

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

The focus of this essay is to critically reflect on how best to support pupils to ensure progress. I will carry out several research methods to provide a detailed analysis of one child's holistic development, with justification for the next steps in learning. The child under focus is a boy from a Year 3 classroom. The class has 29 learners, with a range of learning needs. The large school is situated in Aberystwyth, Ceredigion. The school was last inspected by Estyn in 2018, where the report found that the school was excellent in all five categories (Estyn, 2018). There are currently 427 pupils on role, with only 9.6% currently receiving FSM (Government, 2019). This is significantly lower than the national average. The school is recognised as a pioneer school, which is working with the Welsh Government to develop the new curriculum (Estyn, 2018). The child under focus in this research is eFSM. Research shows a direct correlation between children on FSM and poor attainment in school (Estyn, 2014) cited in (NFER, 2014). Welsh Government recognise these statistics and as a result have implemented a number of grants, such as Pupil Deprivation Grant (PDG) that schools can allocate to directly help children on eFSM register (NFER, 2014).

Data collection

In order to create a whole picture of the child under focus, I will be adopting the Mosaic Approach. Over recent years, listening to children has become increasingly more popular when making policies, research and practice (Clark, 2017). This has been further developed with the introduction of the Rights of the Child. Article twelve emphasises the right of the child to have their opinion heard (UNICEF, 2018). The approach developed by Moss and Clark noted that research becomes much better if the researcher spends time with the children under focus (Greenfield, 2011). The Mosaic Approach is a multi-method, non-

comparable approach that brings together different perspectives, that results in creating a whole picture from the child's point of view (Clark, 2017). Greenfield (2011) points out that the Mosaic Approach is not the easiest method to adopt when researching as the multi-research methods along with the multiple data collection tools can provide difficulties for the researcher. Greenfield (2011) continues by noting that this triangulation method of research is time-consuming and provides a vast amount of qualitative data, however, the results are exceptionally high. This approach combines more traditional qualitative research methods such as interviews and observations with methods that involve the child directly (Clark, 2017). This approach is underpinned by three values that must be kept in consideration at all times (Clark, 2017). The first is that children have feelings and opinions that are worth listening to (Greenfield, 2011). The second is that the research must be done in a way that promotes the belief that children seek to understand and make sense of the World around them (Greenfield, 2011). Thirdly, that the researcher is seen as an 'authentic novice' and that the researcher genuinely wants to gain the child's perspective (Greenfield, 2011). With this in mind, I intend to carry out my research, adopting several of the Mosaic Approaches that are outlined in more detail below.

Observations

One element of the Mosaic Approach I will be using will be observations. Observations of Child A will take place within the classroom environment and outside of the classroom. Deciding to observe Child A in numerous situations will provide me with a fuller picture of the holistic child. For this research, I adopted a structured observation. As I had decided on which child to target a structured observation approach would suit best. Cohen, et al., (2005) notes that if a researcher is going into a situation knowing what is under focused

then a structured observation is the best approach. However, this type of observation can become subjective and bias as the focus of the observation has already been decided (Bell & Waters, 2018). This, in turn, would question the validity of the research. With this in mind, I will ensure that the risks are kept at a minimum throughout my observation period.

Photographs and Touring

I will provide Child A with an i-pad in which he will take pictures of the things that are important to him in school. This will allow me to see what is important to Child A around the school. Clark (2017) notes that listening can happen on the move. These photos, in turn, will provide a base for discussion in the interview. Photographs are used in the Mosaic Approach to provide another element to pupil voice (Clark, 2017). Children can use photography in order to provide a different perspective and provide an important insight into children's priorities (Clark, 2017).

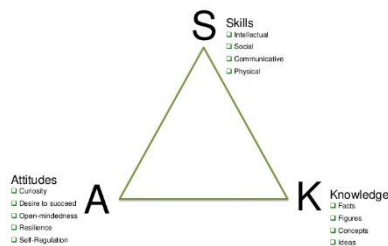
Interview

As the final piece of the Mosaic Approach, I will conduct a semi-structured interview with Child A and class teacher. This will allow me to gain the child's voice and opinions from the photographs he has taken as well as notes from observations. An advantage of using a semi-structured interview process is that it allows for the pupil's voice (Cohen, et al., 2005) where they can provide opinions and information. For the interview I will not pre-plan any questions, however, I will provide the child with the opportunity to talk about the photographs he has taken around the school. Bell and Walters (2018) point out that conducting interviews is a highly subjective technique, resulting in a major risk of bias. However, Bell and Walter also note that interviews can be highly rewarding and often provide rich material to draw conclusions from.

Ethical consideration

Following the UWTSD Research Ethics Code of Practice, I will gain informed consent from Child A's parents along with the school, to begin with (Appendix A). BERA (2018) note that informed consent must be provided in any research carried out. Following BERA (2018) guidelines, I will make Child A aware of the research taking part on him, thus gaining assent from him. He will be informed of his right to withdraw from the research at any point without providing a reason (BERA, 2018) All data collected will remain confidential and in accordance with UWTSD Research Ethics Code of Practice (2017) on a password protected device. This is particularly important in this situation as Child A has not given permission for the school to take or use his photograph.

The ASK model



James Nottingham (2013) argues that education is about learning how to learn. He writes that there are many debates surrounding what knowledge should be taught to

(Nottingham, 2013)

children of today, with more and more curriculum based

learning becoming outdated for the adults of the future. Nottingham (2013) poses the question: how many of today's children leave education, ill-equipped for the emotional challenge of life and the independence needed for learning at a higher level? Nottingham (2013) points out that the key to a rich education is to recognise and value the role attitudes, skills and knowledge play in developing a child's education. Having a better understanding of the holistic child, in turn, will have a greater benefit on the child's development (Nottingham, 2013).

The model above takes into consideration the child's attitude towards learning and also their politeness and persistence (Nottingham, 2013). It also takes into consideration the child's skills in gaining an understanding of a topic and also the knowledge of the learner in the subject being taught (Nottingham, 2013). Nottingham (2013) argues that two of the three components should be developed in any lesson. I will use the ASK model in order to gain a holistic view of Child A.

Attitude

Lev Vygotsky was a theorist who believed strongly that children learnt from what they observe around them (Bates, 2016). Children learnt mental and physical attributes from the adults around them and adopt many of these attitudes modelled (Nottingham, 2013). Nottingham (2013) points out that one key attribute to a positive attitude is the understanding to be able to ask for help. Child A has a very positive relationship with his TA. Upon interviewing the class teacher (Appendix B) she discussed how they have built a positive relationship and how this, in turn, has helped Child A with his learning. Child A also mentioned (Appendix C) of how important the TA is to him in helping him. Observations notes (Appendix D) have shown me that he would be happy to ask his friends or TA for help, however, is reluctant to ask for help off the class teacher. One particular observation noted that he was unable to answer a question during the teacher's introduction. Instead of asking for help he copied the person next to him. Child A is happy to ask for help, however, he will only ask for the help of people he has clearly built up a positive relationship with. Bates (2016) writes that building positive relationships with children, opens gateways to enable a child to develop their educational skills.

Nottingham (2013) points out that another good characteristic of positive attitudes is one's resilience. His resilience was noted by the class teacher during the interview and how his resilience has built up during the year. The teacher noted (Appendix B) that he began in September having coughing fits and making himself sick, to avoid doing the work in class. This has got a lot better throughout the year and Child A has built up a resilience.

This particular piece of work (Appendix E) also shows his desire to succeed. This is another positive attitude noted by Nottingham (2013) as part of the ASK model. Although stuck to begin with, he persisted with support and was able to succeed. Appendix F shows a picture of a football trophy that is on display in the trophy cabinet. When touring the school taking pictures of things that were important to him he pictured the trophy. Upon asking him in his interview (Appendix C) he mentioned that it was given to the best footballer in year 6. He wanted to win the trophy when he reached year 6. He has a desire to achieve the trophy and has the correct attitude going forward to do so.

Child A photographed the Library (Appendix F) as an area that was important to him. Through observations and reading with Child A, it is clear that he struggles with his reading. However, his attitude towards reading is positive, his desire to keep going when he finds words tricky and doesn't simply give in. Reading is clearly difficult for him but also important to him. This is an area that I would focus on improving when discussing next steps. On the other hand, however, observations (Appendix D) noted that during the recent National Reading Tests that he didn't persist with the test and gave up, calling his persistence into question.

Nottingham (2013) points out that temperament plays a key part in self-control and that more flamboyant children may need more guidance on how to control themselves. I don't

believe this is the case with Child A. Child A appears to be self-controlled, however, Nottingham (2013) argues that this could be that a child could simply be more reserved. I believe this to be true of Child A and from observations (Appendix D) and class teacher interview (Appendix B) backs up this analysis.

Nottingham (2013) also mentions the attitude of parents. Discussing with the class teacher (Appendix B) it is apparent that home life is not always easy for Child A. Nottingham (2013) mentions the term 'helicopter parenting', where parents are scared to let their children fail. Child A's mother has a positive attitude towards his learning in school. In discussion with the class teacher (Appendix B), she mentions that the mother understands his educational needs and is happy that the school is doing all it can to provide him with the best education. The mother is also keen the school recognise his very good sporting abilities.

Skills

Nottingham (2013) also notes the importance of developing a child's skill. This he mentions goes beyond intellectual skill, it also incorporates physical, social and communication (Nottingham, 2013). Child A's physical skills are very strong. During observations in the playground, he is a keen footballer. When talking with the class teacher about Child A, she had mentioned his strong sporting ability. He represented the school in the local cross-country. When asked to take pictures of things he found important around the school (Appendix F) many of them were in the outdoor area. As well as his strong physical skills, Child A also has strong drawing skills (Appendix G). This particular drawing was done independently. When it comes to Art and PE, Child A is very independent, however, in other more literacy and numeracy heavy subjects, he appears less independent.

Child A finds communicating with others difficult. On one occasion when observing him, I noticed he was struggling with a piece of work. It was interesting to see that he asked his friend to ask the class teacher for help instead of doing so himself. Nottingham (2013) notes that a good quality of communication skills is the ability to be polite. Child A is a very polite child and always pays attention to others when they speak.

Socially, Child A noted that his friends (Appendix C) are very important to him, however, his social skills are lacking somewhat. I mentioned previously that he is a shy person with low self-esteem. This comes to the forefront when talking about his social skills. A person with strong social skills displays the ability to work as an individual and as part of a team (Nottingham, 2013). Child A is very good when working in a team, however, sometimes relies on others and often relies heavily on the class TA. Appendix H shows a piece of Science work they completed in mixed ability groups. Child A was happy to search and find facts, however, allowed the more able child within the group to do the written work. Often when completing a task independently, Child A panics somewhat, especially if the class TA is not present. (Appendix E) shows a piece of independent work, carried out by the Child. During this work, he was very reluctant to ask for help from me and continued to persist with the work. The appendix shows the much better second attempt, using Numicon and having input from myself.

Reading is a skill Child A finds most difficult (Appendix I) shows his reading log. However, it is one thing he regards important to him in school. On one particular occasion Child A could not remember the word and did not have the appropriate phonological knowledge to break the word down. This particular word was repeated several times in the book, on each occasion, Child A was unable to read the word. It is essential for any child to develop

reading, they must first understand the difference between auditory awareness (hearing sounds) and auditory discrimination (distinguishing between sounds) (Glazzard, 2016).

These are skills Child A would need to develop in the next steps for learning.

Appendix J shows a piece of work Child A completed on writing a dialogue between two characters in the class story. The work shows that Child A could activate his previous learning, by ensuring the features of a dialogue were present in his writing. However, lacked the skill to write the dialogue itself.

Knowledge

Nottingham (2013) notes the third part of the ASK model is Knowledge. A child's knowledge of the subject being taught and focuses heavily on the emphasis that learning is a process, not an outcome (Nottingham, 2013).

Child A has very good Scientific Knowledge. Appendix K shows his independent work on sorting plants and animals into their correct category. Looking at level descriptors, currently, Child A is working at level two in Science. He can find evidence, information and ideas (Appendix H and K) and also he can sort and group organisms through observations (Welsh Government, 2008) and Child A can also describe his groupings in a simple way (Welsh Government, 2008).

From observations, I knew that Child A had weak Literacy skills. Therefore I differentiated the lesson in order to allow Child A to access the learning and develop the Scientific knowledge being taught, without hampering his learning by getting him to spell words. The Carter Review, cited in Glazzard (2016) noted that new teachers should have the skills to enable the large majority of pupils to learn subject content which builds on previous

learning. I understood that Child A had a good subject knowledge when it came to Science, therefore I ensured the literacy element that others within the class were doing, was not part of his learning. This ensured effective teaching and allowed the focus skill (Science) to be developed.

Child A is currently showing signs of knowledge of that of a child working at level one in Mathematics. Welsh Government (2016) level descriptors note that a child working at level one can use mathematics as an integral part of classroom activities. Child A enjoys Mathematics and with support can add and subtract numbers when solving problems. Nottingham (2013) writes about the importance of using preview strategies in learning. Dedicating a small amount of time previewing the topic that will be covered during the following week (Nottingham, 2013). Appendix E shows Child A's misconception in a Mathematics lesson focusing on subtraction. His knowledge allowed him to understand the concept of subtracting one number from the other, however, his knowledge lacked when it came down to understanding you have to subtract the largest number from the smallest. As a teacher, had I have spent some time previewing the lesson it could be argued that Child A could have understood the concept of subtraction better. Appendix E shows that once I had explained to Child A, he understood the task and was then able to subtract with help.

In English reading, Child A can currently read and recognise simple words in a text, and can sometimes use his knowledge to recognise words (Welsh Government, 2016). He often requires support when reading and very reluctant to read aloud in class. (Welsh Government, 2016) This indicates that Child A is currently working at level one reading in accordance with Welsh Government (2016) level descriptors.

Also, Child A is currently working towards level two in his oracy. He currently talks about matters that interest him, mainly sports, although when asked to discuss his recent success in the Urdd Cross-Country event, Child A was unable to tell his peers about his achievements when talking to the rest of his class.

Currently, in his writing, Child A shows a good understanding of basic punctuation and can use monosyllabic words in his writing (Welsh Government, 2016). This shows that Child A has a good knowledge of basic writing and is currently working at level two (Welsh Government, 2016). Appendix L shows his independent work on writing a blurb on the class book. The words spelt correctly were on the board (Babe, fly, dog, sheep). The work shows his basic understanding of punctuation is there, however reading over the piece, indicated missing words and his writing is very factual and although the word 'There' is misspelt, it is still phonologically plausible (Welsh Government, 2016).

Next steps in Mathematics and numeracy

Drawing on a particular lesson where the skill was to develop the child's subtraction skills. Once on the task, it was apparent that Child A was struggling with the concept of subtraction (Appendix Ei) shows his first attempt at the set of questions, working in a small group with the TA and using a number square to help. As Appendix Ei shows the child did not understand his learning (My personal RAG system showed this as Child A was coloured Red for this lesson). Upon revisiting the lesson again (Appendix Eii) shows that Child A, this time showed a much better understanding of the skills being taught (Subtraction). This time I allowed the child to use Numicon to help him with his subtraction, as my previous research pointed out that the use of concrete objects can enhance children's involvement and

understanding. Rayner (2016) points out that the use of concrete objects in mathematical learning, with particular attention paid to the CPA approach (developed by American Psychologist Jerome Bruner in 1966) is one of the most fundamental learning theories to be implemented in any mathematical learning. Bruner believed that the concept of mathematics was difficult for children as it involves abstract thinking, something he believed children found difficult (Rayner, 2016). This is dating back to Piaget's theory, who claimed children do not begin to think in an abstract way until they reach the Concrete Operational Stage (Bates, 2016). Child A is not yet at that stage, therefore, by ensuring Child A had access to concrete objects when subtracting, allowed him to turn abstract learning into a concrete concept, with the results showing that this had a positive impact on his learning.

It is clear from discussion with the child and in his mind map (Appendix C) that the outdoor environment is important to him, therefore opportunities could be utilised to use the outdoor learning environment to help Child A's mathematical learning. Pound and Lee (2001) note that the outdoor space provides by the school can be used to teach mathematics creatively but also to allow children to realise that the world around them provide rich opportunities to use the mathematics in nature. This can also go beyond the school grounds and into the nearby town or beach. Evans (1993) cited in Pound and Lee (2011) viewed that school grounds provide the perfect opportunity to make mathematics real. This in turn Pound and Lee (2011) notes bridges the gap between concrete and abstract learning. The use of good concrete materials, Clement (2005) cited in (Pound & Lee, 2011) argues also promotes good mental activity. However, it is also worth noting that Pound and Lee (2011) stress the importance of good quality concrete objects. This is also

advocated by the CPA approach, who note that concrete objects can only enhance learning if used and utilised correctly, otherwise they merely become a distraction for the children (Evan, 2017). Adopting this approach would ensure that Child A moves along in his learning, whilst ensuring previous gaps are eradicated and thus moving him on to enable him to reach Level four by the time he leaves Key Stage Two.

Next steps in Language, literacy and communication

Child A (Appendix C) wrote in his mind map of the importance of books and the library area is to him. From observations and reading with the child (Appendix D and I), it was apparent that his reading age was below that of his chronological age. As reading is hugely important to him and research suggests without the ability to read, children would be at a serious disadvantage (Grigg, 2015). The Bullock Committee, Cited in Glazzard (2016) noted that there is not one size fits all approach when it comes to the teaching of reading. In recent years, phonics teaching has become a popular way to teach children reading. This would be an approach I would adopt as a teacher to develop Child A's reading skills and knowledge. The Rose Report concluded that schools should focus on reading on developing knowledge and skills through the teaching of synthetic phonics (Grigg, 2015). The report noted that high-quality phonic programmes should be taught in schools, followed carefully and delivered continuously and systematically (Grigg, 2015). The Government acknowledge that Phonics teaching is the best way of improving the standard in reading (Grigg, 2015). However, the United Kingdom Literacy Association noted in 2010 that English is not written in a phonological way and therefore to teach only phonics to children will never teach them to read everything (Grigg, 2015).

Many famous authors, such as Michael Morpurgo have called on schools to teach children the love of reading and reading for enjoyment and that simply teaching phonics will not raise standards (Grigg, 2015). As child A has mentioned his love for reading, it is important therefore not to solely rely on phonics teaching to develop his reading skills, although it has clear benefits. Teachers should not force the issue of reading, they should, however, allow children to read for pleasure as research shows that this has a positive impact on a child's self-esteem and is linked to raising attainment in reading and writing (Macblain, 2014). In order to raise the standard in reading, I will also implement guided reading. In order to promote reading for pleasure I would implement the use of guided reading sessions to help improve his reading, this, in turn, would open the pathway to other areas of his learning such as Science and Humanities.

"Guided reading is potentially, a very powerful approach that teachers can use to develop students' literacy" (Biddulph, 2002, p. 10). When used in conjunction with other literacy programmes, guided reading provides teachers with a good understanding and can tailor the learning to suit the individual needs (Biddulph, 2002). Guided reading promotes the development of reading comprehensions and is taught in small groups (Biddulph, 2002). This, in turn, will also promote social interaction, which is a skill Child A lacks. This draws from Vygotsky's social constructivism viewpoint. He states that children learn best from each other (Bates, 2016).

Essentially, reading opens pathways to allow other learning to take place (Grigg, 2015). However, in order to support Child A's writing, I would ensure sufficient scaffolding was put in place to aid learning. The term scaffolding was developed by Vygotsky and describes the support teacher provide children when they are in the Zone of Proximal Development

(Bates, 2016). Scaffolding is used to break the learning down into smaller sub-tasks keeping the children focused without losing sight of the end goal (Bates, 2016). Vygotsky argued that good scaffolding could allow children to take risks and reach a greater level of understanding which would be impossible with the individual's efforts alone. This could be done by the adult or peers within the classroom (Grigg, 2015). Peer tutoring is looked upon favourably by the Sutton Trust. The report in 2018 found that Peer Tutoring has a moderate impact with low cost (EEF, 2018). As Child A has a good relationship with his peers and the class TA, the use of scaffolding would be a strategy I would incorporate into lessons to help his development. However, the use of scaffolding to support learners can sometimes be misjudged by adults and peers (Glazzard, 2016). Doing the work for someone is not helping them and often the use of peer tutoring sees this happening (Glazzard, 2016). Good scaffolding Glazzard (2016) writes, is one that sees modelling first by the adult or peer, before developing the skill through joint work and essentially finishing with the child working independently on the task (Glazzard, 2016). With this in mind, I would monitor closely the use of peer tutoring as a tool of scaffolding Child A's learning. With these interventions in place, Child A should progress naturally up the Levels and reach the desired Level Four by the time he leaves Key Stage Two.

Next steps in other areas of the curriculum

The interventions already noted in Mathematics and English will provide a clear progression in other subjects within the curriculum due to the nature of developing LNF skills cross-circularly. However, the last intervention I will mention is that of one to raise Child A's Self-esteem. Child A's lack of confidence in his own ability is what is stopping him from learning. Glazzard (2016) points out the importance of a child's self-esteem and that this must be in

place firstly, as a child will not learn and develop if their self-esteem is poor. Maslow identifies a hierarchy of needs in which he believed that people initially have to satisfy their basic physiological needs such as food, clothes and shelter (Glazzard, 2016). These basic needs, Maslow argues must be in place before other needs are met. Maslow continues by saying that if these basic needs of love and friendship for children are not met, it can, in turn, have a negative impact on their education and self-esteem (Glazzard, 2016). In order to raise Child A's self-esteem. Child A has a good circle of friends. However as mentioned previously, Child A is eFSM. Research shows the direct correlation between eFSM and low attainment. These basic needs pointed out by Maslow, have to be met before being able to raise Child A's self-esteem. Teacher's play an important role in children's lives and ensuring they leave education confident in their own ability is hugely important (Lyness, 2018). It is during their schooling that the vital years for raising self-esteem should be done (Grigg, 2015). A child who lacks self-esteem is not confident in their own ability and often believe they will fail (Lyness, 2018). Research carried out by My Zone (2016) provides evidence that regular exercise increases self-esteem. As Child A is a keen sportsman I would incorporate elements of physical activity into the school day to raise his confidence. Short term exercise enhances a person's mood and puts our minds in a more positive state (My Zone, 2016). Also, exercise is said to have long term benefits on self-esteem by increasing our confidence in the way we perceive ourselves (My Zone, 2016). These long term and short term benefits can give someone a sense of accomplishment which in turn raises confidence (My Zone, 2016). Providing intervention using one of Child A's many strengths, will hopefully provide him with more self-esteem, this ultimately will open the pathways to all other learning.

Conclusion

In conclusion, the use of the Mosaic Approach has been useful in gaining an insight into the Holistic child. This is important in today's education system, with more and more emphasis being applied to the Voice of the Child. Indeed with the imminent introduction of a new curriculum for Wales, adopting this type of research may become more widespread.

However, the time scale and demands of the National Testing did not allow for a true reflection of the holistic child. I believe more time would have given a more in-depth insight into the Child under focus. Using the ASK model approach has given me an insight into looking at the whole child, understanding that knowledge only accounts for a third of a child's attributes, however, this is the area in which children are most scrutinised. The research has however provided strong evidence that has helped me research ways forward to ensure Child A develops his learning and plug gaps in his learning. This research undertaken has taught me that a child's well-being is ultimately the main priority in learning. Essentially, getting a child in a place to learn must happen first and foremost, before the Child will learn any curriculum content.

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Appendix A

 **Yr Athrofa**
Institute of Education
Adding rigour to education for Wales

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

Dear class/senior mentor,

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

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

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain a 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): [REDACTED]

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): Mr Jones

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

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

 **Yr Athrofa**
Institute of Education
Adding rigour to education for Wales

Dear Parent/Guardian,

Your child's school is a partner with 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,

Mathew Jones
Module lead - School Development and Pupil Progress

As Parent/Guardian of [REDACTED] (pupil name),
I do / do not give consent to my child to take part in this project.

Signed [Signature] (Parent/Guardian).

Date 1st May 2019

Appendix B

Interview with class teacher

“Child A has come a long way during the year. When he first came to the class he would have regular coughing fits and make himself sick if he could not do the work”

What things have you put in place to reduce his anxiety?

“He has built up a very good relationship with Miss Rhian (Class TA). Her introduction to the class after Christmas has boosted his confidence. Although she works with one child particularly, she is often used to work with a small group including Child A”

What does he like about school?

“Sports, anything to do with PE he loves. He is very good at sports and art. He plays a lot of football with his friends”

Does he have a good friendship group?

“When he first came to the class he was very unsettled, he did not have a best friend and would often play with the older children because of the football aspect”

“We looked at the possibility of sending him to a nurture group to help with this. He used to go twice a week and the results of the pod have helped him in class. He has a really strong bond with ***** and is a popular lad in the class”

“He has very good Scientific knowledge and enjoys the practical element. Getting it down on paper is the hard part because of the Literacy barrier”

Is there anything he finds difficult in school?

“academically he is not strong, however he always tries his best. He is very aware that he finds tasks difficult and often waits for Miss Rhian to help him”

“He enjoys learning about Science, Last term he contributed a lot to the planets”

“If Miss Rhian isn’t in the class for some reason, he will often wait for her to get back. We are trying to encourage him to give it a go himself, this is easier said than done”

Could you tell me a little about Child A’s life outside school?

“He is one of three and the eldest in his family”

“currently only mum at home”

“Spends a lot of time looking after other siblings”

“He is eFSM”

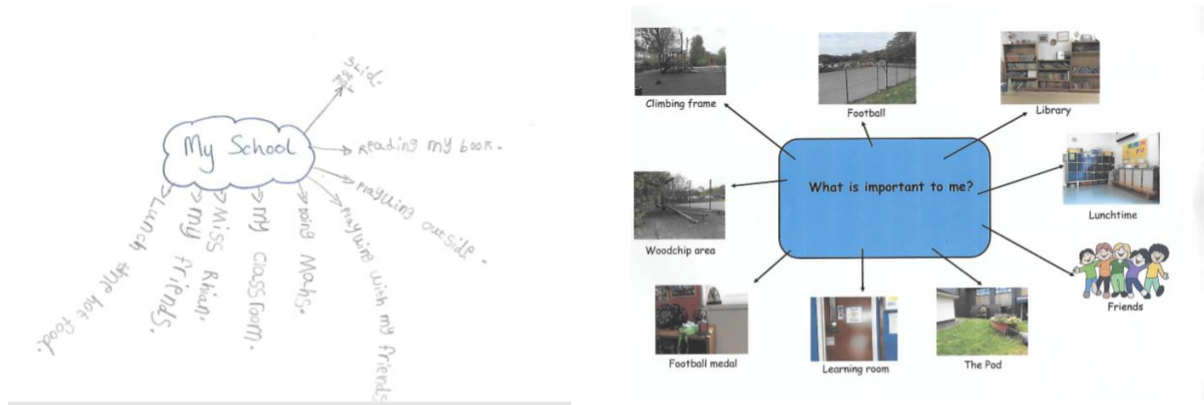
“Mother has mobility problems”

“not allowed his photograph published on twitter or facebook”

Appendix C

Child A drew a mind map of the important things in school to him. We then discussed some of the things he wrote.

He also took photos of what was important to him.



You have said that your friends are important to you, can you tell me why?

"I like sitting by ***** in class".

"I like playing football with my friends outside when it is our turn".

"***** is my best friend"

Why is being outside important to you?

"it's fun outside. We get to play outside"

"I play lots of football outside"

Why is Miss Rhian important to you?

"She helps me when I'm stuck. She talks to me all the time and helps me"

"She is funny"

Reading your books is important to you. You have also taken a picture of the library area, why?

"I like reading to someone"

"they help me if I'm stuck on words"

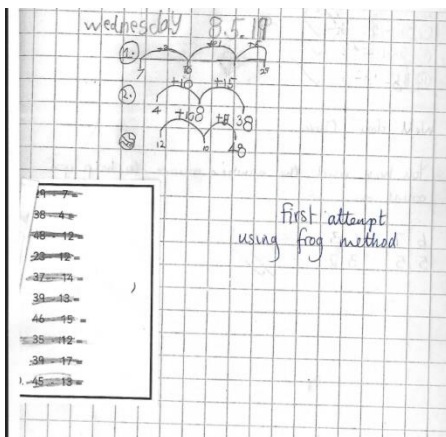
Appendix D

Wednesday 1 st May	• Moved up a set in swimming this morning (KH discussion with mother about this). Very happy with himself and very strong swimmer. • During Playtime – on the football field with the older children. • Good group of friends at lunchtime. Sit in the same place with same people every day. • Picked to be part of the Year 3 Cross-Country team. Beamed. • During maths lesson, he listened well to introduction, however was stuck on the task. Realise on TA to help him with the task. • Not keen to offer answers to class. Anxious
Thursday 2 nd May	• Reading skills are week (Look at reading record notes). • Could not recognise high frequency words (By, can, my) • Maths lesson on time – happy to answer along with rest of the class, however would often look at others answers before offering his own. • When asked to write an answer on his own Whiteboard, he was unable to and copied next doors answer before showing. • Often uses excuses to go to toilet to avoid doing work. Is this cause he is unable to complete the task?
Friday 3 rd May	• During Assembly he was asked to stand up as he had competed in Cross-Country. Obviously didn't like the attention, would not look up and looked uncomfortable. (finished 11th). • English spelling test – scored 2 out of 45.
Monday 7 th May	• Very anxious knowing he was going to be doing his national reading test.

	Test was printed on cream paper to help him. • Guessed a lot of the answers. • Gave up half way through.
Saturday 11 th May	• Took part in Cross-Country. Different child out of school context. Looked happy and enjoying. • Finished 24th. Very pleased with himself. Didn't want his photo taken.

Appendix E

i)



ii)

④ $23 + 12 = 35$ ✓
⑤ $37 - 14 = 23$ ✓
⑥ $39 - 13 = 26$ ✓
⑦ $46 - 15 = 31$ ✓
⑧ $35 - 12 = 23$ ✓
⑨ $38 - 17 = 21$ ✓
⑩ $45 - 13 = 32$ ✓

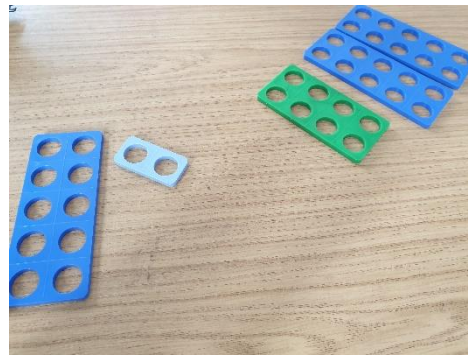
Well done [redacted]

You have used the number square to help you count on.

$67 - 13 = 54$ ✓
 $55 - 32 = 23$ ✓

These questions came from the M4 group.

Second attempt much better.



Appendix F



" We need a sea-saw
and slides to play"
"Area just for Year 3"



" I want to win this
when I am in Year 6"
" This is for the best
football player"



" I like here but it
is always the little kids
that get to use it"
" We need our own"



" I love playing football here
when it is our turn"



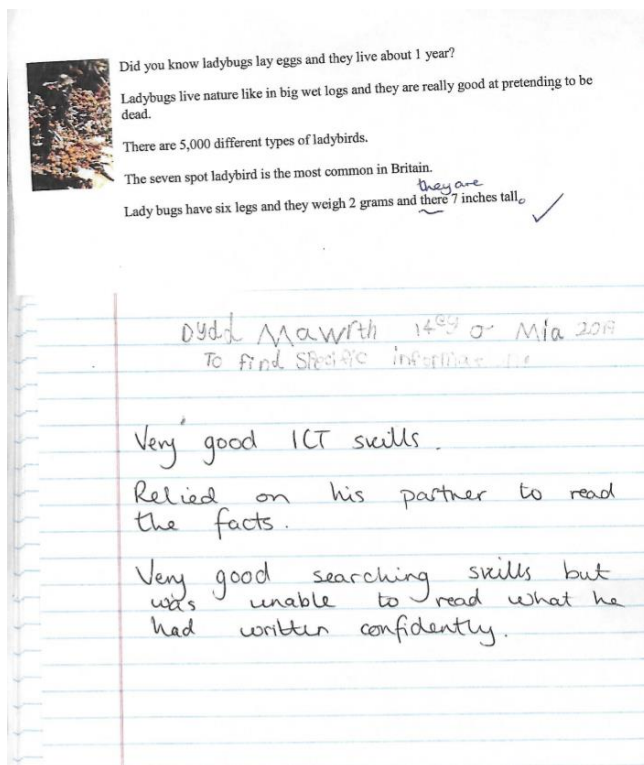
" I like reading my
school book"
"Mrs Rhian helps me with
words"

" This is where I sit with
my friends at lunch"

Appendix G



Appendix H



Did you know ladybugs lay eggs and they live about 1 year?

Ladybugs live nature like in big wet logs and they are really good at pretending to be dead.

There are 5,000 different types of ladybirds.

The seven spot ladybird is the most common in Britain.

Lady bugs have six legs and they weigh 2 grams and ^{they are} there 7 inches tall. ✓

Dydd Mawrth 14^{eg} o Mla 2019
To find specific information

Very good ICT skills.

Relied on his partner to read the facts.

Very good searching skills but was unable to read what he had written confidently.

Appendix I



APLP
PDPA
Partnership Development Programme
for Primary and Secondary Schools

C11b

Reading record

Name of learner: OF Reading age (if known):

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
2/5/19	Swap	Fiction	Unsure on a few words. (was/saw) Guesses the word after initial sound.
7/5/19	Swap	" "	Good start. Talked about the pictures.
9/5/19	Swap	" "	Could talk about the text a little - couldn't link to everyday.
14/5/19	Swap	" "	Changed book. Stuck on same word each time - Nadin — — —

This form should be used after reading the school's reading policy, if available

* Could do with memory games to help him remember.

Appendix J

Thursday May 16th
To write a dialogue between two characters.
Setting - In the Field

* Missing punctuation worked really well with JS (LA group). Miss Rhian wrote what they wanted to say on WB. They copied.

Hi
Hi FLY.

FLY Do you want to learn to be a sheep dog?

Babe Yes I do want to be a sheep dog.

FLY You have to be strong if you want to be a SHEPP dog. sheep.

Babe I am strong (Babe tried lifting a heavy bone.)

FLY you need to lift something bigger than that (Babe shakes his head)

Babe Do you want to do the running?

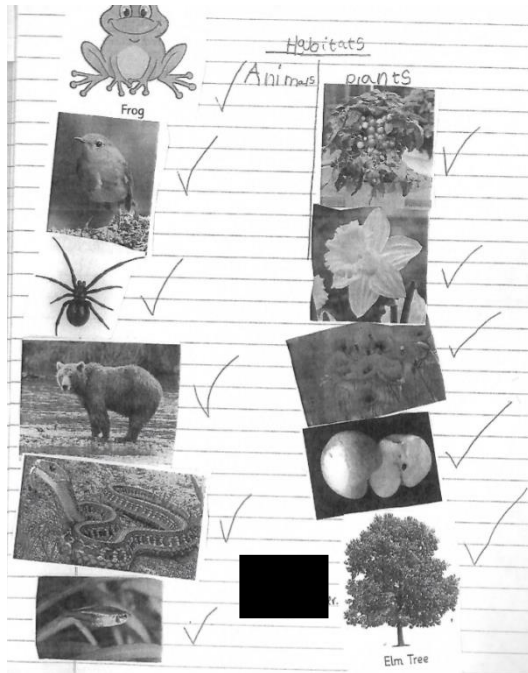
FLY I enjoy my job on the farm.

Babe Will I be as good as you one day?

FLY yes! If you listen to me (Babe's head)

j (letter formation)

Appendix K



Has worked really well on this task.
could sort correctly & offer a few
of his own ideas.

Tiger - animal
sunflower - plant.

Appendix L

