

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

Introduction

School X serves a large area of Swansea, to the west of the city centre. There are 535 pupils on roll aged between three and eleven years. They are organised into 17 classes. The school also provides nursery facilities for 120 three and four-year-olds who attend school on a part-time basis from September onwards. There is also a specialist teaching facility that provides full-time education for up to nine pupils who have moderate to severe learning difficulties. The immediate area surrounding the school is a designated Communities First area. Eleven per cent of pupils who attend the school are entitled to free school meals, which is below the national average of 20%. A significant proportion of pupils (31%) speak English as an additional language. There are 18 different languages spoken by pupils, although none speaks Welsh as a first language at home (Estyn report 2013). The school prides itself on being, 'sited within beautiful grounds, which enhance the learning environment and offer wonderful recreational spaces for our children' (School website) and that learning is achieved through direct experience, with a child's needs placed at the heart of all they do. The school is also a pioneer school for the new curriculum and has already played a key role as a pathfinder for the new curriculum, supporting, leading and embedding realisations of the new curriculum framework both locally and nationally. Pupil X is a female pupil who is currently in the schools year 3 class. She is considered one of the higher ability children

in the year group and is often placed in the 'Challenge group', the highest of three groups including 'resourceful' and 'determination' which is the schools form of differentiation. She lives in the immediate area surrounding the school and comes from a prominent Muslim family of Bangladeshi heritage. She has been described by staff and pupils alike as, polite, helpful and enthusiastic about her learning.

Data collection

The primary method of data collection for this task was the Mosaic approach. The Mosaic approach is a way of listening that acknowledges children and adults as co-constructors of meaning. It puts emphasis on the importance of listening to children's views within research and encourages the idea that 'They can and should play active rather than passive roles in the research process' (United Nations convention on the rights of the child). This links closely to the constructivist model of learning in which children play an active role in the search for meanings (Vygotsky 1933). The approach embraces the use of a number of different strategies and organises itself into three clear stages in which different data is collected. In stage one children gather information and together children and adults begin to assess it. In the second stage children and adults discuss and interpret this data and then in step three they continue to work together to discuss 'What is going to change as a result of this process' (Clark and Moss and Kj rholt 2005). It combines the traditional adult-directed research tools, such as observations, interviews with children, teachers and parents with participatory tools for children, including the use of digital technology, map making and tours of their environment. It places great emphasis on the involvement of the child at all times and

agrees with the perspective of Clark (2005) who suggests that children are 'experts in their own lives' and that their opinions and thoughts are 'invaluable to research'. The data collected is primarily qualitative which allowed in-depth and detailed data to be gathered. Hammerber et al (2016) suggests that this type of data is best used for the type of research I am conducting because 'qualitative' methods are used to answer questions about experience, meaning and perspective, most often from the standpoint of the participant but warns that qualitative data does not attempt to produce 'replicable outcomes' which may cause issues should anyone wish the data to be used to inform policy or procedure decisions. Another issue that may arise is the sheer volume of information that is collected. Greenfield C (2011), in her reflection on the use of the mosaic approach, stated that it is by far 'not the easiest approach to adopt for research'. She continues by saying that 'having multiple roles as a researcher along with the multiple data collection tools adds to the complexity of the task'. This type of research, she also noted required a far greater time commitment and vast amounts of data to analyse. On the other hand by using the mosaic approach she found the triangulation and the integrity of the findings gained from the research to be extremely high.

It is essential in any research setting, even when dealing with the mosaic approach, where children are considered as co constructors of knowledge that we take into consideration the ethical issues surrounding research with children. Article 3 of the United nations rights of the child requires that in all actions concerning children, 'the best interests of the child must be the primary consideration' and BERA (2018) further states that . Access to children and young people's lives requires careful consideration

in terms of how we as adult researchers enter their world, and obtain informed consent. We as researchers must be aware that children are rarely given the opportunity to make decisions themselves on if they wish to take part in research as they are will normally be guarded by an adult gatekeepers. Once consent has been given from a gatekeeper 'Children who are capable of forming their own views should be granted the right to express their views freely in all matters affecting them, commensurate with their age and maturity'(BERA 2018) and therefore should be supported to give informed consent. It is also imperative that all data collected is kept confidential and all information that could be used to identify the child is kept anonymous. Along with gaining children's consent, it is vital that researchers respect and are able to recognise when and if a child does not wish to disclose information or talk about certain topics. Researchers should be aware of signs that a child doesn't want to participate. 'They may "say no" or "show no" through "non-response", "pulling away" or "ignoring"' (Skånfors, 2009). Finally, another important ethical consideration is that of power play between an adult researcher and a child. We as adult researchers must not simply assume that children are weak and vulnerable and will be easily led, while also being careful not to influence them or lead them in any way. In the case of a researcher who is a familiar adult or adult who has become familiar to the child's surroundings, the child may seek to 'give the correct' answers or please the researcher. This must be avoided in order to keep the validity and trustworthiness of the data collected intact.

Analysis of the learner

There has always been a great debate on what subjects children should study in school. While living in an ever-changing society educationalists and policy makers are constantly re-evaluating what knowledge children should leave school with. The writers of the ASK model states that children often leave school 'discouraged and ill-equipped for the intellectual and emotional challenges of life'. It is key, Nottingham(2013) states that we recognise the value and role of attitudes, skills and knowledge within the learning experience and that a child's education involves the development of all three. I have therefore chosen to present and analyse my target child's holistic development through the scope of the ASK model, taking into consideration attitudes, skills and knowledge for learning, and have discussed how these relate to her development.

Attitudes for learning

As stated in his book, James Nottingham believed that children's attitudes towards learning and the attitudes of the people around them influence them in a variety of ways. This is supported by the work of Lev Vygotsky, a pioneer in educational psychology who suggested that children learn from those around them. It can, therefore, be gleaned that a child who has a positive attitude towards learning will succeed more than a child who has poor attitudes towards learning. Nottingham suggested that outstanding learners display characteristics that show them to be 'persistent, resilient and good self-regulators' among other things.

Within the classroom context Pupil X is considered an able child and is often put into a 'challenge' group which is the school's method of differentiation. During the evaluation of recent national tests pupil X performed well, but not as well as expected. During one

of our interviews, I discussed with pupil X what her favourite subject were and what her least favourite subjects were. During the child conferencing I made reference to the fact that pupil X had taken lots of pictures of the reading corner, literacy wall and of her literacy book. Pupil X explained that she enjoyed reading and writing not only in school but also at home, and often spent time reading with her parents and siblings. Research has typically found that shared reading experiences are highly beneficial for young people. Merga (2017) states that the benefits of shared reading include 'facilitating enriched language exposure, fostering the development of listening skills, spelling, reading comprehension and vocabulary, and establishing essential foundational literacy skills'. We can see evidence of this having a positive effect in the work that pupil x produces as she is currently working at level 3A in English which evidences that pupil X is not only exceeding their expected level but also working at the top end of the level. When asked what they thought about their abilities in English pupil X admitted that she thought she could sometimes do better and that their work was 'okay' but not of the same standard as some of her peers. Even though pupil x seems to have low confidence in her own abilities she does show a positive attitude toward learning, as within his book Nottingham commented on some of the traits that he believed make outstanding learners. These include being 'curious, focused on what is relevant and full of wonder' Nottingham(2013). Pupil X also mentioned during the child conferencing that they believed they enjoyed reading and writing because their father read a lot with her and her siblings at home, and as a religious leader spent lots of time writing 'important stories for people to read' (Pupil X) . This links closely to Vygotsky's theory of social

learning, where social learning precedes development and has social interaction as a key factor in the heart of the process. It can be argued that pupil x has experienced her parents taking pleasure from reading and writing (interpsychological) and therefore has chosen to internalise this which has led to them choosing to read and write more than their peers, which in turn has fostered a good capability in the subject. When discussing with pupil X what subjects they sometimes found difficult pupil X mentioned mathematics. Contrary to this statement pupil X is again working at a level 3A in maths which again puts her working above her expected level. Throughout the conferencing process and having looked back at the discussions it is clear that despite working at a very high capability level pupil X does not have confidence in her own abilities. This may be down to many different factors but does link closely to the evidence that suggests that self esteem and self confidence play a crucial role in the process of academic achievement. High self-esteem helps individuals to view themselves as active and capable persons who are able to promote changes through effort and set higher goals for themselves in order to reach further academic achievement. Research has also documented that high self- esteem plays an important role in academic achievement, social and personal responsibility (Redenbach, 1991). From the child conferencing it is clear pupil x lacks in self esteem which may be the cause for their less positive feelings towards mathematics, however her misplaced low self esteem towards her work may inhibit her to continue developing at the rate she has already achieved.

Skills for learning

As well as fostering positive learning attitudes within children it is also essential that we provide them with the skills that they require for learning (Nottingham 2013). There is no question that pupil X has a firm grasp on the intellectual skills required for learning. She is working at or above her expected level English, Maths, Science and Welsh and shows further capability in other areas of learning. From my classroom observations, and relating to the national curriculum level descriptors Pupil X has shown that she is able to 'show understanding of the main points in discussion, through relevant comments and questions she shows she has listened carefully and she is aware of standard English and when it is used'. Within her writing (Appendix C) we can see that pupil X shows further evidence of these skills for learning. Her 'Vocabulary choices are often adventurous and words are sometimes used for effect' she is beginning to extend meaning and use different sentence structures and her handwriting is clear and legible and, where appropriate, presentation is adapted according to the task. From the two examples of mathematics work provided (Appendix E, F and G) we can see that she can 'extract and interpret information presented in simple tables and lists, and construct and interpret bar charts' she also shows a good capability to solve problems and use prior knowledge to inform her work, when looking at 'perimeter problems' she applied the knowledge from the outdoor learning activity of measuring 'missing' sections of shape to complete the subsequent worksheet. In terms of physical skills pupil X is also very competent, she shows great control of her fine motor skills and enjoys drawing and painting, providing great attention to detail to any work of this type, this is clear to see in her design for her bird feeder (Appendix H) and the drawings that accompany her

outdoor education work (Appendix I). She also shows great enthusiasm for physical education and enjoys taking part in team games. In terms of communication skills pupil x excels, especially when talking to adults. It is clear from the script of the child conferencing session we had that child x is articulate and makes herself understood very clearly. She is respectful in class and responds appropriately to speakers including adults and her peers. The ability to make herself understood is also prevalent within her writing. In the science and design and technology portion of this half terms topic required significant amounts of prediction and evaluation, from the appendices it is clear that pupil x also makes herself understood through writing which is clear, thought out and arguably slightly enhanced in comparison to work produced by her peers within the same class (Appendix J). One skill for learning that seemed to be slightly diminished in pupil X was the social aspect skill. Pupil X, when asked in the child conferencing who their best friend was or who they liked to play with, struggled to give an immediate answer. Earlier on in the session we had discussed the pictures Pupil X took which included a grassy corner of the playground and it was revealed that Pupil X spent time here, often with a book at playtimes. We further discussed how new friends could be made, and pupil X had some notion on how to build rapport but displayed that they seemed to lack the confidence to put these ideas into action. There may be a number of factors that cause Pupil X to be less confident in making new friends. Research would suggest that parents influence their children's friendships greatly by serving as models, through their own social interactions and relationships, of how friendships should be conducted (Rubin and Soloman 1984). Without more detailed research into Pupil X

home life and discussions with their parents there is no real way of knowing why it is that she has a lower sense of self belief, but there are certainly actions, which will be discussed later in this assignment on how I as a teacher could hope to her social skill capability.

Knowledge for learning

For many years the national curriculum has been described as too rigid and has left some teachers feeling as though it represents just a list of things children need to know. Luckily however the new curriculum promises to give teachers more freedom to act upon the notion of knowledge for learning presented within the ARC module. In his book Nottingham notes that children's desire to learn can be heightened through the use of previewing, which involves children discussing with their teacher what they want to learn about certain topics. John Hattie placed great emphasis on children playing an active role in what they learn and how they learn it and states that they would be 'less engaged in what they learn should they not have involvement in the planning'. This is further backed by the work of Purves (1993) who stated that for learning and knowledge to be successful teachers also need to involve children in the creation of success criteria

The school in which pupil X attends begins each new topic with either an APK challenge or a KWL grid, to gather what the children already know about the proposed topic and what children want to learn. In terms of the data gathered from pupil X work it is clear to see from the work done leading up to the beginning of the topic that pupil X already had

a firm grasp on what 'Habitats' were and was able to give information that she had gained through other subjects. From the KWL grid produced it is clear that pupil X knows what she wishes to learn and what gaps she needs to fill in her own knowledge. Throughout the habitat topic pupil X presented me with pieces of work that she had done at home independently which shows that the discussions we had in terms of what the children wanted to learn and how we would learn it had inspired her to go home and independently extend her knowledge. This showing of independent work and exploration links closely and shows further evidence of Pupil X positive attitudes for learning including curiosity and being 'full of wonder' which in turn should lead to more effective learning.

Next steps.

From the data gathered it is clear to see that pupil X is in the higher ability proportion of the class and in some instances presents as a more able and talented learner. However pupil x seems to lack confidence in their abilities which sometimes affects her within the class but also at times of assessment. As a teacher I aim to take next steps in three areas. In taking these steps I am aiming to support pupil x as a more able learner and push pupil x towards becoming even more independent and confident in her own abilities. It was clear from the data gathered that pupil x has a keen interest in literacy and reading and enjoys reading and writing both in school and at home. The school offers a specialist club that offers children who are more able and talented in literacy to attend and engage in books and activities that have specifically been chosen to extend

and challenge them. Guided by a fully trained member of staff, children take part in activities that include, book reviewing and discussion related to topical issues in order to not only extend their reading but also their writing and oracy skills. Pupil X is currently not a member of this club as it is usually reserved for children in year 4 and upwards. However, from discussion with other teachers, I believe she would benefit greatly from attending and would enhance her love of literacy even further. Another aspect of pupil X's development that I would address is her work in mathematics. As a pupil who is currently working above her expected target it is essential to maintain her progress and extend her knowledge not only to more complex topics but to deepen her understanding and skills. It is clear from the child conferencing that pupils x love of literacy and reading has stemmed from positive influences at home. Therefore I will aim to develop the link between school and home learning. It will be vital for mathematics that is taken home to be encouraged and praised in the same way her reading is which will foster a further eagerness to build upon the positive learning attitudes that pupil x displays in other subjects. Research suggests that children with a passion and enthusiasm for mathematics often apply a range of mathematical skills in and outside of school. By doing this I hope to build pupil x confidence in her own abilities which will allow her to apply more of the positive attitudes for learning when undertaking maths, such as taking risks and learning from mistakes. The strategy I would employ to ensure that pupil x develops her self confidence and positive attitudes for mathematics is to employ the mastery approach for mathematics. Teaching maths in the form of mastery is an approach which stems from high performing Asian nations such as Singapore.

Research has shown that mastery works well for all students, including MAT children, allowing them to work at their own pace, work on particular aspects they may find difficult without being inhibited by the pace and ability of other members of the class. When maths is taught in this way children develop their mathematical fluency without resorting to rote learning and are able to solve maths problems without having to memorise procedures, which is one aspect that pupil x said diminished her joy in completing mathematics. The approach also promotes multiple methods of solving a problem, which builds self-confidence and resilience in pupils, which is another of Nottingham's positive attitudes for learning. Teaching maths through the mastery approach was a key principle of the Government's education reforms and is reflected in the 2014 English national curriculum for mathematics (National curriculum documents). Another advantage of the mastery approach is the fact that it allows teachers to not only build upon their own subject knowledge but also allows them to feel less 'constrained by planning structures' which is in keeping with the ethos of Donaldson's new curriculum where teachers have more freedom within their classrooms. The main disadvantage of this approach is again that it is the type of programme that would work best with a whole school backing, in order to procure the funding for the resources. However if this was not possible the ethos and techniques used in mastery could be applied in the form of rich task and carousel work where this ability could be fostered.

Another step forward for pupil x would be the social aspect of their development. From the child conferencing that took place it was clear that pupil x found it hard to

communicate with peers and sometimes struggled to build rapport or make new friends. Pupil x did mention having some close friends outside of school in the context of her religious life with family, however pupil x mentioned that 'they are a bit older so we can't play together in school'. Building positive friendships and receiving support from peers has been proven to be essential to the healthy development of a child. Along with the social advantaged friendships build self confidence, which is another aspect of pupil x development that I have concentrated on. Taking these factors into consideration pupil x should be given the opportunity whenever possible to work in small groups within the classroom. I would ensure that she has the opportunity to engage with lots of different pupils in the classroom. By facilitating this I as a teacher am giving her more capacity to use these skills in everyday situations, both in and outside of school. One way in which I would aim to do this is to introduce a class wide intervention programme I have previously experienced called 'Happy to be me'. This programme provides in class training and resources to be used by teachers and teaching assistants, with small groups within the classroom. The resources and activities are adaptable so that each individual teacher can design the programme in a way that best suits their class. By adopting this in class method and running sessions with small groups, that will involve pupil x as a teacher I would expect to see her confidence build and by further working in a concentrated way with other students she will build upon her confidence and ability to make more friends. Having this intervention as a whole class will not only benefit pupil x but other children in my class, fostering a whole class initiative where children have a common sense of how to deal with issues of self confidence. One disadvantage of the

programme would be the cost of employing it within a class, however if it was approached as a whole school approach then the cost would be significantly reduced and all members of staff and students across the school would have a shared ethos.

Conclusion

Having completed the process I feel I have gained a far more in depth understanding of the life of my target child. Very often in schools there is a great focus on the academic factors that lead to how a child progresses and interventions into how we can help children improve are widely researched. Through looking at the development of the child through the Mosaic and ASK model I have gained an understanding that there are many more factors that influence not only how a child progresses academically but how these factors affect their general development, which is equally as important. One of the main advantages of the mosaic approach is the number of participatory tools that are available for children to use. The use of photo tools, as introduced by Clark and Moss has been deemed to provide and did within my own research a 'powerful new language' for them to be able to communicate their thoughts and feelings (Clark and Moss 2005). If I was able to conduct the research again however I would have improved this method by introducing videos. The use of videos would have allowed me and those reading about Pupil X to see her in a different dimension and explore skills such as oracy and her attitudes in class in more depth . The use of open ended interviews was also very effective in collecting my target child's point of view. Although there are many considerations that need to be carefully considered when conducting these interviews,

such as making sure that we as researchers 'counter unequal power relations between adult researcher and child participant' (Huser,2010) as children may seek to give the correct answers or please the adult. There is no guarantee that as an adult who has become very familiar to the target child that there was not an element of this pressure placed upon the target child. I believe however that the bond I have developed with my class and my target child over the weeks on professional teaching practise is based on mutual trust and respect and that this pressure was negated significantly. I believe I conducted an interview that allowed my target child to lead most of the topics of conversation, giving them a sense of power which (Scott 1997) states 'improves the relationship between the researcher and the participant taking part' allowing for the best data possible to be collected. In terms of interviews, I could have also improved the process by conducting interviews with parents and more formal interviews with her current and past teacher. These forms of evidence were missing in this case and I believe they would have given me an even more detailed view of Pupil X as a learner and individual. Lastly one other major element that would have improved the experience would have been more time. From my reading on the Mosaic approach researchers often take much more time to research the holistic development of children, sometimes as long as 18 months. Having completed our observations and analysis in less than three weeks meant that the data was not as detailed as it could have been. Overall the process has given me a great deal of insight into a way of working that I will research further and I take forward with me into the last portion of my professional teaching practice and into my future teaching career.

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Appendices.

Appendix A - Consent letter from parent of target child.



Appendix B - Transcript of child conferencing interview with target child.

Literacy interview

Miss Evans: Hello Pupil X, how are you today?
Pupil X: Im okay thank you.
Miss Evans: Have you had a good day so far?
Pupil X: Um, yes, we are doing PE after playtime so that will be fun because the tests have been hard.
Miss Evans: You haven't enjoyed doing the tests on the computer this morning? Why is that?
Pupil X: I enjoyed the reading ones but the maths ones on the computer kept getting more hard and more hard and I couldn't answer the questions.
Miss Evans: I'm sure you did really well
Pupil X: I don't know, maybe. Not as good as (Pupil in Class).
Miss Evans: As long as you tried your best that is all that matters isn't it.
Pupil X: Yeah.
Miss Evans: Well thank you for taking some time to speak to me today. What we're going to be doing is looking at some of your work in your books and talking about them, because Mrs Davies and I have been very impressed by how hard you've been working this week.
Pupil X: Thank you.
Miss Evans: So first, we've got some of your books in front of us, and I know this may be hard, but can you tell me which is your favourite subject.

(Pupil X quickly and without hesitation points to literacy and language book)

Miss Evans: Aha so Literacy and Language, English is your favourite subject?
Pupil X: Yes I absolutely love it.
Miss Evans: Can you tell me why English is your favourite subject.
Pupil X: I like reading and in literacy, there is lots of reading and you have to read things to find out the answers and all the answers are in the writing for you so it's easy to work out. I like writing stories and like our discussion text because there are rules you have to follow and you can use all the different toolkit tools to make your writing really good.
Miss Evans: And do you think your writing is really good?
Pupil X: It's not best, it could be much much better if I practised more and tried harder if i practised more then I would be really good at writing like (Pupil in class)
Miss Evans: And what makes (Other pupils) work better than yours, because I think your writing is very good, especially your discussion text that was really interesting.
Pupil X: (Other pupil) doesn't get many DINS and I get lots of DINS which means my work is not so good because I have made mistakes.
Miss Evans: So you don't like getting DINS
Pupil X: No it makes me feel bad like I thought i was good but then my work wasn't really.
Miss Evans: Do you do the DINS that Miss Evans and Mrs Davies give to you when you get them.

Pupil X: Ummmm
Miss Evans: Its okay you can tell me the truth this is about your work.
Pupil X: Not really, sometimes I do when we get told to but when I get lots of them I get sad and then I don't know what to do with them and sometimes I don't understand what the DIN means.
Miss Evans: Do you think you could ask Mrs Davies or me to help you understand them.
Pupil X: Yeah but you're supposed to know what they mean so you should do them on your own.
Miss Evans: Okay and what do you think the DINS are for.
Pupil X: To show you the mistakes you've made.
Miss Evans: Okay, now you said you like reading and we can see from some of the photos we took on our school tour that you've taken pictures of the reading corner and of some of the books in there, do you do reading just in school.
Pupil X: No I do lots of reading at home, and my dad does lots of reading.
Miss Evans: So mum and dad like to read as well?
Pupil X: Yes my dad does lots of reading for his job and he has to write important letters and stories for people to read and my mum reads because it helps her with her job.
Miss Evans: And what do mum and dad do for jobs?
Pupil X: My dad is the Imam and my mum teaches in the the arabic school.
Miss Evans: And do mum and dad read with you?
Pupil X: Yes my dad reads with me and my sisters and he reads with my free reading book when I come home.
Miss Evans: Do you think it's important to read?
Pupil X: Yeah my dad says that the more we read the more things you know and the better you read the better you do in school and you can do well and follow your dreams for when you grow up.
Miss Evans: And what would you like to be when you grow up.
Pupil X: Ummm I don't know maybe a teacher like my mum.

Appendix 2 - Maths interview

Miss Evans: Okay so now that we have looked at your favourite subject can you tell me which subject do you find tricky?
Pupil X- Maths
Miss Evans: And why do you find maths tricky. Because you are in the challenge group and you do some really tricky stuff.
Pupil X- Yeah I am not bad at it but sometimes it makes my head a bit muddled.
Miss Evans: What is it about maths that makes your head muddled?
Pupil X - There are lots of rules to follow and sometimes I forget what things you have to do.
Miss Evans: What do you do when you get stuck.
Pupil X: Sometimes I ask the teacher for help but sometimes they are helping people who need more help.
Miss Evans: Who else could you ask for help if you get stuck?
Pupil X: Umm Mrs Donevan?
Miss Evans: Who could you ask that isn't a teacher.
Pupil X: I don't know, maybe a friend?
Miss Evans: That would be a good idea do you think that would work

Appendix 4 - Friendships and spare time

Miss Evans: So when you are not in class who do you play with on the yard?
Pupil X: This week I haven't run around a lot because I have been fasting and if you run around a lot you will feel unwell because when you're fasting you can't eat or drink in the day.
Miss Evans: I see, so you're fasting for Ramadan?
Pupil X: Yes, children are allowed a drink if they need it and small children don't have to do it but my sisters and my mum and dad are fasting so I am fasting too.
Miss Evans: Okay so when you're fasting what do you do at playtime instead of running around.
Pupil X: I go and take a book and read.
Miss Evans: And when you're not fasting and you are running around then who do you play with, have you got a best friend.
Pupil X: I haven't got a best friend but I do sometimes play with (Pupil A) and (Pupil B).
Miss Evans: Is there anyone from our class that you play with.
Pupil X: Umm not really I see them in class but not really on the yard, I would like to play more with people from our class.
Miss Evans: Do you think you could ask them to play.
Pupil X: I could but sometimes it's hard to just join in with people you have to be friends first.
Miss Evans: And what's the best way to make friends do you think.
Pupil X: Umm I don't know maybe go up and say hi?
Miss Evans: Do you have many friends outside of school.
Pupil X: Not lots, there are some friends I see when I go to the mosque from this school but they are in year 5 and they are older.
Miss Evans: What about friends in your street.
Pupil X: I don't really go lots of places from my house. (Pupil C) used to live by me but then they moved.

Miss Evans: That would be a good idea do you think that would work

Pupil X: Yes it would help as long as they are not stuck as well.

Miss Evans: And you said you do lots of reading at home do you do lots of maths at home too?

Pupil X: Not so much, I do my homework and you can do maths when you go to the shop if you want to.

Miss Evans: Is it easier to do maths in school or outside, in the shops and when you're doing normal everyday things.

Pupil X: Outside I think, but in school, you have help from teachers if you get stuck.

Appendix 3 - Science and D+T

Miss Evans: So recently we have been working on lots of science to do with habitats and lots of work on our bird feeders, what have you thought about the work we have done so far.

Pupil X: It has been really fun.

Miss Evans: What has been fun about it?

Pupil X: We have been outside a lot and have been doing different things, that is interesting.

Miss Evans: So you have enjoyed working outside.

Pupil X: Yes working outside is fun because it gets you out of class and active which is good for you.

Miss Evans: And we have worked a lot in groups for this type of work haven't we, have you enjoyed that.

Pupil X: Yes I have liked working in groups, but sometimes it gets very noisy and people start arguments.

Miss Evans: Oh yes, so sometimes it's hard to work with people in groups.

Appendix C and D - Examples of literacy work done by target pupil.

Draft Month Tuesday 7th May
 NP - to draft a discussion text.

1. First Millions of children around the world take lunchboxes to school. In these lunchboxes are usually have 50% ~~unhealthy food~~ ^{unhealthy food} inside them. Many parents across the world complain ~~about~~ ^{about} whether children should have ~~best~~ ^{healthy} food all the time or not.

NP → 2. Some people think that children should always have 100% healthy food. ^{because} having sugar is bad for you and have tooth ~~ache~~ ^{aches} from sugar and ~~savory food~~ ^{savory food}. ^{They} ~~will~~ ^{will} have some emotions from sugar for example they be angry, annoying, happy, laughs a lot and at the end they feel sleepy and try to eat sugar to ~~stop~~ ^{stop} their feelings sleepy. Punctuation?

NP → 3. On the other hand people think that children should not always have healthy food because children need sugar. otherwise they could become terribly sick. If children don't have sugar they won't become active. Healthy food also has expense many people can't afford to cut up on the veg, wash it, peel it and more. So they just buy the expensive ones. ^{So} you can see that's wasting money, and wasting money ^{is} not good.

NP → 4. Having considered both sides of the argument there are lots of points for and a lot of points for against. ^{In my opinion} ~~I think~~ ^{I think} I go for against, I admit that you should drink too much sugar but you should not have a healthy lunchbox all the time children should always have a balanced diet.

Remember to miss lines in your draft so that you can edit easily.

Some of your arguments need to be clearer, with sentences that make proper sense.

NP - to understand fact and opinion

Fact
 • Portland Primary is one of the best schools in Wales
 • School is for your education and learning system

Opinion
 • I believe math is the best
 • Some people believe that one gender is better than another one

Fact
 • banana has the name Ana in it
 • fruit is very tasty, sweet and healthy ^{opinion}

Opinion
 • Strawberries are the best
 • ~~I think~~ some people think all food is healthy

Fact
 • I love my life
 • I am 8 year old

Opinion
 • I have the longest hair in my class
 • I think Ana is the ^{funniest} ~~funniest~~ person in 3L

Fact
 • Sport makes you active

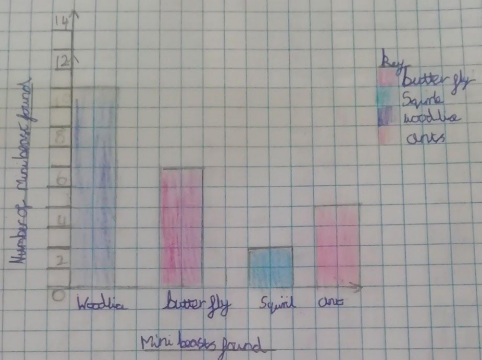
Appendix E, F and G - Examples of mathematics work from target child.

Monday 20th May
ML: 18

draw a bar graph showing minibeasts found in the shell

minibeast	Number of minibeasts found
Woodlice	12
butterfly	8
Spider	3
ants	6

DIN: Write minibeast names and the numbers on axis in pen.



DIN - Write minibeast names and the numbers on axis in pen.

M L T o *homogeneous* whether some of some things are the same *order* same

Width, area and perimeter

Width

Width and area ✓

Width

Leaf number	Tree	Width estimate	Width accurate	Area estimate	Area accurate
1	Oak	5 cm	5 cm	2 cm^2	18 cm^2
2	Oak	4 cm	5 cm	1 cm^2	16 cm^2
3	Oak	5.5 cm	5 cm	1 cm^2	17 cm^2
4	Oak	6 cm	5.5 cm	3 cm^2	15 cm^2
5	Oak	5 cm	5.5 cm	1 cm^2	15 cm^2

measure again
width staying

Leaf number	Tree	Width estimate	Width accurate	Area estimate	Area accurate
1	Oak	5 cm	5 cm	2 cm^2	18 cm^2
2	Oak	4 cm	5 cm	1 cm^2	16 cm^2
3	Oak	5.5 cm	5 cm	1 cm^2	17 cm^2
4	Oak	6 cm	5.5 cm	3 cm^2	15 cm^2
5	Oak	5 cm	5 cm	1 cm^2	15 cm^2

Leaf	width estimate	width actual	Area estimate	Area actual
			24 cm^2	
			23 cm^2	
			14 cm^2	
			20 cm^2	
			20 cm^2	

Width

Width and area ✓

8872 J. Neurosci., July 26, 2006 • 26(30):8867–8872

Leaf Tree Number	Width average	Width average	Area average	Area average
1	40cm	5 cm	2 $\frac{1}{2}$ cm ²	18 cm ²
2	20cm	5 cm	1 $\frac{1}{2}$ cm ²	16 cm ²
3	30cm	5 cm	1 $\frac{1}{2}$ cm ²	17 cm ²
4	40cm	5.5 cm	3 cm ²	15 cm ²
5	50cm	5.5 cm	3 $\frac{1}{2}$ cm ²	15 cm ²

Din

measure again
with string

Leaf number	Tree	Watch estimate	Watch actual	Area estimate	Area actual
1.	Oak	5 cm	5 cm	26 cm ²	18 cm ²
2.	Oak	4 cm	6 cm	14 cm ²	16 cm ²
3.	Oak	5.5 cm	5 cm	15 cm ²	17 cm ²
4.	Oak	6 cm	5.5 cm	30 cm ²	15 cm ²
5.	Oak	5 cm	5 cm	31 cm ²	5 cm ²

krise	width estimate	width actual	area estimate	area actual
				24 cm
				23 cm
				19 cm
				20 cm
				20 cm

1. To solve a problem

A)

B)

C)

D)

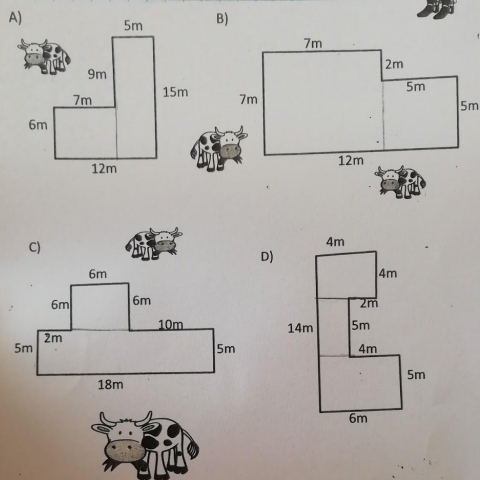
1. $16 \times 5 = 75 \text{ m}^2$ $6 \times 7 \text{ m} = 42 \text{ m}^2$ $75 \text{ m}^2 + 42 \text{ m}^2 = 117 \text{ m}^2$

2. $16 \text{ m} + 9 \text{ m} = 25 \text{ m}^2$ $7 \text{ m} \times 7 \text{ m} = 49 \text{ m}^2$ 74 m^2 ✓

3. $6 \text{ m} \times 6 \text{ m} = 36 \text{ m}^2$ $5 \times 18 \text{ m} = 90 \text{ m}^2$ $36 \text{ m}^2 + 90 \text{ m}^2 = 126 \text{ m}^2$

4. $4 \text{ m} \times 4 \text{ m} = 16 \text{ m}^2$ $4 \text{ m} \times 5 \text{ m} = 20 \text{ m}^2$ $5 \times 6 \text{ m} = 30 \text{ m}^2$ ✓

16 + 20 + 30 = 66 m² ✓



$$A: 5 \times 5 = 25 \text{ m}^2 \quad 6 \text{ m} \times 7 \text{ m} = 42 \text{ m}^2 \quad 75 \text{ m} \times 42 \text{ m} = 1$$

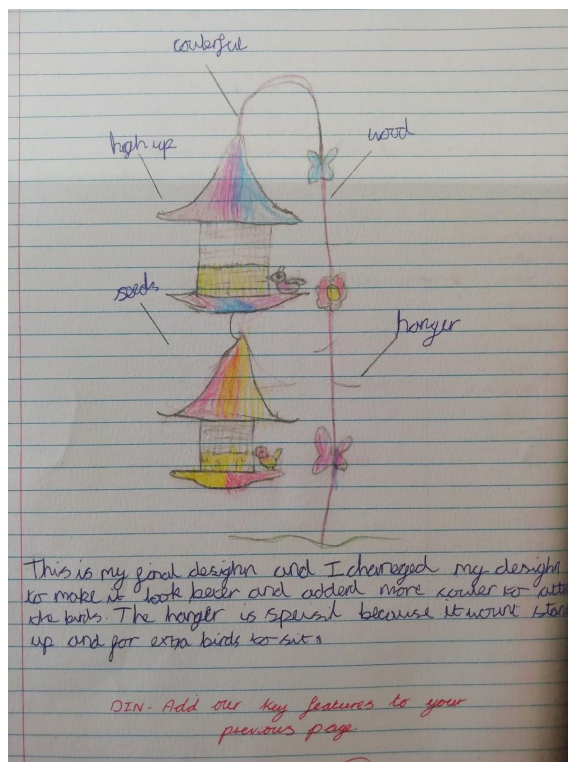
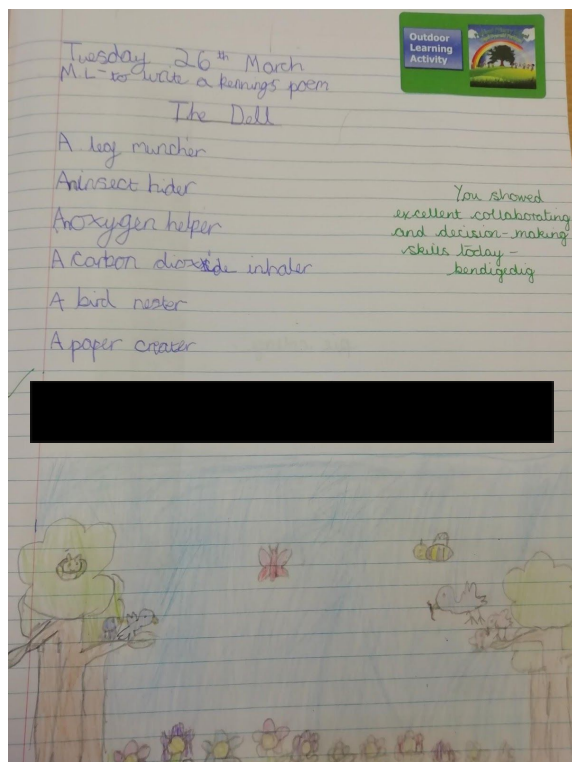
$$86\text{ m} + 5\text{ m} = 25\text{ m}^2 \quad 7\text{ m} \times 7\text{ m} = 49\text{ m}^2 \quad 75\text{ m}^2 \quad \checkmark$$

$$6m \times 6m = 36m^2 \quad 5m \times 18m = 90m^2 \quad 36m^2 + 90m^2 = 126m^2$$

$4m \times 4m = 16m^2$ $4m \times 5m = 20m^2$ $5m \times 6m = 30m^2$ ✓

$$16m + 20m + 30m = 66m \checkmark$$

Appendix H and I - Examples of artwork (skills for learning) from target child.



Appendix J - Target child photos of her favourite places taken on school tour.

