



## ASSIGNMENT DETAILS AND FEEDBACK

### SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Sections marked with \* should be completed by module lead

|                                                       |                                         |                                                  |                           |
|-------------------------------------------------------|-----------------------------------------|--------------------------------------------------|---------------------------|
| Student name:                                         | Darren Jones                            | Student P number:                                | 1701748                   |
| Programme: *                                          | PGCE Primary                            |                                                  |                           |
| Module: *                                             | School Development and Pupil Progress   | Module Level (6 or 7):*                          | Level 6                   |
| Module code: *                                        | M6X02151                                | Contribution to Overall Module Assessment (%): * | 70%                       |
| Module Lead:*                                         | Helen Lewis / Gail Parker / Sarah Elsey |                                                  |                           |
| Assignment Title:*                                    | Written assessment 4,500 words          | Assignment No (x of x):*                         | 1/2                       |
| Start date:*                                          | 5/3/18                                  | Submission deadline:*                            | 30 <sup>th</sup> May 2018 |
| Return date of provisional marks & written feedback:* | 27/6/18                                 |                                                  |                           |

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |         |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------|
| 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, <u>title of book</u> , edition, publisher: place of publication).                                                                               |       |         |
| Submission:                                                                                   | <p><b>All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.</b></p> <p><b>Note:</b> the Turnitin version is the primary submission and acts as a receipt for the student. <b>Late submission of the electronic version of the assignment will result in a late penalty.</b> 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.</p> | Date: | 30/5/18 |
| Module lead to tick to indicate if a hard copy version of the assignment must be submitted. * |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       | YES     |
|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       | NO ✓    |

| <b>Learning Outcomes tested</b><br><b>(from module syllabus)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:</b>                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• explain teachers' professional responsibilities in working closely with parents governors, local authorities and agencies which support schools and the wider community</li> <li>• analyse performance data accurately to inform decision-making, illustrating an understanding of national requirements relating to progress within the statutory and non-statutory curricula</li> <li>• identify appropriate formative and summative assessment strategies and critically reflect on their effectiveness in classroom practice</li> <li>• reflect critically upon their own learning, drawing upon relevant theories and personal experience</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the intended professional data collection justifying its suitability and purpose;</li> <li>• Support the discussion by referring to a range of relevant literature;</li> <li>• integrate theory and practice with regard to the pedagogic context;</li> <li>• Discuss the ethical issues that should be considered during the assessments</li> <li>• Write a well-structured piece of work in a coherent writing style</li> </ul> |

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# 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                |
| <b>1. Subject Knowledge and Understanding</b><br>(which includes using research-informed literature and knowledge and understanding of the subject) | <input type="checkbox"/> | <input type="checkbox"/> | /            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>2. Intellectual Skills (Analysis)</b>                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | /            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>3. Pedagogic and Professional Applications (Practical Application and Deployment)</b>                                                            | <input type="checkbox"/> | <input type="checkbox"/> | /            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>4. Key Transferable Skills</b>                                                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | /            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 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 think that my recommendations are well explained.                    | I need to ask for help more when needed.                  |

|                     |              |      |            |
|---------------------|--------------|------|------------|
| Student's Name      | Darren Jones | Date | 29/05/2018 |
| Student's Signature | D. JONES     |      |            |

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

Word Count: 4295

Student Number:1701748

Understanding how children learn is a vital part of teaching today. Children are always assessed on how well they perform in school based on test results (Claxton 2008). Something that isn't always assessed is understanding what children want to learn and how they learn. Pupil progress will be evaluated, and suggested methods will be analysed to see which method will be best to develop the progression of the child's learning in school. A child has been chosen from a rural school and their current levels have been studied in order to gain an insight into the child's learning development. The child is an attendee of a rural school in South Wales. As of 2016, the school had around 453 pupils attending the school and around 9% of the school are eligible for Free School Meals. The school has also around 18% of the population registered as ALN (ESTYN 2016). Due to the nature of the research, the school and personal details of the child will be kept anonymous for protection. The child will be named as child A throughout. The researcher has also received permission from the school to allow the research to be taken.

When carrying out the data collection and analysis, we ensured that all ethical considerations were thought of in order to ensure that all the children in the class felt comfortable. The British Education Research Association (BERA) Ethical guidelines were adhered to, to make sure that the children in the class were treated in the most ethical ways possible (BERA 2011). The United Convention on the Right of Children (UNCRC) were also studied to ensure that the child and the children in the class did not lose any of their rights. (UNCRC 1990 cited on Unicef.org).

Names of the child and school have not been noted, and only the collected data from the child that was requested from the school was used. A consent letter (Appendix A) was given and signed by the school to allow data to be collected. During the data collection process such as interviews and copying examples of work, the child was also asked for assent meaning the child could let us know at any time that they no longer wanted to participate, and they would be withdrawn immediately (Ethicsguidebook.ac.uk). School policies were also followed with regards to policies with regards to safeguarding and emergency action plans and data protection. Every adult involved in the collection of data also acted in a professional manner in order to maintain a positive relationship with the school. Any data that has been collected was also stored on a USB memory stick which was encrypted to reduce the risk of people being able to access the data. Data can be shown to the school upon request.

All children were treated equally in order to rule out any prejudice or unfair treatment of any of the pupils. This also helped to reduce the risk of any children feeling singled out. All adults who are carrying out the research have been DBS checked in order to show that they are allowed to work with children and schools can have access to the these if they request them.

The school follow the routine of teaching three lessons every day. The lessons are literacy, numeracy and topic. The literacy lessons follow the Read Write Inc scheme which means that the children are set based on ability and not age. The child being analysed is in the top group and is partaking in the Language and Literacy scheme. In numeracy the children are based in their core classes and follow the Big Maths scheme. The child is in one of the middle groups for Big maths. In the Topic lessons, the children follow a specific theme and the Topic lesson is as cross curricular lesson which involves ensuring that the children are learning valuable skills for their future life based on the New Curriculum for Wales. In this subject, the lessons are child led and this is done through an immersion day to get the children to decide what they want to learn from the topic in order to develop their learning. Once this is done then

the teachers plan their lessons ensuring that they include what the children have stated they want to learn.

## **Methods**

The method that will be used to collect the data to analyse the child's learning will be the Mosaic Approach. The Mosaic Approach is a research method used to gain data by using "pupil voice" (Clark and Moss 2011). The approach also allows for the researcher to gather data on the child's work through the use of photographs, observations, examples of work, interviews and pupil led feedback. Through the use of these data collection methods, one should be able to identify certain themes and patterns which show how the child learns best. In this piece of writing the methods that have been used to collect the data are observations, examples of work, interviews and pupil led feedback. Photographs will not be used to ensure the anonymity of the school and child. The reason for using these methods that you can collate a range of data from different areas of learning to develop a better understanding of how the child learns best. Using just one method can reduce the validity of the data. If one just uses observations as a tool to gather data, you may miss out vital parts of information. Observations are time consuming and can be biased if you are only looking for particular areas. As a result you may miss other vital information. This same problem can occur in interviews. Garbarino et al (2000 cited in Clark et al 2003) identified that children will tell an adult what they think the adult wants to hear. This again can make the data invalid. To combat this, the interviews will be informal and made up of few questions (Clark 2011). The pupil led feedback will be a major part of the data collection as it will involve listening to the child to interpret their point of view about school and how they learn. This is done by the child leading the reflection to gain their perspective (Clark and Moss 2011).

Once the data has been collected through the Mosaic Approach, it will then be analysed using Nottingham's' ASK Model (2012). This model looks at the Attitudes, Skills and Knowledge and understanding what the child's attitudes, skills and Knowledge of certain subject areas are in order to help them progress in the future. Nottingham understood that there were lists for each area of the ASK model which could be used check the child's attitude, skill and knowledge. For attitudes, the elements were looking at their attitude towards their time learning and their willingness to continue to learn. Skills looked at how the child uses their abilities to achieve what is desired. Knowledge looks at if the child's understanding of methods, information and concepts within their learning (Nottingham 2012). Due to data being collected using the Mosaic Approach, that data should provide the NQT with the information needed to be able to use the ASK model to identify the ways in which the child learns best and what areas need to be improved. With the in mind, there have been some criticisms for using the ASK model. One of the main criticisms of using the model is that it is believed that children should not waste time and should on focus on improving their knowledge as this will help them pass exams in school (Nottingham 2012). Some people do not see the skills and attitudes as an important part of learning. Nottingham (2012) argues however that in order for the children to gain knowledge through learning, they need to also have the correct skills and attitudes to do so. In today's society, it is believed that the only aims of schools are to show children how to pass tests in order to be successful (Claxton 2008). As a result of this children are not enjoying their learning and are feeling stressed about schools (Claxton 2008). If teachers provide the life skills and motivate the children with lessons that also

develop knowledge. Children will be to enjoy school and know how to cope with exams in the future (Nottingham 2012).

### **Analysis**

The data that has been collated, will be broken down into their subjects and then analysed used the ASK Model. Before analysing the data however, it is important identify what child A is like in the classroom. Child A is well liked and popular within the class, but they only have a small close nit group of friends that they feel comfortable with. Child A tends to stay close to her friends and seems to be more willing to engage in lessons if they get the chance to do team or partner work with their friends. By doing this the child seems more comfortable and willing to partake in the lessons that are being carried out in class. Looking at the current data that has been collected by the teachers, Child A is seen as a middle ability child. At the start of the year they were classed as an outcome 4 in every area of the curriculum with the target of reaching an outcome 5 before reaching year 3. Looking at the evidence that the teachers have gathered, and the data collected for this report, the child looks on course to reach that level with no serious issues. In some areas, the child even looks like they may be able to achieve a higher grade by the end of the year which may show a real step in their development in year 2.

### **Attitudes**

Through observations, child A seems to have a positive attitude in school and is always willing to learn new topics when needed. Child A is focused on what they deem to be relevant and will ask for support when needed. A lesson that seems to change the attitude of child A is Mathematics. When discussing Maths during the learning walk, child A stated that Maths was “boring”. This can be seen as an issue as if the child does not enjoy a subject then they may not engage in the lesson which according to Laevers means that the child will not be in their “real development” stage of learning (Laevers 2000 cited in Robson 2006). This is shown as during introduction and carpet time in Maths child A will often copy an answer from another pupil of the class when asked to answer a question in front of everyone. This is quite a common method that the child uses as they have done this in multiple lessons. If the child is paired up with their friend and asked to discuss a question in their pair before being asked for an answer, the child is more willing and seems to be more confident and give their actual answer rather than just copy. This then can be suggested that their confidence is raised when paired up with a close friend to help solve and answer questions. This may also be down to the fact that they do not like to state the wrong answer suggesting that they may not have lots of resilience. It was also stated during the Learning Walk that child A’s favourite place to learn is outdoors as they have “fun” teamwork activities when learning outdoors.

### **Skills**

Moving on from the attitudes, child A has developed a variety of skills that may help them. It was suggested in the attitude section that the child may not have the resilience to want to say the answer to solve problems but when one looks at child A’s work, you can see that child A is very capable of solving Math Problems. Appendix B shows that child A is able to make connections and understand what is needed to do in order to solve the problems and reach the answer. This shows that child A has good intellectual skills (Nottingham 2012). An observation during a practical Maths lesson also suggests this.

Child A can understand what the problem is and what needs to be solved in order to achieve the outcome. The activity that was observed was a lesson based on measuring using building bricks. The group were given different measurements and had to build a wall to the measurements. Child A came up with a solution quickly each time and knew how to build the wall before many of their teammates. A problem arose however with the group not listening to child A and tried to solve it their way. As a result of this, child A excluded themselves from the group and tried to solve the problem on their own. This may not be showing their oracy skills to the group but when they start solving the problem independently, the rest of the group quickly realised what child A was doing and then changed their play to accommodate the child's method. Nearly every time this has happened the group have managed to solve the problem. This may show us that child A lacks the communication skills needed to be able to work effectively in a group as they are unable to voice their opinion and talk to others in their group. It may just be the issue that child A does not work well in a certain group. In an interview with child A, this issue was brought up and they stated that although they enjoy learning in group activities, they tend to be put off when working in their ability group due to the amount of arguing that can occur during the lesson. This may suggest why child A tends to go quiet during the team activities in lesson. Child A may not want to be involved in any arguments which may then cause them to seclude themselves. A piece of evidence that could back up the issue with social skills is the P.E teacher has witnessed that the child is very good at teamwork whilst partaking in P.E lessons. This could therefore show that the struggle that they have in teamwork activities in other lessons could be down to other underlying factors. P.E teacher also identified that child A has very good physical skills during P.E. Child A has good fine and gross motor skills as well as good coordination and agility. This can also be taken into the account when looking at the creativity of child A. The child is very creative and when given a lesson or task based around their imagination or creativity, the child tends to perform well. They can think of good ideas and example of this is when they had to design and paint a certain section of the seaside. The children's groups were given a section of the beach to design and paint (one group the sand, one group the sea, one group the sky). The child's group were responsible for the designing of the sea and child A was able to draw and paint a picture with no serious problems. Another example would be in Music. Child A and their group managed to create a lovely composition using minimal instruments to re-create the sound of the Sea. Child A is able to use a variety of musical instruments to complete the composition.

### **Knowledge**

When looking at the knowledge of Child A, it is apparent that their literacy is at a high level with child A having good knowledge of vocabulary and good use of Grammar. In Appendix C, child A has been able to use words such as thoughtful and has even been able to justify their opinions with evidence from the story they read from.

Child A also has good knowledge in Welsh and can speak and understand commands correctly in lessons. Child A also uses these on a regular basis in school.

An area that child A suffers with knowledge is in Maths and this has been identified in their reluctance to contribute during carpet time. Although child A has good skills to solve problems on a practical level, child A can struggle to understand how to solve problems when working in their books. As a result of this they do tend to ask for help from the teachers. Appendix D shows how child A has asked for help on the first question to gain the knowledge and understanding on how to solve the problem. This is just one

example where the teacher has had to provide support on the first question and then help on other questions. In many occasion, once the child has been helped with the first question, they are able to complete the rest of the work independently. This may suggest however that they lack the confidence to complete the problem alone as well as a lack of knowledge.

From analysing the data presented, child A is competent in a range of areas and shows real strengths when working with partners and groups to solve problems and in Literacy. If the activities are more practical and not sat at a table then child A can really perform well as well. It is clear however that child A, suffers with a negative attitude towards Maths as well as not having the confidence to carry out math tasks within class. This could come down to the matter of child A not having enough knowledge on the subject. This is an area that needs to be addressed in order to help develop child A further within their learning.

### **Recommendations.**

In order to try and make the sure that the child reaches their full potential for their learning, one needs to ensure that the needs of the learner is met. One of the first areas that can be recommended for the learner is more practical activities. This has been shown as in the observations the child seemed to perform best when they were given practical activities to try and solve. This could be done by utilising the outdoor learning area on a regular basis to ensure that all the children within the class are given a chance to learn through practical lessons. With the majority of the outdoor learning activities taking place in groups, one could allow for the opportunity for the children within the groups to be given specific roles in which they have to adhere to. This could then provide all children within the group a chance to express themselves and ensure that they do not get excluded from the group. This could play a huge advantage for the children who do not necessarily have the confidence or the chance to take charge of their groups usually such as child A. Hattie et al (1997 cited in Grigg and Lewis 2016) believed that by allowing children to participate in outdoor learning, we are promoting the develop of the children's' Independence, confidence, assertiveness and decision making. This could help the child as this is an issue that has been identified as and area that needs to be improved for them. Regular attention to this can help the child to develop these life skills preparing them for the future. The use of the outdoors can also help to improve the child's physical development as it has been proved that outdoor learning can also help to promote the development of Gross and Fine motor skills as well as coordination and agility. These are skills the child already has developed as the P.E teacher identified, but by using the outdoor learning area child A can consolidate those skills. This could then lead on to the next recommendation which would be to try and utilize the Continuous Provision. One factor for the child's development in Maths is that they found it boring and did not have an interest in the subject. This could be capitalised by setting challenges in the Continuous Provision areas that can consolidate the skills and techniques that have been learned in that week of Maths. By doing this, child A will be using the skills that should have been learned in the Math's lesson and putting them into a situation which is making it relevant for the child. By doing this, the child will start to see the importance of learning that skills whilst still enjoying themselves. Due to the activities being based on the skills they have learned throughout the week; the activities should also be challenging for the child which again will help them utilise and consolidate the skills they have learned. It would help the process as the teacher would have

“scaffolded” the child’s learning prior to learning the work that is needed to complete the tasks (Bruner cited in Mercer 1995). By setting a challenge around what the child has learned will also make it exciting for child A. Donaldson (2015) promotes that play should be exciting, stimulating and challenging for children which is what will be promoted for child A. One of the purposes of the new curriculum is to create individuals who are ambitious, seeking and enjoying challenges and enjoy problem solving using creativity. Rumbold Report (2009). In the report, it has been stated that children learn best through experiences and exploration and play is one of the most important aspects for children to gain these experiences. The report also suggests that children can be creative and develop their creative ideas by exploring, applying and then testing out their ideas to see what they know and what they can do with that knowledge. The school can also implement the use of numeracy throughout the whole curriculum in order for child A and other children to be able to identify and put into a real context why we need to use numeracy. Estyn (2016) also gave this recommendation to the school as it is seen as an area of improvement throughout the whole school. Activities for this could be using money in the Role Play area and having to work out how to give change. Another example could be using rulers to measure certain aspects of the class and to see what is biggest and smallest and also look at angles.

To combat the lack of confidence during the introduction of Math lessons, the teacher could act upon the use of Exploratory talk. By using Exploratory talk during the input or introduction of a lesson, the child will not be feeling singled out if asked a question based on the subject. It has been identified that learning is a social process in order to help children gain their knowledge (Edwards and Mercer 1987 cited in Mercer et al 1995). By providing the opportunities in the introduction of the lesson for children to discuss the problems, one is then providing an opportunity for the children to help and develop their knowledge by discussing the answers with peers and seeing how they worked out the answer. When the teacher then asks a question to the class and selects someone to answer, the child can then say what the group or partner discussed and then what the answer is. Vygotsky (1962 cited in Mercer et al 1995) emphasised the importance of talk within lessons and believes that it is one of the most important ways of developing ideas for children. Moving on from the use of Exploratory talk, another recommendation that could be used to enhance the child’s learning is through the use of Sustained Shared Thinking. As the data recorded has shown, the child does not tend to work well in a group of the same ability. Through the use of Sustained Shared Thinking the children can be placed in a group that is of mixed ability. By organising this, one is allowing for the children to be given an opportunity to learn from one another. This will also allow for the children to develop their thinking skills as well as learning from the other members of the group. The children will be given the opportunity to think of solutions to solve a problem and they will need to do this through the use of discussion. Solving these problems will encourage the children to think and then become more skilled at doing this as time progresses (Brodie 2014).

## **Conclusions**

In reflection, as an NQT it can be forgotten that understanding how a child learns can affect their attitudes, skills and knowledge within the classroom. It is important to be able to monitor and assess the children in the class regularly to ensure that they are learning to the best of their potential. If a child is struggling with a certain subject or area of the curriculum then it is important to understand and know how a teacher can help that child in the most effective way. Through the use of the ASK model

(Nottingham 2012) one can clearly separate a child's learning into elements which makes it clearer to understand the pupils in a class. Using this model also allows one to personalise their teaching methods to accommodate the child. As an NQT it can be easy to fall into the routine of just ensuring that the child is taught what they need to in order to reach their desired level, but it must be remembered that the children need not just knowledge but the skills and attitude to be able to successfully learn in the future. Just providing the knowledge for the children will not be enough to help them develop the skills needed in later life. With the New Curriculum in Wales starting to be implemented in Wales, more and more schools should start beginning to really understand and analyse how their children learn and help them to be given the life skills needed for the ever-changing future.

## References

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## Appendices

### Appendix A



**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 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 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): DARREN JONES

SCHOOL NAME (PLEASE PRINT): RHWS PRIMARY

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

K. Gibbon

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

K. Gibbon

If you have any queries regarding this, please contact the Programme Lead Helen Lewis : [h.e.lewis@uwtsd.ac.uk](mailto:h.e.lewis@uwtsd.ac.uk)

Many thanks in advance,

Helen Lewis

Helen Lewis, 5.3.18

**SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT**

Page 5 of 9

The Giraffe and the Pelly and Me

These characters want to share what they have equally. Work out how many they have each. Show your workings out.

Billy needs to share 40 sweets into 10 boxes. How many in each box?  $40 \div 10 = 4$  ✓

The giraffe needs to split 25 tinkle-tinkle flowers into 5 meals. How many for each meal?

$$25 \div 5 = 5$$
 ✓

The pelican needs to use 20ml of water for 2 journeys with his beak. How many per beakful?

$$20\text{ml} \div 2 = 10$$
 ✓

The monkey needs to share 45 walnuts into 5 meals. How many for each meal?

$$45 \div 5 = 9$$
 ✓

The Duchess wants to share her 18 diamonds between herself and Billy. How many diamonds each?

$$18 \div 2 = 9$$
 ✓

ind KG

11.12.17

## Appendix C

Describing a character 16.5.18

Bell is beautiful because she wears lovely stuff.  
She is thoughtful because she helps the beast.  
I think she is sensible because she's got clever ideas.  
She's kind because she helped her father. ✓

## Appendix D

Adding problems 21.5.18

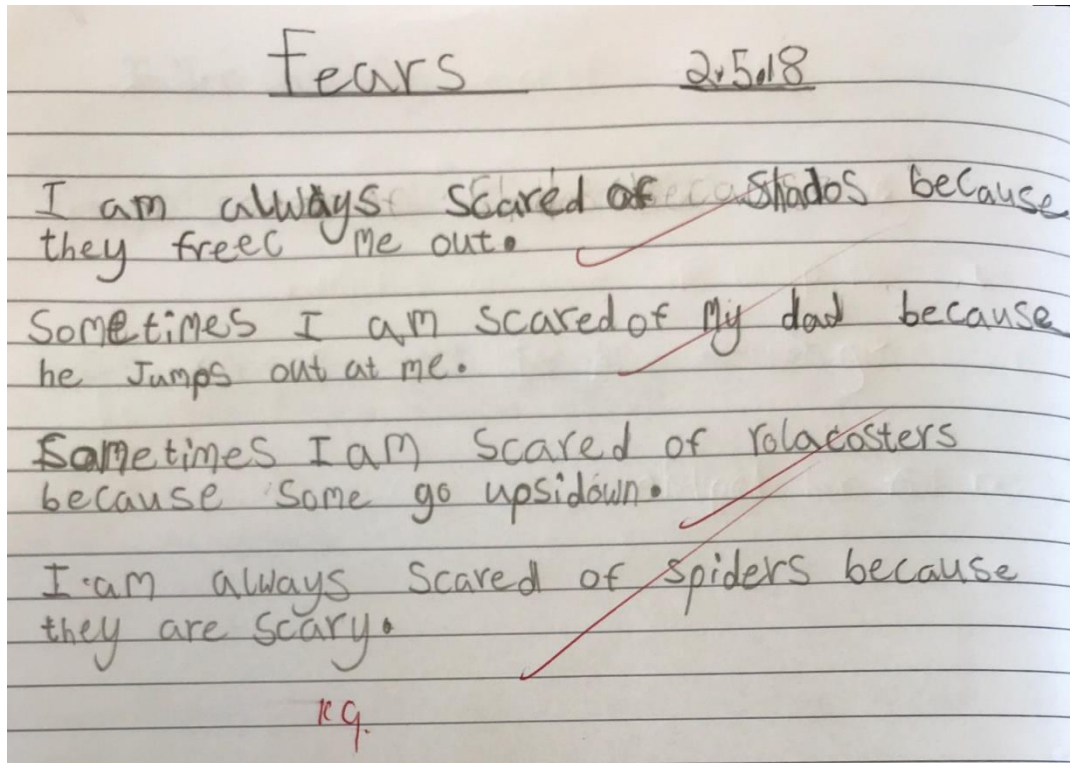
1. There are 40 jellyfish they come across 51 more jellyfish, how many are there altogether?  
 $40 + 51 = 91$  jellyfish

2. 36 sharks are having a race through the wave. 20 more sharks arrive. How many sharks?  
 $36 + 20 = 56$  sharks

3. There are 42 people on the beach. 20 more join them, how many people are on the beach now?  
 $42 + 20 = 62$

4. 30 people are taking the train down to the beach. 47 more join how many all together?  
 $30 + 47 = 77$  people

## Appendix E



## Appendix F

