

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

Introduction

Today, the wellbeing of a child is of high regard within the education system, ensuring all children have the opportunities to lead fulfilling lives within education and their everyday lives. Within this essay I shall discuss the holistic development of a child in my class and highlight the areas in their learning which require attention. I will identify the attitudes and opinions my focus child has towards their learning, identify their current levels of attainment and recommend next steps to progress further in their learning.

The research has been conducted in the school where I am currently undergoing my final teaching practice. For the purpose of anonymity, as recommended by BERA (2018), the name of the school or pupil will not be disclosed within this assignment.

The school is based in the third most deprived area in Wales, housing a large council estate and gypsy traveller site. The school currently has 228 pupils on roll, with 41% of pupils eligible for free school meals (FSM) and 31% of gypsy traveller origin. The school has been graded 'Good' in their most recent inspection by Estyn in 2016 and been recognised as a green category by Welsh Government in the National School Support Categories (Welsh Government, 2018).

My focus child whom will be referred to as Child A, is an eight-year-old male pupil based in a year four class with 28 pupils on roll.

Data Collection

To conduct my research, I chose to adopt an action-based method known as the Mosaic Approach (Clark and Moss, 2011). The Mosaic Approach is a framework which listens to a

child's perspectives on their own lives (Clark, 2007). The Mosaic Approach is a collaborative data collection process between researcher and child, giving the child a platform to express their views and mindset on their personal development. Within the research process children play an active role as participants alongside the researcher, which as Carr (2000) suggests, can assist in the closing the gap between the adult and child through a more interactive approach. The Mosaic Approach promotes a child's rights by allowing them to have a voice and be listened to, and as suggested by Pascal and Bertram (2009), can give researchers unexpected insights into the pupil's competences. Moreover, it gives the child independence to take control of their own learning and experiences, which coincides with the vision of Wales' new curriculum (Donaldson, 2015).

The Mosaic Approach is comprised of multiple qualitative data collection tools, combining traditional research methods such as observations and interviews with an active participant's visual tools such as taking photographs, map making and child-led tours. With the use of several data collection methods I believed this would enable me to gather accurate evidence for my research and allow a triangulation of data as Stephenson (cited in Clark and Moss 2011) suggests.

The first method of data collection I conducted was observations on my focus child, in a variety of different contexts throughout the school day. I chose to adopt this method prior to any other data collection as I believed it would give me a clear perception and understanding of the child (Greig, Taylor and Mackay, 2007). Furthermore, observing children gives practitioners the opportunity to assess pupil progress and identify appropriate methods in teaching to consolidate learning (Welsh Government, 2008).

In this case, I adopted participant observation methods to enable me to draw meanings of the child's actions. However, as Cohen and Manion advise (cited in Koshy, 2010), I was mindful of my actions during the process ensuring I maintained a non-bias perception.

Within the Mosaic Approach child-conferencing is an imperative part of the data collection process (Clark and Moss, 2011). The interviews give the child an opportunity to explain their perceptions and thoughts in detail. Prior to the interview, I carefully planned a sequence of open questions to gain more detailed responses from my focus child. Furthermore, this assisted in the avoidance of asking any leading questions as Atkins and Wallace (2012) point out.

As suggested by Gallagher (cited in Tisdall, Davis and Gallagher, 2009) an appropriate setting for the child conferencing to take place was of high importance. I gave my focus child the opportunity to choose where he would feel most comfortable having a quiet conversation with me. I also ensured it was a common place within the school in case at any point during the interview process he felt uncomfortable with any questions, and so would feel at ease in a familiar setting.

Burke (cited in Thomson, 2008) specifies that the use of visual tools such a photography is an inclusive method of data collection that can engage children, assist in interpretation of meanings and provide discussion points. This method also gives child participants the freedom and opportunity to highlight their perceptions freely without any interruptions from an adult, giving them a responsibility. Although previous research projects (Clark, 2007) have used disposable cameras for children, I decided my child could use an iPad device as it would give more of an instant feel to the process and stimulate further discussion. Whilst capturing images, my focus child scrolled back to what he had taken and elaborated further on his choices which, as predicted, encouraged further dialogue between us.

Clark and Moss (2011) encourage child-led tours as part of the data collection process as it can offer potential opportunities for a child to examine 'local knowledge' of their environment. Although an effective method, the Mosaic Approach can be time consuming as Clark and Moss (2011) recognise. Thus, to save time I decided to encourage my child to carry out the tour of the school whilst taking photographs.

As part of my data collection I focussed on Child A's immediate environment, also known as the microsystem in Bronfenbrenner's Ecological Systems Model (Onwuegbuzie et al, 2013). In this case that included the classroom and playground within the school environment.

Prior to my data collection, I received signed permission from the school and parent of Child A to undertake my research (see appendix 1 and 2), ensuring my work was in line with the ethical guidelines recommended by BERA (2018). I also gained assent from my focus child and assured him that all the data gathered will be kept confidential. Furthermore, to ensure the participant's wellbeing was not affected during the conferencing I explained that he had the right to withdraw at any opportunity during the data collection, if desired.

Analysis of learner

Nottingham (2013) states that the development of a child's attitudes, skills and knowledge all play an integral part in the learning process and has highlighted this through the ASK model. Nottingham believes that children should be taught how to learn, through encouragement of positive attitudes, possessing the skills to understand a task and have a clear understanding of the knowledge required to solve a problem.

Whilst analysing Child A as a learner, I will consider his holistic development and current attainment with reference to Nottingham's ASK model (2013).

Holistic development and wellbeing

Today, children must learn to deal with society and its culture to ensure they lead fulfilling lives. Becoming more independent, more socially aware of their surroundings and forming relationships with other children is of vital importance to a child's wellbeing and development. (Greig, cited in Taylor, Bond & Woods, 2013). To support children through these vital steps in their lives, the education system is expected to actively promote emotional health and wellbeing of their learners, which in turn is set to improve standards. This can be delivered through improving capabilities, nurturing emotional needs, providing a secure and safe learning environment and protecting the welfare of all pupils. Furthermore, Alexander (2010) points out that this can be done by maximising their learning through good engaging pedagogy and fulfilling their needs.

Having intensively observed Child A in a variety of contexts within the school environment, I believe he is an introvert that possesses very low self-esteem. Evidence of this has been demonstrated during lessons. Previously, on occasions whilst I have been questioning the class, Child A has rarely raised his hand to contribute to discussions, when I knew he had an understanding of the content. I believe Child A does not possess any self-confidence, thus being reluctant to provide feedback or demonstrate his skills. Lawrence, (2006) suggests the low self-esteem in a child could relate to several factors including family influences, changes in family structure, previous failure experiences or cultural identity. Plummer (2007) echoes this, implying that children could be inheriting this mindset from adults in their lives, reinforcing the negative thoughts, affecting their sense of self.

During the child-conferencing, when asked if there was anybody that he did not like, Child A answered and named a male. When questioned further on this, he explained that the male was a thirteen-year-old boy who he shared a bedroom with but didn't know how he was related to him (See appendix 3). This evidence may suggest that the young adult could be having a negative influence on Child A's confidence and self-esteem if he is not pleasant towards him.

Maslow's expanded Hierarchy of Needs Model (1970) demonstrates that for an individual to develop further cognitively and develop full potential they need to possess a esteem for oneself and respect from others.

Child A is a very emotional child and can get upset easily. He has demonstrated his emotional state in the classroom on a number of occasions, when not knowing the correct answer to a problem or when being disciplined by a member of staff.

During my observations that took place in the playground I noticed Child A plays with one particular peer from his class. Although in Child A's class, this child is assigned to the Learning Resource Centre during afternoon sessions. Research has found that vulnerable children find inclusion more difficult within a school environment (Liamputtong, 2007). It could be perceived that due to his choice of pupil he is spending time with this could influence his social life within school, and consequently have further impact on his confidence and interpersonal skills.

Child A is most comfortable when working independently on a task in a quiet and controlled classroom. In reference to Nottingham's ASK model (2013), Child A displays a negative attitude towards collaborative group work and demonstrates less engagement in tasks where he must converse with peers. I have witnessed this on several occasions during observations when he has altered his facial expressions and body language just after being assigned to a group activity. The body language he has demonstrated is crossing his arms and slouching, which could be suggested as vulnerable or negative traits. In reference to the Leuven Scale (Laevers, 2008), that measures a child's emotional wellbeing and involvement, Child A demonstrates a level 2, meaning a low wellbeing score. My predictions were further confirmed during child-conferencing, when asked if he likes working in a group, he replied "Not really, I prefer to work on my own as people always interrupt me when we are working

in a group”. It could be suggested that due to Child A’s minimal confidence and quiet tone of voice, more dominant members of the class would take control of the group which would encourage Child A to disengage.

Language, literacy and communication

Child A’s use of vocabulary and ability to articulate certain words demonstrates that he is underachieving in oracy, and not reaching the expected level for his year group. Overall, I believe the best fit to measure my focus child’s oracy attainment is level 2 B (Welsh Government, 2016). Child A’s grammatical quality and organisation of speech is poor. During an observation I overheard him asking the class teacher if he could go to the toilet, to which the teacher corrected him on his choice of vocabulary (See appendix 4).

Additionally, in his speech Child A demonstrates phonological difficulty. Whilst conversing with me during a school trip and answering my question as to where he would like to go next he replied “I’m onna go own there” as opposed to the correct pronunciation “I’m going to go down there”.

Vygotsky identified that social interaction through spoken language between children and a more capable other can influence a learner’s cognitive development (Vygotsky, cited in Alexander, 2008). To influence good level of oracy it is believed that educators should be constantly modelling this in the classroom clearly and audibly. Research has shown that the quality of classroom dialogue can contribute to the development of pupil’s communication, thinking skills and their attainment (Mercer 2008). Moreover, Cowie (cited in Macblain, 2014) suggests parental role models displaying rich language in the home, can play an important role in a child’s oracy development. However, in some cases due to uneducated families, it could be suggested that this constant language reinforcement could only be accessible to certain children during the school day.

The level 2 descriptor for writing in Key Stage 2 states that children can regularly write a sequence of sentences separated by capital letters and full stops, with correct spelling of monosyllabic words (Welsh Government, 2016). Child A demonstrates his ability to write in sentences, however, he needs to practise his use of capital letters at the start of sentences (see appendix 5). In much of his writing he uses full stops at the end of sentences and understands their functions. His handwriting is of poor standard for a year 4 pupil and he regularly reverses his b and d letters. In this piece of work (see appendix 6), he has written ‘prodedly’ instead of probably. This was identified at the start of his work, and after verbal feedback, he was expected to revisit and alter the letterings. Overall, I would assess Child A’s writing as a best fit for level 2, although some aspects of his grammar and letter formations demonstrate aspects of level 1.

During the child-conferencing Child A explained how he dislikes English because he finds it boring. It could be argued that his negative attitudes towards the subject could be due to the difficulty he faces with the subject.

Child A’s reading age is 8 years and 6 months, which indicated that he is just two months behind his actual age. He can decode unfamiliar words whilst reading and has the ability to consider and explain what he has read in his own. In comparison to his oracy and writing skills, Child A’s reading is not a main concern.

I believe the best fit for Child A’s language, literacy and communication is Level 2B.

Mathematics and Numeracy

Overall, I believe a Child A is working towards a level 3B in mathematics. Having recently focussed on using data skills, he has demonstrated his capability of reaching the year 4 skills within the Numeracy Framework (Welsh Government, 2014). Child A can interpret, present data and solve questions using, pictograms and tables, using scales of 2, 4 and 10 units.

During mathematic lessons he regularly demonstrates positive attitudes as he understands his capabilities and shows an eagerness to get on with tasks as soon as they are assigned to him. However, on one occasion, his emotional state was displayed when he given the task to complete a pictogram using a scale of 4. He raised his hand and explained to me, whilst crying, that he isn't very good at his 4 times tables. As I knew he was capable I encouraged him to perform his 4 times tables to me. This brief piece of reinforcement then gave Child A the confidence to undertake his task with a positive mindset. However, it could be suggested that Child A's emotional state during the task could have been a 'cry for help' as a desire for attention.

Child A displays more confidence in mathematics and during lessons he is occasionally happy to explain methods he has used to retrieve an answer.

Despite his good levels of understanding in mathematics Child A continues to write his numbers back to front. Appendix 7 demonstrates that he has written his 7 back to front. Although his mathematical skills are good, this habit could potentially be detrimental during reasoning problems that require several steps to retrieve answers.

Geography

Having observing Child A during geography lessons it is clear that he has reasonable geographical skills, knowledge and understanding of the local area. He can confidently use maps and atlases to locate where he lives independently (see appendix 8). However, when tasks require him to write about the local area, he needs one to one support from the Learning Support Assistant. In relation to Nottingham's Ask Model (2013) Child A possesses the geographic understanding and knowledge when locating places, however his physical skills are poor and require further enhancing to improve his performance in the subject.

Additionally, the geography curriculum states that pupils should express their own opinions

and be aware of others' point of views (Welsh Government, 2008). Child A's poor social skills are also having an impact on his classroom attainment. During the observation when asked to discuss with his table why their local town is different to any other Welsh town, Child A sat back and performed minimal participation in the collaborative activity. His social skills are also having a negative impact on his attitudes.

Due to the minimal amount of time spent in Child A's class during my teaching practice I have not yet had the opportunity to teach all curriculum subjects. Thus, my data findings may not be as reliable in comparison to those subject areas I have taught, such as literacy and mathematics.

Next Steps

Black and Wiliam (1998) stress that teaching and learning needs to be interactive. Thus, teachers must be aware of their pupils' progress and difficulties to put specific measures in place to meet their needs. Black and Wiliam (1998) state that Assessment for Learning (AfL), if used effectively can raise standards in the classroom, especially with low achieving pupils. I have undertaken a variety of data collection methods and used AfL strategies in my pedagogy which has given me a clear understanding to determine the most appropriate next steps in Child A's learning.

Research suggests that oral language interventions focus on the importance of spoken language and verbal interaction. The Sutton Trust (2019) states that there is a strong base of evidence to justify the positive impacts oral interventions have on learning, at a low cost. Studies have recorded that pupils undergoing these interventions can gain five months progress across a year. It also shows an even larger impact on pupils from deprived backgrounds.

As part of Child A's next steps, I would implement further oracy interventions into my pedagogy. One inparticular approach I would bring into my teaching is Pie Corbett's innovative Talk for Writing Approach (Corbett and Strong, 2011). The process involves pupils being introduced to rich texts in a multi-sensory way, where they learn texts orally, and then retell it fluently in their own words. Children then can imitate the story through drama-based activities and adapt the story using their own innovative ideas. Then, use the rich vocabulary to improve their writing. The approach can be done as a whole-class approach, small groups, partners or individually, which is useful and adaptable. Figures suggest that schools that have implemented the Talk for Writing approach into their curriculum have found significant improvements in pupil attainment. After implementing Talk for Writing, St Georges Primary in Battersea saw a significant impact on pupil attainment, with previous poor results rising to 96-100% pupils attaining level 4 in all areas (Talk for Writing, 2019). I believe such strategy will have a positive impact on Child A, as research suggests drama activities can enhance a child's confidence and self-esteem (Baldwin and Fleming, 2003).

As previously mentioned, Child A finds it difficult to talk with confidence, especially when working in a group setting. Thus, a problem that could arise may be Child A's attitudes and hesitation when being asked to work collaboratively. I would deal with this by placing him in a specific group where he would be more comfortable, amongst additional quiet members of the class so he finds it less daunting and overpowering, in contrast to the group he has worked with previously.

To further improve his self-esteem and confidence I would encourage Child A to get involved in an extra-curricular activity. Research has shown that after school clubs can have a positive influence on pupil attainment and can enhance positive attitudes and self-esteem (Massoni, 2011). Additionally, such opportunities can give parents and carers the chance to engage and

get involved in their child's school life. Whether this is through participating, providing additional help or supporting an event (Welsh Government, 2014). Moreover, evidence demonstrates that involving parents in their child's school life can improve wellbeing, higher achievements and improve school attendance (Desforges and Abouchaar, 2003). However, it must be stressed that such activities do not cause a distraction from academic work or achievements which some studies have demonstrated (Broh, Mehus, & Baker cited in Correa, 2015).

Having thoroughly assessed Child A's writing skills it is evident that his dexterity is poor, which needs to be addressed, as it is impacting his attainment across the curriculum. To improve his fine motor skills, I would withdraw him from class to undergo a Lego therapy session each week, which would involve a small group of children. Lego Therapy is aimed to improve social interaction, collaborative skills, problem solving and communication skills. The approach involves group rules where each pupil has a specific role to play to collaboratively create structures. Whilst constructing models using intricate blocks of Lego children can develop their fine motor skills, by exercising their hands, wrist and fingers (Baker, 2014). This approach is an opportunity to promote coordination and dexterity, which is required for handwriting, drawing and painting. I believe Child A would benefit a great deal from this intervention. One problem that could arise when implementing this strategy to Child A would be his attitudes towards collaborative work, however as groupings will be small, he should settle well and engage in the activity. Moreover, during the data collection, he took a photo of the Lego box as one of his favourite things in school (see appendix 9), and explained how he would love to play more with as he enjoys being creative. Thus, I believe his attitudes towards the intervention will be positive and encouraging.

To improve Child A's self-esteem, I will give him the opportunity to demonstrate his mathematical skills to his fellow peers. An approach I will implement during mathematic sessions will be the organisation of mixed ability groupings. Therefore, Child A will be grouped with pupils that possess a range of mathematical abilities. I will implement this as it will give those more able pupils in mathematics the opportunity to assist the low achieving pupils who find the subject difficult. I believe that these more able students will explain and assist their peers in thinking differently or trying alternative approaches to mathematical problems. I believe Child A will benefit from this approach as it will help develop his confidence and self-worth by helping other pupils. In one of Dweck's previous studies (cited in Boaler, 2015) she found that when pupils were placed into ability groupings their growth-mindset had been reduced, especially with those higher achieving pupils as they often felt under pressure and fearful of making mistakes on challenging problems.

However, it could be suggested that by placing the high ability mathematic pupils in a group with those of lower abilities it will be problematic as it won't challenge them enough. Thus, I will only implement this approach once a week. This alteration within my teaching will give Child A responsibility and self-worth in the classroom as he can assist other pupils with his knowledge and skills, which in turn will encourage more of a positive attitude to enhance his learning, demonstrating the ASK learning model (Nottingham, 2013).

Black and Wiliam (1998) stress how beneficial self-assessment is to children's learning. Although pupils in my classroom already self-assess during plenaries, I believe they would benefit further if I enhance additional strategies for them to reflect on their learning. Self-assessment helps pupils take further responsibility of their learning. It also helps them understand their strengths and the areas where they need to improve and move forward in their learning. However, to ensure self- assessment is carried out accordingly Black and

Wiliam recommend that pupils have a clear understanding of their learning aim, evidence on their current position and an understanding on progressing further. Having previously used simple methods such as the 'Fist to Five' self-assessment and traffic light cards whereby children assess their level of understanding by performing an action or raising a piece of coloured card to summarise their understanding, self-assessment can be quickly bypassed by pupils. However, with approaches such as two stars and a wish which can be then be displayed in their books, I believe this type of self-assessment can be more reliable as they are comparing their work to their learning aim or success criteria and becoming more reflective of their work. These strategies could also give them the chance to revisit their reflections for future tasks.

Hattie (2008) argues that self-assessment is one of the key elements in raising standards. During lessons I mark pupil's work in front of them, as I believe this gives them a clear indication of where they are and what they need to do to improve. During a literacy lesson I previously gave verbal feedback to Child A on his use of capital letters and letter formation, this feedback was invaluable to him, as for the remaining piece of work he was mindful of his personal target. Furthermore, when questioned during the plenary he explained that he needs to work on his capital letters and letter formations of b and d. Whist self-assessment can be effective, an unintended consequence that could arise is that pupils could be too critical of themselves as Black and Wiliam (1998) consider. Thus, having an impact on pupils' wellbeing and self-esteem, especially pupils such as Child A. Self-assessment can improve a child's learning process by ensuring they are aware of their next steps, in relation to Nottingham's ASK model (2013) by pupils having knowledge of their progress and areas of improvement they have a clear understanding on their learning.

Conclusion

Overall, I have found using the Mosaic Approach very beneficial as a method of reliable data collection. The child participation was not only beneficial for me as a researcher, but also gave Child A a voice to express himself, which is recognised in Article 12 in the United Nations Convention on the Rights of the Child (Unicef, 2015).

When I utilise the Mosaic Approach in the future, I will ensure I will use all methods of data collection. Due to time constraints during National Testing, Child A was unable to complete a map of the school and pinpoint the areas that are of high importance to him. I believe this would have given me further validity within my findings.

The Mosaic Approach assisted me in the analysis of my focus child and enabled me to identify certain aspects in his learning that needs significant improvement.

Education in Wales is at an exciting time, with the curriculum reform now in place. One of the main purposes of the new curriculum states that children in Wales are to be ‘healthy, confident individuals, ready to lead fulfilling lives as valued members of society’ (Donaldson, 2015). It is our role, as educators, to ensure pupils have an enriched healthy environment to succeed and reach their full potential.

Word Count: 4614

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Appendices

Appendix 1: Signed letter from the school

 **Prifysgol Cymru**
Yr Athrofa
University of Wales
Institute of Education
Addysgu a Llywodraethol
Education for Wales

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): _____

SCHOOL NAME (PLEASE PRINT): _____

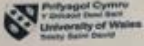
SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): _____
N. E. GILLIVANT

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

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2: Signed letter from the parents

 **Yr Athrofa**
Institute of Education
Adopting a culture of 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 he/she can consider how he/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

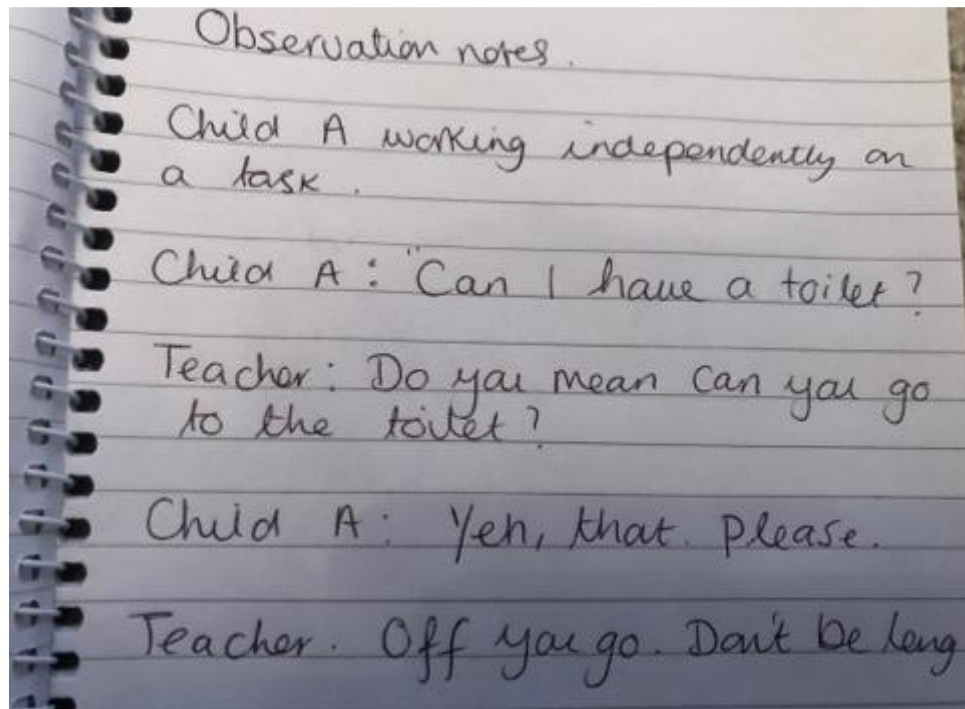
As Parent/Guardian of, [redacted] (pupil name),
do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed [signature] (Parent/Guardian).

Appendix 3: Part of child-conferencing transcription

Who don't you like?
I don't like [redacted] he shares
a bedroom with me. He's 13.
It's sort of confusing. I don't
know if he's related to me or not.
He's not kind to me.
Where is your favourite part of
the school?
I like the reading corner because
it's comfy and quiet. I feel
safe there.
What part of the school don't
you like?

Appendix 4: Observation notes of a conversation with the teacher



Observation notes.

Child A working independently on a task.

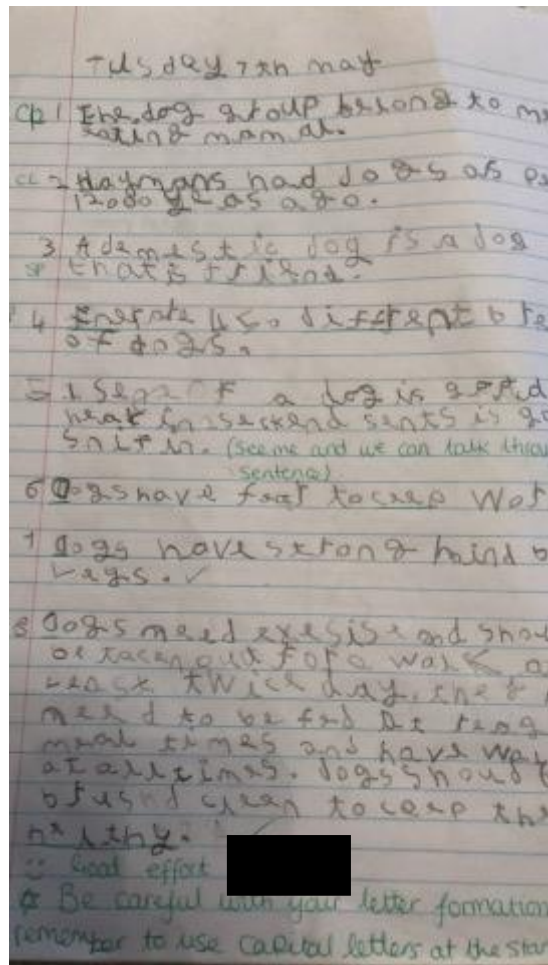
Child A: "Can I have a toilet?"

Teacher: Do you mean can you go to the toilet?

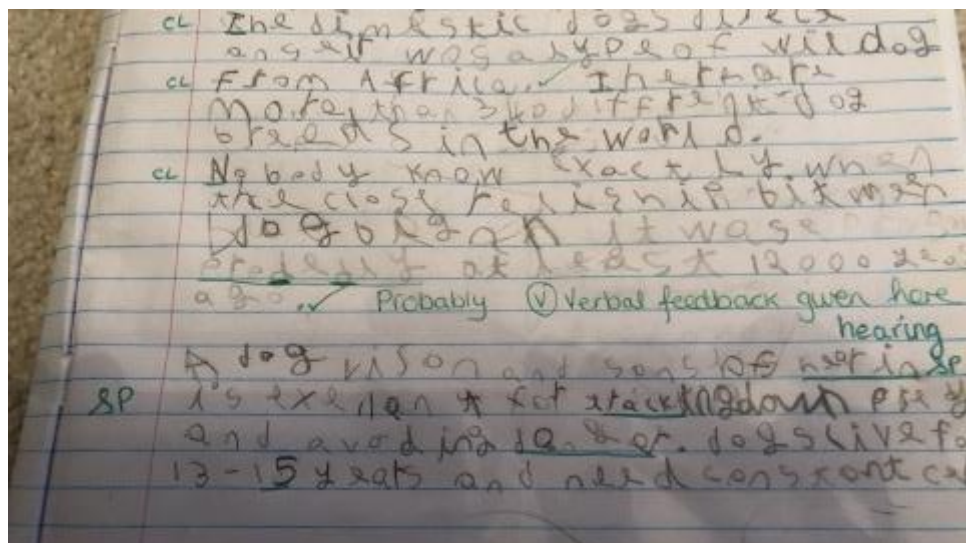
Child A: Yeh, that. Please.

Teacher. Off you go. Don't be long

Appendix 5: Green spaces under words are to identify no capital letters, CL is also stated in the margin for the pupil to act upon and correct.



Appendix 6 : Using ds instead of bs



Appendix 7: Incorrect number formation of 7

LA TO SOLVE assign

Laura buys:
3kg of potatoes and 2.5kg of carrots.

She pays with a £20 note.

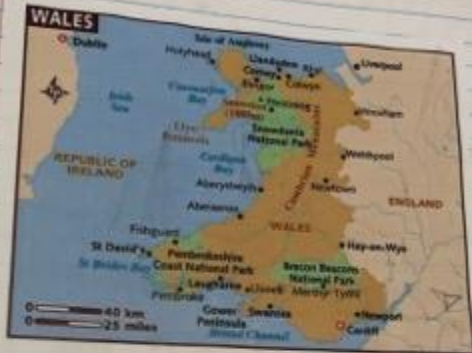
How much change does she get?
Remember to show your working out method.

$$180 + 180 + 180 = 540$$
$$£145 + £145 = £290$$
$$£290$$

$$£15.00$$

Appendix 8: Evidence of geography skills

the world where we live in
the world using an atlas



I live in Pembroke.
Pembroke is in Pembrokeshire
Pembrokeshire is in Wales
Wales is in Europe

I live in Pembroke

Pembrokeshire is in Pembrokeshire
I live in Pembroke

Pembroke is in Pembrokeshire

Pembroke is in Wales
Pembroke is in Wales

Appendix 9: Child A takes a photograph of the Lego as he enjoys playing with it.

