

PRIFYSGOL CYMRU

Y Drindod Dewi Sant

UNIVERSITY OF WALES

Trinity Saint David

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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 supported by findings with the appropriate references. I have included Donaldson to make note of the changing curriculum and to prepare children and teaching for this change. I have also been aware of ethical consideration.	I did not fully understand how to present this essay, and this has resulted me feel confused and under confident about the content and layout. I felt that this assignment was rushed towards the end and I was limited to what data I could collect as the selected child did not consent to photos of her practical work.

Student's Name	1702921	Date	30.05.18
Student's Signature			

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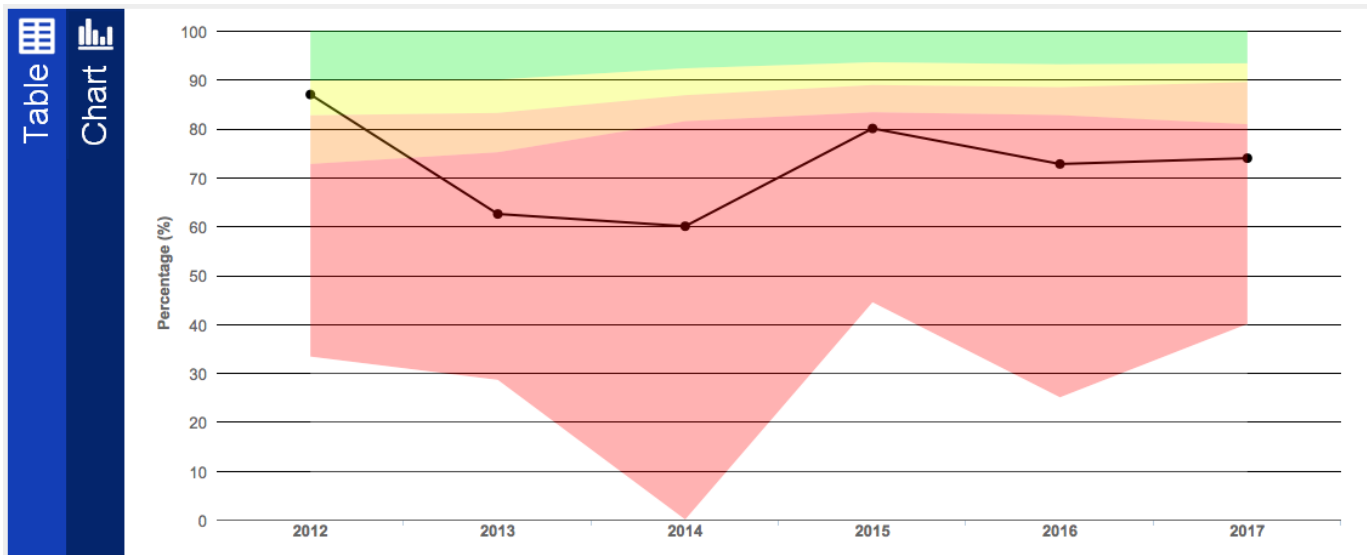
A detailed analysis of one child's holistic development, with justification for the next steps in learning.

Introduction

The following essay will evaluate a target child's holistic development that I have observed during my time on my final professional teaching practice (PTE). This child will be referred to as Child S to protect the child's right to anonymity. This relates to the United Nations Convention on the Rights of the Child (UNCRC) article 16 which states that all children have the right to privacy (UNICEF, 1989). Child S is in a year 2 class, is 6 years old and is one of the youngest in the class with a birthday in late August. Child S has been grouped in the lower attainment group by the class teacher. Therefore, Child S needs support during focus tasks to support learning. During my time in this class, I have learnt that child S is a practical learner and is currently being screened for Dyslexia due to a low reading age. As a result of this, Child S lacks confidence and has a negative attitude towards challenges. Child S is currently working at Outcome 4b overall and aiming to finish Foundation Phase with an Outcome 4a. This has been assigned by the class teacher.

The primary school is in a small village in Swansea. According to Estyn (2016) there are approximately 220 pupils attending aged 3 to 11 years, including approximately 40 children in nursery. There are 10 classes 2 specialist teaching facilities (STF) classes. There are approximately 27% of pupils who are eligible for free school meals. This is above the national average. The school has 43% of pupils with additional learning needs which is significantly higher than the average for Wales. However, this school have 2 STF classes (Estyn, 2016).

In 2017, approximately 74% of pupils in this small village school in Swansea achieved the expected outcomes in the Foundation Phase areas of learning. This is made evident in the graph below from My Local School (2017). The red section of the graph below represents 25% of the lower performing schools with similar levels of pupils receiving of free school meals. Therefore, this would suggest that the attainment levels at this school is lower than many other schools with similar pupils from deprived backgrounds.



(My Local School, 2017)

Data Collection

Before undergoing research, written consent must first be granted by an adult within close proximity to the child such as a parent or teacher. Within this research, written permission was granted by the class teacher as shown in appendix A. This follows the guidelines put in place by the British Educational Research Association Guidelines (BERA, 2011). This document was adhered to ensure that all ethical considerations were met before, during and after research. BERA (2011) states that all participants involved in research must give consent beforehand. With regards to children, verbal assent was given by the child before data was collected on the child.

It was made clear to Child S that she did not have to take part in this research project and that she had the right to withdraw at any point during the project. This relates to the UNCRC article 3 and article 12 (UNICEF, 1989). Article 3 states that the best interest of the child shall always be a primary concern and article 12 states that all children have a voice and that children's opinions should be listened to and respected by adults (UNICEF, 1989). The data collected for this research will remain confidential, following the guidelines put into place by the Data Protection Act 1989 (GOV.UK, 1989). This Act expresses the importance of confidentiality of all participants involved in research. As a result of this, the names of all participants involved have been changed or omitted to remain confidential (BERA, 2011; GOV.UK, 1989).

The methodology used during this investigation was the Mosaic approach. The Mosaic approach aims to listen to and consult with young children during research to find out

the children's views (Clark and Moss, 2011). The main aim of the Mosaic Approach was to show the importance of the voices of young children. The Mosaic approach includes a variety of child-friendly approaches that could be used to gather qualitative data on a child (Clark and Moss, 2005). Qualitative data was collected during this investigation to allow the children to express views and opinions within judgement or limitations, ensuring that in-depth results were acquired. The data is collected followings approach's such as interviews, tours around the school or setting and photography taken by the children. The Mosaic approach aims to be inclusive, enabling children of different abilities to contribute to gain knowledge and understanding of the world (Clark and Moss, 2005; Taylor, 2007; Clark and Moss, 2011). Pound (2005) suggests that this approach allows the child to take control of their learning and that the process of learning becomes highly valued.

Similar to the Mosaic Approach, the Reggio Emilia Approach is an innovative approach that values the opinions of children and values the child as capable and resilient with an enriched curiosity and knowledge (Edwards et al, 1998). Gardner and Jones (2016) talk in depth about the Reggio Emilia Approach and how the child plays an active role of the learning process and how the environment is an important factor to the children's overall learning. This includes natural light, open spaces where the resources have a purpose. The learning environment should encourage collaborative learning, communication and exploration (Edwards et al, 1989; Gardner and Jones, 2016).

However, James (2016) suggests that research can be limited if the child does not give assent to the research. The UNCRC state that it is a child's right to privacy, to respect their opinions and that all children have a voice in matters that affect them directly. Therefore, the adult undertaking the research as to respect the wishes of the children to adhere to these rights. Consequently, data would not be collected for the purpose of the research. Similarly, Lewis (2004) states that parents and guardians may resist to give consent for this method of research to be implemented on the child. This could be due to lack of understanding or lack of explanation for the teacher or adult conducting the investigation. Therefore, Lewis (2004) suggests that teachers should have the correct training to implement this study and also have the ability to explain this method clearly to both parents and children. Additionally, the findings from the research is small scale research and the findings from one child may differ from another, even if the child comes from a similar background with similar attainment

levels. Each child is unique and investigations on a child's learning should be given the same individuality (Clark and Moss, 2005; Clark and Moss, 2011).

The model used whilst analysing the data collected from the research will be the ASK model. The ASK model stands for Attitude, Skills and Knowledge (Nottingham, 2013). Nottingham (2013) states that this helps to evaluate whether a child has a positive attitude towards learning, possess the abilities to carry out activities that help gain understanding and to become familiar with a concept within a specific area of learning. Whilst evaluating the data on Child S, references will be made towards current attitudes towards learning, skills and knowledge within specific areas of learning and what provisions can be put into place to support learning.

Analysis of the Learner

The research began with gaining the teachers written consent (see appendix A) and the child's verbal assent. Once both were granted, the research began with an interview with Child S. Permission to conduct the interview was granted by Child S, which follows the guidelines put in place by BERA (2011). This allowed Child S the opportunity to withdraw from the research at this point and also let the child know that their opinion matters and is considered in matters that affect them directly (UNICEF, 1989). The full interview with Child S can be seen in appendix B. This interview was conducted at 10:00am for 10 minutes within a quiet corner of the classroom, away from distractions.

From this interview, it is clear that Child S is a practical learner as she states that she enjoyed the mathematics lesson that was conducted outside. Child S stated that 'if felt like playtime'. This would suggest that Child S did not see this activity as a learning opportunity but rather an opportunity to play a game during our mathematics lesson. As already stated, Child S is a practical learner and enjoys interactive lessons. Gardner and Jones (2016) and Butler (2008) state that children learn best through play activities as it allows children to take risks within their play and therefore developing holistic skills that will help the child fit the ever-changing society. This links closely to the 4 purposes within Successful Futures written by Donaldson (2015). Donaldson (2015) is developing a new curriculum to be implemented in settings and schools throughout Wales by 2022 (Welsh Government, 2018b). Therefore, it is good to consider the implications of the new curriculum in preparation for 2022 when it becomes compulsory (Welsh Government, 2018b).

As well as an interview, Child S was taken on a learning walk around the school. Child S was enthusiastic about the learning walk and was able to discuss the areas within the school that support her learning. Child S covered the whole of the Infants, giving a tour of the computer suite, the hall, the playgroup, the outdoor learning areas within all of the Foundation Phase classrooms. Child S was able to describe all of the practical lessons implemented within those year groups and explained that all of her favourite lessons were implemented when outside. Child S had failed to enter the junior department of the school during this part of the study. The infants and junior departments of the school are separated by the dinner hall and children rarely visit the opposite department. This could be a factor towards Child S and her learning when she enters year 3 in September and is not around familiar surroundings.

After reviewing the interview (appendix B) and the learning walk, the main element that arose was the importance of being with peers both within the classroom and when outdoors. Child S explained that she enjoyed working with her friends because they help her to learn. This links closely with Vygotsky's theory of social constructivism (Vygotsky, 1978 cited in Smidt, 2009; Harland, 2003). Vygotsky (1978) believe that social interaction played a fundamental role in a child's holistic development and helped children build stronger relationships (Soller, 2001; Smidt, 2009; Andrews and Manning, 2016).

Child S took some photographs of areas of the classroom that were of importance to her. The first photograph (as shown in appendix C) shows the outdoor learning area allocated to the year 2 class. This highlights that Child S enjoys working when outdoors and this was confirmed by Child S during a discussion after the learning walk and during the interview (appendix B). Child S explains the photograph shown in appendix C and states that it reminds her of the time we pretended to be clocks on the floor to tell the time. This is a memorable task for Child S and made a remarkable improvement on telling the time as she was able to transfer this new skill and tell the time correctly during daily routines.

The second photograph (as shown in appendix D) shows the computer suite. Child S stated that she enjoyed 'playing on the computers' and stated that more time should be allocated for ICT. Child S did not mention the computer suite during the interview but spoke fondly after the learning walk. Dawes and Wegerif (2004) and Donaldson (2015) state that children need to be educated to develop knowledge and practical skills to be able to use technology effectively and creatively. Within the classroom,

there is 1 computer that is accessible to all the children and 5 iPads are allocated to each classroom within the school.

As shown in appendix E, Child S is able to transfer a variety of skills during the ICT lessons that relate to the digital competency framework. This focuses on improving digital skills that can be applied within a variety of subjects, topics and scenarios (Welsh Government, 2018a). The example in appendix E shows that Child S is able to implement knowledge of Welsh, Mathematics, Oracy, ICT and digital competence in order to complete this work. This links to the Digital Competency Framework (Welsh Government, 2018a) and also Donaldson (2015) as this helps to develop transferable skills for the ever-changing society.

Child S needs positive reinforcement during focus activities, including literacy. This is because Child S has a negative attitude towards written work and feels inadequate towards her academic abilities. Child S will also withdrawal from an activity if mistakes are corrected as she states during her interview (appendix B) that mistakes make her upset. Skinner (1938) stated that if behaviour that is met with pleasant response is likely to be repeated and behaviour that is met with an unpleasant response is unlikely to be repeated (Skinner, 1938 cited in Clutterbuck, 2010). Appendix F shows an example of story writing completed by Child S. This piece of work shows examples of prior knowledge and memory used to retell a story in the correct order. However, Child S received support during this task and a teaching assistant support the majority of story writing. This was because Child S needed a lot of encouragement to complete this task.

Child S is showing signs of Outcome 5 within her story writing by using expressive punctuation within her story writing. Child S was able to identify some speech marks and questions independently. However, this is one piece of work and more evidence is needed. Child S also struggles to work independently during focus tasks including literacy and mathematics. This may be due to a lack of confidence when reading and having a low reading age. As a result of this, Child S needs support during focus tasks to support learning and being screened for Dyslexia.

The data collected from Child S is all written work that she has completed rather than photographs of hands-on activities. Child S is a practical learner and therefore, her learning will benefit more from interactive lessons. This would suggest that the data collected may not be a true reading of Child S' ability. Therefore, more research is needed to make a fair judgement on Child S and her abilities. Drake (2009) states that

the teacher need to plan and implement inspiring lessons for children. As well as this, teachers need to ensure that the lesson is accessible to the children in terms of the children's abilities and learning styles.

Similarly, Holding (2009) discusses Howard Gardner's theory of 'multiple intelligence'. This theory states that all children have a different learning style and teachers need to be aware of these different learning styles to plan activities that suit all children (Gardner, 1994 cited in Holding, 2009). This would also promote an inclusive environment as all children have access to education that suits their learning style (Drake, 2009; Holding 2009). In order to make a fair judgement on Child S and her learning, data would need to be collect of a practical activity. However, Child S did not give permission to film or take photographs of her during activities. In order to respect the rights of the child (UNICEF, 1989) and to follow the guidelines put in place by BERA (2011), no photographs or videos were taken during this research.

Next Steps

With regards to the data collected, it may be suggested to make appropriate changes to enhanced provisions and focus tasks in order for Child S to make progress with her attitude and her learning. As stated in the interview (appendix B), Child S does not like mathematics because it is difficult and states that she cannot do it. Child S has a negative attitude towards work and does not like mistakes to be corrected. Finamore and Hochanadel (2015) discuss a Growth Mindset developed by psychologist Carol Dweck (2014) who discusses two different mindset, fixed and growth mindsets.

A person with a fixed mindset believe that their abilities are fixed traits and if a task is unsuccessful, they tend to tell themselves that they cannot or will not be able to do it. In a growth mindset, people believed that skills and abilities can be developed through perseverance, dedication and hard work (Carol Dweck, 2014 cited in Finamore and Hochanadel, 2015). In terms of the data collected, Child S seems to have a fixed mindset and believes that she cannot completed an activity before attempting and does not like mistakes being addressed. With regards to pedagogy, activities and focus tasks need to be presented to children in a positive manor and with a positive attitude (Moore, 2000).

Furthermore, according to Maslow (1943), a child must first feel safe, confident and comfortable within a learning environment before learning can take place. Therefore, Child S needs to feel confident in her abilities and comfortable with the task in order

to complete the task successfully (Maslow, 1943). With regards to the current curriculum, children should be given the opportunity to 'value and contribute to their own well-being and to the well-being of others' (Welsh Government, 2015). Child S needs to feel confident in her abilities and feel able to complete a task. A change of mindset and working in a safe environment should help to improve the overall well-being of Child S. a safe environment can be achieve by ensuring children that they can take risks in their learning and that mistakes help us learning. This links with Donaldson (2015) and allowing children to take risks within their learning.

Child S is a practical learner and could benefit from using resources during focus tasks, for examples, using coins in mathematics when learning about money, using tape measure or rulers when working out centimetres and using story stones when writing a story. These are all physical resources that can be used to support Child S within her learning to develop skills. This will also help to develop knowledge once familiar with these new skills. This will require a hands-on approach to teaching and learning.

Child S enjoys outdoor provision and considers it more like play than work as stated in appendix B. At present, the outdoor area is not enhanced to fit the current topic or challenge prior learning. According to Welsh Government (2015), children should be given equal opportunities to develop skills, knowledge and understanding through continuous and enhanced provision within the classroom and outdoor learning environment. Therefore, significant changes need to be made to continuous and enhanced planning to challenge Child S and her abilities through play. In order to extend Child S's knowledge and skills when outdoors, the outdoor provision needs to be enhanced. This will include activities such as measuring water in the water area, tape measures and chalk to improve working with centimetres and reading scripts on the stage area to improve reading and oracy. All lessons that have been completed one week, will be taken outdoors the following week. This will help to transfer and practice those new skills when outdoors in a relaxed environment. This could also support Child S' memory and ability to retain the knowledge.

Gardner and Jones (2016) and Butler (2008) state that children learn best through play activities. As a result of this, there will be challenges when outdoors for Child S to complete. This will change once a week to meet the needs of the children and to fit the topic. However, this may be hard to manage. Some children may find some tasks more challenging than others and may be unlikely to complete the task. With regards

to Child S, she has what Carol Dweck (2014) call a fixed mindset and could be unlikely to experiment with challenging tasks (Carol Dweck, 2014 cited in Finamore and Hochanadel, 2015). Evans and Waring (2011) suggest that all tasks should be differentiated to suit the children's abilities and learning style. This links with Gardner's theory of multiple intelligence stating that all children have different learning styles that should be adhered to (Gardner, 1994 cited in Holding, 2009).

Outside activities can be differentiated into lower attainment, middle attainment and higher attainment. The Child S can take control of her learning and choose what level she wishes to complete. If a task is not challenging, Child S will be encouraged to move onto a greater challenge. This links with Successful Futures by Donaldson (2015) as it states that children should take risks in their learning. Child S would have the opportunity to choose which task to complete. This may boost her self-esteem and may work towards changing Child S' attitude and current mindset towards learning (Lawrence, 2006; Carol Dweck, 2014 cited in Finamore and Hochanadel, 2015).

Child S is showing signs that can be linked to Dyslexia such as reading and writing very slowly, confuses the order of letters in words, writes letters the wrong way such as b instead of d and understands verbal information but has difficulty with information and instructions that are written down (NHS choices, 2015). As a result of this, Child S struggles during literacy lessons such as story or letter writing as she cannot record her ideas. Child S is able to express these ideas confidently to an adult but needs encouragement to write down her ideas.

However, Child S is working towards an Outcome 5 in oracy as she is good at expressing opinions verbally by using a growing range of vocabulary (Welsh Government, 2015). Child S is also able to ask relevant and detailed questions to increase understanding of a topic or situation (Welsh Government, 2015). Although, Child S is not meeting the same Outcomes within her writing and reading. This could be a result of possible Dyslexia; however, Child S is currently being screened for Dyslexia and therefore this judgement cannot be made. Child S is currently working at Outcome 4b for reading and writing and appropriate provisions need to be put into place to support Child S' literacy before the results of the screening. Elbro and Petersen (2004) suggest that children with Dyslexia need the correct interventions put in place to support the individuals learning. The screening process is still ongoing but simple provisions can be put into place to support Child S's learning and attitude towards learning.

McKeown and Squires (2006) suggest that children who are struggling with reading and writing will benefit from the interventions put in place for children with Dyslexia such as blue screen. This is a clear, blue screen that covers a book or worksheet to support the child's reading. Children with Dyslexia typically have trouble reading on white paper. Worksheets can be printed onto blue paper for all children to promote inclusive and not to single out children with Dyslexia. This could help to support Child S's reading. Furthermore, McKeown and Squires (2006) suggests that blue screen can help all children who may struggle with reading. Therefore, this would be an effective investment to made to benefit all of the children including Child S and promote an inclusive environment.

Child S has also expressed an interest with ICT and computers. This was made clear when Child S was asked to take photographs of areas within the school that were of importance to her as shown in appendix D. Due to lack of understanding, the Child S does not use the iPads during free choice and will often use the outdoor area instead. Although Child S has expressed her fondness for the outdoors, Child S is not being given the opportunity to develop and learn new skills due to lack of knowledge and understanding. Child S does not have an iPad at home and therefore does not know how to use the iPad. Thus, it is within the teacher's responsibility to educate Child S to use the iPads effectively and safely.

This meets the guidelines put in place by the Digital Literacy Framework (Welsh Government, 2018a) stating that children should be given the opportunity to use technology and learn how to use it safely. As well as this, Donaldson (2015) emphasises the important of digital literacy within the new curriculum that is due to come into force by 2022 (Welsh Government, 2018b). Donaldson (2015) states that children today should be educated, informed and be digitally capable to achieve in today's society. This is a result of the growing demand for strong capabilities in digital competence in the todays society and workforce. It also helps to develop understanding and practical skills that are required to access technology successfully and creatively (Donaldson, 2015).

Child S has stated that she enjoys working with her friends. Macblain (2014) and Vygotsky (1978) state that children will learn valuable and transferable skills from their peers within school and home life (Vygotsky, 1978 cited in Smidt, 2009; Harland, 2003). As a result of this, Child S will be pair with a peer with a knowledge background on how to use iPads effectively and safely. If Child S has gaps in her knowledge or is

not confident using the iPads, then further action will be taken to improve Child S' knowledge and skills when using the iPads safely. To help develop these skills further, the iPads will be used more during focus tasks and independent learning.

This should help to improve Child S' skills on how to use the iPads effectively and how to transfer those skills into her learning. These will include activities such as scanning QR codes, recording peers using the green screen, independently exploring educational apps and taking photographs and saving them onto the computer. This will also make learning enjoyable and will hopefully change Child S' attitude towards learning with a growth mindset instead of a fixed mindset (Carol Dweck, 2014 cited in Finamore and Hochanadel, 2015).

Furthermore, the opinions of all of the children will be considered during future planning as Edwards et al (1998) and Gardner and Jones (2016) discuss the importance of pupil voice. The children will be able to express thoughts and feelings during the planning process and it will help to address aspects of learning that the children and may also address gaps in the children's learning. This also links with Donaldson (2015) and Pound (2005) as the children are taking control of their learning.

Conclusion

Overall, I have found the Mosaic approach informative. It enabled a deeper understanding of how a child learns best and allows you to reflect on your teaching. It also encouraged deeper research into useful provisions and interventions to support children's learning. As this approach is child lead, the child would feel as if their opinions matter which relates to the UNCRC article 13 that states that every child has to right to express thoughts, feelings and opinions. This approach has brought attention to gaps in the child's learning that may have gone unnoticed during daily routines such as a lacking the skills to use an iPad correctly. It has also made clear gaps in my knowledge of interventions to support children's learning. As well as the Mosaic approach, the ASK model by Nottingham (2013) allowed me to evaluate the current attitude, skills and knowledge of Child S.

Both of these approaches by Nottingham (2013) and Clark and Moss (2011) have helped to deepen my understanding of research methods as well as possible interventions and provisions to put in place to support a specific child's learning. I have learnt this research is not concrete for all children with similar backgrounds to Child S as all children are unique (Clark and Moss, 2005; Clark and Moss, 2011).

I have learnt that the pupils voice is an important tool when working in a classroom (Edwards et al, 1998). The data collected would not have been possible without the participation and the voice of Child S. During future practice, I will ensure to include elements of the Mosaic approach such as learning walks and photographs to uncover areas of importance to the children. As well as this, I will conduct interview with the children asking similar questions that were presented to Child S. I will implement these approaches through research during future placements to gain the child's perspective and increase my knowledge.

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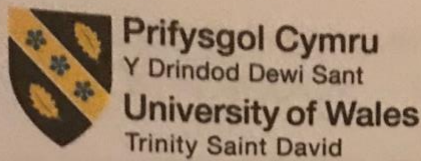
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Appendix A

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):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[REDACTED]

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
Heddwen Davies

Gail Parker
Rachel Wallis
_Nerys Defis
_Nana Ryder

Appendix B

Interview with Child S

Tuesday 8th May 2018

10:00-10:10

██████: Hi Child S, do you mind if I ask you some questions?

(Child S looks at ██████)

██████: You don't have to answer them if you don't want to.

Child S: Oh, ok then.

██████: Do you mind if I write your answers down on this piece of paper?

Child S: No, I don't mind.

██████: Ok, what helps you to learn?

(Child S is thinking. This takes 8 seconds)

Child S: I like it when we have fun in lessons, like when you took us outside for maths.

██████: What did you like about that lesson?

Child S: Because it was like we were playing a game and it felt like playtime.

██████: Can you tell me about your learning in school?

(Child S is thinking. This takes 10 seconds).

Child S: I enjoy learning new things but not when it's hard. I like working with my friends and I don't like maths tests.

██████: What don't you like about maths test?

Child S: Because I hate making mistakes because they made me upset and if you get stuck on a question, the teacher isn't allowed to help you because it's an important test and you're not allowed to talk to your friends. I don't really like maths because it's too hard and I can't do it.

██████: So what things are important to your learning?

(Child S is thinking. This takes 6 seconds)

Child S: I like to work with [my friends] because they can make things easier and then sometimes I don't need to ask the teacher. And I like to play outside in the outdoor area with [my friends] because it's so much fun.

██████: What area in the outdoor area is your favourite?

Child S: I like the build dens and read books in the den with [my friends] because its cosy because there are lots of blankets and pillows to cuddle with.

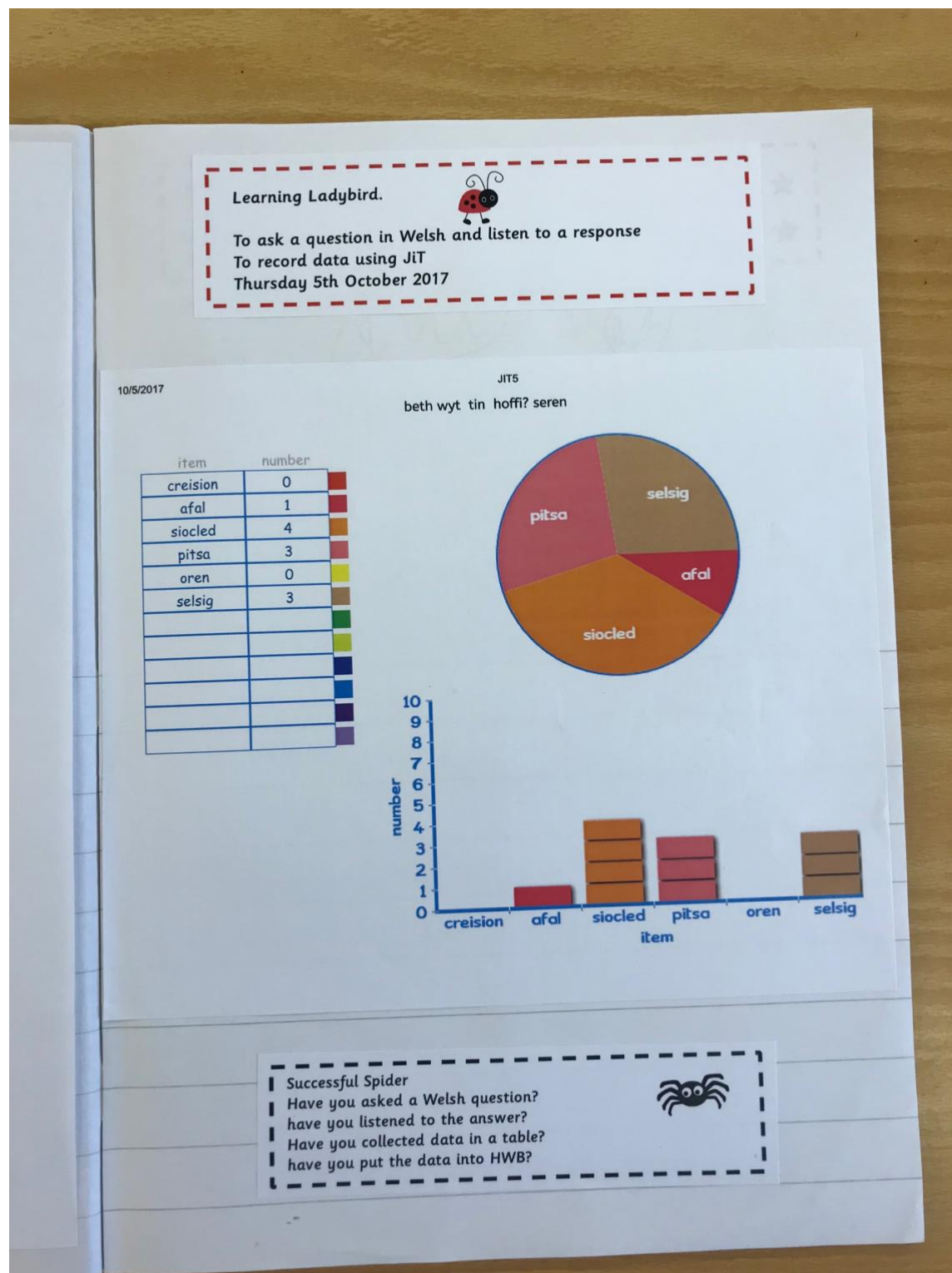
██████: What is your favourite area in the classroom?

Child S: I love the role play corner because I can pretend to be a shop keeper because I'm really good at counting money.]

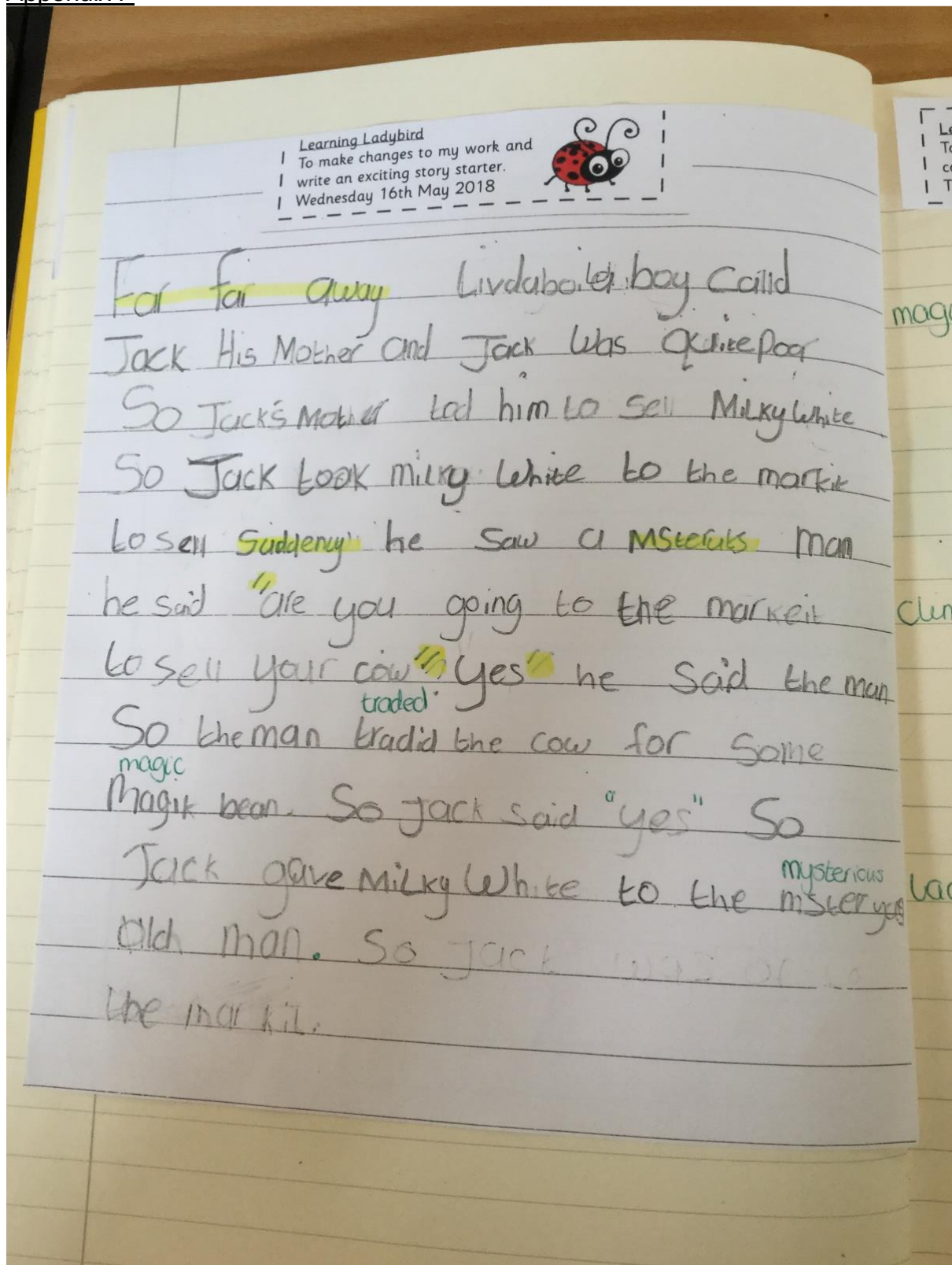
Appendix C

Appendix D

Appendix E



Appendix F



Learning Ladybird
To make changes to my work and
continue writing my story
Thursday 17th May 2018



the Giant was come in. The
Jeldy ^{lady} said "a ^{hide} in
the ^{oven} ^{oven}." So Jack hid in
to ^{oven} ^{oven}. Then the giant
were out of the ^{living room} ^{living room} to go to sleep
when the giant were go sleep
he stole hen and gold ^{money}
hop and a gold money. ^{Jack} ^{hurried}
back home but the giant
was ^{chasing} ^{after} Jack but
then he ^{jumped} ^{down} the
bean stalk then Jack's
mother was ^{chopping} ^{down} the
bean stalk ^{down}
Everyone ^{lived} ^{happily} ^{ever}
after.

Da iawn [redacted] You worked really hard on
your story and were able to make it
more exciting. (I) 😊