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

RESULT

ASSIGNMENT DETAILS AND FEEDBACK
SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

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

Student name:	**Laura Sparkes**	**Student P number:**	**1700361**
Programme: *	**Primary PGCE**		
Module: *	**School Development and Pupil Progress**	**Module Level (6 or 7):**	**7**
Module code: *	**M7X02153**	**Contribution to Overall Module Assessment (%): ***	**70%**
Module Lead:*	**Helen Lewis**		
Assignment Title:*	**Written assessment 4,500 words**	**Assignment No (x of x):**	**1/2**
Start date:*	**5/3/17**	**Submission deadline:***	**30th May 2018**
Return date of provisional marks & written feedback:*	**27th June 2018**		

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).		
Submission:	**All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.** **Note**: the Turnitin version is the primary submission and acts as a receipt for the student. **Late submission of the electronic version of the assignment will result in a late penalty.** Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	**Date:**	**30/05/18**

Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*	**YES**	
	NO	✓

Learning Outcomes tested (from module syllabus)	**Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:**
1. understand, synthesise and evaluate the main theories that underpinning learning, behaviour and assessment in the primary school 2. reflect critically on how learning theories inform the planning and provision of high quality learning environments, demonstrating a clear understanding of how theory and practice are interrelated 3. organise knowledge and learning through the use of a range of information sources, and present work appropriately.	In this assignment, markers will be looking for: demonstration of an understanding how theories of learning can be applied to classroom practice. Evidence of critical evaluation of these theories. evidence of understanding what makes a good and supportive learning environment. Reflection on observation visits and group activities – which connects the practice to underpinning theory. well written and referenced work which brings together information from the wider research literature as well as personal experience. A creative and well-presented poster which conveys information in an engaging and informative manner.

TASK DESCRIPTION

The assignment can be subdivided in the following manner:

Introduction and conclusions.

Include BRIEF introduction and conclusions where you outline the context in which you carried out your observation – showing an awareness of ethical issues you have considered eg anonymity (approx. 250 words).
When you conclude, summarise the key points that you wish the reader to be aware of (approx. 250 words).

TIP – referring back to the aims of the assignment and explaining how you have met these will focus the reader's attention.

Part 1: Observe.

Complete a vignette (a retelling of something that happened) to describe a learning experience, behavioural incident or social interaction that took place during your classroom observation. You could select the Visible Thinking Routine activity. Explain why you selected this as a significant event, relating to module content eg exploratory talk; metacognition; inclusive practices (approx. 1500 words).

TIP – ensure that you move from the purely descriptive. For example, explain the reasons for the choosing specific tools eg checklists/ written records or time sampling for completing the observations. Evaluate the strengths and limitations of the selected approach. If you use the activity that you taught use the evidence from your video reflection to move towards objective reflection and evaluate the effectiveness of video as a tool.

Part 2: Connect.

Using the lens of a particular learning theory or theories, explain how consideration of these has helped you to understand what went on during this event, and how this could impact on outcomes for pupils in your future practice (approx 1500 words).

TIP – ensure that you connect to relevant theories and theorists, but that you also reflect on the critiques that have been made of some of these theories. Ensure that you cite references appropriately. What have you learnt about your own practice?

Part 3: Reflect and Innovate.

Create a poster that exemplifies your ideal learning environment, and submit a commentary to explain and justify the pedagogical principles underpinning this provision (equivalent to 1500 words).

TIP - Ensure that you refer to your observations (eg from PPE or twilight seminars) and from research in order to justify your decisions within your ideal environment. Present your poster professionally. Place a jpeg image of the poster on the front cover of your assignment. Refer to current curriculum documents if appropriate

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the common assessment criteria overleaf.

1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic and/or governmental; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

2. Intellectual Skills (Analysis)

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

3. Pedagogic and Professional Applications (Practical Application and Deployment)

You should be able to demonstrate how the subject-related concepts and ideas relate to pedagogic situations or a particular education context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of pedagogic examples and cases, the application of a model within relevant educational context. You should show awareness of the limitations of concepts and theories when applied in particular educational contexts. Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. Where relevant, you should show awareness of any ethical issues that relate to your discussion.

4. Key Transferable Skills (Skills for Professional Practice)

You must communicate effectively in a suitable format, which includes written and oral presentation. Work should be coherent and well structured in presentation and organisation.

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	**Grade awarded**
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	
2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working	
4.Key Transferable Skills Deployment of appropriate media; presentation and organisation.	

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		
	Up to 1 week late	D Max	
	Over 1 week late	Fail	

COMMON ASSESSMENT AND MARKING CRITERIA

Level 7	**Assessment Criteria Descriptors for Primary PGCE with QTS** **This format emphasizes the holistic nature of judgements to be made by markers. Equal weighting is given to each section. Plagiarism or non-submission will result in F (0%) grading.**				
Assessment Criteria	Fail - grade E **Poor**	Weak pass– grade D **Weak Pass**	Pass – grade C **Satisfactory**	Pass – grade B **Good**	Pass – grade A **Excellent**
Overall judgement	Poor understanding, unsystematic, incomplete and/or inaccurate	Understanding of main issues demonstrated	Satisfactory understanding demonstrated with satisfactory analysis	Good understanding of basic principles and relevant evidence, with a coherent and logical argument	Highly thoughtful answer informed by wider reading, showing clarity of thought, personal insight and some originality
Subject Knowledge and Understanding (Conceptual)	Basic misunderstanding, misconceptions, or misinterpretations - Some superficial knowledge in places	Main concepts understood with limited evidence of critical insight	Sound understanding of concepts and critical engagement with ideas	Good understanding of key concepts; knowledge of wider implications; critical engagement	Engaged critically and systematically with the main concepts and theories: excellent engagement
(Reading)	Poor and/or inappropriate literature, lacking accuracy, unsound, limited/dated range of sources	Satisfactory range of reading overall although this may be limited in some way	Satisfactory range of reading drawn from the recommended list and other sources	Good range of relevant literature from a variety of sources beyond recommended list	Clear evidence of independent thinking informed by a selective range of reading from a variety of sources
Intellectual skills (argument)	Little sense of an argument lacks coherence. Generally descriptive or anecdotal	Argument is balanced with some differing viewpoints presented. Some questioning of assumptions	Argument presented shows satisfactory evidence of critical and analytical reflection.	Strong argument developed. Good evidence of critical and analytical reflection	A well-structured critical argument is presented with evidence of synthesis of viewpoints
(professional data collection: research design/data collection)	*Professional data collection is inappropriate/ flawed /not discussed*	*Professional data collection is mainly suited to purposed; beginnings of critical considerations*	*Professional data collection is suited to purpose and considered critically.*	*Professional data collection well suited to purpose, justified with clear identified focus*	Professional data collection logical and sophisticated; comprehensive understanding of appropriate techniques
(presentation of findings/analysis)	Findings presented with little or no framework or discussion; or discussion of findings is descriptive. Few conclusions are drawn or conclusions drawn are inappropriate.	Findings are presented with basic analysis and some limited but appropriate conclusions	Findings presented with some analysis and criticality with justified conclusions	Findings presented in a critical and analytical framework. Thoughtful conclusions, firmly based upon the evidence presented	Findings presented in a critical and analytical framework. Insightful conclusions, firmly based upon the evidence presented
(critical /reflective evaluation)	Little or no evaluation attempted; no or limited reflection	Evaluation and reflection is present but may be limited	Satisfactory critical evaluation of study; satisfactory reflection	Good critical evaluation of study; good reflection	Critically reflective evaluation of work informed by excellent reflection.
Pedagogic and Professional applications (linking theory to practice)	Little or no evidence of engagement or superficial engagement and understanding with respect to the pedagogic and professional context(s)	Some engagement and understanding with respect to the pedagogic and professional context(s)	Sound engagement and understanding with respect to the pedagogic and professional context(s)	Good evidence of integration of theory and practice with respect to the pedagogic and professional context(s)	Excellent integration of theory and practice with respect to the pedagogic and professional context(s)
(professional reflection)	No evidence of reflection	*Some evidence of reflection whilst beginning to make links with own practice and thinking*	*Satisfactory evidence of critical reflection whilst beginning to make links with own practice and thinking*	*Good evidence of critical reflection whilst making links with own practice and thinking*	Demonstrates an excellent level of understanding of critical reflection as a learning process
(working in a group)	*Inability to work with others or works within a group but lacks self direction or group responsibility*	*Responsibility for planning and developing courses of action; shows awareness of group responsibility*	*Initiates and occasionally leads tasks/processes for won work and where appropriate for others.*	*Chooses goals and can self-direct; able to co-operate within a group and can take the lead*	*Accepts accountability for determining and achieving personal and/or group outcomes*
(ethical conduct where appropriate)	Ethical issues not or superficially considered	Some awareness of ethical issues	Appropriate ethical issues raised and discussed; bias/prejudice not noted	Good, clear understanding of ethical issues; awareness of bias and prejudice	Ethical issues have been addressed effectively; bias/ prejudice discussion includes attempts to nullify this
Key/Transferable Skills (presentation)	Poor presentation of written work	Presentation of written work is weak	Satisfactory presentation of written work	Good presentation of written work	Excellent presentation of written work
(spelling, punctuation and grammar)	Significant errors in spelling, punctuation or grammar	Some errors in spelling, punctuation or grammar	Spelling, punctuation and grammar are satisfactory; few errors in written language	Spelling, grammar and punctuation are good; very few errors in written language	Excellent standard of written language. No or very minor errors in written language
(structure)	Poor structure with unclear writing style	Structure is present but may be underdeveloped, writing style is mostly coherent	Satisfactory structure with coherent writing style	Good structure with a coherent writing style	Effective structure and highly coherent writing style which fully engages the reader
(referencing techniques)	No use or limited use of protocols and conventions including Harvard referencing	Some following of protocol and conventions of Harvard referencing	Satisfactory use of Harvard referencing protocols and conventions	Good use of Harvard referencing protocols and conventions	Harvard system used accurately, consistently and effectively with all sources

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

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

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
• I conducted extensive research through varying methods of literature in order to critically analyse and convey my findings. • The key points I have made are clear and outline my findings in a professional way.	• To develop linking my work and maintaining a central theme and keep the

Student's Name	Laura Sparkes	Date	29/05/18
Student's Signature	L.Sparkes		

Supporting Pupil Progress: A detailed analysis of one child's holistic development, with justification for the next steps in learning.

Word Count:
4,939

Introduction

Within this assignment I will be focusing on the holistic development of a specific learner within the Primary School setting. Firstly, I will be discussing my data collection methods, I will then be conducting an analysis of the learner. This will then be followed up with recommendations of next steps to further develop the progress of the learner. This assignment will be based on a focus student encountered during my Professional Teaching Experience (PTE). My PTE took place within a placement school of which, along with the specific student, will remain anonymous to maintain confidentiality. This will be done by referring to the school as school X and referring to the specific pupil as E.

School X caters to around 450 pupils aged three to eleven, this includes approximately sixty part-time nursery pupils and 15 pupils attending the specialist teaching facility. The school is an urban school on the outskirts of Swansea and serves both an affluent area and area of deprivation with 23% of learners eligible for free school meals. During my PTE I was placed within a year 1 classroom with 30 pupils (16 male, 14 female). Additionally, I was supported by the class teacher and a teaching assistant. The daily classroom operations entail pupils participating in one focused task per day and spending the remainder of the day engaging in the continuous provision under the supervision of teaching assistants. The areas of continuous provision include a; creative area, investigation area, mark making area, reading area, small world area, ICT area, shop area and home area. Furthermore, pupils have access to the outdoor area which contains the following provision; construction area, sand area, water area and role play area.

The aims of this assignment are to analyse the holistic development of an individual and offer next steps to continue the development of said learner. With these aims in mind the Mosaic Approach was selected as the method of data collection. The mosaic approach was first developed during a lesson study in order to include the ‘voice of the child’ in an evaluation of a multiagency network of services for children and families. The mosaic approach focuses around four main beliefs; young children are experts in their own lives, young children are skilful communicators, young children are rights holders and young children are meaning makers (Clarke & Moss, 2005). Through piecing together findings from observations, child conferencing, child-let tours and work sampling a picture or mosaic of E will be created. This

picture will then be used to offer next steps in order to move E on in her holistic development with a focus upon literacy, numeracy and finally taking into account well-being.

Data Collection

The mosaic approach was selected as it was considered the most appropriate approach to utilise in order to garner a deeper understanding of the holistic development of a specific individual. There are many methods of data collection which can be used to create the mosaic of the child. Within the scope of this study and considering the limitations encountered by the regulations of school x the selected methods were; observations, child conferencing, tours and work sampling. Furthermore, due to the focus on one specific child (E) the research implemented a case study design as this method offered researchers opportunities to study a single individual in-depth (Merriam, 1998). The specific detail of the data collection methods will now be discussed including the rationale behind selection and the strengths and limitations of these methodologies.

Choosing Participants; Gaining Consent

The site of study was determined by the site of placement for PTE. Therefore, the first step in gaining consent was to discuss the assignment and its aims with the class teacher and to gain advice on which child would be suitable as the focus of the assignment. Upon consultation with the class teacher E was chosen as the key participant due to their mix of abilities across the areas of learning. Furthermore, E was selected as it was considered important to select a participant of whom felt comfortable and confident in conversing with adults and demonstrated a willingness to discuss their points of view (UNICEF, 1989; BERA, 2004; Govil, 2013).

Due to the nature of the research it was determined by the University of Wales Trinity Saint David that consent from the class teacher would be sufficient and consent from the parents was not necessary. Therefore, a signed consent form was gained from the class teacher (appendix 1).

The Study

A key feature of this study was allowing the chose the way in which they participated to in order to ensure the participant had opportunities to express themselves in a way which they felt comfortable. This included E's right to decline to participate. Furthermore, this method proved

at times both difficult and inconvenient as E's preferred methods of participation different from what I as a researcher had planned. However, limiting E's means of expression would have detracted from the integrity of the research by increasing the occurrence of responses which only served to please the adult as opposed to E's actual thinking (Mereweather & Fleet, 2014).

Data collection occurred over a period of four weeks with data being collected on a daily basis.

Gaining the Child's Consent

Ongoing consent (assent) was sought from E throughout the duration of the research. The term assent refers to the unwritten agreement to participate which was gained from E and differs from the formal written consent gained from the class teacher (Govil, 2013). Verbal assent was gained from E throughout the data collection process, as opposed to on a one-off occasion (Govil, 2013). E was informed about the research from the outset and repeatedly re-informed throughout the data collection process and frequently questioned on their desire to continue to participate (UNICEF, 1989; BERA, 2004; Govil, 2013). Close attention was also payed to the behaviour and actions of E to in order to establish any non-verbal withdrawal of assent. For example, changes in body language or an obvious lack of interest within an activity were perceived as a withdrawal of assent. Furthermore, had E indirectly indicated a desire to withdraw from any element of the data collection, for example through other learners of the class teacher, this would have been considered a withdrawal of assent. Many researchers have obtained written consent from child participants, however, due to the nature of the research and the ongoing nature the decision was taken to obtain continuing assent from E (Dockett & Perry 2012; Harcourt & Conroy, 2005, 2011). Additionally, It is worthy of note that the omission of E's details from the assignment was discussed and clarified with E in accordance to ethical guidelines (UNICEF, 1989; BERA, 2004; Govil, 2013).

Confidentiality

As mentioned within the introduction the names of the school and participant have been omitted to maintain confidentiality and anonymity. In accordance with the guidelines provided by BERA (2004) and UNICEF (1989). Any personal or identifying information will be omitted from this assignment. Furthermore, the school will be referred to as school X and the child will be referred to as simply E.

Considering Power Relations

All work involving adults and children working cooperatively involve power imbalances (Mereweather & Fleet, 2014). As stated by Foucault (1987) all relationships regardless of purpose have imbalances of power. Within the research there was an acute awareness of the power imbalance which exists between adults and children and therefore measures were taken to minimise the imbalance. Firstly, I placed myself within the position of the learner. E was the knowledge holder and my role was to listen and learn as knowledge was imparted. Secondly, to give E more confidence and to ensure a feeling of supportiveness E was permitted to complete activities with a friend. Additionally, this ensured E did not feel as though anything was being missed out on as a result of participating in the research. Finally, all research activities took place with E's preferred setting to ensure E felt comfortable and to encourage thinking.

Participating and Observing

As stated by Merriam (2009) observation is a major tool for generating qualitative data. Furthermore, observation has been termed an important starting point for gaining the perspectives of children (Clarke & Moss, 2001; Anning & Edwards, 2006). Within the scope of this assignment a naturalistic observation method was adopted which allowed the observation of E within their natural environment (Holloway, 1997 & Cohen *et al.,* 2013). These naturalistic observations occurred throughout the duration of the research and formed a large component of the mosaic. Naturalistic observations can occur through a variety of methods. Considering the learner and the aims of the assignment the decision was made to initially observe as an observer-as-participant with E aware of being observed. Merriam (2009) stated adults and children of whom are aware they are being observed are more likely to behave in socially acceptable ways. However, the role adopted of observer-as-participant allowed interaction and close observation of E but did not require full participation within activities therefore minimising the influence of my presence on E's behaviour (Cohen *et al.,* 2013). Interestingly, as the research progressed and due to the differing elements of the data collection observation as a participant-as-observer was also required. Although this method of observation may have influenced the behaviour of E it also allowed more accurate data as a deeper insight into the views of E were gained (Cohen *et al.,* 2013).

Interviews

Research which aims to explore the perspectives of children often avoids formal interviewing however, such interviewing has been found to provide valuable insights Clark, 2010a; Dockett & Perry, 2005; Smith & Duncan, 2005). Due to the evidence demonstrating the value of interviewing children interviews were carried out with E. However, upon referring to Clarke (2010) the decision was made to begin questioning with 'tell me about…'. Clarke (2010) stated beginning questions with 'why' can often be off putting for younger children. Therefore, insights were gained by asking learners to tell me about: what helps them learn, what they enjoy about school, what they use in the classroom, what they don't find helpful in the classroom and who they learn most from. E's responses were then transcribed. It is worthy of note that the interviews were carried out in a location chosen by E as interviews are more successful when conducted in places of children's choices or on the move (Clarke, 2010).

Child-led Tours

Child-led tours are often implemented in research which uses the mosaic approach. During the research E was asked to lead a tour of the learning environment and questioned using the aforementioned question starter 'tell me about…..'. Additionally, upon the recommendation of Clarke (2010) a map was created of the tour. This occurred as the tour unfolded and was annotated accordingly.

Work Sampling

The final element of the data collection occurred in the form of collecting samples of E's work. Upon collection of the work samples each sample was discussed with E to garner her opinions of the task and her feelings on the standards of work she had produced.

Analysis of Learner

Learning is a complicated process which involves the acquisition and modification of knowledge, skills, attitudes and behaviours (Schunk, 1996). With this in mind an analysis of will be undertaken of the learner's holistic development with particular focus on the ASK model which focuses on attitudes, skills and knowledge (figure 1). In addition to analysing the holistic development of the learner against the ASK model there will be a focus on the development of the learner in terms of literacy and numeracy. It is worthy of note that there were many positive aspects of the learner observed during the research period however, due to the nature of the assignment the analysis will focus mainly on elements and aspects of the learner which stand out as having a detrimental effect on learning and development.

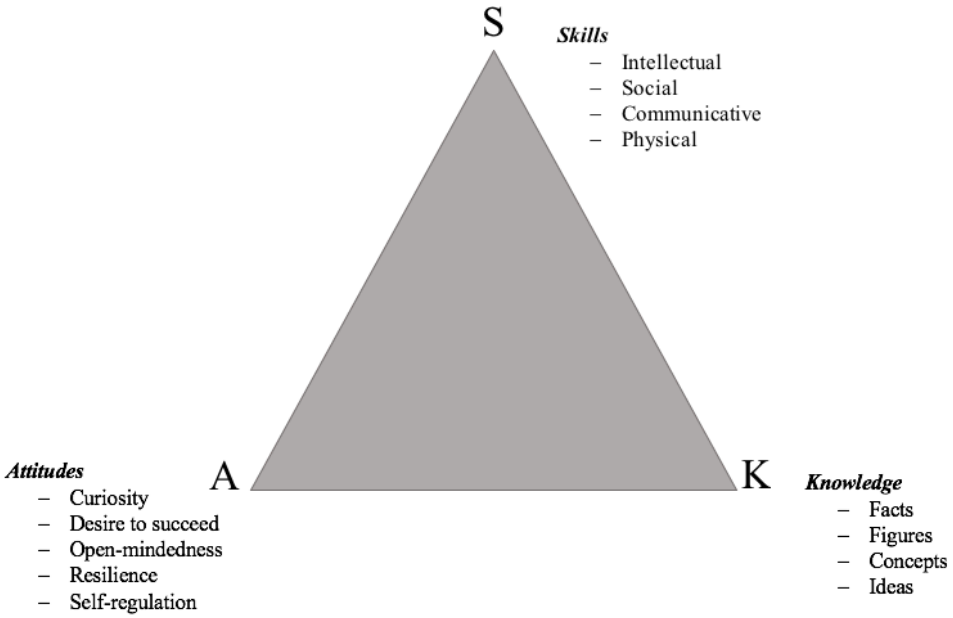


Figure 1 – The ask model including the attributes associated with each element of attitude, knowledge and skill.

The first element of data collection consisted of a tour. During the tour E focussed mainly on the areas in which she frequents. Interestingly, when questioned regarding this she stated she only learnt in these areas of the school so there was no point in looking at the others (appendix 2). Additionally, E demonstrated enthusiasm regarding the outdoor area stating this area as her "favourite because I can run around and play without doing any writing", suggesting E possesses a negative attitude towards the physical skill of writing and a detachment from the focus tasks which occur within the classroom. Furthermore, this comment foreboded E's later confessions regarding her dislike for literacy and literacy-based activities (appendix 3). Upon

entering the classroom E placed a large focus on the writing area and the reading area, giving very specific information on the activities which take place there. Interestingly, E rarely mentioned reading and writing stating her preference for the writing area was down to her love of drawing and that she didn't partake in any writing while in the area. Upon questioning E further stated that although there were writing tasks set up within the writing area she often ignored these as she knew she wasn't very good at writing and spelling (appendix 2). Additionally, E stated she rarely read in the reading area and instead preferred to role play with the puppets which could be found in the area. E's avoidance of reading and writing combined with her admittance of distaste for such activities can be seen within her written work and attitudes during focused tasks. E often becomes disengaged and lacks motivation during literacy focused tasks. Similarly, when considering the Literacy and numeracy framework and the implementation of literacy skills across the curriculum E demonstrated disengagement with most tasks which required some form of literacy skill. For example, when completing an activity to achieve skills within the Knowledge and Understanding of the World area of learning E demonstrated engagement within the practical element of the activity, however, during the written element of the task E became disengaged and produced a standard of work well below her capabilities (appendix 4).

Significantly, during observations of E both within focused task activities and engaging with the continuous provision E is very rarely seen interacting with other learners (appendix 5). E can often be found working and playing alone suggesting her social skills require development. According to Vygotsky (19962, 1978) E's failure to work collaboratively limits her capacity to learn through social constructivism. Vygotsky's (1962, 1978) governing hypothesis stated that the attaining and application of language transforms learner's thinking and leads to the development of higher cognitive functions such as understanding, reasoning and thinking. Furthermore, Vygotsky stated language was not only a cultural tool but also a psychological tool for conducting psychological processes (Gray & Macblain, 2015; Howe & Mercer, 2007). This suggests E's lack of social interaction may limit her procurement and application of knowledge thus limiting her ability to construct cognitive processes. Additionally, Vygotsky (1978) advocated social interaction formed the fundamental element of the developmental process, and that it is not singularly the individual of whom is constructing. The construction of attitudes, knowledge and skills for Vygotsky was not singularly based on concrete encounters with surroundings but contrastingly an inherently social activity. E further stated within the conferencing aspect of data collection that she preferred to work independently and

often found other learners distract her from activities, an example of this independence was observed during a numeracy activity involving weighing items using non-standards measurements. Due to limited resources learners were required to work cooperatively and share resources including the non-standard units (bears), weighing scales and fruit which was being measured. E demonstrated a reluctance to share resources and became disengaged during the activity frequently requesting to work alone (appendix 5). Although E possessed the knowledge to complete the activity, her reluctance to work cooperatively with peers and lack of social skills caused disengagement and distress therefore making the activity challenging. Additionally, E stated her dislike for sharing resources with other class members. This statement proved interesting as many occasions had been observed within which E expected her peers to share resources with her and became distressed when this did not occur (appendix 5). This further indicates a lack of socialisation with peers and further suggest E's lack of cooperation and collaborative learning with peers is resulting in a lack of development of attitudes towards learning, achievement, thinking skills and interpersonal and intergroup relations (Blumenfeld *et al.,* 1996; Cartney & Rouse, 2006).

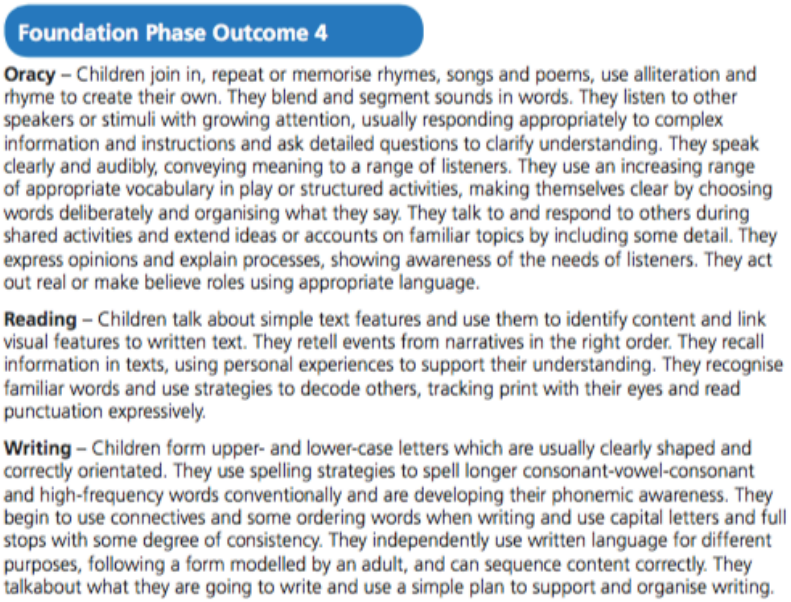
During questioning regarding friendships within the classroom and her preferred persons within the classroom E mainly referred to the practitioners including the class teacher, teaching assistant and myself. The naming of practitioners as E's favored members of the class suggests E lacks self-motivation and depends largely on adults for motivation. Children often depend on being rewarded by others to supply them with a degree of motivation. However, most children are also able to self-motivate and often participate in activities because they find them rewarding and enjoyable (Muller & Dweck, 1998; Baker & Wigfield, 1999). Contrastingly, some children develop a need to complete activities singularly to gain the approval of adults. This can often lead to the avoidance of activities, a reduced sense of control and lower self-confidence (Muller & Dweck, 1998; Baker & Wigfield, 1999). Behaviour such as avoidance was demonstrated during a literacy activity within which E continually avoided the activity and frequently attempted to distract from the activity. Originally this avoidance was dealt with by asking E to focus and continue with her task. However, as this strategy was ineffective a strategy of praise was attempted. This garnered significant success with E responding positively to praise and producing a good standard of work (appendix 6). Furthermore, throughout subsequent focused tasks and activities praise was provided to E which continued to result in high standards of work and a positive response particularly during literacy activities within which E appeared less confident (appendix 7). This demonstrated E's inability to self-

motivate and reliance on adult motivation further suggesting through a lack of self-motivation that E gains little enjoyment from completing activities, particularly literacy activities (Muller & Dweck, 1998; Baker & Wigfield, 1999). Furthermore, this supports the suggestion that E possess poor social skills and finds it difficult to access her peers.

The research identified E's confidence and competence in conversing with adults as well as her aforementioned obtaining of motivation from adults. However, the research also established her need to garner not only motivation but also attention from adults and her lack of self-regulation. Self-regulation refers to processes which to serve to regulate reactivity, particularly the processes of executive attention and effortful control (Rothbart *et al.,* 2011). A key element of temperament has been identified as effortful control, defined as the ability to regulate behaviour and attention voluntarily (Rothbart & Rueda, 2005; Rothbart *et al.,* 2011). Throughout the research E demonstrated a competence in regulating positive emotions and responses often demonstrating appropriate responses for each context and event. Conversely, E demonstrated an inability to exhibit effortful control in terms of negative emotions and responses and therefore her inability to self-regulate. For example, often during carpet time E demonstrated inappropriate behaviour and an inability to withhold emotion (appendix 5). Furthermore, E often became engaged in verbal and physical altercations with other class members due to her inability to self-regulate and thus frequently became distressed. E's lack of self-regulation particularly in terms of negative responses may have significant effects on her learning as well as her interactions with peers (Flook *et al*., 2015). Research has stated that learns of whom struggle to self-regulate often gain less from educational settings than those with the ability to self-regulate (Pintrich, 2000; Winne, 2005; Zimmerman, 2008). Furthermore, a direct correlation has been found between self-regulation, academic success and peer interactions (Pintrich, 2000; Winne, 2005; Zimmerman, 2008; Flook *et al*., 2015).

In summary, the research has highlighted E's knowledge particularly in the areas of numeracy and literacy. E's attainment, or lack of attainment in particular areas is not affected negatively by her knowledge. Contrastingly, her attainment is negatively impacted by other elements of the ASK model particularly attitudes and skills. E demonstrates negative attitudes towards her peers and certain areas of learning, particularly literacy. Furthermore, E's lack of skills particularly social, self-motivating and self-regulating skills negatively impact on her learning and attainment. Although E does not demonstrate particularly low attainment in neither literacy

or numeracy obtaining outcome 4 (figure 2 & 3) for each area of learning (appendix 8) (Welsh Government, 2015).



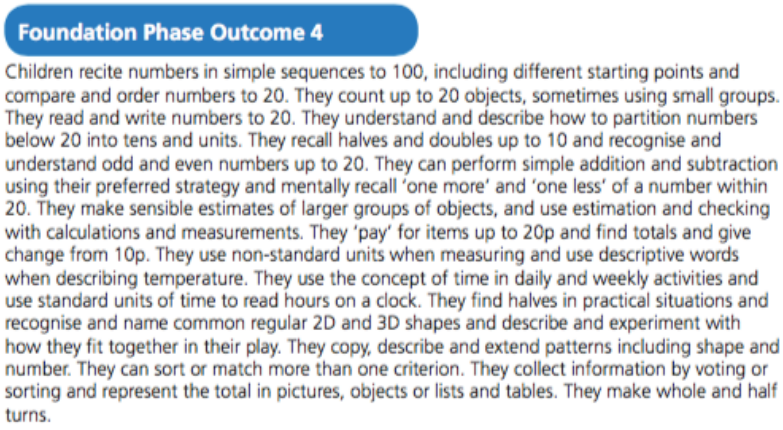
Foundation Phase Outcome 4

Oracy – Children join in, repeat or memorise rhymes, songs and poems, use alliteration and rhyme to create their own. They blend and segment sounds in words. They listen to other speakers or stimuli with growing attention, usually responding appropriately to complex information and instructions and ask detailed questions to clarify understanding. They speak clearly and audibly, conveying meaning to a range of listeners. They use an increasing range of appropriate vocabulary in play or structured activities, making themselves clear by choosing words deliberately and organising what they say. They talk to and respond to others during shared activities and extend ideas or accounts on familiar topics by including some detail. They express opinions and explain processes, showing awareness of the needs of listeners. They act out real or make believe roles using appropriate language.

Reading – Children talk about simple text features and use them to identify content and link visual features to written text. They retell events from narratives in the right order. They recall information in texts, using personal experiences to support their understanding. They recognise familiar words and use strategies to decode others, tracking print with their eyes and read punctuation expressively.

Writing – Children form upper- and lower-case letters which are usually clearly shaped and correctly orientated. They use spelling strategies to spell longer consonant-vowel-consonant and high-frequency words conventionally and are developing their phonemic awareness. They begin to use connectives and some ordering words when writing and use capital letters and full stops with some degree of consistency. They independently use written language for different purposes, following a form modelled by an adult, and can sequence content correctly. They talkabout what they are going to write and use a simple plan to support and organise writing.

Figure 2. Foundation phase outcome 4 for literacy taken from the Foundation Phase Framework for Wales.



Foundation Phase Outcome 4

Children recite numbers in simple sequences to 100, including different starting points and compare and order numbers to 20. They count up to 20 objects, sometimes using small groups. They read and write numbers to 20. They understand and describe how to partition numbers below 20 into tens and units. They recall halves and doubles up to 10 and recognise and understand odd and even numbers up to 20. They can perform simple addition and subtraction using their preferred strategy and mentally recall 'one more' and 'one less' of a number within 20. They make sensible estimates of larger groups of objects, and use estimation and checking with calculations and measurements. They 'pay' for items up to 20p and find totals and give change from 10p. They use non-standard units when measuring and use descriptive words when describing temperature. They use the concept of time in daily and weekly activities and use standard units of time to read hours on a clock. They find halves in practical situations and recognise and name common regular 2D and 3D shapes and describe and experiment with how they fit together in their play. They copy, describe and extend patterns including shape and number. They can sort or match more than one criterion. They collect information by voting or sorting and represent the total in pictures, objects or lists and tables. They make whole and half turns.

Figure 3. Foundation phase outcome 4 for numeracy taken from the Foundation Phase Framework for Wales.

In summary, when using the ASK model to evaluate E's holistic development it can be seen she possessed many positive attributes in all areas. However, it can also be seen that some areas require attention and development in order to move E on as a learner and in her learning. For

example, E demonstrated positive attitudes, skill and knowledge towards the more creative aspects of her learning, often demonstrating enthusiasm for activities which focus on creative elements. Similarly, when considering her knowledge of other areas including literacy and numeracy E demonstrated and impressive wealth of knowledge. However, when considering E's attitudes to areas particularly literacy she lacks positivity and often demonstrated a negative attitude towards such areas. Furthermore, E demonstrated a poor attitude towards her peers and often avoided social interaction suggesting E requires development of her social skills, self-motivation and self-regulation. E's challenges regarding her peers, self-motivation and self-regulation lead one to conclude she suffers from a lack of well-being, however from observing E she is often happy and comfortable within he environment

Next Steps

Upon researching and analysing the development of a specific learner several areas for development have been identified. These areas include attitudes towards literacy, social skills, self-motivation and self-regulation. Within this section next steps will be discussed which will allow E to continue to develop as a learner and in her learning with aims to improve both her attainment and well-being.

In light of the data obtained, it could be suggested that E would benefit greatly from improving her social skills and attitudes towards her peers. As aforementioned within the analysis of the learner E's lack of social skills and negative attitudes towards her peers are preventing E from learning through the social constructivist theory of learning. This theory depends largely on social interaction and Vygotsky (1978) stated that the processes of interaction which occur between the child and adults/peers at the intermental level form the foundation for processes which consequently occur within the child: discussion, interaction and argument. Vygotsky (1978) further stated that the processes then become internalised forming the basis for intramental reflection and logical reasoning. Therefore, learning and development are processes with occur both inter and intra mentally and are mediated by cultural tools (Mercer & Littleton, 2007). The lack of social skills demonstrated by E are resulting from the omission of learning through social constructivism. Furthermore, E's lack of self-regulation, which is closely linked to a lack of positive interactions with peers may be limiting her opportunities for collaborative learning through social constructivism. I aim to improve E's social interaction skills and self-regulatory skills through implementing mindfulness training with the classroom.

Mindfulness specifically refers to the ability to focus on feelings, thoughts and perceptions that are constantly arising in a cognitively nonelaborative and emotionally reactionless way (Schonert-Reichl *et al.,* 2015). Mindfulness training enhances cognitive functioning and attention by focusing awareness upon a specific object such as; breath, emotions, thoughts or external stimuli (Flook *et al*., 2015; Schonert-Reichl *et al.,* 2015). The training centres upon detecting when the mind has drifted from its object of attention and refocusing attention upon the object. Additionally, such training has been found to increase participants self-regulation skills resulting in improved sustained attention, peer interaction and academic attainment (Lutz *et al.,* 2008; MacLean *et al.,* 2010; Flook *et al*., 2015; Schonert-Reichl *et al.,* 2015). Furthermore, through the training of attention other qualities including kindness, care, empathy and compassion can be implicitly and explicitly cultivated, such social skills would greatly benefit not only E but also all members of the classroom environment (Lutz *et al.,* 2008). Thus, partaking in mindfulness training may have positive impact on social behaviour and interaction as well as academic attainment (Davidson *et al.,* 2012; Flook *et al*., 2015). Finally, research has demonstrated these positive changes resulting from mindfulness training occur after relatively short time periods and have been found to set participants on a positive trajectory for continual development (Flook *et al*., 2015).

Healthy functioning within academic and social contexts is largely dependent upon self-regulatory ability (Schonert-Reichl *et al.,* 2015). As previously stated Self-regulation involves controlling reactions to thoughts, emotions and behaviour (Eisenberg *et al.,* 2004; Spinrad *et al.,* 2006). Several studies have indicated an association between cooperative learning and the development of cognitive, metacognitive and motivational skills in learners which in turn promote self-regulation (Fernandez-Rio *et al.,* 2017). Furthermore, collaborative learning has been found to improve interpersonal skills and social interaction with peers as it causes students to support each other in learning as their own learning depends on that of others (Johnson & Johnson, 2014; Fernandez-Rio *et al.,* 2017). It is with this in mind that the second recommendation of next steps for E is made. This recommendation is to encourage E to participate in collaborative learning alongside the new skills which will be developed using the mindfulness training. Within these collaborative groups social skills, self-regulation and self-motivation will be cultivated and encouraged.

Within collaborative learning groups the process of regulation can often be fluid. At any point regulation can shift from one individual acting as a leader and providing all knowledge to a

more balanced situation that involves multiple individuals working together to share knowledge and leadership (Salonen et al., 2005; Fernandez-Rio *et al.,* 2017). Worthy of note is the need for collaborative learning groups to remain cooperative. Within such groups there are individuals of whom adopt active roles and those of whom adopt passive roles (Menges and Svinicki, 1991). However, often the most active members of collaborative groups are not those with the appropriate skill, knowledge or attitude (Menges and Svinicki, 1991). Furthermore, research carried out by Tudge (1989) established peer interactions do not consistently lead to learner development and are often likely to lead to regression. When giving a collaborative learning group a problem to solve the likelihood of conflict is equally as probable as cooperation thus equally as likely to lead to regression (Tudge, 1989). However, it was argued by Johnson & Johnson (2014) that collaborative learning is a pedagogical approach capable of promoting academic attainment and individual wellbeing when learners are encouraged to work not only collaboratively but also most significantly, cooperatively. When implementing collaborative learning groups within the classroom setting care will be taken to group learners with individuals of whom challenge them intellectually but do not produce too high a level of conflict. Furthermore, the learners will undergo a rule making session within their learning groups to ensure learners work cooperatively and gain an immediate sense of ownership and responsibility regarding the success of their learning group.

Collaborative learning and its associated self-regulation skills have been strongly associated with self-efficacy (Schunk, 1990; Fernandez-Rio *et al.,* 2017). This is of significance as self-efficacy is considered a motivational component which has a substantial influence on academic attainment (Fernandez-Rio *et al.,* 2017). Moreover, cooperative learning groups have been found to not only impact individuals' self-efficacy but also their perceived collective efficacy, thus further promoting positive attitudes and skills regarding other learners (Fernandez-Ballesteros *et al*., 2002) This further supports the decision to introduce collaborative learning groups into the classroom in order to develop the attitude, social skills, self-regulation and self-motivation of E, as well as other members of the classroom community.

In summary, two steps have been recommended in order to support the progression of E in her holistic and academic development; mindfulness training and the introduction of collaborative learning groups. Upon review both of these suggestions offer the means to not only address one of the several areas identified as hindering the development of E but tackle all of these areas simultaneously. Furthermore, the decision was made to limit the next steps for supporting

development as the next steps were aimed to be achievable and sustainable. Also, the areas which required support are significant areas with which quick fixes would have been ineffective. The next steps were selected with the continual development of E in mind across not only the literacy and numeracy areas of learning but all areas of learning.

Conclusion

In conclusion, the mosaic approach and ASK model allowed a deeper insight into the development of E and allowed the identification of several areas of which were considered to be detracting from the holistic development of E. These areas consisted of attitudes to learning, specifically attitudes towards literacy, social skills, self-motivation and self-regulation. Although E's overall attainment was not poor (attaining outcome 4 in both numeracy and literacy) these areas were identified as negatively affecting development and attainment. Upon identification of these hinderances next steps where researched in order to ensure E's progress and development. This research led to the identification of two appropriate interventions. Firstly, mindfulness training of which aimed to tackle E's lack of self-regulation and social skills as well as her poor attitude towards elements of learning. Secondly, the creation of collaborative learning groups of which aimed to address E's social skills, self-regulation, attitude and self-motivation. These interventions were chosen due to their effectiveness in other settings, their sustainability and the evidence demonstrating their effects as individuals continue within their academic journeys.

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Appendices

Appendix 1

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

RE: PPGCE (with QTS), permission and confirmation that work has been undertaken in school for assignment Datblygiad Ysgol a Chynnydd Disgyblion - School Development and Pupil Progress (M6X02151-C) (M7X02153-C)

Dear class/senior mentor,

For the university module 'School Development and Pupil Progress', trainees are required to identify one 'average' attaining learner within the class in which they are based and, over the PTE, explore what helps the pupil to learn language and mathematics. Such exploration could involve:

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

Undertaking this work should support trainees in understanding how children learn and how they can develop their teaching to ensure effective learning. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical day-to-day 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 exploration work has taken place.

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

STUDENT NAME (PLEASE PRINT): _____Laura Sparkes_____

SCHOOL NAME (PLEASE PRINT): _____Birchgrove Primary School_____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

_____N. AITCHISON_____

Student to verbally ask the child: 'I have talked to (trainee's name... Miss / Mrs/ Mr) about my work, and I am happy for it to be used in their work. I know that my full name won't be used (Record their response below).

Ok

If you have any queries regarding this, please contact:

Helen.lewis@uwtsd.ac.uk (PPGCE Lead) / sarah.elsey@uwtsd.ac.uk (Module Lead)

Many thanks in advance,

SDPP module team

Sarah Elsey
Dr. Helen Lewis
Linda Davies
Jayne Morgan
Heddwen Davies
Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder

Appendix 2

Tour Notes
(excerpts from original hand-written notes)

Researcher: Tell me about the areas your showing me.

E: These are the ones I use, I don't learn in the rest of the school

Researcher: Tell me about your favourite areas.

E: My favourites are the outside ones. They're my favourite because I can run and play and don't have to do any writing, I don't like doing writing.

Researcher: Tell me about the writing area you've got here.

E: Well miss puts things for us to do but I don't really do them. I don't like writing and im not very good at it.

Researcher: Do you spent a lot of time at the writing area?

E: Yes but not to do writing

Researcher: Tell me about the things you do when you're in the writing area.

E: I do lots of drawing, I like to do drawings and I like to colour in with the pens, we can't use the pens in our books. Do you want to see one of my drawings?

Appendix 3

Interview
(excerpts from original hand-written notes)

Researcher: Tell me about what helps you learn
E: Ummm, lots of things like the white board, mrs xxxx (class teacher), mrs xxxx (teaching assistant), you, the spelling mats, the numeracy area.

Researcher: Tell me about what you enjoy about school
E: I like playing in the outdoor area, and school dinners, I like getting to sit on the golden table. My favourite is the drawing and when we get to watch videos on the whiteboard.

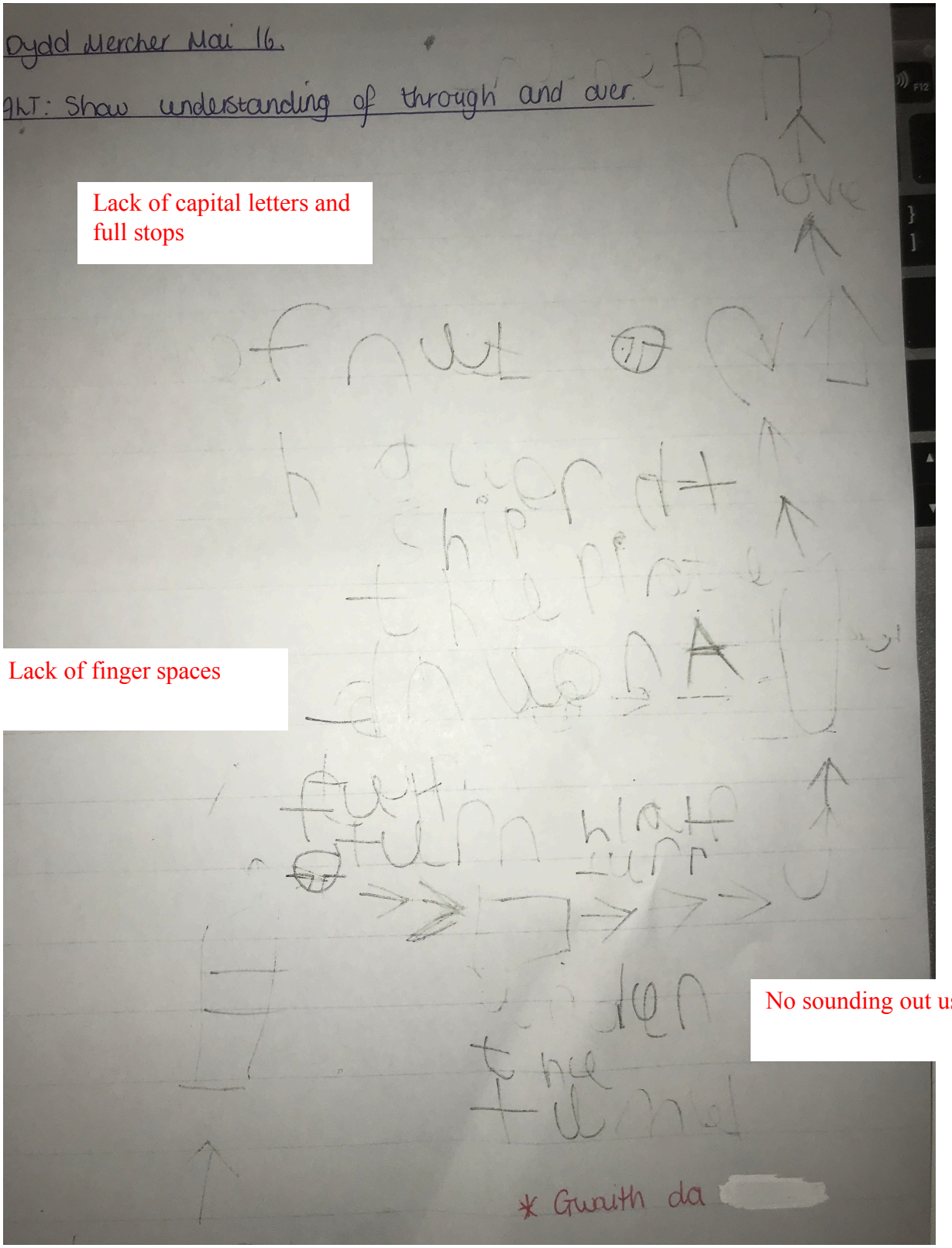
Researcher: Tell me about what you use in the classroom
E: I use the pens the play dough a lot. Sometimes I have to use my book which isn't very fun, I don't like writing.

Researcher: Tell me about what doesn't help you in the classroom
E: Other boys and girls, they get in the way and always take the things I want to use.

Researcher: Tell me about who you learn most from
E: umm the teachers and the hip hop granny (series of videos teaching learners about punctuation).

Researcher: Tell me about who your favourite people in the class are
E: The teachers, mrs xxxx (class teacher), mrs xxxx (teaching assistant), you. You all help me.

Appendix 4


Dydd Mercher Mai 16.
WALT: Show understanding of through and over.
Lack of capital letters and full stops
Lack of finger spaces
No sounding out used
* Gwaith da

Appendix 5

Learner Observation Form

Name of learner(s): E

Class: Year 1

Time: 10:15/2:30
Activity: Topic/Numeracy

Date: 09.05.18/10.05.18

Comments

E often demonstrates mild disruptive behaviour on the carpet. E is eager to gain adult attention and often cannot wait to impart information regardless of the relevance. E also rarely works with other learners when engaging with the continuous provision.

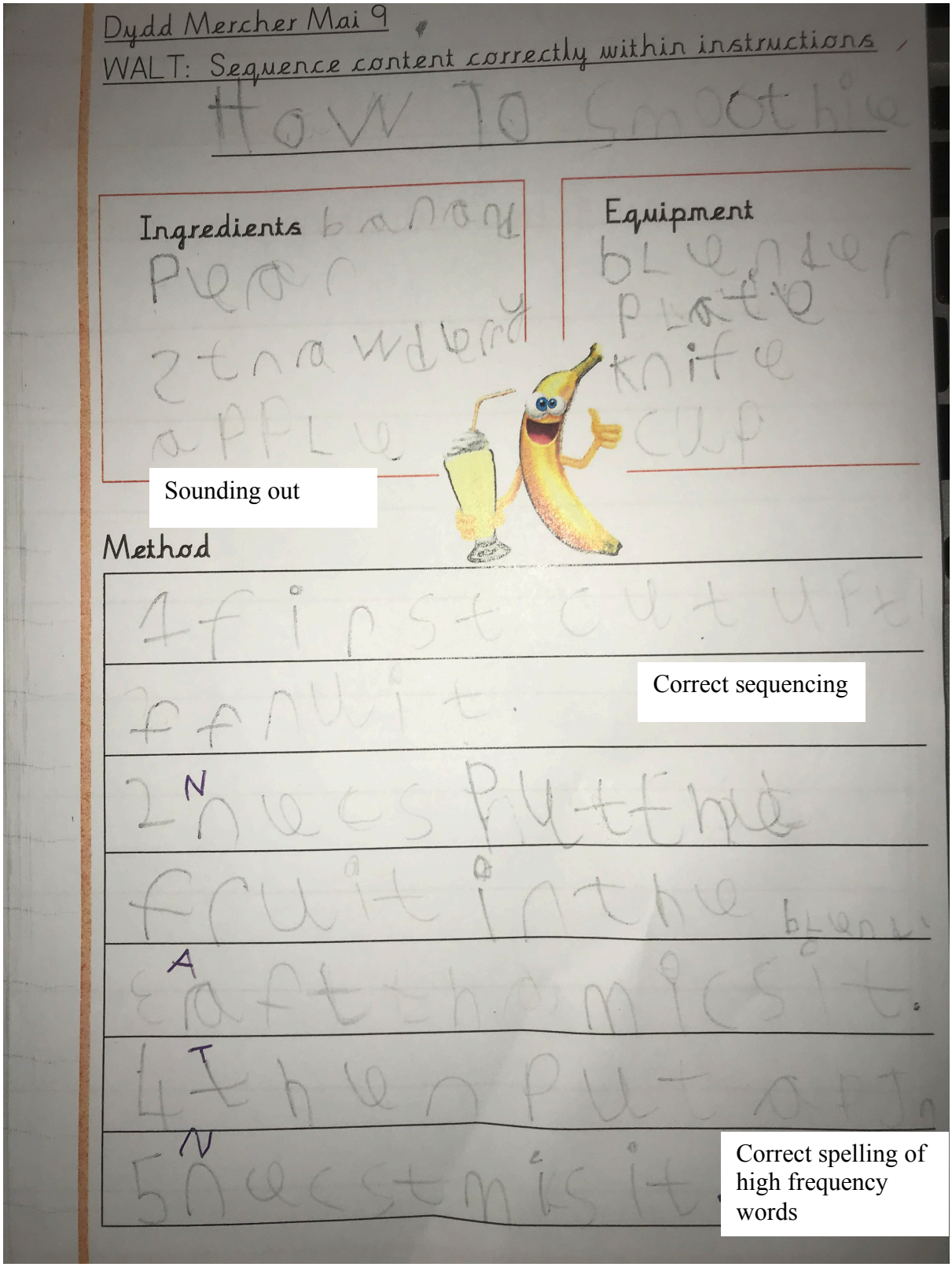
E demonstrated competency in sequencing the events of smoothie making and offered suggestions of time connectives and imperative verbs. E demonstrated no difficulty in spelling high frequency words but omitted full stops and capital letters despite being reminded.

E became very distressed during the numeracy activity and was very reluctant to share the pan scale with other learners. Whilst other learners chose to work collaboratively E actively avoided collaborating. Additionally, E became distressed when informed she had to share but expected other individuals to share with her.

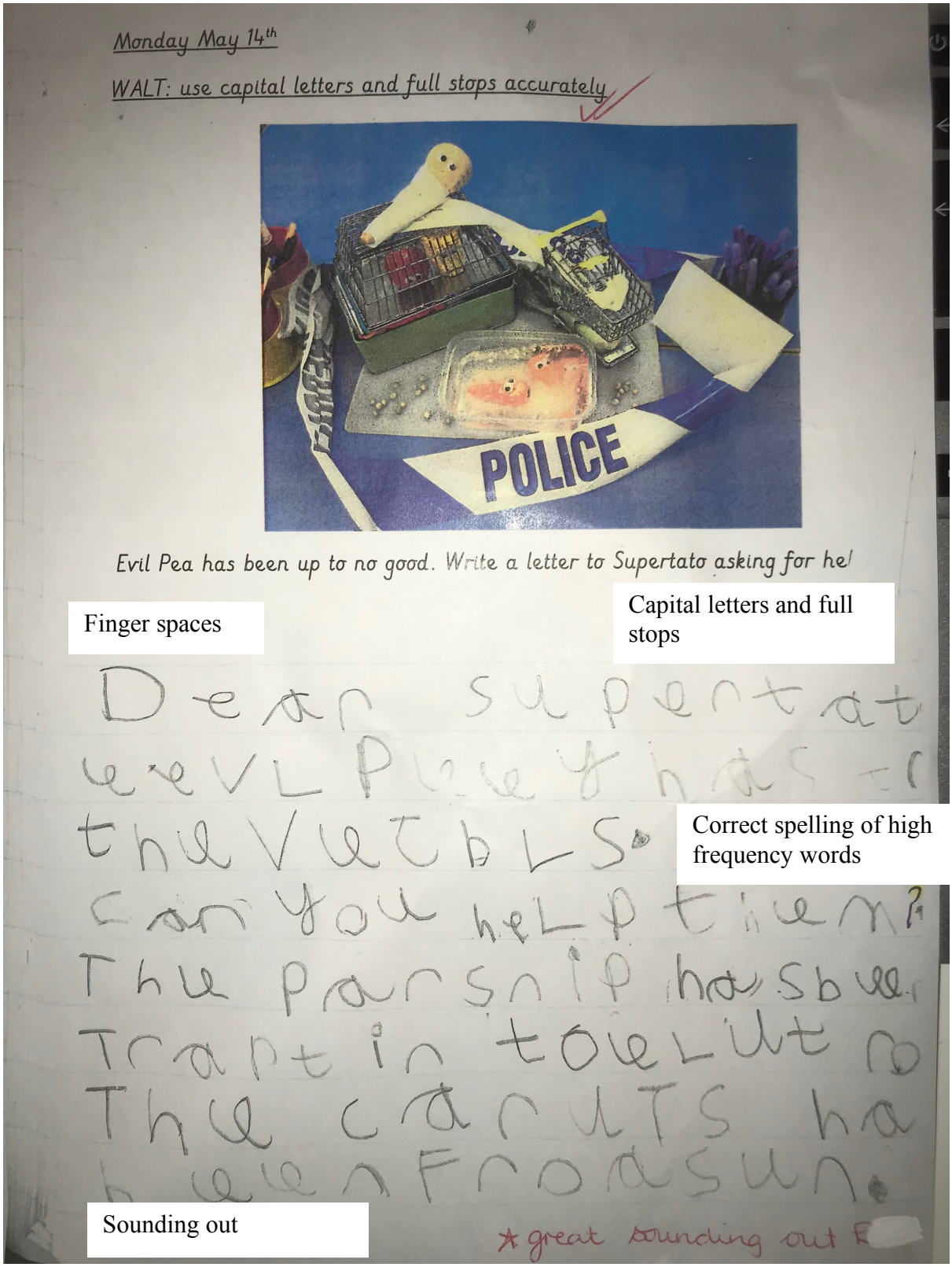
What needs to be done to move the learning on?

E needs to be encouraged to use full stops and capital letters to improve her written language. E also needs to be encouraged to wait their turn to speak and not interrupt other individuals as this disturbs the learning of the whole class. Furthermore, E needs to be encouraged to work collaboratively with other learners during focus tasks and when interacting with the continuous provision.

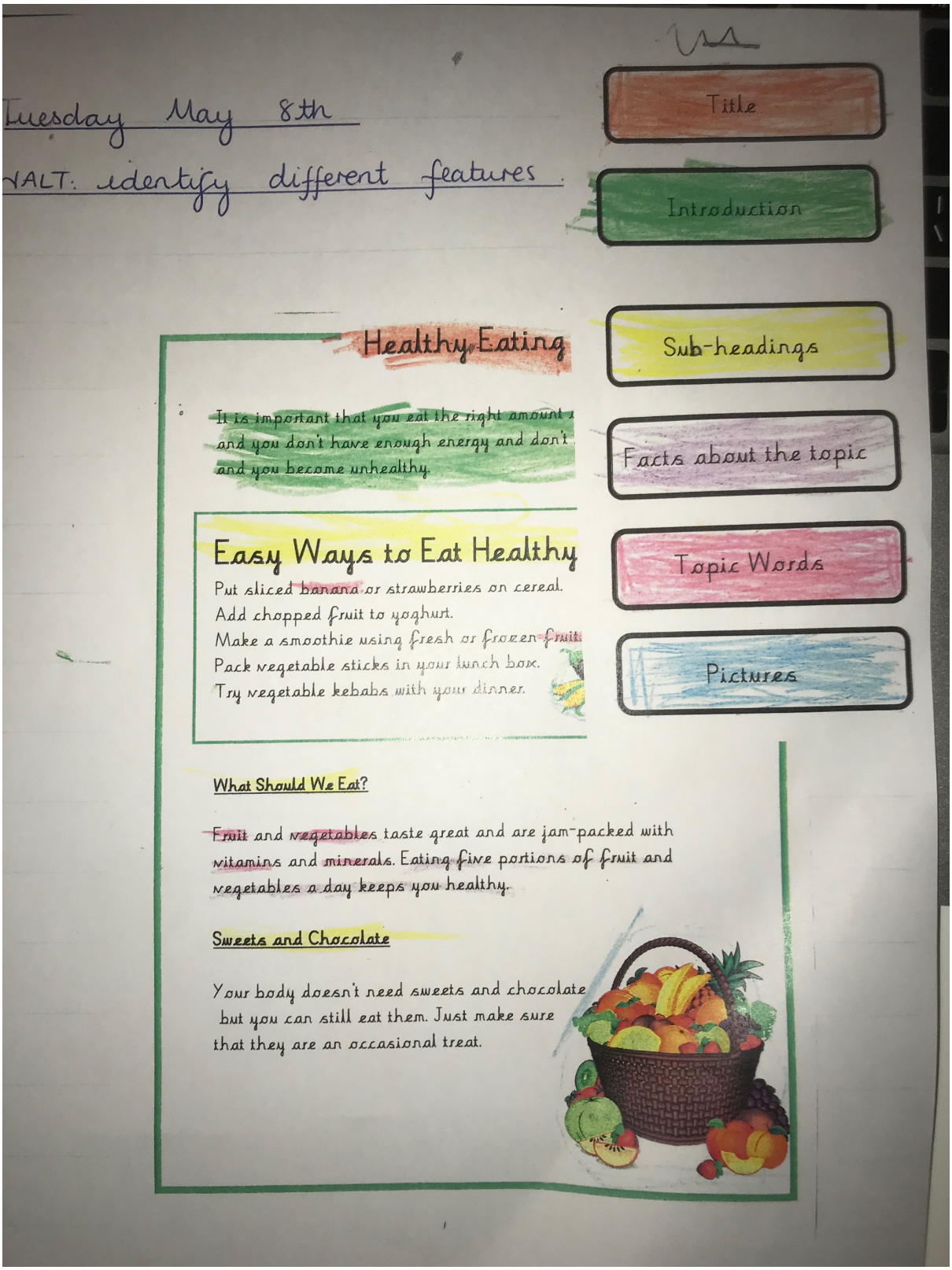
Appendix 6


Dydd Mercher Mai 9
WALT: Sequence content correctly within instructions
How To Smoothie
Ingredients
Equipment
Sounding out
Method
Correct sequencing
Correct spelling of high frequency words

Appendix 7


Monday May 14th
WALT: use capital letters and full stops accurately
POLICE
Evil Pea has been up to no good. Write a letter to Supertato asking for he!
Finger spaces
Capital letters and full stops
Correct spelling of high frequency words
Sounding out
great sounding out F

Appendix 8


Tuesday May 8th
WALT: identify different features
Title
Introduction
Sub-headings
Facts about the topic
Topic Words
Pictures
Healthy Eating
It is important that you eat the right amount
and you don't have enough energy and don't
and you become unhealthy.
Easy Ways to Eat Healthy
Put sliced banana or strawberries on cereal.
Add chopped fruit to yoghurt.
Make a smoothie using fresh or frozen fruit.
Pack vegetable sticks in your lunch box.
Try vegetable kebabs with your dinner.
What Should We Eat?
Fruit and vegetables taste great and are jam-packed with vitamins and minerals. Eating five portions of fruit and vegetables a day keeps you healthy.
Sweets and Chocolate
Your body doesn't need sweets and chocolate but you can still eat them. Just make sure that they are an occasional treat.

Dydd Mercher Mai 23
WALT: Develop an understanding that the right types of food are important for healthy bodies.
chips
carrots
milk
fish and fat sausages
"what foods should we eat the least?"

15.05.18

WALT: Recall halves and doubles up to 10 //

Oliver has a soup recipe for 2 people, but he has 4 people coming to visit. Can you calculate the amount of each ingredient Olive will need?

Vegetable Soup

4 Carrots
2 Potatoes
5 Parsnips
4 Tomato's



4 + 4 = 8 carrots

2 + 2 = 4 potatoes

5 + 5 = 10 parsnips

4 + 4 = 8 tomatoes

15.05.1

WALT: Recall halves and doubles up to 10 ✓✓

Oliver has a soup recipe for 6 people, but he has 3 people coming to visit. Can you calculate the amount of each ingredient Oliver will need?

Chicken Soup

10g Sweetcorn
8 Potatoes
4 Onions
2g Butter



5 g Sweetcorn
4 Potatoes
2 Onions
1 g Butter

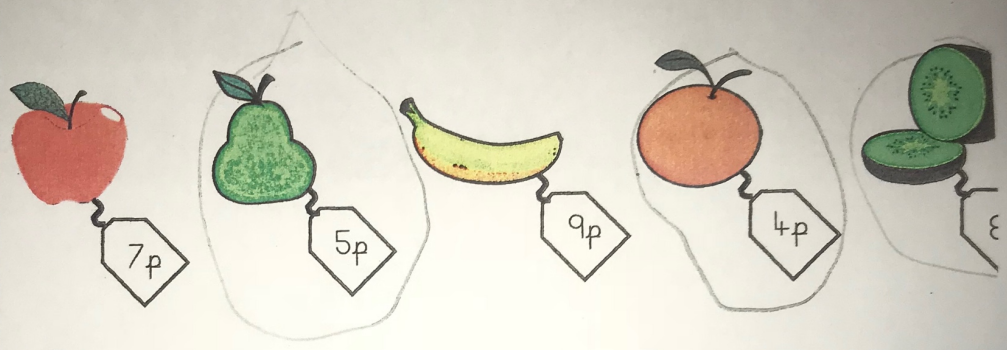
'i' Half 14 7 ✓

* Da Lawn s[redacted] you used numicon to work out half.

17.05.18

WALT: Find totals up to 20p

Oliver needs to make a smoothie. he would like to buy an Orang Kiwi and Pear. How much will Oliver's shopping cost?



5 + 4 8 = 17p

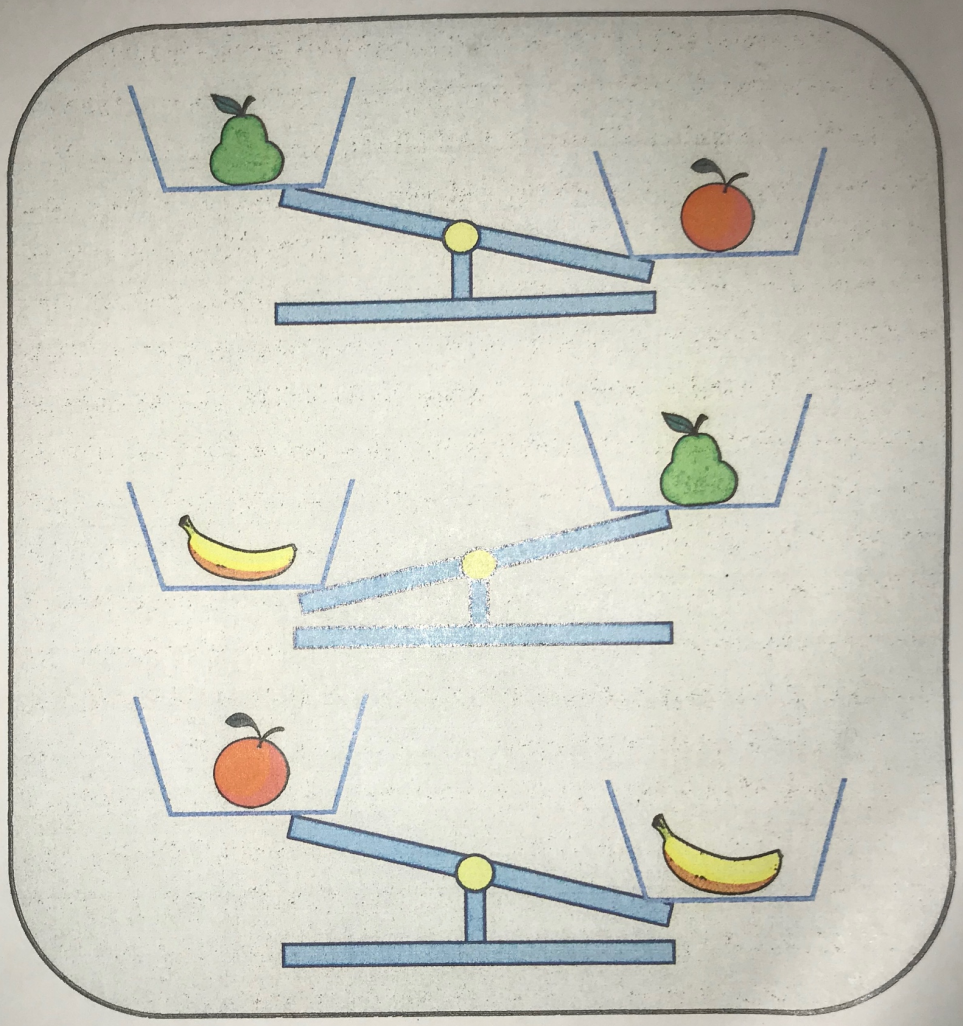
1) Oliver also wants a banana. How much will his shopping cost?

9 + 17 = 26p

26.

09/05/18

WALT: Use direct comparisons of weight (heavier, lighter) ✓✓



Order the fruit from the lightest to the heaviest.

pear orange banana