

*SUPPORTING PUPIL PROGRESS: A
DETAILED ANALYSIS OF ONE CHILD'S
HOLISTIC DEVELOPMENT, WITH
JUSTIFICATION FOR THE NEXT STEPS
IN LEARNING.*

Module Code: M7X02153
Level 7

(1700241)

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Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	x ☐	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	x ☐	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	x ☐	☐	☐
4. Key Transferable Skills	☐	☐	☐	x ☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
- Provided next steps that are suited to the individual - Shown a critical view of the observations used - Provided a clear structure to my assignment	- Have a clearer understanding of the ASK model to ensure I implement it in my writing.

Student's Name	1700241	Date	30/05/2018
Student's Signature			

Table of Contents

Introduction	4
Data Collection	4
Mosaic Approach	4
Child Conferencing.....	5
Observation.....	6
Photographs	6
Maps	7
Samples of work	7
Ethical Considerations.....	7
Analysis of Learner	7
Literacy.....	7
Oracy	7
Reading.....	8
Writing.....	8
Numeracy.....	9
Physical Development.....	11
Personal and Social Development, Well-being and Cultural Diversity (PSD)	11
Next Steps.....	12
Conclusion.....	16

Introduction

This research took place in a Year One, Foundation Phase (FP) classroom of a small, English medium primary school within the UWTSD Yr Athrofa partnership. The Year One class of twenty pupils is heavily female.

Purposive sampling was used by the observer and the class teacher to select the pupil (Robert-Holmes, 2014). Although this method of sampling is subjective (Denscombe, 2010), purposive sampling allowed for a child with good attendance to be selected, which was valuable for this research as it allowed for regular observations and work samples to be collected.

The pseudonym, Poppy, was used to protect the child's identity and to guarantee the confidentiality and anonymity of the child, which complies with the British Education Research Association (BERA) (2011). This pseudonym was selected by the child when gaining informed assent. The aim of the research was communicated to Poppy and the class teacher, along with the child and schools right to confidentiality and right to withdraw at any time (see Appendix A). The school will be referred to as school X to protect the confidentiality and anonymity of the school.

Poppy is a 5-year-old female student who has attended the school since Nursery. The class teacher describes her as a friendly student with good attendance.

Data Collection

Mosaic Approach

A mosaic approach was adopted for this assignment, which enabled the pupil's voice to be heard (Clark and Moss, 2011). A mosaic approach is a multi-method approach where child-friendly techniques are combined to gain qualitative data. The mosaic approach enabled a qualitative approach to be chosen during this research. Despite being time-consuming (Burton and Bartlett, 2009; Newby, 2010), a qualitative approach was best suited for this

research as it granted for a combination of data collection methods to be used to gather in-depth data based on the participant's views and personal experiences (Newby, 2010).

The methods of data collection which the mosaic approach allowed for were child and teacher conferencing, which were discussions with the child and the teacher, observations of the pupil, annotated samples of work and pupil-led feedback on learning experiences, through map making and photographs.

Child Conferencing

The method of child conferencing was adopted, as it is described as a helpful, active tool for listening to children (Clark and Moss, 2011). Pre-planned questions were created, based on the example given by Clark and Moss (2011), although they were adapted to suit the age of Poppy and nature of this assignment. The questions allowed Poppy, as a learner, to use her voice and perspectives (see Appendix B). A benefit of using pre-planned questions was that it ensured the conference stayed on topic; however, there was concern that the questions would feel too structured. In an attempt to reduce this structured feel, the conference finished with an open-ended question to allow Poppy more freedom to answer.

A limitation of child conferencing is that care must be taken to select the setting carefully (Clark and Moss, 2011). For this reason, it was ensured that the environment in which the conference took place was permissive and comfortable, for Poppy to feel at ease (Kruegar and Casey, 2000). The conference took place in the familiar environment of the classroom, which had multiple windows and two open doors to ensure maximum comfort. It was ensured that sensitivity was undertaken regarding the questions asked (Clark and Moss, 2011). The removal of some questions, given in the example by Clark and Moss (2011) which discussed the most liked and most disliked person in the environment, was decided to avoid any possible discomfort for Poppy. Additionally, despite the conference being time-consuming, the additional time was needed to ensure that Poppy had enough time to consider and answer the questions adequately.

Observation

Observations are used to understand behaviours (Albon and Mukherji, 2009). Child observation is an assessment method which was familiar with the children in the class. It is suggested that observers should be as unobtrusive as possible to minimise any alteration of behaviour as an effect of their presence (Sharman, Cross and Vennis, 2007). The observer ensured to use observations alike to those the children were familiar with in class, which involved the observer being involved in the activities that were undertaken, to ensure that the observer was unobtrusive as possible. Despite the class being familiar with observations, the children were still intrigued by the observation. It was explained to them that the observer was making notes to help with future learning.

Observations were used alongside other methods of data collection to assess the different areas of Poppy's progress and to support Poppy's next steps concerning the Foundation Phase Outcomes (Welsh Government, 2014). To ensure the maximum validity of the observations, the observations were conducted at different times of the day and on different days of the week to gain a broad perspective of the learner, Poppy. To ensure relevant data was collected on Poppy, many of the observations were planned, as this allowed a specific focus to be looked at (Welsh Government, 2014). All of the observations made were kept in an on hand, observation book.

Photographs

Photographs were used to record areas of the school which were attractive to Poppy in an interactive format. Poppy used a class iPad, which was easily accessible, to take these photos. Not only did Poppy mention enjoying the use of the iPad, but it demonstrated Poppy's ability to demonstrate skills from the Digital Competency Framework. However, two limitations arose. One limitation was that the classroom was short of an iPad. The second limitation was that the battery life of the iPad was not reliable and often died while in use.

Maps

Poppy used maps alongside photos to highlight the areas of importance to her. This tool worked well as it was easily accessible and was not reliant on the written or spoken.

Samples of work

Annotated samples of work were used as an additional method of data collection. These samples of work were annotated using the Foundation Phase Outcomes (Welsh Government, 2015). These allowed for the assessment of Poppy to perceive which outcome Poppy was currently achieving.

Ethical Considerations

To guarantee confidentiality and anonymity, the observer ensured to anonymise all samples of work, observation notes and photos to ensure both Poppy and the schools identify remained anonymous. Moreover, Poppy was aware that she had the right to withdraw at any time. BERA (2011) guidelines were complied with at all times of the research. Consent was additionally gained from the class teacher.

Analysis of Learner

This section will critically evaluate the data to determine what it shows about the child. Throughout it will be acknowledging the A.S.K model which looks at attitudes, skills, and knowledge (Nottingham, 2013).

Literacy

Oracy

Observation notes recorded that Poppy speaks 'clearly and audibly' during different activities in the classroom. Her oracy skills are portrayed through observation notes which show her ability to use appropriate language during role-play sessions. They detail how 'Poppy took on the role as shopkeeper very well and displayed lots of vocabulary which had been used during the carpet introduction'. She highlighted how the role play area was one of her favourite places in the classroom by taking a photo of the museum during her classroom tour and explaining how it was one of her favourite places in school during the child conference as she was able to play with her friends. Observation notes show that Poppy 'always joins in during the songs sang at Amser Taclusio with her friends'. Additionally, Poppy took a photo of the classroom carpet and stated 'I like sitting here and singing with my friends' (see Appendix C). From analysing this data, her friends appear to be an important part of Poppy's school life, which supports Vygotsky's (1978) theory that learning is a social activity. As well as her attitudes, Poppy demonstrates her ability to use oracy skills during 'Think, Pair, Share' activities. Observation notes show that she can 'talk and respond to others' (Welsh Government, 2015).

Reading

Appendix D shows Poppy's reading record. Her reading record demonstrates an Outcome Four descriptor for reading which is the ability to 'talk about simple text features'. It is also noted that she can use strategies to decode and reads with expression. Poppy's open-mindedness towards reading is displayed by her inclusion of the reading corner in her classroom tour and her inclusion of it in her 'favourite places' during the child conference. During the classroom tour, she highlighted that she enjoyed picking her books and reading them with her friends, which again emphasises her attitude of the importance of her friends during her learning.

Writing

The writing was the one literacy area Poppy dismissed during her classroom tour. It became clear during the child conference that the writing area was Poppy's least favourite part of the

classroom as she found 'writing hard and boring'. When asked what she found hard about the writing, she stated that it was "hard to hold (her) pencil properly".

Two flow charts were made as part of two observations to record Poppy's movement through the classroom (see Appendix E). Two flow charts were used to compare different times of the day. It can be seen that Poppy visits every area of the classroom during both the flowcharts, excluding the writing area and the creative area. During both these observations, the challenges in both of the areas required fine motor skills. Observation notes show that Poppy has difficulty conducting movements which require fine motor skills, such as holding a pen to write and holding scissors, both of which were involved in the area challenges she avoided. This difficulty of fine motor skills will be further discussed in the Physical section of this analysis. Evidence of Poppy's class work displays her knowledge of writing (see Appendix F). The task required Poppy to write about how she would care for a dinosaur egg. During this piece of work Poppy 'uses correct initial constantans' and can 'form upper and lower-case letters which are usually clearly shaped and correctly orientated' suggesting that she is currently attaining a Outcome Four in writing (Welsh Government, 2015).

Overall for literacy, Poppy is currently working on an Outcome Four. Despite remaining in Outcome Three for writing, she shows clear signs of having the skills and knowledge to attain an Outcome Four. It is recognised that a limitation of the data is that there are gaps in the evidence, however, due to time constraints and the scope of this assignment, the collection of the data to ensure no gaps proved difficult. The next steps for Poppy will be discussed during the next section of this assignment.

Numeracy

During the child conference, Poppy's attitude towards Abacus, which is the scheme of work the school use, was negative. Despite observation notes highlighting her high skill level in numeracy, Poppy stated her least favourite thing about school was Abacus because she did not like writing in her book.

Interestingly, Appendix G shows Poppy's image of another favourite area of the classroom, the maths challenge area. The area holds many practical maths apparatuses for the children to use. Poppy stated how she enjoys using these apparatuses on the carpet with her friends. Furthermore, during the child conference Poppy stated, "I love playing shopkeeper in the dinosaur museum". Poppy did not link the role play area with maths despite the fact that her role as the shopkeeper required her to use the money to give change from 10p, which is in the Foundation Phase Outcome Four for numeracy (Welsh Government, 2015). Appendix H displays Poppy's ability to use non-standard units of measuring, which is also classified as an Outcome Four in numeracy. It could be supposed from this data that Poppy enjoys numeracy when there are physical objects for her to manipulate. This links in with the Montessori theory that children learn through their senses and need to be given objects to manipulate for them to exercise their sensory learning (Montessori and Livingston, 2008).

Observation notes record that Poppy displays additional Outcome Four numeracy skills daily. Each morning the children 'write numbers up to twenty' (Welsh Government, 2015) while waiting for their classmates to join them on the carpet after breakfast club. Furthermore, during 'Helper Heddiw' sessions the children are required to understand the 'concept of time' (Welsh Government, 2015) to complete the daily weather chart.

A limitation recognised in the collection of numeracy data is that there is lack of evidence for particular descriptions of the outcomes. This gap in evidence is due to the limited time spent in the classroom to collect the data. Additionally, a limitation of the Mosaic approach is that it can be time-consuming and challenging to incorporate into daily routines. In future practice, the mosaic approach would be embedded into the structure of daily routines early on to minimise this limitation.

Overall Poppy is currently achieving an Outcome Four for Numeracy. Despite her displaying elements of Outcome Five, further steps are needed to develop attitudes, skills, and knowledge to secure this achievement.

Physical Development

As discussed previously in the analysis, Poppy appears to dislike writing and cutting; both of which involve fine motor skills. During the child conference, Poppy revealed how she finds holding her pencil and scissors difficult which suggests that she needs to develop her fine motor skills further. It should be noted here that Poppy suffered a severe break of her arm during Reception, therefore it is possible that this may have caused the developmental delay with her fine motor skills in her hands.

Despite her difficulties with fine motor skills, she does not seem to have difficulties with gross motor skills. Observation notes show that Poppy can 'listen to and respond to instructions' during P.E lessons and can work safely in space both in P.E lessons and during play times outside (Welsh Government, 2015). Her knowledge of physical changes is displayed as she can 'recognise how (her) breathing changes' when she exercises. Poppy stated how "I am not very good at it, but I enjoy it". This statement displays that Poppy possibly has a degree of open-mindedness and resilience towards physical activity as despite having the attitude that she is 'not very good at it', she continues to enjoy participating in it. However, P.E is the one lesson where children are not placed in ability groups to work. This opportunity allows Poppy to work with some members of her friendship group, therefore whether her open-mindedness attitude is a result of her participating in P.E or with her friends could be questioned.

Overall, Poppy is achieving an Outcome Three for physical development. Although she is achieving many of the criteria needed for Outcome Four physical development, her fine motor skills development needs to be improved to attain an Outcome Four.

Personal and Social Development, Well-being and Cultural Diversity (PSD)

Observation notes have shown that Poppy can 'help other children when they are sad or upset', which is a descriptor in the Outcome Four for PSD. Poppy's ability to distinguish between her likes and dislikes are apparent in her classroom tour and her child conference.

During a task which required Poppy to care for an egg, she displayed high levels of skill, through her social involvement during the activity, high levels of knowledge, through offering ideas about caring for the egg and a positive attitude, through becoming curious about learning more. During the lesson, she displayed that she could 'show an awareness of caring for things such as pets', which is an Outcome Four descriptor.

As the best fit, Poppy is achieving an Outcome Four for PSD. Again, there are some elements of the outcome that Poppy has not displayed due to lack of opportunity to, which is a limitation of this assignment. These missing opportunities will be considered in the next steps.

Next Steps

For Poppy to reach every criterion in Outcome Four for Literacy, steps need to be put into place. It is apparent from Poppy's written work that her knowledge of writing is of a good standard. Steps need to be put in place to enhance her attitude and skills. Poppy lacks fine motor skills in her hand, which is possibly affecting her pencil grip when writing. Not only is this affecting her literacy outcome, but it is affecting her physical development outcome. Neaum (2010) suggests that by the time children leave Foundation Phase they should be able to grasp a pencil maturely, which is also included in the Physical Development Foundation Phase Outcome Four (Welsh Government, 2015). To improve Poppy's fine motor skills, a finger gym could be introduced into the classroom, which Poppy could practice with her friends. It would be ensured that the activity could be undertaken as a group as data has shown how Poppy's preferred learning strategy is collaboration. A finger gym aims to strengthen the fingers and muscles in children's hands (Doyla, 2014). The skills involved such as threading beads, playing with dough, sewing and painting can all contribute to the improvement of fine motor skills (Johnston, Nahmad-Williams, and House, 2008). Therefore, this could potentially develop Poppy's skills in both literacy and physical development.

As well as a finger gym, outdoor play is recommended for children to ensure they develop a variety of parts of their body (Lindon, 2010). An activity which could be introduced is gardening. Not only would this activity be hands-on by developing Poppy's fine motor skills,

but it would have a cross-curricular approach as numeracy, PSD and Literacy could be incorporated into the activities, which would follow recommendations by Donaldson (2015). Having a cross-curricular activity could offer Poppy the opportunity to develop holistically, whether this is through estimation of the plant height for numeracy, or through learning to care for a plant for PSD.

Poppy's attitude appeared negative towards writing in the data. She stated that writing is 'boring'. To alter these attitudes, reference could be made back to Poppy's 'All About Me' activity (see Appendix I) which the children completed during their first week in the class with their student teacher. Reference to the activity would be completed to discover what interests Poppy had in an attempt to enthuse her about writing. Medwell et al. (2012) state that children want to achieve and reach their potential when they have enthusiasm for what they are learning. Poppy highlighted that her favourite activity was football, therefore incorporating independent writing tasks about football may encourage Poppy to enjoy writing. There is potential that Poppy's negative attitude towards writing is due to her finding it difficult. Though Poppy's knowledge is shown through her work, her skill level and attitude are lower. Adult intervention may be needed to build upon Poppy's existing knowledge, which links in with Vygotsky's (1978) Zone of Proximal Development. Additionally, Skinner's (1966) theory of positive reinforcement could be used to praise Poppy when she completes a writing task, to encourage her to develop a more positive attitude towards writing. In addition to this, using a wall display to create an inclusive environment and personalise the learning space may create positive reinforcement by celebrating Poppy's work. During the tour of the classroom, Poppy was proud to highlight her previous work on the wall. A working wall could be created to engage the children on a daily basis and to use as a form of scaffolding support for children to use (Wood, Bruner, and Ross, 1976).

For Poppy to reach Outcome Five for Numeracy, it is possible that her attitude needs to be altered towards numeracy. Poppy has stated that she dislikes writing in the abacus book but loves to work in the Maths area. It could be said that Poppy's open-mindedness towards the maths area could be due to the concrete materials as she stated that they 'helped me to learn'. This fondness towards concrete materials suggests that Poppy may have a kinaesthetic

learning style. Haylock and Cockburn (2017) suggest that concrete materials support children best in mathematics. Although the scheme of work, Abacus, would still be adhered to, the inclusion of concrete materials during the lesson would be ensured, in an attempt to compliment Poppy's learning style and to help her achieve an Outcome Five.

Furthermore, for Poppy to reach an Outcome Five in numeracy, there are descriptors which Poppy needs to hit by developing her knowledge and skills. For example, Poppy has not had the opportunity to display her knowledge of recalling doubles up to twenty. Reflecting back at Poppy's 'All About Me' sheet, it displays that Poppy is interested in becoming a Pizza Chef. A concrete activity which could be used to display her knowledge of doubles would be to use concrete materials, through pizza slices, to double the slices of pepperoni on one side of the pizza.

Poppy is currently working on an Outcome Three in Physical Development. To ensure Poppy reached an Outcome Four for Physical Development her next steps would be to develop her fine motor skills further. The next steps to develop her fine motor skills have been previously discussed at the start of this section. Nevertheless, it was also noted that Poppy's open-mindedness towards physical activity could potentially be due to the lack of ability grouping in the lesson, which allows Poppy to be grouped with her friends. Her enjoyment of the activity could, in fact, be because she is with her friends. If this is true, then Poppy's attitude towards the activity needs to be improved for her skills and knowledge to develop in physical development.

Bruce and Meggit (2006) suggest that a child's social development can be influenced by their personality and temperament; therefore, each child is different. These individual differences may result in it being difficult for children to fit into specific descriptors found in the Foundation Phase Outcomes (Welsh Assembly Government, 2015), which could provide a limitation when looking at a child's PSD outcomes. From the data, it is clear that Poppy is attaining an Outcome Four in PSD. PSD is influenced by a child's conditions and environment (Johnston, Williams and House, 2008), therefore to assist Poppy in achieving an Outcome Five, it would be vital that the classroom fostered a positive PSD environment. This positive

PSD environment could be created through regular PSD lessons, regular positive praise and creating a family environment within the school and the classroom.

Additionally, theorist Robert Steiner proposed that the role of the adult plays a significant role in a child's social development (Riddall-Leech, 2008). One criterion which Poppy needs to meet to attain Outcome Five is to 'cooperate and communicate appropriately with peers and familiar adults and seek help when necessary'. Poppy can communicate with her peers but needs further support to communicate with familiar adults. A possible action to improve this is circle time with the adults and children in the classroom, where everyone could discuss how he or she can help each other daily. Additionally, Poppy could be encouraged to seek help when she is struggling. This links in with the constructivist theory by Wood, Bruner, and Ross (1976) who proposed the idea of scaffolding; which is the idea that an adult can assist a child in taking on new learning.

In addition to this, encouraging Poppy to have a growth mindset may improve her attainment in education as well as developing her holistic self (Dweck, 2012). The Class Dojo app would be a great system to implement in the class to promote well-being. It could be said that many of Poppy's negative attitudes towards specific areas of learning are because of lack of skill or knowledge. Therefore, for these to develop she needs to have the qualities mentioned in the attitudes element of the ASK model such as curiosity, the desire to succeed, open-mindedness, resilience and self-regulation (Nottingham, 2013). A Growth mindset focuses on the process of learning, therefore develops the qualities of the 'attitudes' element. Both parents and teachers can engender this growth mindset by praising children for their persistence and effort in activities (Boaler and Dweck, 2016). Involving Poppy's parents in the process could be valuable to improving Poppy's attainment (Riddall-Leech, 2008), although it is highlighted that adults must show a genuine interest in what the child has to say to be useful (Dowling, 2010).

Conclusion

From this assignment, I believe that the Mosaic approach is a useful tool to use in the classroom for assessment. I have previously struggled with assessment for learning, as I find it difficult to balance with other priorities as a student teacher. It is a useful tool as it incorporates pupil voice, which is at its utmost importance in today's education as pupil's voice is significantly advocated by Donaldson (2015). I favoured the way in which it involved the child in their learning. It made assessment personal to the individual child, Poppy, something which I think is vital in today's education.

However, I believe that the Mosaic approach requires practice to ensure it is embedded into daily practice. If I were to use this in my future practice, I would ensure that I introduced it into my teaching and assessment early, to ensure it became a habit. With this being the first time using the Mosaic approach, I recognise that implementing it into practice was difficult. Therefore, in the future, I would need to familiarise myself with the aims of the approach, to ensure it was being used appropriately.

Through using the voice of the child, the approach has highlighted students likes and dislikes of the classroom; some of which I would not have thought about before. I would use this approach to see what is useful in the classroom and what needs improving or changing.

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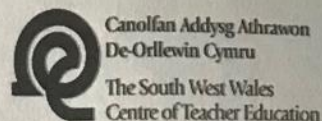
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Appendices

Appendix A – Consent Form



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 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): _____

L. Davies

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

Many thanks in advance,

Helen Lewis

Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix B – Questions for Child Conferencing

Questions for Child Conferencing

Why do you come to school?

What do you like best about school?

What don't you like about school?

What do grown up's do at school?

What should grown-ups do at school?

Where is your favourite place in your school?

Which part of the school don't you like?

What do you find hard?

What is the food like?

What do you like about being in the CC?

What else can you tell me about school and learning?

Appendix C – Carpet Area



Appendix D – Reading Record

Reading record

Name of learner:

Reading age (if known): **5**

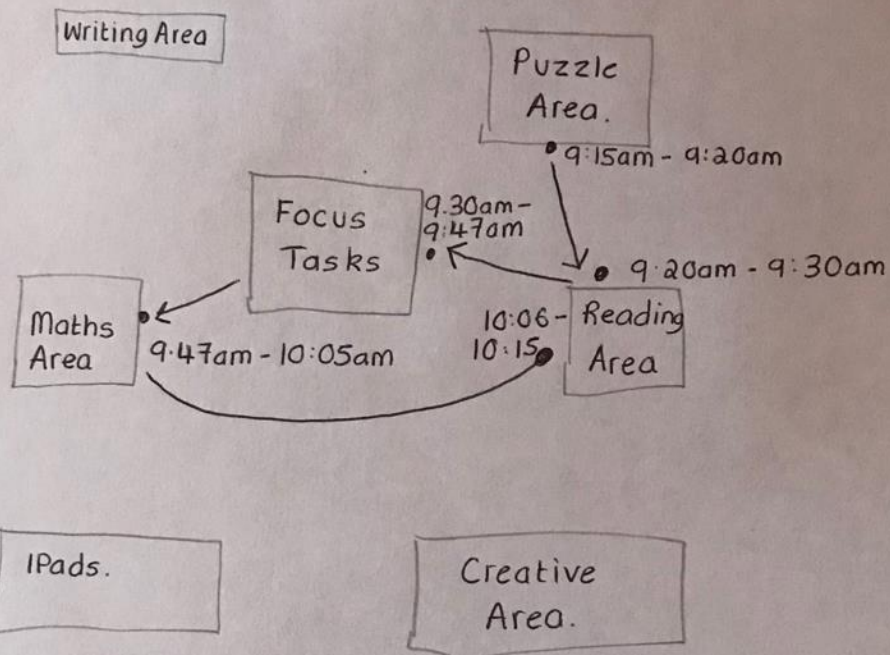
Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
14th May	Harry and his bucketful of dinosaurs.	Fiction	- Used strategies to decode words. - Was able to discuss book with teacher after and discuss some simple text features.
17th May	Oi dog.	Fiction.	Fantastic expression. You really read the punctuation with expression. Da iawn.
21st May	The Magic Key	Fiction	You were able to retell the events of this story. You used our sound cards to help you decode words.

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

Appendix E – Flow Charts

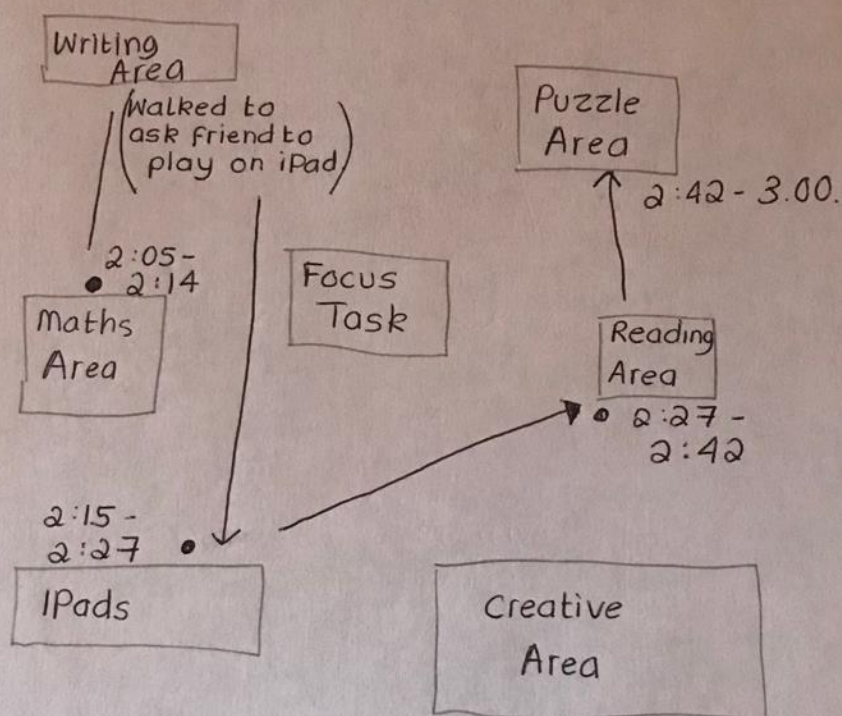
Time: 9:15am - 10:15am

Date: 15th May (Tuesday)



Movement of [REDACTED] in the classroom.

Time: 2:05pm - 3:00pm
Date: 24th May (Thursday)



Movement of [redacted] in the classroom.

Appendix F – Writing Example

Saving our endangered eggs

LO: recognise how people's actions can improve or damage the environment.

04
Form upper
and lower
case letters.

Care for egg and
give it food.

04
Spelling strategies
to spell longer CVC
words.

04 Developing phonemic awareness.

Dont scere the
egg.

04
Letters which are
usually shaped

Appendix G – Maths Area



Appendix H – Numeracy Example



Measure the Dinosaur

Name: _____

Literacy
04
Good
capital
letters.

Dinosaur	Length (cm)
Velociraptor	2
T-Rex	7
Stegosaurus	4
Diplodocus	6
Triceratops	15

N04 - non standard
units of measur-
ing.



N04 -
Collect information
in a table.

N04
Count + write
numbers to 20.

Appendix I – 'All About Me' activity

ALL ABOUT

[Redacted Name]

I am 5 years old

Favorite Food
chips

Favorite Color
orange

My Birthday is
July 12

Favorite Subject
Joke & Games

Favorite Activity
foosball

Picture of me

When I Grow Up, I want to be...
peestucher

My Family

