

Dadansoddi'r Data / Data Analysis

Gosod yr olygfa - Data Gwladol / Setting the scene - National Statistics

"Mae gan blant anghenion addysgol arbennig os nes ganddynt anhawster dysgu sy'n golygu ei bod yn ofynnol gwneud darpariaeth addysgol arbennig ar eu cyfer". Cmfyddir yng Nghyfrifiadau'r Cyfrifiad Ysgolion 2017 bod 105,577 o ddysgyblion ag AAA yng Nghymru sef 22.6% o'r dysgyblion (LIC, 2017: 16). Rhaid cydnabod felly bod pob athro yn gyfrifol am ddysgybl ag AAA ar ryw adeg yn ystod ei gyrfa.

their talents and skills' (2015: 12). Former Minister for Education, Huw Lewis wrote, 'Every child in Wales – including those who are looked after – has the right to expect an excellent education regardless of their circumstances' (WAG, 2016b: 2). Despite these positive aims, LAC are currently some of the most disadvantaged and vulnerable members of society. **StatsWales (2017a) reported that 62% of children taken into care in Wales between 1st April 2016 and 31st March 2017, started to be looked after because of abuse and neglect.** Other factors include; family in acute stress or dysfunction, parental illness, disability or absence and socially unacceptable behaviour. Knowles and Lander (2011) highlight that many children taken into care are suffering less, trauma and mental health problems. [Detailed overview of background to LAC.](#)

Data Cynradd ac Eilaidd / Primary and Secondary Data

responses either disagreed or strongly disagreed with the question, with a further 31% being neutral in relation to having received sufficient training. **This contrasts the guidance offered by Estyn to ensure effective practice for teaching children with ALN's as it may not always be the case that support staff are used effectively to support learning due to a lack of training in ALN.** (Estyn, 2013) However, it must be remembered that the responses to the questionnaire are formed from the teaching staff's personal opinion based upon their experiences and is, thus, subjective. For example, what is sufficient training for one individual may not be sufficient for another.

eu bod wedi derbyn hyfforddiant gan eu hawdurdodau lleol. Dywed un cyfnewtner sydd a 16-20 mlynedd o brofiad ei bod ond wedi derbyn hyfforddiant yn y brifysgol. **Golyga hyn bod 67% heb dderbyn hyfforddiant.** Cefnoga Driver (2014) hyn gan nodi bod 9 allan o 10 o athrawon a hysgysu yn ei ymchwiliad ond wedi cal hanner diwrnod neu lai o hyfforddiant.

Methodoleg a Therminoleg / Methodology & Terminology

The types of questions used, presentation and the correct use of vocabulary were crucial to the analysis of responses. 'Quantitative research makes it difficult to respond to uncontrolled variables, qualitative research invites the unexpected.' (Holliday, 2012:8) Being careful with leading questions was a factor that took much group time to clarify. Dunne et al (2005:44) suggest that issues of communication are important to consider, 'clarity, transparency and the avoidance of ambiguity.' A combination of open, closed and Likert scale questions were used to provide information to analyse both quantitative and qualitative data, to interpret information that would assist the researcher in receiving answers to particular questions, and see patterns and themes emerging from individual perceptions, however as Dawson argues, 'Data analysis is more complex.' (2013) Holliday argues that Qualitative research, 'represents a broad view....it is insufficient to rely on quantitative survey and statistics and necessary to delve deep into the subjective qualities that govern behaviour.' (2012:7) However for this research both quantitative; objective and qualitative; subjective data were equally important and necessary to

Ffynonellau Craidd / Core Sources

or a task. Moreover, including the child in the question of what strategies would most benefit them so that they may access the task more effectively and make the classroom a more inclusive environment may form a strong recommendation, one which is supported by the **SEN Code of Practice** (WG, 2004). It may also be necessary to provide coloured overlays, coloured paper and larger text versions of questions and worksheets to Dyslexic children in order to make the classroom and task more accessible and inclusive. In certain cases, as detailed by the WG, an Individual Education Plan (IEP) may be necessary to complete, with strategies and steps to ensure progress being detailed within. (WG, 2004)



Ystadegau'r Ymchwil / Statistics of the Study

Dyslexia. Please see question (Q.) Q.4 of the questionnaire in the appendix. From the range of qualitative data obtained through the 38 responses, common themes certainly emerged. It was quite clear that nearly all participants believed Dyslexia to be an ALN and that Dyslexia



Dangos Data / Show Data

The primary research shows that collaboration with outside agencies was an effective tool at offering support and guidance to teachers of LAC was highly significant with 79% either agreeing or strongly agreeing (appendix 12). However, with only 9 additional responses

This may further be reflected in the response to Q.18 of the questionnaire. Please see in the appendix. **A significant 89%** of respondents believe that additional training related to



Graffio / Graphing

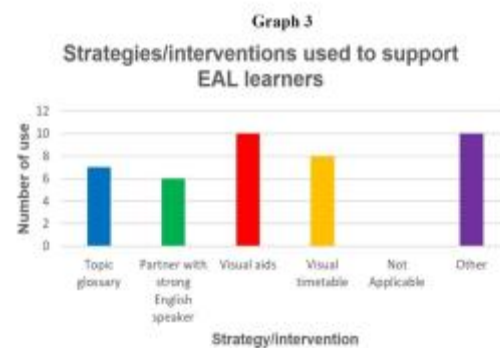
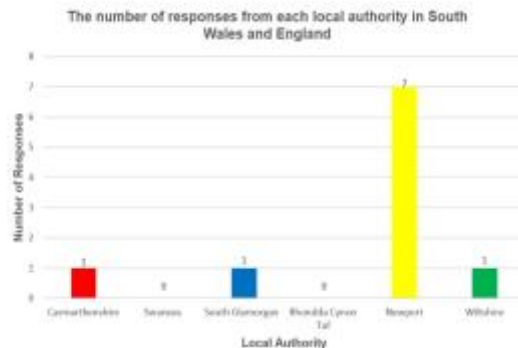


Figure 2

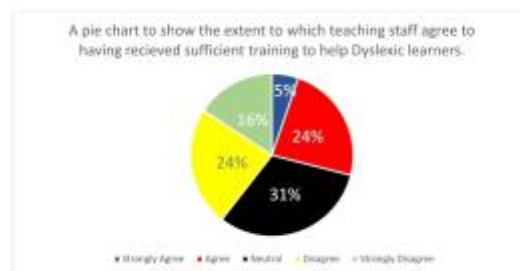
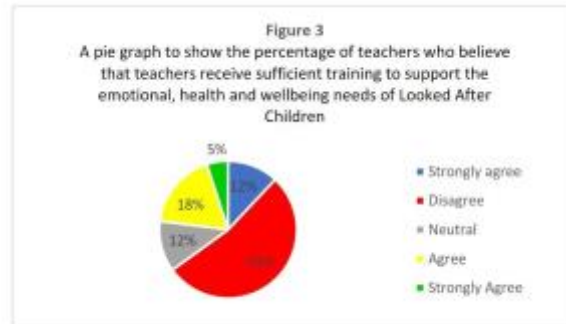
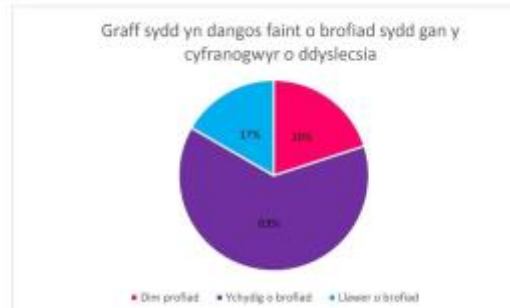
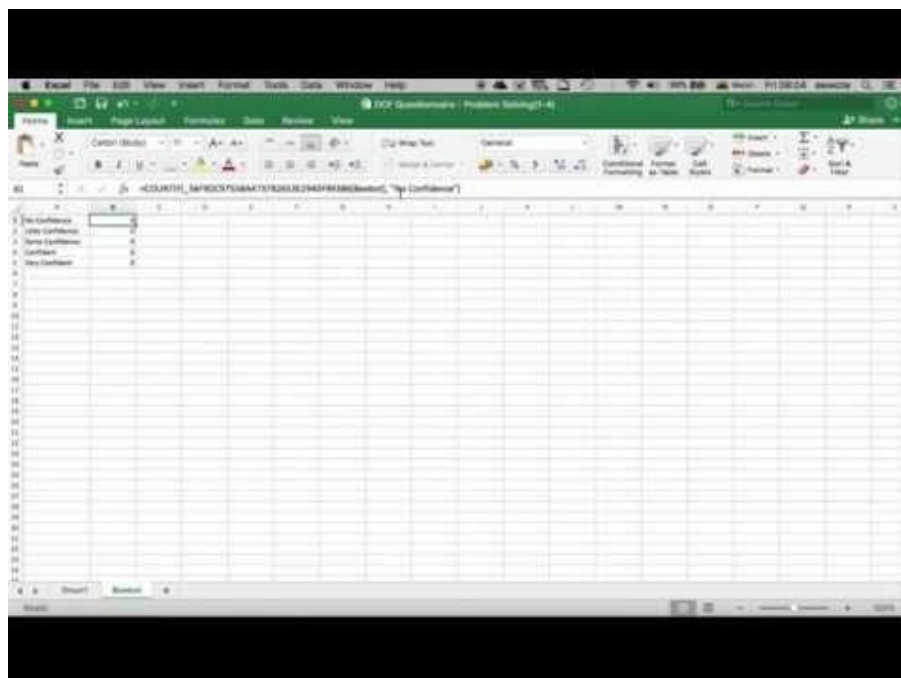
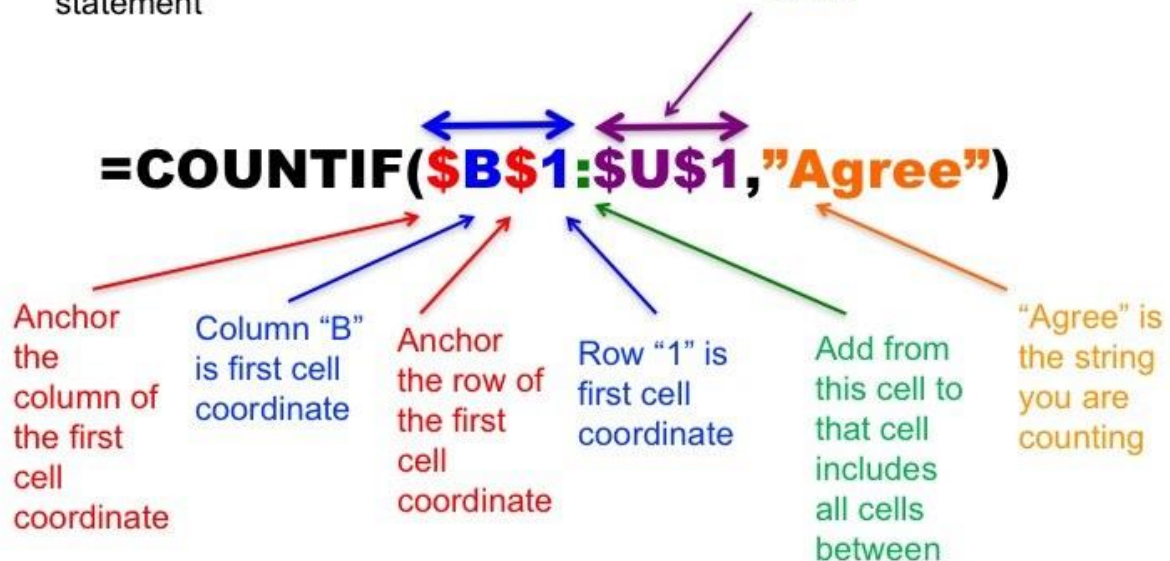


Figure 4.

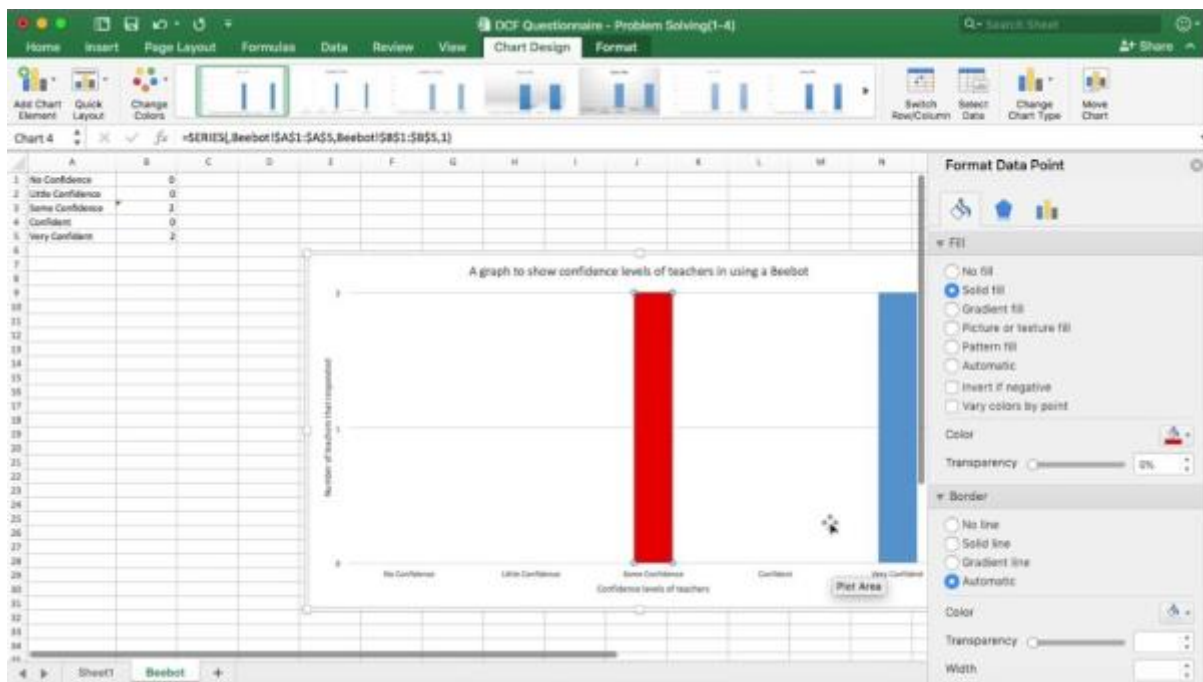
=COUNTIF(\$B\$1:\$U\$1,"Agree")

=COUNTIF is the formula statement that counts cells that match a string statement

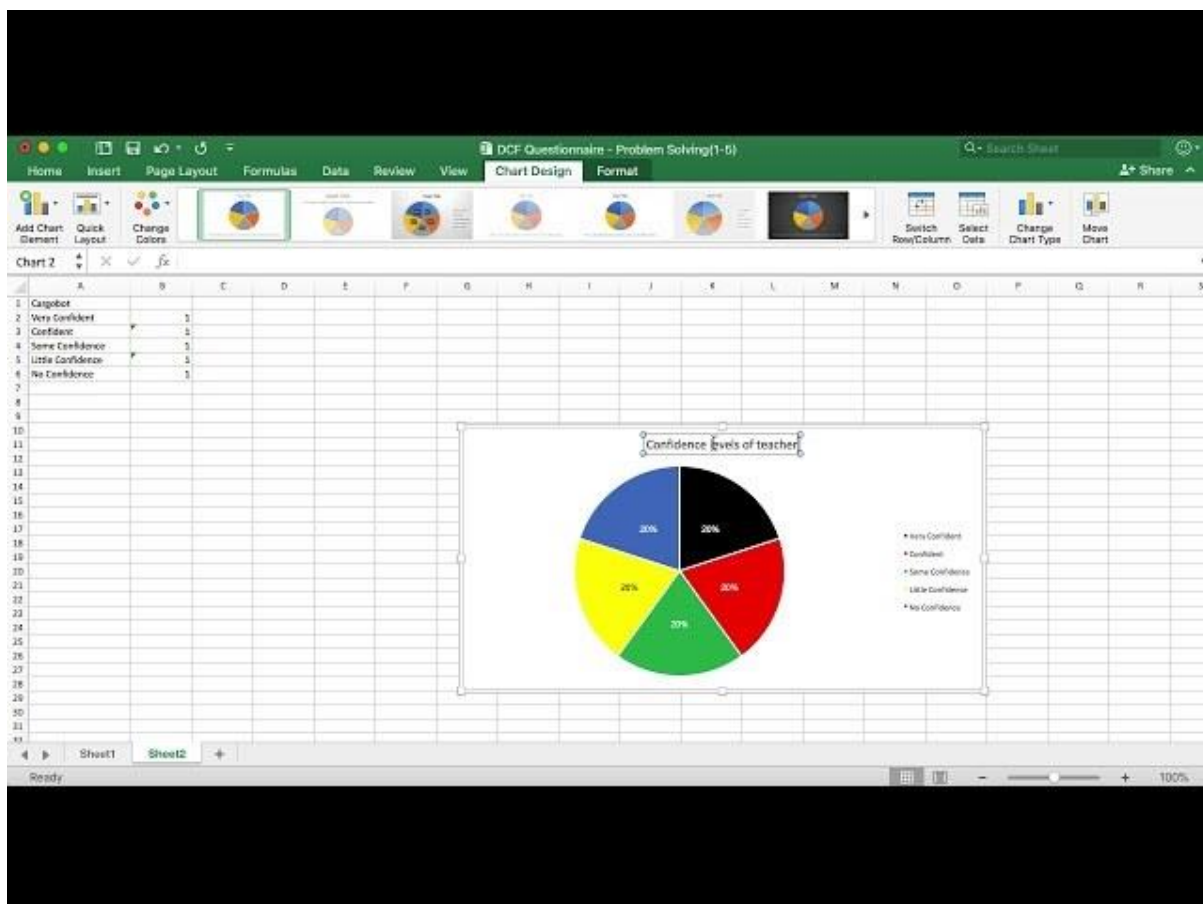
The anchored cell coordinate for the last cell of the data series



Dadansoddi'r Data - Graff / Data analysis - Graph



Dadansoddi'r Data - Siart Cylch / Data Analysis - Pie Chart



Have a go! [Taenlen Excel / Excel Spreadsheet](#)

Rydyn wedi gweld beth sydd yn llwyddiannus. Beth sy'n anghywir? /
We have seen what works and is effective. So, What is the wrong way?

Dyfnider Gwybodaeth, Data'r astudiaeth, Moeseg / Depth of Information, The study's Data, Ethical approach

Gwarchod data - Data Protection

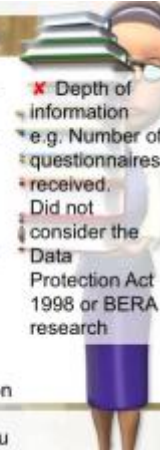
large detailed account of their views. All questionnaires that were received back were all used to analyse the results as we found many questionnaires very interesting and informative.

Confidentiality - This is a considerably large factor which had to be considered when doing the questionnaire. It is important that all of the respondents felt comfortable and at ease when putting across their views on Dyslexia. Therefore we decided as a group not to include names of the respondents or names of the school in which they worked. Instead we asked their occupation as we targeted our questionnaire to be filled out by teachers and other professionals in the school. As students we also stated on the questionnaire that the information which they provided is strictly confidential and would only be used by ourselves and teachers for course purposes only. We also stated that once we had finished with the information all the data would be discarded as an appropriate manner. From doing this professionals may feel at ease and secure with putting across their views on the disability.

Bias questions - It is important not to be one-sided when writing out the questionnaire. We as students should appreciate that people have different views on dyslexia and that all views were as important as the others. We had to consider being bias as this may have offended the respondent and may prevent them from responding.

✗ Dyfnider o wybodaeth e.e. nifer o holiaduron danfonodd y grŵp.
Heb drafod y ddeddf gwarchod Data 1998 neu

✗ Depth of information e.g. Number of questionnaires received. Did not consider the Data Protection Act 1998 or BERA research



Cryno / Concise

Sawl holiadur? - How many questionnaires?

✓ Moeseg

letter, we explained what they questionnaire was for and how it would be used. We explained that the questionnaire was anonymous and would not be used for any other purposes under the Data Protection Act 1998.

In our questionnaire that we sent out to the schools we asked a total of 14 questions with a mixture of both open-ended and closed-ended questions. We also ask the schools/teachers to add any additional comments that they felt were relevant and would be useful and important regarding this topic/ theme.

From the responses that we got back it was clear that schools which have children who are dyslexic or who show dyslexic tendencies feel that mainstream education benefit them immensely. As you will see from the response results below, many schools, teachers and practitioners believe that mainstreaming and including children who have dyslexia or who show dyslexic tendencies is vital as being cast aside from their peers can have a detrimental effect of their self-image, self-worth and self-esteem. All these things are important to a child to help them to develop holistically.

✗ Cryno? Defnydd gorau o'r geirfa /
Concise? Best use of words

How many questionnaires did you receive?
How many schools did you contact?
How many schools did you not contact?
How many schools did you not contact?



Angen cefnogi gyda ffynhonnell. Cywirdeb iaith data. / Need to support statements with a Source. Accuracy in the use of language representing Data.

Ffynhonnell - Source

What is Dyslexia?

Dyslexia is a world wide disability that can affect anyone in the world whether it being a boy or girl, living in England or America and is often inherited from family genes. About 1 in 10 children have dyslexia. It is a disability which you cannot see when looking at a person, but you can hear their struggle of being literate when hearing to read, write and spell. Many dyslexics have problems with language and literacy however may be talented in other areas of the curriculum. The word 'dyslexia' comes from the Greek language and means 'difficulty with words'. Most children receive extra support in the classroom today however many questions have been raised such as "Is dyslexia a disability?" and "Is dyslexia a word for laziness?". Dyslexic children have problems such as getting words mixed up and jumbled (back to front), unable to read fast and may forget what they have previously read. During this assignment I will be analysing respondents views and opinions on dyslexia and will be discussing the arguments for and against.

✗ Data – source and date is important!

Remember the importance of your language in relation to data e.g. 24% - ¼ of the cohort

✗ almost ¼ of the cohort ✓

✗ Data – ffynhonnell a dyddiad yn bwysig

Cofiwch cywirdeb eich iaith wrth drafod data e.e. 24% - ¼ y cyhoedd ✗ bron ¼ y cyhoedd ✓

Cywirdeb Data / Correct Data

[illegible]

Darllenwch eich gwaith, sicrhau cywirdeb a llif llwyddiannus ar gyfer y darlennydd. / Read through your work and ensure the work makes use of effective language and a quality flow for the reader.

Cefnogi gyda dyfyniad - Support with quotes

as a group choose this special need is due to the fact that we felt there was a lot of information that we were not aware of on the topic. As a student teacher I feel that it is essential that I am able to recognise, understand the, and teach pupils with different special needs in order to become an outstanding teacher. Therefore I hope I am able to take other professionals opinions and advice, in order to improve my lesson teaching and learning methods whilst studying to become a teacher and throughout my future career.

In classroom today there are many pupils with special needs that need to be considered when teaching the class. It is important that all pupils reach their full potential in school therefore teachers need to be aware of all pupils' abilities. Children with subtle special needs find it harder to learn or access education from their peers and therefore it is important that they receive all the help and support they can to reach their full potential.

When undertaking the questionnaire it was important to take into consideration many factors. It is important not to offend or depose the audience as some may have strong views, the disability themselves or family friends with the disability. Below I have stated the different factors we as a group had to consider when writing and handing out the questionnaire.

Ethical considerations - It is important not to offend anyone whilst collecting and interpreting the results. We had to consider the way in which we asked our questions and the different ways the questions could have been asked. Most of our questions on the questionnaire were basic and were asking the audience their views on

✗ (1) darllenwch yn ofalus – term gorau posib
(2) Cefnogi gyda chyfeirnod!

(1) Read carefully – best possible terms
(2) Support with a reference!

Ansawdd gorau ar gyfer y graff. Dewis y ffurf gorau i arddangos y data. / Best type of graph used. Correct selection of graphs to display the data.

Teitl - Title

Ynys

Yr

Yr 7

Yr 8

Yr 9

Yr 10

Yr 11

X Teitl y graff – os mae'n barod ar y graff – dim angen yn y dogfen prosesydd geiriau hefyd!

Label y graff?

The title of the graph is already on the graph! – No need for it in the word processor document also!

The graph's label?

[illegible]

Fformat

How often are the children who have dyslexic tendencies removed from the mainstream classroom?

1-2	4
3-4	6
5+	5

How often are the children who have dyslexic tendencies removed from mainstream education?

From looking at this chart the researcher can see that children with dyslexic tendencies are removed from the mainstream environment during the week, but not all day every week. This reveals that the children are getting an equal balance of extra support and mainstream education. As I have mentioned previously in the report there are many advantages and disadvantages to both mainstreaming children and taking them out of the environment.

Handwritten notes: "This is a good representation" (pointing to the table), "This is a good representation" (pointing to the pie chart), "Can you tell me what?" (pointing to the pie chart), "This is a good representation" (pointing to the table), "This is a good representation" (pointing to the pie chart), "Can you tell me what?" (pointing to the pie chart).

Peidiwch gyfeirio at graff yn y ffordd yma / **Do NOT** refer to graphs in this way

Ffigwr 1 - Figure 1

Y cwestiwn cyntaf yn yr hollatiwr oeddi golydd sawl blywyddyn o brofiad wedi gan yn unigolyn yn eu maser perfformio niaw. Bu ffr grŵp greda bod y cwestiwn yma yn mynd i fod o fudd gan iddo ddargos i ni yng nghwestiwn dda pa mor ari mas'i unigolyn wedi bod maser cysylltad gyda phlantyn oeddi. Rhwynged y grŵp mas'i mwyaf a brofiad wedi gan yn unigolyn yn eu maser, y mwyaf o gysylltad a phrofiad byddi gyltari hwy & phant oeddi. Mae cwestiwn 1 a 2 yn gallu' uno maser i un cwestiwn maser gan i ni ddefnyddio'r cysylltad o gwestiwn 1 a'i integreiddio gyda cwestiwn mas 2. Du i ni ddefnyddio start bar he'r **schol** gan iddo ddargos yn gyltari cysylltad sydd yn mynd i'n helpu ni i ddatblygu'r cwestiwn. Mae start bar yn fodd da o ddargos o'r o ddata sydd yn effeithiol i'r maser hwy o gwestiwn. Fel arfer, mas start bar yn cael ni ddefnyddio i ddargos cysylltad sydd yn gyltari gyltari ac yn effeithiol with dda mas neu hwy o'r o ddata. Mae'n dargos yn y grŵp **schol** hwy cysylltad uchel maser wedi cael hwy at 12 mlynedd o brofiad yn eu maser perfformio niaw 63%. Cwestiwn fodd blywyddyn yn y start yng nghwestiwn 13-15 ac fe fydd hwy yn cael affeithi ar gysylltad yna yng nghwestiwn dda. Mae ni unigolyn wedi cael 10 mlynedd maser hwy yn eu maser perfformio niaw.

Handwritten notes: "In English we school" (pointing to the text), "Defnyddio'r schol 1, Graff 1, and" (pointing to the text).

✗ Defnyddiwch label h.y. Start 1, Graff 1, Tabl 1 neu Ffigwr 1

Ble mae o? - Where is it?

Handwritten note: "It would be better to use Fig 1 or Page 1"

Ble mae o? has been chosen to indicate the gender and occupation of the target audience of teachers. It was fascinating to see that not only teachers completed the questionnaire, there was also a variety of occupations in the school setting. When the questionnaire was sent out we stressed to our audience that there was no pressure to complete the questionnaire and we considered confidentiality. The primary reason for maintaining confidentiality is an ethical one, this is not the only reason, if the respondent feels that their confidentiality is breached then the questionnaire may not have the true response. While producing the questionnaire we had to ensure that we took ethical considerations into account. Ethical consideration is that you are aware of

¹ Dr Michael Springg, 'All your readers are not dyslexic', quoted in, Bryant, J., Cuddy, Goldsmith, R.E., Learning Disabilities: Contemporary Perspectives', 2nd Edition, Routledge, London, 1996, Page 10.
² Dr Michael Springg, 'All your readers are not dyslexic', quoted in, Bryant, J., Cuddy, Goldsmith, R.E., Learning Disabilities: Contemporary Perspectives', 2nd Edition, Routledge, London, 1996, Page 10.
³ Dr Michael Springg, 'All your readers are not dyslexic', quoted in, Bryant, J., Cuddy, Goldsmith, R.E., Learning Disabilities: Contemporary Perspectives', 2nd Edition, Routledge, London, 1996, Page 10.

Ble mae o? - Where is it?

It's not about it's on a different page.

From circulating the questionnaire to a selection of schools within different counties I have come to realise that many of the diagrams and scenarios of mainstreaming dyslexic children are very similar. The question about the majority of answers given within the questionnaire, where they feel support strategies need to be developed and more training needs to be available for teachers and staff within the schools. From completing this module, I feel that my knowledge and understanding of dyslexia on a whole has developed and how it is dealt with within schools has been enhanced.



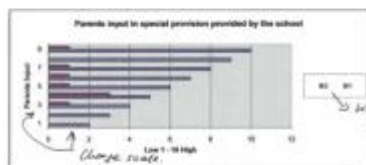
Arsylwadau cyffredin - General observations

Graphs without %
Too many fields
3D graphs
When to use different graphs
Series – what does it mean?
St Dev. – Do you understand it?
.5 scale on axis
Colours / Shading in Graphs
The table below / graph above
3 out of 12 $\frac{1}{4}$ or 25%
9 out of 12 $\frac{3}{4}$ or 75%



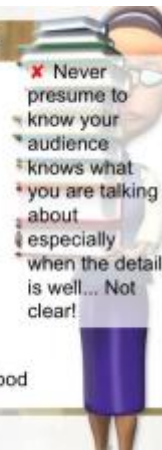
Graff aneglur / Graphs that are unclear

Defnyddio graffiau - Using graphs

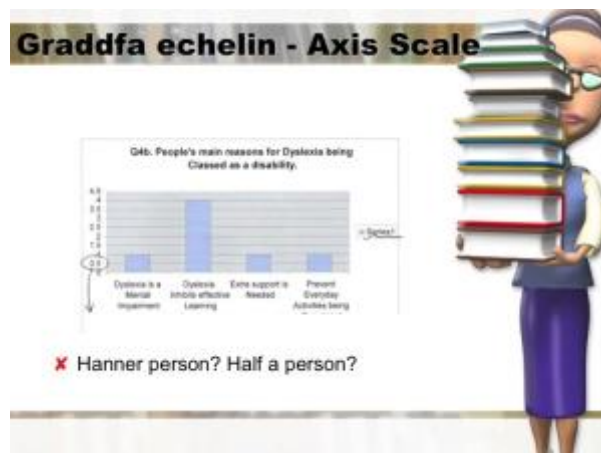
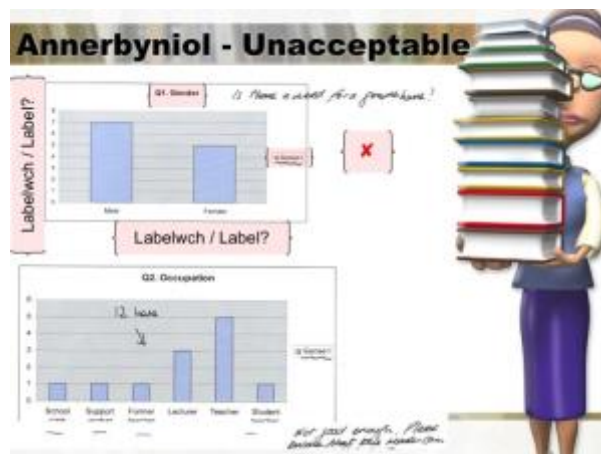


As you can see from the results chart, the amount of input that parents get in the provision that the school provide is average, shown in the graph. On my recent teaching practice experience I have seen the importance of giving the parents an input into how the dyslexia

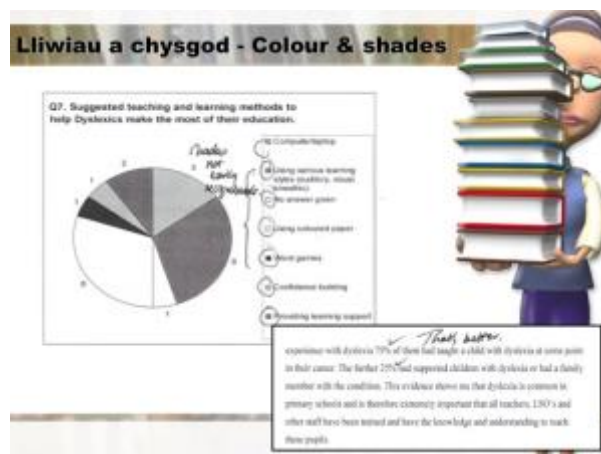
Peidiwch feddwl bod eich cynulleidfa'n gwybod beth i chi'n sôn am! Yn enwedig pan mae'r manylion yn aneglur!



Label a chyfres / Label and series



Fifty shades of grey



Arsylwadau Cyffredin / General Observations

Arsylwadau cyffredin - General observations

Referencing

Fig 1, Chart 1, Graph 1.

Use page numbers

When to use different graphs

Over reliance on the web

Study Skills Handbook

Insert graphics in body not as appendix

Wikipedia?

Multi coloured graphs

Access dates



Sylwadau Arholwr Allanol / External Examiner Comment

Angen gwell dadansoddiad o gwestiynau agored	Better analysis of open questions
e.e. Roedd 5 ymateb yn sôn am wneud defnydd o brofiadau gweledol ar gyfer y plant.	e.g. There were 5 responses that highlighted the use of visual experiences as beneficial for the children.
Dim cyfeirnod i ymateb y 5 cyfranogwr!	Not quoting all 5 responses!
Amlygwch yn yr atodiad – grêt, ond peidiwch wastraffu'ch geirfa!	Highlight this in the appendix – great, but don't waste your word count!