

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:	Mark Craig Alexander Lowrie-Jones	Student ID number:	1700640
Programme:	Primary PGCE		
Module:	School Development and Pupil Progress		
Module code:	M7X02151	Contribution to Overall Module Assessment (%):	70%
Lecturer:		Internal Verifier:	Mathew Jones
Assignment Title:	Supporting pupil progress: a detailed analysis of one child's holistic development, with justification for the next steps in learning.	Word count (or equivalent):	4, 500
Submission deadline:	30/5/19	Return date of provisional marks & written feedback:	4/7/19
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of D. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
critically reflect upon teachers' professional responsibilities in working closely with parents governors, local authorities and agencies which support schools and the wider community
synthesise and analyse performance data accurately to inform decision-making, illustrating a comprehensive understanding of national requirements relating to progress within the statutory and non-statutory curricula
identify, apply and evaluate appropriate formative and summative assessment strategies, and critically reflect on the effectiveness of selected strategies in their own classroom practice
reflect critically upon their own learning, drawing upon relevant theories and personal experience

Word Count: 4,774

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

Introduction

The focus of this assignment is to provide an analysis of a child's holistic development with justification for the next steps in learning. Various data collection methods and tools were used to help support their holistic development. The exploration into the pupil resulted in acquiring various pieces of data such as class work, test scores and homework to gain a clear judgement of the pupil's academic ability. Although there is a significant focus on the pupil's academic ability, the holistic development of the pupil is evaluated throughout this assignment. To provide evidence and to support this holistic progress, additional data needed obtaining; the data collected explored a range of outlets analysing such things as behaviour, friendship groups and the pupil's personality in general.

The pupil attended a school located in a village on the outskirts of Bridgend. There were approximately 300 pupils on roll aged 3-11, with the budget for each pupil at £3,432, around the authority average. (My Local School) The school average of free school meal (FSM) pupils, as of 2018 is 28.2%, which is well above the national average of 18.4%. The school was just above average in terms of ALN pupils, with 24% of the pupils having an ALN need. Very few pupils came from

ethnic minority backgrounds or were in care, with very few pupils having English as an additional language (EAL). (Estyn, 2018)

Pupil 1, the focused child in this assignment, was a six-year-old female in a mixed year one and two class. Pupil 1 was not diagnosed with any additional learning needs (ALN), although the teacher had identified her as having some anxious and obsessional traits. She lived at home with her mother, with her father living abroad. She was of mixed nationality with the mother being Welsh and the father Turkish. Pupil 1 was a high attender, with data obtained from the School Information Management System (SIMS) stating that the pupil had 100% attendance since the commencement of the PTE 2 placement. Pupil 1 was not eligible for free school meals (FSM) and did not attend the breakfast club in the morning.

The pupil's class split into four ability groups for Maths and English based around their abilities in numeracy, literacy, reading and test scores. Pupil 1 was in the top ability group. After lunchtime, the pupils mixed into mixed ability groups in the afternoon where they worked on other areas of the curriculum.

Data Collection

This section of the assignment will look into the data collection method chosen to achieve the best results for the pupil's holistic development in learning. The method chosen was the Mosaic Approach, which is a framework created to develop an understanding of young children. The approach arose after the United Nations Convention on the Rights of the Child (1990), as there developed a growing trend amongst educators of 'listening' to children. The Mosaic Approach's role in this assignment is to help the researcher gain a holistic understanding of the pupil through a variety of tools used to acquire data. The approach, influenced by the constructivist and social constructivist model of learning, sees children play an 'active role' in their search for meaning. (Vygotsky 2016, Bruner 1985; Carr 2000)

For the approach to be of maximum benefit, it was vital that as Clark (2007) stated, the approach focused around the premises that young children were 'experts in their own lives'. The approach places the learner's experience at the forefront with the premise that the pupil is a skilful communicator, active practitioner and meaning maker. (Langsted, 1994)

The Mosaic Approach uses traditional adult-directed research tools; however, there is a significant focus on the children and in giving the children the tools to express their selves and to evaluate their relationship with the learning environment. The Mosaic Approach should allow the pupil higher expression and freedom due to the full range of tools available. This broader use of tools is at the heart of the approach, with 'Mosaic' even referring to drawing pieces of different sources to create a

complete picture of children's perspectives. (Clark, 2007) The primary strength of the Mosaic Approach is that it can intertwine all the various data collection methods to provide an accurate picture of the pupil.

Although the Mosaic Approach is a child-centred approach, it is vital that the children and adults discuss and interpret the meaning of the gathered information. A critical question that adults and children discuss is "what is going to change or remain as a part of this process?" (Clark, 2007) As the pupil and adult discuss such questions it should help develop the learning holistically.

For all its positives, the Mosaic Approach does have its complications, as the approach is not the simplest way to research. Having multiple roles, along with multiple data collection tools, add to the complexity of the task. (Greenfield, 2011) Also, with the stresses and pressures already on teachers, the approach can take up a vast amount of time, which is something Baird (2013) highlighted in his research. These factors must be taken into consideration when thinking about using the Mosaic Approach as a tool for research.

Another critical data collection method used within the process was participant observation as, through this approach, the researcher should be able to develop a greater understanding of the pupil due to their active involvement. The crucial element of an active observer in the classroom is that the observer can view the pupils in a natural manner, (Welsh Government, 2008), which subsequently reduces the risk of the Hawthorne Effect. According to research, the Hawthorne Effect is where there is a change in behaviour or performance because the participants were aware that they were observed. (Oswald, Sherratt, Smith, 2014)

A significant strength of observation is documented in work by Alderson (2005) that it is a documentation of things that happen in real life with no adaptations to them. Another strength of observation is that it allows gathering 'live' data from naturally occurring social situations. (Cohen, Manion and Morrison, 2007) Notes were also taken at specific points to feedback on, this use of more than one method to observe is called the use of triangulation, which can enhance confidence in findings. (Oswald, Sherratt, Smith, 2014).

Interviews were also used for data collection with a semi-structured interview chosen as the method to interview the pupil, teacher and LSO. The semi-structured interview allowed a 'general structure' (Drever, 2006) to base the interview around. Another significant benefit of using the semi-structured interview was the flexibility it gave the researcher and pupil. Also, within small scale studies, such as the study undertaken, it is seen as the most effective form of interviewing. (Drever, 2006).

The interviews were an essential part of the approach as through the interview, it became possible to understand Pupil 1's thought processes, providing a better understanding of their current position concerning their learning. (Julien et al., 2017) The interviews gave a subjective viewpoint from the pupil, teacher and LSO.

Finally, to comply with the Mosaic Approach, book work and test scores were analysed to justify the findings from the observations and interviews. Research shows that book reviews and test scores are reliable sources of information on a pupil as they are accurate statistics that can be used to compare with previous years. By analysing the books, it further strengthens the collection of data.

Anonymity and ethical considerations

Anonymity is of vital importance when working with young children, so all of the places and pupils' names are anonymised for the assignment. Both the university and school state the importance of anonymity and within this assignment the British Education Research Association (BERA, 2018) guidelines, and the University of Wales Trinity Saint David Research Ethics and Integrity Code of Practice alongside the Data Protection Act (1998) have been referred and cross-referenced too. To abide by ethical guidelines, consent forms were given out to all pupils at the beginning of the placement. (Appendix 8)

Due to the age of the pupil, it was important that the pupil felt comfortable so she would give reliable information. There was an explanation at the beginning of the research where it stated that she could leave the process whenever she needed to and that the research was aimed to improve her learning. The pupil felt empowered by the fact that she was chosen for the research and was eager to answer any questions.

Analysis of the learner

This part of the assignment will take in the data gathered on the pupil and aim to develop and summarise a coherent picture of the child's learning. The data has been analysed to create a clear understanding of where the child is working currently and see how to further her holistic progression. The data has then been critically reflected on with evidence supported by social theorists, psychologists and educators.

ASK Model

A tool which was used to support the analysis of the pupil was the ASK model. The model acted as a tool to assess the success of the child concerning their learning. ASK stands for attitudes, skills, and knowledge (Gray & Macblain, 2012), which are components associated with quality learning and

teaching. The model aims to add more depth to the pupils learning by developing healthy attitudes towards learning. The emphasis on the learner has strong ties to the new curriculum in Wales, as these learners can become 'independent' learners', which is one of Donaldson's key aims through the four purposes. (Successful Futures,2015) The ASK model will be referred back to throughout the remainder of the assignment.

Learning Walk

A tool which is a fundamental element of the Mosaic Approach is the learning walk. Pupil 1 took this learning walk early in the placement. The walk involved Pupil 1 taking the researcher for a tour of the facility while describing her favourite places within the school. In research on the Mosaic Approach specific tools were seen as especially useful such as the use of photograph's also coined 'Photo Novella' (Greenfield, 2007) Following from Greenfield's research (2007), the decision was made to use the 'Photo Novella' approach and let the pupil take photographs of her favourite locations within the school. She was extremely excited to be able to use the iPad and skipped around the school while taking the pictures. The learning walk helped to develop a clear understanding of the pupil, as areas in which the pupil felt comfortable and happy were found. Areas such as the spots where she lines up for school were mentioned as important to her, as she stated she lines up on the 4th spot without fail. (Appendix 1) She also liked the coloured pencil wall and the field where she can run around. (Appendix 2) Within the classroom, she enjoyed the creative area, numeracy area and the carpet. (Appendix 3)

This learning walk was a reliable source for evidence as the pupil was able to provide data without pressure. The response to the questions asked were truthful and insightful although, it would have been a good idea to have voice recorded the walk, as crucial information could have been missed by recalling back to it from memory.

Following on from the learning walk, interviews and discussions were undertaken. The mutual understanding between the collaborators from the interviews and discussions were that Pupil 1 was a competent pupil who could develop into a MAT pupil with the correct attitude. After discussion and an analyse of her book, test score and assessments, a conclusion was agreed upon that Pupil 1 is currently obtaining an outcome 5 in English, Maths, Welsh and Knowledge and Understanding. While she is operating at an outcome 4 in Personal and Social Development, these are the areas of learning that are focused upon in this analysis.

Examples of her work across the areas are found in the Appendix. Within a problem-solving lesson, she was able to complete the most difficult differentiated problems. It was impressive as she was able to use the correct sums to solve the problem. (Appendix 4) The school used a Reading,

Understanding, Sum and Solve (RUSS) method to solve problems. She showed high logical-mathematical intelligence to be able to deduce and reason to come to the correct answer. Pupil 1 could highlight and extract the critical information that made her excel in this lesson. She was able to use her excellent listening skills and her enthusiastic attitude towards the problem to solve it. If the pupil did not understand, however, she would get stressed and come running to the teacher even if the teacher was working with another pupil. She would not calm down until someone had helped her. Her attitude towards failure or 'cognitive conflict' (Piaget,1947) is something that had been noted in the observation and interview. Her attitude towards the work was positive, but through observation, it showed the pupil had difficulties with failure and misunderstanding.

Within other areas of the curriculum, such as knowledge and understanding of the world, Pupil 1 also showed high levels of skill and knowledge. In a science experiment, she showed excellent prediction skills to work out which boat would be the best at floating. (Appendix 5) Again in this area, her attitude towards the lesson was exceptional; she was extremely motivated to create a boat that floated and in selecting the right materials. She asked and answered questions, made observations, collected information and found answers using learning materials/sources. (Foundation Phase Framework, 2015) Her skills were observable in the choice of material she chose. She chose plastic for the boat; this was a great choice as it was then observable to pupil one that the material was waterproof and floated. The skills she showed were at the level of an Outcome 5 at the Foundation Phase, which corresponds with the teachers levelling.

Pupil 1's oracy, reading and writing were at a Foundation Phase Outcome 5. Having read and taken literacy activities with her, it was clear that she has strong language, literacy and communication skills. The pupils in the class were grouped into six separate reading groups identified by their reading abilities and work through guided reading. The ablest readers in the class are working on Stage 8/9 of the Oxford Reading Tree while the weakest are working on their Songbird phonic books. These choices of books were essential for guided reading as the appropriate books should be supported with some challenges for the pupils. (Hill, 1999) Within an interview conducted with Pupil 1 for (Appendix 9), it stated that she "loves to read and has read all her Roald Dahl books in her house." Although she has high skill levels in regards to reading, writing and oracy, she does struggle with comprehension. Pupil 1 could read the text and recall facts from the story; however, she could not conceptualise or emphasise with the character or story. In regards to the ASK model, she has a positive attitude towards the work and shows strong skills, but her knowledge or ability to understand the concept of the book was minimal.

Following on from numeracy and literacy, within Personal and Social Development (PSD) Pupil 1 is currently obtaining a Foundation Phase Outcome 4. It is an area which through observation by the

teacher and LSO needs work on for her to become a confident and successful learner which links into the ambitious, capable learners and healthy confident individuals that Donaldson aims to develop in the new curriculum. (Successful Futures, 2015) She hit most of the outcomes here, such as supporting and comforting other children when they are sad or upset a recognises and cares for the environment. (Foundation Phase Framework, 2015) However, it is in showing self-control and being able to concentrate on a task where Pupil 1 struggles. The smallest of situations can disrupt her, and this causes much stress for herself and the teacher. While Pupil 1 has strong links for multiple intelligences when it comes to 'intrapersonal' and interpersonal' intelligence, she lacks many of the components that the more able pupils show. (Koshy, 2016)

She is a kind and caring pupil but is often detached from the environment and in her' own world'. Even though she is a sociable child, she retreats into her world at playtime, although this is not necessarily a negative thing. She enjoys playing in isolation and wanders around the yard, singing and enjoying the environment. However, it could be a cause for concern if this isolationism were to continue into the classroom. Most social constructivists see the importance of play within learning with Vygotsky recognising play as an essential agent in the maturation process of the child and that in play, they exercise their most considerable self-control. (Moyle, 1995) Even the godfather of psychotherapy saw the importance of play with Sigmund Freud stating play can be a way of expression and a way to express negative emotions or reconcile anxieties. (Hyder, 2007) By playing in isolation, she may be missing out on vital social and emotional development.

In a well-being session, the area of learning focused upon was on Social and Emotional Aspects of Learning (SEAL) to talk about friendship pupil 1 worked very well within her group. It was an outdoor session and used the willow hut to take the lesson to talk about friendship. Pupil 1 was able to define and understand what makes a good friend and was able to pick up the social cues which were part of the success criteria such as facial expression and eye contact. In the end, there was a mixture of a good friend and bad friend cards and Pupil 1 could define a good friend and the actions that they would use.

Next steps

After compiling the data and analysis, it was time to use the data and analyse how to move the pupil forward.

To propel the pupil's learning forward after analysing the data gathered, it would be beneficial for the pupil to take stronger control of her learning. Although she is only six years old, she is a capable learner and very absorbent towards new information. Presently, the pupil has a positive attitude towards learning but has a very negative attitude towards failure and misunderstanding; this manifest

itself in several ways. Some are negative as she often has intense emotional reactions due to her perfectionism. (Tassel-Baska and Reis, 2014). However, her heightened emotions could be down to her high ability. (Tassel-Baska and Reis, 2014). According to Tassel – Baska and Rice (2014), These characteristics are commonplace in gifted learners, but in Pupil 1's case, these characteristics are holding her back.

For Pupil 1 to maintain the high standards she sets herself in education, it is essential that she develops a healthier attitude towards learning and failure. This links into Bandura's theory and the role self-efficiency and motivation has on children's learning experiences. (Gray & Macblain, 2012). Research suggests it is the pupil's belief in their abilities that can motivate them to learn and thrive. Pupil 1 is a motivated learner; however, she is not self-efficient. Research shows that learning is enhanced if students can manage it themselves; moreover, once they move through school and onto further education and work, they will have to manage most of their learning. (PISA, 2003) If the pupil could begin to take control of her learning, it would have a positive impact on her attitude and will help her future holistic progress.

Moreover, while some pupils flourish and can gain new knowledge through this 'cognitive conflict' pupil 1 has difficulties when she meets 'conflict'. A shift in Pupil 1's mindset is needed. Dweck (2012) used the term 'growth' and 'fixed' mindset and showed how individuals attribute their intelligence concerning these mindsets. Pupil 1 shows signs of a fixed mindset as she dreads failure because it suggests constraints on an area which she will not be able to overcome. (Dweck, 2012) Emphasis should be diverted to switching her fixed mindset to a 'growth' mindset. A way to obtain this could be by switching the messages given to her rather than praising her 'intelligence' the praise should be for the effort she is showing even when the task is difficult, as growth mindsets attribute success to learning. (Dweck, 2012) In the interview, it was stated by the pupil that she was "scared Mrs would be cross" (Appendix 9) if she got an answer wrong. With a growth mindset, the pupil would not be terrified of getting an answer wrong as the emphasis is on the effort rather than the obtainment of the correct answer.

As simplistic as it sounds a key to unlocking Pupil 1's potential may lie in play. There is a significant focus on play in the education setting within the Foundation Phase; however as previously stated unless Pupil 1 is engaged in a group setting like working in a group in class, she often retracts into her 'own world'. Some children, for various reasons, do not have a natural approach to playing, children with autism, among others, belong to this group. (Gammeltoft and Nordenhof, 2007) While Pupil 1 has no diagnosis for autism, autistic traits were noted by the class teacher, LSO and researcher through the process. However, the pupil's parent did not want to act on the information. To enhance Pupil 1 holistic development, it may be helpful to look at autism and its links to play. Research

suggests that a playful environment can extend the learning by using techniques from educational drama so that children with autism or social issues can be offered a reflective window on their own and others behaviour. (Sheratt, 2002) By immersing the pupil in this setting and engaging with the other pupils, it should activate and strengthen the parts of the brain that are under-functioning when it comes to social and emotional communication. (Sheratt, 2002). It is essential to allow the pupil to play even if she is not actively searching for it herself. This links into research which states, that children who have multiple interactions with peers and adults throughout early childhood show a marked improvement across multiple areas of development. (Buysse, Goldman, & Skinner, 2003; Goldstein, 1993; Hart & Risley, 1995) Social interaction with her peer is through play, in Pupil 1's case could have a significant impact on her holistic progression.

For the pupil to progress further in school, she must learn to understand and try to control her emotions. An intervention which may help pupil 1 is mindfulness training. Thousands of teachers across the country have adopted mindfulness-based interventions to help their students combat and avoid anxiety and depression. (Psychology Today, 2019) Research on the impact on mindfulness in children is still ambiguous with both positive and negative findings. There is evidence that there were some 'improvements in emotional behaviour' (Psychology Today, 2019). However, mindfulness may worsen symptoms for pupils with mental illnesses. There has been no diagnosis of any mental health disorder, but it is something to consider when debating this intervention. Importantly, most students reported enjoying and benefiting from the mindfulness training, and 74% said they would like to continue with it in the future. (Huppert and Johnson, 2010). What mindfulness could develop in Pupil 1 is an element of freedom. Rather than reacting to the emotions or thoughts she has and becoming emotional; she could begin to accept the thoughts and return to her breathing. Mindfulness does not say 'do not worry' or 'do not be scared' (Williams and Penman, 2013); it gives the person a more objective viewpoint rather than being overwhelmed. For Pupil 1, this objectivity towards her intense emotions could help her progress holistically as she could learn to give the emotions the time and space and choose the best way to solve them. (Williams and Penman, 2013)

Although Pupil 1 was obtaining an Outcome 5 in English, it is vital for her progression that she becomes stronger at reading comprehension as reading comprehension is essential not just for understanding text, but for broader learning success in education and employment. (reference). Following on from her reading assessment (Appendix 7), it is clear that pupil 1 struggled to express personal opinion or understand the emotion involved in the story. The Stage 8 book 'Shema's Big Day' was not a funny story as Shema was unable to speak even though it was her 'big day'. Pupil 1's response to the story was that it was funny even though the event of Shema not being able to speak was a sad moment in the book. It is clear that although she has a great attitude towards reading alongside her high level of skill at reading and word recognition, there is a gap in her learning in

regards to reading comprehension. Her comprehension skills need to be addressed as Catts, Compton and Bridges (2012) stated that poor reading comprehenders might experience unexpected reading difficulties as the texts become more complex. A reason for this may again be Pupil 1's anxiety as she may be reluctant to criticise texts provided by an adult. (Oakhill,2015) Another theory proposed by Oakhill (2015) is that the Pupils focus may be in other areas and therefore sacrificing her comprehension skills.

To further aid Pupil 1's progression in this area, it could be useful for a buddy system to be introduced with the junior school and link it to reading. As she is a capable student, she could link up with a junior pupil, and they could read the book and talk about the themes. Studies have shown that paired reading has been recognised as a very effective method of improving reading attainment and motivation (MacDonald, 2010). Alongside this, a specific reading programme with a focus on the story and the personal themes involved, programmes such as this produce advantages in comprehension and the underlying cognitive processes. (Caretti, 2010) Also, this may take Pupil 1 into the Zone of Proximal Development. In her reading groups, there is minimal time to discuss the text; however, with a more capable older student, she may be able to explore new themes. Vygotsky (1978) states the zone of proximal development is the distance between the developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers. With these more capable and older peers, it could stimulate her brain enough to try to grasp the concepts involved in comprehension.

Conclusion

This assignment has allowed me to work closely with Pupil 1 and aim to progress her learning holistically. The Mosaic Approach, I believe, was the correct choice for data collection as I was able to view the pupil from several different perspectives, which gave me a clearer picture of her as a learner and helped find viable solutions to help.

With the new curriculum coming into fruition, it is an exciting time for education in Wales. I believe that the new curriculum with its four purposes will benefit pupil. As Bandura stated "the major goal of formal education should be to equip students with the intellectual tools, efficacy beliefs, and intense interests needed to educate their selves in a variety of pursuits throughout their lifetime." (Bandura, 2012) The new curriculum will suit the dynamic and energetic character that pupil 1 is while hopefully fostering that growth mindset.

The assignment has given me an appreciation for the role teachers play in moving the learning forward and the importance of looking at the child holistically. The experience was mutually

rewarding for both researcher and participant as we both were able to grow from the experience. Initially, I thought that pupil 1 was the wrong pupil to choose due to her abilities throughout the curriculum. I believed it would be challenging to progress her. However, it was vital that we were able to help her with her emotional and social skills.

In conclusion, although Pupil 1 is a competent student, it is vital for her to become a MAT pupil that she has the support to deal with her emotional and social difficulties. In regards to the ASK model, it is her attitude towards failure and uncomfortable feelings, for example, not being able to do a question right that will need to change over time. If the shift in her mindset can be achieved, I believe Pupil 1 with the right support and guidance could flourish in her education.

Reference List

- Alderson, P. (2005) Designing ethical research with children. *Ethical research with children*, pp.27-36.
- Banks, M (2002). Visual methods in social research. London, United Kingdom: Sage Publications
- Baird, K. (2013). Exploring a methodology with young children: Reflections on using the Mosaic and Ecocultural approaches. *Australasian Journal of Early Childhood*, 38(1), 35.
- Bandura, A. (2012). *Self-efficacy*. New York: W.H. Freeman.
- Berg, B (2004) Qualitative research methods for the social sciences. Boston NY: Pearson Alan & Bacon
- Campbell, R. (2002). Reading in the early years. Buckingham [England]: Open University Press.
- Clark, Alison (2007) A Hundred Ways of Listening: Gathering Children's Perspectives of Their Early Childhood Environment.
- Clark, A & Moss, P. (2005) Spaces to play: More listening to young children using the Mosaic Approach. London, United Kingdom: National Children's Bureau
- Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. 6th ed. SAGE Publications.
- Cohen, J. (2001). *Caring Classrooms/Intelligent Schools: The Social Emotional Education of Young Children*. Series on Social Emotional Learning. Teachers College Press
- Dockett, S, & Perry, B. (2013) Children's views and children's views in starting school. *Australian Journal of Early Childhood*, 28 (1) 4-18.
- Data Protection Act 1998. (online) Available at

- Drever, E. (2006). *Using semi-structured interviews in small-scale research*. Glasgow: The SCRE centre.
- Dweck, C. and Dweck, C. (2017). *Mindset*. London: Robinson.
- Gammeltoft, L. and Nordenhof, M. (2007). *Autism, play and social interaction*. London: Jessica Kingsley Publishers.
- Gray and Macblain (2012) *Learning Theories in Childhood* SAGE
- Gillham, B. (2000) *Case Study Research Methods*. London Continuum
- Greenfield, C (2007). Review of New Zealand research on outdoor play in early childhood education. *Early Education*, 41(Autumn/Winter) 24-29
- Hill, S. (1999) *Guiding Literacy Learners*. York, ME: Stenhouse
- Koshy, D. (2016). *Teaching gifted children 4-7*. Routledge
- Ladd, G. W. (1990). Having friends, keeping friends, making friends, and being liked by peers in the classroom: Predictors of children's early school adjustment? *Child development*, 61(4), 1081-1100.
- Langsted, O. (1994) Looking at quality from the child's perspective, in: P. Moss & A. Pence (Eds) *Valuing quality in early childhood service: new approaches to defining quality* (London, Paul Chapman), 28–42.
- Lemov, D., Hernandez, J. and Kim, J. (2016). *Teach Like a Champion Field Guide 2.0*. Newark: Wiley.
- Merriam, S (1998) *Qualitative research and case study applications in education* (2nd ed) San Fransico CA: Jossey. Bass Publications.
- McLaughlin, C. (2008). Emotional well-being and its relationship to schools and classrooms: A critical reflection. *British Journal of Guidance & Counselling*, 36(4), 353-366.
- Oakhill, J., Cain, K. and Elbro, C. (2015). *Understanding and teaching reading comprehension*. New York: Routledge.
- Observing Children: Department for Children, Education, Lifelong Learning and Skills (2008) Welsh Government
- Piaget, J. (1947). *The psychology of intelligence*.
- Psychology Today. (2019). Mindfulness in the Classroom: Does It Work?. [online] Available at: <https://www.psychologytoday.com/gb/blog/evidence-based-living/201704/mindfulness-in-the-classroom-does-it-work>
- Sheratt, D. (2002). *Developing Play and Drama in Children with Autistic Spectrum Disorders*. 1st ed. London: David Fulton Publications, pp.1-10.
- Donaldson, G. (2015) *Successful Futures*. Welsh Government Document.
- Student Learning: Attitudes, Engagement and Strategies Learning for Tomorrow's World – First Results from PISA 2003

Tassel-Baska, J. and Reis, S. (2014). Curriculum for gifted and talented students. Cheltenham, Vic.: Hawker Brownlow Education.

Vygotsky, L., Rieber, R. and Carton, A. (2016). *The Collected Works of L.S. Vygotsky*. New York, NY: Springer.

Warming, H. (2005) Participant observation: a way to learn about children's perspectives, *Beyond Listening: Children's perspectives on early childhood services* (pp.51-70) Bristol, UK. Policy Press

Williams, J. and Penman, D. (2013). *Mindfulness in a Frantic World*. 1st Edition

APPENDIX



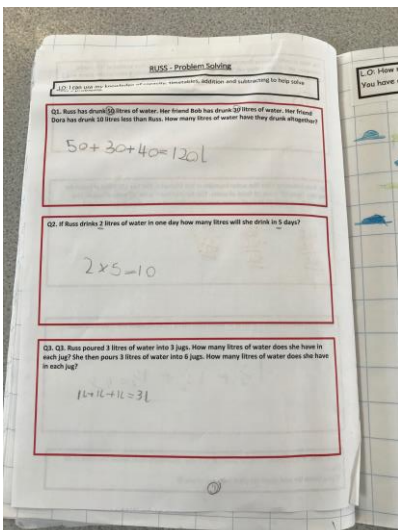
Appendix 1:
Dots where pupil lined up for
school



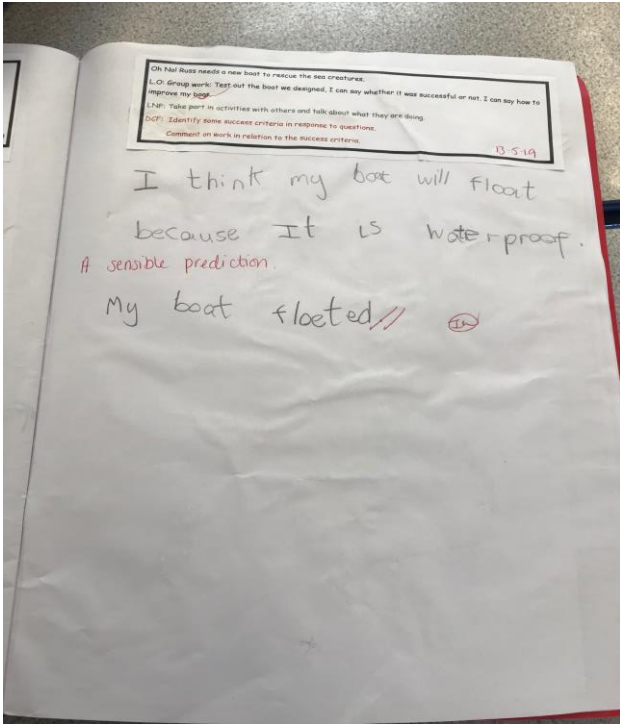
Appendix 2:
Field where Pupil 1 enjoyed
playing



Appendix 3:
Numeracy Area where pupil
identified a 'happy' place
within the classroom.



Appendix 4:
RUSS problem solving
(Pupil 1)



Appendix 5: Science Prediction



Appendix 6: Science Experiment

Sheema's Big Day
Stage 8
Book Band 8
Purple

Unseen Text Assessment

Child: _____ Age: _____ Class: _____
Teacher: _____ Date: _____

Comprehension
Finish reading the text with the child. Have a reading conversation to find out how well they understood what they read (some example questions are provided below). Circle the letter that best reflects their understanding.

Retells information from the story AF2 Clarifying
Example: What was Sheema's role in the play?
Narrator ✓

Makes inferences about characters' feelings AF3 Clarifying
Example: Do you think Sheema's friends were happy with her? How do you know?
Any sensible answer based on the text, e.g. no, because she only wanted to talk about the play.
A bit sad - She wouldn't let them talk.

Makes appropriate predictions AF3 Predicting
Example: What do you think happened next?
Any sensible predictions based on the text, e.g. all her friends laughed at her.
She would have to listen to her friends.

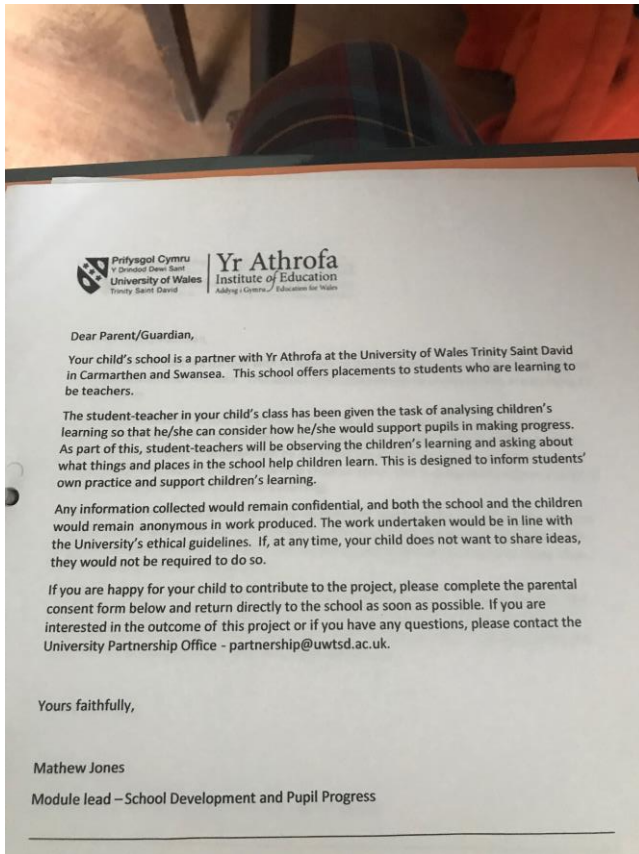
Expresses personal opinion, giving reasoning AF6 Imagining
Example: Do you think this is a funny story? Why?
Any sensible answer based on the text, e.g. No, because Sheema was really looking forward to the play and then she couldn't speak.
It's funny.

Identifies text type, giving reasoning AF7 Clarifying
Example: How do you know that this is a story, not an information text?
Any sensible answer based on the text, e.g. It tells what happens to a character; It's not Sheema who's speaking.

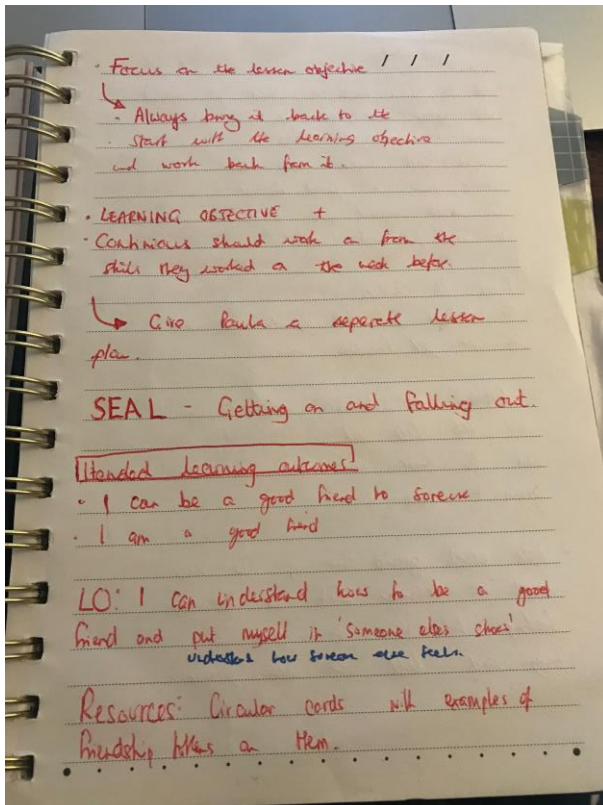
KEY
C Complete
P Partial
N None
NE No evidence

To see an example of a reading conversation, go to page 31 in *Assess & Progress Teacher's Handbook: Stages 6-11*.

Appendix 7: Pupil 1's Comprehension Assessment



Appendix 8 – Parental Consent Letter



Appendix 9 – Interview notes