

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

Introduction

For my final professional teaching practise, I have been placed in a large community school based in South Wales. It has 424 pupils on roll between the ages of 3 and 11 and the school is organised into 13 single-age classes and one mixed age class. (Estyn, 2018)

The school has approximately 10% of pupils eligible for free school meals and the school has identified around 11% of pupils have additional learning needs, both of these statistics are below the national average. (Estyn, 2018)

I am currently placed in the year 2 class where there are 30 children, 3 of which have been identified as having additional needs. Since entering this class I have been observing all of the children in order to get a full understanding of the class and to get to know all the personalities within the class, but in particular I have been focusing specifically on one child in order to track her progress and gain a sufficient understanding of her holistic development. Throughout this essay I will be referring to this child as ‘Child A’ to ensure confidentiality.

When I first met child A I instantly noticed that she was a confident child and a dominant character within the class. Through observations I have noticed that she is popular amongst her peers although she is quite happy to be alone, be that on the carpet, when doing her work at a table or when on the playground. I have observed her in all of these situations and have used these observations along with other data I have collected in order to create a holistic view of ‘Child A’.

Throughout this essay I will be discussing my findings and due to these findings, I will then be suggesting ways forward and next steps for her to take in order to make positive progress within her learning.

Data collection

In order to achieve a holistic view of 'Child A' I followed the Mosaic approach as I felt this model would allow me to analyse and assess all areas of Child A's life, thus achieving the holistic view of Child A's learner that I set out to achieve. The Mosaic approach was developed by Moss and Clark and it suggests the use of multiple data-collecting tools such as photography, observations, drawing, touring, elicitation, child interviews and conversations to research children's views (Greenfield, 2011).

Alison Clark (2007) suggests that by doing this it gives the researchers a better understanding of the child's world and allows the child to express themselves in different ways that traditionally maybe a teacher would not see. It requires different steps, step one includes letting the children gather information and then together with the adult they begin to assess this information, step two involves discussing and interpreting the meaning of the information gathered. Stage three then involves Adults and children discussing the results of the previous stages; what is going to remain the same and what will now change. (Clark, 2007) Throughout this process one thing that is key is the pupils voice, researchers such as James and Prout (1997) have been advocates for this for a long time, they suggest that children have the right to participate in decisions affecting their lives, so in theory this is what the mosaic approach takes into account and puts into practise. This is something that I felt would be very beneficial to my research and to the child involved as it takes all elements of a child's learning into consideration and I think this is key in me achieving a holistic view of the learner.

Due to this, I used the recommendations of the Mosaic approach (Clark & Moss 2001) and went through the steps suggested, for step one I asked 'Child A' to take photographs of her favourite parts of the classrooms and areas that help her learn (see appendix A) as well as this I also gathered my own information and evidence in the form of observations, photographs, annotated pieces of work (see appendix B). In order to achieve step two I then discussed the information collected with 'Child A' and asked her questions about her learning in an semi-structured interview style. I used this style of interview as Schensul, Schensul and LeCompte (1999) suggest that semi-structured interviews are best when being used to gain further knowledge on the main topic of the study.

I also accumulated pupil led feedback from child A after a variety of different lessons, tracked their progress within the lessons and completed reflections of said lessons. All these

sources of data used together have provided me with a holistic picture of Child A's strengths and weaknesses and also a very good understanding of their character.

Finally in order to complete step three I then discussed all of my findings with 'Child A' and together we discussed ways forward. I believe this to be an important step as the United Nations Rights of the Child (UNRC 1989) states that every child has the right to be listened to and taken seriously and with pupil voice becoming more important and valued in today's society, I felt it very important that the child has a say in what she believed would help her move forward.

Before gathering all this data, ethical considerations needed addressing. I ensured that at all times there was a code of ethics centred around respect for the people involved within this research. In order to do this I followed the guidelines of BERA (2018), this meant that it was very important to create trust between the people involved and myself. I understood that it was fully my responsibility when conducting this research and therefore before I even gathered all the evidence for this development plan, I ensured that I gained both consent and assent in order to use the data of child A. In order to gather both of these I used consent forms that fully explained what the project entailed, these were sent to the guardian(s) of child A and had been signed and returned back to school (See appendix D). In order to gain assent of child A I verbally asked if they would agree to be involved and I made them aware of what it was going to entail. I also made them aware that it would be confidential and that if they did not want to participate at any point, they were able to withdraw. Due to this I have ensured that all data collected has been made confidential.

Analysis of learner

As the Mosaic approach (Clark & Moss 2001) was used to accumulate data I then decided I needed a model that complimented this style of data collection in order to analyse the data. After extensive research I found that the ASK model seemed an efficient model that takes into account different approaches of data collection. (Nottingham, 2013) I found this method would allow me to look in detail at the skills, knowledge and attitudes of the learner, therefore giving me the holistic view, I required.

The ASK model is a model that takes into consideration attitudes, skills and knowledge of the learner and within each of these three components it is broken down further to ensure that there is a detailed analysis of all of these three areas (Nottingham, 2013). Nottingham (2013) believes that it is important that we take these three areas into account as teaching the suitable attitudes and skills is just as important as teaching the knowledge that children need to learn. De Bono (2017) supports this, stating that simply giving children information is not enough and encourages the importance of attitudes toward learning, suggesting that our attitude affects our whole approach to thinking and that a bad attitude can have a direct effect on a child's learning. De Bono (2017) emphasises that thinking is key to success and that thinking is not always taught, it is something that is expected to be known and therefore he always put an emphasis on 'skills' and thinking skills in particular (De Bono, 2017). Although this may be said to be a unpopular opinion because theorists such as Vygotsky (1981) and Piaget (2007) stressed and valued the importance of social skills many years ago. (Murphy, 2005)

With this said and considering that I set out to achieve an holistic view of the child I believe that the ASK model would aid me best as I value the qualities used within the ASK model and I do believe as Nottingham (2013) suggests; that a child's attitude and skills have a direct impact on they're learning and with the new curriculum for Wales (Donaldson, 2015) now coming into place I believe well-being, and the skills that are used within the ASK model such as communicative and social skills will be valued now more than ever.

PSD

When entering year two 'Child A' was a outcome 3 so was considered to be underachieving in this element of her learning. Throughout the year the class teacher has informed me that 'Child A' has made significant progress although in her latest incerts she is still only achieving a level 4 which is seen to be underachieving as the Welsh Government, (2018) states that the majority of pupils her age achieve the expected outcome 5 or above in each area of learning.

One of the main areas for concern for 'Child A's' development within PSD is her concentration. The Foundation Phase framework (GOV.WALES. 2019) states that one of the skills that should be learnt and developed during foundation phase is the skill to concentrate

for lengthening periods of time, unfortunately this is something the 'child A' really struggles with and it is very apparent in a lot of her work. (please see appendix B)

Child A has the knowledge to complete tasks as she remembers facts and understands concepts and ideas, she has a good understanding of what is good and bad, right and wrong and fair and unfair, she is caring and considerate towards other children in the class and often expresses her opinions creatively and can mostly explain her ideas so in a lot of elements I would say that child A is excelling within her PSD development. (GOV.WALES. 2019)

The foundation phase framework (GOV.WALES. 2019) also states that children should become independent thinkers and learners, I believe that child A has the potential to be an independent thinker and learner, but she does not have the positive attitude toward learning and she lacks the resilience and desire to succeed and I believe this is down to her lack of concentration.

English

Child A has a love for reading and when asked to take a photograph of her 'favourite place' in the classroom she went straight to the reading area. (See appendix A) This is positive as Estyn (2007) states that being able to read confidently will have many benefits on a child's learning across all areas but they also state that there is a gap between children's potential and their achievements within language and literacy and this is something I feel 'child A' proves. 'Child A' shows great potential as her oracy skills in line with the foundation phase framework (GOV.WALES. 2019) are very good, she is able to confidently complete most of the statements within the framework for year 2 pupils, but 'Child A' finds difficulty with writing. The words she reads with ease and can use correctly within her speech are not included in her written work. Estyn(2007) suggest that this is quite common, and that writing is usually the last literacy skill to be developed after oracy and reading and that it is one of the harder skills to develop. Having said this, child A has made positive progress since the beginning of the year, going from an outcome 4c in September to a 4a in May. Although this is good personal progress for 'Child A' this outcome is still below average for a year 2 pupil and therefore she is considered to be under achieving.

Similarly, to her progress within PSD I believe that 'Child A's' attitude is holding her back more than her knowledge or understanding of the subject. It is quite clear that she does not like to write as during our interview when asked what she doesn't like to do her first answer was write. The foundation phase framework suggests that 'Child A' should be able to form upper- and lower-case letters accurately and with consistent size. This is something Child A finds very difficult (see appendix B) and I believe that this is also holding her back with her development in writing.

Mathematics

When I asked child A what her favourite thing to learn about in school was her I reply was maths, when I asked her why her answer was because she doesn't like writing. But after observing child A over many occasions I have come to the conclusion that she likes maths because she understands a lot. She is in the middle ability group for numeracy but can work more independently than others in her group, and doesn't seem to need so many reminders to stay on task as she does with other subjects, now this may be because of her interest for the subject or may simply be because of her honest answer; she doesn't like writing and generally speaking her maths doesn't require her to write a lot. Having said this, there is a notable change of her attitude in maths lesson, there is a lot more curiosity and open mindedness and this then shows in her work.

Having said that, child A does still require support before setting out on a task independently, most of her numeracy work has been completed with support and when checked is all correct but recently when we covered the topic 'capacity' child A worked independently to fill in a worksheet after a lot of input on the carpet and some practical measuring activities and without the support of someone explaining task 1-1 with her she could not quite get the right answers although it was quite apparent (see appendix B) that she had some understanding.

Knowledge and Understanding of the World

Child A has shown enthusiasm and interest with our topic this term which has been ‘growing things’ and when asked about this topic she said that she feels like she’s ‘learnt lots’. During this topic she has asked a lot of questions, the ASK model recognises this as curiosity and it is seen as one of the key elements to gaining knowledge (Clark & Moss 2001) This may be said to be true as child A has met all learning objectives in topic lessons and has worked mostly completely independently to finish all tasks. She is able to label the external parts of a plant and knows the functions of the plant also (GOV.WALES.2019). She can work independently as she has the knowledge and understanding but again, she just doesn’t have the concentration or motivation to stay on task. This is very apparent in her latest piece of work (see appendix B 10) as a class we spoke about the lifecycle of a plant and went through exactly what happens using videos and pictures, when then asked to sequence these events child A just did not want to work, even when persuaded by myself, the class teacher and the LSA. I believe this is not down to lack of knowledge or understanding as I verbally went through the task with child A many times and she was able to tell me the answers, she just did not want to write them down. So she does not struggle to communicate her ideas and some of which are quite mature when it comes to the topic, she can confidently think about ‘what might happen if’ and come up with some scenarios, therefore she does think imaginatively and creatively and she has successfully made links within the different elements of knowledge and understanding of the world since I have been in the class. (GOV.WALES.2019)

Physical Development

My main data collection for child A’s physical development was observations. When comparing Child A’s physical development with the foundation phase framework (GOV.WALES.2019) it instantly accrued to me that she is lacking some skills that she should be achieving by now. Firstly, her attitude towards physical development is quite positive although in accordance to the ASK model, she is lacking resilience and doesn’t have a desire to succeed. She prefers to be physical in her learning but mostly under her own terms, so when asked to perform a particular physical movement for example specific skills within PE most of the time she will not try her best and would prefer to be trying something new herself. Although this may suggest that she is curious towards her physical development and open-minded. Referring to the skills on the foundation phase document she is confident, and

she does have an understanding of how her body moves although she lacks control and both her fine and gross motor skills need development. (GOV.WALES, 2019)

Next Steps

Although overall Child A is not seen to be significantly underachieving in any areas, I believe that she is not achieving her full potential due to her lack of concentration and attention in lessons and her general attitude toward learning. I believe that if this was to improve there would be a significant improvement in her academic achievements across all areas. Sobe (2010) states that capturing and maintaining a child's attention has been a concern for teachers across the ages and it is just as important now and teachers are still striving to gain this attention. Due to this over the years educators have tried many methods in order to gain and sustain the level of attentiveness that is required for a student to be fully engaged within a lesson. One of the latest methods that has been suggested by experts such as C. Ferreira-Vorkapic, J. M. Feitoza, M. Marchioro, J. Simões, E. Kozasa and S. Telles is yoga. Within their studies they have proven that yoga has many benefits to the well-being of a child. Their results show that students who participate in yoga show significant differences over time relative to anger management and fatigue which in affect is likely to improve children's concentration (Ferreira-Vorkapic et al., 2015).

It has also been proven in other studies that yoga reduced attention difficulties. (Harrison, Manocha, & Rubia, 2004; Jensen & Kenny, 2004; Peck, Kehle, Bray, & Theodore, 2005) This may be down to the method of the yoga as Greenberg and Harris (2011) explains that most meditative practises have a common goal of sustaining focus, this means that whilst practicing the yoga the children have to be focused throughout on something either their breathing or a sound or a movement and therefore they are concentrating. Some of these activities are common to approaches such as Montessori's method (Montessori, 2013) as both have a calming effect on the children, they both begin simply and increase with difficulty. Also similarly to Montessori methods, yoga also puts the emphasis on the children's process not the end product, this takes pressure off the children and allows them to explore and enjoy what they are doing more freely (Eggleston, 2015). I believe this will be beneficial for 'Child A' as due to her lack of concentration striving toward an end goal may seem too far away for

her. From observing child A I have come to the conclusion that keeping her engaged in the process and allowing her to explore will be something that she will enjoy and benefit from.

After looking into many re-searches and taking into consideration other ways forward for child A I came to the conclusion that a yoga intervention would be extremely beneficial. This would not only help child A improve their attentiveness and concentration within lessons, but it would also improve her learning across all areas as concentration and attentiveness is an issue across all subject areas for child A. (Powell, Gilchrist and Stapley, 2008).

Donahoe-Fillmore, Brahler, Fisher, & Beasley, (2010) suggest that there are also physical health benefits that I feel would benefit child A such as to improvements in motor functioning, executive function (EF), spatial perception, muscle strength, and respiratory capacity. These are things that I feel would really help child A move forward within her physical development and also have an impact on her literacy as yoga is said to improve fine motor skills which is something 'Child A' has difficulty with. This may then have a positive affect on her attitude towards writing as I believe dislikes writing as it takes her a long time and she struggles with it, but if there were improvements due to using a intervention such as yoga I believe this would overall have a massive impact on child As social and academic outlook on school.

I also favour this method as I believe this is something that children would enjoy. As previously stated, child A does not enjoy written work and much prefers to be independent and more physical with her learning. From research I have learnt that yoga gives children the opportunity to be independent and physical, it seems an innovative way to improve children's well-being and academic achievements without them even realising.

In addition to that and hopefully alongside the yoga being used to improve child A's motor skills I would also incorporate movements from the 'Primary Movement programme'. This programme focuses on helping children inhibit persistent primary reflexes that have been shown to have an effect on motor and cognitive development. Cantell, Smyth and Ahonen (1994) suggest that there is substantial research demonstrating that children who develop motor problems in their early years tend to struggle with motor skills throughout their life and can also develop educational and social difficulties as they get older. Although child A does not seem to have any significant educational or social difficulties at the moment, she is within the average bracket and it may be said that without anything put in place to improve her

motor skills now, these difficulties many appear and worsen over time. So I will use the recommendations of the 'Primary Movement Programme' not only to improve child A's motor skills but to also prevent any potential difficulties that may arise due to her lack of motor skills.

The Primary Movement programme uses movements that mimic the early reflex movement of the foetus, they use these movements as there is a close relationship between primary reflexes and the attainment of motor skills. (Capute, Accardo, Vining, Rubenstein & Harryman, 1978; Milani-Comparetti & Gidoni, 1967). One particular reflex that can be troublesome for a child in school is the Asymmetrical Tonic Neck Reflex (ATNR) as this reflex has been proven to affect the fine motor skills, making it hard for children to hold a pencil and therefore form their letters. (McPhillips, 2001). As child A experiences difficulty with her motor skills and in particular find forming letter difficult, I believe this would be a method that would help improve her learning. Brown (2010) explains that It entails daily repetition of movements that mimic the early reflex movements and include specific exercises that help stimulate major motor centres of the brain. Brown (2010) also states that this is delivered in a child friendly way using songs to perform the actions to and rhymes so again this would be a method that would help bring child A's learning forward but hopefully in a way that she would enjoy and not necessarily recognise as 'working'. Again, this is also a physical way forward for child A which is how she bests likes to learn.

Research had shown that significant improvements in fine motor skills when using the programme and schools that have used it have also seen improvements in some children's confidence, self-esteem, phonic knowledge, handwriting and engagement in sports. So it will not only improve child A's fine motor skills and in affect improve her handwriting but also build her confidence and self-esteem which will help her across all areas in her life and definitely have an impact on her learning (Brown, 2010).

Although there are some criticisms of this method, as Sugden and Dunford (2007) argues that to improve a particular fine motor skill (such as handwriting in child A's case) there needs to be opportunities to practise that specific skill. Although he does then go on to say that there is actually very few studies that have adequate evidence to support this approach and therefore it cannot be said to be more effective than the 'The Primary Movement' approach. Also, I would argue that even though I will use the recommendations for the primary movement I

will also continue to practise handwriting exercises with ‘child A’ as this is what the school practises with all its students. However it has been identified by myself and the class teacher that child A needs particular support in this area. This approach is also very time and cost effective as it only takes 10-15 minutes a day and could be performed with the whole class or individually with child A and it does not require any equipment. There is training available but after researching I would feel confident in delivering the sessions myself and if I see a significant improvement maybe then I would consider further training. Overall, I feel this would be a very beneficial way forward for child A which would hopefully improve her handwriting which I believe would then gain her confidence within literacy (Brown, 2010).

Conclusion

To conclude, it is clear that ‘child A’ has made progress throughout the year when taking into consideration all the data gathered. Even within the small amount of time I have been in the class I have seen ‘child A’ develop as a person and as a learner and with the ways forward I have suggested within this research I believe she will develop and continue to make positive progress. Article 29 of the United Nations Rights of the Child (UNRC, 1989) states that the education of a child should help them develop their personality, talents and mental and physical abilities to their absolute potential and by implementing the strategies I have suggested, I believe Child A will achieve these aims set out by the UNRC as after taking into consideration all the data I collected, I have researched into these methods to specifically benefit child A and therefore I am quite positive about the outcome they will have on her progress. In line with the new curriculum for Wales, Donaldson wants all learners in Wales to be ambitious capable learners who are confident and healthy individuals, he also states that he wants lessons to be more fun and pupil focused (Donaldson 2015) I believe that the methods I have chosen are complimentary to Donaldson's suggestions and that implementing them will create the healthy confident and ambitious learner the Donaldson recommends. (Donaldson, 2015)

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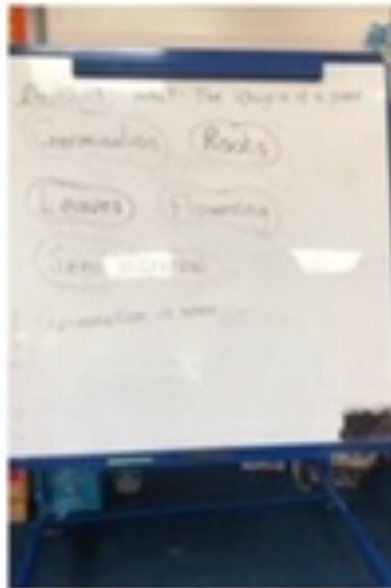
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Appendix

A -Photographs taken by 'Child A'.



2	1	/	5	\	19		
W	O	L	T	U	N	D	E
S	B	A	N	B	C	A	P

Measuring Volume

Aim: I can measure volume.

How much water is there in each jug?



1. 8 ml



2. _____ ml



3. _____ ml



4. 20 ml



5. 40 ml



6. 80 ml



7. 20 ml



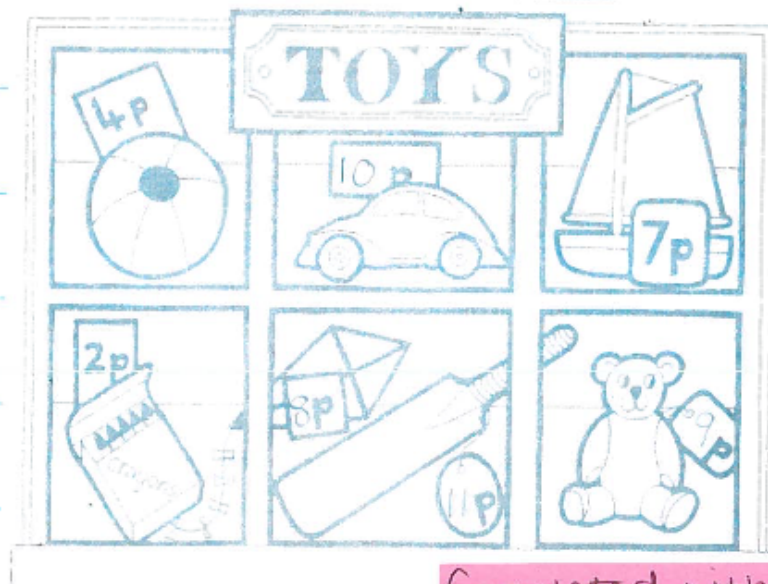
8. 120 ml

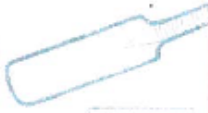


9. 120 ml

wait - make totals
using money.

Spend some money at
the toy shop.



Buy a 
They cost

Completed with
support.

Thursday 24th January 2018
WALT - write a description
including compass

The land beyond the Electric
Rainbow is magical

I can see a little maybe
beautiful blue waves
just a few paws of

- Work completed
before my placement
- to compare
handwriting.



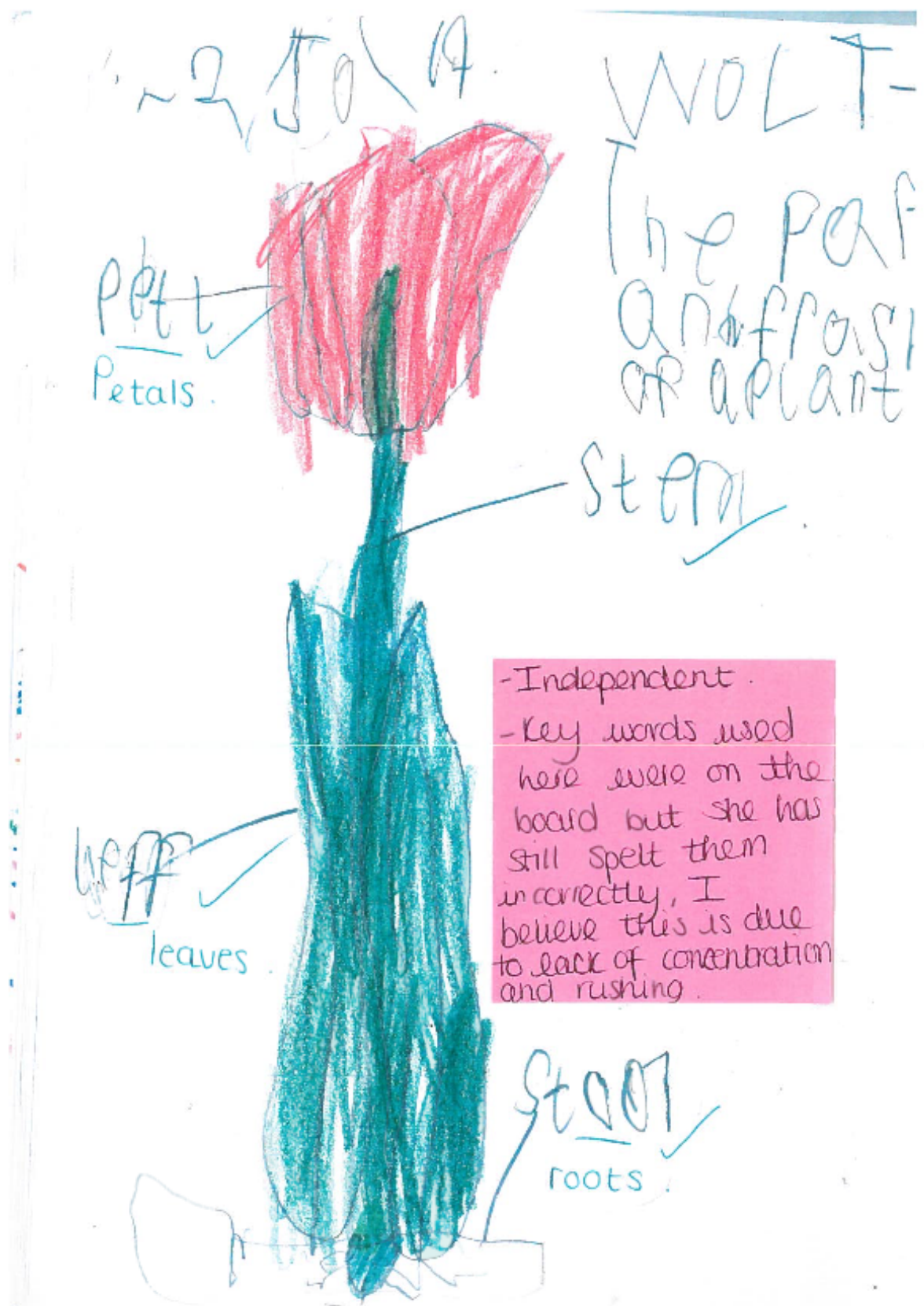
Challenge
match up the words and their
meanings.

petals - attract insects and
birds to the plant. ✓

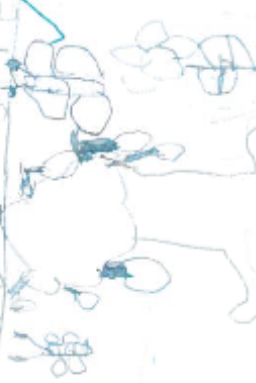
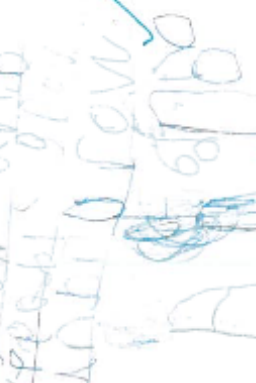
leaves - make food for the
plant from CO_2 and sunlight. ✓

stem - transports water and nutrients.

The class LSA
Sat with [REDACTED]
here to ensure she
used her best
handwriting and
took her time.



Topic- Electric Rainbow		
K	W	L
What I know	What I want to know	What I have learnt
knowles give light	technology was excrating no one	work before I attended

K	W
What I know	What I want to know
 VPE Club I love it all the time I grow and repeat when I grow 67700	 I want to know how to grow and repeat when I grow 67700

Olivia worked independently to come up with things she wanted to learn about our topic although it is apparent she didn't listen to the task properly as she was also write about what she wants to learn in the 'What I know' section.

23/05/19

WALT-UP. 30/1/19 4/1/19 PLAN
ME (to) GRADE

Many

Many plants need to grow
from the sun. ✓

2. Many plants need to grow from the sun.

3. Many plants need to grow from the
roots in the soil to get the nutrients they
need from the soil. ✓

4. Plants need sunlight and air while
they use to make food. ✓

Da lawn [REDACTED] OIA.

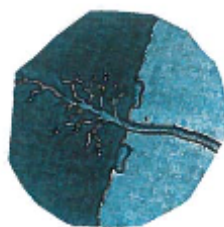
WF - Please remember finger spaces.

[REDACTED] worked
independently on
this task, so wasn't
constantly reminded
of finger spaces and
of her handwriting
which is why her
writing is not as
good here.

Olivia was working
on this task all
day and has still
not finished.
She complained that
she was tired all
day and did not
want to do any work.



Germination



1. $b a b$ ✓	P. D. G. L. 10 b a b
2. $b a b$ x	$\left(\frac{1}{10}\right)$
3. $a b a b$ x	
4. $b a b$ x	
5. $a b a b$ x	
6. $a b a b$ x	
7. $a b$ x	
8. $a b$ x	

C- Interview with 'Child A'

Interview with 'Child A'

Interviewer: What is your favourite area of the class room?

Child A: The reading corner.

Interviewer: Why?

Child A: Because I like reading.

Interviewer: What is your favourite book to read?

Child A: (Shows me a science book about our topic 'growing things')

Interviewer: What do you like learning about most in school?

Child A: Maths.

Interviewer: Why do you like maths?

Child A: because I don't like writing.

Interviewer: What work do you like to do?

Child A: I like work you get to colour in.

Interviewer: Do you like art?

Child A: yes.

Interviewer: What is your favourite part of the school day?

Child A: Break time, when I can play.

Interviewer: What helps you learn when you are doing work?

Child A: I like it when you help me to do my work.

Interviewer: What do you find hardest in school? What work do you find difficult?

Child A: Spelling words.

D- Consent Forms

 Prifysgol Cymru
Y Dreiniad Dewi Sain
University of Wales
Trinity Saint David

 Gwent Learning
The South 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 modules 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/ hinder 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 whenever 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): _____

If you have any queries regarding this, please contact the Programme Lead Helen Lewis: h.e.lewis@wtsd.ac.uk

Many thanks in advance.


Helen Lewis, 3.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Page 8 of 8



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

