

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

I think that my next steps for the learner are good.

PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

I struggled with the style of writing for this essay and I think in the future I need to focus more an analytical approach.

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

1700425

Word Count: 4946

Introduction

The school in question is based in Llanelli and has approximately 332 pupils. The number of pupils who receive free school meals is 28.1%. In the school 23.7% of pupils fall into the category of School Action, whilst 8.2% are School Action Plus. The number of pupils who have English as an additional language is 9% of the pupil cohort. The school also has 11.8% of pupils in a minority ethnicity. In 2017 the total attendance in the school was 94.5%, the attendance of boys was 94.6% and girls were at 94.4%. The general area surrounding the school is a mix of economically deprived and stable families; this results in an eclectic mix of pupils in the school.

The class in which my target pupil is from, is a year 6 class, there are 28 pupils and 29 every Wednesday as another pupil returns for the day to integrate back into the school. The class is of mixed ability; however, pupils are set in ability groups for mathematics. The target pupil is in the higher ability mathematics group but he is in the lower ability range of the class. The child is eleven years old and in regard to the class he is in the lower ability section. On entry into year 6, the pupil was working at level 4c in mathematics, 3a in writing, 3c in reading and a 3b in oracy, the pupil is level 3b in science.

There is an issue in the class with certain boys being unable to mix socially as they cause severe problems, that can impact on the rest of the class. The target pupil is very sociable, he is able to mix easily with other pupils of a variety of ages and backgrounds. He enjoys sports and being outside of the classroom. He enjoys art and is able to use his imagination.

Data collection

In order to conduct this research, the Mosaic approach was used so it was necessary to use a variety of data collection methods. According to Clark et al (2011), the Mosaic approach consists of three steps; the collection of documentation by adults and children, dialogue and reflection and finally change. The holistic approach recognises that children have more than one intelligence and that they need to have a range of experiences every day in order to succeed in their overall learning. During the research, I will also be considering the 'ASK' approach as described by Nottingham (2013) as the attitude, skills and knowledge that pupils have and can gain from a lesson. I selected a pupil from a class of 25 who had a good attendance history, which would allow me the most time possible to collect data and observe the pupil. I gathered examples of the pupils work after several lessons. This method of data

collection is very limited as it does not allow a person to get to know a pupil. You do not get to experience a pupils' personality, their history, their likes and dislikes. There are limitations to how well a pupil does in their written work and how evident their skills are, as they may be more inclined to physical, artistic and musical based activities. However, written work permits a person to see how a pupil reacts to a classroom based setting and how much work they can accomplish in a lesson, as well as looking at their spelling skills, handwriting technique, even the way they set out their work and answer questions. This method of data collection allows a person to see the very basic aspects of a pupils' academic ability but lacks everything that makes up a holistic approach when taken on its own.

I was taken on a learning walk around the school by the pupil. A learning walk highlights the areas of a school that hold importance to the pupil, it gives insight into what the pupil deems important in the school. During a learning walk the pupil has an opportunity to talk about the things they see around them all day during school hours. This method of data collection is interesting as there can be areas that a pupil does not even mention, whilst other areas can be spoken about and shown in detail. This method of data collection links in with the holistic aspect of a child's education as it relates to what the child feels is important and not simply the work they have done in class. Mason et al (2011) stated that a focus needed to be placed on how children live their everyday lives at home and in school and what is important to them, a learning walk allows for pupils to express this.

I held an interview with the target pupil and observed the pupil during lessons. The observation method was subtle as I was a regular feature in the classroom and not someone who was new and would disrupt the routine of the class. There are limitations to observation as the person who is observing may miss things and not hear everything that the pupil says. Coe (2009) argued that observations were based on one person's opinions and beliefs and how they interpret a situation, the results could change if the research was conducted again and someone else was observing. The positive aspect of observation is that the observer has a first-hand account of what the pupil is like in general. The interview with the target pupil was more of an informal chat, where I asked open ended questions and the pupil answered. Wilson and Fox (2013) advocate that there needs to be trust present before an interview can proceed, this was one of the reasons why the interview was conducted by myself (as I was familiar to the pupil) and it was also held in a setting that was familiar to the pupil. One of the

limitations to this method of data collection is that I as the interviewer was making note of what the pupil was saying as it was said, this means I may have missed certain things.

I read BERA, Ethical Guidelines for Educational Research (2011) to complete this essay. I also read; British Educational Research Association (2011) 'Ethical Guidelines for Educational Research' and Education Workforce Council (2016) 'Code of Professional Conduct and Practice for Registrants with the Education Workforce Council'. Due to these guidelines, I ensured that the following steps were in place to prevent any risk to participants.

All children were treated equally during the course of my research and no child was treated differently. Pupils were also made aware of the fact that if they wished to withdraw at any time they could and that no child would be affected by the withdrawal. I was aware that if the observation or any of the research tasks, such as a learning walk, caused any sort of emotional distress then pupils were told that they could leave and withdraw from the research at any time. Pupils were not put into situations where they were at risk from physical harm that was any different to a normal school day.

I obtained assent from the pupil involved in the research (Appendix 1). The pupil was informed at all times what it was that was going to happen, he was read a statement of explanation and if he agreed to take part he needed to tick a form; which was for anonymity purposes and if he did not wish to take part, he needed to draw a cross on the form.

I complied with all the legal requirements in regard to working with children. I was familiar with the schools safeguarding policy before the research was carried out.

To reduce the amount of diversions from the pupil's normal day and to keep the pupil at ease at all times, as well as reduce the impact of intrusion, I chose research methods that were subtle and were commonly used in the school and would also result in qualitative data in regard to the research.

Pupils were not pressured to take part in the research or to continue to take part and at no time were pupils offered incentives to influence the data.

The interview with the target pupil was conducted just outside of the classroom, which was a corridor that had work benches that were in constant use by other staff and pupils for various tasks, so there was a constant staff presence.

All data was stored in compliance with the legal requirements, as a result all data that was used in this research was saved to cloud storage. Anonymity will remain intact for the school and the target pupil, at no time will names be used.

To ensure that the interview was unbiased, all the questions I asked were neither negative nor positive and did not influence the pupils answer by showing a preference for particular answers. I ensured that the questions that were asked during the interview did not pose a risk of changing the pupils' viewpoint. Therefore, the questions that were asked were open and allowed the pupil to respond in any way he wished.

Analysis of learner

When the pupil conducted a learning walk (Appendix 2), he started in the classroom by pointing out where he usually sat and then subsequently started to rummage through his tray before saying that he sat in a different chair for maths and proceeded to point it out. He then pointed out where three of his friends sat and that he was able to talk to them in class. The pupil did not point anything else out in the classroom; we then went into the corridor which was where he would wait after breakfast club and then we went into the hall. The hall was the place for food and assemblies, which, he found long and boring. We quickly made our way outside where the pupil showed genuine pleasure to be, he ran around the yard and spoke about playing football with the boys and doing P.E. which he seemed to like to do by the way he spoke about it. The pupil briefly pointed out an outside classroom area, before saying that they never went out to work in it.

Even though the learning walk was brief and conducted quickly, it is clear that the pupil prefers to be outside and doing physical activities. It is also evident that the pupil prefers to be in the company of his friends. This is in accordance with Grey et al (2012) argument which discusses Vygotsky (1978) theory of social constructivism, which they agree means that children do not learn if they are alone, they need others to be around them to connect and interact with in order to develop relationships, and which Vygotsky (1978) labelled the social matrix. It is clear from the learning walk that the pupil does not place much emphasis on the indoor classroom environment and would much rather be outdoors. The learning walk, also highlighted the issue that the outside classroom was not being used. MacBlain (2014) pointed out that according to Dewey (1899) each child was unique and that it was the experiences that they had in school that led to learning. Perhaps, the target pupil would prefer working in an outside classroom and would respond better to the environment. The outside learning environment would be less structured and formal where he could talk to his peers yet at the same time develop skills.

The target pupil was observed whilst being taught a formal maths lesson, where he had to answer questions from a book. It was clear that he was not interested in the work or completing it but preferred to socialise and draw. It was evident from the pupils' actions that he did not enjoy the lesson and was not stimulated by it. However, he was able to do the work and do it correctly (evident in the small amount of work that had been completed in his book). He is sat on the lower ability maths table, whilst the rest of the class struggled with the work, he was able to complete it quickly, after procrastinating for a while. At one point the pupil asked his maths partner what the point of the lesson was as they would not be using it again (Appendix 3). Grigg (2016) states that in order to have the ideal learning environment, lessons need to be stimulating and engaging for all pupils. This is the issue as the target pupil is clearly capable but shows no enthusiasm for doing the work. Perhaps there is a problem with the choice of pupils sitting around the target pupil, as even the maths partner was not focusing during the lesson and he did struggle to answer the questions.

Next, an interview was conducted with the target pupil to acquire detailed responses to specific questions than had already been obtained on the learning walk. It was interesting to hear the responses of the child (Appendix 4). It is clear from the interview that the pupil prefers to be outside, this coincides with what MacBlain (2014) says about what Montessori (1957) teaches, that the focus should be on the environment that pupils learn in and that the environment can be changed for different pupils in order for them as individuals to learn at their own pace. During the interview, it became clear that there were not enough opportunities for pupils to experience different lessons such as art, music and craft. The Education Act (2002) states that schools must provide a balanced curriculum, one that promotes the spiritual and moral as well as the cultural, mental and physical development of all pupils. Estyn (2015) also argue that these are an essential part of the curriculum that pupils need to have access to and experience with. Even Donaldson (2015) states in *Successful Futures* that in the six areas of learning there needs to be; expressive art and health and well-being.

Finally, I collected pieces of work that the target pupil had completed. The work in literacy clearly shows what the pupil had commented on in the interview (Appendix 5) that he did not like to write and therefore the amount of work that he does write is very limited. However, contrary to that, the work that is produced is of a good quality and there are certain areas where improvement can clearly be seen. The pupil entered year 6 at a literacy level 3a, from

the work he has produced it is clear that he has made an improvement. However, there are areas that continue to need improvement and they can be clearly seen in and have been highlighted in the marking (Appendix 6). The maths work that has been included shows significant improvement from the initial year 6 entry level of 4c. Again, there are areas that need to be improved and from the observation notes (Appendix 3) it seems that there are other areas that need to be worked on in maths. The issue with formative assessment according to Stobart (2006) is that the very validity of it can come into question and prevent further learning on the pupils' part. There are many issues that can prevent learning including the environment inside and outside of the classroom, the political atmosphere in the school and outside of it and the feedback provided by the teacher to the pupil and even from the pupil to the teacher.

Next steps

After reflecting on the targets and assessments given to the pupil on work completed, there are several next steps that I would recommend for the learning progress of the pupil. I believe that a detrimental element for this particular pupil is the time spent in the classroom at the desk. The pupil is clearly a physically active and very hands on individual who needs to be in motion and keep active. Simply sitting at a desk and doing the work is not promoting a good learning environment for him as he becomes bored and distracted and seeks out his peers for verbal interaction and support. There is an outdoor classroom that is not being used efficiently enough. There could be a time table set up with the rest of the school to schedule the outdoor classroom so a teacher would know that on a particular day and time it will be free for them to use. This would enable the pupils to carry out practical activities related to the skills of that lesson.

I also think that the classroom needs to be altered. During the learning walk the pupil only spoke about the place he sat and nothing else about the classroom. The displays are not working if the pupils are not interacting with them in some manner. The displays should not just be for putting up pupil work, they should be for the pupils continued development in that subject or topic, it should also be for pupils to know where they are in their learning and the next step in their learning process. Perhaps changing the layout of the classroom so it is more open with an option of alternative seating that could be for pupils who struggle to simply sit at a desk. In my opinion, this method may be of use to my target pupil as alternative seating

will act as a distraction to simply sitting at his desk and be something new and interesting, as a result it would take his mind off the work and hopefully he would be more productive in producing work. Guardino et al (2010) support altering a classroom environment, as it is minimally intrusive to pupils and can result in increased academic achievement as well a decrease in behaviour issues, with an overall result in a more positive classroom environment. This is very much in accordance with Montessori (1957) who focuses on the environment as an important aspect in a child's ability to learn.

Other learning areas of the school need to be considered to ensure that they are being used efficiently in order for pupils to get the full benefit and experience of alternative learning environments. There is not a lot of room in the classroom so additional areas would be very useful; group work could be conducted there and possibly my target pupil would be more focused in a small group setting rather than a whole class. These aspects can have an effect on the pupil's wellbeing and therefore, I believe need to be addressed in order for the pupil to be comfortable and to also work at his expected level.

The importance of art, music and P.E. cannot be underestimated; these subjects need to be timetabled into the week. Working with Donaldson (2015) cross curricula design, it would be not only beneficial to incorporate art, music and P.E. into the topics and themes that are being taught, it would be easy to do so and help expand the thinking of pupils in a way they perhaps had not thought of before. Art gives pupils the opportunity to express their thoughts and feelings without being confrontational and there is no focus on doing things correctly and a certain way, it can be all about what a pupil feels. Here a pupil can develop skills through personal expression and interpretation as seen in the work completed by the pupil on space (Appendix 7). The target pupil is very good at P.E. and he enjoys it, however, in order to continue his development, I think it is important for him to have the experience of different sports and activities and not simply the same rounders and football as he is currently receiving. This will help to develop his physical skills and abilities which he could transfer to his preferred sport in the future. Physical education for this pupil could improve his confidence, emotional well-being and concentration which could impact on mental and written skills.

Budget may be an issue but there are many things that can be done relatively cheaply with art and craft; collecting natural resources, like leaves, grass and twigs. Using recyclable materials that pupils can bring in from home. Even asking people to donate items to the

school. This can also be said for music, pupils could try making their own instruments and using those if the school does not already have them. There is also the option of asking other local primary and secondary schools to borrow specific instruments if they are needed. As for P.E. there need not be a cost incurred as all that is required is imagination and if necessary the equipment that the school already has can be implemented into a lesson. I think that time needs to be allocated for art, craft, music and P.E. to ensure that it is actually carried out in school and pupils get the full experience. Locke (1693) as seen in the work of Gray et al (2012) states that understanding occurs when children have a sensory experience, he also stated that learning should be enjoyable for children. This would benefit my target pupil as he enjoys lessons where he can make things, build things and move about, which would have links to literacy, numeracy, ICT and personal and social development.

The next steps I would take for the target pupil in regard to mathematics would be having the child move to a different group to start with and make sure that he had a different maths partner, one who is perhaps in a higher group than him and can challenge him. This is a recommendation because the pupil is distracted by his peers in the group and is more capable, therefore he is becoming bored and disengaged in learning. I would also create sessions where small groups of pupils will be involved in problem solving maths activities with real world applications, where there is a focused task in which the group work together to solve the problem. This would help the target pupil understand where the maths could possibly be used in everyday life and he would then see the purpose of doing it. Estyn (2018) stated that schools still have stand-alone topics rather than teaching with real life contexts, which would allow for a fully integrated curriculum. Askew (2012) also talks about the fact that as teachers we need to show genuine interest in how pupils think and their responses, otherwise they will not have a mindful and meaningful maths lesson.

I would also start doing regular checks on multiplication tables and knowledge of number bonds as these are an issue and inhibit an understanding of the wider application of mathematics across the curriculum. Each week there needs to be a focus on a multiplication table and questions asked throughout the week based on that times table. I also think it necessary to revise the basics again, for example 2D shapes as there was a significant lack of knowledge (Appendix 8). This could simply be the fact that topics like 2D shapes were taught a while ago, but I think it is knowledge that pupils should have. I also think more lessons using a ruler, protractor, compass is required as there was clearly an issue and they will be needed

when he moves to secondary school so he should have the ability already. A possible programme that could be put in place for this pupil is 'Rapid Maths' as the activities are short and sharp thus sustaining pupil concentration.

In order for the pupil to move up a level in maths, there are several factors that need to be addressed. If the pupil is to move from a level 4c in maths, he needs to choose efficient methods of calculation, interpret timetables, solve multi-step problems and to classify 2D and 3D shapes.

Where literacy is concerned the pupil is capable but lacks self-motivation. In his writing, it is evident that he struggles to spell polysyllabic words. The pupil needs to concentrate when reading and looking at words as well as take the initiative to use different sources to aid and improve spelling. He needs to be shown how to learn to spell words and when doing this it is important that he writes the word and creates a family of words.

The pupil needs to be given opportunities to extend the classroom in the outside world. Where he experiences art, music and has the opportunity to listen to others speaking on different topics. Visiting an art gallery would give the pupil the opportunity to develop oracy skills through discussion on art and this can be translated to written work where the pupil can compare and contrast his work with that of artists and his peers. Pupils listening to visitors such as authors and poets; could inspire pupils to write their own stories and poems, whether written or through the use of ICT. A visit to a historic site or a visiting historian with artefacts for pupils to see and feel could inspire discussion, drama, poetry, art and other forms of written work. Therefore, the pupil would not be sitting at his desk, he would be interacting with the environment around him and thus making progress in his literacy work. In the work of Kerry (2011) he highlights the philosophy made by Fisher (2003) that using different stories, poems and visual aids as suggested previously can lead to different questions being asked by pupils which will not only improve their thinking, but this in turn would lend itself to pupils developing the ability to question their own work and help to develop their imagination in a written context. This particular method of teaching would also follow the ASK model discussed by Nottingham (2013).

Another possibility would be to follow the structure of a guided writing programme such as 'Rapid English'. This type of programme would focus the pupil on the quality of the work rather than the quantity, but it would also develop skills in the pupil, such as descriptive sentences that he is currently lacking in depth. In the next steps of the pupils learning it is

important that the pupil is able to see where he is and what he needs to do next, therefore a ladder of success should be available for this pupil and others to follow.

In order for the pupil to move up a level in literacy, there are several factors that need to be addressed. The pupil entered year 6 at a level 3a in writing, to improve on this and move to a level 4c, he needs to use accurate punctuation, characters need to be developed through the use of description, use dialogue between characters and spell more complex words that have less common prefixes and suffixes. The pupil entered year 6 at a level 3c in reading, in order to improve this level and move up to a level 3b, he needs to be able to infer reasons for actions and be able to discuss the language choice that is used to create moods and build tension.

Conclusion

This research has allowed me as a teacher to develop my ability to assess pupils and their needs in order to help them progress to the next steps in their learning. I have become aware that simply using documentation from work books is not sufficient to get a well-rounded view of a pupil, especially if I were to use a holistic teaching approach with pupils. I consider the holistic development of the child essential in order for them to receive an education that Donaldson (2015) is promoting. The holistic approach develops the skills and strengths of the child and has an activity based approach to learning, through the use of the arts, music and physical activities. It is also not confined to the classroom and allows pupils to experiment and explore.

I also believe that it is crucial for pupils to be involved in their learning process as it will help the child to know where they are academically and also what they need to continue to do in order to reach the next steps in their learning and not guess what they need to do next. With pupil voice being an element of importance in the classroom it will allow pupils to share learning goals, achievements and future topics with their peers and teachers. Feedback is also something that can be discussed, pupils can inform the teacher of what they find helpful and what works for them in order to get the best results from it. As a result, pupils will be engaged in their learning and lessons can be based around the likes of the children and what they want to engage with and find interesting, this will improve pupil engagement in lessons. This will also help with pupil confidence as they will be aware of all important issues regarding them as individuals and this in turn will lend itself to improving the well-being of the child.

As a teacher, this method of reflection has had an impact on me as it has allowed me to view the child as an individual rather than simply a statistic. It has enabled me to consider different aspects of the child and the different ways in which he learns. I would use this approach in the future as it provides an individual an unique view of the pupil that is central to them and not a generalised statement about what they have produced in their books. In the future, I would take into to account pupil voice and consider how to teach my class based on the responses and how they want to receive feedback and assessment that would best help them.

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Appendix**Appendix 1**

Letter of permission signed by the class teacher and agreement given by the target pupil.



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) _____

SCHOOL NAME (PLEASE PRINT): _____

Primary School.

Second page of the permission letter from Appendix 1.

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

Liz Jones

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).



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
Heddwyn Davies

Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder

Appendix 2

These are the brief notes that were taken whilst the target pupil led a learning walk.

- Classroom – showed me his desk and what he had in his tray, then pointed out his maths seat, didn't point out any displays, pointed out where a few of his friends sat then walked out of the classroom.
- We stood in the corridor – this is where he hangs out for a bit in the morning between breakfast club and the start of the school day with his friends.
- Hall – walked in the hall and I was told that was where breakfast club was and they had dinner in there too. Pupil then said that they have assembly's in there all the time and they are boring and really long. Sometimes they did PE in there, but it wasn't very big.
- Yard – we went out onto the yard and the pupil ran about for a minute before saying that he liked the yard because he could play football there with the boys. He said that PE was usually out there and he liked it when it was rounders and football. He suddenly pointed to a gazebo area and said that you could have lessons there, but they never came outside for it.
- That was the end of the learning walk and the pupil went back into class.

Appendix 3

These are the notes I made during my observation of the target pupil during a maths lesson.

Observation Notes

- During the maths lesson the teacher introduced the topic of equations with brackets. The pupil was not looking at the teacher, he was drawing on his whiteboard. As the teacher explained in more detail what the maths was, the pupil began to have a whispered conversation with his maths partner.
- When the teacher finished explaining what the class needed to do, the target pupil was the first to put his hand up in order to give out the books. He was asked by the teacher to give out the books, but he took his time as he walked around the classroom and managed to speak to nearly every pupil he gave a book to.
- Once seated the teacher told each ability group what page they would be working from in the text book, the target pupil opened his book, got a pencil, then called out, "What page are we on Miss?" the teacher repeated the page number and the target pupil turned to the page and just looked at it for a minute before putting his hand up and shouting out, "Miss, I don't understand it." The teacher went over to the pupil and looked at his book which had not been written in. the target pupil was told to write the date, title and learning objective and then the teacher would come back and explain it to him.
- The target pupil frowned at the teacher as she walked away, he then began to talk with his maths partner who was also not getting the work done. Every time the teacher was near they would stop talking and look as if they were writing in their books. It took the target pupil at least ten minutes to write down the date, title and learning objective. He then called out, "Miss, I did it."
- The teacher went back over to the pupil and tried explaining it to him, however, it was clear that from the angle I was at the pupil was pulling funny faces at the pupil opposite her and not paying attention to the teacher. When the teacher asked if he understood, he said "Yeah Miss, I got this." When the teacher then left to help another pupil, the target pupil turned to his maths partner and said, "Okay what do we do?" that caused both pupils to start laughing.
- It took until about half way through the lesson before the pupil started to attempt the maths questions and he was working his way through them surprisingly quickly. The target pupil turned to his maths partner and said, "Where the hell are we going to use this crap? Such a waste of time."
- The teacher went over at one point and looked at his work marking it correct before moving on.
- The target pupil nearly finished the page of questions his table had been given by the end of the lesson, he only had the Think (problem solving additional task) question left to do. His maths partner was still on the first lot of questions and was struggling.
- When the teacher called for attention, the target pupil put his hand up, "Miss can I collect the books in?" He was told that he could and he jumped out of his chair and began to collect the books off a different table. He talked with the pupils who gave him their books. When he was finished he sat in his chair slouched and tapping his foot.
- When the teacher was ready to dismiss the class to go out to break, the pupil sat up properly and put one finger on his lips and the other in the air.
- He walked quickly from the classroom, stopping only to pick up a football.

Appendix 4

These are the notes I took during my interview with the target pupil.

Interview

Teacher: What is your favourite subject? And why?

Pupil: P.E. cause I like P.E. and we play rounders and football.

T: Do you prefer to be outside?

P: Yeah, it's all stuffy in class and noisy.

T: What do you think about maths?

P: Its boring, I don't get a lot of the stuff. We have to do a lot of writing for it.

T: Is there a topic in maths that you did like?

P: *Shrug*. I don't like a most of it. I can do sums when I write it down and I like the games and doing stuff on the whiteboards.

T: What do you think about Literacy?

P: Hate it!

T: Why do you hate it?

P: It's so boring and we have to write loads and then my hand hurts. We have to write about stupid stuff too! Like...like, we were reading this book in class and then we had to write a new start to it and a telegram and stuff. What's the point?

T: Is there something you liked doing in literacy?

P: Don't know. Suppose the guided writing thing was okay, but Miss had done most of the work for that.

T: What is your opinion on art?

P: Depends what type.

T: Have you done much art in school?

P: Only with you. We did loads when we were little.

T: Would you like to do more art in school then?

P: Yes, we never get to paint and stuff. The stuff we did with you was good. And we got to use loads of things.

T: What do you mean by loads of things?

P: We had different coloured paper, pencils, felts, pastilles, paints and we did that thing with cotton buds. We never get to use stuff like that.

T: What do you think about P.E.?

P: Love it.

T: Why do you love it?

P: We get to go outside and it's not really work like. We get to have fun for a bit and play rounders and football.

T: Do you think you spend enough time doing P.E.?

P: No, we only do it on a Friday and it's not even a whole lesson. It would be awesome if we could have it maybe once a day.

T: What do you think of music?

P: What do you mean?

T: What do you think of music lessons?

P: We had those with you but we don't do music. We sing in assembly and that is so boring.

T: Why is it boring?

P: Cause the songs are crap!..Sorry.

T: So, if you had different songs would it be better?

Continuation of the interview, Appendix 4.

P: Yeah stuff we know and...and yeah.

T: Okay, so would you like to have more music lessons in class?

P: Yeah, the one we did with you was good. We never get to use instruments so more of that I think.

T: What do you think of Science lessons?

P: Umm, we don't really do science. We did a thing about the heart before but nothing else.

T: Would you like to do more science?

P: Depends what it's on. It would be cool to make a volcano and stuff and a rocket that flies.

T: Okay, what do you think about Welsh lessons?

P: Hate it. They try to make you say it and stuff, in class we don't do anything fun it's just doing it in the books.

T: Nearly finished. What do you think the school could do to make lessons more interesting?

P: Be outside more, it's so boring sitting inside all day. And do more practical stuff, like building things and making things.

T: Thank you for answering my questions.

P: No problem Miss, I like that you asked me, I don't get chosen a lot for work stuff in school.

Appendix 5

This was work completed during a literacy lesson on narrative writing. The pupil had two hours to complete the work. The first section shows that not much work was completed in the first lesson.

Tuesday 8th May

Narrative Writing

L.O.- To adapt writing style to suit the purpose, through the creation of a narrative.

Far, Far away there ~~was~~^{were} astronauts flying to Mars but they found a new planet but no one knew the name of the planet, it looked very, very bright it was a massive ~~and~~ red planet.

The astronauts thought they ~~would~~^{should} land there so they did they ~~found~~^{found} not believe the brilliance of this new planet. The astronauts thought they should name the planet and they called it Fuarnoe. Fuarnoe was a very warm and a lot of sand,

Da wain, you have made a good start and used good descriptive words.

① What is going to happen next? en

118

As the astronaut got back in the space ship they looked out the window and they ~~saw~~^{saw} all the sand ~~and~~ desaling so the decided to go back out, of the space ship and went back on the planet and they felt a shaking telling they thought there was an earthquake happening. they ran as fast as they could back to the space ship. As they turned their head and as they turned there head back Fuarnoe was gone...

✓ Far

This is the second page of the work from Appendix 5. It shows that the amount of work completed doubled during the second lesson.

2nd draft

Far, Far away there were astronauts flying to Mars in an outstanding space ship. As they were flying to Mars they found a new redish planet so they decided to go to this new planet. They landed in the new country they thought they should name the ~~new~~ planet ~~to~~ Furnace, because it was very hot planet and it was full of red sand. They were getting quit boring on Furnace so they left as they got on the space ship they saw all the sand dissolving. They flew away from Furnace and they thought they should go back so they did. Furnace was gone...

Da iawn, you have written a well thought out narrative.

① Perhaps next time you can include more descriptions. EM

Appendix 6

This work was taken from a literacy lesson on acrostic poems. It highlights the amount of work completed and the thought that went into the work as the pupil enjoyed doing it, it also shows something the pupil can do to improve his work.

Wednesday 16th May

Acrostic poems

L.O. To adapt writing style to suit the purpose, through the creation of an acrostic poem.

S-ooting stars are
T-O hard to catch
A-nd are amazing if you can and they are
R-evolve around the sun at night.

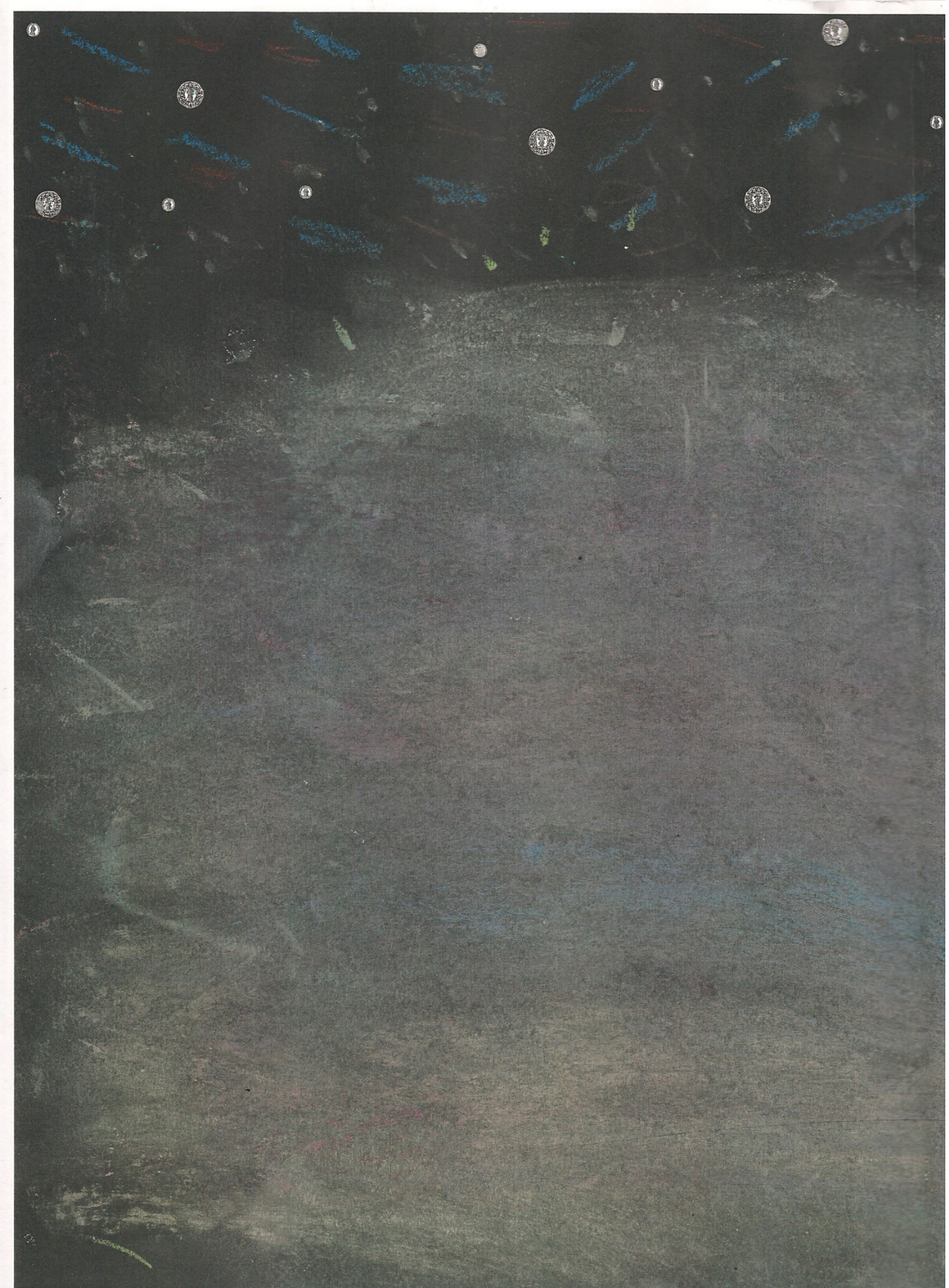
F-or
R-icky friction
I-s cleaver
C-ause it is keeps from sliding around you can be has
T-all as you want
I-think it is as cleaver as Ricky to
O-n the floor there is friction and on your shoes
N-o body can get away from friction

M-aybe people Mars is Red
A-nd vilots are blue
R-ed is in the rainbow
S-o that means it's true

Da iawn, some very good acrostic poems.
(1) Be careful where you use capitals on

Appendix 7

Art work that the target pupil did, it is his interpretation of a nebula and the stars. He used pastels, chalk, stick on diamantes, plastic gems and glue.



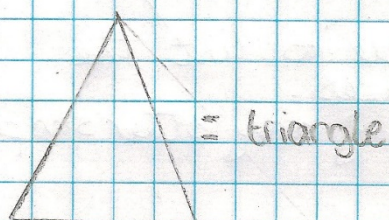
Appendix 8

Maths work that was supposed to be a recap lesson on 2D shapes, this was with LSA and teacher support. The pupil struggled to recall any information and had to be prompted for any information.

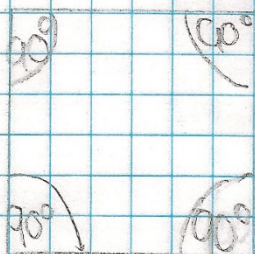
1.5.18

2d shapes

0 - To know the of shapes



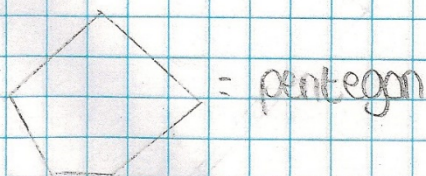
3 corners, 3 sides, 2d shape, there can also be a triangle called right angle triangle.



= square

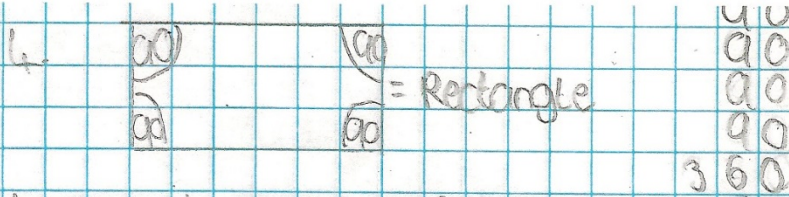
90
90
90
90
360

4 corners, 4 sides, 2d shapes, 90° degree angle, 2 parallel, horizontal vertical.



5 Sides, 5 corners, regular shape, 2d shape, 1 parallel line

This is the second page of the work for Appendix 8.



4 Sides, 4 corners, 90° degree angle, 2d shape, 2 sets of parallel lines,

Da vawn, you have been able to list the properties of several 2D shapes.

(+) Do you know the properties of any other shape?

Appendix 9

This is an example of the work that was completed as part of an R.E. lesson, it shows that the pupil has good ideas and his own opinions, he just does not like to do the writing aspect.

Thursday 10th May.

Natural world

L.O. To explore the natural world.

1. I think the natural world is the universe. ✓
2. I think the vastness makes me feel small.
3. Yes I think people are affected because cars, fires and smoke.
4. No there is no life outside of Earth?

Gawith da, you have given your opinion
(1) Do not answer a question with a question. ₂₄

Appendix 10

Maths work that shows the lack of work completed during an hour and a half lesson, more concerned with interacting with his peers.

1 8.5.18

Rounding

L.O. To round whole numbers and decimal numbers

1	5,452,876	10 = 5,452,880	✓
2	5,452,876	100 = 5,452,900	✓
3	5,452,876	1,000 = 5,450,876	
4	5,452,876	10,000 = 5500,900	

Indirect data, you have tried rounding whole numbers.

① You are capable of more work than this. em