is right and wrong but they sometimes struggle to remember that at all times. Although the best fit for the learner is an outcome 2, they are showing signs of outcome 3. For example, the strand of the outcome which says that pupils being to "understand that all living things should be treated with care, respect and concern" (Welsh Government, 2015: 52), the writer believes that the learner is beginning to understand that animals need to be looked after. Every morning, the learner will come into school with pet dogs and she will look after them all day however, when it comes to real life pets she is a little unsure on how to look after them properly. Research

studies by Dally and Suggs (2010), Kotrschal and Ortbauer (2003) and Anderson (2007) found that introducing classroom pets contributed positively as it increased empathy and socioemotional development in pupils. This is something the writer believes could be a positive next step for the learner to grow empathetically and socially.

Webster-Stratton and Reid (2004) suggest how young children's emotional, social and behaviour problems (such as aggression) could become key risk factors without early interventions. A next step for the learner to overcome their emotional behaviour could be intervention programmes such as bringing their parents in to school and involving them in their school life. Studies have shown that often young children with low emotional and social competencies can be found in families where parents elicit hostile parenting and focus on children's negatives rather than positive behaviours (Cummings, 1994; Webster-Stratton and Hammond, 1999). Although the writer is unsure if this may be the case for this particular learner, such strategy could still be proven to be effective in helping raise development levels. The writer feels that the learner would benefit from parental involvement and it could encourage their learning progress across all aspects.

Conclusion

From the data collected and the analysis of the learner throughout this written assignment, it is clear that the learners holistic development is affected by her Personal and Social Development which overrides the other academic areas. It has been identified that the learner will not complete a task, join in or show affection to other children if she does not want to, feel comfortable doing so or does not like the task at hand. Thus, therefore reflecting on her skills and knowledge overall. Moving forward, the writer believes that the majority of this could be handled through mathematics. As the learner enjoys mathematics it could help her social skills alongside personal development if interventions within group work were introduced. The learners inability to communicate with others effectively disrupts her learning overall. The writer believes that if more focus is put on the learners PSD skills through interventions such as a behaviourist approach, classroom pets or parental involvement then the learners holistic development will develop greatly.

As a practitioner, I recognise the importance of Assessment of and for Learning when in the primary classroom and believe it to be a strong tool when looking at learners and their developmental progress. To gain a holistic developmental profile of a learner, formative and summative assessment tools combined together work effectively. Following an approach such as the Mosaic approach enhanced the data collection whilst in a child-friendly manner. All data collection methods contributed to analyse of the learner and their holistic development. Although Grigg (2015: 390) states "monitoring, assessment, recording and reporting are probably among the most uninspiring words in education" they are probably some of the most important words and hold immense responsibilities in the life of a teacher. Without knowing the level in which your pupils are working at, needs and abilities cannot be met to the sufficient level. With the upcoming release of Graham Donaldson's 'Successful Futures' report (2015) progression steps will be put in place to provide reference points for pupils according to their individual needs, therefore it is vital that teachers understand the ways in which pupil development can be assessed.

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Appendix 1

Transcript of a 'walking interview' with the learner.

Writer: Where do you like doing your work in the classroom?

Learner: I don't. I like going with Mrs Jones in her room to play the shopping trolley game.

Writer: Do you not like the classroom?

Learner: No, it's too loud.

Writer: What do you like about the classroom?

Learner: I like the reading area, but I don't like reading. I like looking at the books.

Learner: I want to go back to nursery because I like the dolls and prams, I hate writing.

Writer: You hate writing?

Learner: Yeah, it's boring.

Writer: What about the challenges in the class?

Learner: I love the playdough and the sand so I can make worms. And, I like building houses for my dogs out of the blocks!

Writer: Do you like the maths area?

Learner: Yeah it's ok, I like maths but sometimes it can be boring.

Appendix 2

Consent form signed by the senior mentor

Prifysgol Cymru
University of Wales
 Trinity Saint David

AC/PPSC2 both DFL, permission and confirmation that work has been undertaken in school for assignment (Assignment Page A Chapter 10 English - School Development and Progress Progression (M0021211-1) (M0021214-1))

Dear class/mentor mentor:

For the university module 'School Development and Progress', students are required to identify one 'average' starting point within the data to which they will build and over the PSC, explain what helps the pupil to learn language and mathematics. Such explanation could involve:

- a. observation;
- b. asking the learner to identify places/things that help learner learn language and mathematics;
- c. discussing what helps the pupil learn language/mathematics and how they feel about these areas with the pupil and/or teacher;
- d. collecting examples of work which might show something about the learner's language and mathematics learning.

Undertaking this work should support learners in understanding how children learn and how they can develop their learning to ensure effective learning. Teachers are expected to be independent in undertaking this work and they have been given a set ethical guidelines to follow although we do have that undertaking this work should not be in line with typical day-to-day classroom practice. The learners have been asked not to reveal the identity of the learner or the school with in their assignment.

Students have been asked to:

1. seek permission for this work by consulting with the class teacher and mentor;
2. provide confirmation that the explanation work has taken place.

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

(STUDENT NAME (PLEASE PRINT)) [REDACTED]

(SCHOOL NAME (PLEASE PRINT)) [REDACTED]

STUDENT SIGNATURE/CLASS MENTOR NAME (PLEASE PRINT): [REDACTED]

Student to verify with the school. They typed to (Student's name), Mrs / Miss / Mr) about the work, and I am happy for it to be used in their work. (I know that my full name won't be used) (Student's response below)

If you have any queries regarding this, please contact:

Trinity.School@uwales.ac.uk or 01753 34441 / 01753 34442 (Mobile 144)

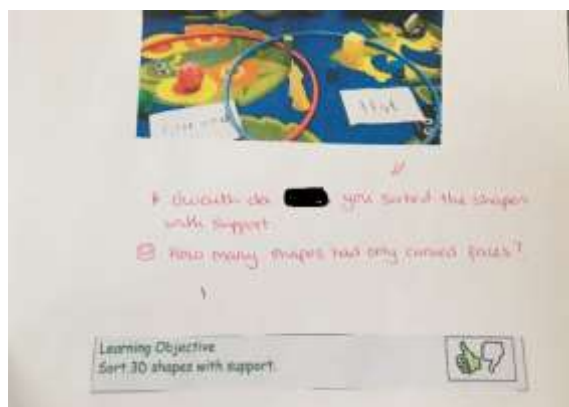
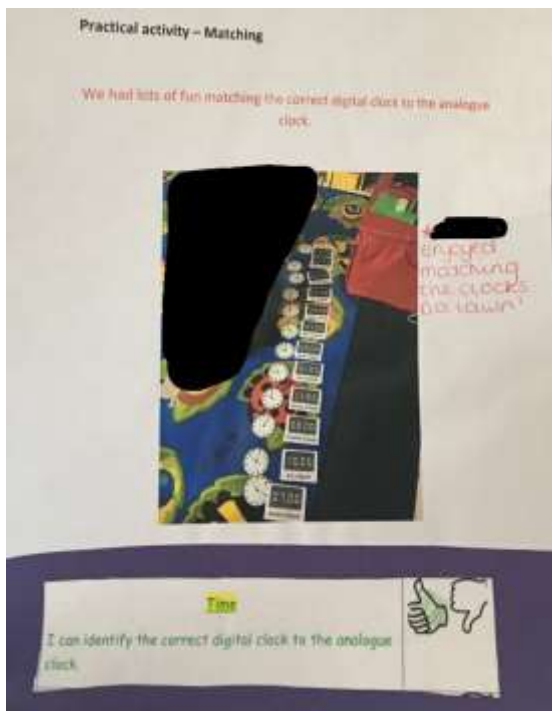
Many thanks in advance:

DEPP module team

Narah Dwy	Gail Parker
Dr. Helen Jones	Reynold Morris
Lucy Davies	Harriet Goff
Debra Wiliam	Steffi Riddell
Harriet Davies	

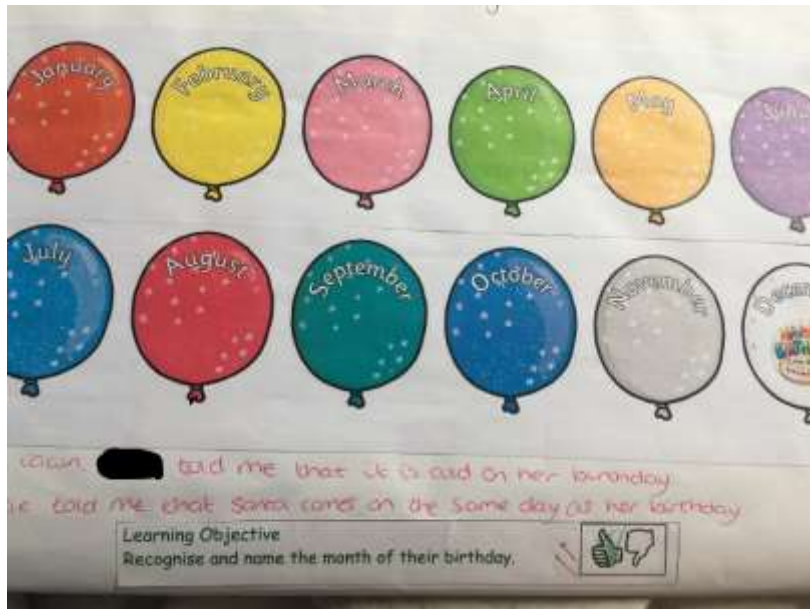
Appendix 3

A few examples of the learner completing practical activities within Mathematics lessons.



Appendix 4

The learner linking their birthday to outside factors such as the weather and Santa.



Appendix 5

The reading corner which the learner enjoys sitting in. The learner also likes the fairy lights that have been put there and will often be drawn to them.



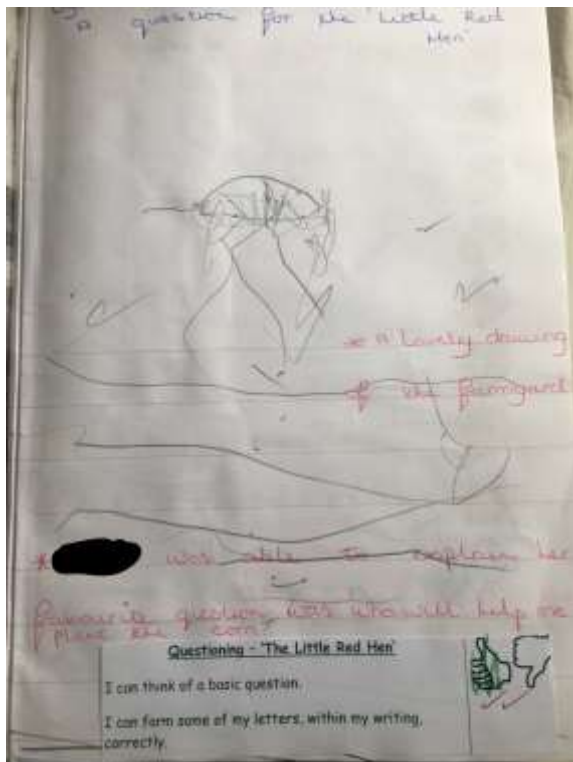
Appendix 6

The room in which the learner enjoys going to and the game she enjoys playing.



Appendix 7

Examples of the learners work where she has tried to form letters.



Appendix 8

The 'feelings pots' in which the learner can express how they are feeling in the morning.

