



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Module: School Development and Pupil Progress

Student Number: 1803329

Word Count: 4318

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

The aim of this assignment is to complete a detailed analysis concentrating on one child's holistic development, with justification for the next steps in their learning. In order to complete this assignment, the context within the literature will be based on one individual that is currently gaining an education within the school that the author is gaining experience in, in order to complete her second Professional Teachers Experience (PTE). Following the Data Protection Act 2018 (Gov.uk, 2019) throughout the assignment the identity of the school, staff members and all students will be kept anonymous. Furthermore, throughout the assignment the school is going to be referred to as 'School X' and the student that I will be observing and working with closely throughout PTE2 is going to be known as 'Child A' throughout the written literature. Child A is currently attending the school within the Nursery class and is four years of age. The school is based in the Bridgend area within South Wales. School A is currently sitting within the Amber support category with 183 pupils on role and a total of 25.3% of these pupils are currently receiving Free School Meals (FSM) (Anonymous, 2019). The Nursery setting consists of twenty-two full time pupils and an additional eleven part time pupils. Currently the full-time pupils are split between three different groups known as; Tigers, Lions and Elephants which are based on ability, whereas the part time pupils are grouped within what session they attend (morning or afternoon) and these are known as Monkeys and Hippos. Throughout this assignment the groups are going to be different names to what the groups are within the classroom to protect the identity of the pupils (Data Protection Act, 2018).

Data collection

In order to successfully monitor and concentrate on child A's development whilst on placement several data collection methods were used to gain a professional outlook on the child's preferences and opinions towards her own learning and development whilst at school. Concentrating on the ethical considerations, the British Educational Research Association (BERA, 2018) states that '*educational researchers should operate within an ethic of respect for any person-including themselves-involved in or touched by the research they are undertaking*'. Following this statement and the university's guidelines before any data was collected, letters were given to both the class teacher and the child's parent/legal guardian to show what the student teacher was intending to achieve whilst working closely with Child A (see appendix 1). Due to child A being four years of age, the letter that was given to her parent/legal guardian also asked for the consent of the parent/legal guardian to allow the student teacher to work with their child. According to McLean (2010); Dennehy & White (2012) consent is gaining the permission for an action to be carried out. Furthermore, alongside asking for consent from the parent/legal guardian assent was also gained from child A to make sure that she knew what was happening and if she was happy to be working with the student teacher (Dennehy & White, 2012). Both the parent/legal guardian and child A were both made aware that if at any point throughout the data collection that they no longer wanted child A to be observed then they knew that they could withdraw themselves at any time (BERA, 2018).

One of the data collection methods that were carried out was qualitative research. The use of qualitative research was evidenced through an informal interview with child A (see appendix 2). Vanderstoep & Johnson (2009) states that the purpose of qualitative research is to gain more of an in-depth viewpoint of the research participant. Throughout the interview several open-ended questions were asked to paint a picture

of child A's likes and dislikes within the school environment. Cohen, Manion and Morrison (2007); state that the use of open-ended questions allows the participants to answer the questions in their own words. Therefore the answers will be based on their own opinions and experiences (Mack *et al*, 2005). Mack *et al*, (2005) further goes on to suggest that a positive of using qualitative research methods such as conducting an interview is that it gives the researcher the chance to probe the participant's responses- by using the words why and how for example. This was a useful tool to use with child A being so young, due to, on some questions she needed the extra bit of encouragement when it came to elaborate certain answers. Following the Data Protection Act 2018 this informal interview took place in an empty space with the door shut so that child A felt comfortable and confident in what she was saying. In order to have primary data the information was audio recorded and then deleted before leaving the school premises, which also goes hand in hand with the guidelines of the General Data Protection Regulation (GDPR) (GOV.uk, 2019).

Another data collection method that was used was observation. According to Sharman, Cross & Vennis (2004); Welsh Government (2017) observation plays a vital role in the everyday practice within the Foundation Phase setting. Welsh Government (2017) goes on to suggest that the main purpose of observing children is to determine where they are on the learning field in order to be able to progress them, and to identify any difficulties or outstanding abilities. Throughout the observations the student teacher watched child A to see how engaged she was within different activities and environments in both inside and outside of the classroom. Welsh Government (2017) suggests that for an individual to be able to build a picture of a child, then it is important that observations are completed both inside and outside of the classroom, for example- the playground. Observing children comes with several positives such as; it

allows practitioners to gather primary evidence before and after a child has been taught multiple skills and it allows practitioners to see how the child can progress in his/her next steps (Welsh Government, 2017). In a result of observing child A it allowed the author to piece together several observations in order to get more of a feeling and understanding of where child A is now and what her next steps in her development may be. This then also links in with the Mosaic approach (Clark and Moss, 2001; Clark 2004). Bohlmann et al., (2019) suggests that there are a few limitations when it comes to observing a child. An example of this is that practitioners may get distracted by other situations occurring within the classroom and may miss something and another is that if a child knows that he/she is being watched then he/she may act differently to how she/he normally acts (Robson and Rowe, 2012).

Lastly, a simple map was made of the classroom environment (including the outdoor environment) and from talking to child A and asking her to show her favourite areas of the classroom, child A highlighted; where she likes to learn, her favourite places within the classroom environment and what her favourite objects/things to interact with were (see appendix 3).

Analysis of Learner

Throughout the Foundation Phase there are a total of Seven Areas of Learning which have been recognised to provide an appropriate curriculum for three to seven years olds which then supports and encourages their skills and developments through a cross-curriculum approach (Welsh Government, 2015). These Seven Areas of Learning consist of;

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication skills

- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development (Welsh Government, 2015)

From working closely with child A and completing a number of observations throughout PTE2 it was evident to see that child A had such a positive attitude when it came to learning within both the inside and outside classroom environments (Nottingham, 2013). In result to the positive attitude when it came to learning, this then had a knock-on effect when it came to child A's skills and knowledge within school (Nottingham, 2013). In order to analyse child A and her developments throughout the different strands, the author has decided to concentrate on the following areas; Mathematics, Language, Literacy and Communication, Personal and Social development and Physical development.

Child A is four years of age, therefor according to the Foundation Phase profile handbook, whilst looking at foundation phase outcomes child A should be confidently reaching outcome 2 and moving into the outcome 3 bracket. However, for a number of development areas child A is achieving gold and outcome one. Therefore, this states that child A is underachieving within her developments by two outcomes in some areas. Nevertheless, Child A is achieving outcome two and three in other development areas (Welsh Government, 2017).

Mathematics

Firstly, following the Welsh Government (2017) guidelines of where child A should be aiming towards, concentrating on her age, child A is underachieving by nearly two

outcomes within Mathematics (see appendix 4). From working closely with child A and observing her over a period of time, it was evident to see that child A was struggling with the concept of 'one more' and 'one less' which currently sits within the outcome one strand in the addition and subtraction section within the Mathematics strand. Whilst observing child A completing a 'one less' and 'one more' hands-on activity it was evident to see that child A knew that 'four came after three' and 'nine came after eight' however, when asked 'What is one more than eight?' or 'What is one less than six?' child A showed some struggles, as she could grasp the meaning of 'one more' and 'one less'. Unfortunately, this was not evidenced as the iPad that is provided by the school was not working and due to GDPR regulations (GOV.uk, 2018), the school was not allowing for the student teacher to use her own iPad device. Even though it's been evidenced that child A is finding the addition and subtraction section hard within this strand, she is reaching outcome one throughout the other strands within Mathematics.

Language, Literacy and Communication

Moving onto the second area of development; Language, Literacy and Communication, language is made up of several strands. These consist of; speaking and listening, reading, writing, thinking and observation. Welsh Government (2017) state that Language, Reading and Writing skills develop together and are interconnected. Focused on child A's outcomes within this area, child A is sitting between 'gold' and 'outcome one' when it comes to oracy. Child A shows confidence when it comes to speaking to both peers and staff members within the school. However, her phonological awareness outcome is currently at 'gold'. Welsh Government (2017) states that practitioners use a skills ladder to assess a child's phonological awareness through several songs, rhymes and word play which then

engages the child to understand language patterns. Child A is currently showing evidence that she can 'show engagement with familiar and new songs and rhymes and join in with singing or actions', however to achieve outcome one, child A needs to be able to 'listen to and join in with songs and rhymes, and with support being to engage in word play' (Assessment Foundation, 2019). Focussing on the writing strand, child A is currently achieving outcome one where she can show evidence of 'experiment with making writing like patterns (see appendix 5). In order to move up to outcome two within this strand, child A needs to be able to show that she can start to *'experiment with a range of mark- making implements and materials across a range of contexts.*

Personal and Social development

Concentrating on the Personal and Social development, this area of learning allows each individual child to not only learn about themselves, but it also encourages each individual child to create and build on relationships with their peers and others around them, such as; staff and their family members. Within the Foundation Phase, each child is supported and engaged to become confident, competent and individual learners (Welsh Government, 2017). Looking at child A's outcomes and where she is currently sitting now, child A is confidently achieving outcome one in all four of the strands. From observing child A, when it comes to personal care such as; showing evidence of personal care routines independently, child A has evidenced this several times throughout daily routines. For example, child A has a strong, positive attitude (Nottingham, 2013) when it comes to being independent. Child A independently can; go to the toilet, eat her food and dress herself before and after a physical education lesson. As a result of child A having such a positive attitude when it comes to being independent it has resulted in Child A achieving and evidencing a diversity of skills

within the both the indoor and outdoor environment (Nottingham, 2013). Furthermore, when it comes to the social interaction strand within the personal and social development area, child A is showing evidence of achieving both outcome two and outcome three. From observing child A it is evident that child A is a confident young child and even more so when she is within an outdoor environment. Previously child A completed an outdoor task where the skill was to: identify some animals and plants that live in the outdoor environment (see appendix 6). Throughout this session child A showed a positive attitude towards the task and previous learning within the classroom. As a result, to the positive attitude towards learning prior this outdoor experience, child A showed that she had development a range of knowledge (Nottingham, 2013) which she could then put into practice within the outdoor session. Notting (2013) further goes onto explain that the ASK model has three areas which are all interlinked within a child's development. These are; attitudes, skills and knowledge. If a child has the correct attitude such as 'being focussed on what is relevant' or 'keen to learn from his/her mistake' then it is more than likely that the child will gain new skills or adapt on previous skills within that lesson which would then have a positive impact on how much knowledge that child is gaining (Nottingham,2013). Due to GDPR (GOV.uk, 2019) within appendix 7 the children's faces are covered, however, you can see how engrossed and confident the children were in the activity, including child A.

Physical development

Physical and cognitive developments are closely linked, and even more so when it comes to the first couple of years of life. Welsh Government (2019) states that if a child has a poor physical development then it can indicate that the child may have an additional learning need. Focusing on child A's physical development and

concentrating on the outcomes within 'incerts' guidelines (Assessment Foundation, 2019). Child A is confidently achieving outcome three throughout all of the strands within her physical development. Furthermore, child A is showing evidence of outcome four, such as; 'holding a mark-making implement' and 'drawing' (see appendix 5). From observing child A evidence showed that child A could '*sometimes hold a pen/pencil with a firm grip*' and also '*draw pictures including objects made up of more than three basic shapes joint together*' (Welsh Government, 2017; Assessment Foundation, 2019).

Welsh Language Development

According to Welsh Government (2015) within the Foundation Phase, children should be encouraged to learn how to use and communicate in the Welsh language to the best of their ability. Welsh is one of the subjects that is getting promoted and pushed within School X. For the children to pick up welsh, staff members will used initial welsh throughout each day. Child A has a strong and positive attitude when it comes to welsh and is eager to learn a new language. Child A can say the following in Welsh:

- The days of the week
- Recite numbers 1-10
- Colours
- Ask what the weather is today
- Say what the weather is like today
- Ask someone what they would like to have today
- Ask for fruit

Vygotsky (1987) who is one of the pioneers of educational psychology said that children learn from the people around them and that all children will experience a

diversity of situations which will impact their social and intellectual, emotional and physical development levels.

After completing several observations, an interview, a tour and just generally talking to child A and finding out what her likes and dislikes were within the classroom environment (see appendix 3) it highlighted that child A preferred the creative areas within the classroom and excelled within the outdoor environment. I feel that child A's confidence grew whilst watching her within both the creative areas within the classroom and within the outdoor environment.

From watching and working closely with child A it was clear to see that child A was underachieving within some areas of development, however she was overachieving within others. For this part of the assignment I will be concentrating on Mathematics and Literacy as I felt this is where child A was underachieving the most. Firstly, concentrating on the area of Mathematics I wanted to concentrate on what I would do next to help child A's development within this area as she is currently underachieving by nearly two outcomes, if we refer back to the Welsh Government (2017) guidelines (see appendix 4) of where a child should be aiming towards at the age of four. After observing and completing an interview with child A, I now had a stronger outlook on what child A liked to interact with daily; where her favourite areas within the classroom were; and what were her stronger qualities. Therefore from these results, moving forward with promoting child A's development within Mathematics, I feel that I would like to take Mathematics lessons outside and into the wider environment where child A seems to be the most comfortable and confident. Referring to the Ask model (Nottingham, 2013) I feel that this would be a positive pedagogical approach as child A already shows that she is curious and full of wonder whilst outdoors, that she would

be engaged within the session outdoors which would then hopefully result in child A gaining more skills and expanding on her knowledge.

Focussing firstly on the strand addition and subtraction for child A to gain the skill and knowledge of 'one more' and 'one less' I have thought about a few different ways that this could be taught within the outdoor environment with our current term topic being; Teeny Tiny Things, we could;

- Go on a walk around the outdoor environment looking for different insects or mini beasts. We could then group these according to their colours, names or how many legs they have, for example. When we have grouped these insects, we could then look at does one group have 'one more' or 'one less' than another group?
- Plant different groups of seeds, e.g. flowers, vegetables and fruits. Again, when the children are planting the seeds the terms 'one more' can be used.
- Use the muddy kitchen facilities to make a cake. The terms 'one more' and 'one less' could also be used within this activity such as; 'I would like you to add one more flower to your mixing bowl'.
- Use the cones to create larger scale pictures on the yard. The children will be given a number of cones and could practice their number or letter formation for example. If the child hasn't got enough cones, then he/she could say that he/she needs 'one more' or if he/she has too many he/she can say I need to 'take one away' or I need to remove 'one less'.
- Use the Water tray and see how many cups of water can fill a container. The children can do this one cup at a time and use the wording 'we need one more'. In result to the children using too many cups and the container overflowing the

children can think about problem solving and using the terms 'we should have used one less cup'.

I personally feel that the outdoor environment allows children to explore and a vast amount of skills and knowledge. From reading already published literature it was evident to see that a vast majority of children already benefit from outdoor learning. According to Constable (2015) children who have access to outdoor learning facilities leave primary education with a growth in their confidence, independence and knowledge. Harte (2013) suggests that '*outdoor play promotes social-emotional and cognitive development through the exposure to nature, activities that engage problem-solving skills and creativity, and unique opportunities for imaginative group and free play*'. From experience I feel that I can agree with this statement. I feel that outdoor learning facilities are a way forward in which I can help to not only child A when it comes to her mathematics development but also many children within a diversity of areas (Clark, 2014; Sigman, 2007; Neate, 2008). However, when thinking about using the outdoor environment as a way to learn, there are some factors that may turn into a barrier such as: the weather; children not wearing the clothing recommendations and if you do this too often then the children will see it as an average lesson and become less engaged within the activities (Marino *et al.*, 2012). Copeland *et al.*, (2012) further goes on to suggest that some parents would rather their children stay indoors due to concerns of injuries outdoors. In contrast to this Constable (2015) suggest that when children are in the outdoor environment they learn about boundaries and they can look after themselves and their peers and how to keep safe.

Moving onto the language, literacy and communication area of development, I would also investigate the next steps for child A when it comes to her Phonological awareness within this area. Swanson *et al.*, (2003) suggests that '*phonological*

awareness leads to easier access to the rudimentary phonological unites of a language, which in turn makes the learning or orthography-phonology mapping possible and efficient'. Phonological awareness helps a child with all the strands within language, literacy and communication (Welsh government, 2015). Whilst looking at this strand, I know that there are numerous children within the nursery setting who are also underachieving within this area therefor moving forward and looking at the next steps for child A, the next sessions could be completed on a one-to-one basis or in a small group. Nevertheless, in order to keep the concentration on child A, taking into consideration the answers that I received from the interviews, and what I have saw from the observations I have used this information so that my next activity would be appealing towards child A. As mentioned previously child A highlighted her favourite places within the classroom environment (see appendix 3). For this next step I thought I would use the sand area which is located within the classroom. This task could firstly by done in a small group or on a one-to-one scale, which could hopefully be progressed into an independent task. The idea was to cut up words into letters and then ask child A to look through the sand to find the cut outs. Once the selected cut outs were found, I would then model the sounds with child A and ask her to repeat what I was saying, so that she would be able to initially find the sound to go with the cut out. Another way of how to promote child A's phonological awareness would be within carpet time (another area which child A highlighted as a preference). Throughout this time, I could use some techniques and strategies to promote child A's awareness of phonics. An example of this would be to use 'Jolly Phonics'. Jolly phonics concentrates on teaching the sounds of letters in a fun and multi-sensory way, which enables children to be able to read (Jolly Learning, 2018). Case studies have proven that when jolly phonics has been used within other schools, the results have increased.

In 2012 the phonics screening showed that only 25 % of the year one students were reaching the correct outcomes, however in 2013 (after a year of using the resources) it showed that there was over 67% of the children reaching the correct outcome (Jolly Learning, 2018). Even though I am looking at child A's developments, this could be useful to several if not all the children within the nursery setting. A limitation to this resource pack is that it the school must pay for the full resource pack, and some schools haven't got the funding to do so. However, with that in mind, jolly learning offer some free resources and you can access some of their songs on YouTube.

To conclude this assignment, throughout nursery there are Seven Areas of Learning with a development outcome based on a where a child should be, according to their age (Welsh government, 2017). However, for many children these outcomes are not met at the 'ideal' time due to other indicators, which could be slower development or the child's background. Furthermore, teachers should still push each child to their full potential despite any other factors or indicators, in order to gain the best outcome for everyone. From working closely and observing child A, whilst keeping the Mosaic approach (Clark and Moss, 2001) in mind, I saw that there were several ways in which you can promote a child's development, such as finding out the child's interests and using these to your advantage to get the child more engaged within the lesson. After completing this assignment with time still left within PTE2 I will be putting these thoughts forward and helping child A and other pupils to develop in their learning and development. I have learnt that taking some time out of your day to watch and get to know someone will have a positive impact when it comes to planning your future lessons for each child to develop throughout their time within your care.

Appendix 1- Consent



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

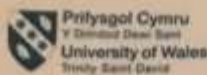
Module lead – School Development and Pupil Progress

As Parent/Guardian of [REDACTED] (pupil name),

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

Signed [REDACTED] (Parent/Guardian).

Date 29th April 2019



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, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2- Interview and Observations:

Teacher: Do you like coming to school?

Child A: Yes

Teacher: What do you like about school?

Child A: I see my friends.

Teacher: Where do you like playing in school?

Child A

points to the role play area, then the creative area

I like playing outside.

Teacher: Do you learn when you play?

Child A: I don't know. I like being outside.

Teacher: Would you like it if we done more outside?

Child A: Yes!

Teacher: Do you go outside often, other than play time?

Child A: dinner time.

Teacher: So just break time and dinner time?

Child A: Yes

Child: I like playing in the water and sand.

Teacher: Do you find anything in the water and sand?

Child A: there's bugs in the sand.... We match them to the pictures.

Maths

Child A could show evidence of knowing that eight came after seven and that three came before four.

When 'one more' and 'one less' came into play and child A wasn't as confident she took more of a 'back seat approach'. Her facial expressions also changed and child A became a lot quieter.

Creative area - 10 minutes.

This is where child A highlighted was one of her favourite places within the classroom.

Child A sat there with her friend and they both looked happy and confident as they experimented with different resources, colours and shapes.

Both children sat there for the full ten minutes with no issues.

Physical education - Observation
30 minutes

Child A was more than capable to independently take off her jumper, shoes and socks ready for her P.E lesson.

Throughout the session child A listened to demands and showed evidence of being able to think independantly and quickly

After the session ended child A helped herself to the water provided then independantly child A put on her socks, shoes and jumper.

Outdoor environment - 15 mins

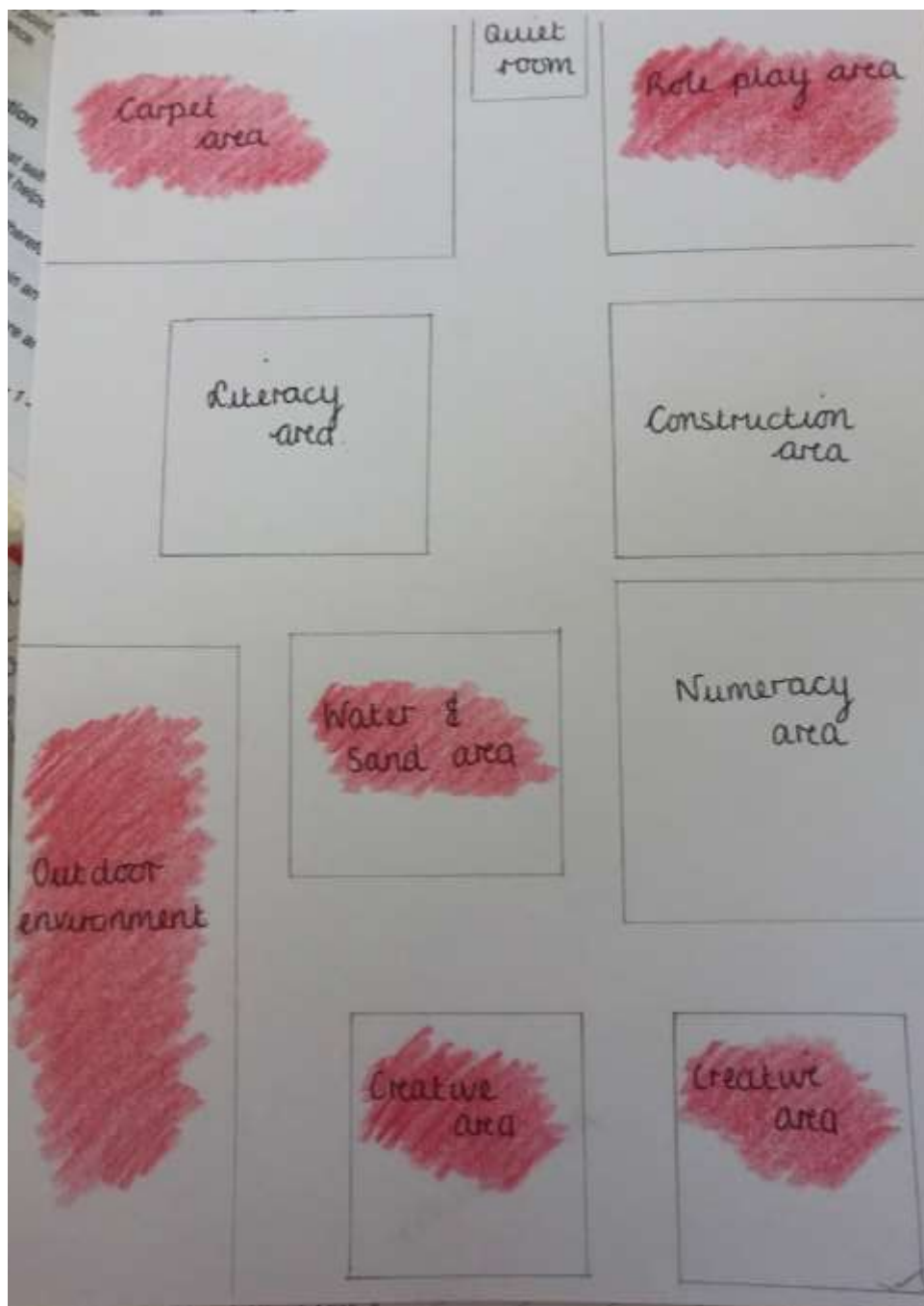
Child A is independantly building a tower out of the blocks provided.

Two other girls came along and child A happily shared the blocks and they all kept building towers for a further five minutes.

All three girls left the blocks and started to role play. The children were playing 'house' with child A being the mother.

All girls were laughing and smiling. All seemed very confident and comfortable within the environment.

Appendix 3- Classroom layout – highlight child A's preferences



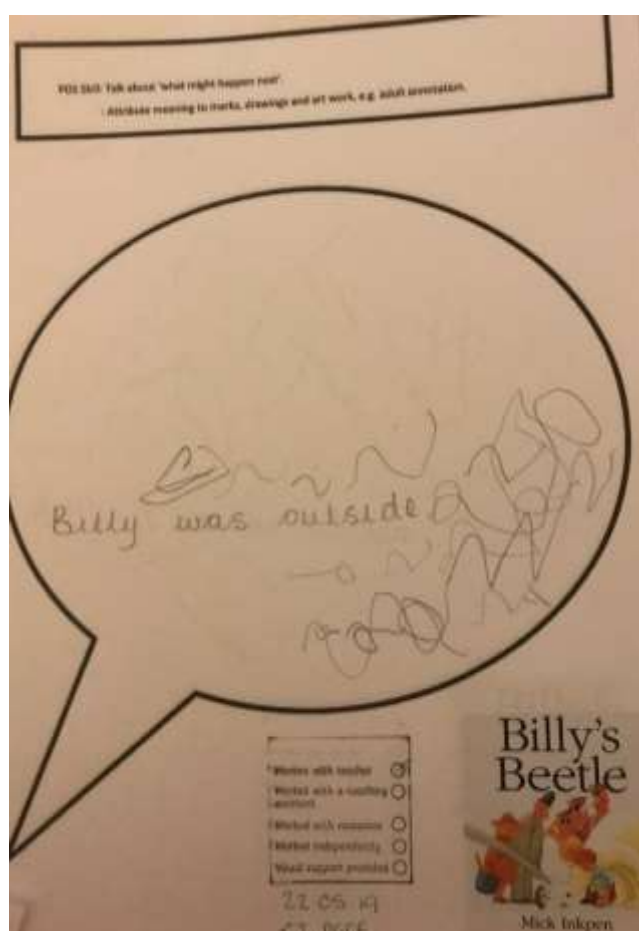
Appendix 4- Outcomes relating to the child's age.

Aligning outcomes to expected ages

The outcomes can be broadly aligned with the expected ages of development. These are listed below.

Expected age of development	Related outcome
6–12 months	Foundation Phase Outcome Bronze
12–18 months	Foundation Phase Outcome Silver
18–24 months	Foundation Phase Outcome Gold
24–36 months	Foundation Phase Outcome 1
36–48 months	Foundation Phase Outcome 2
48–60 months	Foundation Phase Outcome 3
60–72 months	Foundation Phase Outcome 4
72–84 months	Foundation Phase Outcome 5
84–96 months	Foundation Phase Outcome 6

Appendix 5- English work



Appendix 6- Outdoor learning



References:

Assessment Foundation (2019). *Assessment at the Heart of Learning*. Available at: <http://www.assessmentfoundation.org/> (Accessed: 25th May 2019).

Bohlmann, N. L., Downer, J. T., Williford, A. P., Maier, M. F., Booren, L. M., and Howes, C. (2019). Observing children's engagement: Examining factorial validity of the inCLASS across demographic groups. *Journal of Applied Developmental Psychology*. 60. pp.166-176.

British Educational Research Associated (BERA) (2018) 'Ethical Guidelines for Educational Research'. (4th ed.) Available at: https://moodle.uwtsd.ac.uk/pluginfile.php/133352/mod_resource/content/2/BERA%20ethical%20guidelines%202018.pdf (Accessed: 27th May 2019).

Clark, L. (2014) 'The young pupils who think farms grow mud'. *Daily Mail*, 14th July 2014.

Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. (6th ed.) USA, Canada: Routledge.

Constable, K. (2015). *The outdoor classroom in practice, ages 3-7*. Routledge. London: New York.

Copeland, K. A., Sherman, S. N., Kendeigh, C. A., Kalkwarf, H. J., & Saelens, B. E. (2012). Societal values and policies may curtail preschool children's physical activity in child care centres. *Paediatrics*, 129(2), 265–274

Dennehy, L. & White, S. (2012). 'Consent, assent, and the importance of risk stratification'. *British Journal of Anaesthesia*. 109 (1) pp. 40-46.

Forestry Commission Scotland (2009) *Expanding the horizons of outdoor play- beyond the designated outdoor area*. Available at: www.educationscotland.gov.uk (Accessed: 15th May 2019).

Gov.uk (2019). *Data Protection Act 2018*.

Available at: <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted> (Accessed: 05th May 2019).

Gov.uk (2019, b). *Guide to the General Data Protection Regulation*. Available at: <https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation> (Accessed: 27th May 2019).

Grigg, R and Lewis, H. (2016) *A to Z of learning outside the classroom*. London: Bloomsbury

Harte, H. A. (2013). Universal design and outdoor learning. *Dimensions of Early Childhood*, 41(3), 18–22.

Mack, N., Woodsong, G., MacQueen, K. M., Guest, G and Namey, E. (2005). *Qualitative Research Methods: A Data Collector's Field Guide*. North Carolina, USA: Family Health International.

Marino, A. J., Fletcher, E. N., Whitaker, R. C., & Anderson, S. E. (2012). Amount and environmental predictors of outdoor playtime at home and school: A cross-sectional analysis of a national sample of preschool-aged children attending Head Start. *Health Place*, 18(6), 1224–1230

Module: School Development and Pupil Progress
Student Number: 1803329

McLean, S. A. M. (2010). *Autonomy, Consent and the Law*. Oxon: Routledge- Cavendish.

Neate, R. (2008) 'Lack of field trips, leave children ignorant of nature'. *The Telegraph*.

Nottingham, J. (2013). *Encouraging Learning: How you can help children learn*. Abingdon: Oxon

Robson, S and Rowe, V. (2012). Observing Young Children's Creative Thinking: Engagement, Involvement and Persistence. *International Journal of Early Years Education*. 20 (4) pp. 349-364.

Sharman, C., Cross, W & Vennis, D. (2004). *Observing children: a practical guide*. (3rd ed.) London: Continuum

Sigman, E. (2007) 'Agricultural literacy. Giving concrete children food for thought'. Available at: www.face-online.org.uk/resources/news/Agricultural%20Literacy.pdf (Accessed: 15th May 2019).7

Swanson, H. L., Trainin, G., Necochea, D. M., & Hammill, D. D. (2003) Rapid naming, phonological awareness, and reading: A meta-analysis of the correlation evidence. *Review of Educational Research*, 73 (4). 407-440.

Vanderstoep. S. W. & Johnson, D. D. (2009). *Research Methods for Everyday Life. Dawsonera*. [Online] Available at:

<https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780470389485>
(Accessed: 27th May 2019)

Vygotsky, L. (1987) *Mind in Society*. Cambridge: Harvard University Press.

Welsh Government (2015) *Curriculum for Wales – Foundation Phase Framework*. Available at: <https://s3-eu-west-1.amazonaws.com/hwb-live-storage/bf/db/ae/a1/7a314a4ba1002a7fbe480b41/foundation-phase-framework.pdf> (Accessed: 20th May 2019).

Welsh Government (2017). *Foundation Phase Profile Handbook*. Available at: <https://gov.wales/sites/default/files/publications/2018-03/foundation-phase-profile-handbook-revised-september-2017.pdf> (Accessed: 25th May 2019).