

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

Introduction

Evidence to address the above research area was collected by the researcher during a placement at a primary school in South Wales. In the most recent Estyn report (2014), the school was described as having a population of 225 pupils aged 3 to 11, with 4% of those being eligible for free school meals and 9% having additional learning needs. A small portion of the pupils had English as an Additional Language (EAL) and none of the pupils spoke welsh as a first language. The school received an overall rating of ‘good’ and the budget for each individual child was approximately £3,338 (Estyn, 2016). This detailed analysis of a child’s holistic development has been based upon one child. The child is in year 2, age 7 and is classified as a high ability student.

In accordance with British Educational Research Association (BERA) guidelines, information pertaining to the location of the research, the name of the school and the names of teachers and participants involved have been withheld and replaced with an alias; in line with these guidelines, the focus child observed during this research was referred to as Child A. The researcher has followed these guidelines to provide an ethically robust and unprejudiced piece of research that provides anonymity to all involved (BERA, 2018). Furthermore, a research plan, developed by the researcher, was reviewed and discussed with the class teacher as a means to obtain teacher consent (Figure 1); this plan highlighted the approach to the research and set expectations as to what activities would be conducted in the classroom and how they

would be scheduled. A consent form was also given to the parents of Child A (Figure 2), explaining the reasons and details of the research; in addition, the form explained how their child's identity would be protected and highlighted the right of the child or parent (on behalf of the child) to withdraw from the research programme at any time and without repercussions. As the research was to utilise different forms of media recording, including video, photographs and audio recording, the school headmistress provided authority (Figure 3), for the use of such techniques in gathering the necessary evidence. However, in keeping with BERA's guidelines, any audio/ video recordings or photographs containing Child A or the school were blurred or edited to protect identities and ensure the maintenance of anonymity.

Data Collection

During the research project, data was collected on Child A that provided a holistic view of the child and allowed for the 'next steps of learning' to be developed. This data was obtained by utilising the Mosaic Approach (Clark and Moss, 2011) and its associated data collection techniques, which included observations, child conferencing (between Child A, the researcher and Child B), photographs (taken by children and the researcher), audio recordings, school tours and samples of work. The Mosaic Approach was beneficial during the research in developing an all-inclusive understanding of the learner as a whole. This understanding was developed from listening to the pupil's voice and monitoring their actions and reactions during the course of their school day, both in the class and in other environments such as the playground. The idea of learning through monitoring the daily activities of a child is one supported by Langsted (1994), James and Prout (1997) and Tolfree and Woodhead (1999), who were all of the opinion that children are practitioners in their own daily learning and the observation and analysis of these

daily on-goings provided adults with a greater understanding (Clark, 2011) of the methods utilised by children to self-learn. This approach allows children to be more involved in their learning and provide adults with a holistic understanding of the individual.

The research project began with the utilisation of the most commonly technique, observation. Observation is a popular technique used frequently by researchers (Cohen et al. 2000), to provide primary data as a key part of the overall evidence. This technique was particularly beneficial during this research project as the researcher only had to monitor a single child; as a result, full observational focus and concentration was maintained on Child A and a more comprehensive understanding of the target child was obtained. However, cognisance of a number of known pitfalls, which could detrimental impact on the effectiveness of the observational technique, was maintained by the researcher to ensure the robustness of results. As a result, the researcher was careful not to develop an up-front familiarity with Child A, though liaison with the class teacher or other pupils that may have resulted in an unconsciously bias thought process. The researcher recorded evidence through a number of different techniques of which one was written notes. Such records were beneficial as they gave the researcher a useful reminder of the events and moments that occurred. However, there are some known draw backs to recording observations through the written word; in particular, the researcher had to be aware of losing full focus from the observed moment while writing, potentially resulting in significant events being missed.

In addition to observations, the researcher also used photographs as a means to record evidence. In line with the Mosaic approach (2011), the photographs were taken by Child A as well as the researcher. This technique not only allowed the

researcher to record their own observations on Child A and their learning techniques, it allowed Child A to independently show the researcher what saw as important to their own learning. By having Child A take the photographs the risk of distraction by that of the researchers presences was reduced. Additionally, this was done as Child A may have felt obligated to act in a different way. This was carried out three times by Child A in the classroom and once during a tour of the school, given by Child A and a peer. This allowed the researcher the chance to see through Child A's eyes and compare and reflect against the photographs that they took of any irregularities or consistencies. Photographic evidence did demonstrate a few downfalls that had to be taken into consideration by the researcher; Child A would become distracted and start to take pictures of areas that, during later discussions, would be established as unimportant or not relevant. Another limitation experienced with photographic evidence was that despite having consent from the school , parents and class teacher, images had to be edited to protect the identity of the school and its pupils. Furthermore, the editing of photographs was time consuming and detrimentally affected the quality of the information it provided.

The final research tool that was used was child conferencing; these proved beneficial in encouraging pupil voice. These took place between the researcher and Child A and between the researcher, Child A and another child. The interviews/conferences were all carried out in a semi- structured style allowing for some structure in the questions but with room for deviation depending on the answers and interests of the participant. Data was collected using audio recordings, which allowed for the researcher to focus on the participants whilst capturing all detail of the discussions (Wilson, 2009). This method of recording evidence was beneficial as it allowed the researcher to reflect, at a later time, on the conversations, questions and answers

accurately. Furthermore, audio recording supported the photographic evidence by providing additional information, such as, thoughts, feelings and providing an explanation to the body language. The one on one interviews allowed the researcher to focus on the individual and exclusively hear their opinions. The downfall of this type of interviewing style was Child A would occasionally become withdrawn and closed in their responses. As a result of this reaction, the researcher introduced group interviews, which allowed for the creation of a safe and trusting environment where Child A felt more relax due to the presence of their peers (Roberts-Holmes, 2005), successfully encouraging an open and confident response from Child A. The main limitations experience during the group interviews were that at times Child A would go off track and start to converse or play with their peer; there was also the issue that Child A's peer would become dominant and would take over the conversation, leaving Child A to just agree with them rather than providing their own opinion. Additionally, in both interviews, care had to be taken to ensure that the interviews were kept relaxed enough to reduce the likelihood that Child A would withdraw themselves from the interview.

Analysis of learner.

All information gathered was critically analysed using Nottingham's (2013) ASK model, which reflects upon the role of attitudes, skills and knowledge in learning. The ASK model (Figure 4) allows for the practitioner to not only review each individual child's attitudes, skills and knowledge but to create a personalised plan that will detail the next steps of learning promote positive attitudes. This model supports psychologist, Lev Vygotsky, who stated that children are their own learners and their cognitive development is based on their social interactions between their learning environment and peers (1978).

General Observations of a Target Child

From the beginning it was obvious that Child A exhibited excellent social skills amongst fellow peers and adults. During set pieces of work, Child A worked independently most of the time, only requiring assistance with spelling. Child A would often lose interest in work after a period of time and talk to peers. When this happened there was a need for the child to be guided back onto their work. It could be seen that Child A's loss of attention was as a result of a lack of curiosity and motivation rather than a lack of knowledge. This was apparent as every time Child A was redirected back to their work, or asked a question about what they had to, they were able to provide facts on the topic being taught and cross curricular links; this fact was also supported by feedback from the end of lesson post cards (Figure 5). It was also noted that when a task was made more physically engaging, socially engaging or used physical props, Child A's curiosity and motivation would increase, resulting in a greater focus on their work, as seen in Figure 6. Furthermore, Child A's interest in learning was stimulated more through helping peers rather than completing their own work.

Child A demonstrated a great deal of confidence in small and medium sized worked groups, usually taking charge without being directed to do so. However, when placed in front of the class and asked to take a lead, confidence was seen to ebb away. This lack of confidence in front of larger groups is of marked contrast to the confidence exhibited when in the less stressful environment of the small, leaderless groups and when doing enhanced provisions and sport.

In the learning environment Child A was particularly drawn to 3 areas; the investigation shelf, the role play corner and the outdoor mud kitchen. Observations indicated Child A's enjoyment of the social aspect of the provisions and was often seen exploring and acting out ideas (Figure 7). On one occasion, Child A was observed with a peer re-enacting a lesson on 'capacity', in the mud kitchen. The importance of these stimulating spaces, to Child A, was very apparent as was the positive influence such spaces had on Child A's self-learning, social confidence and communication skills. This observation aligns with Timothy Clapper (2010) view that role play areas, when resourced correctly, could provide learners with a space to develop, think critically, problem solve and a practise a variety of social skills that could be used in later life.

For a 'high ability' student, it was surprising to note Child A's lack of interest in digital technology when compared with peers. This may have been due to the lack of digital technology in the classroom combined with other pupil's enthusiasm to use such digital technology at every opportunity, introducing a competitive element to using such educational assets. Child A made no attempt to use the class computer or the interactive whiteboard. When asked by peers, Child A turned down all offers to use such technology. It was clear that digital technology had not captured the imagination of Child A in the same way that the role play areas had.

Mathematics

During the research period, Child A's occasional use of the maths zone (Figure 8) was noticed; this area also appeared in two of Child A's 'important learning area' photographs. When discussing these photos with Child A, the increased interest in the maths zone could be attributed to the new weekly challenges put in place by the

researcher. However, it was also observed that once the challenges had been completed (as the higher ability children would readily do), they didn't go back to the table until the following week, when the challenges had been renewed, as the existing challenge had ceased to be a challenge. This loss of interest in the provision is indicative of poorly planned enhancements for the more able and talented students. Plunkett et, al (2011) stated how properly planned challenges for the more able and talented students are a crucial part of the class teacher's role in raising achievement and helping students reach their full potential. Child A demonstrated a much great interest for maths when presented with a challenge or activity rather than a book of sums; indeed, Child A spoke with enthusiasm with the researcher about maths lessons that had involved independent and group activities associated with learning about length, weight and capacity (Figure 9). This use of enhancements proved successful in stimulating Child A's interest in a potentially dry lesson and increased their proficiency in the understanding and use of standard units to measure length, height, weight and capacity (Welsh government, 2015). Child A's ability to practically apply the learning was demonstrated in a unique moment when a peer's tooth came out during the lesson; Child A used her newly developed skills to measure the tooth to see how many millimetres long it was. When viewed in relation to the ASK model this learning moment showed Child A's curiosity linked with their knowledge and understanding in an unplanned, real life situation.

Language, literacy and communication

Through observations it was noted that Child A did not like using the writing table, a fact supported by the observation that no "favourite learning area" photographs were taken by the researcher or Child A of this area. However, when asked about this Child A explained that they did like writing but they didn't like to write 'made up',

stories and would rather act out stories in the role play area; an area that was included in the “favourite learning area” and deemed as significant in their learning. In the role play area Child A acted out a variety of roles, using the appropriate language. This aligns with Timothy Clapper’s (2010) view, who believed that when learners were introduced to a well-resourced and planned out role play space they could develop critical thinking, problem solving and communication skills through social interactions.

When looking at Child A’s work and speaking to the class teacher (refer to Figure 10 for a report), both indicate a child who produces legible handwriting that is consistent with the school handwriting model and uses a variety of sentence starters, connectives and punctuation. However, in contradiction to the report at Figure 10, written work completed by Child A without assistance or a word list resulted in poor spelling. It was observed that under these circumstances, Child A would spell by sounding out words (Invented spelling); a technique common with children learning how to spell. This is evidenced when comparing two pieces of Child A’s written work detailed at Figures 11 and 12. Figure 11 shows a comprehension task completed by Child A which involved reading a few paragraphs and taking the answers directly from the text. While Figure 12 shows a piece of written work completed independently by Child A, on the writing table, about a story from the Enchanted Forest. When comparing the two pieces of work it is evident that despite Child A’s higher than average understanding, ability to produce legible sentences and to use correct grammar and punctuation, they still had not reached a stage where they could spell without assistants. This observation is in contrast to and contradicts the views detailed by the class teacher in Child A’s annual report (Figure 10); it also

explains, as was confirmed by Child A, why a task on the whiteboard in front of the class suddenly resulted in a lack of confidence.

Despite a poor spelling ability, Child A demonstrated a slightly advanced reading age. This was demonstrated during weekly reading sessions and mark a significant improvement in reading age from 6.5 years to 8 years over the period November 18 to May 19 . During child conferencing, when asked how they felt by the lack of a reading area, Child A expressed an interest in one being added. Child A explained that they enjoyed reading in school and at home with their parents and made sure to do it every day. Child A also stated that they wanted to move up a stage to harder books because the ones they were on were not challenging enough. When reading, Child A had the ability to read fluently, formulate links in the story, uses the information they have to form potential endings and ask reasonable questions based on their understanding of the text. The ASK model recognises this this behaviour as curiosity, which has motivated Child A and in turn furthered their knowledge and understanding, allowing them to be open minded and critical in their evaluation of different texts. Child A has the ability to read a range texts with accuracy, confidence and fluency, as well demonstrating the knowledge and skills to interrupt a piece of text and express an opinion using the correct language. (Welsh Government, 2015)

Religious education

Child A took no “important learning area” pictures of the Reflection Area in class. When asked why during child conferencing, they explained that it was boring and they didn’t know what they were expected to do. When asked if they understood what the area was for, they explained that they were meant to go and think about their God and reflect on values. Asked if there was anything they would want to

change or add about the area, Child A stated an interest in adding challenges and would want to make the area bigger as its on a tiny table (Figure 13) and it was hard to work with friends due to the limited space. This interest in adding challenges in the learning environment is recognised by Beverly N. Parke (1992), who stated the importance of challenging students in all aspects of the classroom, especially those who are more capable of high achievement and motivated to promote their own learning. Child A has displayed a knowledge and understanding of the topic in their written work (Figure 14) and can make links between the religious beliefs and real-life moments in the class (Welsh Government, 2008). Social skills are evident through their detailed contributions in conversations about different beliefs and values and extending their understanding by asking relevant questions. (Welsh Government, 2015)

Physical Education

Child A has expressed a love of physical activities, particularly gymnastics, which they take part in after school. This strength has also been observed on the school playing field as well as being detailed in the annual report (Figure 10). During a tour around the school, Child A took the researcher to the playing field and spoke of their enjoyment in teaching their friends and the younger children how to do some basic gymnastics. When comparing this event to the ASK model, Child A's knowledge and social skills were very evident and demonstrated in their ability to perform and teach the technical moves associated with gymnastics in a way that the younger children could understand. In conducting informal teaching events (during play) on the playing fields, Child A was observed to be motivated and patient when engaging with peers of different abilities, showing perseverance and understanding. Child A seems most confident when learning and teaching physical activity in a group; this is in line

with Vygotsky who was of the opinion that children learn and develop their cognitive abilities through dialogue, language and social interactions (Grigg, 2015). Well developed, fine and gross motor skills were displayed through exercises that involved catching a ball and performing more complex movements with fluency using a range of resources. (Welsh Government, 2015)

Wellbeing

Child A has mentioned on many occasions having an established group of friends and a best friend (Child B). Child A seems very comfortable working and playing with these friends (Figure 15). When asked about friends, Child A talks about the importance of their friends for their wellbeing and general happiness. This was highlighted when Child A, brought up a friend who had recently left the class (Child C) and their consequential sadness. This prompted Child A to reveal how they relied on their current friendship group for support whenever they become upset; in particular when thinking about Child C. This occurrence highlighted the importance of friendship in Child A's life and its contribution toward Child A's wellbeing. The importance of friendship groups was emphasised by Berndt (1982), who detailed the importance of friendship groups in allowing children to develop their own identity, social skills and behaviours. However, it was also observed that Child A did not always stay with this group of peers; when on the field Child A often remained with Child B, but also looked for younger children to play with. This could indicate that Child A is confident in the school and within the friendship group to an extent that they don't feel the need to be around each other constantly. Additionally, this could indicate that Child A sees Child B's friendship as key to their whole wellbeing. Child A only lacked confidence when performing tasks in front of the whole class independently. This contradicted their normally self-confident behaviour that had

been observed during lessons and on the field. When asked about this Child A explained that they did not feel comfortable making a mistake in front of the class. Child A's photographs also included a picture of the class teacher and a fellow peer (Referred to as Child B), who was the only other child to appear consistently in many of the photographs. When asked about them Child A explained that, "Mrs teaches me new things and help me when I get stuck," while their peer was important to them as, "she's my best friend and she makes me feel better when I'm sad and she always plays with me." This can be linked to Sue Roffey, who evidenced that social skills had the ability to enhance cooperation and underpin positive relationships, which go hand in hand with the resilience and wellbeing of the child.

Next steps

Looking at the data collected, Child A expressed a strong interest in reading at home and at school. During conferences with Child A, an interest in progressing up the reading stages was displayed. To ensure their reading progresses it would be beneficial to create a reading area in the class; this facility would offer Child A and others the resources to support their own learning. The importance of reading in class is supported by Geske et al (2008), who highlighted reading as being the starting point for learning as a whole. By introducing a reading area, it is hoped that Child A will be further motivated to develop their reading and in turn increase their word recognition and spelling ability.

Child A's spelling, with some assistance, is of a high standard; however, when left to work independently there is a marked reduction in their ability to spell correctly (Figure 12). To improve the accuracy of Child A's spelling it would be beneficial to

use the Cover Copy Compare (CCC) intervention. This intervention involves the learner being given a list of words to spell, covering them up and attempting to spell them. Once they have completed this, they can compare their answers with the correct answers before redoing the exercise with the same words to demonstrate an improvement. Once all words in the list have been spelt correctly, they can move on to the next set of words. A report produced by Jasper, K (2012) presented the successful use of the CCC intervention in schools and suggested that it not only enhanced spelling but had the potential to improve reading. This intervention would not require any funding and would not be time consuming as it would only take up 5 to 10 minutes each day. Child A's confidence may also benefit from this intervention, as their lack of confidence in front of the class was rooted in a fear of potentially making mistakes in front of their peers.

Continuing to look at the data shows Child A's ability in mathematics and religious education is of a consistent high standard. To extend their learning, appropriate enhanced provisions are required. This was pointed out during child conferencing with Child A when discussing their photographs. Parke (1992) and Koshy (2009) detailed the importance of challenging and guiding the more able, as despite their concrete understanding their learning can and should always be extended. In their provision areas the researcher will make sure that there is a variety of correctly differentiated challenges that will motivate and extend the learning.

Finally, the data shows Child A's strong interest in physical education, especially in gymnastics. Child A enjoys taking part in physical education during lessons, playtime and at home. It is important that educators support their learners hobbies and passions. To motivate Child A further in their passions it could be beneficial to bring in someone to teach gymnastics in the school. This would allow Child A to develop

their physical skills and knowledge. In addition, during physical education lessons Child A could be given their own group to teach. This is based off Child A's natural confidences in taking on a leadership role and would further develop social and communication skills. This being supported by Vygotsky who believed that children learnt and developed through social interactions.

Conclusion

This research project was conducted with the consent of all participants and involved the collection of data using a number of different techniques on a year 2 child in order to establish their holistic development. Data collected was used as evidence of their learning strengths and deficiencies against which mitigating action was develop in terms of 'next steps in learning'. In doing this we have to be cognisant of the fact that the data collected was done so over a relatively short period of three weeks and hence may not be fully representative as a holistic view. Additionally, the short-term nature of the project required much liaison with the class teacher to fill knowledge gaps on the child; this in itself may have resulted in unconscious biases and influenced research conclusions.

In contrast, the evidence collected during this project is mostly primary in nature and has offered the researcher the opportunity to compare their findings with the class teacher's findings, developed over a much longer period. It was interesting to note that the researcher evidence regarding the spelling ability of the target child, was different to the conclusions reached by the class teach.

The Project presented many opportunities for the researcher to practise a plethora of teaching and researching techniques, particularly the Mosaic approach and the ASK model to critically analyse and reflect on the data collected. The opportunity to practise the research techniques within the Mosaic approach has been invaluable and highlight many of the strengths and weakness of each technique and hence the importance of using them all to maximise the benefit and ensure a comprehensive data collection.

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Appendices.

Figure 1




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 identify 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): Georgina Jones

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

EMMA NORTON

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[Signature]

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

Figure 2




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

Georgina Jones - student teacher

As Parent/Guardian of..... (pupil name),
☒ I do / do not give consent (please delete) for my child to take part in this project.

Signed..... *Colin*..... (Parent/Guardian).

Date..... *5.4.19*.....

Figure 3

 **University of Wales**
Trinity Saint David

Consent form for taking photographs and filming

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Georgina Jones as a representative of SWWCTE to:

Take photographs ☒

Take video ☒

Tape-record ☒ (Tick accordingly)

Name of Head teacher Mrs. P. Vaughan Signed P. M. Vaughan

Name of school _____

To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the GTCW Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of trainee: Georgina Jones

Signed: G. Jones

Figure 4

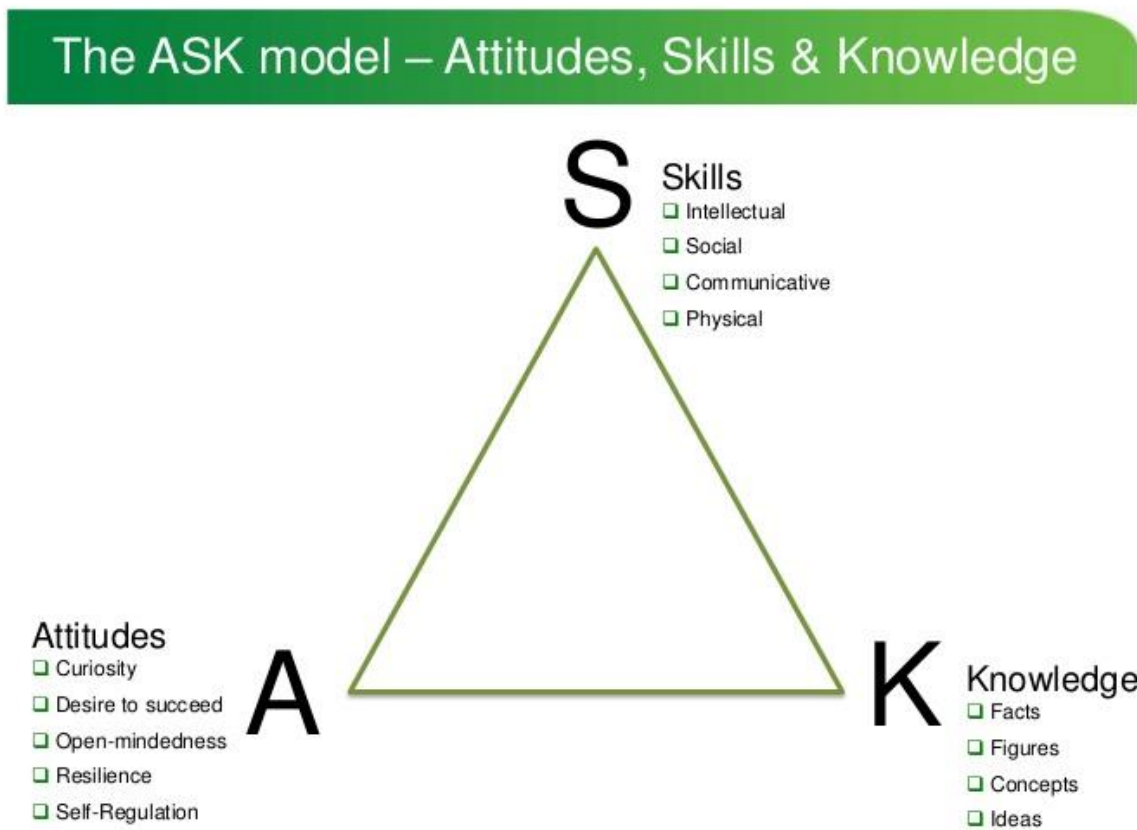


Figure 5

• I learnt **about ML**

• I liked **making potions**

• I found it hard to **nothing**

• I learnt **meshing**

• I liked **the hunt for the animals**

• I found it hard to **youning the Sims**

Figure 6

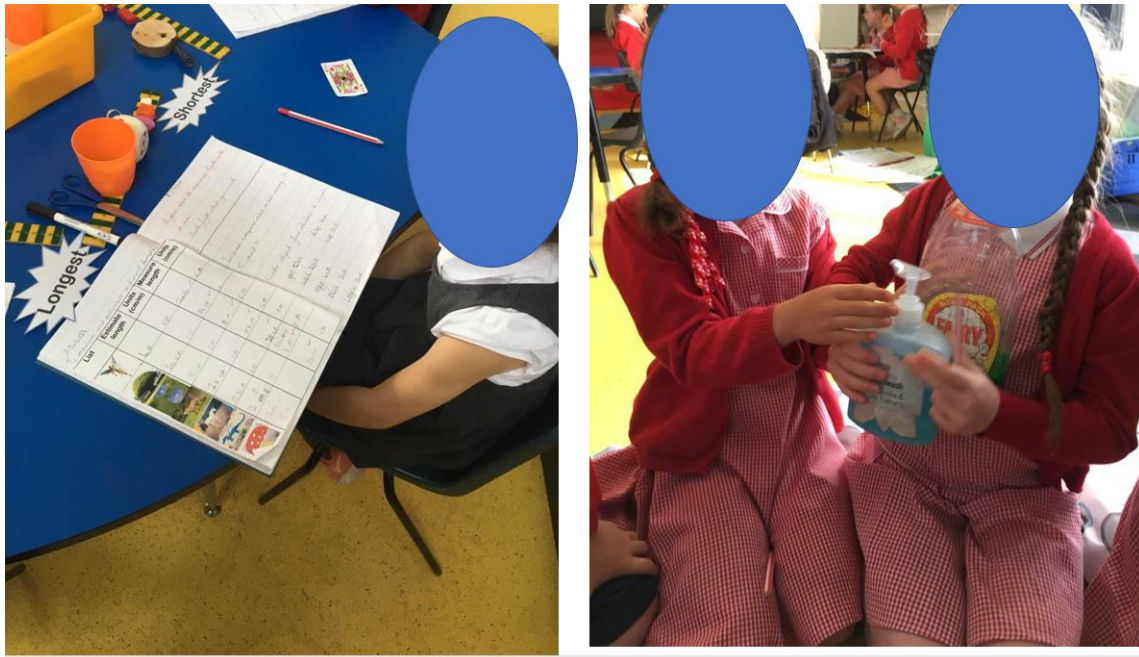


Figure 7



Figure 8



Figure 9



Figure 10

Key	Below Expected Level	At Expected Level	Above Expected Level
Attainment/Progress/Effort	C	B	A

Language, Literacy and Communication Skills

Imogen is able to use discussion, ideas and information purposefully to complete a task. She explores, explains and communicates ideas, emphasising her key points. She is able to modify talk to the requirements of the audience, organising what she says and varying the use of vocabulary and level of detail, choosing words deliberately and using more complex sentences. She is able to sustain specific real or imaginative roles, using appropriate language.

Imogen is able to identify the different purposes and features of texts and how they are organised, skim content, and selects texts based upon her needs. She is able to read independently and use appropriate strategies to establish meaning, reading fluently and expressively. She is able to identify the topic and main ideas of texts, deducing information by making links between texts and using information beyond her personal experiences.

Imogen is able to produce legible handwriting that is consistent with handwriting modelled by an adult. She is able to use spelling strategies to spell high-frequency, polysyllabic and plural words correctly. She is able to start sentences in a variety of ways, using connectives for causation and using different types of words and punctuation correctly.

Targets for Next Year

Attainment: O6c Progress: A

Mathematical Development

Imogen is developing the ability to use 2, 3, 4, 5 and 10 multiplication tables to solve multiplication and division problems, and beginning to understand remainders. She is developing the ability to represent data using more complex methods, and to extract and interpret information from data representations. She is beginning to 'pay' for items up to £2, calculate change and order and compare items up to £10. She is able to understand some large and small units in relation to each other. She is developing the ability to sort and classify using more than two criteria, to explain her reasoning in mathematical language and to use sorting diagrams. Imogen is developing the ability to explore and extend number patterns including addition and subtraction. She is beginning to perform more difficult additions and subtractions using her preferred strategy, including mental strategies. She is able to find halves and quarters in practical situations, recall more number halves and recognise simple joining of fractions. She is developing the ability to recite in less predictable sequences to 1000, including different starting points.

Attainment: O5a Progress: A

Creative Development

Imogen experiments with visual, tactile and sensory qualities. She makes suitable changes to her work where she identifies the need for modification. She records her ideas and feelings through drawing and other methods.

Imogen plays simple patterns on a percussion instrument in time to a steady beat. She sings songs in tune. She is beginning to control her breathing in order to make her performance better.

Imogen plans simple movement patterns. She repeats patterned movements to be found in traditional dances with some accuracy. She is beginning to show coordination, fluency and control through improved tension in her movements.

Attainment: O6b Progress: A

Welsh Language Development

Imogen shows she understands a series of short items spoken by a familiar voice by responding non-verbally or in short spoken phrases. She expresses opinions simply. When she speaks, her pronunciation and intonation is understandable and she uses an increasing range of vocabulary and speech patterns which are usually accurate.

Imogen recognises simple and familiar words and phrases she is familiar with and begins to show an interest in pieces of writing by reading some simple passages. She shows an understanding of what is read by responding to the content either verbally or non-verbally. She connects the written form of words with their sound when she reads single words.

Usually Imogen spells simple words correctly. She writes legibly and presents her work properly. She is beginning to show some awareness of the reader and of form when she writes.

Attainment: O6c Progress: A

Overall Effort

A

Attendance

Number of sessions present		Total possible sessions	
Unauthorised absences		Times late	

Social Skills	Sometimes	Mostly	Consistently	Learning Skills	Sometimes	Mostly	Consistently
Is courteous and well-mannered			✓	Takes pride in presentation of work			✓
Shows tolerance to others			✓	Is able to work independently			✓
Follows school rules			✓	Self-evaluates			✓
Works well in groups			✓	Is able to concentrate on a given task			✓

Personal and Social Development, Well-Being and Cultural Diversity

Imogen is able to perform personal care routines independently and understand the impact of food, drink and exercise on health. She is able to demonstrate appropriate self-control. She can often control her emotions. She is able to engage with a broad range of tasks and activities, reflecting on how she can improve her learning and shows perseverance, concentration and motivation. She is competent in identifying problems and coming up with solutions. She is able to respond to others with respect, understanding different preferences, views and beliefs, and show an understanding of how she should relate to others morally and ethically. She is able to see things from others' points of view. Imogen is beginning to form friendships which are very important to her.

Attainment	Progress
O6b	A

Targets for Next Year

- NO TARGET CAN BE GENERATED AUTOMATICALLY IN THIS CASE: PLEASE REPLACE THIS SENTENCE WITH YOUR OWN TARGET.

Knowledge and Understanding of the World

Imogen identifies some of the different ways in which the past is represented. She shows she knows about some of the main events, people and changes she has studied. She understands some of the similarities and the differences between different periods of the past.

Attainment	Progress
O6b	A

Imogen uses globes and maps to find information about places, draws maps that include a key and symbols, and she understands directions. She presents information in a variety of ways. She shows she knows about and understands different regions and environments.

Imogen plans, with support, the approach she will use for her enquiries. She uses simple equipment to make enough observations to be able to sort, group and compare objects, materials, living things, and events. She links what she has learned, with support, to familiar situations.

Attainment	Progress
O6b	A

Physical Development

Imogen is able to evaluate the performance of others explaining what could be better and uses this to improve her own performance. She is able to use her hands with confidence, coordination control and fluency to accurately manipulate resources for a range of purposes. She is able to draw pictures including objects that are largely drawn in proportion with an awareness of the position of objects in relation to each other. She is able to use and develop her skills with improving coordination and control. Her gymnastic actions show improved tension and shape with linked actions showing fluency. She is able to cut out complex pictures and shapes in paper using traditional scissors. Imogen is able to consistently hold a pen/pencil with a dynamic (mature) grip and good control.

Attainment	Progress
O6b	A

Figure 11

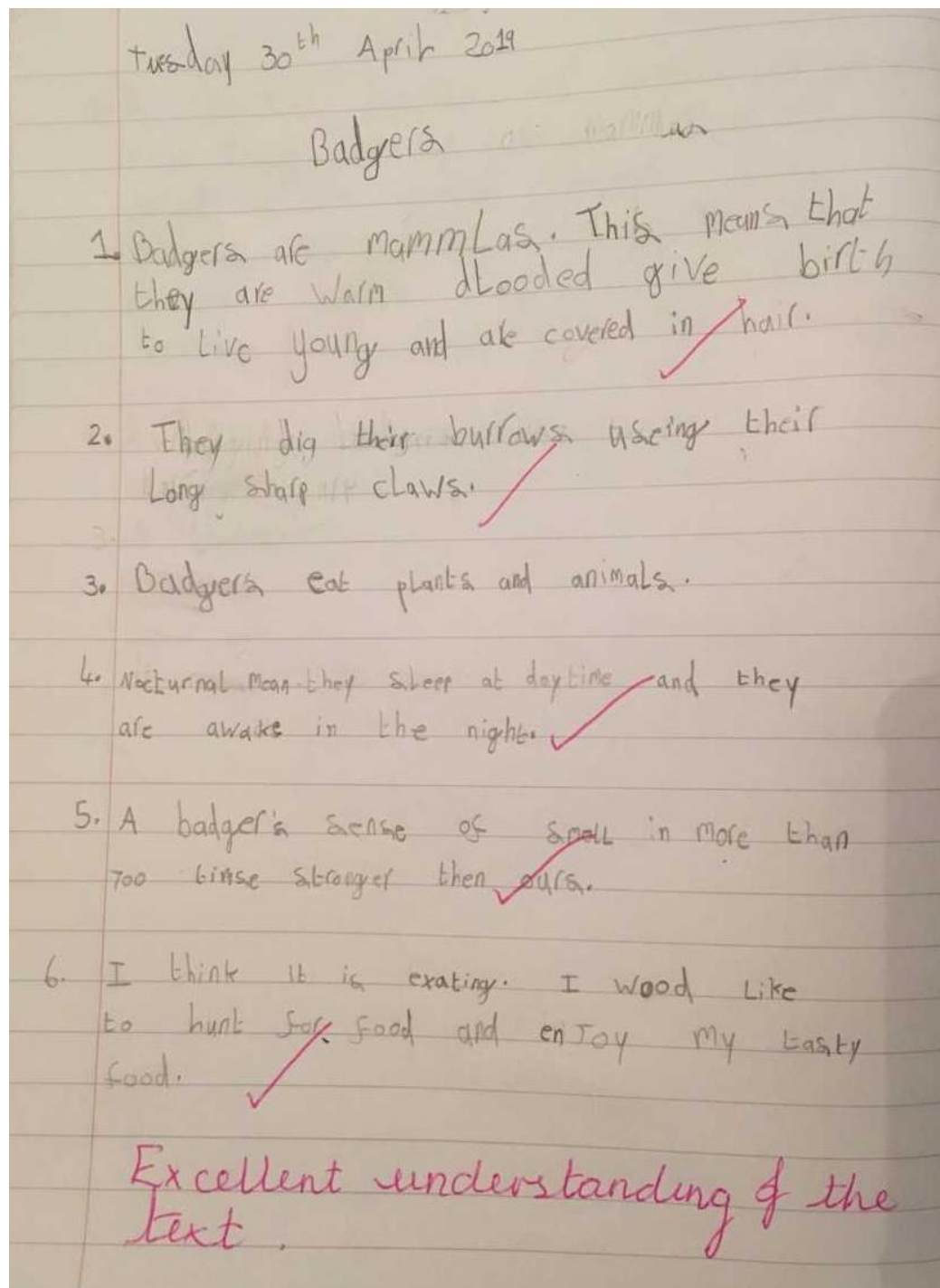


Figure 12

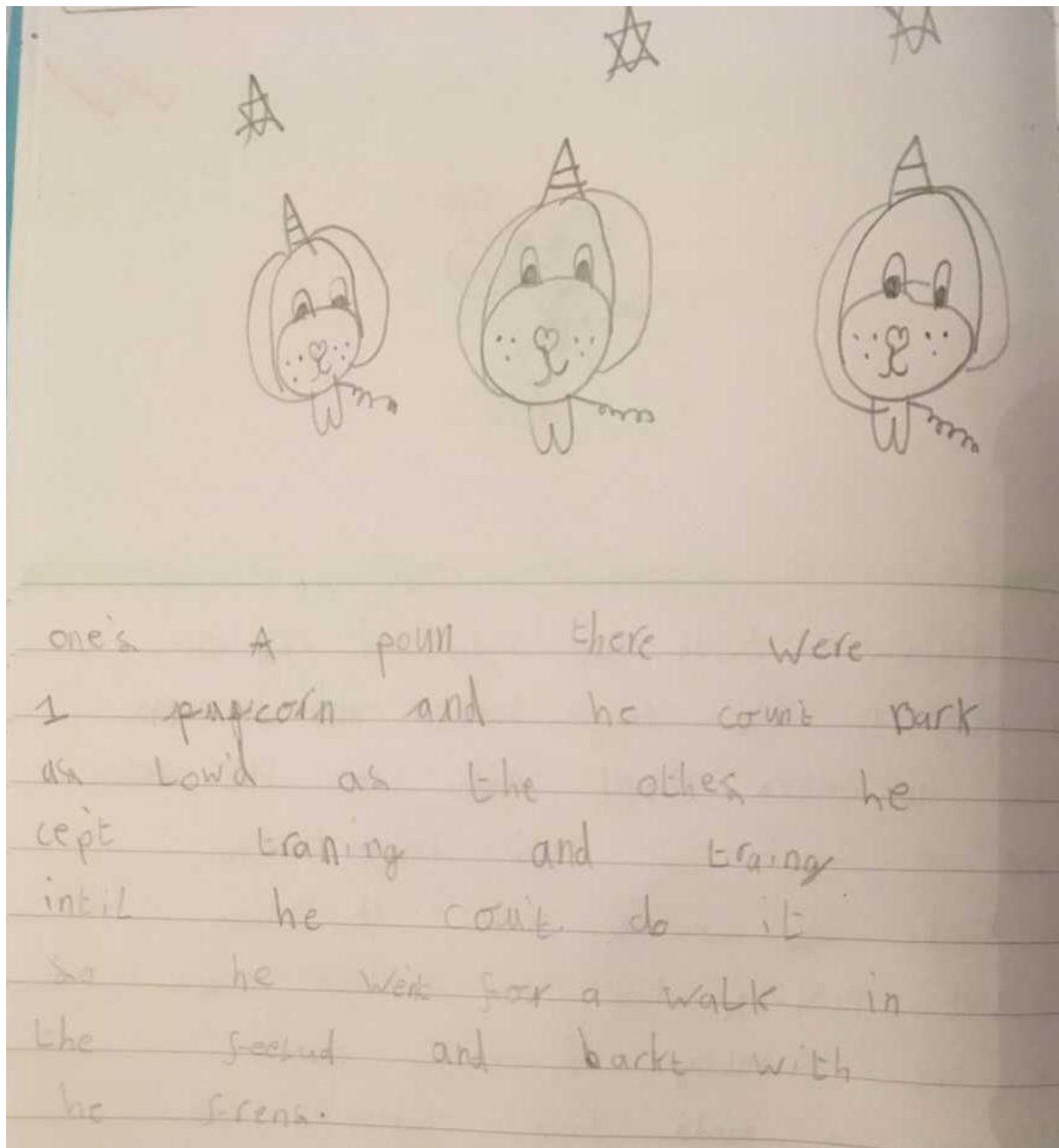


Figure 13



Figure 14

Fridy 3rd May 2019

My name is Imogen and am a pupil at pentwynlan church in wales primary school. I enjoy being in year 5 for lots of reasons.

Firstly I like our class because there are compassionate. They care for me and play with me and make me happy.

* * *

Also the class NEVER let's me down and I NEVER let them down even if I am sad. I don't want to move school. I won't to stay here. I have all my friends here.

* * *

Lastly Rosa is really compassionate. Just like JESUS. When I fall over she helps me up and gives me encouragement. The class so nice that feeling is the class is my family. ♥

11-4-2019.
Excellent work
on emotions.

	Easter Story - Feelings				
Jesus					
	astonished	serious	betrayed	brave	
Judas					
	confused	greedy	worried	guilty	
The parade	In the temple	Thirty pieces of silver	The last supper	The last night	Is he innocent?

Figure 15

