



APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:	Kieran Brown	Student ID number:	1800163
Programme:	Primary PGCE		
Module:	School Development and Pupil Progress		
Module code:	M7X02151	Contribution to Overall Module Assessment (%):	70%
Lecturer:		Internal Verifier:	Mathew Jones
Assignment Title:	Supporting pupil progress: a detailed analysis of one child's holistic development, with justification for the next steps in learning.	Word count (or equivalent):	4, 500
Submission deadline:	30/5/19	Return date of provisional marks & written feedback:	4/7/19
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of D. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Introduction

For the purpose of this report regarding the support of pupil progress, all data and research findings were gathered courtesy of a Primary school situated within the Neath Port Talbot borough. The school is a 'Church in Wales' primary and upholds high expectations of its learners through Christian values. As per the school's Estyn report (2017) and the statistical analysis provided by 'My Local School' (Welsh Government – Education, 2018), statistics currently show that:

- There are currently 432 pupils on the register.
- 15.7% are entitled to free school meals (below the local authority average - 23.1%).
- 13.8% have additional learning needs (significantly lower than the national average).
- There is a 25:3 pupil Teacher Ratio (PTR) (Primary only)
- A 95.5% attendance record
- £2914 budgeted per pupil (54th out of 57 within the local authority/county and significantly lower than the aforementioned county's average allocation per child of £3631).
- The school is currently Yellow for its support category

The establishment attempts to abide by the recommendations of John Hattie's visible learning literature (2008) whereby teachers and pupils are aware of the impact of the learning environment and the processes involved with learning on pupil progression.

For this specific report, one pupil has been chosen for the evaluation and consideration of pupil progress (Pupil A). Pupil A is a Key Stage two pupil who is popular amongst peers, athletic, very emotionally mature and incredibly self-aware of their own learning.

Pupil A is considered to have a large amount of academic potential and is expected to leave the primary phase of education with consistent level fives across the Welsh national curriculum (Curriculum for Wales, 2016). Certain members of staff have put forward suggestions that Pupil A had the potential to be considered as 'more able and talented' after showing great promise in various aspects of their learning across the curriculum, especially in Numeracy. However, there are aspects of the pupil's learning that could still be improved as is the case with almost all children in school. The outstanding factors can also be extended and challenged further. The purpose of this research is to develop an understanding of how to develop Pupil A holistically, across all aspects of school life.

Data Analysis

For many years there has been an ongoing discussion regarding the importance of teachers being involved in research and what the benefit is for both practitioners and pupils, alike. Rinaldi (2005, p. 73) has stated that “*a cultured teacher not only has a multidisciplinary background, but possesses the culture of research, of curiosity, of working in a group and the culture of project-based thinking.*” Henderson (2012) has suggested that when teachers are researchers they gather knowledge regarding effectiveness and pedagogy. As a result, they create an epistemological ethos of understanding how to better help children learn. This implies that teachers as researchers can have hugely positive impacts in pupil learning. Teachers who feel as though they belong in the learning environment professionally develop the appropriate strategies to become effective practitioners.

The main form of data analysis used for this paper was ‘The Mosaic Approach’ of listening to young children (Clark & Moss, 2001, seen in Clark and Moss, 2011). The approach aims to provide children with an opportunity to become ‘experts in their own lives’ (Clark & Moss, 2005: 5) as well as becoming well equipped in the art of communication, being aware of their own rights and developing purpose as meaning makers (Clarke, 2010). Children have the opportunity to give their perspectives on their own learning whilst adults, researchers and practitioners follow a multi-modal structure that not only gathers data but listens to the child/learner. These viewpoints are taken into consideration in order for researchers and educators to develop an understanding of how to progress the learner in an appropriate, relevant and pupil-lead manner. Once all aspects of the research are collated and the pieces of the mosaic are put together the picture of how to progress can be examined and applied.

There are a number of methods recommended by Clarke and Moss (2011) that contribute to the gathering of data. The methods are used not only to triangulate information that is recorded during research but also to create an individual outline for each specific participant. The methods used for the mosaic approach usually include, Observation, child conferencing, cameras for the children to produce pictures, tours of the learning environment and perspectives from researcher’s, practitioners and the parents on the child. For the purpose of this research the methods used were, Observation, child conferencing, cameras/pictures, practitioner perspectives and researcher perspectives. Parental perspectives were not willingly provided although permission for the research of Pupil A was granted.

Regarding the collection of data, the most prominent and frequent technique that was utilised was researcher observation. Empirical evidence infers that observation is useful when researching children as it affords children the opportunity to be treated as adults and display their competencies (Punch, 2002). Pupil A was examined throughout all planned and taught lesson for Literacy, Numeracy, Humanities etc. as well as having their general well-being and emotional state examined. Observational notes were taken to record and evidence the findings from a researcher standpoint and to formulate an increased amount of qualitative data. However, research has highlighted potential gaps in the utilisation of observation. Dunne (2005) has stated that whilst observation is a useful strategy for very young children in 'early-years' school settings, children who are older become more socially aware of their learning environment and as a result, more aware of their observer. This magnifies the potential for the observer to influence the behaviours of their participant. However, in the particular case of this study, Pupil A was aware of the researcher at all times but never seemed to show any signs of differing behaviours as a result of observer presence.

Pupil A participated in a learning walk throughout the school where they captured photographs of areas within their learning environment. These photographs highlighted areas that aided with learning, progression, happiness, comfortability, safety etc. They were also put in place to facilitate a dialogue with the learner in order to gain further insight into the pupil perspective and further engage with the listening tactics derived from the relevant literature (Clarke and Moss 2001; Clark *et al*, 2003). One strength of pupil photography during child research is the power it provides the child (Einarsdóttir, 2007). They can choose to record at their own accord which further adopts the principle of listening to the child. Fasoli (2003) has, however, indicated that without the full explanation from the child participant, regarding the photographs, researchers don't receive the crucial information required to collate relevant evidence for developing a complete picture of the child. This was something important to consider during Pupil A's photography tour.

Child conferencing was also completed with Pupil A following a 3 week teaching and observation period. Hennessey (1999) has emphasized how the perspectives of children regarding service, environment and material can be useful for distinguishing and evaluating how the needs of children are being met. There are, of course, risk factors involved with this process. For example, children can often provide answers they believe the researcher is looking for. Pupils may also become distracted at certain points of the process. However in

the case of Pupil A, focus was constant through the interview. Pupil A was also informed that there no incorrect answers which seemed to deliver a more sincere flow of pupil feedback.

Ethical Considerations

Due to the potential sensitive nature of this analysis and its findings, ethical codes and policies were rigorously followed to the utmost and ensured a variety of potential problems did not and will not occur. The research followed the guidelines of the following documents to ensure the aforementioned.

- British Educational Research Association [BERA] Ethical Guidelines for Educational Research (2018).
- Education Workforce Council - Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (2017).
- Estyn - Pupil Participation: a best practice guide (2016).
- University of Wales Trinity Saint David - Research Ethics & Integrity Code of Practice (2017).
- *(It is worth noting that the safeguarding policy of the school was adhered to but for the purpose of anonymity the name shall not be disclosed within this report).*

Prior to the conduction of any data collection techniques, informed consent was required from both the parents of Pupil A and the respective, class practitioner of Pupil A. This was obtained using consent forms that had been drafted by the University of Wales Trinity St. David (see appendices A and B). All information, including personal details and signatures have been anonymised for this research.

Additionally, informed assent was required from Pupil A for them to be enlightened as to the nature of the research and the data collection methods that would be necessary for the success of the process. This was obtained through a verbal agreement which I, as a trainee practitioner, had the duty to protect and follow. Pupil A was also informed that at any time, during any of the procedures required to collate information, they were within their right, as a child and a human-being, to withdraw from the process, completely, without giving justifiable cause.

Bearing regards to Government and global data protection policies (GDPR – DoE, 2019), any material that was obtained as a result of the data collection process (photographs, voice

recordings, written notes) were destroyed upon the completion of this piece. This was to extend the measures required to ensure the anonymity of all participants.

Finally, during the semi-structured interview process, although the nature of the interview allows for flexibility when questioning and answering, the questions were never leading or suggestive. This was to ensure the validity of the answers and fortify the integrity of the qualitative data acquired during the study. The interview took place in the school library where adults and pupils frequently gather and walk through in order to adhere to the school's and borough's safeguarding policies.

Analysis of the learner

The main tool for the analysis of pupil A during this report was the 'A.S.K model' (Nottingham, 2013). The model examines the attitudes, skills and knowledge of pupils in order to develop an understanding of how to progress a child, holistically, within their learning environment and at home. It also provides a useful set of strategies for teachers, parents and students to see learning through the eyes of the pupil. This has been merited by Professor John Hattie who stated in 2012 that the work of Nottingham (2013) is powerful regarding learning, evaluation and the growth of pupils. The model is categorised into the following segments:

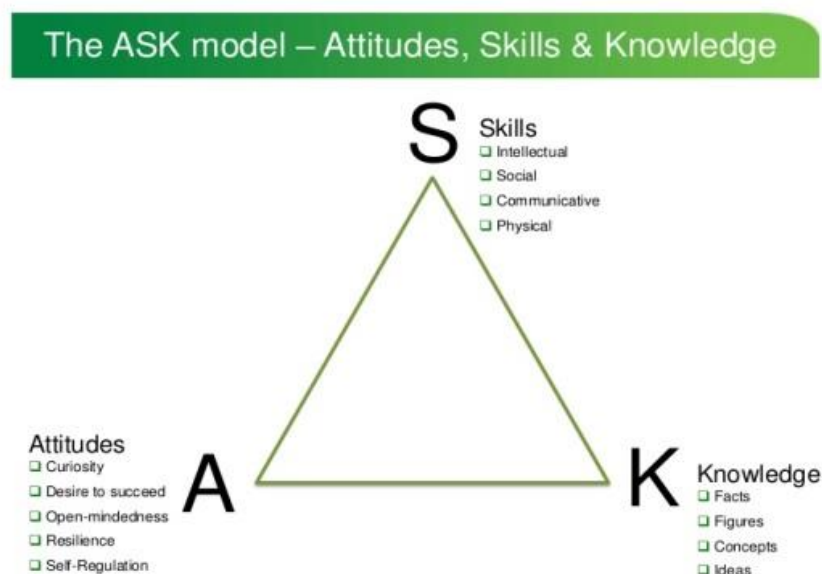


Figure 1. The ASK model (attitudes, skills & knowledge) - Nottingham (2013).

Bearing regards to Pupil A from an observational standpoint, it seems clear the their attitude towards school and education is incredibly positive. The importance of this has been well documented by researchers such as Ireson & Hallam (2005) who found a positive correlation between pupils' attitudes towards school, their academic achievement and their level of self-efficacy. Within the semi-structured interview, pupil A displayed a good sense of the purpose of school describing it as a tool that would help them learn and get ready for the future (see appendices C).

Pupil A seemed consistently willing to engage with the work that was presented to them and never shied away from a challenge within the classroom setting. They have shown a maturity level beyond their age as not only do they interact well with peers and staff, they find appropriate methods of interaction for the purpose of the their environment. For example, when working within a group they often displayed a willingness to collaborate and aid others with difficult or challenging work. According to the 'Sutton Trust Toolkit' published by 'The Educational Endowment Foundation' (2018), collaborative learning can have an increase of five months of learning on its participants and see knowledge being embedded within pupils and an increase of self-efficacy (Hattie, 2009). Hattie also states that the effect size of ability grouping is almost non-existent as the best progress for learning (group wise) is cooperative, collaborative learning among peers where ability groups are used sparingly (Nottingham, 2013). It is also worth noting that these notions coincide with the new aims of the curriculum reform within Wales and the successful futures report (Donaldson, 2015) with two of the four purposes being adhered to (ambitious, capable learners and healthy, confident individuals).

Numeracy

Attitude - From the time spent observing Pupil A it was clear that numeracy was an area of learning that they found engaging, comfortable and enjoyable. The determination to complete questions/work was almost always prevalent with a clear sense of satisfaction and pride regarding correct answers. When questions were incorrect, pupil A displayed a willingness to learn from mistakes, check/correct their own work, use constructive criticism and responded well to feedback. These positive attitude traits are displayed in Nottingham's (2013) literature and have been extensively reviewed by Noble & McGrath (2012). The study shows that resilient and mentally healthy young children have a positive outlook, a sense of self control, an optimistic attitude towards adverse situations and an expectancy that said situations are only temporary. The implications of this study would suggest that pupil A is emotionally very

equipped, has the capacity to make advancements within their mathematical learning and possesses a very positive attitude towards acquiring numerical knowledge.

Skills and knowledge – As can be seen within appendices E, pupil A has excellent numerical reasoning skills, number handling skills (measurement, operations, etc) and presents their findings appropriately. There is of course room for improvement with ensuring a consistent level calculation. However, the exploration of mental methods could be put down to self-confidence. During an observation of a reasoning lesson, Pupil A displayed very advanced numerical reasoning strategies and problem solving strategies which were later discussed between myself and the class practitioner. It was agreed that not only did the strategy far surpass expectations for the pupils, it was bordering on displaying signs of level 6 thinking skills in numeracy (curriculum for wales – ks2 – numeracy, 2015). From this experience it is clear, from the viewpoint of the researcher, that pupil A displays multiple aspects of the intellectual skills hierarchy and the characteristics of a child with the knowledge for learning from Nottingham's work.

Literacy

Attitude – Through observation and evidence within their book (refer to appendices E) it has been noted that pupil A, again, conveys a good willingness to learn relevant information during literacy sessions and apply the newly acquired knowledge to work schemes/tasks. For example, the work based around the topic of adverbs. Pupil A adopted the principle of the topic extremely well and applied it to further work to develop their understanding. They also take risks in terms of their creativity and direction. For example, writing a story passage based upon a visual stimuli given within the classroom setting (appendices E).

Skills – Pupil A is very intellectually adept and quickly conveys understanding throughout literacy topics. Creative story writing techniques, understanding of word types, handwriting and presentation are areas I would consider strengths following my assessment of pupil A from observations, taught lessons and the marking of books.. There are, however, areas to be improved upon that will, subsequently be the main focus for the recommended next steps. Although the well-being, resilience and confidence to communicate with adults is clear, there is a tendency to use too many colloquialisms during speech and oracy. This is evident within the semi structured interview (appendices C) where it can be seen that the pupil used the word 'like' when pausing or delaying during sentences. It has also been noted that during

observations and the learning walk that the phrase ‘innit’ replaces ‘isn’t it’ and ‘seen’ replaces ‘saw.’ In an article published by the ‘British Broadcasting Company’ (Barford, 2009), Professor Paul Kerswill has stated that colloquialisms damage the development and sense of appropriacy in young children. Without such communication skills, certain aspects of their potential, professional lives may be negatively affected. Vygotsky (1978) also highlighted how important it was to reconstruct the misconceptions of children for the purpose of scaffolding and pupil progression (Zone of proximal development).

As well as oracy issues, pupil A also displays a weakness with their spelling which can be noted in appendices E. It should be noted, however, that not only has this been identified by the researcher and class practitioner through observation and feedback, it has been highlighted and accepted by pupil A (within the semi structured interview) and set as a target for improvement. This further displays how although there is a gap in the literacy skills, there is a significant level of awareness, positive attitude towards learning and knowledge of how to learn and develop, from pupil A.

Additional areas of learning and school life

Aside from Numeracy, well-being and Literacy, cross curricular topic work was also collated with the intention of examining how pupil A engaged with humanities (geography, R.E, history etc), and science. Due to the nature of the school topic work was constructed in an incredibly cross curricular manner. Pupil A has displayed a good understanding of taught content regarding oceans, global issues, climate change etc. It can clearly be seen that the pupils understanding of content such as climate change, food mileage and their relationship is of a level high enough to complete research based tasks, applying the geography, science and ICT skills required to do so. However, what was required during a sequence of activities was critical evaluation of the subject. Pupil was asked during the lesson to examine and comment on the impact of food miles on the environment with a detailed blurb. This proved to be slightly too challenging and may have stemmed from a gap in the critical thinking skills and knowledge required to display an ability to draw conclusions and generate theories as mentioned by Nottingham (2013) in the hierarchy of intellectual skills. Feedback was provided by myself and the class practitioner regarding this (both in books -see appendices; & verbally) which was, moreover, accepted by pupil A and understood as a target for progression for the future. This embedded sense of target setting displays a good level of self-regulated learning from pupil A. Self-regulated learning and target setting has been extensively researched (Fuchs *et al*, 2003; Zimmerman, 19989; Zimmerman & Kitsantas,

2005; Zimmerman & Schunk, 2008; Schunk & DiBenedetto, 2016). where findings display a clear pattern of mastery orientated improvement from pupils when the focus of educators, regarding the pupils, is growth, development, improvement, target achievement and progression for intrinsic reasons. This could imply that pupil A has a innate sense of intrinsic achievement and will therefore be more adept regarding achieving targets for improvement for intrinsically motivated reasons.

Upon further analysis of the semi-structured interview with pupil A, there are further areas of school life that have been identified as important and significant to the learner which could be having an auxiliary effect on the learning process, holistically. Within the interview and learning walk/tour it was mentioned that pupil A preferred to work in learning environments that were more structured and smaller with less noise, distraction and people. It was stated that they “can’t work in a big room because it’s too much” and that they prefer “a smaller space.” Photographs have been taken of the learning spaces pupil A finds more suitable for their learning needs (appendices D). These images compliment the notions of the interview. Shield & Dockrell (2008, p2) have derived that “It is generally accepted that noise has a detrimental effect upon the cognitive development of primary school children, and that older children in this age group are more affected than the younger children.” Perhaps this the noise level of pupil A’s learning environment was an accessory to shortcomings within their work. This is an area that would require extensive research and testing. However, it does warrant the potential exploration of an altered learning environment to suit the learner.

Finally, it is also worth noting that pupil A identified the consistency and professionalism of staff members as an area with which they struggle. However, for the purpose of progression and next steps it could simply be a case of having a small meeting with practitioners to discuss codes of conduct and how it impacts learners perceptions of educators.

Next steps

One of the most fundamental areas of the curriculum for pupil A is Literacy and within literacy, written work. As has been highlighted, spelling is a consistent issue and has to be prioritised as an area for improvement. As previously discussed, pupil A is aware of this as a target. One issue surrounding spelling is the research into multi-modal strategies and their effectiveness for mainstream, key-stage 2 pupils. Research usually formulates around children with additional learning needs or special educational needs (Darch et al, 2000).

To combat misconceptions with spelling there are various strategies that not only could but should be administered according to Hattie (2012). Effective feedback through elaboration is a powerful tool that can be employed to improve the learning of pupils. Through various formats, it can see an impact of eight months of growth if administered correctly. Although it is usually more effective and powerful when given through instruction and elaboration rather than reconstruction of misconceptions (Hattie & Timperley, 2007). Feedback can be provided through reconstruction but it needs to be understood to be helpful for improvement by the pupils (Harris *et al*, 2014). As pupil A has shown to be aware of their targets and show many of the desired traits of Nottingham's (2013) 'ASK' model, it seems multiple modes of feedback would have merit (verbal, physical, written, digital etc.). As can be seen in appendices E, some of these formats have been employed in their book regarding misconceptions. It should now be the responsibility of the practitioner to employ additional strategies to utilise instruction and elaboration.

These tactics can also be applied to pupil A's use of colloquialisms as for the most part, they are used in general interaction and communication. Reconstructing the language misconceptions as well providing elaboration for correct terminology, context and application can be achieved verbally (in a quick and efficient manner). Although Hattie has shown a large effect size regarding oral language interventions and programmes of study, I don't feel the necessity for such a strategy. The colloquialisms come are formed from the locality of the pupil as many of their spoken errors are common amongst residents of the area. The aforementioned tactics (feedback, reconstruction) have been proven to be effective enough in terms of their delivery.

Aside from providing feedback, one incredibly effective tool is 'mastery.' Mastery learning is a constant, target based approach to learning that encourages pupils to master an area for

improvement. According to the 'Educational endowment foundation' (2018) and John Hattie, mastery can see a potential growth of five months for pupils (taken from the notion of visible learning, 2012). In the case of pupil A, when considering the common misconceptions they have with spelling, there are several mastery strategies that can be employed. Phonetic spelling strategies such as stretching out words and breaking them into phonemes can help children understand how a word is sounded, spoken and there for written. Rule-based strategies can help distinguish between graphemes, similar sounds and word patterns that may be easy to confuse (for example, 'i-e/e-e/ee/ea/ie/ei'). Visual strategies test pupils with misconception, i.e. "Does this word look correct?", as a question to assess pupils against spelling misconceptions. Using could help identify incorrect spellings and build a memory bank of common mistakes to avoid. Finally, morphemic strategies which highlight meaning, form, origin, prefixes, suffixes and patterns. Pupils who better understand the meaning of word structure will better understand how to form words correctly. As a practitioner I would seek opportunities to utilise these strategies through challenge times, subsidiary periods, homework and general practice/teaching.

There are limitations however to the approach as research has shown that mastery is particularly effective when applied in groups of collaborative learners. Whilst pupil A has good collaboration skills, they have identified in they're interview and their tour that they prefer smaller, more structured spaces for the purpose of a peaceful learning environment. If collaboration and mastery were to be amalgamated for pupil A's progression with spelling, it may be worth applying the tactic in a controlled setting to meet all the needs of the learner and adhere to the well-being of pupil A.

It is also vitally important that these strategies are consistently practiced in both the school learning environment and at home to ensure mastery can be effectively achieved. It is also important for the practitioners of pupil A to consistently assess their progress to continue the approach as well as develop an understanding for the appropriate progression path. This has been introduced and implemented in such places as Singapore with resounding success (Leong & Tan, 2014).

Bearing regards to the humanities and science work produced by pupil A, although understanding is prevalent, the attitude to learn is evident and the knowledge for learning is existent, there is a gap in the intellectual ability to draw conclusions and generate theories. Rather than intervene with a timely and costly strategy, there could be a solution that draws upon skills displayed in numeracy and utilises them for other curriculum areas. This would be to apply the philosophy of deeper thinking and higher order thinking within humanities and science by stimulating metacognition and enquiry. Research has shown that the use of stimulating questions, inquiry based learning, promotion of self-regulation and metacognitive reflection on a frequent bases, can improve the higher order thinking skills and the metacognition of pupils (Fisher, 1998; Fisher, 2007).

Additionally, drawing upon the collaborative skills of pupil A as well as promoting exploratory talk (Mercer, 2008) within an inquiry based lesson would encompass the ideologies of dialogic teaching (Alexander, 2008). The effect size of this concept has been explored by Hattie (2012) who concluded that pupils would increase, on average, by 2 -7 months in their learning. This suggests that if pupil A were to engage in lessons formatted more as an inquiry on a more frequent bases, their higher order thinking skills and metacognition should improve which would ultimately see their ability to critically reflect, analyse and draw conclusions/theories about work increase. It is, however, the responsibility of pupil A's practitioners to seek out these opportunities for their learners.

A meta-teaching lesson format : planning to include metacognitive discussion

1. FOCUS introducing the theme of the lesson
2. LESSON OBJECTIVE discussing the thinking and learning objectives
3. INPUT / STIMULUS providing information and stimulus to learning
4. STRUCTURED ACTIVITY engaging in active learning task(s)
5. METACOGNITIVE REVIEW discussing as a group what they have thought and learnt, reviewing objectives, setting targets, lesson closure

Figure 2. A meta-teaching format for increasing metacognition within humanities and science in primary school children (taken from Fisher, 2007).

In terms of the well-being of pupil A, there were two main focuses that should be considered for future learning and progression. The first one which is the learning environment in which lessons are being held, the style of the environment and the atmosphere of said learning

environment. This is due to the fact pupil A identified a desire to work in more structured, smaller and quieter learning spaces. While there is no measured correlation between errors in learning and the learning environment of pupil A, it is worth exploring to afford them the opportunity. The effect size of reducing noise and class sizes has been shown to be +3 months which, although smaller than the aforementioned interventions, is still worth exploring. There is evidence to suggest that this notion will not, however, see a significant change (Masino, 2016) which means the idea would need to be explored and assessed by the relevant practitioner.

Conclusion

Following the analysis of pupil A through Nottingham's 'ASK model' (2013) I would convey the following messages.

Pupil A has many of the attitude traits that depict a successful and outstanding learner within the primary school setting. They show an awareness of the purpose of school/education, are predominantly self-regulating (some areas need improvement) and display an awareness to use relevant information to improve as a learner. Their skills for learning are consistently at a high standard with many of the hierarchical attributes being utilised on a daily basis. There are now suggested next steps for the learner regarding the gaps in this area. Using their knowledge for learning skills (of which they have many) they should progress at a good rate and develop positively and consistently through their future educational experiences.

Regarding the use of Clarke and Moss' mosaic approach for listening to children (2001 & 2011), I have learned how to use a multitude of effective strategies and methods to collate and evidence relevant work of pupils. I have used it to assess pupil A's current learning and make suggestions for their future progression.

To summarise the findings, from the evidence gathered and the analysis of pupil A, it should be clear that they require a stimulating learning environment that promotes met-cognition, high order thinking and self-regulation. The pupil has displayed high levels of academic ability and with the right setting, has the potential to learn from their misconceptions to become a very adept learner.

One criticism I have for the approaches is the time constraints involved (especially as a trainee, PGCE student-teacher with many school responsibilities). As well as this, segments of the mosaic approach seemed to be very much for the purpose of much younger children or children with verbal issues. Future research should look towards the effectiveness with pupils as they age.

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Appendices

Appendix A – A copy of the practitioner consent form



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

Dear class/senior mentor,

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

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

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

Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT):

SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

If you have any queries regarding this, please contact the module lead, _____
Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix B – A copy of the parental consent form for the research



Dear Parent/Guardian,

Your child's school is a partner with ~~Yr Athrofa~~ Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Module lead – School Development and Pupil Progress

As Parent/Guardian of..... (pupil name),

I do / do not give consent (please delete) for my child to take part in this project.

Signed.....(Parent/Guardian).

Date.....

Appendix C – transcript of semi-structured interview with pupil A

Pupil A- Semi structured interview

Interviewer: “Why do you come to school?”

Pupil A: “To learn, improve and help me get ready for when I’m older.”

Interviewer: “What do you like best about school?”

Pupil A: “All of my friends, some teachers and just enjoying myself.”

Interviewer: “What do you not like about being in school?”

Pupil A: “Some people can be really annoying.”

Interviewer: “Who are your favourite people to interact with in the school?”

Pupil A: “My friends and some teachers. With friends, I would say ‘X’ and ‘Y’ (two anonymised pupils) and teachers I would say you, Mr. M and Miss. M.”

Interviewer: “Who are your least favourite people to interact with?”

Pupil A: “I’m not sure, really.”

Interviewer: “There are no right or wrong answers, you can move on if you feel uncomfortable, that’s completely fine.”

Pupil A: “Yes, okay. Let’s move on.”

Interviewer: “What do you understand the role of an adult to be in the school?”

Pupil A: “Um, well, to make sure they teach us and know how to teach us.”

Interviewer: “What would you say your relationship is like with the staff?”

Pupil A: “It’s good, ye!”

Interviewer: “What do you think, in an ideal scenario, all of the adults in the school should be doing?”

Pupil A: “They should be helping each pupil, individually, and making sure everyone is involved in what the activity is.”

Interviewer: “What is your favourite place to go within the school?”

Pupil A: “Sometimes in the library or somewhere quiet.”

Interviewer: "Is there any reason for that?"

Pupil A: "I just like the peace and quiet sometimes."

Interviewer: "Are there any particular areas of school you don't enjoy being in or interacting with?"

Pupil A: "A big room like the school studio or the hall."

Interviewer: "What is it about a big room that you find doesn't agree with you?"

Pupil A: "It's just too much room. If it's too big I can't work. I'd rather a closed space."

Interviewer: "What else do you find difficult about school?"

Pupil A: "What I find difficult, is... If teachers come and talk to you and are in a strange mood, it puts me in an awkward position."

Interviewer: "So do you find it difficult when teachers are not consistent with you?"

Pupil A: "Ye, I like my teachers to act like teachers. I like it when they're funny sometimes but most of the time I like it when they act professional."

Interviewer: "What do you think would be the best thing you could get from teachers or staff in terms of helping you with the parts of school or learning you struggle with?"

Pupil A: "I'm not sure, I can't really think of anything?"

Interviewer: "Is there any specific work you feel you need extra help with at all?"

Pupil A: "Maybe spelling because sometimes my spelling isn't great."

Interviewer: "What is the atmosphere like in school?"

Pupil A: "I like it, it's good and I feel happy."

Interviewer: "Do you enjoy your experiences on a daily basis? Is there anything you would like, additionally?"

Pupil A: "I like school and I like when we have fun lesson but I'm not fussy to be honest."

Interviewer: "What would you say is the best experience or most memorable experience you've had since being in the school?"

Pupil A: "When I went to the rugby tournament and other sport trips."

Interviewer: "Are trips something you would be interested in doing more often?"

Pupil A: "Yes I enjoy them because they make me happy."

Interviewer: "Have you had any bad experiences within school?"

Pupil A: "When we went to Margam it was quite boring."

Interviewer: "If you could choose between more physically active trips or more educational trips, which would you choose?"

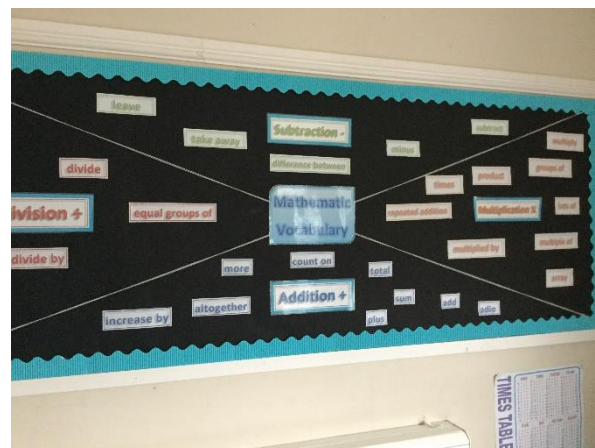
Pupil A: "More active trips because I enjoy learning but when it's just standing around whilst someone talks to you it's a bit boring and, like, it's hard to concentrate sometimes. When we do fun things and move around on a trip I sometimes learn but I also enjoy myself and I remember things, better."

Interviewer: "So do you feel as though the trips help more with your learning, your well-being, both, neither or something else?"

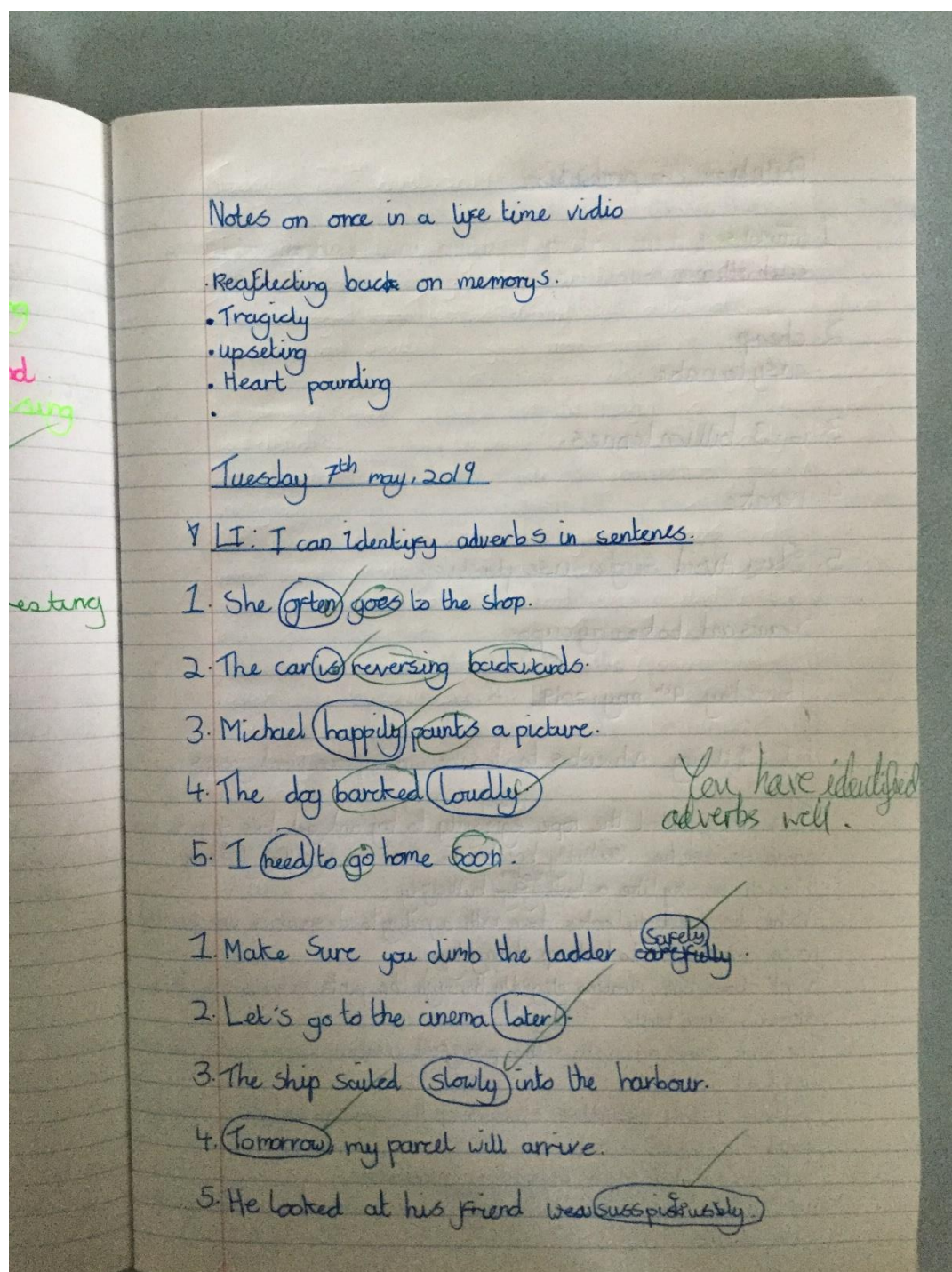
Pupil A: Well-being mostly because I just feel, like, happy and I enjoy more. /but sometimes there are good trips

Interviewer: "What would say has been your best learning experience within the classroom?"

Pupil A: "Fun maths activities where we've used the stuff we've learned and instead of just, like, sitting and writing loads."



Appendix E – Photographs of Literacy, Numeracy, Humanities and Science work completed by pupil A with annotations and written feedback.



Pollution comprehension

1. animals each other
2. cheap easy to make
3. 6.3 billion tonnes.
4. remake
5. ~~Straw~~ Avoid single-use plastics
Straws and takeaway cups.

Thursday 9th May 2019

IT: Using Adverbs to describe and improve word groups

The pilot pulled the rope ^{aggressively} ~~egressively~~ to try and get his ship to move again. However, he ~~accidentally~~ breaks the ~~steer~~ ^{calm} which falls gliding through the sky like a butterfly. ~~As he disappointingly looks down with a feeling of despair, a unexpected~~ noise causes him to look up ~~staringly~~ ^{staringly}. Right above him, floating elegantly through the pink evening sky, is a enormous flying turtle. The pilot stares nervously as the peacefull creature soars gently above his head and ship. ~~Suddenly, a~~ ^{out of nature} ~~lot of~~ turtles appears, on the horizon and fills slowly around his ~~clashed~~ vessel. Suddenly, the pilot has a moment of inspiration. He ~~quickly~~ ^{madly} runs for his life ~~before~~ ^{before} throwing a lasso around his neck of the silky turtle.

The ship moves hastily as the turtle pulls it through the fluffy clouds.

The huge turtles slippery fins hastily flip and flap as the pilot happily nods his head and smiles.

Good choices of adverbs
What happens next?

The pilot has lost vision of the other turtles and now the the pilot ~~was~~ ^{is} now stuck in the middle of nowhere on a glamorous ^{and} little keeps on trying to find it's way back to the dot of turtles but suddenly sees a flying airship and cannonballs aiming at them, then the pilot was wondering who are they? A while later the people shot at them and the pilots fell down rapidly in shock and straight into the pacific ocean wondering what will happen next. But then... he turned around and he saw a shining white thing in the water and it was coming closer and closer

Be careful when making sentences
 long as you still need to break them
 up with full stops.

Meanwhile, as the sun ^{set} I tried to get my ^{electric} submarine which will teleport me wherever I want to go, but first I need to try and get it down at the bottom of the sea. So with my fantastic submersible set, I dived down to try and rescue my one and only teleportation device, I'm the only person in the whole world! Sooner or later ^{when you do} get I got my submarine and drove it all the way up to the surface to ^{back} the submarine. Much later I was getting fit and healthy so I can travel to find the mystery key and the evil chemical to try and stop the evil pirates which are as evil as ^{paranoid} ~~paranoid~~ ^{piranha}.

Suddenly, I woke up in the middle of the night having the fright of my life! That all of my ^{valued} ~~valued~~ ^{if} equipment has disappeared in to thin air. I ~~think~~ I know who took my stuff, those rugged pirates. I'm wondering what I could do, maybe I could set up a trap to capture them. Eventually I finally finished the trap which ^{looks like it does} ~~looks like it does~~ ^{work} ~~work~~! Some distance away I saw a huge ship coming towards me. So great it was those pirates. So I got to see that you have used the toolkit to be

Tuesday 7th May 2019

LI: To use reasoning skills to solve number problems.

1. $A = 200 \text{ cm}$ ✓
 $B = 175 \text{ cm}$ ✓

2. Perimeter 40 cm ✓
 Perimeter 80 cm ✓
 Perimeter 160 cm ✓

3. whole pizza $\frac{1}{1}$ ✓ half $\frac{1}{2}$ ✓

Quarter $\frac{1}{4}$ ✓ Eighth $\frac{1}{8}$ ✓

4. Half = $\frac{1}{2}$ ✓ $\frac{1}{4}$ ✓ $\frac{1}{8}$ ✓
 £10 £5 £2.50

Da lawn Lexi.
 Excellent use of
 fractions.

8.5.19

KB

LI: To use reasoning skills to solve problems.

1. Throwing / 60 ✓
 Swimming / 30 ✓
 Jumping / 12 ✓
 cycling / 3 ✓
 running / 60 ✓

2. cycling 1 ✓
 swimming / 25 ✓ = 38
 Throwing / 3 ✓
 Jumping / 12 ✓

Good answers but show calculations.

Wednesday 15th May 2019

I. To use standard units to measure big capacity.

Name	capacity ml	capacity d	capacity L
Ethan	1700 ml	170 d	1.7 L
Jaden	1500 ml	150 d	1.5 L
Owen	1800 ml	180 d	1.8 L
ceah	1400 ml	140 d	1.4 L
cailyn	1700 ml	170 d	1.7 L
leah	1900 ml	190 d	1.9 L

Average: 166.666 d
166.666 ml
166 L

16.05.19

II. To use measures of capacity and choose appropriate units.

units	1	2	3	4	5	6	7
1400 ml	✓	8.0.4 L	✓	15.600 ml	✓		
2.500 ml	✓	9.1.5 L	✓	16.900 ml	✓		
3.200 ml	✓	10.0.75	✓	17.200 ml	✓		
4.1400 ml	✓	11.2.8 L	✓	18.500 ml	✓		
5.250	✓	12.3.25 L	✓	19.700 ml	✓		
6.1750	✓	13.300 ml	✓	20.250 ml	✓		
7.3 L	✓	14.800 ml	✓				

Challenges

1. 500 ml ✓
2. 50 ml left in the jug ✓
3. A by 300 ml because I worked out how much each line is 60. ✓
4. 1350 ml, 1700 ml, 4.50 ml ✓
5. 4 cans = 400 ml ✓ 30 can = 3 L 26 more
6. 325 ml, 650 ✓ 70 L, 115-70=45
7. 50 ml ✓

milliliters	centiliters	litres
450	45	0.45
3700	370	3.7
6930	693	6.93

a) 4.3.4 L ✓
B) 560 d ✓

10. 650 ml ✓
8. 750 ✓ 2.25 L ✓
11. 1250 ml ✓ 750 ✓ 750 ✓ 2250 ✓
12. 950 ml ✓
13. 275 ml 375
14. 1450 ml 1500 ml
15. 825 ml ✓
16. 150.1650 ml 1125 ml ✓

Excellent work.

* Good comparing between units of measure.

- Always convert when reading scales

1. 8
2. 6
3. 4
4. 4

Hogwarts caught medicine.

2 teaspoons of wolf blood = 150 ml ✓
1 fluid ounce of Troll sweat = 35 ml ✓
quart of unicorn tears = 1170 ml ✓
= 1195

Death Syrup

1/2 a cup of pond scum = 142.5 ml ✓
1/2 cup of dragons blood = 71.25 ml ✓
1/2 pint of tarantula acid = 280.5 ml ✓
= 500 ml
= 1135.5 ml

Liquid Love

1 cup of heart berry juice = 285 ml ✓
280.5
+ 71.25
+ 142.5
394.25

For this for the final calculation.

23/05/19

II: Using addition with decimal numbers

Daily 10

9.4 ✓
1.19 + 0.8 = 2.7 ✓
5 | 6.1 ✓
9 | 3.3 ✓

29.7 ✓
6 | 8.4 ✓
10 | 7.8 ✓

32.2 ✓
7 | 3.6 ✓

46.8 ✓
8 | 2.2 ✓

1. 8
2. 6
3. 4
4. 4

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6 | 8.4 ✓
10 | 7.8 ✓

32.2 ✓
7 | 3.6 ✓

46.8 ✓
8 | 2.2 ✓

