

The progress and development of children forms one of the core purposes within the education system. The progress children make in reading and numeracy is tested annually between year 2 and year 9 (Donaldson, 2015). Throughout this essay it will be of consideration as to how pupils can develop and progress in subjects such as literacy and numeracy within primary education. It will be considered how the pupil has viewed their own development and progress within these areas of learning and considered aspects which they feel help their learning and development. The understanding of the development and progress of pupils learning has been approached within a primary school in Swansea. The school is a large school following the amalgamation of two schools in recent years. Within the school there are learning areas outside of the classroom, which are often used for intervention groups which develop the learning and understanding of pupils. The school has facilities on site to support the learning and development of children who have complex additional learning needs (ALN), this has allowed these children to integrate within the life of mainstream education. The child who has been involved within this project is a year 5 pupil who is aged 10 years and 7 months. This pupil will be referred to for the purposes of this essay as 'pupil A'. Child A is within a mixed ability class, however is in a higher ability numeracy class. Child A is not in receipt of free school meals and often engages well within learning activities. To ensure that child A was happy to partake within the project they were asked for their consent for their work to be used as part of this project. Child A was informed that should they not wish to partake within the project they did not have to and there would be no negative treatment of Child A, such as loss to break time if they did not wish to be involved within the project. Throughout this project it has been imperative to consider the holistic development of Child A. The consideration of the development and progress of Child A in a holistic manner is supported further by Pagden (2012) who notes that in different areas of learning the understanding and progress of a pupil is reliant upon the development of the individual.

Data collection

The methods of data collection that have been employed throughout this essay conform to the mosaic approach (Clark & Moss, 2011) and the ASK (attitudes, knowledge and skill) model as detailed by Nottingham (2013). The ASK model has been used to ensure a holistic view of the child, considering their attitude to learning and how they adapt to various

learning situations. To ensure that this project could go ahead consent was sought from the school and child A, a letter was signed to inform of given consent (see appendix one). One method that has been used for the collection of data has been through observation. Observation notes have been collected on how child A engages with their learning. Observation has provided an insight into how child A engages with their learning. Hargreaves (2002) states that whilst observation is one of the most difficult tasks that a teacher can face it is vital as it allows the teacher to understand what the child can do without the use of scaffolding measures. This is supported further by Chynoweth & Laudrum (2012) who acknowledge that the use of observation affords the opportunity to measure the way in which a child engages and the impact upon the child's learning and wellbeing. The use of observation has been used to monitor child A's interaction with their learning and whether further support systems are required to ensure that the development and progress of child A is continuous, and they are not falling behind due to lack of understanding of a piece of work. However, the use of observation within this method is not without its pitfalls. As Child A is taught within a different class for numeracy it has not been possible to conduct observation during these lessons due to teaching the lower ability maths class. It is also possible through observation to assume that the learning is having an impact upon a child. Yet it is acknowledged by Sharp (2012), who states that making assumptions prior to clarifying with the learner allows the interpretation of events to be completely wrong and not a true reflection of the events that have taken place. Due to being a primary figure within the classroom the children had an awareness of observations taking place, however the children were not always aware of when they were being observed therefore this has allowed a true insight into the progress and development of Child A.

As part of this data collection process it was possible to obtain a small record of child A's written work from their learning books. To ensure that ethical procedures were adhered to child A's work has been anonymised to ensure that their identity is protected. The use of Child A's written work has allowed an insight into some of the class work that has been completed and the learning that has been undertaken in this process. It is possible to gain a snapshot of child A's understanding from their written work, but this snapshot does not provide the full picture. To fully understand the progress and development within this area

other areas would have to be considered, these areas include but are not limited to; Child A's responses towards group work, any answers that they provide and how much detail is provided when child A provides an answer for the class.

To further collect data on Child A's development and progress data tracking has taken place. This has been used to inform of the learning of the class as a whole and what steps needed to be put into place to ensure that the children were able to make progress with their understanding and development. This data has proved vital to the planning of lessons to effectively allow for suitable next steps within an area of learning. The use of such data has allowed for informed understanding of what child A will need to do to ensure they are attaining at a suitable level for their ability and that should it be needed; further intervention can be put into place. Although the use of data tracking has proved to be reliable for informing how a teacher moves the learning forward it is something that is dependent upon the child operating as a lone figure within their class work and not being supported by other members of the class. It is acknowledged by Hunter-Carsch (2002) that ensuring progress which has been informed by data collection constitutes a vital component of the work of any primary teacher.

The data collection throughout this project has been rigorous to ensure that not only Child A is able to develop and progress but to ensure the same for all learners within the class. The data collection for this process has used aspects of the mosaic approach which has allowed the opportunity to gather a holistic view of Child A's learning and progress up to this point. The use of the mosaic approach for the purposes of this project has been adapted for this project not all aspects have been observed due to not being able to obtain all the required aspects such as photographs. Photographs have not been obtained for this project due to child A's parents not giving parental consent for photographs of their child to be taken or used.

Analysis of the learner

Child A is at the expected level for a child in year 5 and has no known complex additional learning needs (ALN). Child A is currently attaining at level 4C in literacy and at level 3B in numeracy. Within literacy and numeracy Child A is attaining well within their learning and often completes class work to a high standard. Child A was able to talk through the various

areas within the school, providing some detail regarding what certain areas were used for. Child A was able to highlight the outdoor environment and discuss how they enjoy using this particular environment for lessons such as PE. When questioned about learning other subjects within this environment Child A responded that they could only remember conducting one other type of lesson in this way and that lesson was science. The outdoor environment had been used to learn about the orbit of the earth around the sun, which involved the children measuring the length of a shadow at particular times of the day. Child A remembered that they enjoyed this learning as they were able to be outside and not stuck to the confines of the classroom for the entire day. Child A was also able to indicate that they would enjoy further opportunities for outdoor learning.

Through dialogue with Child A it was established that their favourite subject is numeracy because they enjoy being able to ask their friends for help if they are stuck. Child A described this process as something that helps them to understand various areas of learning. Although Child A is keen to engage in collaborative discussion as they believe it helps them with their learning, from observation it is possible to conclude that Child A does not always remain on task when involved in collaborative discussion as sometimes the conversation can wander.

When observing Child A at break times it has been possible to determine that they are a popular member of the class who actively enjoys playing football. Child A successfully interacts with other pupils and staff. Child A has demonstrated the ability to ask for support with their learning should they need it. Yet when questioned about asking for support Child A stated that 'they prefer to try and solve the problem themselves rather than ask for support but if they find themselves not moving forward they will then ask for further support from a teacher. Child A was able to inform about the subjects that they think they struggle with, which included ICT. When asked why they feel they struggle with ICT, child A informed me that although they use the computer and play computer games at home in school they do not get enough opportunity to use ICT within their classroom-based learning. When prompted further Child A stated that they would enjoy using the IPAD's to support learning as there is a range of apps that might help them with different subjects. This is an area that needs to be addressed due to the importance of the digital competence framework. This is supported by Donaldson (2015) who states that the prolific use of digital

technologies within learning has as much importance as literacy and numeracy as it is fundamental to learning for life.

Child A completes homework on time but declared that they do not enjoy homework as it does not always help them to learn. Child A notes that some homework they are given is difficult because they do not have the resources such as protractors at home which means they struggle with activities which require the use of resources. Child A has also claimed that their homework takes them ages to do and that their parents cannot always help them with homework. Although child A demonstrates a positive attitude within the classroom regarding homework it is evident from discussion that they find that it does not support their learning.

When considering the ASK model Child A demonstrates a positive can-do attitude to their learning. They are often curious to what they are learning and displays an attitude that demonstrates that they wish to succeed to their learning. Child A has indicated that sometimes they find the use of visual aids help with the learning as they can see what they must do. During a discussion with Child A it was possible to question about what stops them from learning and if there was anything that could be done to support this. Child A claims that they enjoy group work but sometimes they get distracted by other members of the class and lose focus on what they are doing which can lead to them not fully understanding what is required. However, it is sometimes acceptable for Child A to become distracted as this will allow them to develop a resilience and become responsible for their own learning and development. This is supported by Robson (2006) who notes that children develop their development and understanding in a slower way as it allows them to make sense of the sensations, images and feelings about a piece of learning.

Considering aspects of the ASK model it has been possible to determine that the knowledge displayed by Child A is suitable for the expected level of a child in Year 5. Throughout the learning topic of world war 2 and the blitz Child A has demonstrated research techniques and is able to recall facts that have been learned in order to help their understanding of the topic. Recently in a piece of assessed writing Child A was required to produce a newspaper report about The Swansea Blitz. The activity required a plan to give the children an idea of what they wanted to write about (see appendix 2). A first draft which the children were expected to self-edit and improve prior to their final draft (see Appendix 3

for first draft). Prior to final draft Child A's work was peer marked by another member of the class who is also of expected attainment. The peer marking allowed for Child A to be reflective about their own learning and how they can improve their writing to ensure that they have included all features of a newspaper within their writing. Within this piece of written work Child A had included the majority of level 4 skills which overall gave Child A the proficiency of level 4 in this written task due to the best fit approach that is used to determine a child's level of ability. It was determined that Child A had reached a level 4 in this piece of writing due to the inclusion of level 4 skills within the writing structure. Child A was able to be adventurous with the vocabulary that they used to keep the reader engaged and their writing was deemed to be lively in a variety of forms (Government, 2016).

To my understanding Child A is working towards a level 4 in numeracy and Child A has never needed further intervention within areas of learning as they are demonstrating an aptitude of attainment within the learning process, however should intervention be needed to ensure that Child A will reach level 4 in this subject by the time that they leave primary education, the school will have put this into place.

Child A has a sound home life and has a younger sibling who is also in attendance of the school. Child A is able to demonstrate a good understanding of what is required of them in order to achieve the success criteria and learning objective.

Next Steps

Within the school to support learners to achieve the next step work is always marked with a 'think' question which is a feed forward activity. This activity is designed to support the development and understanding of a piece of learning and can be used to re-affirm the knowledge that should have developed within a particular piece of learning. Pagden (2012) notes that in order for continuity and progression within the learning process there are factors that must remain the same to ensure that the child is secure in their learning but the complexity of what they study must be adapted to support progress. Through the use of assessment for learning (AFL) strategies progress can often be measured in-action to ensure that the development of understanding of a topic is suitable and that the learning can be re-affirmed should it need to be.

The progress in literacy is regarded to have a vital importance and pupil progress within this area is testament to that. Estyn (2016) note that the pupil development of sound understanding of the skills within literacy are vital to progress as these skills ensure that young people can effectively communicate and make sense of the world around them. The need for learners to progress is embedded within learning and the Successful futures curriculum promotes progression in the learning and development of young people (Donaldson, 2015). Although the progress of children is inherent within the curriculum and learning framework's it is argued by Hunter-Carsch (2002) that although children of a certain chronological age are expected to achieve the same measured outcomes it is not always possible for children to make the desired progress within subject areas.

To ensure that Child A is able to progress and develop their learning further to attain a higher level within writing activities they need to ensure that they can make their writing varied and interesting, in more formal styles if necessary (Government, 2016). For Child A to succeed in achieving this they will need teacher support in the form of scaffolding and modelling more formal styles of writing such as letters of persuasion. To further support Child A with this style of writing further modelling would be required on how to pique the interest of a reader and vary their writing style for the purpose of the learning. An example of this would be using adjectives and adverbs to reinforce the writing style of Child A. To be able to embed the teaching of a higher order progression skill a teacher would have to ensure that the child can consistently achieve the skill that is required at the current level. To ensure consistency with this, a teacher would have to encourage a child to develop their writing skill. Within Child A's writing they are able to suitably display the level 4 skill that involves the use of their vocabulary being adventurous and words are used to add effect. It has been acknowledged by Government (2016) who state that the next step for a child of this level would be to change vocabulary choices so that it is imaginative and words are used with accuracy to convey meaning.

The support that child A will need to receive will not need to be extensive to ensure progress however will need to ensure that the Child is able to ask for further support should they need it. Support in this area can be provided to Child A through scaffolding measures and the modelling of tasks to ensure that consistency is key when developing learner progress. Progress within this area can be achieved through classroom dialogue and

discussion which aims for the learner to become self-proficient in achieving the higher order skill. As Child A has stated that they enjoy having something visual which helps them to learn the use of modelling in this way will enable Child A to become engaged within the learning process and therefore develop an understanding of what is expected to ensure that their own progress and development is of a suitable standard. This is supported further by Mercer & Littleton (2007) who acknowledge that it is the responsibility to guide their pupils to progress in areas of the curriculum using dialogue and discussion.

Supporting the development and progress of Child A in areas of the curriculum has links with the well-being of Child A. To ensure progress within areas of learning it has to be ensured that the well-being of Child A is not affected during the process of ensuring progress. However, it has to be considered that should there be a drastic change in the home life of Child A then this could affect their well-being which in turn could affect the amount of progress that they will make over a period of time. To support the development of well-being it is vital that Child A is able to speak to an adult with whom they trust and have developed a professional relationship with as this will allow for the teacher to make adaptations and understand factors which could affect the child's wellbeing and could cause a lack of progress in subject areas such as literacy and numeracy.

Understanding the concept of mathematics and making progress within this subject area affords children life opportunities through engagement with this subject (Cotton, 2013). As Child A is currently attaining Level 3 in numeracy, the next steps in this area of learning seek to support the understanding of mathematical topics to ensure that Child A is able to meet the outcomes of the level 4 descriptors within this area of learning. Child A is able to use and interpret mathematical symbols which allows them to talk about and explain their work. Progression onto level 4 skills requires Learners to develop their own strategies for solving problems, and present information and results systematically (Government, 2016). An interpretation of how to ensure that Child A will be able to progress their development in the study of mathematics is to consider how Child A will be able to develop their own strategies for problem solving and present systematic results of information. To enable Child A to achieve this skill they must be provided with opportunities to develop and refine this skill throughout the course of the school year, opposed to addressing the skill at one point during the course of the year. Hunter-Carsch (2002) states that in order for children to make

progress with their learning they should be involved in the planning of addressing how they should progress.

As Child A indicated they enjoy learning in the outdoor environment there is no reason why they should not progress in areas of learning such as literacy and numeracy if these lessons were to be conducted outside of the classroom. Although the use of the outdoor environment would provide suitable stimulation in some subject areas it would not be appropriate for all subject areas. The use of the outdoor environment would not allow for tasks to be modelled effectively. Therefore, learning in the outdoors would not always be suitable to ensure development and progress and in some instances could restrict the learner.

Conclusion

Throughout this essay it has been considered how a particular child within a year 5 class can develop and progress within their learning. This essay has shown consideration to the well-being of Child A and how this can affect the progress of their learning. It has been demonstrated through this essay that in order for a child to progress they have to feel secure in their learning. To feel secure in this learning process and progress children must have developed a professional relationship with their teacher as this will allow them to consider continuity, which in turn will also allow for a natural dialogue between the child and the teacher which is used to progress the child's learning.

It has been of interest within this essay how Child A acknowledges the ways in which they learn and sometimes the things within the classroom which they think can hinder their learning. It is clear that Child A finds that the use of visual aids enables them to progress their own learning, this is because they like to have a representation of what they are doing. This essay has further developed that the use of feed forward activities allow for Child A to re-affirm their knowledge and understanding therefore ensuring that they make progress. The progress in learning that is made by Child A has to coincide with the skills that are detailed within the curriculum framework and that these skills aim to challenge the child. Yet this essay has also considered how the learner plays an important role in their progress and how they should be consulted about how progress might be made in areas of learning.

It is the conclusion of this essay that Child A will be able to make sufficient progress in areas of learning including literacy and numeracy. By the time Child A has finished their time in primary school they should be able to meet the level 5 skill's in literacy and should be able to progress to level 4 and maybe beyond in numeracy. In other areas of the curriculum Child A should be able to make progress due to their positive attitude towards learning and the methods in which they employ to help support them in their learning.

4088 words.

Appendix 1



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): Christopher Beech

SCHOOL NAME (PLEASE PRINT): Burlais primary school.

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

CLAIRE ROWE

Student to verbally ask the child: 'I have talked to ^{Mr Beech} (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).

Yes i am happy for Mr Beech to use my work.

If you have any queries regarding this, please contact:

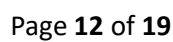
Helen.lewis@uwtsd.ac.uk (PPGCE Lead) / sarah.elsey@uwtsd.ac.uk (Module Lead)

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



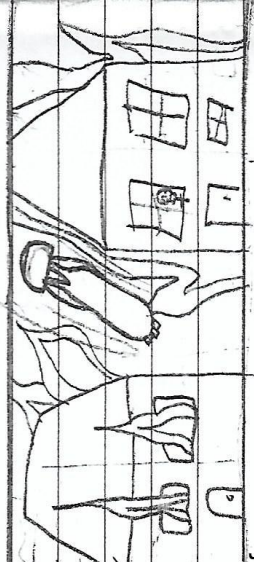
Appendix 3

BOMBS Swansea HOME Left Homeless

"I became homeless after this
because we terror? Said Tommy. Its really sad
for the people who are home-
less. Churchill is going around
like beggar for helping homeless people asking if
killed 230 people they would like a new house
set Swansea, they
People slept in
no shelters. The
was the Swansea
people left homeless
into Somerton.

Swansea and set
Mr. Thomas said "I
killing fire and lots
one with gas
ters. Hebron James fight
I was about to die
I'm

us to finish but
continuously bombing.
every night some-



Swansea on fire. What a sight
Now Swansea's builders are
building every day. Does Germany
plan to attack? Do we
back Homeless people live in
centers and are really sad.
I think we should bomb
there most popular places. Shall we
Kill Hitler, not needed.



230 killed and 409 injured.
change this Churchill is helping

Are Germany planning another attack

Writing Assessment		Recount Text
Use your red pen to assess your partner's newspaper		
Success Criteria		peer-Assessment
Success Criteria:		
What we're looking for.....		
Past Tense		✓✓
Exciting Headline		✓✓
Direct/Indirect Speech		✓✓
Photo/Picture with Caption		✓✓
Paragraphs in columns		✓✓
Third Person		✓✓

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P141274
M7X02153



RESULT

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Sections marked with * should be completed by module lead

Student name:	Christopher Beech	Student P number:	P141274
Programme: *	PGCE Primary		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):*	7
Module code: *	M7X02153	Contribution to Overall Module Assessment (%): *	70%
Module Lead:*	Helen Lewis		
Assignment Title:*	Written assessment 4,500 words	Assignment No (x of x):*	1/2
Start date:*	5/3/17	Submission deadline:*	30 th May 2018
Return date of provisional marks & written feedback:*	27 th June 2018		

		YES	pend to ion, May	
Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based to your submission a reference list that indicates the books, articles, etc. that you have read or quoted to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , publisher: place of publication).			
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.			Date: 30 th May 2018
Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*				
		NO	✓	

MARKING CRITERIA AND STUDENT FEEDBACK

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

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

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

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

Student Self Evaluation Form

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

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

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I feel that I have performed well in managing to complete this assignment whilst undertaking PTE. I feel that I have built a professional relationship with the child which is why they were happy to partake in this project.	I feel that I need to develop my understanding of the mosaic approach as I did not use this aspect very much within my assignment.

Student's Name	Christopher Beech	Date	29/05/2018
Student's Signature	C.A.Beech		