



ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	Freya Price	Student P number:	1702289
Programme: *	PGCE Primary		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):*	7
Module code: *	M7X02153	Contribution to Overall Module Assessment (%): *	70%
Module Lead:*	Helen Lewis		
Assignment Title:*	Written assessment 4,500 words	Assignment No (x of x):*	1/2
Start date:*	5/3/17	Submission deadline:*	30 th May 2018
Return date of provisional marks & written feedback:*	27 th June 2018		

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

Learning Outcomes tested (from module syllabus)	Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:
• critically reflect upon teachers' professional responsibilities in working closely with parents governors, local authorities and agencies which support schools and the wider community • synthesise and analyse performance data accurately to inform decision-making, illustrating a comprehensive understanding of national requirements relating to progress within the statutory and non-statutory curricula • identify, apply and evaluate appropriate formative and summative assessment strategies, and critically reflect on the effectiveness of selected strategies in their own classroom practice • reflect critically upon their own learning, drawing upon relevant theories and personal experience	• Discuss the intended professional data collection justifying its suitability and purpose; • Support the discussion by referring to a range of relevant literature; • integrate theory and practice with regard to the pedagogic context; • Discuss the ethical issues that should be considered during the assessments • Write a well-structured piece of work in a coherent writing style

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	☐	☐	☐	✓	☐	☐

Student's Name	Freya Price	Date	30/05/2018
Student's Signature	F. G. Price		

‘Supporting pupil progress: a detailed analysis of one child’s holistic development, with justification for the next steps in learning.’

School Development and Pupil Progress

M7X02153

Word Count: 4,435

Introduction

This assignment aims to analyse one child's holistic development, using collected data to evaluate the child's learning and consider the strategies that could be implemented to ensure they achieve the next steps in their development. The Mosaic Approach (Clark and Moss, 2011) was utilised as a means of data collection. Research was conducted within a Primary School of approximately 375 pupils, with 2 mixed ability classes per year group. The school is situated in a small rural area of the Vale of Glamorgan and has been categorised as yellow where the percentage of pupils eligible for free school meals is below the national average at 10.5% (Welsh Government, 2017). In 2017 it was identified that 94.6% of pupils achieved the expected outcomes by the end of Foundation Phase and 94.2% achieved at least a level 4 by the end of Key Stage 2 (Welsh Government, 2017). Both results are above the current national average for achievement.

The pupil that will be discussed within this case study will be referred to as 'P' in an attempt to keep their identity anonymous. P is seven years old and is a pupil within a Year 2 mixed ability class of 16 boys and 11 girls. Lessons are organised in a carousel structure for teaching Literacy, Numeracy and Topic based learning. Pupils are engaged in two focussed activities conducted by both the class teacher and Learning Support Assistant (LSA), then pupils have the opportunity to engage in independent activities both inside and outside of the classroom. During these carousel sessions pupils have been placed in three ability groups. The independent activities are planned to consolidate and enhance their learning through more play-based and practical tasks. The school have additionally implemented the 'Read, Write, Inc.' (Miskin, 2018), a phonics based literacy programme which aims to develop pupils' reading and writing skills. This scheme of work is conducted for three hours per week and during these sessions pupils are grouped according to their reading ability. To further improve

reading development within Year 2, guided group reading is carried out daily which gives the teacher opportunity to read with the children, and pupils independently engage in activities such a comprehension and spelling.

Data collection

Within this assignment the Mosaic Approach was utilised as a means of collecting data that could provide a valuable insight and analysis of the child's holistic development. This approach enables the researcher to consider the 'voice of the child' (Clark and Moss, 2011, p.2) allowing for the abilities of the learner to be recognised. Within this multi-method approach evidence such as photographs, learning walks, discussion with the child and observation of the child within their learning environment provide rich data that enables a broad analysis of the whole child to be considered 'to gain deeper understanding of children's lives' (Clark and Moss, 2011, p.3). Clark and Moss (2005) believe that the Mosaic Approach can be used to raise expectations in a way where the child can make a valuable contribution.

When using such an approach it is important to consider the potential strengths and limitations. The Mosaic Approach enables practitioners to prioritise children's perspectives, considering their views and experiences of what is important within their lives (Clark and Moss, 2005). Despite the development of this approach focussing on children under the age of five, the child-led nature of its methods could prove effective when considering the learning and development of pupils throughout the Primary School age range. This is supported by ideas and suggestions put forward by Donaldson (2015), where emphasis is placed on the importance of providing pupils within Wales the opportunities to be involved in their learning, focussing on metacognition and encouraging pupils to reflect upon how they learn. Clark and Moss (2011) identify the importance of respecting the privacy of the child

throughout the process, showing awareness and understanding when a child decides they have contributed enough, avoiding intrusion. It is also recognised that a child's views and contributions may be misunderstood when interpreted from an adult perspective (Clark and Moss, 2011, 2005).

Within the multi-method approach used to gather data to analyse the holistic development of the child, observations were used. Observation enables a researcher to gain insight into a child's interactions with their environment and others around them (Papatheodorou *et al.* 2012). It is a tool utilised by teaching practitioners as part of their role and responsibility, observing their pupils in order to assess and plan their learning appropriately (Welsh Assembly Government, 2008). Using observations within the Mosaic Approach provide a foundation knowledge of the child's perspective, allowing the researcher to gain an understanding of the child's experiences and learning through the recording of narrative and qualitative data (Clark and Moss, 2005).

Unstructured participant observations were used as a means of observing the child's interactions within their learning environment. Bell (2014) identifies that unstructured observations can be more natural and open-ended, allowing for analysis of data that is not pre-determined. Observations took the form of 'narrative accounts' (Clark and Moss, 2011: 16) which can be used to fuel discussion surrounding a child's learning. This form of unstructured data collection can be difficult to manage (Bell, 2014), however, this use of observation already formed part of the practitioner's responsibility and was therefore planned for effectively.

In addition to observations, child conferencing was utilised in the form of an interview. Within the Mosaic Approach, child interviews provide a structured element to the process where the child's opinion and views can be derived (Clark and Moss, 2011, 2005). Cohen *et*

al. (2011) recommend that when interviewing children, particularly when on a one-to-one basis, it is important to make this usually unnatural situation more relaxed and unthreatening by incorporating it into the child's everyday routine. With this in mind, the practitioner conducted the interview with P while they were completing a colouring activity together. This approach to the interview immediately put the child at ease, potentially yielding a more valuable response. In an attempt to maintain the relaxed interview environment, the interview was audio recorded. Bell (2014) highlights that audio recording during interviews enables the researcher to focus on their interaction and engagement with the interviewee, eliminating the pressure to be writing down their responses. The interview was then later transcribed for analysis.

As an additional method of child-led data collection, tours and photographs were used to provide further insight into the child's learning, focussing on areas within the classroom and learning environment which they felt contributed to their learning and which they enjoy. Allowing the child to take the photographs themselves and lead the tour of the environment allowed them to feel ownership and in control of the process, yielding a more valuable and child-centered insight (Clark and Moss, 2011, 2005). The photographs produced during the tour provided a valuable catalyst for further discussion surrounding elements within the learning environment that successfully contributed to the child's learning and holistic development.

In order to consider the child's holistic development with analysis of their learning, samples of work have been collected and annotated with consideration of the child's achieved outcomes within the areas of learning set out by the curriculum. When evaluating these samples of work, it is possible to identify potential gaps in the child's skill and areas for improvement within areas of the curriculum, thus allowing for next steps to be identified.

Throughout this research it was ensured that ethical guidelines set out by the British Education Research Association (BERA, 2011) were considered throughout. Before any data collection was carried out, consent from both the class teacher and pupil were obtained using a consent form provided by the university (Appendix 1). It was made clear to the participating child that they had the right to withdraw at any point during the process and that their rights would be respected. Any persons involved, including the participating school, were made aware that all names would be made anonymous to ensure confidentiality and to respect their privacy. All data obtained is held securely, in line with guidelines outlined by the UWTSD Research Ethics & Integrity Code of Practice.

Analysis of learner.

Data collected within this case study was analysed through exploration of the ASK model suggested by Nottingham (2013). Using this model, learning can be closely considered, thinking about the attitudes, skills and knowledge of the learner. The consideration of these important elements within a child's learning is highly valued by Nottingham (2013) who identifies that to successfully prepare pupils for their future lives, practitioners must ensure that the development of attitudes, skills and knowledge is integrated within children's education. Using the data collected through the Mosaic Approach, the development of the child will be analysed with consideration of their attitudes towards their learning, their development of required skills and their knowledge of relevant information and concepts.

During the interview with P, when asked what her favourite thing about coming to school was, P stated that she enjoyed seeing her friends and playing with them (see Appendix 2). The role of friends in P's school life appears to be prominent, forming a crucial part of her school life. P focussed mainly on the classroom during her tour, taking photographs of classroom

displays and objects. One photograph is of a birthday display (Appendix 3) where P stated that this display was special because she was able to find out when her friend's birthdays are and they can celebrate together. The importance of social interaction within learning is clearly linked to the theory of social constructivism suggested by Vygotsky (1978, cited in Grigg, 2010). Within this theory, emphasis is placed on the importance of creating a learning environment that supports social interaction and relationships (Hausfather, 1996). The focus P places on this birthday display and the connection this clearly creates between her and her peers highlights the importance of friendships within her learning, using school as a platform to create strong links with her peers.

P displays good communication and social skills when working among her peers. When engaged in independent learning activities, P is observed to collaborate effectively with her peers, while listening to the viewpoints of others and build strong relationships and rapport (see Appendix 6). Using the outcomes set out within The Foundation Phase Framework (Welsh Assembly Government, 2015) it is possible to identify that, using a best-fit judgement, P is working at an Outcome 4 for the Personal and Social Development, Well-being and Cultural Diversity (PSDWCD) area of the curriculum. P displays many of the qualities for achieving an Outcome 5 for PSDWCD, however it is her inability to regulate her emotions and express appropriate feelings when disappointed that prevents her from achieving this outcome.

While observing P during her learning and interaction within the classroom it is possible to highlight her constant seeking for approval. In an observation (Appendix 4) made of P completing an independent writing task it is noted that after completing each sentence she shows her teacher, seeking reassurance and reward for what she is doing. Rewards are important to P and appear to be her main source of motivation in her learning and

development. During the interview P states “I like getting rewards in school, that’s why I do my work” (Appendix 2), highlighting an extrinsic motivation. Grigg (2011: 341) identifies that Behaviourists place great importance on ‘using extrinsic sources to motivate children’ through the use of reward systems. However, Hattie (2012) states that intrinsic motivation can in fact lead to a deeper level of learning, where the child is invested in challenging themselves. P’s desire to learn is clearly fuelled by her desire to receive an extrinsic reward. When asked about homework during the interview, P further states “I like to do it because we get 5 house points for doing homework. I like it when Mrs B gives me a prize” (Appendix 2). This highlights that P does not complete her homework for the purpose of extending her learning or because she finds it interesting, but simply because she is rewarded for doing so.

In a longitudinal study, Hayenga and Corpus (2010) evaluated the effect of intrinsic and extrinsic motivation on pupil achievement. Despite focussing on middle-school aged children in America, results from this study identify that where the ratio between intrinsic and extrinsic motivation is balanced, good academic achievement is displayed. However, the correlation with achievement in cases where levels of extrinsic motivation were high was found to be negative. Similarly, Bates (1979) suggests that the use of classroom reward systems in an attempt to increase academic achievement can in fact have adverse effects, eliminating a child’s intrinsic motivation and desire to learn. It is stated that the use of extrinsic incentives creates an artificial climate for learning, where pupils are rewarded in a way that is not replicated outside of the classroom. This suggests that P’s inherent extrinsic motivation could be negatively affecting her academic development.

Upon the analysis of P’s development however, it is crucial that all available data surrounding her learning is considered. Despite observations and the interview highlighting a potential lack of intrinsic motivation, data collected through these methods can be subjective.

It can therefore not be assumed that this is negatively affecting her development of the essential skills and knowledge within the curriculum. For both the Mathematical Development and Language, Literacy and Communication area of learning, P is working within an Outcome 5, successfully achieving the outcome expected of her before the end of Year 2.

P has a good understanding of number, beginning to confidently develop skills of multiplication and division, as well as using time, money and measurements confidently (see Appendix 7). From the examples of work it can be identified that number formation is repeatedly identified as an 'Even Better If' within the marking of the teacher. This is an area that must be developed. During maths lessons P lacks confidence in her abilities, which has resulted in her being moved in to a lower ability group. This change will enable P to engage in activities that are more practically based. When asked during the interview if she preferred using resources to help in Maths, P replied "Yeah, because I can see things better and understand it more. Its better when I can touch things and move them around" (Appendix 2). This highlights that P is both a visual and kinaesthetic learner, preferring to manipulate objects and visualise her learning (Grigg, 2010), something that must be considered when highlighting the next steps in development.

Similarly, as with Mathematical Development, P shows good development within the Language, Literacy and Communication area of learning. As stated previously, the school in which this case study was conducted have implemented the 'Read, Write, Inc.' (Miskin, 2018) phonics and reading programme. P is currently placed within the yellow group within the programme. Her reading is becoming increasingly independent with good accuracy, although her pace and fluency could be improved. During both the tour and interview P identifies the reading area as her favourite area of the classroom, choosing to photograph it (Appendix 8). When asked if reading was something she enjoyed, P states "Yes, but sometimes school books

are boring. At home I like reading funny stories not boring ones” (Appendix 2). Within Foundation Phase Outcome 5 (Welsh Assembly Government, 2015: 53) it outlines that children achieving this outcome ‘choose reading materials independently giving reasons for their choice’, thus highlighting P’s reading achievement.

P shows good skills in her oracy and writing. She engages in imaginative role play (Appendix 9) and contributes to discussions, expressing her opinions and respecting those of others, all contributing to her achieving an Outcome 5 within this area of learning. As with her number formation, P often makes errors when forming letters, and improvement of her handwriting and punctuation is a further area for development. Nevertheless, P displays good writing skills, with an ability to construct extended sentences using descriptive language and appropriate connectives (see Appendix 10).

Although it can be seen from considering the quantifiable data surrounding the learner’s Foundation Phase Outcomes that P has successfully developed the essential skills and knowledge, such data does not provide the rich and valuable insight which can be derived by more qualitative data collection (Bell, 2014). From observations made during the completion of tasks, it can be noted that P often displays negative attitudes towards her work, again requiring copious amounts of extrinsic motivation in the form of praise, reward and often negotiation of tasks (see Appendix 5). P finds it very difficult if she makes a mistake or feels she cannot do something. When asked during the interview how she felt when she was unable to do something P stated, “I get really upset. It makes me feel like I’m rubbish at things and can never do good work” (Appendix 2), thus showing her lack of resilience and low self-esteem within her learning.

Goldstein and Brooks (2012; Brooks and Goldstein, 2001) recognise that in order to be successful in their learning and subsequently content in their future lives, children must be

given the tools to become resilient individuals. It is stated that to be resilient, children must possess ‘the inner strength to deal competently with the many challenges and demands they encounter’ (Brooks and Goldstein, 2001: 1) and should embrace the challenge of problem solving and mistakes. Children with resilience have an openness to learn and realise that their mistakes are there to challenge their thinking. However, for those who lack resilience, their learning is hindered and crucial development is lost. In order to improve the quality of her learning, it is crucial that P is given the tools and support to improve her resilience, something that will be explored when considering the next steps in her learning.

It is clear from an analysis of the varied data collected within this case study, P shows good development of the essential skills and knowledge, achieving good outcomes within the areas of learning. There are some skills which need to be improved such as letter and number formation, and strategies that can be implemented to improve such skills will be considered further. Additionally however, when considering Nottingham’s (2013) ASK model, it is the attitudes of the learner that also play a fundamental role in their learning. It is evident from the analysis of the learner, that her resilience and motivation to learn is an area in need of development and a number of strategies and interventions must be implemented in order to ensure progression.

Next Steps

Upon the analysis of samples of work it was identified that P regularly and consistently makes errors in the formation of particular letters and mistakes in her handwriting. Problems with handwriting is said to be difficult to eliminate without the implementation of specific interventions (Bara and Gentaz, 2011; Smits-Engelsman and Van Galen, 1997). The accuracy of handwriting and letter formation relies upon the child’s memory of that letter and if a child

has repeatedly recalled the formation of that letter wrongly, then the formation of that letter must be re-learnt (Bara and Gentaz, 2011); which can be achieved through modelling and repetition. It will be crucial to first identify the letters in which P has wrongly learnt, in order to ensure the intervention is effective. P will then be encouraged to engage in daily practice of letter formation, focussing on the letters where misconceptions occur. These daily activities will take different forms, sometimes asking P to write using chalk on the ground, on the whiteboard, or in her handwriting book. This repetition in different formats will encourage P to make connections, while also make this intervention a more enjoyable and memorable activity.

Additionally, when considering P's development within Language, Literacy and Communication, it was acknowledged that although she is displaying good reading skills, improvements need to be made in her pace and fluency. It was deduced from the interview conducted with P, that reading in school is not always an enjoyable experience, with P stating that she believed the school books were boring. Lockwood (2008) recommends that allowing pupils to choose their own books and providing them with the opportunity to read different genres of literature can promote and encourage an enjoyment for reading which will subsequently improve their skill. Therefore, it is suggested that, to engage P more effectively with her reading, she will be encouraged to choose her own books and reading materials that will excite and inspire her to read more often. As a result, it is hoped that through more practice and opportunities to read, an improvement in P's standard of reading will be observed.

Despite achieving an Outcome 5 for Mathematical Development, through pupil analysis it was identified that P lacks confidence in her mathematical abilities, resulting in her moving to a lower ability group. It is therefore important that this lack of confidence is addressed and

improved to ensure P continues to develop the essential mathematical skills and knowledge as she progresses through her education. It was noted that P appears more at ease when completing more 'hands on' and practical activities, appealing to her kinaesthetic and visual learning style. With this in mind, it will be ensured that more practical activities are planned for P that encourage her to engage in problem solving and continue to develop good understanding of the manipulation of number with maths. Boaler (2015) highlights that maths can be brought to life through the application of creativity within maths lessons. This will enable P to apply her practical knowledge to solve problems and make maths appear more accessible, thus improving the confidence in her ability.

When considering the learning and development of P, a major barrier to her learning was recognised. P's attitudes to learning, in terms of her resilience and motivation to learn were analysed and evaluated. In an attempt to improve P's attitudes towards her learning, the concept of Growth Mindset will be implemented in many areas of the learning environment. According to Carol Dweck (2006), learning can be hugely influenced by a person's mindset and whether they possess a fixed or growth mindset. Those with a fixed mindset are said to be of the belief that intelligence is something that is pre-determined, often giving up when challenges arise. Differently, those with a growth mindset believe that intelligence can be improved, embracing challenge and striving to achieve (Nottingham, 2015; 2017). As stated previously, P shows little resilience, giving up when things become challenging and displaying a fear of making mistakes. In promoting growth mindset within the class, it is hoped that P's resilience and attitudes towards learning will be improved.

Robinson (2017) suggests a number of strategies for integrating growth mindset within the learning environment, beginning with teaching pupils about 'neuroplasticity'. Through this explicit teaching, pupils begin to understand that intelligence is not something that is pre-

determined, but through putting time and effort into their learning, they can physically change their intelligence. Additionally, to eliminate P's fear of making mistakes, mistakes will be normalised by encouraging pupils to their mistakes. The sharing of mistakes and discussion of how they were overcome will form part of feedback and self-assessment during lessons. Similarly, P will be encouraged to use language that promotes growth mindset, changing her "I can't do it" response to challenge into a "How can I use what I've learnt to help me?". As P is a visual learner, it is felt that it may be beneficial for such phrases and other elements of growth mindset to be displayed within the classroom in a fun and engaging way that may inspire P to make steps to improve her resilience and attitudes towards her learning.

A final step to be made to improve the learning and development of P, would be to consider how her motivation to learn could be improved. P has been found to be very extrinsically motivated, which can result in low levels of learning. Intrinsic motivation can be promoted through allowing pupils to take control of their own learning, setting their own targets and reflecting upon their learning (Grigg, 2010). To achieve this, P will be given the opportunity to set her own success criteria and targets for each task, highlighting the elements she feels are important to complete the activity. This will motivate P to effectively engage with her learning, providing valuable a tool for reflection and self-assessment.

It is hoped that the implementation of these next steps will provide a catalyst from which P can successfully progress in her learning. By effectively implementing interventions and strategies, any barriers to learning and development can be removed, allowing P to reach her full potential and extend her knowledge and skills.

Conclusion

Within this assignment the Mosaic Approach was effectively utilised to evaluate the holistic development of a Year 2 Foundation Phase pupil. Using this approach has highlighted the potential advantages of using child-led approaches in the assessment of pupils' learning. These approaches enable the practitioner to gain a valuable insight in to the learning and development of their pupils from the child's perspective, allowing for reflection upon the learning environment and how pupils engage within it. The multi-method approach additionally enables practitioners to assess their child's learning in a way that considers the whole-child, thinking not only about their knowledge and skills in relation to the curriculum, but their attitudes to learning and the implications of these.

Within the analysis of the pupil within this case study, it is repeatedly recognised that attitudes for learning can have a significant effect on the perceived development of the child. Although it is identified that P is displaying good attainment in terms of her achieved Foundation Phase Outcomes, literature suggests that negative attitudes within learning can be detrimental and it is crucial that pupils are provided with the tools to be successful in their learning attitudes. Therefore, conducting an assessment of a child's learning such as this is beneficial as it allows practitioners the opportunity to observe and assess their pupils' attitudes to learning, enabling them to consider and plan for next steps within the learning process.

As a practitioner, reflecting upon this process of analysing a child's holistic development, I realise the importance of considering the whole-child. I now recognise that the assessment of a pupil's development should not be based solely on their academic attainment, but it is crucial that their attitudes to learning and well-being are also considered. The use of more child-led tools of assessment that value the insights and perceptions of my pupils is a strategy

that I will take forward in my future practice enabling me to successfully assess learning and implement areas for pupil development.

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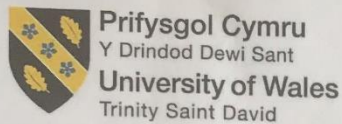
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Appendices

Appendix 1 – Consent form



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): Freya Price

SCHOOL NAME (PLEASE PRINT): [Redacted]

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).

[REDACTED]

If you have any queries regarding this, please contact:

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

Many thanks in advance,

SDPP module team

Sarah Elsey
Dr. Helen Lewis
Linda Davies
Jayne Morgan
Heddwyn Davies

Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder

Appendix 2 – Interview transcript

Interview Transcript

This interview was conducted within the Year 2 classroom at **Name of School removed** during lunchtime. Both the child and researcher were engaged in a colouring activity throughout the interview and the interview was audio recorded.

“What is your favourite thing about coming to school?”

P – “I like getting to see my friends. I enjoy doing things with them in school and playing with them”

“Why do you think school is important?”

P – “Because teachers teach you things you need to know. If you don’t know things you won’t be able to get a job and have money”.

“What don’t you like about school?”

P – “Sometimes we do loads of writing and it is really boring. Everybody is better at writing than me. I wish I didn’t have to do writing”.

“What would you prefer to do?”

P- “I like making things and drawing. Its much more fun and I’m better at it. When I’m making things I can do what I like more and use my imagination. That’s why it’s not as boring as writing. Look, see that butterfly up on the wall... I made that”.

“Wow, that’s lovely! When did you make that?”

P – “Ages ago for homework”.

“Do you enjoy homework?”

P- “Sometimes I like to do it because we get 5 house points for homework. I like it when Mrs B gives me a prize”.

“Why is that?”

P – “Because it makes me feel special and happy and then the other children know ive been good and they want to win a prize too or play with mine. That makes me feel special and cool. I like getting rewards in school, that’s why I do my work”.

“What do you think about doing maths in school?”

P- Sometimes it’s hard but easy sometimes too. I used to be in blue group but I don’t think I was very good because now I’m in red.

“Why do you think that means you were not good?”

P – I don’t know, I just do.

“What kind of work do you do in red group?”

P – We do more things and don’t write as much in our books. Like we use cubes and things to help our maths.

“Do you like using resources to help you in maths?”

P – Yeah, because I can see things better and understand it more. It's much easier that in your head.

"How do you feel when you can't do something?"

P – "I get really upset. It makes me feel like I'm rubbish at things and can never do good work"

"What is your favourite area in the classroom?"

P – "I like the reading area because I can go there and have some quiet time".

"Do you enjoy reading?"

P – Yes but sometimes school books are boring. I like reading funny stories not boring ones.

"Is there anything else you enjoy about school?"

P – Working on the computers and iPads.

"Why?"

P – It's more fun and doesn't feel like you're working.

Appendix 3 – Photograph of Birthday display



Appendix 4 – Observations

P [redacted]

23/4 → Completing activity on life cycle of a plant. Appears to be lacking confidence in ability. Consistently showing teacher work seeking approval and praise.

Appendix 5 – Observations

4/5 → Appears to lack motivation today. Completing writing task and is getting upset over amount of work. Has been negotiated that she will complete 4 sentences. P is now happy.

Appendix 6 – Observations

8/5 → Lovely role play with small world. P is taking lead and directing peers.

16/5 → Great communication and group work skills in construction area. Building Buckingham Palace → listening to others' idea on how best to build.

14/5 → E was upset today. P took it upon herself to ensure E was okay. Showed great compassion and empathy.

10/5 → Contributed well to class discussion about character description.

Appendix 7 – Examples of maths work

Wb: 7th May 2018 Teacher Task

LO: To introduce the '÷' sign and divide using grouping and arrays. RAG

★ Must	★★ Should	★★★ Could
I understand the '÷' sign and can group objects to calculate division. ✓✓	I can use arrays to calculate division. ✓ (S)	I can recognise the link between multiplication and division. ✓

6 ÷ 3 = 2 ✓

14 ÷ 2 = 7 ✓

18 ÷ 5 = 3 ✓

18 ÷ 3 = 6 ✓

8 ÷ 4 = 2 ✓

Link between multiplication and division → OS

No formation '9'

Challenge → Can you use arrays to calculate division?

12 ÷ 3 = 4 ✓

10 ÷ 2 = 5 ✓

WWW - You used the cubes to help calculate division and beginning to organise division using arrays.

EBI - Formation of number '9'

20/4/18

 ★ Must ★★ Should ★★★ Could		
I can read/draw temperatures on a thermometer accurately, using a scale which increases by 2, 5 or 10. ✓	I can compare temperatures and find the difference using number facts. ✓	I understand how to read and use negative numbers when thinking about temperature.

Cooler

5°C	8°C	12°C	25°C	35°C
6°C	9°C	17°C	22°C	32°C

Hotter

1 3°C - 7°C = 6°C ✓

3 5°C - 2 8°C = 7°C ✓

2 2°C - 1 8°C = 4°C ✓

1 4°C - 6°C = 8°C ✓

Measurements and units
→ 05
No formation -9

Can you draw the temperatures on the thermometers below?

1. 17°C

2. 12°C

3. 37°C

★ You are able to read/mark temperatures with a thermometer

EBI Formation of number '9'

LSA Task		 RAG
Wb: 19/03/18 LO: To write and understand multiplication sentences, using arrays		
Success Criteria		
★ Must	★ ★ Should	★ ★ ★ Could
 I can count in 2s, 5s and 10s and can recall some multiplication facts of the 2, 5 and 10 times-tables	I can write the multiplication to match an array ✓ I	I understand that by rotating the array, the multiplication has the same answer e.g. $5 \times 3 = 3 \times 5 = 15$ ✓ I

19/3/18

$4 \times 3 = 12$ $3 \times 4 = 12$ ✓	$3 \times 2 = 6$ $2 \times 3 = 6$ ✓	
$6 \times 3 = 18$ $3 \times 6 = 18$ ✓	$2 \times 4 = 8$ $4 \times 2 = 8$ ✓	$2 \times 5 = 10$ $5 \times 2 = 10$ ✓
$6 \times 2 = 12$ $2 \times 6 = 12$ ✓		

Understanding of multiplication

 No formation - 5 + 3

EBI Check your number formation '5' and '3'

Wb: 12/03/18

LO: To introduce the 'x' sign and to begin to recall and record the 2, 5 and 10 times-tables

Teacher Task

○ RAG

Success Criteria		
 ★ Must I understand the 'x' sign and that multiplication is repeated addition	★ ★ Should I can count in 2s, 5s and 10s	★ ★ ★ Could I can write the multiplication and am beginning to recall multiplication facts from the 2, 5 and 10 times-tables

Multiplying by 2, 5 and 10

$5 \times 2 = 10$

$6 \times 2 = 12$

$7 \times 2 = 14$

$3 \times 5 = 15$

$4 \times 5 = 20$

$5 \times 5 = 25$

$9 \times 10 = 90$

$8 \times 10 = 80$

$7 \times 10 = 70$

Developing good understanding of multiplication → OS

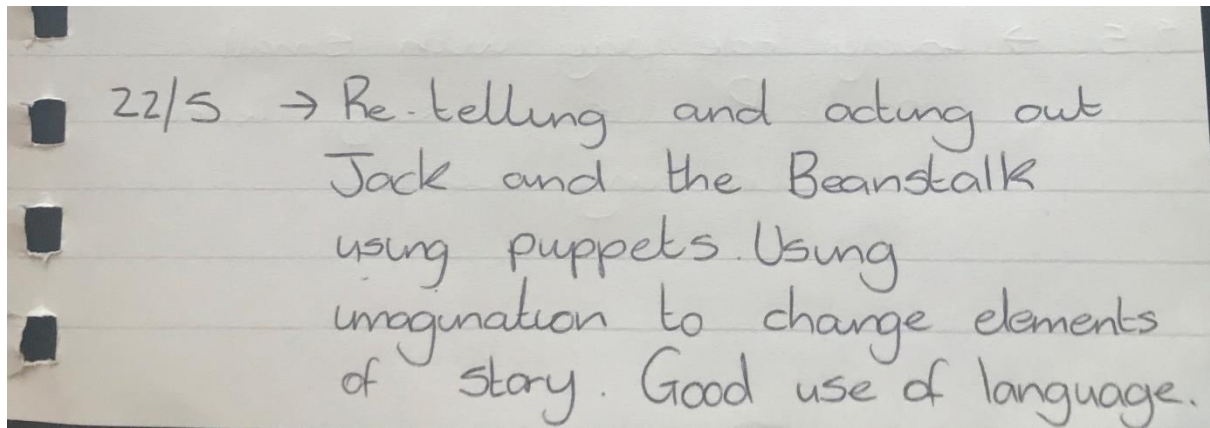
No formation - 5 + 2

☹️ 89 13/3

Appendix 8 – Photograph of literacy area



Appendix 9 – Observation

A photograph of a piece of lined paper with handwritten text. The paper has three binder holes on the left side. The text is written in dark ink and describes a classroom activity.

22/5 → Re-telling and acting out
Jack and the Beanstalk
using puppets. Using
imagination to change elements
of story. Good use of language.

Appendix 10 – Examples of literacy work

Wb: 07/05/2018

LO: To describe and analyse characters from the story 'Jack and the Beanstalk'.

Teacher Task

Success Criteria

★ Must	★★ Should	★★★ Could
I can choose words that describe the character's appearance and emotions. ✓	I can write a sentence that describes one of the characters. ✓	I can use a thesaurus to up-level my sentence.

Jack

Scruffy
Scrapee

Sad
dread

Angry
Happy
scared
Frightened

Eclectic

little

dirty
doodle

Completed independently.
Good descriptive language.
Phonetic spellings

✓

Wb: 21/05/2018		Teacher Task	RAG
LO: - To write a recount of our school trip to the Botanical Gardens.			
 Success Criteria			
★ Must	★★ Should	★★★ Could	
I can recall events of the trip and write about what we did and saw.	I can use time connectives to structure my writing using paragraphs.	I can use descriptive language to extend my sentences.	
<i>I</i>	<i>I</i>	<i>I</i>	

Outcome 5.

on monday 21st may year 2
 went at The Botanical Gardens.
 We tra^bvelled di^bya^bday.
 The j^burnea long and doning.

Letter formation
-b -N

when we got there we
 met a lady called Anne.
 She told us Is using phonetic knowledge when spelling. then we saw
 tad^bpo^bds. hat to find
 fre^bns for a cat^bupia. Then we went
 for lunch. After lunch we went
 to the Glasshouse and saw fr^bious
 1
 Next^b we^b park and i went
 on the si^bplingh. finally I went home

Wb: 16/04/18

LSA Task



LO: To use inverted commas (speech marks) to show direct speech in writing

Success Criteria

★ Must	★★★ Should	★★★★★ Could
 I can use speech marks to show the beginning and end of what is being said ✓	I can use the correct punctuation inside the speech marks, for example: Caps, !, ? ✓	I can use powerful verbs other than 'said' (R) Word bank



It is time for you to move out.

"It is time for you to move out?" yelled mother pig ✓



I will build my house with sticks.

"I will build my house with sticks." screamed the Little pig ✓



I am a clever little pig!

"I am a clever pig!" yelled

Using speech marks.
→ OS.

* You can correctly place speech marks around what is being said.