4886 words

RESULT

Prifysgol Cymru
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ASSIGNMENT DETAILS AND FEEDBACK
SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Student name:	**Sophie Margetson**	**Student P number:**	**1400664**
Programme: *	**PGCE Primary**		
Module: *	**School Development and Pupil Progress**	**Module Level (6 or 7):***	**7**
Module code: *	**M7X02153**	Contribution to Overall **Module Assessment (%): ***	**70%**
Module Lead:*	**Helen Lewis**		
Assignment Title:*	**Written assessment 4,500 words**	**Assignment No (x of x):***	**1/2**
Start date:*	**5/3/17**	**Submission deadline:***	**30th May 2018**
Return date of provisional marks & written feedback:*	**27th June 2018**		
Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).		
Submission:	**All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.** **Note**: the Turnitin version is the primary submission and acts as a receipt for the student. **Late submission of the electronic version of the assignment will result in a late penalty.** Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	**Date:**	**30th May 2018**

Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*	**YES**	
	NO	✓

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)	☐	☐	☐	☐*	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	☐*	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☐*	☐	☐
4. Key Transferable Skills	☐	☐	☐	☐*	☐	☐

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 developed a greater understanding regarding the leveling of children's work which has therefore allowed me to become more confident in tailoring the work I set in schools to meet the needs of the child by ensuring it is at the current level/outcome the child is working at. I also feel that the module has allowed me to become more confident integrating the Foundation Phase and Key Stage 2 documentation into my planning and teaching.	I feel that I need to continue to use both the Foundation Phase framework and the Key Stage 2 framework in my planning and teaching as I am aware this is something that needs to be consistent to ensure children are given the right, engaging opportunities to promote their development further. I initially felt I needed to develop my knowledge surrounding the Mosaic Approach, however this assignment has allowed me to do that.

Student's Name	**Sophie Margetson**	**Date**	**30.05.2018.**
Student's Signature	**S. A. Margetson**		

To promote the holistic development of children in primary education pupils require planned learning contexts to refine skills consolidated but also, to enhance areas of development that require improvement (Kerry, 2015). However, Drummond (2012) states, to achieve this it is the duty of practitioners to analyse the holistic development of each child in their care to individually tailor the next steps of learning for all. This essay will examine the holistic development of one pupil from my current professional teaching practice to highlight this process.

To achieve this, data will be analysed with reference to the Foundation Phase Framework and the Literacy and Numeracy Framework (LNF) to underpin areas of learning where the child is meeting developmental targets but also areas that could be refined with support to move learning forward. The identified next steps for learning will then be justified while integrating theory and practice throughout.

School Context and Learner Information

The child chosen for this study is a 5-year-old, middle ability boy who does not have any additional learning needs. The child attends a school located in a small village in Swansea (Estyn, 2014). The school has approximately 372 pupils currently attending, taught within the fourteen classes from Nursery to Year 6 (Estyn, 2014). The schools free school meal (FSM) cohort meets national average at 21% and 26% are identified as having additional learning needs (ALN) (Estyn, 2014).

Data Collection

The Mosaic approach was integrated throughout this study. The Mosaic approach is a participatory approach to research whereby processes including: interviews, learning walks and photographing are incorporated to collect data surrounding a child's thoughts, allowing the researcher to determine the child's level of understanding (Clark, 2001 and Clark and Moss, 2011).

The Mosaic approach collected qualitative data (Clarke and Moss, 2011), which Braun et al., (2017) define as, descriptive data that captures concepts and opinions. The use of qualitative data is supported by Matthew et al., (2014) who states, qualitative data provides more detailed accounts (in the form of vocalising views), as opposed to quantitative data.

However, Atieno (2009) suggests, qualitative data can result in information retrieved can sometimes be limited due to the nature of such data collection methods (e.g. observations). Although, the Mosaic approach offers a variation of data collection methods which overcome the limitations one singular approach would offer, providing a more justifiable result (Brodie and Savage, 2015).

The approach focuses on the child's voice, listening to the child's thoughts and valuing their contribution (Cowie et al., 2013). The data gathered is first hand, from the child themselves and has a significant reliability content (Brodie and Savage, 2015). Additionally, proving to coincide with Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) which states, every child has the right to express their views and opinions on matters (Unicef, 2018).

However, Bennett (2004) outlines a limitation to participatory research suggesting, children participating in such studies can become segregated from the class which can affect child wellbeing as children may not wish to be separated from peers. Having highlighted this, it was decided a number of children would have opportunity to engage on a learning walk so the child did not feel alone. Additionally, the child in question was supported throughout, observed discreetly and interviewed in familiar surroundings, with peers.

Information was gathered by discussing the child's learning with the teacher. I decided it would be beneficial to include the teacher's perspective on the child's progress as Cobb and Steffe (2010) suggest, as teachers work alongside children, assessing, observing and tracking their learning on a daily basis, they construct their own view of the child's wellbeing and development and therefore hold the most informative information about the progress of each child in their care. Throughout discussions with the teacher, she gave me access to her tracking/assessment records of the child's learning. The information retrieved from the teacher in addition to the data gathered by myself promoted its credibility, leading to more suitable and effective alterations to learning.

Although, OECD (2012) suggests, parent's hold the most vital information about their child. However, I am able to justify my decision for not incorporating the view of the child's parents as to follow the school's policies and procedures, I was not allowed to approach a parent and question them on their child's learning or wellbeing.

The child embarked on a learning walk - see Appendix 1 for images of the areas the child discussed throughout the process. A learning walk is a research tool whereby a child walks through their school, pointing out areas of interest and discussing what the child has learnt, promoting student engagement and interaction (Albemarle County Public School, 2013). Learning walks are beneficial as they give the child a sense of accountability, involving the child in the process whilst also being a quick method of data collection (Albemarle County Public School, 2013).

However, Age Appropriate Pedagogies (2018) explains, learning walks can be threatening to the child if they are adult-led and the focus is on the child's presence throughout. Although, I was able to overcome this issue by ensuring the child was able to lead the learning walk and at their own pace. I showed interest in the environment and provoked friendly discussion with the child to show interest, to come across as non-threatening and to maintain wellbeing throughout. Examples of the child's work were also collected, providing me with first hand evidence of the tasks the child has completed.

Incorporating the Mosaic approach also entailed conducting semi-structured interviews with the child (Clark, 2001). O'Reilly and Dogra (2016) suggest, data collected during semi-structured interviews has significant depth as it allows the child to explain ideas further, allowing the researcher to gain a deeper understanding of the child's current views surrounding factors discussed.

This is critiqued by Newby (2017) who suggests, during interviews with adults, children often misunderstand what is being asked, the child's responses may not be accurate as they do not fully understand what is being discussed. To overcome this potential barrier the child was spoken to in a friendly manner, ensuring vocabulary was at the child's level.

Ethical Issues

I ensured I followed the ethical guidelines outlined by British Educational Research Association (2011) throughout to ensure the wellbeing of the child was maintained at all times. I followed information outlined within the 'NUT/NASUWT Classroom Observation Protocols for England and Wales' (National Education Union, 2018). In doing so I ensured the learning walk was not in excess of the time required to briefly discuss the classroom environment, the child was not asked their opinion on any sensitive matters and the child was not coerced into completing the learning walk and instead was supported throughout. Further following the ethical guidelines set out by BERA (2011), written and verbal consent was gained from the teacher (once the process had been explained), see appendix 2 for letter of consent. I also obtained verbal consent from the child. It was also explained to the child that they were able to opt out of the interview and learning walk process if they did not wish to continue, with no negative effect on them (BERA, 2011). The name of the child will not be mentioned throughout this essay and the school will not be identified to maintain confidentiality and anonymity guidelines set out by BERA (2011). This also supports Article 16 of the UNCRC which states, every child has the right to privacy amid matters and information concerning themselves (Unicef, 2018).

Analysis of the Learner

This section of the essay will analyse areas of the child's learning/wellbeing. To achieve this, data gathered will be discussed with reference to the Foundation Phase framework and LNF indicators to determine what level the child is currently working at to then justify the 'next steps' section of this essay.

Language, Literacy and Communication Skills

This aspect of learning has been split up into three sections (reading, writing and speaking and listening) as these are separate areas outlined within the Foundation Phase framework.

Reading Skills

The importance of reading is outlined by The National Children's Book and Literacy Alliance (2018) which states, reading forms the foundation for children's early literacy

development, it allows children to expand vocabulary, imagination, thinking skills and also supports emotional wellbeing.

According to the Foundation Phase Framework, at reception children are expected to read words by using a range of phonic strategies (Department for Education, 2015). It can be suggested that the child is at this expected level as appendix 3a and 3b shows, he was able to independently use phonic strategies to decode the word 'everybody'. It can be implied that this method of data collection is deemed 'reliable' as it was carried out first-hand by myself and documented at the point of observation (Newby, 2017).

However, in prior observations it was noted the child did not pause at a full stop when reading and this would indicate he would benefit from support in this area as the Literacy and Numeracy Framework outlines, at age five children are able to show awareness of full stops in texts (Learning Wales, 2016). Although, it can be implied this is not credible information as there is no evidence of this documented. This is outlined by Corti et al., (2014) who states, during research the ideas formed need to be supported by evidence for it to be deemed 'reliable'.

With reference to appendix 3a, it was noted he did not engage in group conversation when discussing predictions to the story. Both LNF and Foundation Phase documentation explain, at reception children are expected to predict an end to texts (Department for Education, 2015 and Learning Wales, 2016), which would imply that he lacked this skill in the context of reading. However, information set out in appendix 4 explains, other than his close friend, the child struggles to converse with peers. Discussion with the teacher also highlighted this issue. The data would therefore suggest that it cannot be determined that he was unable to predict an end to the story and instead, it could be suggested that he lacked the confidence to express his views. In relation to this element of learning, it can be suggested that further observations into this aspect should be carried out as Corti et al., (2014) suggests, inconclusive results during research should be re-tested and repeated to gain a more reliable, justified result.

Speaking and Listening Skills

Observations and discussions with the teacher has shown the child rarely joins in on group conversations and consequently, he does not meet the expected level descriptor of the Foundation Phase framework which states, at reception level children should exchange information and ideas in group conversations with peers (Department for Education, 2015). Although, the worksheet in appendix 5 shows annotations that during one-to-one conversation with myself and small group conversation he was able to discuss likes and dislikes when completing the task. In relation to the Foundation Phase framework, discussing likes and dislikes is an expected outcome for a child at reception level – suggesting he is at the correct stage regarding this concept (Learning Wales, 2015).

Drawing together the gathered data suggests confidence is affecting the child's ability to converse with peers as it is understood he can meet speaking and listening skills at a one-to-one level/small group level when prompted, however is unable to do so with larger groups. Leahy (2012) suggests, children with low self-esteem find it daunting to converse with peers as they do not feel confident sharing ideas as they fear the response. This therefore highlights that the child is not having opportunity to scaffold their learning from peers and this would suggest this is an important area of development to support.

Writing Skills

According to the LNF, at reception children should show an awareness of full stops within their writing and should understand the difference between both upper-case and lower-case lettering (Learning Wales, 2016). As seen in both appendix 7a and 7b, this is something that is not present. It can be suggested that by giving the child more opportunity to read on an individual level, he will be more likely to discuss and notice such features of text and include them in his own writing.

As shown in appendix 7a and 7b his writing is often hard to understand. It can be suggested that this could be due to the child not always holding his pencil correctly, where he frequently has to be supported and reminded. Holding a writing instrument appropriately is an expectation for a child of his age, as stated by both the LNF and Foundation Phase framework (Learning Wales, 2016 and Department for Education,

2015). It can therefore be implied that if he was to receive support to hold his pencil appropriately, his writing would develop.

Although, as appendix 8 shows, he was able to understand and follow the format of a diary entry. It can therefore be understood he is working at the correct level in this aspect of learning as the LNF states, at reception children should understand different writing formats (Learning Wales, 2016).

Mathematical Development

The most recent topic taught in Maths was shape (2D and 3D). In this area the child showed to meet expectations for Year 1 in relation to shape as he was able to name the additional shapes (semi-circle, cone and sphere) which is not expected at reception level (Department for Education, 2015).

As shown in appendix 9 he was able to complete the colour patterns which consisted of up to three colour combinations. Having opportunity to relate this against the learning outcomes this implies he is at the correct stage (Learning Wales, 2016). According to the Foundation Phase Framework, at reception level children are expected to write and read numbers up to 10 (Department for Education, 2015). However, looking at the data collected in appendix 10 this shows he was able to both read and write numbers up to 20 – this therefore implies he is exceeding in this area. Instead of providing support here, it can be suggested that he could be 'pushed' further regarding his number skills to achieve an outcome 4, as opposed to higher outcome three where he is currently at (Department for Education, 2015).

I have also noted that he struggled while getting changed and also struggled while following commands to move in a given direction from the class practitioner. The ability to move in a given direction is outlined by the LNF as an expectation for a child of his age which would therefore imply this requires further support (Learning Wales, 2016). Upon discussion with the class teacher, this is also something she had noted herself and this therefore further justified by reasoning for putting support into place to help him in this area of learning.

Welsh Language Development

It was noted in appendix 11, during the Welsh session the child quickly became bored, started to lack concentration and become disruptive which initially implied that maybe the child does not understand what is being discussed. However, the data collected would seem to diminish this view.

As shown in appendix 5 he was able to write a picnic list in Welsh, not only writing his 'likes' but during conversation with myself he was also able to tell me his likes/dislikes orally, using Welsh and the correct sentence starter 'dw in hoffi…'. This therefore shows that he is able to orally explain what items of food he enjoys eating and therefore has a good understanding of this concept.

Following the Y Cyriculum Cymreig framework I have also been integrating a range of incidental welsh throughout my teaching and I have therefore had opportunity to observe the child's responses in Welsh. This has led me to understand that he is able to understand and follow basic instructions in Welsh 'e.g. eistedwch os gwelych yn da', which is also outlined within the Foundation Framework documentation (Department for Education, 2015).

As also outlined within the observation in appendix 11 he was able to respond to when I asked him the weather in welsh. He responded correctly and promptly – showing his confidence and understanding in this aspect. However, on the other hand he did seem to lack ability to pronounce the more difficult words.

Welsh is incorporated into the everyday routines of the class, where they answer the register in Welsh - something he is able to do, observation has shown. Also, when asking to go to the toilet the children are encouraged to ask in Welsh, something he does not initially do. Although, when prompted and reminded he is capable of using the Welsh language to ask, suggesting this could simply be due to forgetting or lack of confidence pronouncing the words.

Wellbeing

Although I have noted he does not converse regularly with peers, he is caring towards the others within his classroom environment by offering support and generally displaying a caring, kind attitude to others. This therefore implies he is able to understand the relationship between both his actions and the feelings of others and the impact this can have, noted within the Foundation Phase framework (Department for Education, 2015).

However, on the other hand the data collected from observations especially identifies that he lacks confidence and therefore when working with a group shows little or no input to conversation. The Foundation Phase framework suggests that children require opportunities to lead part of a team and engage in group work (Learning Wales, 2015). Therefore, as a result of his lack of confidence, such learning opportunities are minimised, affecting his development further.

This could be linked to the issue that he finds it difficult to explain concepts although he does understand them (as the class teacher has explained). It could therefore be suggested that he requires more support to express his emotions and to therefore become involved in more groupwork activities. As a 'next step' for this aspect, discussion with the teacher has led to the child attending 'growth mindset' sessions with a supporting professional in the school.

Discussion with the teacher has also allowed me to understand that recently his mother and father split up and therefore there has been a change of circumstance to his household environment. The teacher explained that she has noticed a significant difference in his presence since his parents have parted which would therefore explain the change in his behaviour. I personally believe supporting the child in this area, whilst discussing with parents would be a positive way forward.

<u>Knowledge and Understanding of the World</u>

As shown in appendix 12 the child chose an image to write about, focusing on the topic of 'weddings'. He was able to discuss (with myself) what weddings involve and as shown, the child was able to understand and write – in weddings people share rings. He was also able to explain that Prince Harry was getting married on the

upcoming weekend. This instantly implies that the child has background knowledge of weddings. Discussion allowed the child to understand the differences between weddings depending on religion. However, due to the extensive variation of weddings it could be suggested that the child (and the class also), would benefit from more learning surrounding the weddings of different cultures to broaden this knowledge base.

As shown in appendix 1, within the classroom there is a 'minibeast investigation area' which the child explained during the learning walk he disliked. This initially gave me the assumption that he would not hold a wide understanding of the range of insects also names of a variety of insects. However, observation diminished this view as the child was able to name a vast majority of minibeasts, in excess of 6. This suggests that the child is able to identify the variation of animals in the outdoor environment which is an expectation of the Knowledge and Understanding of the World section within the Foundation Phase framework (Department for Education, 2015).

Next Steps

This section of the essay will focus on the next steps that could be taken to promote progression. Throughout this section theory and research will be referred to in order to justify the pedagogical approaches and tailored support discussed.

It has been identified that lack of confidence is an issue that the child struggles with, which consequently affects vast elements of their learning. Due to this, promoting confidence is arguably one of the most important steps of action as according to Cross (2011), children who lack confidence lack the self-esteem to try out new opportunities, express thoughts, engage in conversations with peers and explore new learning opportunities, which each are key to promoting progression. Having now justified how the child's lack of confidence affects all aspects of their learning, it is essential to outline the possible ways to tackle the issue by discussing the support that could be put into place to help the child.

I believe that a positive way to promote confidence in the child would be to integrate more verbal praise and encouragement directed to him so that he is not worried about getting something wrong. When he gets involved he is then praised for his contribution

and therefore feels his input is valued. This is synthesised by theorist Skinner, as Skinner suggests, those who are rewarded for their actions (engagement and involvement), will repeat them, as behaviours which are rewarded are reinforced (BF Skinner Foundation, 2016). However, Perone (2003) outlines a limitation to this method and explains, when praising and encouraging children, no one child should be singled out as this would promote bias within the classroom and affect the wellbeing of the remaining pupils. Having considered both viewpoints I feel it would still be beneficial to incorporate this support strategy to develop the child's confidence, but I will tailor and refine my approach to ensure that I do not single the child out, and instead provide such encouragement and praise to all pupils involved in the learning process.

I am also aware that constantly correcting children's mistakes can diminish a child's confidence as Gipps et al., (2000) suggests, children should not be constantly told their work is wrong and that they require corrections, instead they should be praised for their efforts on what they have done, and should be subtly noted of their mistakes, in a friendly, approachable manor. For example: reminding the child about their lack of finger spaces and full stops. This is synthesised by Gander (2016) who explains, constantly putting a child's efforts down implicates their self-esteem. I feel that the next steps could involve the child commenting on their own work and having chance to look at and discuss where they think they could have gone wrong which would give the child opportunity to notice minor mistakes, before the practitioner having to note these – the child evaluating their own work.

I am therefore aware that although children need to understand where they went wrong, this can further impact their confidence and to promote the child's confidence I will ensure any corrections are highlighted in a friendly manor, away from other members of the group.

It was also noted the child's writing was not clearly formed and therefore it was not able to be read as it was not understandable. It was suggested that this could be due to the child not always holding the pencil correctly (as noted through observations). According to Goddard-Blythe (2016), for children to hold a pencil correctly they require a sufficiently developed pincer grip to allow them to support the pencil whilst writing.

This therefore explains that an appropriate next step for this aspect of learning would be to provide the child with opportunities to develop their fine motor skills, e.g. picking up small items. To do this I would possibly integrate an investigation tray into the minibeast area where children have to search for and pick up the objects with a children's tweezers. I believe it would be beneficial to integrate in this area as during the learning walk the child expressed his favourite area was the minibeast area and the child was also observed spending a significant amount of his time in that part of the classroom. I therefore feel this would be beneficial in supporting his writing skills as part of his literacy development. However, I understand such an integration would not be sufficient on its own and therefore I intend to discuss further learning opportunities to develop FMS with the class teacher and to do this I have arranged a meeting with the teacher to discuss a range of ideas that could be incorporated to both the indoor and outdoor learning environments.

It was discussed that the child had good understanding of the Welsh language and generally good Welsh oracy skills. However, it was noted that the child sometimes had difficulty pronouncing words and therefore on occasions, he did not use the Welsh sentence patterns and instead said asked for what he wanted in English – dropping the Welsh language completely (e.g. when asking to go to the toilet in English). I currently model the translation in Welsh and also, when the child pronounces a word/phrase wrong I do not draw attention to it and tell the child they are wrong, instead I repeat what was said with the correct pronunciation which the child then copies. This method would therefore coincide with the observation and imitation theory put forward by theorist Albert Bandura who suggested, children model behaviour they have observed by imitating the actions/responses of others (Nabavi, 2012).

Having previously outlined, the child lacks self-esteem which therefore impacts the child's relationships with peers in the class. Observations have noted, like that in appendix 4 that the child tends to only communicate with his best friend, where when in his presence he is able to communicate greatly, compared to what he is with other peers. According to Leahy (2012), children learn by conversing with peers where they are able to share experiences, understandings and skills through both play and work opportunities. This would therefore justify the child would benefit from social support to help move their learning forward. One of the next steps to promote social

relationships between peers in the classroom will involve sitting the child with more confident, outgoing learners who are likely to create conversation with the child, engaging them in social aspects. The significance of social support from peers is further synthesised supported by theorist Lev Vygotsky who suggests, children's learning is scaffolded by peers during interaction where children learn from others in a social context. I am aware that a limitation of the approach could be the child may feel 'forced' to sitting with a child and therefore I will ensure I ask the child first and involve them in the decision-making process, ensuring it is child-led. I have also decided to implement 'buddy systems' into the class for all learners so the child is supported but does not feel segregated and singled out from others in the classroom.

Discussion with both the child and teacher allowed myself to understand that the child's parents have recently split up and therefore it has been noted that recently the child's wellbeing seems to have altered – he seems more distant and eager to discuss when he's going to his dads. As previously explained, I have already put 'next steps' into place by discussing ideas with the class teacher and arranging a meeting with her in the upcoming week to look into ways I can alter my practice to provide further support. I am aware that I am not personally allowed to discuss any issues with the child's parents, I feel that a possible next option could be to arrange a meeting with the parents (with the teacher present) as it could also help any concerns they may face. This is beneficial as Smart Beginnings (2018) suggests, supporting the family environment, in turn helps support the child.

Although I have mentioned a variety of newly thought about ideas to develop the child's learning, I will also continue to implement areas of practice that I currently display in my teaching. I will continue to question the child if I feel they seem withdrawn, I will continue to discuss any areas of concern with the class teacher and I will also continue to display a friendly, approachable attitude so the child feels comfortable approaching myself and comfortable explaining any concerns they may face.

Having now analysed areas of the child's development it has been acknowledged that although a child may require support in one area of learning, they have the ability to exceed in another. It can be understood that without integration of such research

approaches like that of the Mosaic approach, such research would not be undertaken so extensively and consequently, the child's learning cannot be tailored to meet their needs and allow them to progress to the best of their ability. It has also been outlined when analysing children's abilities, it is vital to not overlook any possible factors as to 'why' such areas may require support and to not 'judge' a child – instead it is necessary to analyse their learning to determine what best approach is suitable to the child's current needs. Finally, without the knowledge of a range of pedagogical approaches like that discussed throughout the essay, as a trainee teacher, I myself would not be able to support and tailor learning to allow every child to progress.

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Appendices

Appendix 1.



Maths area.



Investigation area



Literacy area



Small world area

Role play area



(Source: Authors Own, 2018).

Appendix 2.

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

Canolfan Addysg 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 whereever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identify of the learner or the school within their assignment. Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): SOPHIE MARGETSON.

SCHOOL NAME (PLEASE PRINT): [redacted] PRIMARY SCHOOL.

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): MRS. [redacted] DAVIES.

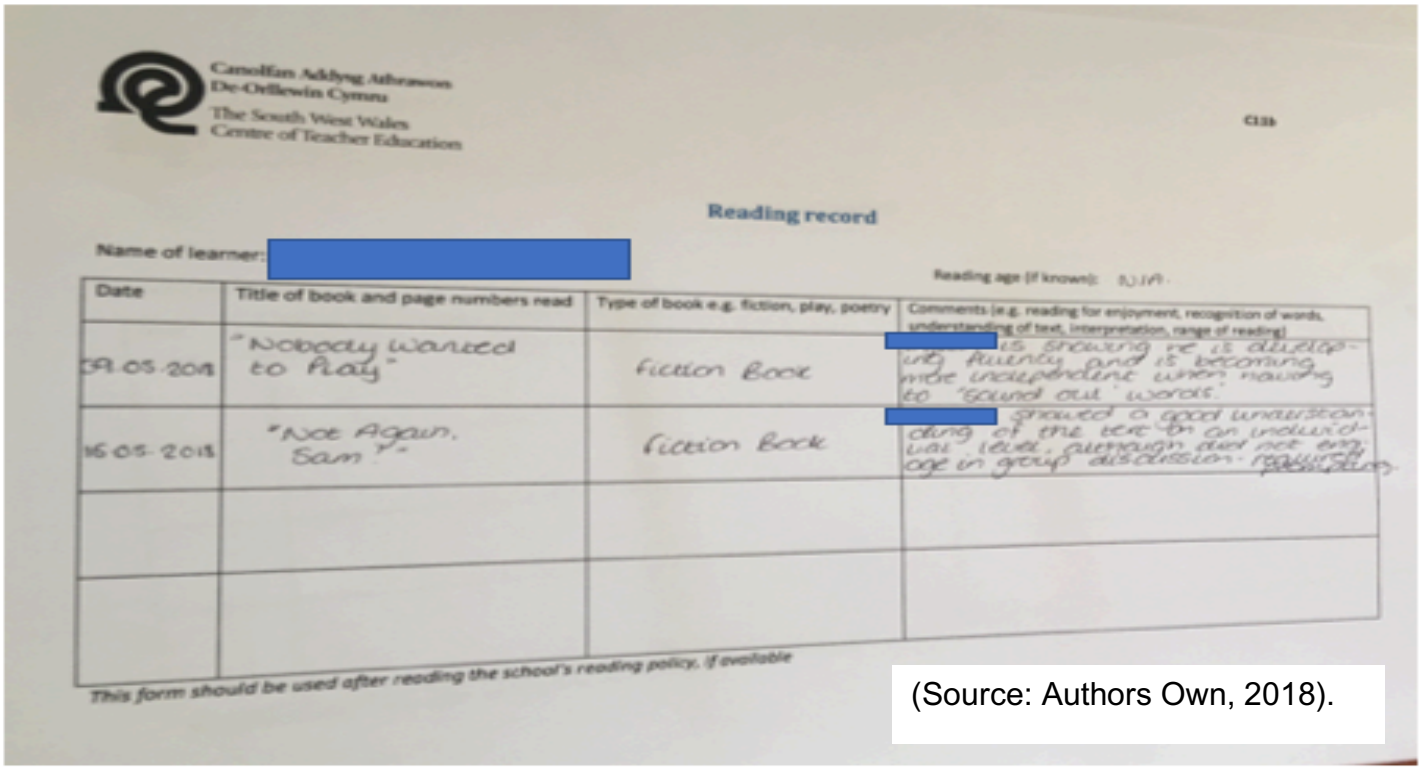
SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): [redacted]

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

Appendix 3a



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

C13b

Reading record

Name of learner: [redacted]

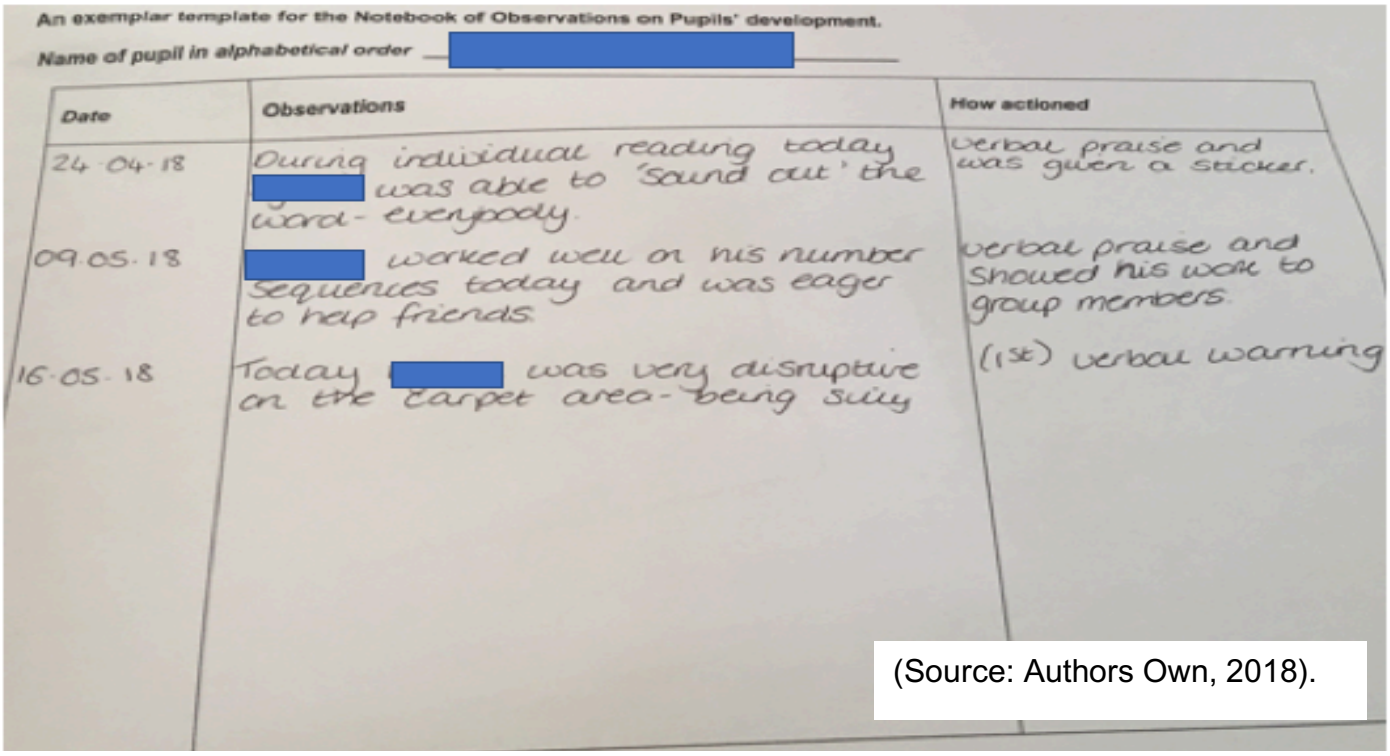
Reading age (if known): N/A

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)
09.05.2018	"Nobody wanted to Play"	Fiction Book	[redacted] is showing he is developing fluently and is becoming more independent when having to 'sound out' words.
16.05.2018	"Not Again, Sam"	Fiction Book	[redacted] showed a good understanding of the text on an individual level, although did not engage in group discussion. requires [illegible]

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

(Source: Authors Own, 2018).

Appendix 3b



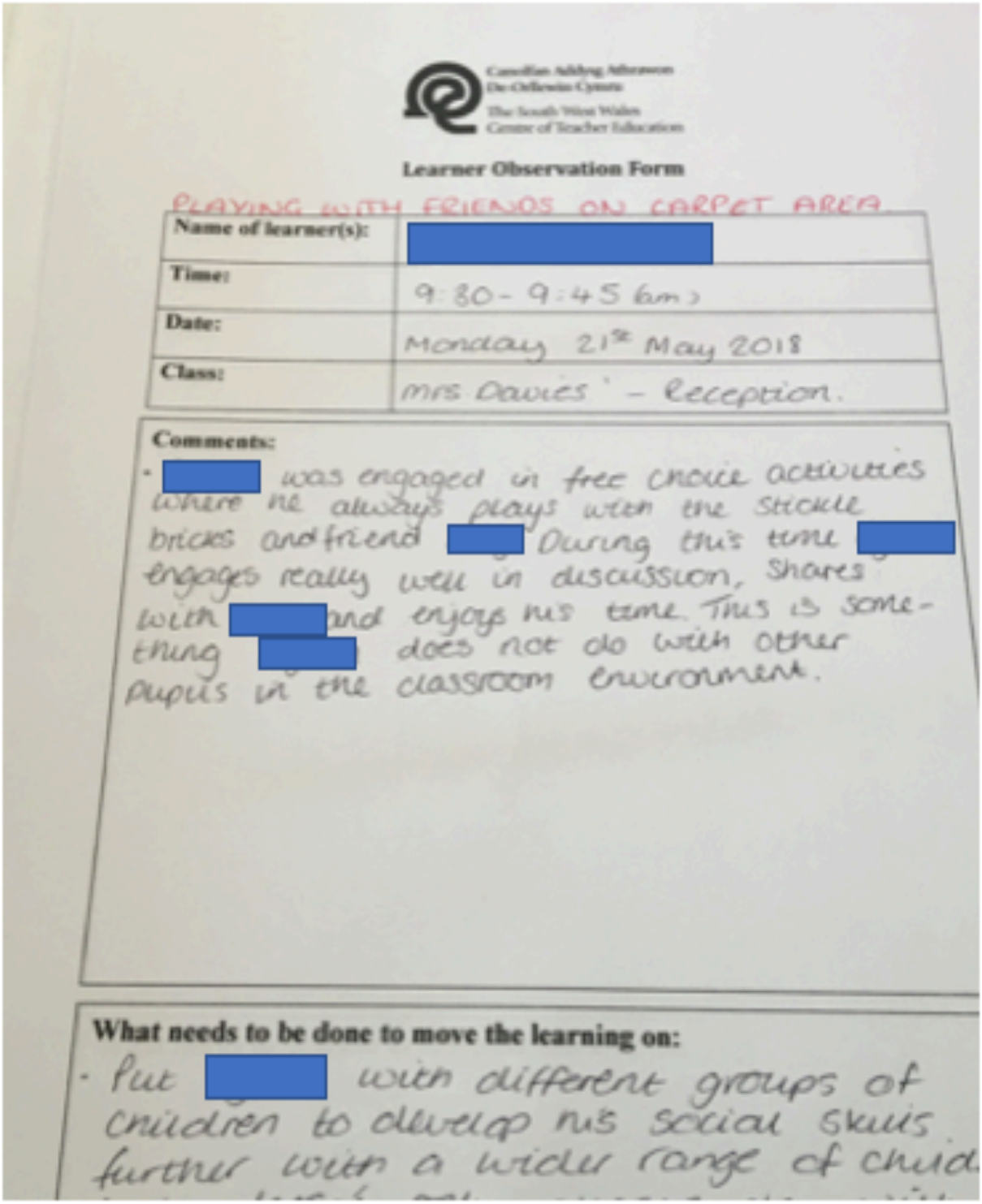
An exemplar template for the Notebook of Observations on Pupils' development.

Name of pupil in alphabetical order [redacted]

Date	Observations	How actioned
24.04.18	During individual reading today [redacted] was able to 'sound out' the word- everybody.	verbal praise and was given a sticker.
09.05.18	[redacted] worked well on his number sequences today and was eager to help friends.	verbal praise and showed his work to group members.
16.05.18	Today [redacted] was very disruptive on the carpet area- being silly	(1st) verbal warning

(Source: Authors Own, 2018).

Appendix 4



Learner Observation Form

PLAYING WITH FRIENDS ON CARPET AREA

Name of learner(s):	[redacted]
Time:	9:30 - 9:45 (6m)
Date:	Monday 21st May 2018
Class:	Mrs Davies' - Reception.

Comments:

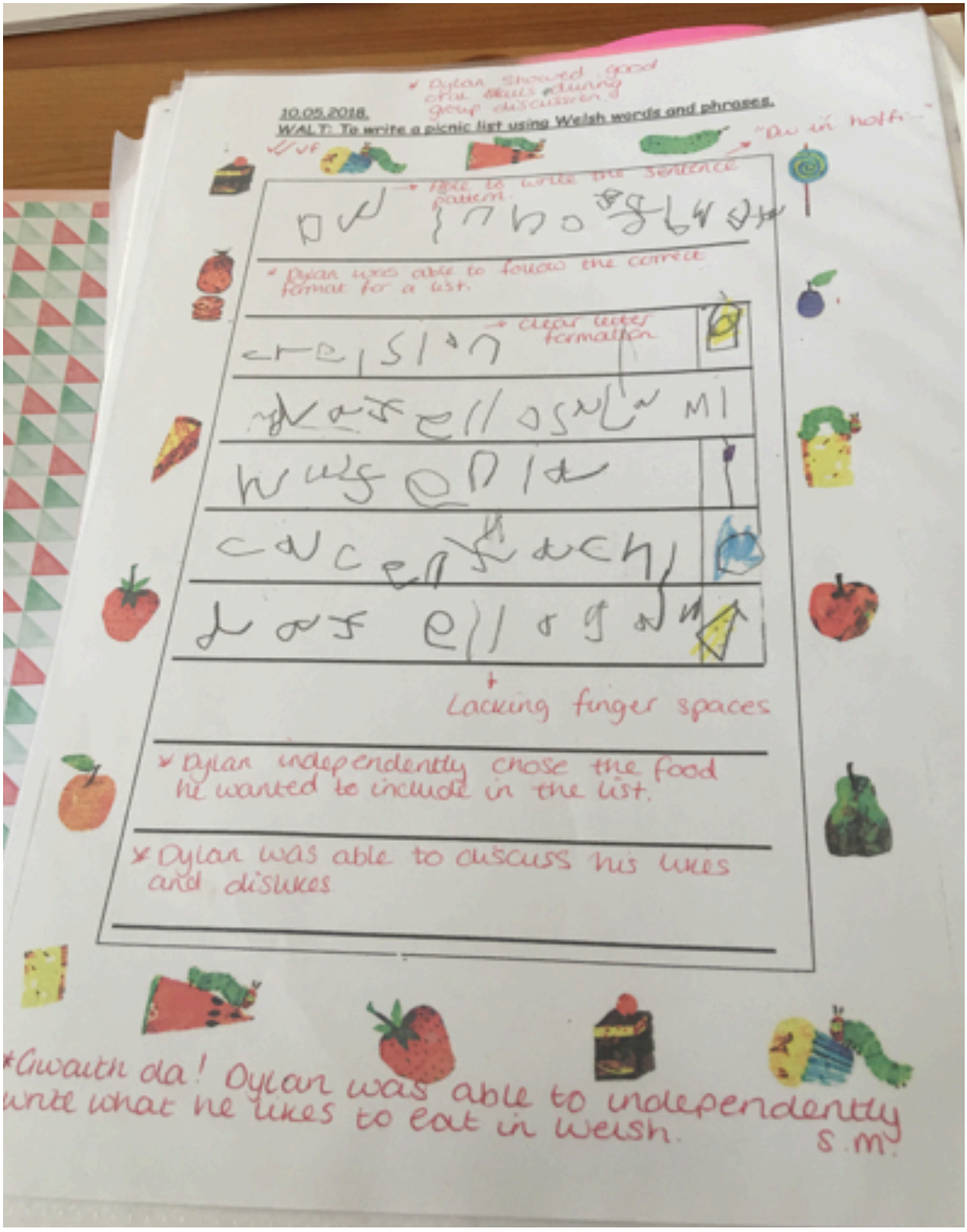
- [redacted] was engaged in free choice activities where he always plays with the Stickle bricks and friend [redacted]. During this time [redacted] engages really well in discussion, shares with [redacted] and enjoys his time. This is something [redacted] does not do with other pupils in the classroom environment.

What needs to be done to move the learning on:

- Put [redacted] with different groups of children to develop his social skills further with a wider range of child

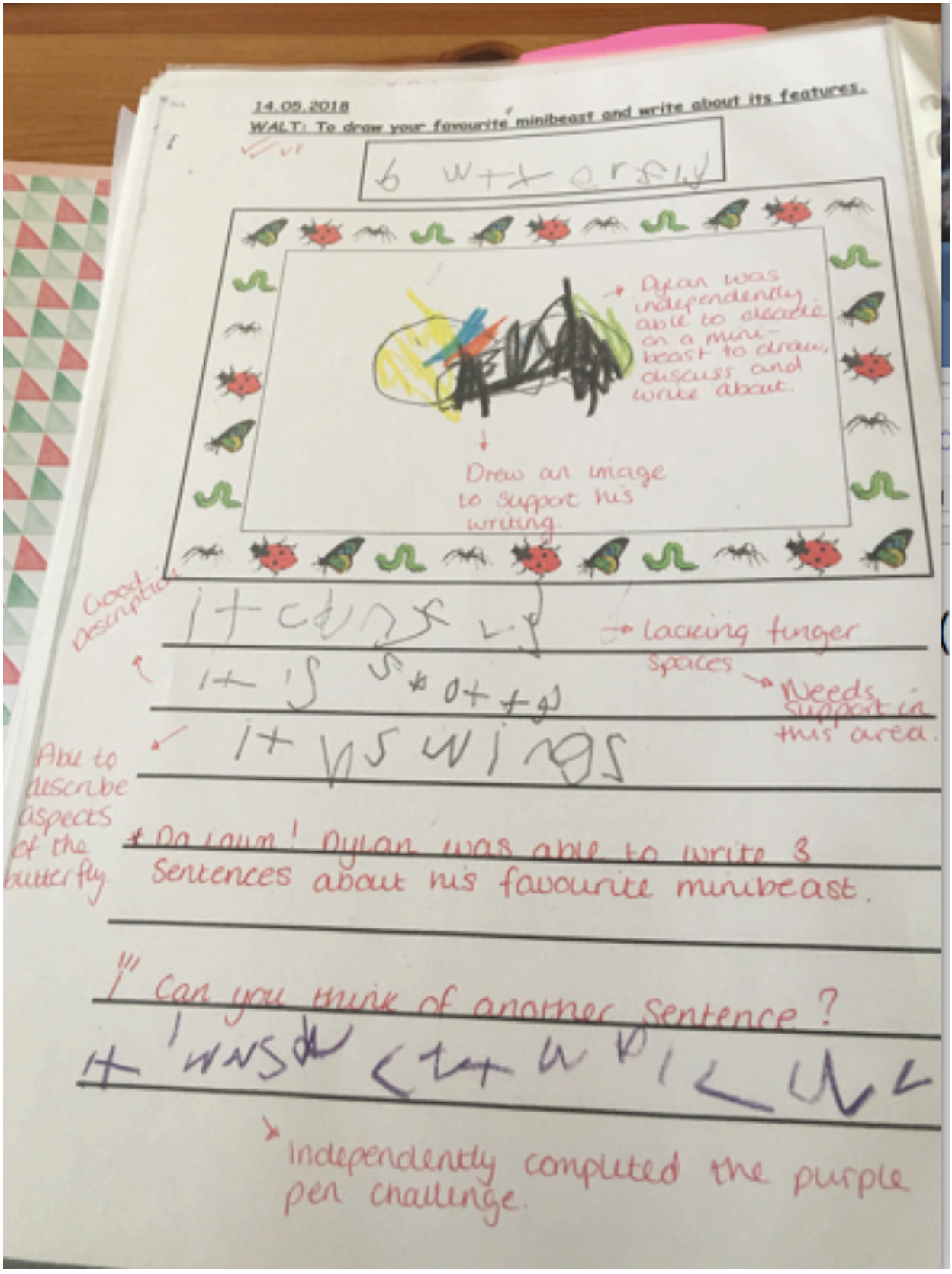
(Source: Authors Own, 2018).

Appendix 5



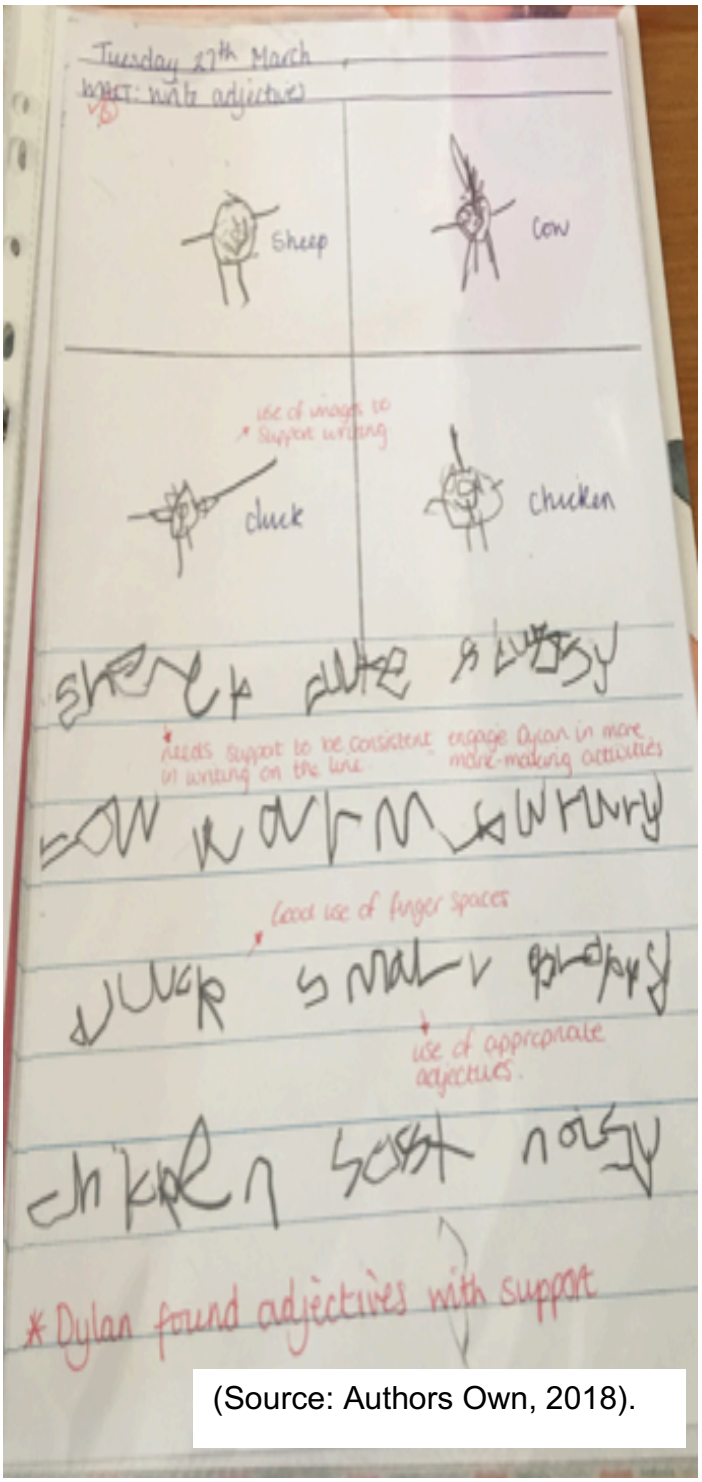
(Source: Authors Own, 2018).

Appendix 6



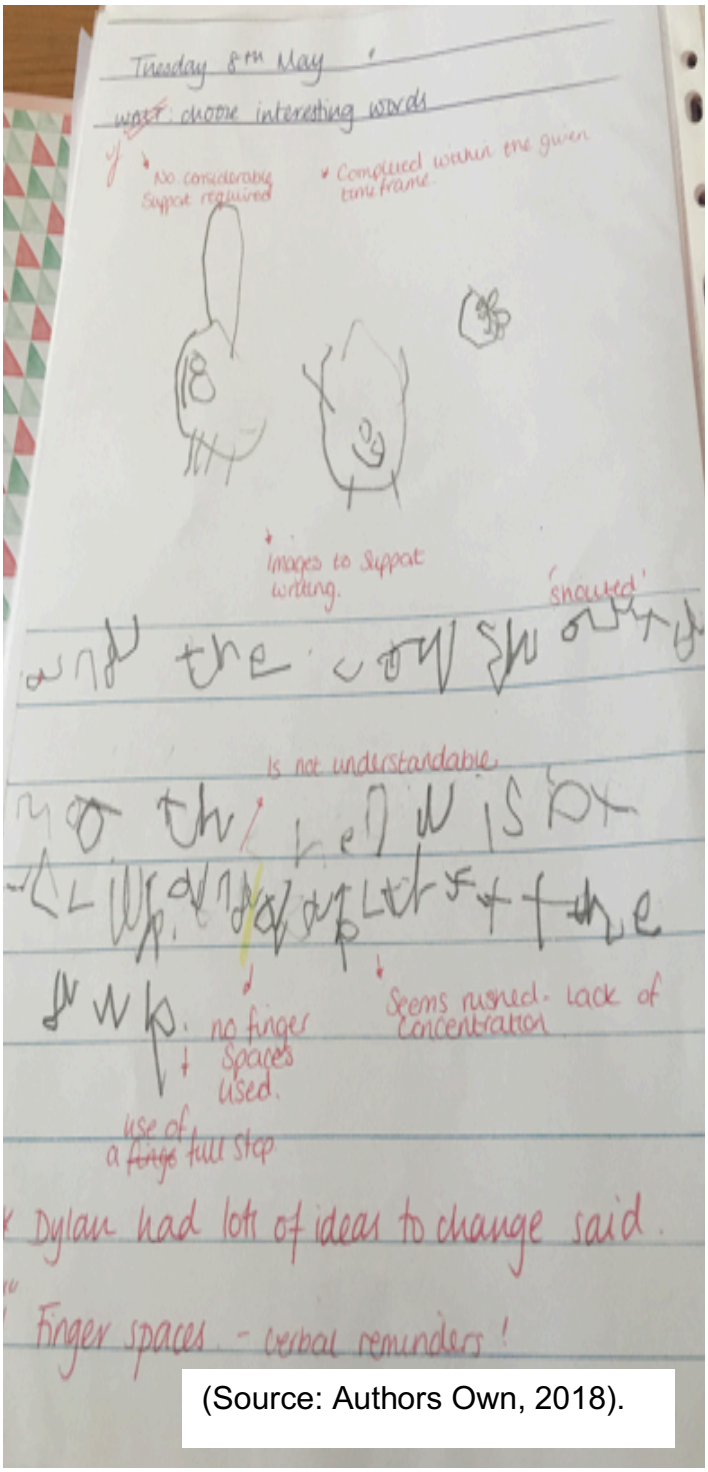
(Source: Authors Own, 2018).

Appendix 7a



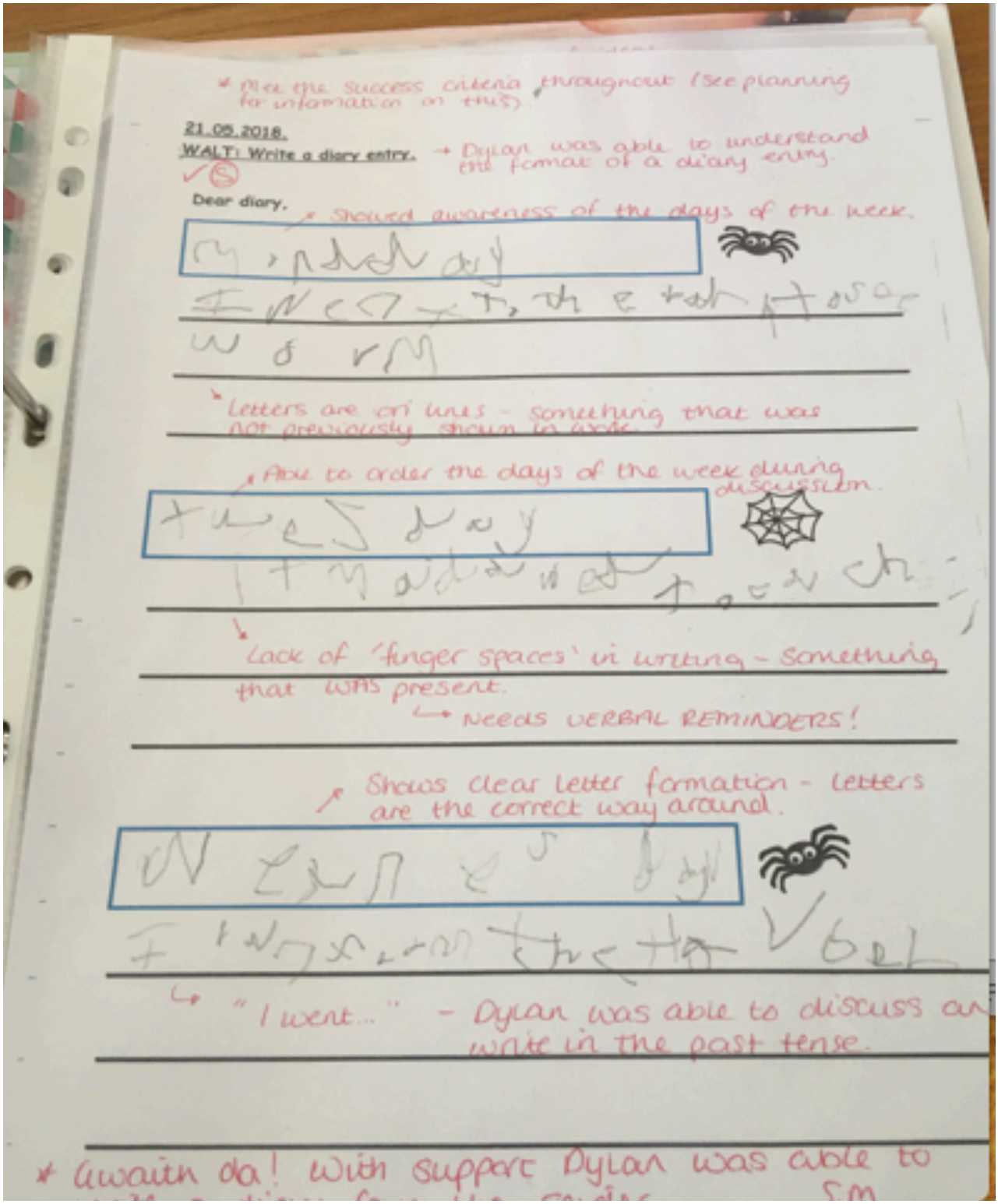
(Source: Authors Own, 2018).

Appendix 7b



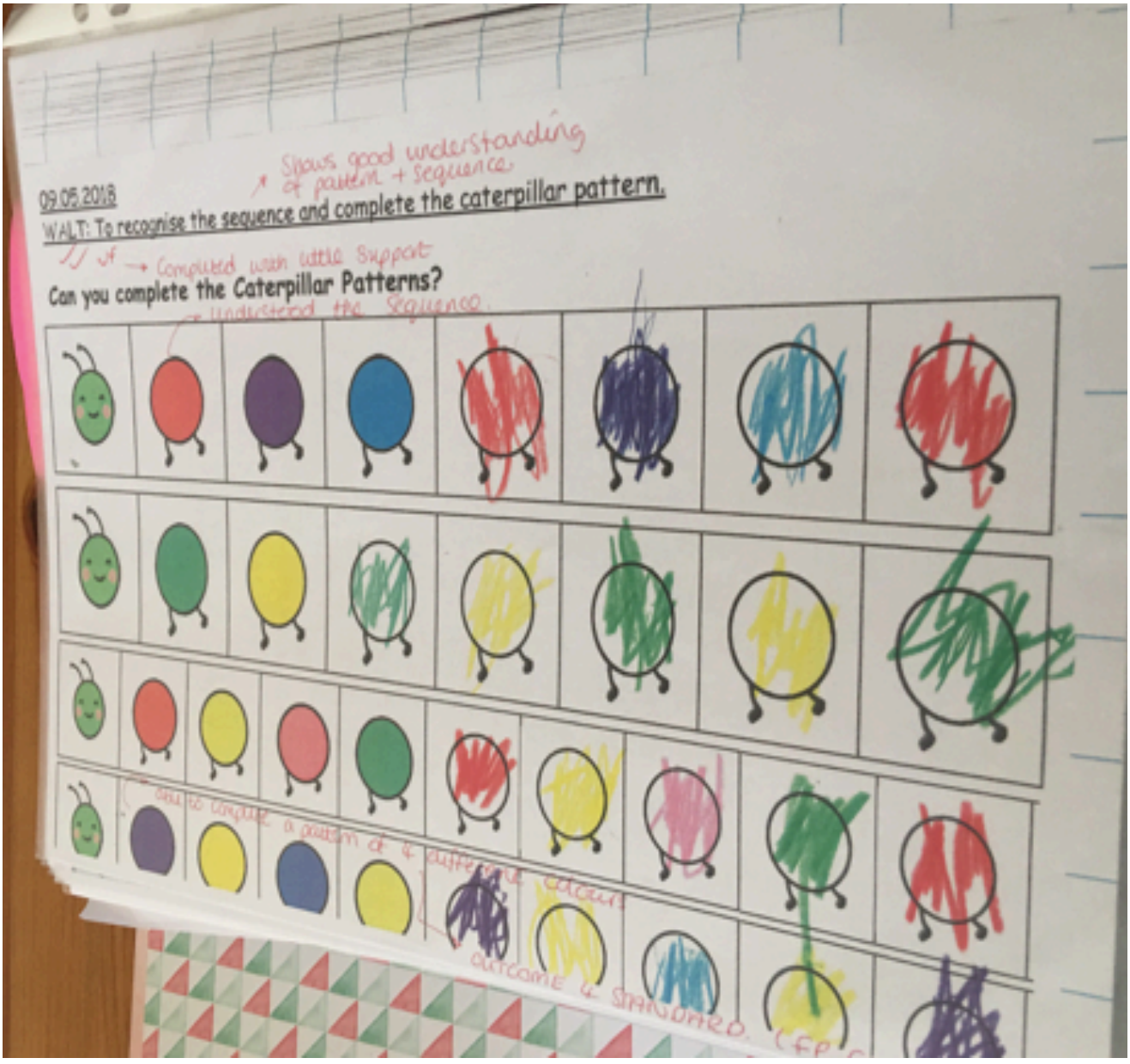
(Source: Authors Own, 2018).

Appendix 8



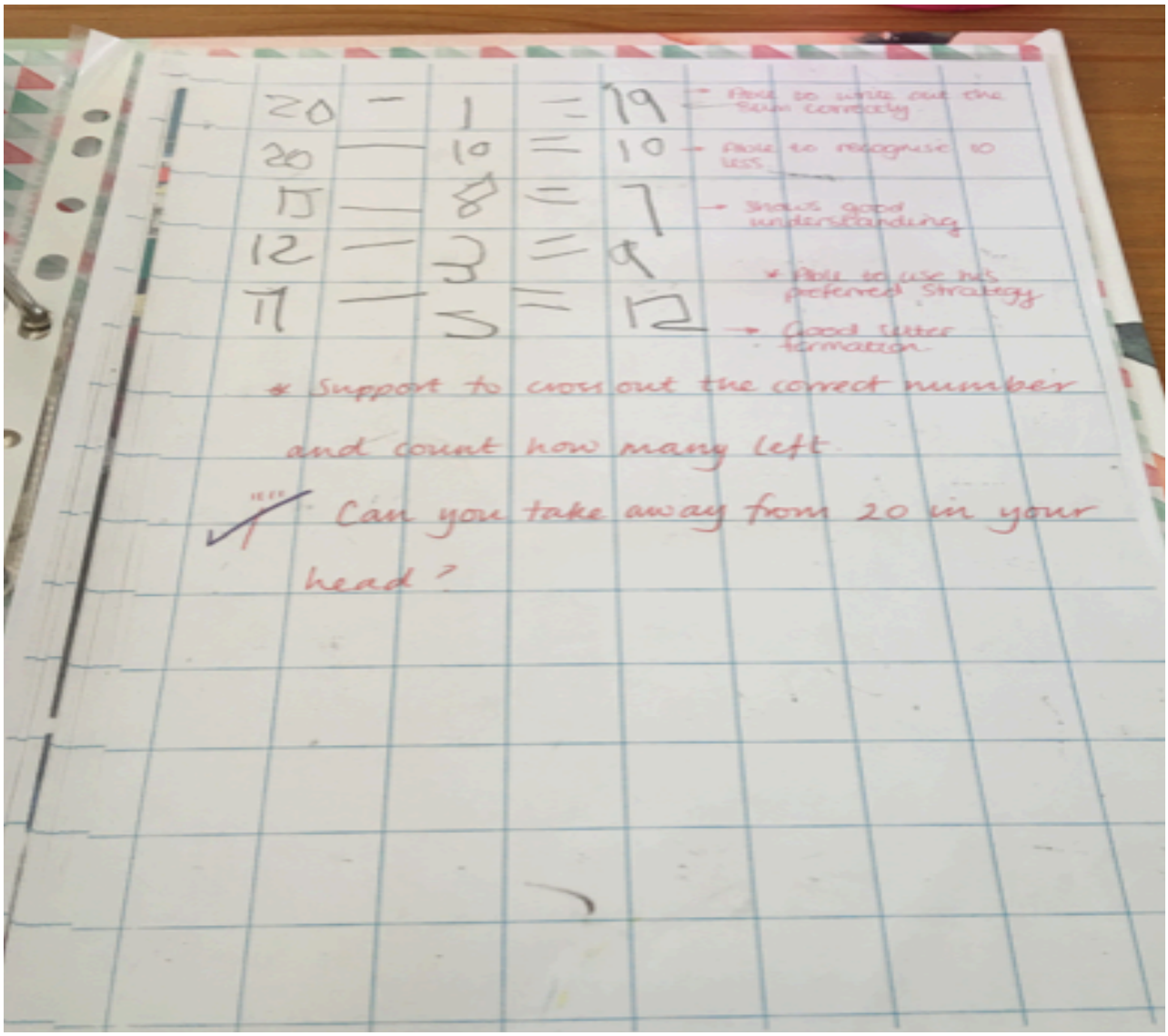
(Source: Authors Own, 2018).

Appendix 9



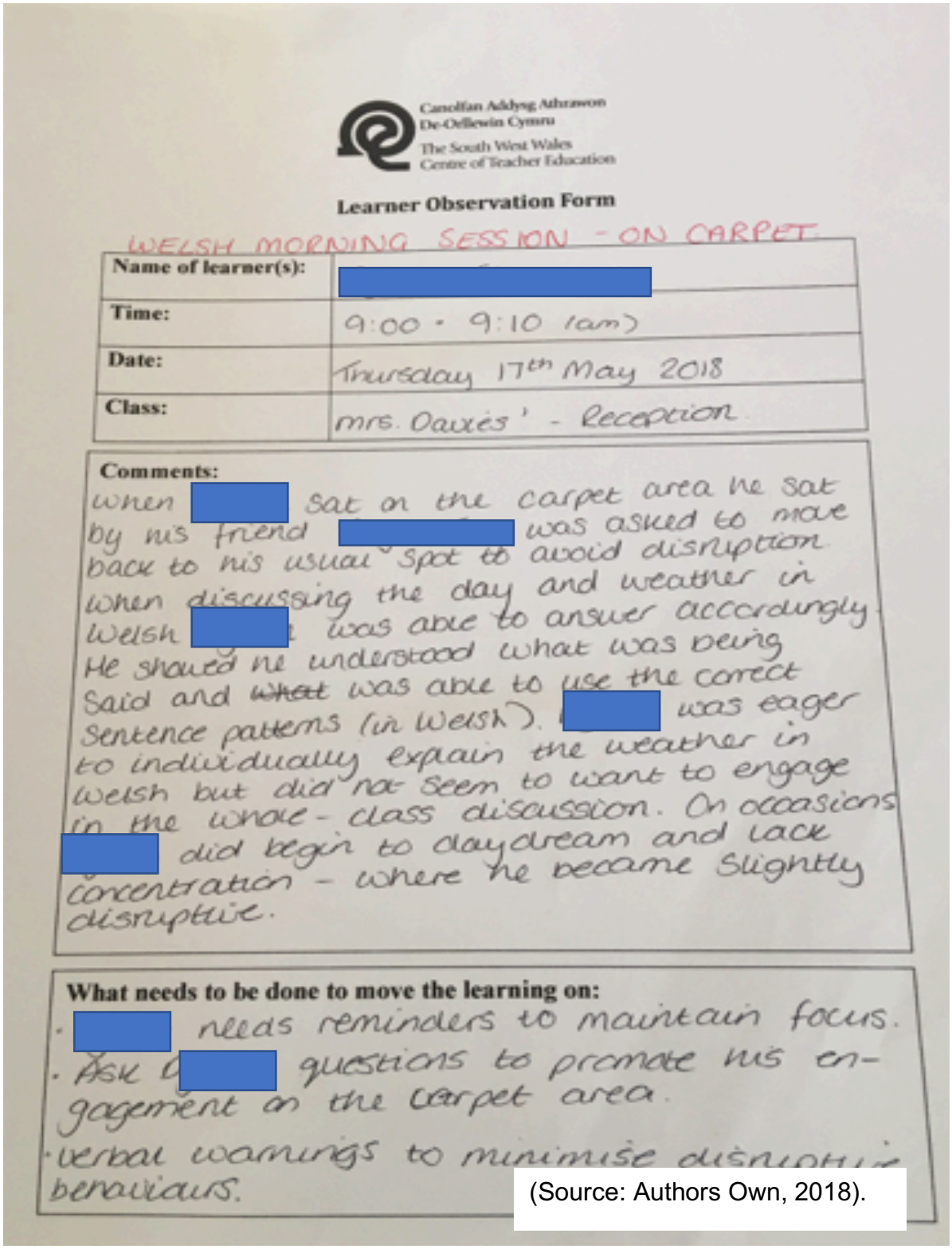
(Source: Authors Own, 2018).

Appendix 10



(Source: Authors Own, 2018).

Appendix 11



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

Learner Observation Form

WELSH MORNING SESSION - ON CARPET

Name of learner(s):	[redacted]
Time:	9:00 - 9:10 (am)
Date:	Thursday 17th May 2018
Class:	mrs. Davies' - Reception

Comments:

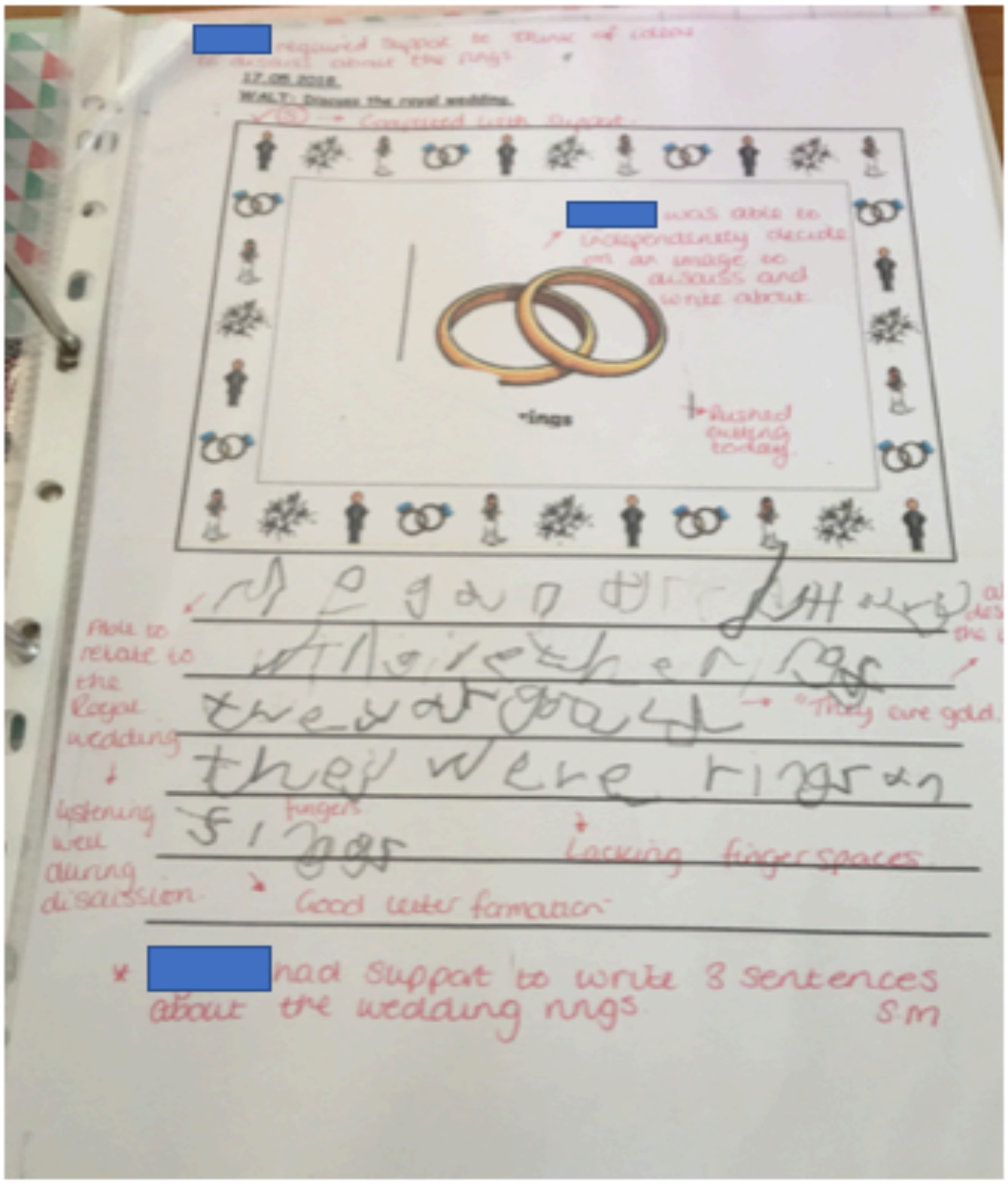
When [redacted] sat on the carpet area he sat by his friend [redacted] was asked to move back to his usual spot to avoid disruption when discussing the day and weather in Welsh [redacted] was able to answer accordingly. He showed he understood what was being said and ~~what~~ was able to use the correct sentence patterns (in Welsh). [redacted] was eager to individually explain the weather in Welsh but did not seem to want to engage in the whole-class discussion. On occasions [redacted] did begin to daydream and lack concentration - where he became slightly disruptive.

What needs to be done to move the learning on:

- [redacted] needs reminders to maintain focus.
- Ask [redacted] questions to promote his engagement on the carpet area.
- Verbal warnings to minimise disruptive behaviours.

(Source: Authors Own, 2018).

Appendix 12.



(Source: Authors Own, 2018).