

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

Introduction

According to Thanassoulis (1999), in order for children to achieve maximum progress, providing personalised learning opportunities and setting challenging, yet realistic targets is essential. Wragg (2001, p.vii) expands on this and states that preparing children for their future as independent beings in a complex world requires “the highest quality of teaching and professional training”. Monitoring and assessment is paramount to being proactive in the approach of determining the next steps for learners with the ultimate aim for each individual to strive to meet their full potential (Black et al., 2007; Bowen & Ellis).

The term ‘monitoring and assessment’ is often assumed to be solely related to academia (Hall and Burke 2003). However, it is essential that children are monitored and assessed as a whole. The concept of shaping a child holistically according to Meggit (2006) comprises of a combination of: emotional, intellectual, physical, social, moral, cultural and spiritual aspects of self. Furthermore, Lindon (2003, p. 11) supports this, stating that “children do not develop in separate compartments”. The developing curriculum for Wales led by Professor Donaldson (2015, p.29) reiterates the development of the whole child and outlines four purposes which looks to create “ambitious, capable learners”, “enterprising, creative contributors”, “ethical, informed citizens of Wales and the world” and “healthy, confident individuals, ready to lead fulfilling lives as valued members of society”.

I am currently completing my final professional teaching experience [PTE] in a Nursery class. The school in which I have been placed, has recently relocated to a new building in a rural area. Upon the school's last ESTYN (2011) inspection, there were 204 pupils on roll. However, since the move to the new building, the intake has rapidly increased and the school currently has around 400 pupils. The percentage of children who are eligible for free school meals according to the latest ESTYN (2011) inspection stood at 24% which is slightly above average for schools in Wales. In order to ensure confidentiality under the British

Educational Research Association (BERA, 2011) guidelines, I will refer to this school as 'School A' within this assignment.

Also, in line with the BERA (2011) guidelines I ensured that I obtained informed consent from my class teacher (Appendix A), as well as parental consent (Appendix B). Furthermore, I informed the child of proceedings of this learning journey, assuring her that she has the right to withdraw at any given point without need for explanation (BERA, 2011). I gave my chosen child the opportunity to be an active participant in this learning process, taking advice from Epstein (1998) by letting her choose her own pseudonym. She chose to be referred to as 'Princess Belle'. 'Princess Belle' is 4 years old, she is a kind-hearted, friendly and loving character who enjoys coming to school to "play with her friends". She is from a low-income family and is in receipt of free school meals (FSM).

It should be noted that under the policies of School A, whilst writing this assignment I have had to refrain from using photographs of 'Princess Belle', meaning that all practical activities which are recorded on 'Seesaw', cannot be used, and instead, I will give a brief description of the activity present.

Data Collection

In order to collect focused and detailed data for this assignment, I adopted the primary method of the 'Mosaic Approach' proposed by Clark and Moss (2011). The Mosaic approach ultimately aims to give children a voice and puts them at the heart of their own learning (Clark, 2001). Furthermore, Brooker (2002, p. 171) states that "unless adults are alert to children's own ways of seeing and understanding and representing the world to themselves, it is unlikely that the child will ever manage to identify with the school's and teacher's ways of seeing". The Mosaic approach was underpinned by theorist Reggio Emilia's critical thinking whereby he sought to understand children as a "rich, active child" rather than children being viewed as 'passive and in need' (Rinaldi, 2006).

The strengths of using the multi-method Mosaic approach according to Clark and Moss (2011) is that it allows you to be creative with your data collection. The idea is that collecting data of a wide range of means is represented as a tile, the tiles are then pieced

together to give the most comprehensive picture of the holistic child. Using a multi-method approach, according to Marchant (1999) is “listening in on all channels”. Clark and Moss (2011, p.7) devised an approach that did not disregard the value of talking to children, but enhanced it by “combining the visual with the verbal”. Children are encouraged to communicate their learning through pictures, drawings and giving their own feedback on activities, creating a more child-focused approach.

The autonomy of collecting data which is relevant, age appropriate, and puts the child at the forefront of learning greatly appeals to myself as a professional specialised in ‘Early Childhood Studies’, especially as ‘Princess Belle’ is of nursery age. In previous studies, I have used data collection methods such as interviews and questionnaires. However, like many pioneering academics (Calvert 2008; Lewis et. al 2004; Joseph, 1999), I feel as though these traditional methods alone can seem disjointed from the aim of gathering a perspective of the child, and appreciate that an approach that considers pupil voice gathers a more appropriate picture. Hence, why I used a combination of traditional methods along with the mosaic approach in order to gather broad and detailed research that has potential to enhance credibility of evaluation outcomes (Mertens & Hesse-Biber 2013).

There are also some limitations of using the Mosaic approach. It can be argued that giving the child a voice jeopardises a critical approach to understanding learners. However, Clark and Moss (2011) understand that the complexities of listening to young children are ongoing, and using the Mosaic approach overrides traditional methods of gathering data creating possibilities that other methods do not offer. Furthermore, a criticism of this approach highlighted by Brown (2017) is that it is not scientific enough, and as a result, the data “cannot be generalised accordingly”. However, she then goes on to say that “the value of this approach cannot be disregarded, as it offers insights into people’s lives in ways that the more “scientific” and traditional ways cannot”.

In order to gather data for this assignment, I used a combination of evidence including pictures taken by ‘Princess Belle’ herself, observations of her learning and play, interviews with her class teacher, questioning and feedback from ‘Princess Belle’, annotated samples of work and additional forms of formative assessments such as a reading record and daily

reflections. A combination of these qualitative methods made up my monitoring and support of 'Princess Belle's' progress in Literacy, Numeracy, Wellbeing, Physical and Creative development in order to make informed decisions on the next steps required for progression. Although qualitative data can be overwhelming according to Bradt (2016) I felt as though in this particular context, concerning a child of just 4 years of age, her voice, feelings, and opinions were imperative for forming a well-rounded judgement.

Analysis of Learner

To capture a holistic view of 'Princess Belle' I used the structure of the ASK model developed by Nottingham (2013), which aims to gather the role of attitudes, skills and knowledge in learning.

In order to make an effective judgement about where 'Princess Belle' is in her stage of development I feel that it is necessary to give a brief outline of her attainment so far.

'Princess Belle' started in the Nursery Class in September 2018 on a full day basis. Within the first six weeks the Foundation Phase Profile (FPP) (Welsh Government, 2017) Baseline Assessment was carried out (Appendix C). The FPP in Wales is not statutory for Nursery aged children however, many schools carry out the assessments on-entry as good practise in order to show "value added" progression from a fixed starting point (Welsh Government, 2017). Initial Baseline assessments showed that 'Princess Belle' is working at: Silver for Language Literacy and Communication [LLC] which equates to 12-18 months. Gold for Numeracy, Physical Development and Personal and Social Development which equates to 18-24 months. The fifth area of the curriculum that I am going to discuss is Creative Development however, there is no requirement to carry out Baseline Assessments for this area so I have based my judgement of development in this area on the current work that 'Princess Belle' has produced. The Baseline data shows that upon entry 'Princess Belle' was working significantly below expected outcome for a child of her age in all assessed areas of the curriculum.

In terms of her development in LLC, I used the FPP (Welsh Government, 2017) guidance in line with the school Baseline Procedures and activities. Oracy is the main area of LLC assessed in the Baseline assessment however, the full assessment includes information about all of the other strands of LLC. On-entry oracy skills are the most important to identify, and according to Riley (2006), oracy in the early years forms the basis of everything. 'Princess Belle' enjoys singing and rhyme time. She now joins in with song words and actions which her class teacher says "she never used to do". I played an activity with 'Princess Belle' to identify her understanding of simple positional language and following instructions. For example, I asked Princess Belle to take a blue teddy out of the box and put it under the chair. She was able to follow a number of similar instructions such as this without hesitation in keeping with the ASK model's intellectual skills (Nottingham, 2013). However, when I put in an additional instruction, she became confused and I needed to repeat the command by breaking it down. With familiar adults and her friendship group, Princess Belle was able to speak clearly in sentences of five or more words for example, she was able to tell me in some detail about our class butterfly project and the lifecycle of a butterfly. However, when unfamiliar adults spoke to her, she became shy, withdrawn and lacked confidence. In reference to the ASK model, Nottingham (2013, p.10) identifies the skills of the 'best' children, stating that they are able to "listen and respond appropriately to others" and "pay full attention to a speaker". In 'Princess Belle's' case, she is currently finding it difficult to achieve these skills, although, I do feel that this will develop over time as she becomes more confident.

For writing, 'Princess Belle' was observed in various areas around the classroom using emergent writing. Her writing included attempts at letter writing to identify the beginning sounds in words which she wanted to communicate. For example, she drew a picture of a caterpillar and was able to identify initial sounds in a sentence (Appendix D). She is also able to write her full first name however, letters are not formed accurately and only represent the grapheme. She shows an awareness that the spoken word can be written down, for example I witnessed 'Princess Belle' in the number area writing down numbers on leaves. As she was counting she was telling her friend what each number was, she pointed at her number and said "this says number seven". Overall for writing, myself and the class teacher believe that Princess Belle is now working within an Outcome 2.

For her reading development 'Princess Belle' shows an enjoyment of books. In line with the Mosaic Approach, I asked her to take pictures of areas around the classroom that she likes. One of the areas that she photographed was the Book Corner (Appendix E). She loves to spend time in this area and also enjoys using the school library to choose new books to accompany our topic ensuring that she is an active participant in her own learning (Clark and Moss, 2011). 'Princess Belle' was observed: holding the book the right way, turning the pages from left to right and "reading" the story using the pictures aloud to herself (Appendix F). She engages with a variety of books including interactive books on the i-pad, non-fiction books in the 'Investigation Area' and fiction books about Unicorns in the 'Book Corner'. Against the FPP (Welsh Government, 2017) guidelines, I have judged 'Princess Belle' to be an Outcome 2 for Reading.

For Literacy combined, I feel as though 'Princess Belle' has achieved an Outcome 2 by the beginning of the Summer Term. This is a significant improvement of two full outcomes of progress since September (6months for Silver+ 6months for Gold + 1year for Outcome 1). Within LLC, 'Princess Belle' has a reputable attitude towards learning. She is "persistent", "keen to learn from mistakes" and "self-regulating" (Nottingham, 2013, p.5).

'Princess Belles' mathematical skills and understanding of mathematical concepts have also developed considerably since her baseline assessment. In mathematical development, the class teacher and I agreed that Princess Belle is now working within Outcome 2 (one level plus progress). This decision was made based on some of the following observations and activities:

During singing sessions 'Princess Belle' was observed counting forwards and backwards to 10. She was able to rote count to 20 with support. She also enjoyed completing a worksheet, counting up to 10 foods then identifying the corresponding number and drawing a line to match them together (Appendix G). She thoroughly enjoys maths activities and challenges and spends a considerable amount of time engaging with such activities throughout the day, showing that she has a "persistent" and "resilient" attitude towards learning in numeracy (Nottingham, 2013, p.5). In the role play Garden Centre 'Princess Belle' enjoyed using money to pay for items. She played the role of the shopkeeper confidently

with her peers and understood the concept of giving change. Under the new curriculum for Wales proposed by Donaldson (2015), there is the aim to create real life experiences to prepare children for the future. Furthermore, Hughes (2009) also recognises that children who like to be involved in mathematics usually have experiences at home where they have the opportunity to engage in numerical situations. Hence why, this could explain why 'Princess Belle' is "open to new experiences" (Nottingham, 2013) when it comes to maths in classroom activities and play. She took great care and persevered at the creative shape activity in the style of famous artist Kandinsky (Appendix H) where we transferred the mathematical concept over to the creative area of learning and experience. She was able to recognise and name a range of 2D shapes, however, found identification of the 3D shapes more challenging (Welsh Government, 2015). During maths input carpet sessions 'Princess Belle' was very confident and accurate in giving answers to warm up questions and used time related language such as; first, next, last, yesterday, this morning etc. Even when engrossed in Mathematical challenges in the enhanced provision across the curriculum, 'Princess Belle' did not understand that she was involved in "maths" unless she was working in the maths area.

In Personal and Social Development Princess Belle is now working at an Outcome 2. She plays with her friendship group appropriately and is aware of simple behavioural expectations. In line with the ASK model (Nottingham, 2013, p.10), she has the skills to be able to "listen and respond appropriately to others", and "understand body language and tone of voice" with her friends and familiar adults. She understands basic hazards and was observed telling her friend "you are not allowed to touch that knife, because it's only for grown-ups" at fruit time (Appendix I). She is very sensible and a good role model to her peers. 'Princess Belle's' confidence has improved; however, she can still be shy and needs encouraging to speak out during carpet times and group sessions. According to Kalutskaya et al (2015), children who are shy often tend to be misunderstood. They are not able to communicate their abilities as well as the average child. This could be a huge factor which contributed to 'Princess Belle' scoring below average at baseline assessment, recognised also by Coplan et al. (2013) who state that teachers tend to attribute lower intelligence to shy children.

Every morning in the classroom, 'Princess Belle' puts her picture into a happy or sad pot. Over the course of three weeks, out of 15 occasions, she put her name in the happy pot 12 times (Appendix J). On the rare occasions that she identified herself as unhappy, she said that this was due to her "missing her Mammy" or her "puppy". On these days, I monitored her well-being closely and found that she showed no signs of being unhappy or withdrawn. However, it must be noted that there are gaps in her social development. 'Princess Belle' often "participates" with peers by watching them rather than joining in. Furthermore, 'Princess Belle' likes to spend the majority of her time in the classroom in the reading corner, or in the creative area with the same small friendship group.

'Princess Belle' was working at a Gold level for Physical Development in September. According to pioneering theorist Piaget (1953), "activity and sensorimotor experience are important for the emergence of cognitive ability" (Piaget 1959, cited in Piek, Dawson, Smith & Gasson, 2008 p.669). Through observations and assessments, I now feel that 'Princess Belle' is beginning to work within Outcome 2 with some elements of Outcome 3. This is the area in which she has made the most progress. She has very good fine motor control and uses a scissors independently and with accuracy to cut out a variety of shapes (Appendix K). Her pencil control, grip and pressure are very good and is in line with the identified characteristics of Outcome 3 in the FPP (2017) guidance document. As well as building a very large tower (larger than nine or ten blocks), she creatively constructed a tall model lorry giving the task more purpose. 'Princess Belle' has excellent coordinated movement. She plays daily on the bikes and can control the movement of the tricycle very well. She can run, jump and stop when playing on large equipment in the hall or on the playground and is a confident climber and explorer. Her skills in relation to the ASK model (Nottingham, 2013, p.10) are the ability to: "write, draw, paint", "manipulate objects", "balance on a bike" and to "climb, sit still, play sport".

According to Sternberg (2003) "successful intelligence lies at the basis of conventional intelligence, creativity and wisdom". Although, there is no Baseline requirement to assess Creative Development, teachers are able to give an Outcome judgement based on the descriptors outlined in the Foundation Phase Framework for Creative development (Welsh Government, 2015). According to Leggett (2017), being creative, especially in the early years

of a child's life, allows children's' imagination to flourish, as well as having cognitive benefits. 'Princess Belle' is able to experiment, investigate and explore a range of tools and equipment to create pictures (Appendix L). I observed her; drawing sunflowers with chalks and pastels (Appendix M), using shape sponges to create pictures based on artists work and collaging and sticking to create pictures. When asked to take pictures of the places she likes to play and learn in the class, 'Princess Belle' took a picture of the creative table, where children are able to use the draws to gather materials independently (Appendix N).

'Princess Belle' takes pride in her work. Her attitudes towards learning in creative development shows that she is "curious", "keen to learn from mistakes", a "risk taker" and is "willing to ask for support" (Nottingham, 2013). She loves to have work put on display on our 'Proud to Present' wall. When questioned about her work, she gives answers which show that it is meaningful to her (Donaldson, 2015). Moreover, when participating in creative musical activities, 'Princess Belle' is able to imitate simple patterns and rhythms and through her science senses activity enjoyed making musical instruments through the exploration of different fillings in cups.

Next Steps

Grigg (2014) writes that it is desirable that pupils are aware of their next steps in the learning process in order for them to work towards goals. ESTYN (2018) states that proactive schools usually address the next steps in learning through target setting and in the best practices, this is done with the children so that they are able to "understand and value their learning more" (Black et al., 2007, p.2). Assessment for Learning strategies recognise the importance of children knowing what their next steps are and forms and motivates the pupils to continuously strive to improve their knowledge, understanding and work (Spendlove, 2015).

Under the 'reading' aspect of LLC, as previously identified, 'Princess Belle' fosters a love for books and 'reading'. According to Gilkerson, Richards & Topping (2017), handling and observing books is so important, even in infancy. 'Princess Belle' is already able to identify some initial phonemes, retell a story using illustrations and make links to her own

experiences (Welsh Government, 2017). In order for her to further develop in her reading skills, she is now ready to develop her understanding of phonemes and begin to segment and blend sounds within CVC words.

The strategy that I will use to help 'Princess Belle' excel in reading is to use the 'Read, Write Inc' programme approach adopted by School A. Under this strategy, I will introduce a new sound a week, as well as sending flashcards home weekly to reinforce class learning. This will encourage her parents to practise sounds, and support her with identifying initial sounds within the home environment. According to Hornby (2011), children who have a supportive family in the way of taking time to complete homework, school tasks, and undertaking any additional activities in order to help their child progress, has great benefits to the child in the classroom environment. Furthermore, in the classroom, I will use the 'Read, Write, Inc' [RWI] (Ruth Miskin Training, 2019) strategy of "Fred Talking" with the class frog mascot which isolates sounds within words: initial, medial and ending. I will use "Froggy Fingers" with 'Princess Belle' and other children who are at this stage to build words by pointing at fingers, then arching over the top to blend together.

As previously mentioned, 'Princess Belle' is currently performing at an Outcome 2 for Writing. The next steps in her writing process is to begin able to discriminate between letters and consistently write from left to right when producing pieces of emergent writing (Welsh Government, 2017). In order to encourage her to work towards this target, I will again use RWI (Ruth Miskin Training, 2019) strategies to introduce correct graphemes, shape and formation of letters. Moreover, in order to transfer this skill, I will use the "Write Dance" (Write Dance Training, 2019) programme which aims to Improve children's handwriting across the school and learn new ways to motivate and encourage children with their writing. By following this, 'Princess Belle' will have the opportunity to draw large letter shapes in a variety of medium with a variety of mark making implements i.e.: paper, floor, paint, dough, children's backs, wet brushes, dry wipe pens etc. Also, in order to support her in writing from left to right, I will make a conscious effort to model class writing of ideas from left to write as well as tracking print when reading stories together using fingers.

In terms of Oracy, 'Princess Belle' found it challenging to speak out in front of larger groups and unfamiliar adults confidently. Although she scored an Outcome 2 in her overall

judgement for Oracy, which is age appropriate, it is still important to identify her the next steps in her development and begin to work towards these (Black et al., 2007). I have chosen one next step which I feel will have the greatest impact on Princess Belle's holistic development for each of the literacy areas; oracy, reading and writing. With regards to Oracy, I feel that through developing Princess Belle's confidence in speaking to larger groups and adults, she will be able to get her opinions listened to and show others her capabilities. I have witnessed Princess Belle speaking at length about a range of topics with her peers and myself, however, this has only been after building a strong, trusting relationship with her. Other staff have not yet heard her speak at length and this evidence is difficult to capture and make a judgement upon without having experienced it first-hand.

Princess Belle's next steps in oracy have a close link with her PSD targets. According to Rubin, Coplan & Bowker (2009), shyness is characterised by fear, wariness and self-consciousness under social situations. And relating directly to 'Princess Belle', Kagan (1997) suggests that in younger children, shyness occurs primarily as fear and hesitancy when encountering new people. Shy children are often misunderstood, and are often attributed to low intelligence. In particular, children's verbal participation greatly influences perceptions made by teachers (Gordan & Thomas, 1967). For children who are shy and reserved, practitioners often worry about their social development, especially as the classroom is a social context. 'Princess Belle' lacks confidence and often says that she can't do something before even trying. Leary (2001) confirms that shy children tend to do this, as they rate themselves as being less skilled in general.

In order to support 'Princess Belle', I am going to put a number of strategies in place which will have an effect on all areas of learning and experience. The Donaldson (2015) recognises that wellbeing should be a cross curricular responsibility, as it has an effect on a child's holistic development. Thrive- Online (2019) is a programme for children who need support to ultimately work towards set targets to help them to re-engage. To support 'Princess Belle' with developing her social skills I have taken inspiration from the Thrive (2019) strategies in order to target the gaps in her learning. One simple strategy which I will use with is to ensure that I am empathetic towards her and her feelings, especially on the days where she identifies herself as being 'sad' when putting her picture in the pot. Furthermore,

a simple yet effective strategy identified by THRIVE (2019) to build self-esteem and confidence is 'small acts of kindness' to make her feel special. This will include simple actions such as calling 'Princess Belle' by her name, smiling at her, asking her about her hobbies, paying her compliments about her appearance and giving her positive comments about her manners and actions.

Another strategy which will help 'Princess Belle' to interact with adults is to appoint one adult as her 'go to' person. I will take on this role for the remainder of my professional teaching experience in School A. Appointing one adult to work with 'Princess Belle' will mean that she can build up a trusting relationship with them. I will ensure that I make a conscious effort to make her feel special, and as a recommendation made by Thrive (2019), I will make her aware that I am responsible for keeping her safe, I will be reliable, dependable and available for her to find me and make sure that she has what she needs to feel safe in any context. When this trust is built, ideally 'Princess Belle' would be assigned to another familiar adult to build up the same relationship, eventually building up to creating strong relationships with all adults in the classroom.

Finally, as 'Princess Belle' usually just watches others rather than joining in with tasks which according to (Coplan et al., 2004), limits their opportunities for learning and mastering academic tasks, I will put strategies in place to combat this. In line with the Thrive (2019) suggestions, I will put in place team building activities in order for her to build relationships and confidence with peers. For example, encouraging lots of talking partner games and activities which then join with other partners and eventually feed back to the group as a whole. As she gets comfortable working with one group of peers, I will begin to exchange the pupils within the targeted group in order for her to experience working with a range of personalities and abilities. Additionally, I will work with 'Princess Belle' in small groups initially on games and activities which require her to talk at length about what she is doing such as; circle time, puzzles, talking cards etc, questioning her throughout to extend her answers and deepen her thinking.

The above strategies will not only support 'Princess Belles' wellbeing and personal and social development, but will have an impact on all other areas of learning. According to

Roberts (2010), personal and social and wellbeing needs must be adhered to before expecting children to perform well in other Subjects. Hence, although 'Princess Belle' is on track for her age in other Areas of Learning and Experience, these strategies will form the basis for learning and progression other subject areas.

Conclusion

In conclusion, after analysing 'Princess Belle's' achievements using the Mosaic approach (Clark & Moss, 2011), it is clear that she has made significant progress since being assessed at Baseline. Article 29 of the United Nations Rights of the Child (UNCRC, 1989) states that every child's education "should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them". After identifying the next steps in learning for 'Princess Belle', I feel as though the strategies that will be put in place will help her to achieve the aim presented by the UNCRC. She has a positive attitude and willingness to learn which will greatly benefit her efforts to achieve the outlined targets (Nottingham, 2013). It will also stand her in good stead to develop holistically, and across the curriculum (Donaldson, 2015).

Furthermore, following discussions with the class teacher, 'Princess Belle' has now been identified as a More Able and Talented pupil (MAT) within the class. She is already working at or above age expected outcomes for her age. In order to challenge her further, she now needs to be working within an Outcome 3. She also has another full half term in which to extend her abilities. The school's tracking system has been updated to give 'Princess Belle' a more challenging target and as she is in receipt of FSM, this impacts favourably on the school's data. This study has also raised questions about the reliability of the Baseline assessment judgements. It is questionable whether 'Princess Belle' was always capable and the staff did not identify her abilities appropriately due to her shyness. It is also possible that the baseline assessment was correct, and she made a significant amount of progress within the course of the year.

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Appendices

Appendix A- Class Teacher Consent



RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identity of the learner or the school within their assignment. Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that tasks have been undertaken by signing below:

STUDENT NAME (PLEASE PRINT): Laurie Derrick

SCHOOL NAME (PLEASE PRINT):



SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):



SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):



If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix B- Parental Consent

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that she can consider how she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian of..... (pupil name),

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

Signed..... (Parent/Guardian).

Date..... 2/5/19

Appendix C- Baseline Assessment

Annex C: The Compact Profile Form

Foundation Phase Profile - Compact Profile Form

Name of Child

Date of assessment

Oct 2018

Personal and Social Development, Well-being and Cultural Diversity

	Social Interaction	Behavioural regulation	Response to others	Independence in personal care	Score	Outcome
Not awarded an outcome	N	N	N	N	N	Not awarded (N)
Disapplied	D	D	D	D	D	Disapplied on more than one skill ladder (D)
Working towards lowest outcome	¼	¼	¼	¼	1-3	Working towards Bronze (W)
Bronze	1	1	1	1	3¼-6	Bronze (Z)
Silver	2	2	2	2	6¼-10¼	Silver (S)
Gold	3	3	3	3	11-16¼	Gold (G)
Outcome 1	5	5	5	5	17-26¼	Outcome 1 (1)
Outcome 2	8	8	8	8	27-38	Outcome 2 (2)
Outcome 3	11	11	11	11	39-50	Outcome 3 (3)
Outcome 4	14	14	14	14	51-62	Outcome 4 (4)
Outcome 5	17	17	17	17	63-74	Outcome 5 (5)
Outcome 6	20	20	20	20	75-86	Outcome 6 (6)
Above Outcome 6	23	23	23	23	87-92	Above Outcome 6 (A)
3 + 3 + 2 + 3 = 11						

Language, Literacy and Communication Skills

	Oracy – Listening and understanding	Oracy – Phonological awareness	Oracy – Expressive language	Reading – Understanding reading materials	Score	Outcome
Not awarded an outcome	N	N	N	N	N	Not awarded (N)
Disapplied	D	D	D	D	D	Disapplied on more than one skill ladder (D)
Working towards lowest outcome	¼	¼	¼	¼	1-3	Working towards Bronze (W)
Bronze	1	1	1	1	3¼-6	Bronze (Z)
Silver	2	2	2	2	6¼-10¼	Silver (S)
Gold	3	3	3	3	11-16¼	Gold (G)
Outcome 1	5	5	5	5	17-26¼	Outcome 1 (1)
Outcome 2	8	8	8	8	27-38	Outcome 2 (2)
Outcome 3	11	11	11	11	39-50	Outcome 3 (3)
Outcome 4	14	14	14	14	51-62	Outcome 4 (4)
Outcome 5	17	17	17	17	63-74	Outcome 5 (5)
Outcome 6	20	20	20	20	75-86	Outcome 6 (6)
Above Outcome 6	23	23	23	23	87-92	Above Outcome 6 (A)
1 + 1 + 1 + 2 = 5						

If any skill ladders are marked with the outcomes 'Not awarded' or 'Disapplied' additional scoring rules should be taken into account. These rules can be found on the Foundation Phase Profile pages on the Welsh Government website.

Mathematical Development						
	Reciting and sequencing numbers	Counting	Shape	Pattern	Score	Outcome
Not awarded an outcome	N	N	N	N	N	Not awarded (N)
Disappled	D	D	D	D	D	Disappled on more than one skill ladder (D)
Working towards lowest outcome	¼	¼	¼	¼	1-3	Working towards Bronze (W)
Bronze		1	1	1	3¼-6	Bronze (Z)
Silver	2	2	2	2	6¼-10%	Silver (S)
Gold	(3)	(3)	(3)	(3)	11-16%	Gold (G)
Outcome 1	5	5	5	5	17-26%	Outcome 1 (1)
Outcome 2	8	8	8	8	27-38	Outcome 2 (2)
Outcome 3	11	11	11	11	39-50	Outcome 3 (3)
Outcome 4	14	14	14	14	51-62	Outcome 4 (4)
Outcome 5	17	17	17	17	63-74	Outcome 5 (5)
Outcome 6	20	20	20	20	75-86	Outcome 6 (6)
Above Outcome 6	23	23	23	23	87-92	Above Outcome 6 (A)
3 + 3 + 3 + 3 = 12						

Physical Development						
	Holding a mark-making implement	Coordinated movement	Drawing	Fine manipulation	Score	Foundation Phase Outcome
Not awarded an outcome	N	N	N	N	N	Not awarded (N)
Disappled	D	D	D	D	D	Disappled on more than one skill ladder (D)
Working towards lowest outcome	¼	¼	¼	¼	1-3	Working towards Bronze (W)
Bronze	1	1		1	3¼-6	Bronze (Z)
Silver	2	2	2	2	6¼-10%	Silver (S)
Gold	(3)	(3)	(3)	(3)	11-16%	Gold (G)
Outcome 1	5	5	5	5	17-26%	Outcome 1 (1)
Outcome 2	8	8	8	8	27-38	Outcome 2 (2)
Outcome 3	11	11	11	11	39-50	Outcome 3 (3)
Outcome 4	14	14	14	14	51-62	Outcome 4 (4)
Outcome 5	17	17	17	17	63-74	Outcome 5 (5)
Outcome 6	20	20	20	20	75-86	Outcome 6 (6)
Above Outcome 6	23	23	23	23	87-92	Above Outcome 6 (A)
3 + 3 + 3 + 3 = 12						

Appendix D- Writing ExampleAppendix E- Book Corner

Appendix F- Reading Record



Reading record

CL1b

Name of learner: Lajla.

Reading age (if known):

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
30/09/19	Brothers and Sisters	Fiction	held book and turned pages correctly. she was able to look at pictures and describe what was happening
06/10/19	Little Penguin Lost	Fiction	Held book well, told a lovely story, pointing out the penguins - when one was sad and smiling.
15/05/19	The Hungry Caterpillar	Fiction	Did very well at retelling the story. Counting the food that he ate, held book and turned pages correctly.
21/5/19	"Butterfly"	Non - Fiction (on food)	Asked questions about butterflies. Pointed out cabbages and putters. Related to our trip to the Garden Centre.

This form should be used after reading the school's reading policy, if available

Appendix G- Maths Worksheet

The Very Hungry Caterpillar Numbers and Counting Sheet

Can you draw a line from the number to the correct amount of fruit?

4



6



9



3



5



Ardderchog

You could count, write and
form numbers independently.

LOA (E) 9.5.19.

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Appendix H- Kandinsky Art



Appendix I- Observation**Learner Observation Form**

Name of learner(s):



Class: Nursery

Time: 10:15

Date: 16/05/19

Activity: Fruit time

Comments

- * Fruit & Milk time - Lagen is helping heddies.
- * Able to communicate with her partner - talking about milk and fruit.
- * Tells partner "you are not allowed to touch that knife because it's only for grown ups."
- * Is quiet when giving out milk

What needs to be done to move the learning on?

- * Encourage interaction with all peers - ask "wyt ti eisiau llaeth?" or "llaeth?".
- * Also, encourage her to ask - do you want fruit / which piece of fruit would you like?

Appendix J- Wellbeing Tracking

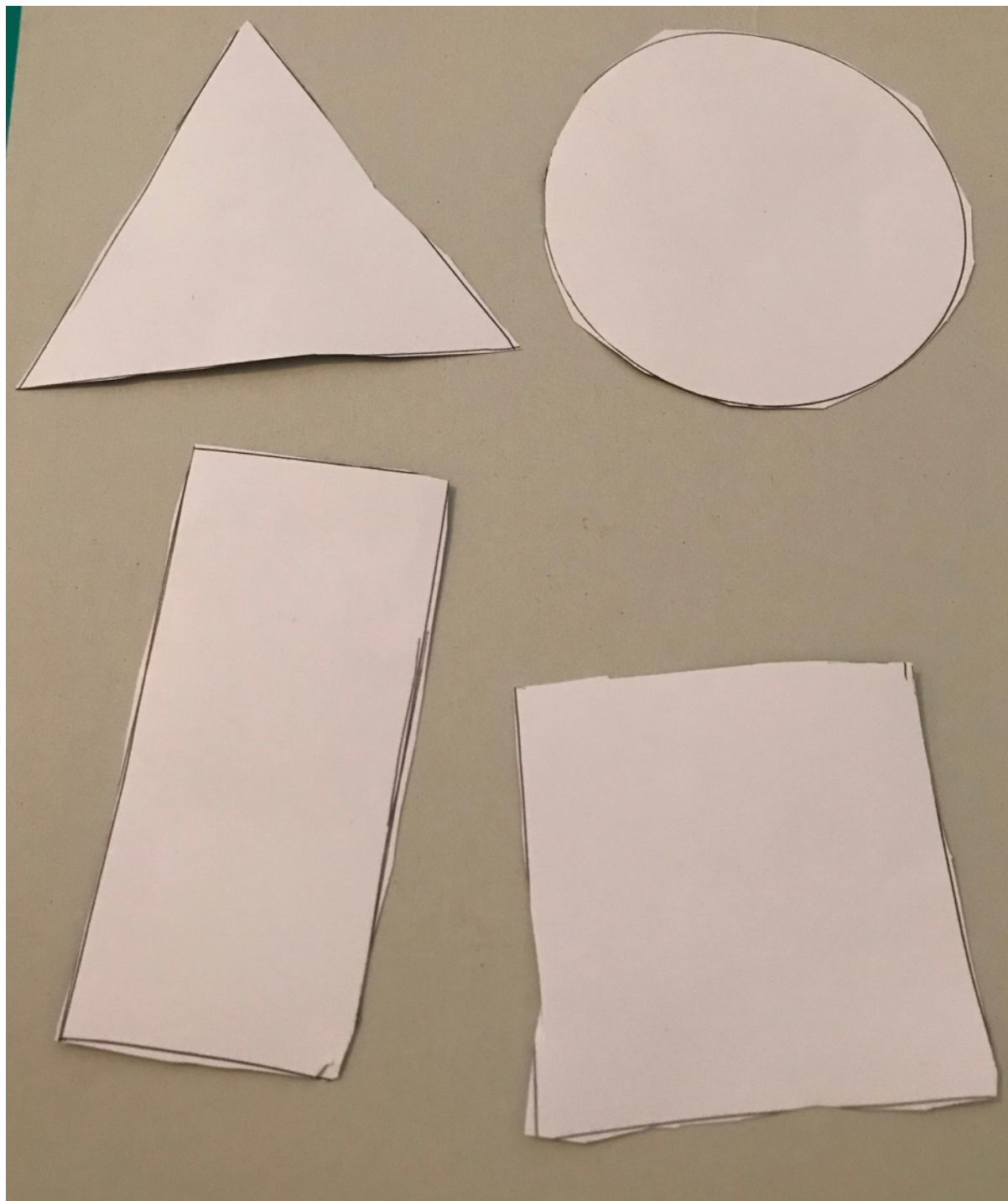
Week 1			Comment
Monday		/	"I miss my Mammy"
Tuesday	/		"I had toast for breakfast"
Wednesday	/		"I'm just happy"
Thursday	/		"I got a new sparkly bobble"
Friday	/		"I'm going to my aunties house today"

Week 1			Comment
Monday	/		"I went to the park"
Tuesday	/		"My daddy is fetching me today"
Wednesday		/	"I want to play with my puppy, I miss him"
Thursday	/		"I'm going to nanny's house"
Friday	/		"I'm just happy"

Week 1			Comment
Monday	/		"I played with my cousin"
Tuesday	/		"I'm going to do a picture"
Wednesday	/		"I will see my puppy later"
Thursday	/		"My mammy is bringing my puppy to fetch me"
Friday		/	"I miss my Mam"

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Appendix K- Shapes



Appendix L- Creative Picture



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Appendix M- Sunflowers



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Appendix N- Creative Table

