

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

Introduction

This essay will discuss how a detailed analysis of a foundation child's holistic development can support a child's progress. It will also aim to inform future planning for the teacher so that effective learning can take place.

The school in which the research was conducted in is an urban based Primary School in Cardiff, there are approximately 720 pupils on roll at the school between the ages of 3-11. The school is a 3 form entry and from the schools latest Estyn report (2015) it has been graded as good. The majority of pupils who attend the school are white British with English as their first language. The school is in an affluent area of Cardiff which can be seen from the Free School Meal (FSM) figures; only 10% of the school are eligible for FSM which is below the national average of 21%. Very few children have a statement of Special Educational Needs and only 13% were recently identified as having additional learning needs. For the purposes of this essay I will be gathering information about the progress of a child in the foundation phase; the child who is from a Year 1 class will be identified as Child A, in order to ensure anonymity. The class has two teachers, they job share, whom I will call Teacher X who covers three days a week and Teacher Y two days a week. Every class within the foundation phase at this school has four groups within the classroom setting these are based on the children's mathematics and literacy data which was gathered at the beginning of the academic year: following testing and information collected from their previous class teacher. Each class has a More Able and Talented Group (MAT), a Higher Ability Group (HA), a Middle Ability Group (MA) and a Lower Ability Group (LA). The numbers in each group can vary depending on their literacy and mathematical ability. The table below shows the children in the Year 1 class and the number of pupils in each of the groups, one child alternates between the MA and LA groups. Whilst Child A is one of the children in the HA group for both their mathematics and literacy work.

Group	MAT	HA	MA	LA
Mathematics (numbers)	8	7	8	5
Literacy (numbers)	8	8	8	4

Due to the catchment area, the school has a high number of children who are identified as MAT; this identification begins in Reception. The policy of the school is to challenge these children academically by having them complete work designed to be completed by children a

year older. The last term of every academic year means that all children subject to a differentiated approach will begin, if they have not already, to access work in the next curriculum. This means children in Year 1 will begin to access the Year 2 curriculum and so on. This appears to be in conflict with the notion of the child-centred curriculum which Donaldson (2015) advocated, when depending on the child's responses to their learning, the teacher differentiates on the spot and then plans the work at that level of ability as opposed to determining prior to the activity which child will tackle which activity.

Before the process could begin, I asked the headteacher to sign a form (Appendix 1) granting permission for the project to take place and I agreed that I would comply with the school's policy on General Data Protection Regulation (GDPR) as written by Voigt and Von Dem Bussche (2017).

In order to gather the information required to analyse Child A's development and academic progress I adopted the Mosaic approach which was introduced by Clark and Moss (2011) as a method of data collection, where my data would be collected in a variety of ways allowing me to piece the information together as a jigsaw eventually giving me a holistic picture of Child A's development. Greenfield (2011) reviewed the research process and tools, to which she agreed that the Mosaic approach was both an effective and flexible tool for research. I was very conscious that the whole process had to take place in a non-threatening manner to ensure that the young child would feel happy and comfortable with me observing. I was aware that having a positive classroom was an important factor, as it provides the opportunity for effective learning to take place; if a positive environment is not created then this can severely affect child's social and emotional well-being, we as practitioners must ensure that this is minimised. This is supported by Young (2014), who says any negative emotional baggage can stop effective and positive learning taking place. Consequently, monitoring the child's emotional well-being was paramount throughout the process; by the child becoming accustomed to me observing them and their peers, over a given period of time in their interactions, ensured that they were unaware of the process happening around them. However, given the fact that I had only been in my second placement a few weeks I was very much aware that I had to try and build a positive relationship with the class as quickly as possible (Welsh Assembly 2008- Observing Children). It was explained to Child A that he was able to withdraw from the research at any point, by letting me or one of the other teachers know.

The first process under this approach that I would use, was that of observation. This is where Child A was observed whilst they were engaged in all seven areas of learning across the curriculum; undertaking formal learning activities, practical activities both individually and

as part of a group plus during their child led learning. I would be looking at Child A's personal, social, physical, cognitive, language development and communication skills.

Checking their attitude to learning, how quickly they engaged in the learning process, how independent they were, and how resilient a learner they were when they encountered a difficulty, a positive mindset as Dweck and Yeager (2012) argument is one where the child is open to try- failure is not feared as the word fail stands for their 'first attempt in learning'. Consequently, as Hattie (2012) believed creating the climate for learning means creating an atmosphere which is built on trust. I also wanted to check if they were aware of the impact this has on their own learning and their feeling of self-worth; Vygotsky discussed at length how children learn in Chaiklin (2003) and how they pick up on attitudes to learning around them using the idea of 'cultural learning'. Bandura cited in Gray and MacBlain (2015) agreed with this as children's personalities are affected by what they observe around them. Vygotsky in Chaiklin (2003) also felt that teachers need to provide opportunities for learning to take place, such as the Zone of Proximal Development.

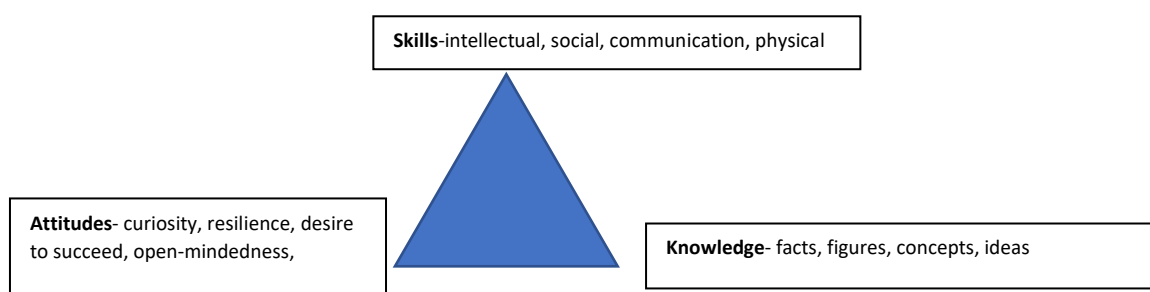
The second process was an interview process, with Child A being interviewed; this would enable me to get the child's perspective of their own progress and it would also allow the child time to reflect on their experiences. I undertook a semi- structured approach with a mix of open and closed questions. I initially started with closed questions to engage Child A and make them feel more comfortable when responding, these were not recorded. I then used open and person-centred questions which Harris (2006) believed would help to gain access to Child A's feelings, views and ideas. The questions were then adapted depending on the child's response and as I was only interviewing one individual this seemed the most relevant approach. One issue I was very concerned about was that Child A's answers may be biased and they may give the answers they think I would like to hear; which is why I believe a more holistic approach to the data collection may be more reliable. I utilised my laptop to help me record Child A's comments as from previous experience I found this to be the most effective method of collating data as oppose to trying to memorise or use an audio recording which I felt a young child may be intimidated by.

I got child A to take photographs of their work so they could reflect on how they felt about their learning. This approach I felt would be of benefit to the process as it doesn't rely on a child having to always verbalise their thoughts. When planning the process, I felt this method would support a child with limited verbal skills. Child A however, proved to be very confident orally. I also took note of Child A's interactions with other children to look at their social development. I have edited the photos to ensure that any child in the photograph could not be identified.

I also interpreted the school's information held on Child A, using their reading record and RAG rated assessment; coupled with my ARC's and the marking of Child A's work as I assessed their work. It came to my attention by a member of senior staff at the school that any data collected and used had to comply with General Data Protection Regulation (Voigt & Vom dem Bussche 2017) along with certain records could not be taken from school because they had children's identifiable details on them.

I interviewed both class teachers on separate occasions at the end of the school day to obtain an insight into their own judgements on Child A's abilities and personal qualities. I felt that this was important as they could give their own perceptions, having known Child A since September. I was very much aware that as there were two teachers, referred to as Teacher X and Y, involved in the interview process their perceptions of Child A may differ and this could possibly undermine the validity of the data gathered. This approach of gathering information from listening to multiple sources, allowed me to see what correlation there were between all sources. Looking at research into the Mosaic Approach, it is important for a researcher to consider the options of individuals using different methods of research to allow the researcher to form a bigger picture.

When considering my findings from my research on the holistic development of Child A I was mindful to the fact that as teachers, we have to teach our pupils how to learn because learning is not a natural outcome from an activity that we may give but a process. The success of that process determines whether learning has taken place. I was also concerned that my research had taken place over a short period of time and would progress be evident across the curriculum for Child A in just four weeks? As we know learning is not linear it is a combination of attitudes, skills and knowledge; that we develop and gain over a period of time.



The A.S.K. (Nottingham 2013:3) model triangle shows the triangle of success, which is used in teaching and coaching, where developed skills and attitude coupled with knowledge work together to create the successful learner.

From my observations of Child A, in their social interactions with their peers and the adults within the classroom and in their free time, I found Child A to be an enthusiastic, happy, outgoing individual, who wanted to please all adults. Child A engaged in all activities, constantly volunteering to answer questions and was confident enough in their environment to ask questions when unsure what to do next. It was obvious that Child A enjoys school; their interaction with their peers was a positive one. Sidelinger et al (2012) maintained that a positive 'student-student' rapport can indicate that a child is working in a culture based on trust and they feel confident. I witnessed Child A working well as a member of a team which validated Frisby and Martin (2010) views on a connected classroom. Child A also showed leadership potential whilst collecting mathematical data. I heard Child A encouraging his peer to discover the animals already found by Child A. The child then went onto consistently support others in the group who were struggling with the task. I also overheard Child A describe the characteristics of the animals they had found to their peers. Their cheery nature was infectious. Child A was obviously enjoying the task and was gaining a great deal of satisfaction from showing their peers what they had found. It was evident by the interactions observed that the group were used to Child A taking a leading role.

During formal learning in a mathematics session, (See Appendix); on the introduction of tally charts and the five-bar gate; I witnessed Child A enthusiastically collecting the data from the outdoor learning conservation area. The child was counting the number of woodland animals found, transferring this information to a tally chart from which would later be drawn onto a bar graph using ICT. The evidence seen in the Child A's book showed the child had gained a good understanding of the task undertaken (Photo 1). The tallies were correctly used with the five-bar gate, consequently the learning objective of the lesson was achieved. There was one silly error with the digit 5 written backwards. When questioned about the work Child A could interpret their chart using mathematical terminology, such as most and least. The next lesson Child A utilised their data using the ICT programme J2E graphs to transfer the data from a tally chart to a bar chart and answer questions on the data collected (Photo 2). Child A is a secure outcome 4 whilst dipping into some outcome 5 and 6 descriptors. However, evidence from work seen does indicate that there is not enough coverage of the outcome 4 descriptors, such as sort numbers /shape using more than one criterion.

From observation of Child A's literacy work, I observed their oracy level was very good, strong outcome 4, with elements of outcome 5 descriptors. In a recent RE lesson, Child A was very confident volunteering their own thoughts and could communicate clearly both in a one to one situation and in group dynamics. It was also evident that Child A was patient with their peers, listening to their peers' thoughts, often adding extra clarification or questioning their views in an empathetic manner. However, what was evident was that their written work

was weaker not yet a secure outcome 4 and their sentence construction was the issue (Photo 3). Later during the placement when working on the 'Gruffalo' sequence task there was an improvement in Child A's sentence construction (photo 4; appendix 4).

Child A's confidence throughout this process was evident; orally their welsh had improved. This was seen in the 'Tedi Twt' activity undertake where the children had to describe items taken from a bag. I also believe 'Helpwr Heddiw' has helped improve everyone's welsh within the classroom. This process where children take responsibility for supporting the group has had a massive impact on all the children as they were all confident, volunteering as Helpwr Heddiw especially Child A. Evidence from Child A's book shows how their written welsh has improved (photo 5).

During practical learning on the schools immersion day on 'Woodland Animals' where the children were engaged in a variety of practical activities and their classroom had been turned into an 'enchanted woods' I witnessed Child A engage in a variety of practical activities; they followed the Gruffalo trail, making puzzles and solving puzzles. The engagement and concentration of the child was evident throughout the activities. Child A successfully followed written instructions on how to make a bird feeder and supported some of their peers on this activity once they had finished their own, effectively explaining the order that needed to be followed if their peers were to successfully make a bird feeder (photo 6) like theirs.

The interview with Child A (Appendix 3a) took place when I felt Child A was confident and comfortable working with me; this was essential if I was to gain their true views and perceptions on their own progress. The interview took place on a quiet table at the back of the classroom, a familiar environment at breaktime, Child A appeared relaxed and willing to participate. The interview was to be recorded on my laptop. I explained that I was going to write a few things down as I asked several questions. Child A was very open and enthusiastic and seemed willing to talk. I began by asking some closed questions, to ensure they were settled, which were not recorded. I then asked open questions followed up by further open questions initiated by comments Child A had made in their earlier responses. Child A proved to be a very enthusiastic advocate of school, they enjoyed learning and they felt learning was fun. The child expressed that they liked working with others and learning new things and emphasised that they loved undertaking 'Cool Tasks'. These tasks are independent learning activities that children in the class could choose themselves. Child A indicated that their favourite lesson was mathematics as they found this easy and enjoyed problem solving. Child A was very aware of their areas of development as seen in the goals they set themselves and through our discussion.

We discussed how their literacy and mathematics needed to improve, highlighting that their written work needed to concentrate on sentence construction and that in mathematics to concentrate on the way numbers should be written as they often wrote the number five backwards (photo 7). This idea of self-regulation and reflection by Child A may indicate the beginning of metacognition on their part, as Learn (2000) believed this develops gradually and is based on a Child's knowledge and experiences. When asked what they didn't enjoy about school there were a few disconcerting comments made regarding "scary teachers who shout" and "children who could be mean". Throughout my observations I was not aware of any incidents which these could refer to and didn't want the interview to be diverted, so I made no observation to Child A about these comments.

The interviews with teachers X and Y (Appendix 3b/c) took place afterschool on separate days. Teacher X indicated that they believed Child A to be an open, friendly and happy child who was outgoing; they felt that Child A was an able pupil who was doing well across the curriculum; working well collaboratively and individually. Child A was progressing nicely with his reading although not fluently yet. With a little more challenge in the work set they could possibly move into the More Able and Talented group; this is something Teacher X believed should happen. Teacher Y made similar comments regarding Child A, believing that they were working well in the HA group currently at an outcome 4. When asked do you think the child should be in the MAT group, Teacher Y believed that Child A was better suited in the group they were currently in. They felt this would allow Child A to consolidate and improve on some of their developmental areas, such as sentence construction, and formation of numbers and depth of the mathematics curriculum. Child A was an enthusiastic learner, always engaged in the activities set, helpful and basically a happy child with good self-esteem. The child is a resilient learner with a positive mindset who always wanted to please. The child can also work well as a team member or individually. There had been occasions when Child A became very emotional and teary especially if someone was a little unkind.

From the data seen which I was unable to bring home due to GDPR, I noted that Child A was in group 2 which is HA for reading; they are at level outcome 4 (Appendix 4) Child A is confident in recalling information from texts that has been read to them; however, they are not able to link this with their own experiences. With support they recognise familiar words but continue to need help to decode words. Whilst recognising full stops and capital letters, if there is different punctuation such as question marks they cannot when reading use this expressively. However, their reading was not always fluent.

Looking through the evidence gathered on Child A from the written work and practical assessments (Appendix 4), I agree with Teacher Y. I do not believe pushing Child A into the

MAT group would ensure that greater progress would be made, and I do not feel the evidence seen in his work would support this. I believe a child needs to master those fundamental skills at outcome 4 prior to undertaking the curriculum at outcome 5. Whilst I appreciate Teacher X is advocating the school policy of pushing children on early, this goes against international evidence that teaching mathematical objectives in depth is the way forward, (Boylan et al 2019) so that learning is not superficial. Though it could be argued by many renowned educationalists such as Hattie (2012) Davies (2010) but especially Good et al (2017) from research that a teacher with high expectations of their pupils' ability can have a surprising impact on their pupils' actual achievements. I appreciate that teacher high expectations are important yet believe that through mastery a child will recognise and grasp connections between concepts in different areas of mathematics thus building on prior knowledge and understanding which will mean that the child has developed a secure understanding of mathematics. Mastery in mathematics is the key to a child progressing as mastery-led learning means that no child is taught content from the year group above them. For me the way forward for Child A to progress in their mathematics is to continue with the Outcome 4 curriculum and ensure depth of experience is gained from the use of rich tasks which the child can experience from NRICH and NCETM.

Child A's oracy outcomes are currently good and something which needs to be maintained through practice as their vocabulary and sentence structure improve. Developing those oracy communication skills will ensure they can talk persuasively and respectfully. We also need to maintain and encourage their good listening skills. Encouraging Child A to develop that positive mindset will ensure they become resilient and will continue to engage when things become difficult and challenging. This is extremely important if they are to progress. Utilising exemplar material to model compound and complex sentence structure is one way to develop Child A's skill set and this can be only achieved through practice Rosenshine (2012). Similarly, with reading, Child A's fluency with reading needs to be developed as does their reading with expression; utilising the books that Child A likes or by giving them free choice over the book they want to read maybe the first step in encouraging that love of reading, which is why we need to get Child A fluent (Welsh Government 2014). Utilising praise and engaging home to support this would also help, as the Governments document Progress Matters highlights "When parents and practitioners work together the results have a positive impact on children's development and learning" (DCSF 2009:11).

The success already achieved in Welsh by Child A can only improve further as their vocabulary increases and the language sentence structure becomes more familiar (Welsh Assembly Government 2008-Welsh Language Development). Consequently, continuing with the Helpwr Heddiw programme is vital if Child A is not only to maintain their level of Welsh

but also to help develop their linguistic skill level. Utilising stories as a tool to familiarise learners with hearing the spoken word in Welsh will help them develop their comprehension of the language as they translate the story.

Continuing to develop cross curricular opportunities for the class will ensure that Child A can develop their creative and independent learning skills further. The immersion day held in school was engaging and exciting. Children couldn't wait to take part in each of the planned activities. It allowed them the opportunity to choose from a range of activities, from technology to art to music yet encouraging them to communicate their finding thus improving and supporting their language literacy and communication outcomes. The importance of children seeing the connection between aspects of the curriculum is fundamental to them having a greater understanding of the way the world works and how their behaviour and attitudes can impact on that world. Rosenshine (2012) believed that this would allow them to gain a greater understanding of their responsibility as an individual and as a community, that they ask relevant questions, draw conclusions and generate theories. Consequently, Child A needs to explore more of this type of learning in order to develop holistically.

School is a microcosm of the world in which we live. Our role as teachers is to ensure that the individuals who leave us understand not only their rights but also their responsibility as a young citizen in the world we live. Our diversity is what makes us unique, yet our understanding of each other's unique qualities is what makes us a community and one where we can thrive as a young citizen. Curriculum Cymreig aims to reflect the diversity of Wales in the twenty-first century, helping pupils to understand what it means to be Welsh, celebrating diversity and a sense of belonging (Curriculum Council For Wales (2003)). It is important that children develop an understanding of rules, such as the idea of fair play. Encouraging young children to become tolerant and respectful of each other's cultures, whilst we develop as individuals is fundamental to a cohesive society. Collaborative working where support is given to anyone struggling is to be encouraged, as is the sharing of ideas, their thoughts and their feelings means that children need to undertake activities where they can rehearse these skills, and attitudes. Inclusion is the key, ensuring that everyone is treated fairly is an important lesson to learn.

I am fully aware that my future role will be to consistently monitor and evaluate a child's performance and progress over a given period of time and look for ways to help that child develop holistically. Consequently, this assignment was very enlightening. It showed me that whilst I could see progress over a short period of time, this was not however across the whole curriculum and I believe this is because children do not learn in a linear manner. Learning is a process not necessarily an outcome of a teachers' input. The mosaic method

as advocated by Clark (2011) as a tool to use for research with young children was useful; it allowed me to gather data from a variety of viewpoints and sources. This made me think that I had not gathered as much information on the child as I could have and this, I believe to be a weakness. I feel that including a parental viewpoint such as a questionnaire or short interview may have given a different perspective and been a valuable insight into the child, Appendix 2 : (DCSF 2009:5). However, this process was very time consuming and one I believe a classroom practitioner would not be able to manage on a daily basis with each child in the classroom.

The interview with Child A, I believe went well, although I still believe they wanted to give me the answers they thought I wanted to hear. This was evident when they were reluctant to criticise the school library. Another issue was that of GDPR, this caused issues in what data I could access in school and what was not allowed to be removed from the site. Whilst I could look at the data in school, time was limited given my teaching commitment; so hastily written notes which I could bring home may not having given the fullest picture on the child concerned. It certainly meant that my data couldn't be analysed properly. One defining factor was that there were two teachers who taught this class. Whilst there was agreement from both of them regarding where the child was now academically; their philosophical outlook on learning was very different; almost at odds with each other. This made me reflect on my own personal view of learning and teaching, which I felt was a positive experience for me.

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Appendices

1. Approval Forms

Consent forms



Yr Athrofa
Institute of Education
Adding a Dimension to Education for Wales

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

Dear class/senior mentor,

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

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

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

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

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

STUDENT NAME (PLEASE PRINT): Nathan Goodman

SCHOOL NAME (PLEASE PRINT): [Redacted] Primary

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[Redacted]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[Signature]

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

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT



Prifysgol Cymru
Yr Undod Dewi Sant
University of Wales
Trinity Saint David

Consent form for taking photographs and filming

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Nathan Goodman as a representative of SWWCTE to:

Take photographs ☒

Take video ☒

Tape-record ☒

(Tick accordingly)

Name of Head teacher [Redacted] Signed [Signature]

Name of school [Redacted] Primary School

To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the GTCW Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of trainee: Nathan Goodman

Signed: N.G.

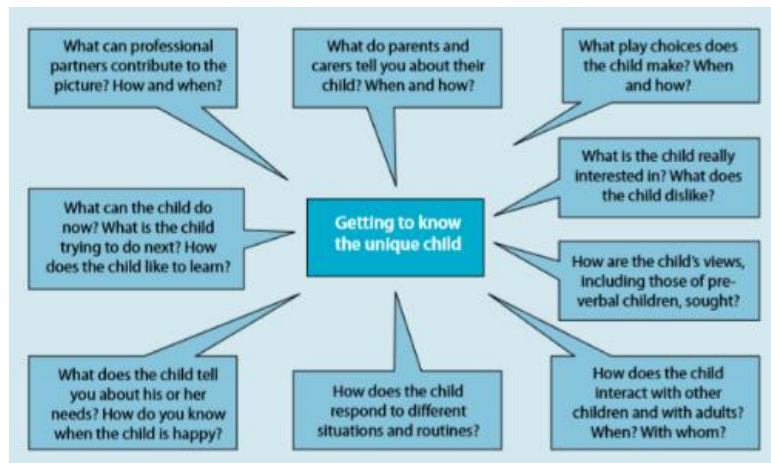
Telephone number:

Email address: 1800134@student.uwtsd.ac.uk

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): Primary PGCE

Date: 30/4/19

2. Table from Progress Matters DCSF



3. Interviews a) Child A

b) Teacher X

c) Teacher Y

a) Interview- Child A-

Interviewer- Bore da (Childs name), you have agreed to answer some questions which will help with some work I have to complete to become a teacher. You can stop at any time you want to, just let me know or put your hand on the red piece of card on the table.

Interviewer-Are you happy for me to ask you questions?

Child A: Yes

Interviewer-Can you tell me how you can stop the questions?

Child A: Put my hand on the red card, or I just say I don't want to do this anymore.

Interviewer-During my questions I will be typing what you say on my laptop so I can remember what you said later on, because I am a lot older than you and do forgot things! Sometimes I might not look at you but I will be listening.

Child A: Ha ha (laughing), my mum forgets lots of things.

Interviewer-How are you today?

Child A: Happy, because I like school and at lunch time me and my friends are going to play Ninja school.

Interviewer- Excellent I'm glad your happy, you will have to tell me about ninja school later after lunch! Are you happy for me to start asking you questions?

Child A- Yes

Interviewer- If you don't understand the question then please let me know and I can explain what I mean, or if you need a drink of water or the toilet just let me know and we can stop.

What do you think of school?

Child A- I like school because we learn lots of things which are fun.

Interviewer- What do you find fun?

Child A- I like it when we play fun games in class like bingo and splat in Welsh, and when we made the Torah with straws. I like being on COOL task and that's it. OOOO, OOOO and the Gruffalo trail! I liked going around and doing the different puzzles.

Interviewer- Why do you like COOL task?

Child A- Because I can choose what I want to do.

Interviewer- What do you normally choose to do on COOL then?

Child A- Build Lego or go outside in the outdoors area and make different things.

Interviewer- What's your favourite lesson and why?

Child A- My favourite lesson is Maths because it's easy.

Interviewer-How often do you read?

Child A- UUM In school,.....and a bit at home with my mum.

Interviewer- What type of books do you like?

Child A- I like the Gruffalo and superhero stories like spiderman.

Interviewer- How often do you use the school library?

Silence

Interviewer- It's okay ...you can tell me

Child A- Not very often' (hesitant)

Interviewer- Why is that?

Child A- umm cos its quite small, if better books there I might read more

Interviewer- What don't you like about school?

Child A- I don't like other kids being mean, I don't like scary teachers who shout all the time and who shout really really loud.

Interviewer- What would you like to get better at in school?

Child A- I want to get better at writing my letters and numbers the right way around.

b)Teacher X Interview- Child A

Bore da, you have agreed to take part in an interview about Child A answering some questions regarding their progress. You have the right to withdraw from the interview at any time, or wish for your data to be withdrawn at any time please just let me know if you no longer wish to participate. Throughout the interview I will be typing notes on my laptop which I will use later to refer back to in my essay; there may be times during the interview when I might not make direct eye contact with you but I will still be listening to what you are saying. Your name and the Child's name shall never be referred to throughout the research being undertaken, they will be referred to as Teacher X and Child A.

Interviewer- Are you happy to continue and understand how to withdraw?

Teacher X- Yes I am happy to continue, and understand I can withdraw at any time.

Interviewer- How would you describe Child A?

Teacher X- I would say that Child A is a very kind, caring individual who likes to put their hand up to answer questions in all subjects. Child A is very friendly and gentle with other members of the class despite being rather tall for their age. Child A is someone who will follow instructions and if they doesn't understand then they are not afraid to find an adult to clarify the task which they have to do. Child A is a confident individual, however they can be very emotional if someone upsets them- they can get very teary.

Interviewer- What outcome do you think Child A is? Why do you think this?

Teacher X- I think they are a solid outcome 4 with elements of level 5, I would like to see Child A move from the HA group to the MAT group to challenge and extend their learning. They are very good at maths and I believe Child A enjoys their maths from the work I have seen and their attitude towards maths when answering questions

Interviewer- What would you say Child A's areas of development are?

Teacher X- . Some may argue that Child A's English/Literacy is not at the standard for outcome 5 but I believe by exposing them to MAT work this will enhance their English/Literacy and their work will improve. With our MAT children in school they access the curriculum above whatever year group they are in, so MAT children in year 1 are currently being exposed to the year 2 curriculum. So when they break up for the 6 week holiday in the summer- after they come back they have already an understanding and exposure to the new year group's curriculum which they are in.

Interviewer- How does Child A engage with others in group work?

Teacher X- They works collaboratively with others in a group, They like to share their ideas with others but will listen to other peoples' ideas within the group. Child A is happy to work independently as long as they have a clear understanding of the task. I think this a key strength of Child A their flexibility to complete a task either as an individual or within a group.

c) Teacher Y Interview- Child A

Bore da, you have agreed to take part in an interview about Child A answering some questions regarding their progress. You have the right to withdraw from the interview at any time, or wish for your data to be withdrawn at any time please just let me know if you no longer wish to participate. Throughout the interview I will be typing notes on my laptop which I will use later to refer back to in my essay; there may be times during the interview I might not make direct eye contact with you but I will still be listening to what you are saying. Your name and the Child's name shall never be referred to throughout the research being undertaken, your names will be referred to as Teacher Y and Child A.

Interviewer- Are you happy to continue and understand how to withdraw?

Teacher Y- Yes I am happy to continue, and understand I can withdraw at any time.

Interviewer- How would you describe Child A?

Teacher Y- I believe that Child A is a child who is very confident but also very kind and caring, they are someone who gets along with anyone in the class and doesn't cause any behavioural issues. They have a good attitude towards learning always willing to put their hand up to answer questions and is not afraid to get a question wrong. They enjoy being given responsibility to help out in and round the classroom, Child A is extremely confident when picked as Helpwr Heddiw for the day.

Interviewer- What outcome do you think Child A is? Why do you think this?

Teacher Y- I would say Child A is outcome 4 and shows glimpses of outcome 5 but I would not want to move them to outcome 5 until they master and know the fundamentals which are in outcome 4. I understand the importance of challenging each learner but there must come a point where the child needs to understand the fundamentals before being pushed further with his or her work.

Interviewer- What would you say Child A areas of development are?

Teacher Y- I would like to see Child A improve their reading, they have good comprehension, but the fluidity of their reading could definitely be improved; Child A still stammers when they are reading. However, if they are unsure on a word then they will break down the word phonetically on their own and do not need to be encouraged to do so. Their sentence structure could be improved sometimes they don't always make sense. They could use connectives more effectively however, that being said, they have recently completed a piece of work relating to the Gruffalo where they used adjectives, rhyming words and alliteration. So, I think that Child A is making good progress and the more opportunities they can get to practice will only enhance their literacy skills.

Interviewer- How does Child A engage with others in group work?

Teacher Y- Child A is a very friendly child who gets along with all of the other children in the class, so when working in groups Child A has no issues. Child A is a well-respected member in the classroom and is very popular with their peers, which helps when the opportunity to work in groups arise. Child A likes to please, so is always willing to share their own ideas with their peers and adults in the room.

4.) Child A- Observation Report**a. Mathematics**

Child A is currently working at a secure outcome 4 for their Mathematical development. Child A has lots of evidence to show that they are working at this outcome, but they are also dipping into Outcome 5 descriptors. However, Child A is unable to be working at an Outcome 5 because they do not have evidence for some Outcome 4 descriptors. For Child A to be working within Outcome 5 they need to ensure that there is enough coverage of the Outcome 4 descriptors.

Child A can order numbers within 100, starting at different points. This is shown in their work where they are using their reasoning skills. There is further evidence of this later in the academic year where Child A is ordering numbers within 100. They are also able to partition numbers into tens and ones. However, there is evidence to suggest that this child is working at a higher attainment skill because they have partitioned numbers using hundred, tens and ones- this is an outcome 6 descriptor. Child A is able to perform simple addition and subtraction calculations within 2-, using their knowledge of 'one more' and 'one less'. To achieve the next Outcome, Child A needs to start performing more difficult calculations and showing that they have an awareness of '10 more' and '10 less'.

Child A can use coins to pay for items up to £1 using different coins but doesn't show any evidence yet of being able to give change using multiples of 10. They can also read analogue time using hours and half past. Their target to achieve Outcome 5 would be to read minutes on an analogue clock.

There is evidence to show that Child A can copy and extend a pattern that uses shapes, to achieve Outcome 4, Child A needs to describe the patterns that they have extended. Child A has shown that they are able to name and describe common 3D shapes but there is not any evidence that they can name common 2D shapes.

There is currently no evidence that Child A is able to sort numbers or shapes using more than one criterion. There is also no evidence that the child is able to make sensible estimations and then checking their estimations and calculations. Child A has shown that they are able to use standard units of measurement to show an awareness of different scales, to ensure that they are reaching their predicted end of year outcome they need to ensure that they are making estimations when reading these scales. Currently, there is no evidence that Child A is able to describe temperature using descriptive mathematical language. Therefore, these are the next steps for Child A to ensure they are comfortable within their Outcome.

Overall Child A is working as a strong Outcome 4. They have dipped into Outcome 5 and 6 but the child has not got enough evidence to allow them to be working within the Outcome 5 descriptor. Once the child has covered all areas of Mathematical skills in Outcome 4 they will be working as a secure outcome 5 (MAT) child.

b) Language, Literacy and Communication**Writing**

Child A is beginning to use some ordering words and connectives in their writing, this is evidence in their writing of 'The Gruffalo' sequencing activity. In this piece of work Child A is developing their phonemic awareness by spelling some words using sounds learnt 'deep, good and tree'. However, if the child is aware of these sounds then using their phonemic awareness, they should have also been able to spell 'wood' using this strategy. In this piece of work, it also shows that Child A has some degree of consistency when using capital letters and full stops. Child A shows a good awareness of full stops but needs to continue to develop their awareness of capital letters, especially in their sentence structure.

To ensure that the child is a secure Outcome 4, they need to start producing 'Big writes' to allow them to use a simple plan to support and organise their writing. They could do this by following a form modelled by an adult, this would also allow them to use written language for different purposes- for example writing a story, diary or recount.

Oracy

Child A is able to join in, repeat and memorise rhymes and songs. They are able to use alliteration and rhyme to create their own rhymes and songs, They were able to create their own rhyme to follow the same format as the story 'The Gruffalo'. When asked questions about a story that has been read or asked to explain their thinking, Child A is able to respond appropriately, expressing opinion and explaining their thinking. From observation in the Role Play area, Child A talks with confidence and fluency; Child A is able to act out real life and make belief roles using appropriate language that links to the topic or the role-play scenario.

Child A is a strong Outcome 4 and is already achieving some Outcome 5 descriptors. To continue working towards an Outcome 5, they need to continue using a range of vocabulary using complex sentences, this will also ensure that they are making their ideas clear and relevant.

Reading

Child A is confident to recall information in texts that have been read to them and they are beginning to recall information from books that they have read. They are able to talk about simple features in a text, such as full stops and capital letters. However, if there is any different punctuation then Child A doesn't use this punctuation expressively, for example they are unsure of the use of a '?' and an '!', this is something that Child A is continuing to develop. Child A is able to retell events in a narrative in the correct order, this is evidenced in their LLC book where they sequence the story of 'The Gruffalo'. Even though the child is able to recall information from a text, at the moment they are not able to link their own experiences to the text to support their understanding and comprehension skills. With regular support from an adult, Child A is able to recognise familiar words but continues to need support to use strategies to decode words; Child A needs to remember to use their phonemic awareness to support their reading. This shows that Child A is comfortably working within Outcome 4 for their Reading.

Child A's overall outcome for LLC is Outcome 4. If the school was to use sub levels the child would be an Outcome 4+.

5. Photos Taken by Child A:-

Photo 1 Maths book tally chart

Photo 2 Bar chart

Photo 3 RE lesson Islamic story weak sentence construction

Photo 4 Gruffalo sequence complex sentence construction.

Photo 5 Welsh- cows/ animals

Photo 6 Bird feeder

Photo 7 Goal- writing numbers and letters

Photo's 8- A to E Additional Photo's

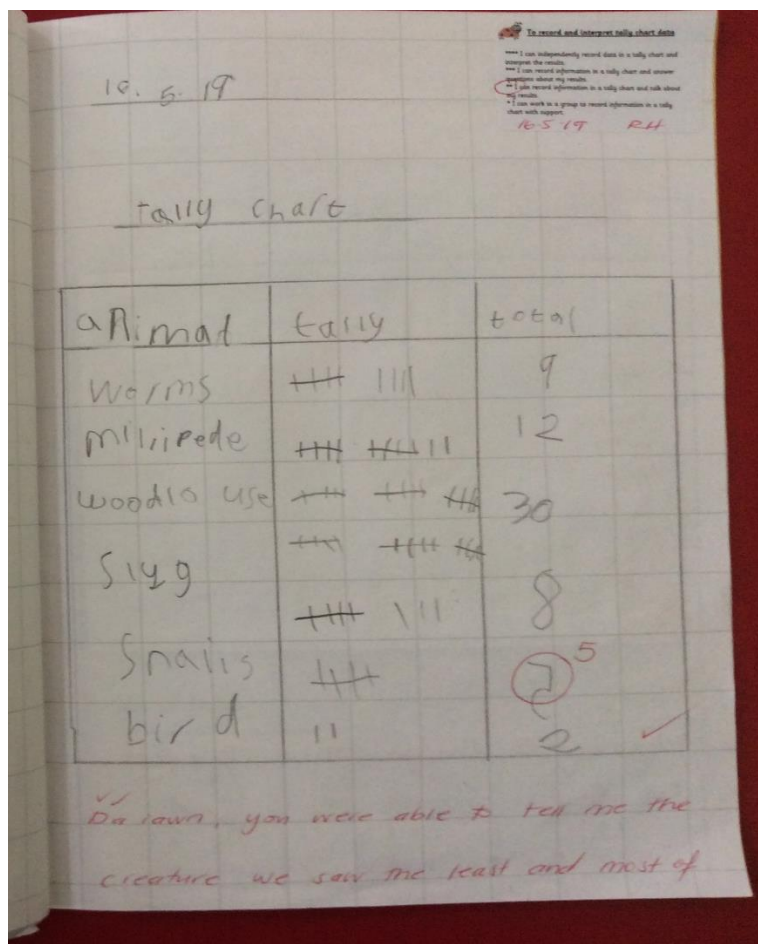
Photo 1 - Maths book tally chart

Photo 2- Bar chart

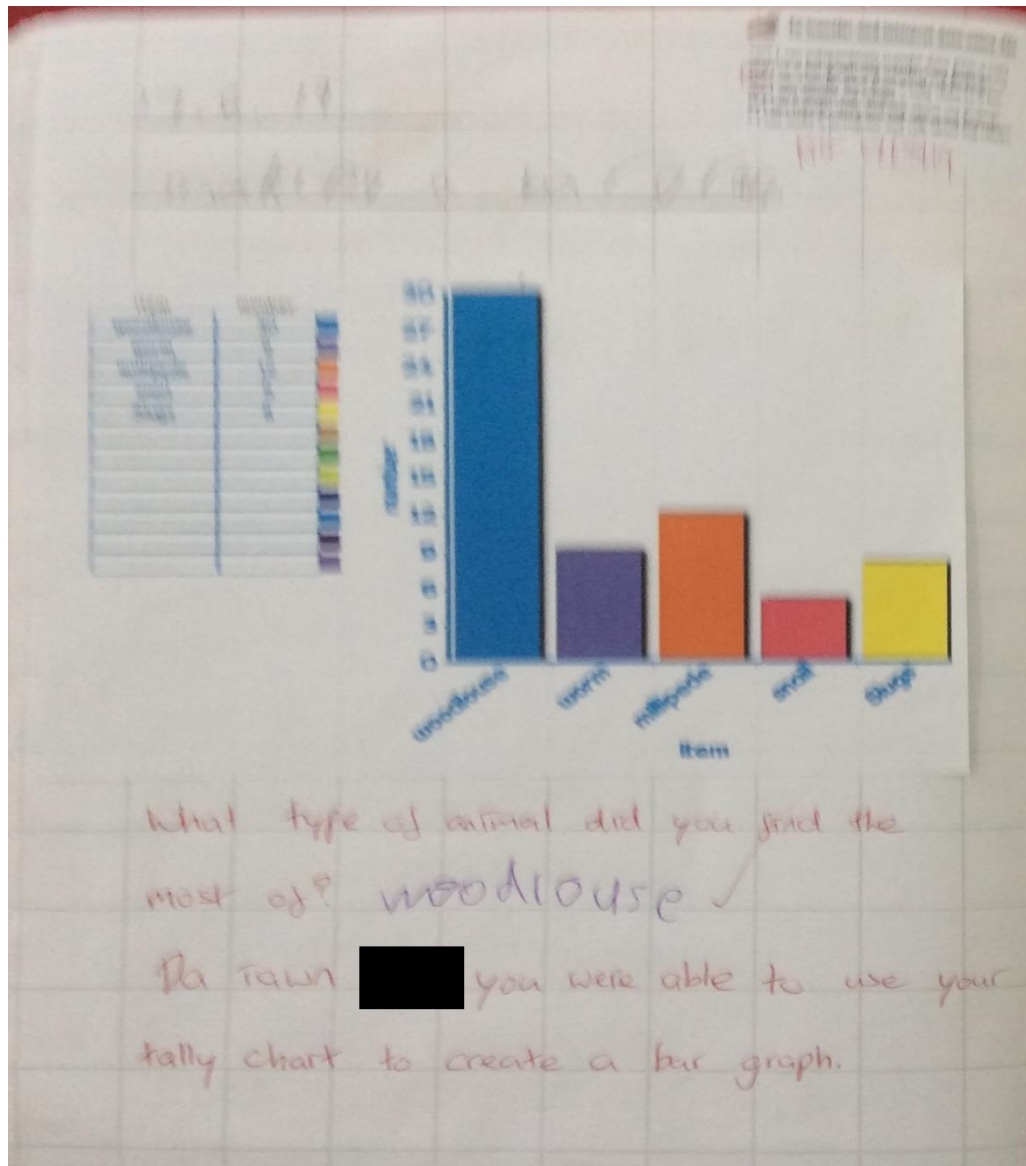


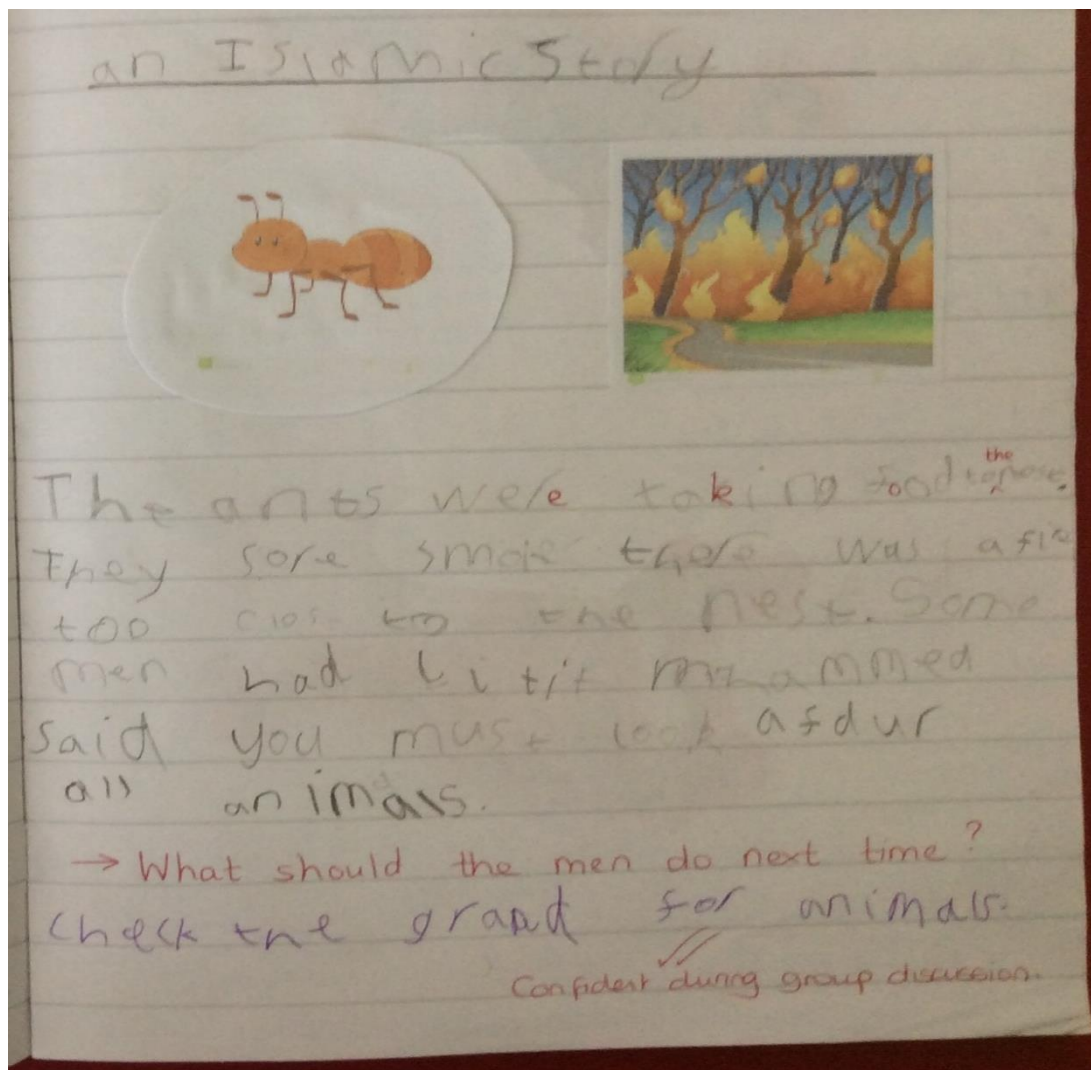
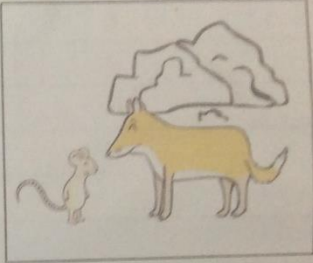
Photo 3- RE lesson Islamic story weak sentence construction

Photo 4 - Gruffalo sequence complex sentence construction.

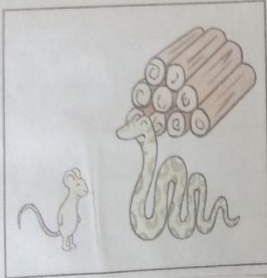
Gruffalo sequencing



one warm morning a brown mouse took a stroll under the deep dark woods. A hungry fox saw the mouse. The fox said you will be good.



Saw a mouse and a cross owl. A owl saw the mouse and said come and sit on the wood. The mouse said have tea in my tree top house. But the quickly walked away.



The snake said come and have tea in my leg pile ^{was} held it's dark wood the mouse saw what kind of you has no and the nut would good.




There was an alive in the deep

Photo 5 - Welsh- cows/ animals

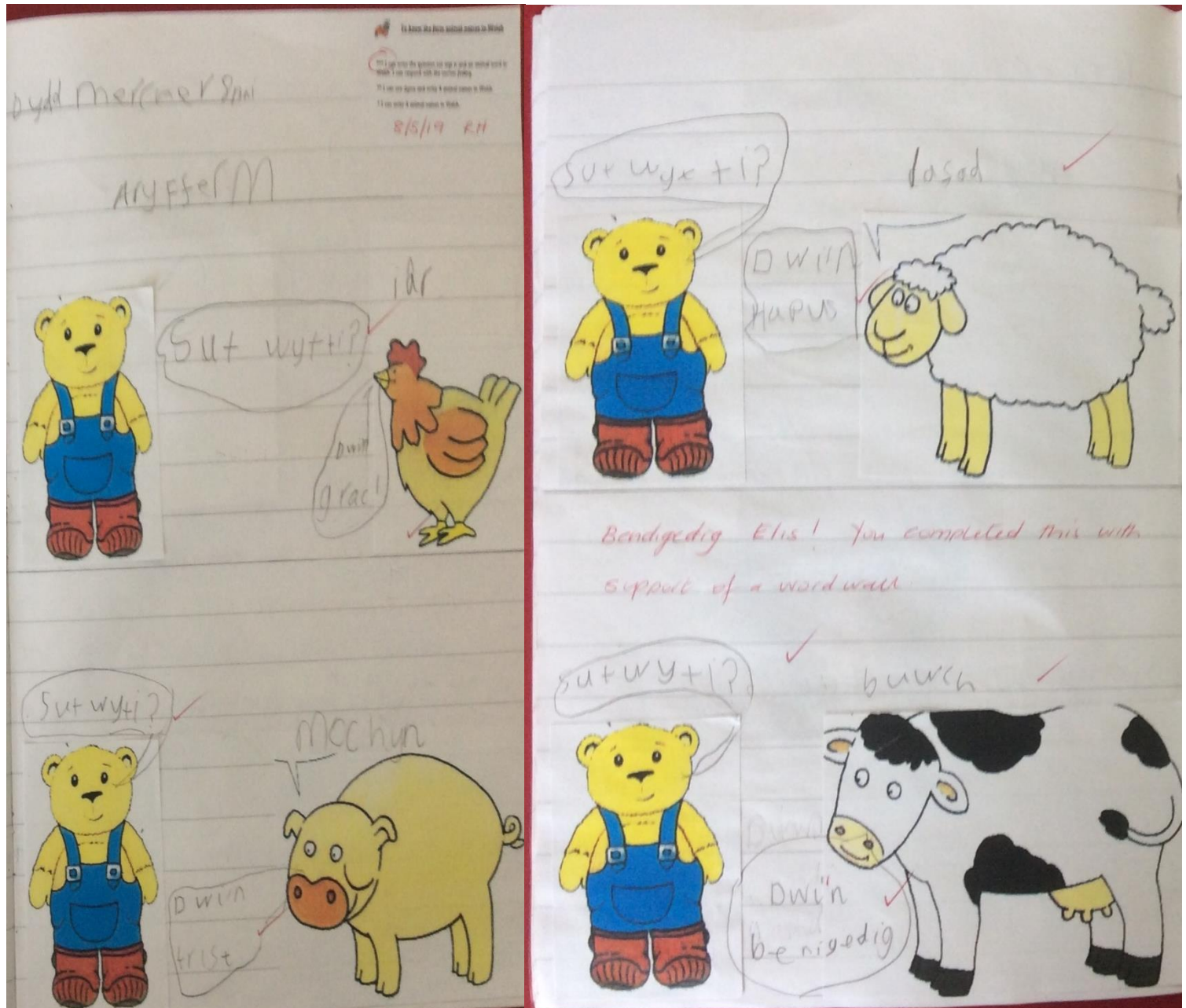
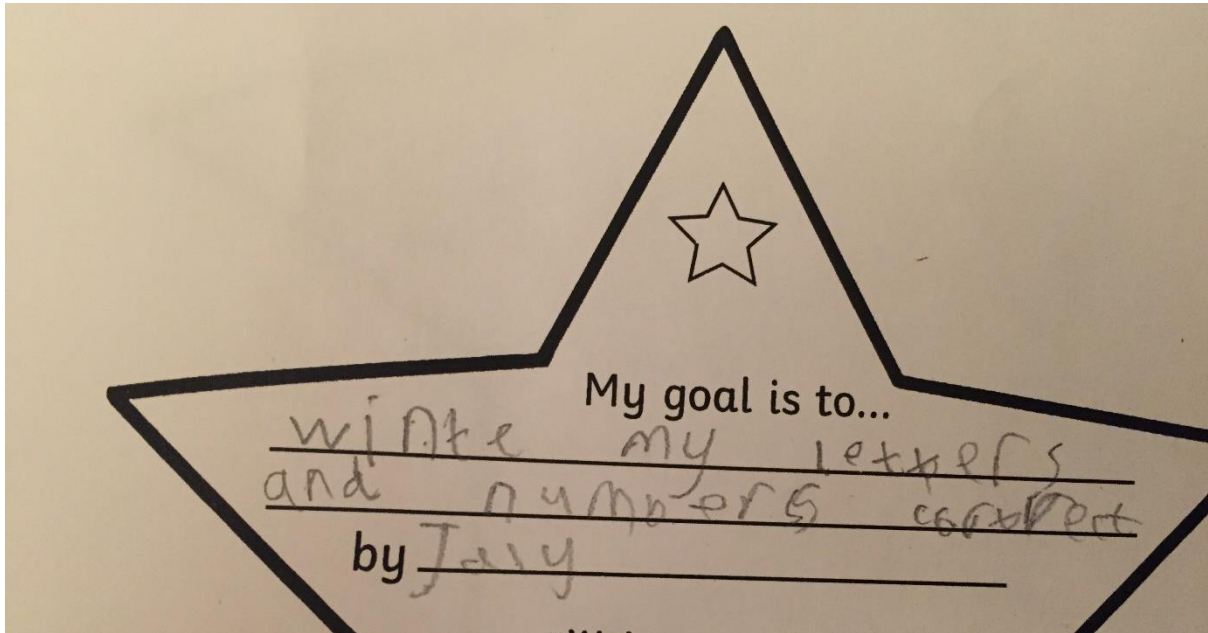


Photo 6- Bird feeder



Photo 7 Goal- writing numbers and letters



8- Additional Photos Taken by Child A**a.)**

20.9.18

Reasoning

Can the family all travel in a 6 seater car?
Show me with symbols (Seats O - People X)

Explain how you know.

Yes, because
there are 1 more X than O's

✓ SDD 20/9/18.

To develop their counting skills:

Name: ELLY

Can you fill in the missing numbers? 08/9/18

1	2	3	4	5	6	7	8	9	10
11	12		14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82		84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

twinkl

Da Nathan

B.

→ Partition these numbers.

43 21

40 3 20 1

136

100 30 6

215

200 10 5

Amazing place value! on

Reasoning

Don't Hug the Hedge! Reasoning Cards

9 Billy finds these numbers hanging in the cave.

He says he can make 6 two-digit numbers by just using these numbers.

Is Billy correct?

2 3 4

2 3 4

4 3 2

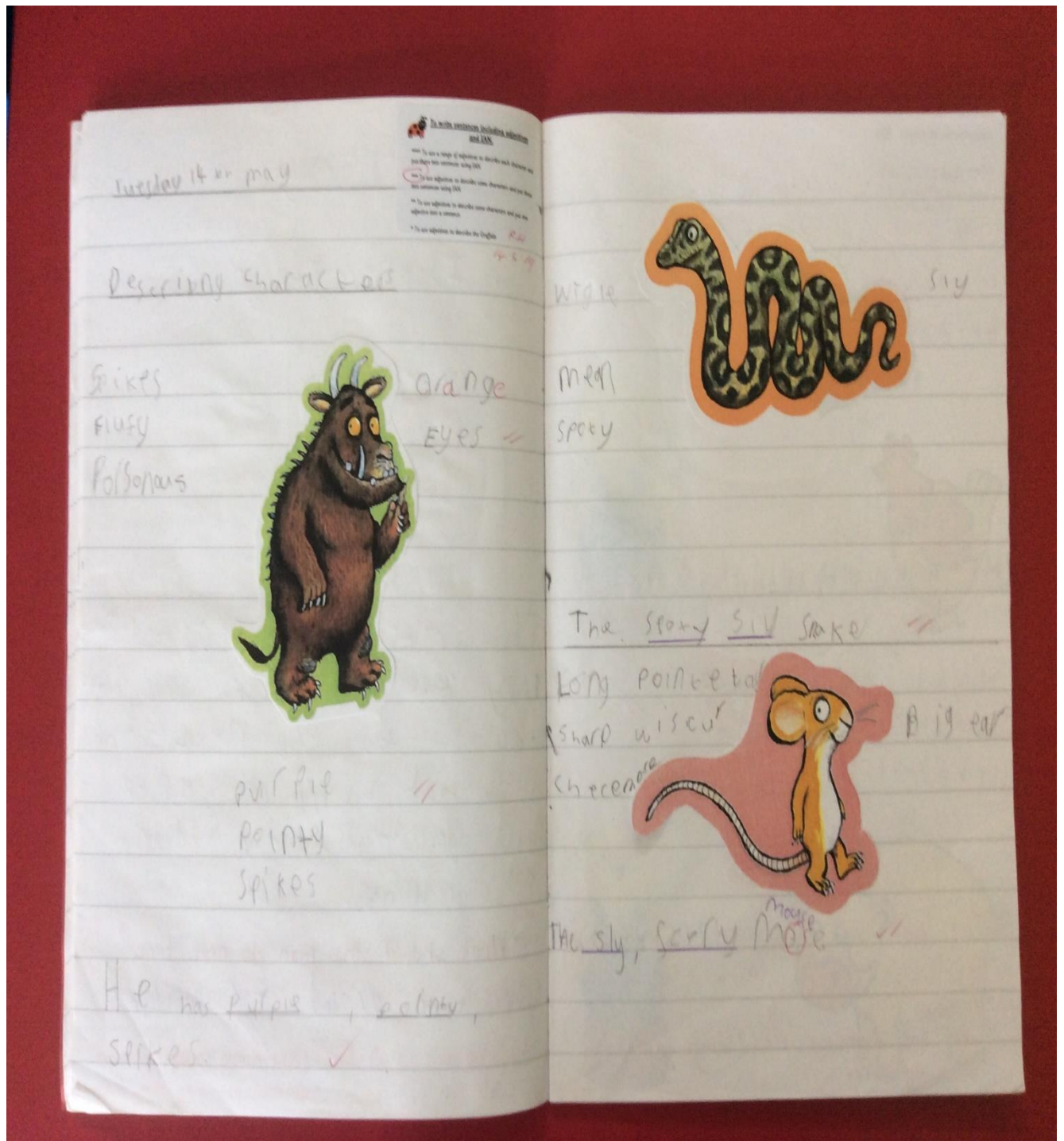
SDD (1)

C.

Self-Assessment			
 Successful Spider	 I need some help	 I think I understand but I need some support	 I understand and can work independently
 IAN		✓	
Adjectives			✓
List Sentence			✓
Adverbs		✓	

→ List 3 adverbs slowly
quickly loudly

D.



E.

28. 1.12

Reasoning

I am going to count on from 4.
Will I say the number 2?
Explain your answer.

Yes ☐ No ☒

I am counting up to 10 from 4.
What have I done wrong?

4 5 6 7 8 9 10

the mis jump eight

I am going to count backwards from 10.
How many steps will it take to get to 6?

4

Bendgedig, you are beginning
to use the RUCSAC method. SDD

28. 1.12

weighing

Can you help the 2nd Little Pig weigh the objects in his
tool box? How many kg do the objects weigh?

Use the scales to weigh each of the items in grams

	500g		50g
	350g		150g
	1kg		1kg

→ can you order the items from
heaviest to lightest? 1kg 800g 500g 150g

Precise
weighing!

→ Practise 3 3333333333 3333333333 3333