

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	☐	X	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	X	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☐	X	☐
4. Key Transferable Skills	☐	☐	☐	☐	X	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I feel I have engaged with this assignment well as I recognise the importance it has for my future practice. I feel I have learned a lot about assessing a child's development and understand the importance of looking at development in a holistic way.	I feel my time management for this assignment has been poor. Due to being on PTE2, I have struggled to balance this assignment with all of the teaching and paperwork that comes with being on PTE.

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

**1702336
Group 4**

**Word count
4902**

1. Introduction

The aim of this assignment is to carry out a detailed analysis of one child's holistic development, focusing specifically on their attainment in literacy, numeracy, topic work and their overall wellbeing with the goal of providing detailed next steps for their development. The focus of this assignment will be placed upon one child from a Year 3 class in a brand new, large two-form entry school in South Wales. The current school is situated on a new site which was completed in April 2018 and has approximately 420 pupils on roll following an amalgamation of a local infant and junior school. Around 46% of the children attending the school have been identified as having additional learning needs which is well above the national average and around 37% of the pupils are entitled to free school meals (references removed to ensure anonymity).

The focus child for this assignment has no additional learning needs and is entitled to free school meals. Based on my own opinion of working with the child for the last 4 weeks, I would level this child to be at a best fit Level 3 in mathematics and literacy, but showing elements of Level 4 in their oracy work as they are beginning to adapt their talk for different purposes and provide reasons to justify their opinion. The current class teacher uses attainment to group children into either a higher, middle or lower group that they work in for all subject areas. The target child in this assignment is currently working in the middle attainment group. In order to ensure anonymity and to abide by the Data Protection Act (1998), nothing will be included within this assignment that might allow the reader to identify anyone involved with any part of this process. All names have been removed from the evidence found in the appendix and care was taken to avoid any potential risks to the school and child involved. As the evidence that will inform the focus of the assignment came from a child, the United Nations Rights of the Child (Unicef, 1989) were upheld during this process.

2. Data collection

Many different data collection methods were considered for this assignment but the mosaic approach (Clarke and Moss, 2011) was used as a framework for the collection of data for this assignment. This approach was originally developed to be used in a research context but over the last 10 years has frequently been used by practitioners in a classroom based setting to include the voice of the child when evaluating their development (Clark, 2005). The reason for its use as a tool for data collection within education is that increasingly, teachers are becoming more active in their own personal development and action research is becoming regular practice in schools (Seidel, 2001; Dudley, 2011). As that gap between teaching and research has closed, the mosaic approach has become a popular data collection tool amongst teachers, hence why it was chosen as a method for collecting data for this assignment.

As this assignment is aiming to gain an insight into the holistic development of one child, the mosaic approach was considered the best data collection method as it helps to gain an insight into a child's interests, priorities and concerns (Christensen and James, 2000), not only their academic achievement alone. The voice of a child has long been seen as an important factor in their learning (Hart, 1997; Johnson et al, 1998) as they are in the best position to tell you how they feel they learn best. The mosaic approach takes into consideration many different aspects of a child's development using a wide variety of methods. Being a multi-method approach, it helps to recognise the different viewpoints of children, it allows children to be experts in their own development by letting them explain how they learn best and it allows the child, teachers and parents to work together to build up a picture of that child (Clark, 2005). Therefore, this approach helps to gain a better understanding of a child's holistic development by piecing together 'individual tiles' to help form that overall mosaic (Clarke and Moss, 2011).

As mentioned, this approach is multi-method, meaning there is no set way of using it to collect data, rather, it puts the emphasis on the individual carrying out the data collection to adapt and use methods that they feel will help them build up a picture of the child being observed (Clark and Moss, 2011). Those methods could involve, but are not limited to, learning walks, interviews with the child or teachers, learning maps,

classroom observations, role plays and the use of cameras to highlight areas where the child learns best. Some have criticised the mosaic approach for not being robust, therefore meaning, results cannot be generalised (Boyden and Ennew, 1997). This may be true as it relies on the individual carrying out the data collection to build a picture of a child by using methods they think are most suitable. Clark and Moss (2011) also state that this approach can be time consuming and complicated due to being a multi-method approach. However, the mosaic approach does offer a better insight into a child's learning, more than simple classroom observations or interviews could do alone. The data collection that took place within this assignment comprised of a learning walk, an interview with the child about their learning, annotated samples of work, classroom observations and RAG ratings following each lesson taught.

3. Analysis of learner

Research has shown that children show greater motivation towards their learning and in turn become more independent when those teaching them place the focus on their learning rather than their outcomes (Watkins, 2010). The ASK model approach is more holistic and places the emphasis on the development of the child rather than the grades they produce. In order to build a better picture of the focus child in this assignment, I will be taking the same approach. Instead of just looking at evidence in books and results in national tests, I will be using the ASK model (Nottingham, 2013) to analyse the learner's attitudes towards their learning, as well as their skills and knowledge. This model is based on the work of Benjamin Bloom and his Taxonomy of Educational Objectives (Bloom et al., 1956). Bloom talks about helping children learn how to learn, and called this metacognition (Bloom et al., 1956). The ASK model has the same premise. It states that for a child to learn how to learn they need to develop a positive attitude towards their learning, they need to have skills that will aid their learning and they need to have good conceptual understanding and knowledge so they are able to access and find information that will benefit their learning (Nottingham and Nottingham, 2017). Using this model as a structure, I will analyse the learner's attitudes, skills and knowledge in literacy, numeracy, topic work and wellbeing to help build up a mosaic of the child's holistic development.

3.1. Literacy

As mentioned in the introduction, the target child is currently working at the expected level in literacy but their attainment in oracy is better than in their reading and writing. This has been clear to see over the past three weeks of my professional teaching experience (PTE2) as my daily observation notes on the child have frequently consisted of comments such as 'they were able to explain their ideas well', 'they were able to answer questions in the introduction and plenary with confidence' or 'they were able to help others on their table understand by explaining their ideas'. This tells me that they have the necessary skills to put their ideas across verbally so others can understand. This is a very important skill to have as there is a plethora of research in the literature that shows that talk is a very important tool to facilitate learning (Barnes and Todd, 1977; Vygotsky, 1978). Work by Mercer and Sams (2006) and Rabel and

Woolridge (2013) found that when children explain their ideas orally in a critical but constructive way, it can help to facilitate an improvement in knowledge and understanding. This has been evident to see over the past three weeks working with this child as they have been able to form ideas orally when completing literacy based tasks.

However, the problem lies in their written work. When interviewing the child about how they feel they learn best, I found that their attitude towards written based tasks was poor. When asked if they enjoyed writing based activities, responses such as 'boring', 'hard' and 'not fun' were used. Looking back at previous work, there is evidence in their literacy book showing they are capable of extended writing (Appendix A) but recently, when given written based activities, they become totally disengaged with the lesson, even if they have been engaged with the oracy part of the introduction. Based on this, I conclude that their attitude towards written based tasks needs to improve if they are to develop holistically as this impacts most areas of learning and experience, not only literacy.

Action – to improve attitude towards written based activities.

3.2 Numeracy

The learner's attainment in mathematics is currently at the expected Level 3 for a Year 3 pupil. Similar to the trend seen in their literacy based work, they are able to explain their ideas and answers orally but tend to become disengaged when completing written based work in their book. Over the past few weeks, the amount of work being completed in mathematics lessons has been very low. Again, this tells me that their attitude towards written based tasks in their book is poor as when they are focused and engaged, they are able to complete a good amount of work. A good example to highlight this point can be seen in the work included in Appendix B. Over the period of three days, as a class we were looking at how to divide using a number line in our numeracy lessons. The first lesson involved using number lines and counters to practically show how we can divide using number lines. This lesson was an introduction to the concept to help the children get a visual representation of how it worked. The target child was very engaged in this lesson and was able to meet the learning objective (Appendix C). However, over the next two lessons, the children had

to complete a series of written sums in their books using the concept they had just learned. Even though the child was engaged in the practical based lesson, they only managed to complete six questions in the following lesson and three questions in the lesson after that, of which, the majority were answered correctly. This tells me that they understood the work as the majority of it was correct, but they were not engaged with the lesson due to the low amount of work completed.

This was seen again the following week when the class completed a practical based lesson outdoors where they were asked to create human bar charts. The target child was very engaged during this lesson as it did not involve any writing and they were able to answer questions orally based on the charts they had created. However, when they did a follow up lesson on this in their books, when the target child was asked to draw and interpret a bar chart, again they became disengaged from the lesson and completed very little work. This informed me that they have the knowledge and skills to complete the work set, but their attitude towards certain tasks, in particular written tasks in their book, is impacting their development.

Work by Kolb and Fry (1975) talks about experiential learning, which involves actually doing something practically rather than just thinking or talking about it. They say that having 'concrete experiences' can have a positive impact on learning and can improve engagement, which I believe is the case here. The target child is engaged in lessons when they are practical and involve actually doing something instead of just writing about it. Work by Barbe et al. (1979) and later work by Fleming (1995) talks about how every child has different learning styles, and some learn better by having kinaesthetic experiences. Even though some criticise the idea of 'learning styles' (Willingham et al., 2015), the target child in this assignment most definitely learns best through practical and kinaesthetic based activities. Based on this, to help improve not only their attainment in mathematics, but to improve attainment and engagement in all areas, planning more practical based lessons would suit this learner's learning style.

Action – to use more practical based lessons to suit their learning style.

3.3 Topic

Over the past three weeks that I have been teaching on PTE2, the target child has engaged very well with their topic work. At the start of PTE2, our theme was predators and we have now moved on to scrumdiddlyumptious. In topic lessons, we use the theme as a catalyst to teach all of the other subjects in the national curriculum other than literacy and numeracy. So far, I have been able to teach geography, art, science and history, all of which the target child has responded well to. Similar to their engagement in numeracy and literacy, they are able to express their ideas very well orally, but unlike numeracy and literacy, they are much more engaged when it comes to writing their ideas in their book. They do not only possess the skills and knowledge to do well in this area, but their attitude towards topic work is much better. When asked why they feel they engage more with topic lessons they stated that 'I really like learning about new things I can tell my friends about'. When asked more specifically about the lessons they enjoyed the most, they said that they 'enjoy subjects like geography and history because I like learning about real things'.

I took from this that when the work applies to real life experiences, such as learning about different predators, learning about countries that grow bananas or investigating what happens to the waste we produce (Appendix D), they enjoy learning about it more than something like division or multiplication in numeracy which is most commonly taught as the subject alone and is very rarely applied to a real-world context.

This links back in with what was spoken about in the numeracy section of my analysis. This learner learns best when the work they are set is concrete and involves actually doing something rather than just talking about it. As the topic lessons that I have been teaching, on the whole, have involved practical based activities (ordering the duration it takes different types of waste to degrade on a physical timeline for example), they have been able to develop certain skills through completing tasks they enjoy, unlike they have been doing in literacy and numeracy based lessons where they have been taught a skill and asked to reinforce it through answering sums or writing a generic letter for example.

As the learner is engaged and performs well in topic lessons, I would propose that using a thematic approach for numeracy and literacy lessons, where the skills that are taught are applied to real world contexts would benefit this learner.

Action – to use a thematic approach to engage the child when teaching numeracy and literacy.

3.4 Wellbeing

Hazel and Monfries (2005) talk about the importance wellbeing has on learning. They explain that for learning to take place, there must first be a learner, and that learner must be ready to learn (Eysneck and Keane, 2005). To gain a better understanding of the wellbeing of the target child in this assignment, a learning walk and interview was carried out to find out more about where and how they feel they learn best. As the school is a new build, the children had only started in the school three days before I had, which meant that the learning walk was a chance for both of us to explore the new learning environment. The common theme that kept arising during the learning walk, which has already been highlighted on multiple occasions, was the fact that the child preferred being outside of the classroom doing practical activities. The classroom had a brand new outdoor area and the child highlighted that this was their favourite area to learn in as 'it is fun' and 'I enjoy learning outside more than sitting on my desk'. Responses from the interview that was conducted also highlighted the fact that the child did not like sitting at their desk for too long just writing, which has already been mentioned in this analysis.

An interesting point that arose during the interview when the target child was asked if they liked working in the group they currently worked with on a daily basis. They stated 'I like working on my own more as I don't like it when someone takes my ideas'. I found this surprising as when it comes to sharing ideas in front of the class during introductions or plenaries, they are very good at giving their opinion. Following this comment, I observed the group closely over the following days and I did start to notice that there was a lot disagreements and falling out over trivial matters during lessons. On a specific day, I made note of all of the complaints that the target child made about the others in their group which included 'I can't work, they are too loud', 'can you give me help on my own because I don't want everyone else to have the same ideas', '*child a* stole my idea' and '*child a* is looking at my work'. I found these comments very interesting as they seemed to contradict the behaviour the child was showing in front of the whole class as they were happy to share and explain ideas then. Following closer observations, it seemed that the problem was not with all of the group, but with the target child and two others on their table. After observing them more specifically, I could see that these children did not seem to work well together, and constantly disagreed with each other which resulted in them falling out on multiple occasions.

This then impacted the whole group as each member seemed to become more and more frustrated which resulted in, as mentioned already, complaints and arguments about trivial matters.

This then made me think that the lack of written work done when working at their desk might not be due to their attitude towards written tasks, but due to the fact that they do not work well with specific children on their desk which could be a distraction for them when completing work. Saying this, when completing topic work, the quantity of work being completed is not an issue, meaning it is very difficult to say with certainty whether it is their attitude or the group dynamics that could be causing the lack of written work in their books in subjects like numeracy and literacy. However, it is something that should be considered as a way of improving their holistic development as research has shown that group dynamics can have an impact on motivation and engagement (Forsyth, 2018).

Action – consider moving the child to a different group to see if that impacts their engagement in certain tasks.

4. Next steps

Based on my analysis of the target child's holistic development, I will now discuss next steps that I believe will help to target the gaps that I have noticed in their attainment and how my suggestions can help to move them forward holistically. A common theme that I noticed throughout my analysis was that the learners attitude towards certain tasks was poor. When asked to complete written based activities in their book, the child became almost totally disengaged for the task on a regular basis. As mentioned, this could either be down to their attitude towards writing tasks or the dynamics of the group they are working in which is causing distraction when they are trying to work. Based on the fact that this lack of engagement only seems to be occurring when completing certain tasks in certain subjects, I believe that it is more likely being caused by their attitude towards the task rather than the distractions cause by the group, as the latter would impact all work being completed, not just written work in certain subject areas.

To address this issue, I would use the ASK model to start planning more effective learning objectives and success criteria to move the learner forward and make the learning more holistic. Nottingham and Nottingham (2017) explain how this can be done over a period of three lessons to help a learner improve their attitude towards learning (Figure 1).

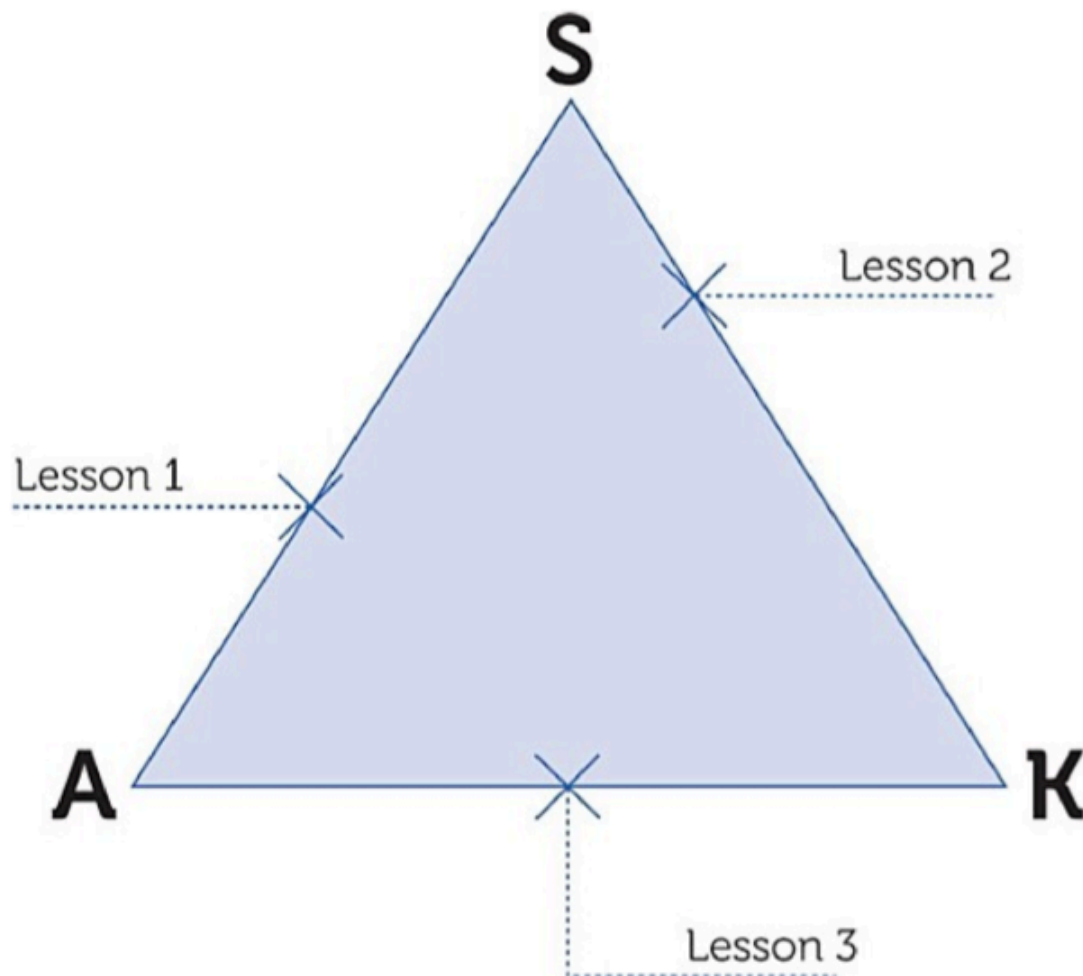


Figure 1. A three-lesson plan of how to implement the ASK model to make learning more holistic (Nottingham and Nottingham, 2017).

The first lesson would begin with a focus on improving attitude, with a small acknowledgement of the skills being developed. The learning objective for this lesson could be for example 'to increase our curiosity about where our food comes from by thinking about potential questions about the topic' (Nottingham and Nottingham, 2017). This initial lesson will help to improve the learners attitude towards their learning as they are being given an option to decide what they want to learn about. Research by Marsh (2012) has shown that pupil voice can have a large impact on motivation and engagement in schools and by including it in your lessons, you are helping your learners value what they are learning. Following this, after the learner's attitude has been targeted, skill developed should take priority. For example, the learning objective

could now be 'to decide which questions about where our food comes from are the most relevant to our learning' (Nottingham and Nottingham, 2017). This will then help the child start to develop their prioritising skills. The third lesson would then have an equal balance between improving knowledge and attitude and the learning outcome could be 'to persist (attitude) in trying to find out answers to where our food comes from (knowledge) (Nottingham and Nottingham, 2017). Research has shown that by using the ASK model to plan lessons, learning becomes more holistic (Bakarman, 2011) and in this specific case, could help to improve the learners attitude towards their learning, particularly written based tasks.

Another strategy that I believe would help to address their poor attitude towards written work would be to promote a growth mindset in the classroom. Dweck (1999) explained that people have one of two mindsets, a fixed mindset, which is when you perceive intelligence to be unchangeable or inherent, or a growth mindset, which is when you believe that through effort, you are able to improve and develop and thrive on challenges and set-backs. I have already introduced a strategy into my classroom which I hope will help to promote a growth mindset and help to change the poor attitude the target child has towards written tasks in literacy and numeracy.

I have introduced a strategy called 'Three before Mr E' and it has been running for just under a week so it is too early to tell if it is having the desired impact yet. This strategy works by asking the children in my class to do three things before they come to me for help. The first step is to first think for themselves if they are stuck with a piece of work. Following this, they are then able to ask a friend for help if they are still unsure, but they are not allowed to ask for the answer. Finally, if a child is still unsure, they are allowed to visit a help desk, which a desk that is filled with resources that are relevant to the work being completed in class that day. This means that before they ask me for help, they have taken steps to try and solve the problem independently, which helps to promote a growth mindset. Through this strategy, I hope that long term it helps the target child to start becoming more invested in their own learning and start to see the value written tasks can have for their holistic development, instead of becoming disengaged because they dislike the task.

Dweck (2006) found that when children in the US moved from having a fixed mindset to a growth mindset, they immediately saw improvements in attainment. Similar findings were also found by Good et al. (2003), Blackwell et al. (2007) Boaler (2010; 2013), highlighting the fact that introducing a growth mindset into the classroom could have the potential of being a positive next step for the learner in this assignment. Through developing this kind of mindset, hopefully not only their attitudes towards those tasks they dislike will improve, but their attitude towards all of their learning will improve.

I believe that introducing more experiential learning into the classroom could also be a potential next step for this learner. As mentioned in the analysis section of this assignment, the evidence collected for this learner highlighted that they seem to learn better through having concrete and kinaesthetic experiences, as opposed to being sat at a desk talking and writing about those potential experiences. An experiential learning approach is holistic, as it takes into account not only cognition, but the integrated function of the whole child such as their feelings, creativity, behaviour and experiences (Kolb and Kolb, 2009).

To move this learner forward, I could plan lessons using Kolb's Experiential Learning Cycle (Kolb, 1984). This is a four-step process which begins by providing children with a concrete experience. This is followed by an observation and reflection of that experience which then leads to the third step, the formation and modification of knowledge and concepts. The final step then requires the learners to apply that knowledge which in turn forms new experiences. Through this four-step process, I believe that the target child in this assignment will benefit from having concrete experiences that suit their learning style (Barbe et al., 1979), then start to develop their written work by being given an opportunity to reflect upon those experiences which will help them to form new ideas and concepts. The aim of this approach would be to firstly engage the child with the work they have to complete through a practical lesson in order to get them engaged, then provide them with written work following this as they will hopefully be more motivated to complete it if they engaged with the topic.

My final next step that I propose to move this learner forward would be to take a thematic approach across all lessons. As mentioned, this learner engages well with

topic lessons that are based on the class theme as they feel they are 'learning about real things' whereas in literacy and numeracy lessons, they feel they are just learning skills for the sake of learning skills as they are not applying them purposefully. By basing these lessons around the topic coupled with providing concrete experience, I believe this child will start to show an improved attitude towards their written work. For example, literacy lessons could focus on writing recipes for smoothies then numeracy lessons could focus on standard units of measure to help weigh out the ingredients, or literacy lessons could involve writing an advertisement for a party then numeracy lessons could focus on creating and managing a budget for that party. By developing these skills by giving lessons purpose, based on the evidence collected, I believe this child will start to show improvements in their written work in their books.

Next steps:

- plan lessons using ASK model to improve attitude towards written tasks.
- improve growth mindset through 'Three before Mr E' strategy to improve engagement in written tasks.
- introduce more experiential learning into the class to provide more concrete experiences to suit their learning style which in turn will help improve engagement.
- introduce a thematic approach across all lessons to provide purpose to all lessons.

5. Conclusion

Through adopting a mosaic approach, I was able to collect evidence on one target child in a Year 3 class and identify areas for development. Based on these areas, I believe I have put forward potential next steps that would address the gaps in their development which in turn would help to move them forward holistically. Through this process, I have personally identified that assessment in schools should not only involve summative assessments and levelling of work, but should also involve other approaches to help build a picture of a child's holistic development and pedagogical approaches that suit their learning the best. Through using a mosaic approach and taking into account the learner's attitudes, skills and knowledge, I was able to gain a better understand of their actual attainment which would not have been possible through conventional assessments alone. Through learning walks, interviews and daily observations, I was able to build up a more realistic picture of how the child is actually developing. This holistic approach is important as a child's development is much more than just cognition and academic achievement alone, and through carrying out this process I feel I am now in a much better position to support pupil progress through analysing their development holistically and providing justification for the next steps in their learning.

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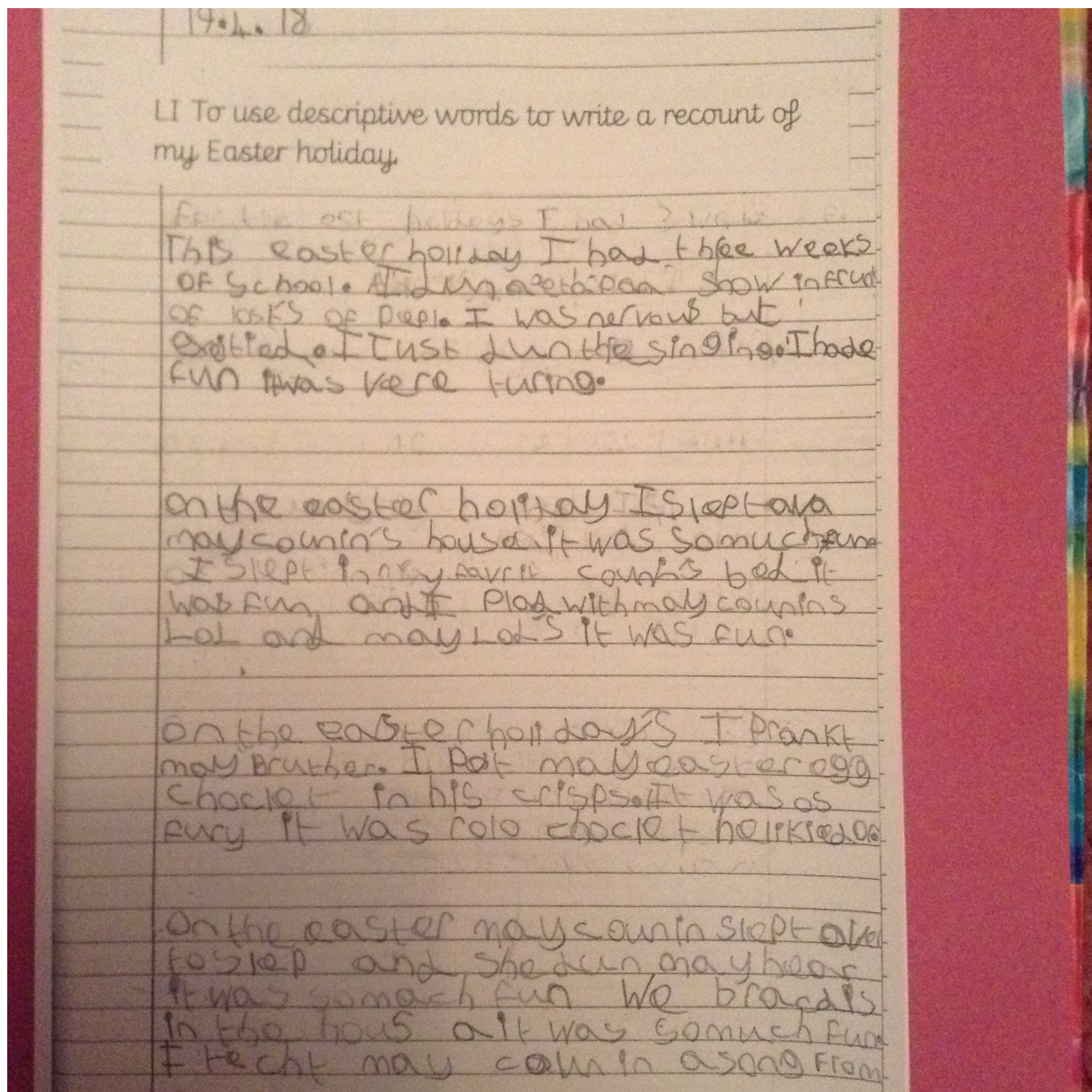
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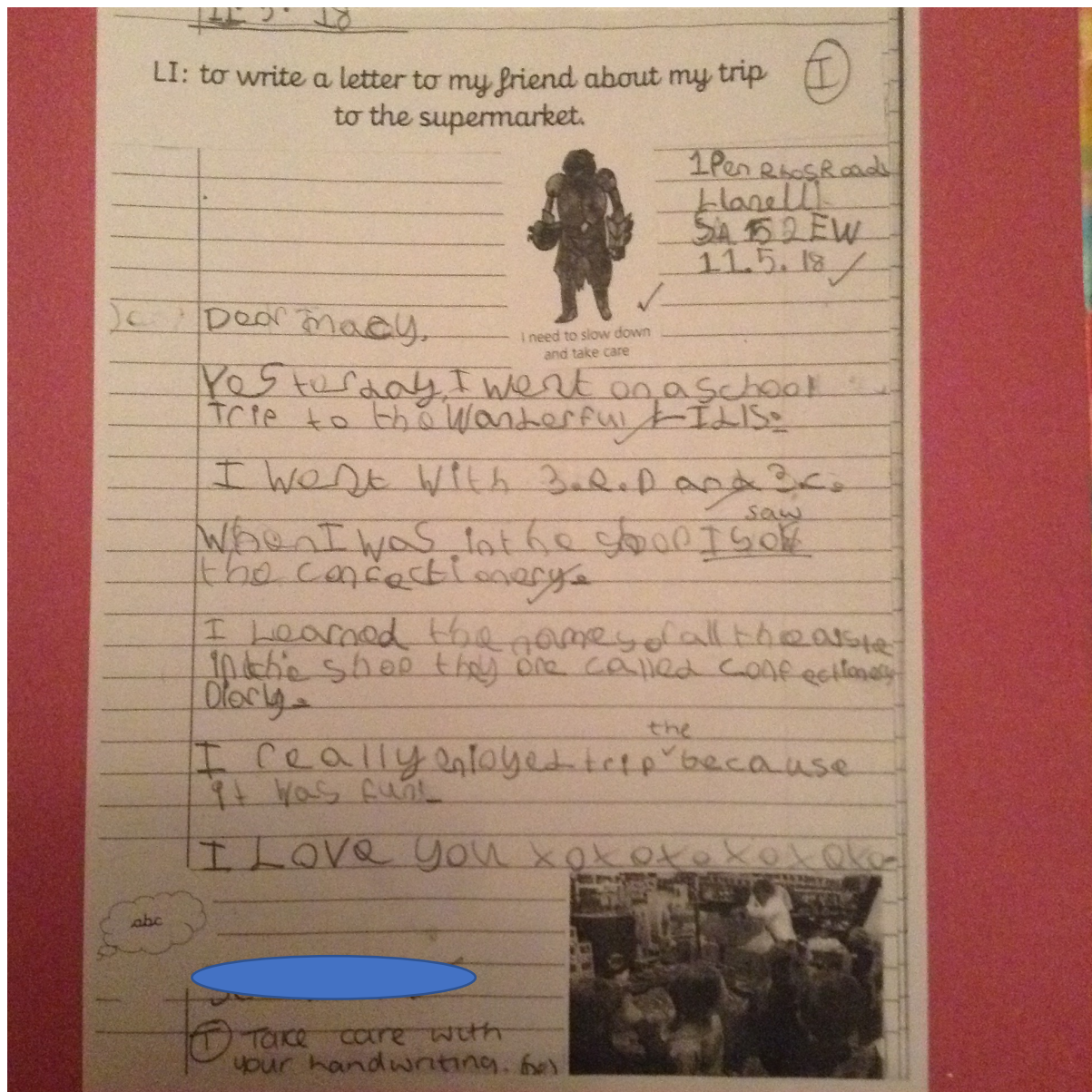
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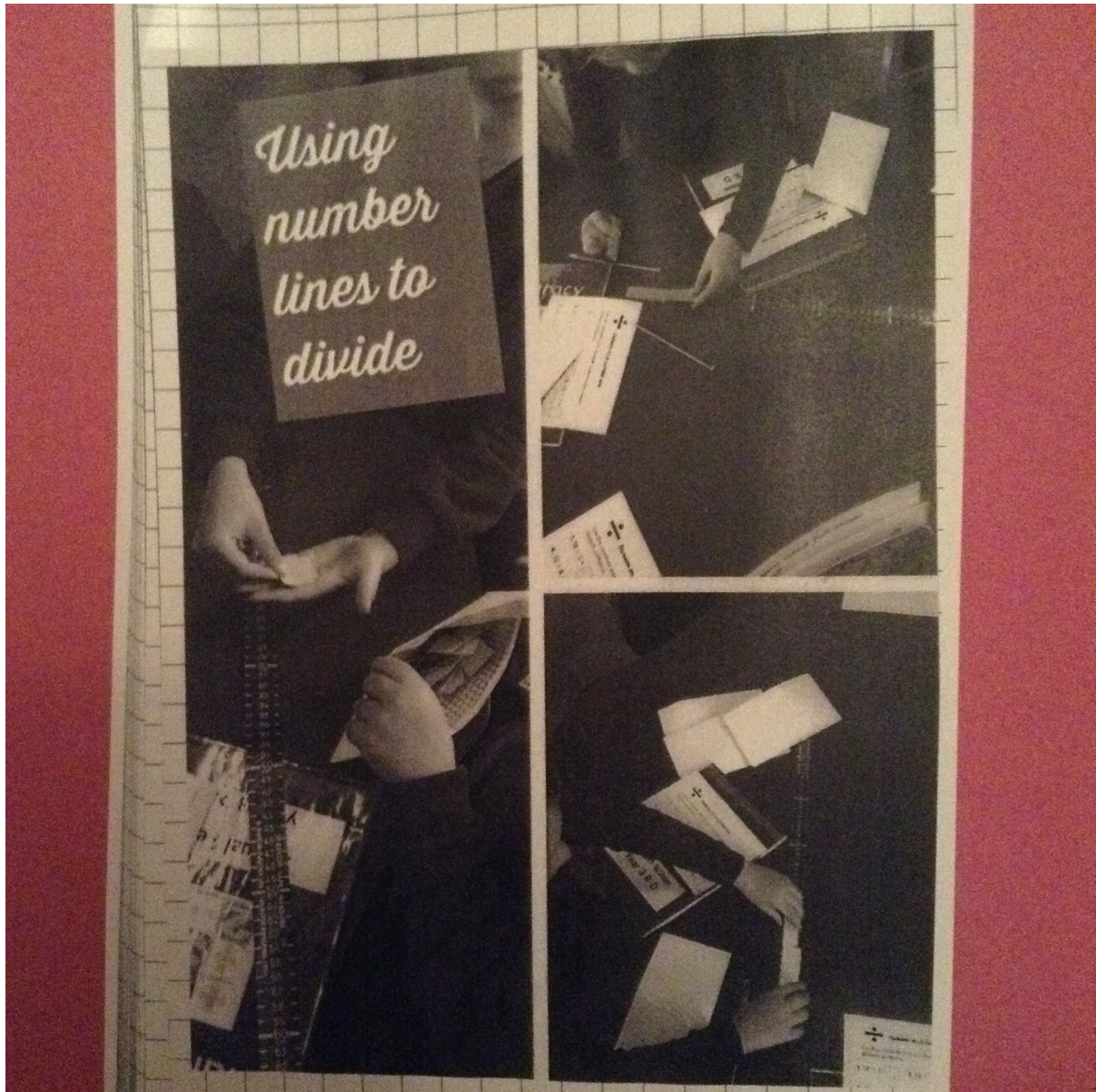
This piece of work is an example of an extended piece of writing that the child completed before I started PTE2. This highlights the fact that they are capable of completing an extended piece of writing independently even though they have become disengaged from this type of task more recently.



This is a piece of work completed by the child during my time of PTE2. This piece of work took the child over 2 hours to finish, highlighting the fact that they struggle to stay engaged when completing written tasks. Other children in the class finished this piece of work under an hour.

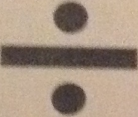
Appendix B

Examples of numeracy work collected as evidence for this assignment



This was a practical based lesson where the target child was engaged and met the learning objectives. This lesson involved no writing which I believed helped them stay engaged in the lesson. They received a green RAG rating for this lesson.

LI: To divide using a number line. (I)

 **Division on a number line**

Use the counters and number lines to solve these division problems.

1. $18 \div 3 =$ ✓ 2. $18 \div 6 =$ ✓ 3. $28 \div 7 =$ ✓

4. $32 \div 8 =$ ✓ 5. $42 \div 3 =$ ✓ 6. $32 \div 4 =$ ✓

7. $52 \div 4 =$ 8. $70 \div 5 =$ ✓ 9. $42 \div 4 =$

This was a follow up to the previous lesson where the target child only completed 6 questions in an hour. The majority of the class were able to complete all of the questions they were set and were able to complete an extension. As they understood the learning objectives but completed very little work, they received an amber RAG rating for this lesson.

LI: to divide numbers with remainders using a number line. (I)

Division with remainders on a number line

Use the counters and number lines to solve these division problems.

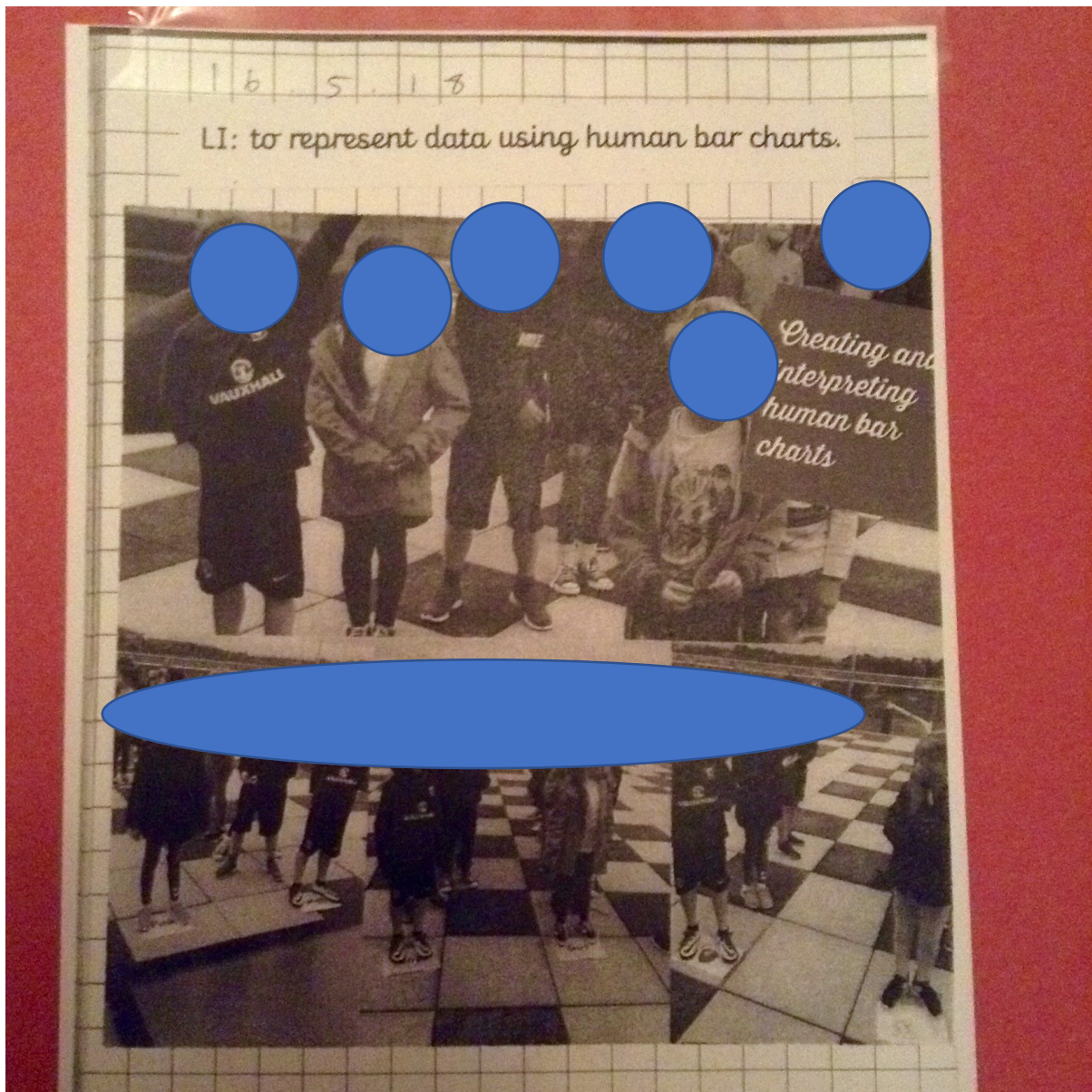
1. $32 \div 3 = \boxed{10} \text{ R } 2$ 2. $35 \div 6 = \boxed{5} \text{ R } 5$ 3. $50 \div 7 = \boxed{7} \text{ R } 1$

4. $83 \div 8 = \boxed{}$ 5. $43 \div 3 = \boxed{}$ 6. $41 \div 4 = \boxed{}$

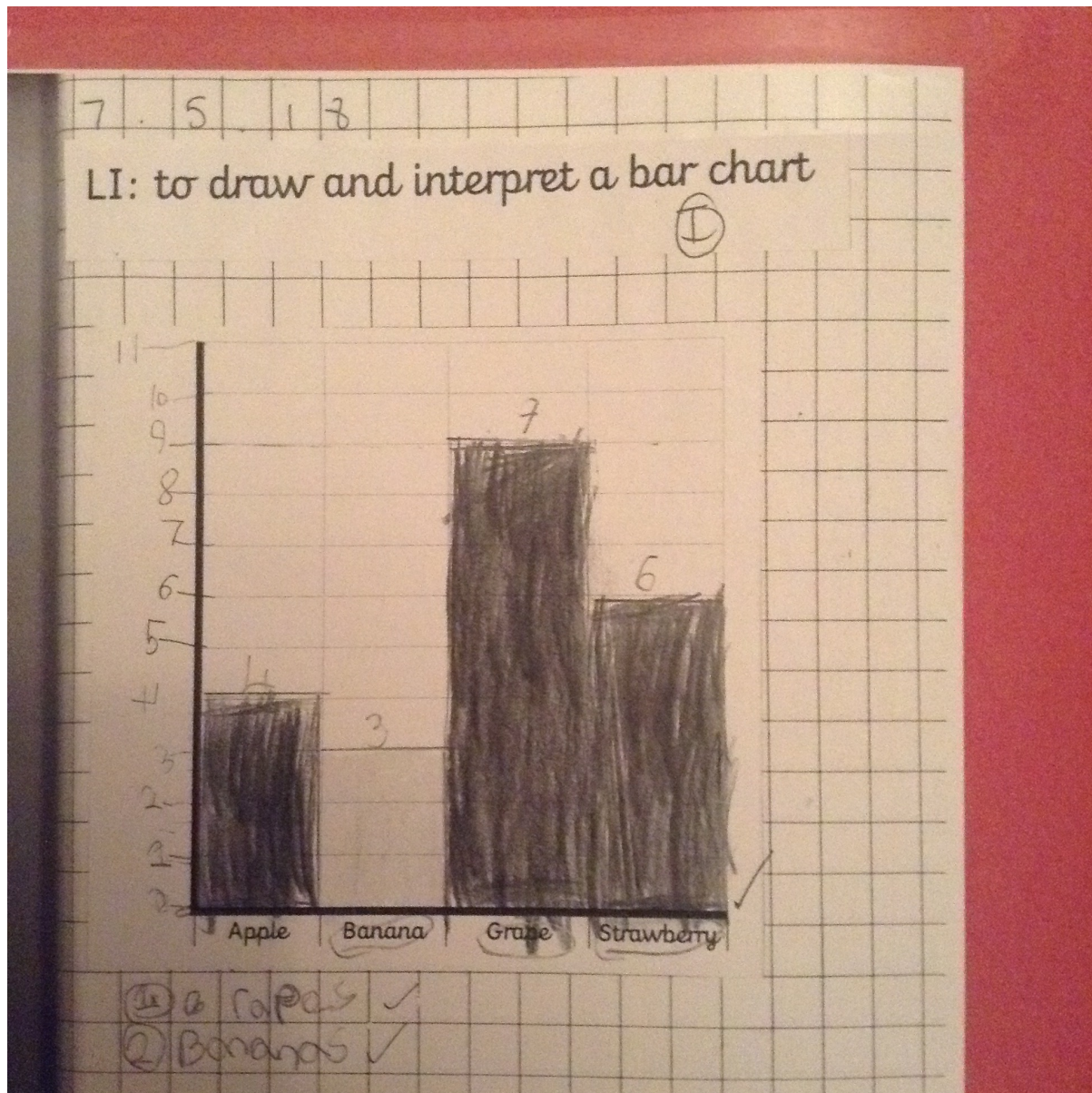
7. $51 \div 4 = \boxed{}$ 8. $64 \div 5 = \boxed{}$ 9. $27 \div 4 = \boxed{}$

You need to do more than 3 questions in an hour. (E)

Again, this was a follow-on lesson from the practical based lesson. The target child only completed 3 question in this lesson, of which they had 2 correct which told me they understood the work, but they were not engaged in the activity as it involved working in their book. Again, as they seemed to understand the learning objectives but completed very little work, they received an amber RAG rating for this lesson.



This was another practical based numeracy lesson where the target child was engaged and was able to answer questions based on the lesson very well. They received a green RAG rating for this lesson.



This was a follow-on lesson from the previous lesson where the child was not engaged. In an hour session, they were only able to draw a bar chart and answer two questions based on it. Again, the majority of the class were able to answer all of the questions set and complete an extension.

Appendix C

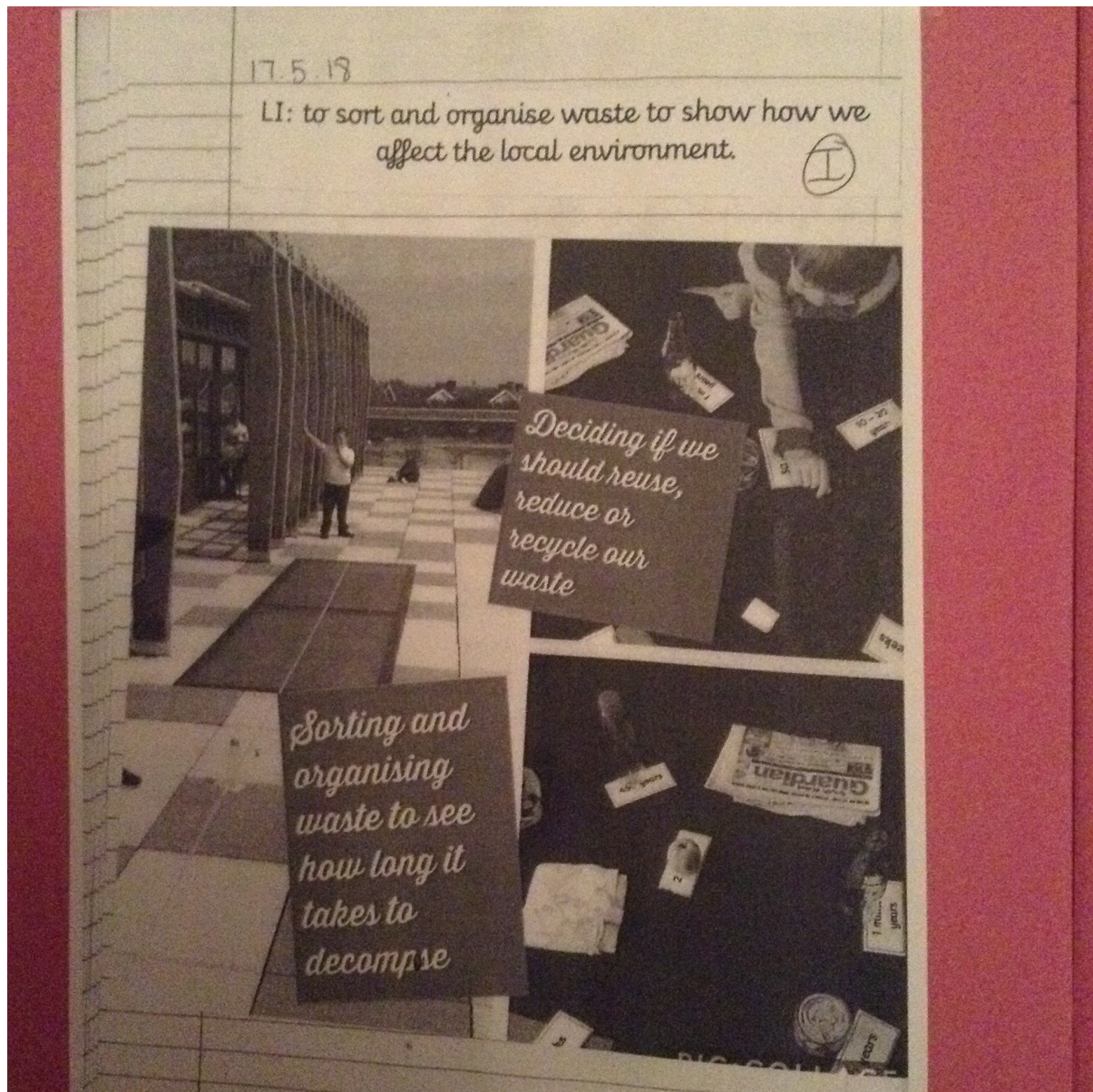
RAG ratings for the first three numeracy lessons included in Appendix B

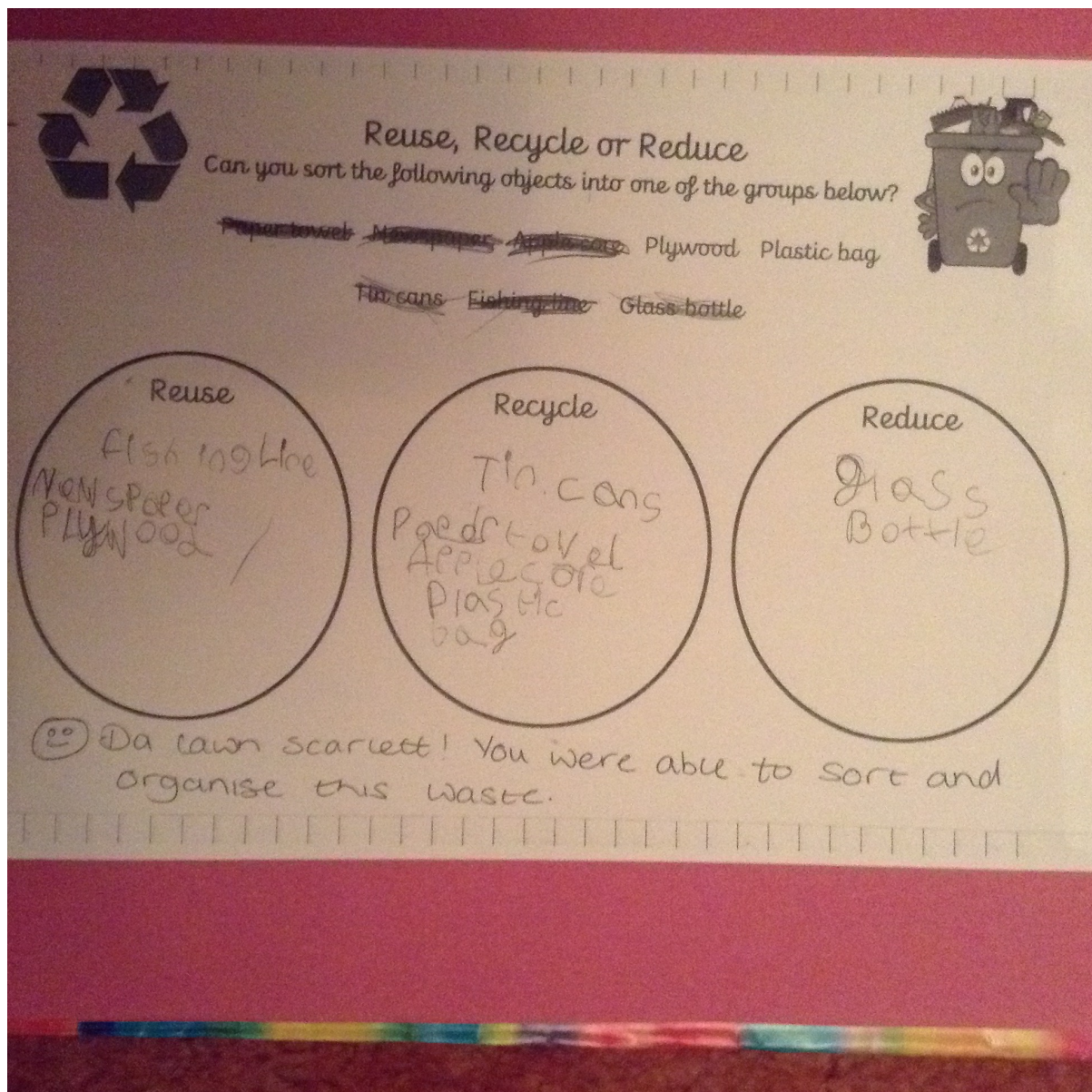
	R		A
Divide using N002		Dividing with L003	Drawing and N004
absent		absent	

They achieved a green rating for the practical based lesson but only amber for the written based lessons as they needed support to achieve the learning objectives.

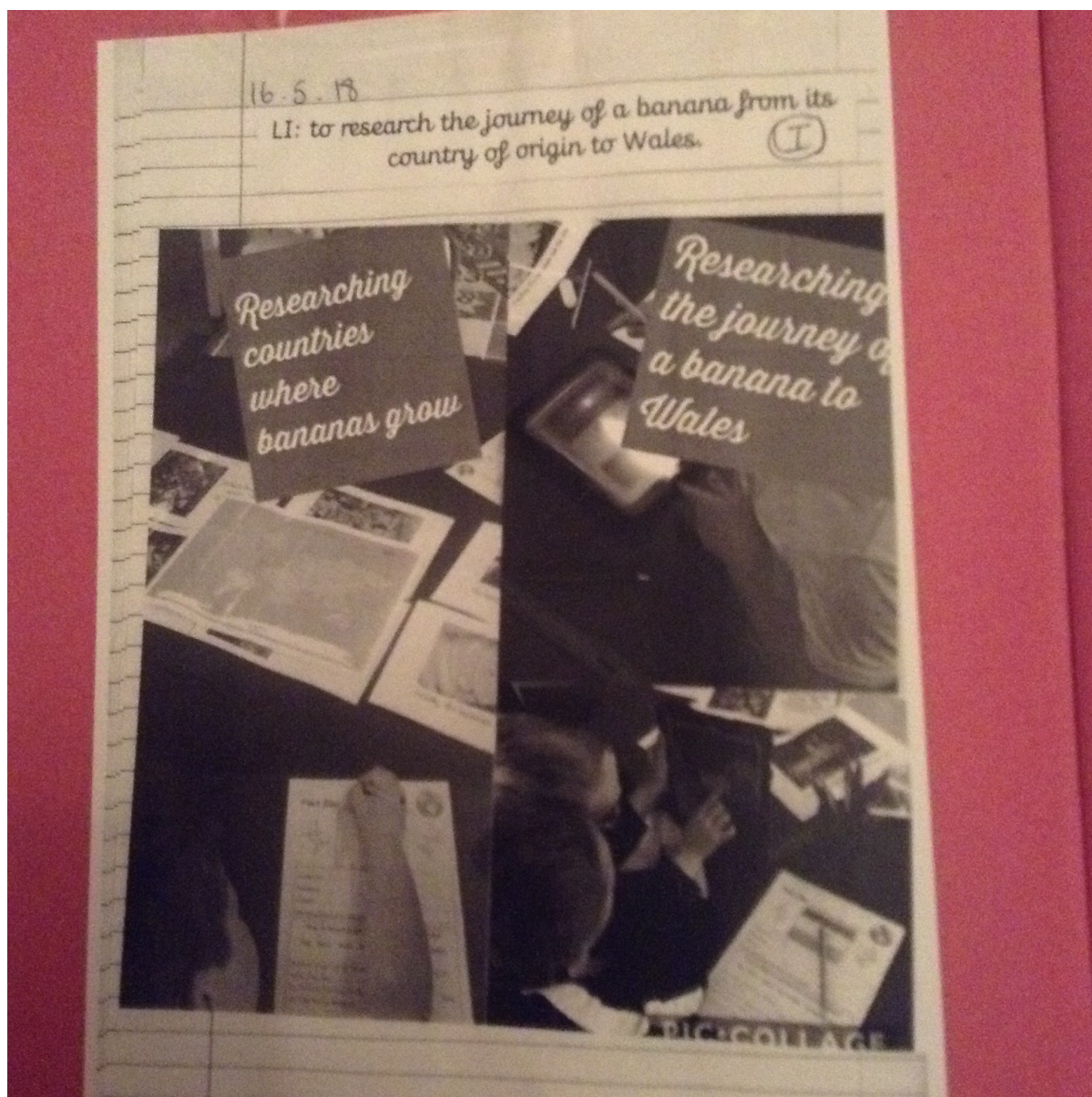
Appendix D

Examples of topic work collected as evidence for this assignment.





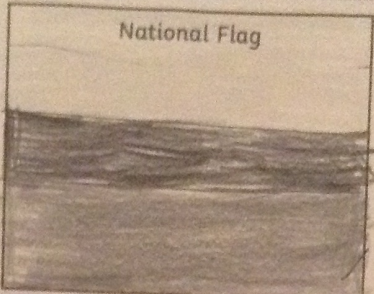
This lesson involved a practical based activity then researching using iPads. The target child was engaged in this lesson and produced some good work through both sections of the lesson. I believe that the practical based part of the lesson helped the child stay engaged throughout. They received a green RAG rating for this lesson.



Fact file: colombia



National Flag



Capital city: Bogotá ✓

Population: 48.65 million ✓

Climate: very Warm and tropical ✓

How many bananas do they grow each year? 120,000 boxes

How do bananas get from this country to Wales?

~~ships~~ ~~planes~~ ~~boxes~~ supermarkets ~~cut down~~ ~~cleans~~

Bananas are grown on banana forms ✓. When they are ready, they are cut down ✓. Someone then loads ✓ the bananas and they are packed into boxes ✓. They are then sent to Wales on a ship ✓ then sold in supermarkets ✓.

😊 Da lawn you did some great research today! Ben

Again, this lesson involved a practical based activity then researching using iPads and again, the child was engaged throughout the lesson and produced great work. They received a green RAG rating for this lesson and exceeded my expectations as they engaged very well with the written part of the lesson even though they had done very little written work in the literacy lesson earlier that day.

Appendix E

Consent letter for collecting data on the target pupil.

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

 Canolfan Adysg Athrawon
De Orllewin Cymru
The South West Wales
Centre of Teacher Education

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2018.

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): DANIEL EVANS

SCHOOL NAME (PLEASE PRINT): YSGOL PEN RHOS

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
TRUDI REES-DAVIES

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):
A Rees Davies

If you have any queries regarding this, please contact the Programme Lead Helen Lewis : h.e.lewis@uwtsd.ac.uk

Many thanks in advance,


Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT