

Student no: 1703164

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

Word Count: 4431

Introduction

This assignment will give a detailed account of one pupil’s holistic development with suggestions for the next steps in learning, particularly focusing on: Mathematics, Language, Literacy and Communication, well-being, personal and social development and physical development. The primary data collection method adopted was the ‘Mosaic Approach’ which included observations, child conferencing and qualitative interviews with the class teacher, PPA teacher and a Learning Support Officer (LSO). I also used the A.S.K model of learning when reflecting on the next steps for the learner. Within the scope of the assignment, I will evaluate the strengths and weaknesses of the methods of data collection and reflect on what I have learnt through conducting this classroom research.

The data was collected whilst on my current final teaching placement in a nursery class in a primary school in a village on the outskirts of Bridgend. According to a recent Estyn report (2018), there are a total of 297 pupils in attendance, 24% of which the school has identified as having additional learning needs. The percentage of pupils eligible to receive free school meals is 30%, which is higher than the national average of 19%. In 2018, when the report was published, there were 32 full-time nursery pupils on roll, however, an additional two pupils have since joined the class, bringing the current total to 34 (18 boys and 16 girls). The child who I have chosen to focus on is a 4-year-old girl, who I shall refer to as Molly for the purposes of this assignment. The child’s real name and the names of the staff and school will all remain anonymous in adherence to Bera guidelines (Bera, 2018).

Data Collection

The Mosaic approach was developed by educational researchers Clark and Moss, who grew concerned with the validity of traditional methods of data collection being used in classroom research with young children (Clark and Moss, 2011). The United Nations Convention on the Rights of the Child Act (1990) has informed policy making across Europe in recent years (Clark, 2007) and Clark and Moss felt that there was a need for a more inclusive method of research, in which the child had an active rather than passive role.

The Mosaic Approach is a multi-faceted framework for listening to children, whom as “meaning makers, researchers and explorers”, are skilled at communicating their ideas through verbal and non-verbal means (Clark, 2007, pg.76). The notion of children as language makers who actively search for meanings is one that is shared by the constructivist models of learning (Clark, 2007).

Clark (2007) describes the Mosaic approach as an amalgamation of traditional, ‘adult-directed’ tools of research, such as participant observations and semi-structured interviews and participatory tools accessible to children, such as cameras, bookmaking, map-making and tours. By piecing together, the various forms of qualitative data, the researcher can gain a holistic view of the child’s experiences. Likewise, Greenfield (2011) suggests that this method of research is a valid framework for listening to children as it is a participatory approach that allows the child take the lead in the research. Fasoli (2003) emphasises that by handing over the camera to the child, the power shift moves from the adult to the child and they become research partners not participants.

Clark (2007) outlines the three stages of the Mosaic approach: stage one (data capture through various tools), stage two (piecing together the data for interpretation) and stage three (analysing the findings to inform decision making). The individual ‘tiles’ of data I gathered, whilst adopting the Mosaic approach included: photographs, observational records, a reading record, examples of the child’s work and transcripts from semi-structured interviews. Clark and Moss (2011) acknowledge the main criticism of this approach; the findings are not scientific enough which means that the data cannot be generalised. However, they argue that the data captured gives a true insight into children’s lives and for that reason cannot be disregarded. Similarly, Hopkins (2008) argues that the integrity of qualitative data can help to address concerns about its methodology.

Before embarking on stage one of the Mosaic approach, there were ethical issues, which are needed to be considered before carrying out research with children (Bera, 2018). Firstly, I gained consent from the class teacher (Appendix 1) and informed consent from the parent of the child (Appendix 2). I explained to Molly, using child-friendly language that I wanted to observe her over the duration of my placement and chat to her about what she likes to do at nursery and if she would give me permission to do this. I also made it clear that she could withdraw from the research at any point by telling me or another adult in the room. Farrell (2005) suggests that gaining the child’s assent is essential if they are to be an ‘active participant’ in the research process.

Analysis of learner

Introduction to learner

Molly is a 4-year-old girl who appears to be generally happy and is eligible for free school meals (FSM). During the interview with the class teacher (Appendix 3), she stated that Molly was baselined quite high when she started at the nursery in September. However, her attendance is poor (64%) and to date she has missed 105 out of 294 sessions, which the teacher believes has had a direct impact on her achievement since September. A key report written by Estyn, titled 'Pupil Deprivation' (2014), indicates that there is a direct link between poverty and underachievement and that learners who have an entitlement to FSM do not perform as well as those who are not entitled. Similarly, a report from the Welsh Government (2014) also claims that eligibility for FSM is also linked to higher levels of absenteeism with FSM learners in Wales being four times more likely to be persistently absent than their non-FSM peers. In Molly's case, the class teacher has raised her concerns about Molly's absenteeism to her father, however, as nursery is not compulsory in the UK, the school can't enforce attendance. Molly also stood out to me as she is the only child in the class who does not wear school uniform and her appearance can be unkempt.

Molly's biggest setback in the nursery is her speech and language difficulties. A Welsh Government report (2014) indicates that by age five, pupils from disadvantaged backgrounds will be a year behind their peers in their range of vocabulary. In Molly's case, it is difficult to understand what she is trying to say and this can often lead to a breakdown in communication with her peers.

Gathering the data

Firstly, I asked Molly if she would take me on a tour of her favourite places in the nursery. She seemed excited as she pointed out where she liked to play inside and outside the classroom. The class teacher advised that I should take the photos for Molly (Appendix 4). I was not surprised by the fact that she had included the home corner as I had myself noted during the observation week that she likes to play there in the afternoon when it is open (Appendix 5). I had also noticed that she liked to play with dolls in the outdoor learning area, that she had asked me to photograph.

I also carried out semi-structured interview with Molly (Appendix 6) after the classroom tour. Molly was very shy and seemed reluctant to give answers. She suggested that she likes coming to nursery to “play with my friends” and when she asked where she likes to play in the nursery, she replied, “the home corner”. When questioned on what she likes to do in the home corner, she replied “make food”. When asked if there were any areas of the nursery that she didn’t like to play, she replied “I don’t know”.

Maths

Molly has made 1 outcome in Maths since being baselined and is at level 2c. During the interview with the class teacher (Appendix 3), she stated that Molly can say numbers from 1-10 but can’t go backwards from 10-0. She recognises basic shapes and is beginning to write 0-5 accurately and sort objects. The teacher expressed her inability to assess Molly’s progress in some areas of Maths due to her poor attendance.

My first observation on Molly was carried out during a Maths lesson during my observation week (Appendix 4). There was a supply teacher in the class and I observed her assessing whether Molly could create a pattern of 3 animals using a worksheet (Appendix 5). Molly appeared to be distracted and could not say what animal would go next; it was clear to see that she was guessing. There is research that suggests that a young child's ability to identify mathematical patterns can predict achievement in Mathematics at an older age, more than other skills, such as counting. This suggests that patterning and spatial development is important in the mathematical development of young children (Rittle-Johnson et al, 2019).

The next day, the supply teacher asked if I would like to take a group for the Maths lesson, which was counting up to five animals on a worksheet and making a tally. The pupils had been introduced to tallies earlier in the week and Molly had apparently enjoyed making a tally on the whiteboard. Again, Molly seemed distracted as she attempted to count the animals on the worksheet using her finger (Appendix 8). I noticed that Molly was mis-counting and I had to physically hold her finger to help her count the animals one by one. Haylock and Cockburn (2017) refer to this as the one-to-one principle, which is the ability to synchronise counting aloud with the physical movements of a finger along a line of objects. They suggest that this is a skill that young children can find difficult to learn. The LSO also noted in her interview (Appendix 9) that Molly would try to count but “gets to far and loses her way” and has a tendency to “double count”. I also had to support Molly to make a tally as would draw more than one line whilst counting, however, this was the case for many of the children in the group.

Literacy, Language and Communication

Molly has only made 0.5 of an outcome in Literacy and is currently at level 2b. The class teacher stated in the interview that she should have made 1 outcome and feels that her poor attendance and speech and language difficulties have prevented her from doing so. Molly is beginning to say sentences with five or more words and beginning to re-tell stories, however, the class teacher noted that with an unfamiliar adult, this would be more difficult due to her poor speech.

Since March, Molly has started reading in class weekly and taking a book home to read with her parents, however the LSO stated in her interview that her book does not get brought back weekly and when looking at her reading record (Appendix 10), I can see that the last time she read in school was the 3rd May and that was actually with myself. I can recall that Molly was able to identify each of the characters in the story by name and tell me how she thought the characters were feeling, however, her vocabulary was limited to one-word answers. In the interview with the LSO, she also refers to Molly's disinterest in the reading corner.

Whitehurst cited in Palaiologou (2010, p.g.144) refers to the term 'emergent literacy', to describe a set of skills which develop in the earliest stages of literacy development. This set of competencies, include: an "awareness of language", "emergent writing", "phonological awareness" and an "interest in interacting with books". In order to acquire this set of skills, young children need to engage in meaningful literacy experiences in their environments, which include Early Years settings and home (Palaiologou, 2010). However, figures from The Millennium Cohort Study, reveal that by the age of five, children with eligibility for

FSM can be up to a year behind their non-FMS peers in particular aspects of their literacy development (Welsh Government, 2015).

In our interview, the class teacher also stated that Molly is beginning to work on understanding different types of stories and emotions and that she enjoys role-play. However, she can sometimes get frustrated when other children cannot understand her due to her speech difficulties. She is starting to identify initial sounds and can recognise the first initial of her name. In a literacy lesson with myself, Molly was able to sound out the initial sounds of a cow, pig and duck without support. She is also beginning to mark-make and can overwrite letters.

Wellbeing and personal, social and emotional development

During the observation week, I noted that Molly seemed to be ‘very talkative and sociable’ (Appendix 5), even though I could not always understand what she was trying to say, due to her speech problems. I recall that she was very kind to a new starter who cried. I asked her if she would show him the play-doh and she took his hand and appeared to delight in her newfound responsibility to put him at ease. However, as I have got to know Molly more over the last month, I have noticed that she is more of a complex character than originally thought.

I have observed Molly shoving her peers when sitting on the carpet, which was also mentioned in my interview with the PPA teacher (Appendix 12) who refers to Molly as “boisterous” and there was a recent incident in the dinner hall, where another child accused him of hitting her. Apparently, this is not an uncommon occurrence as, all three staff

members have referred to her behaviour in my interviews with them. During the interview with the LSO (Appendix 10), she mentioned how she would model appropriate behaviour to Molly and explain to her that she must not hit other children. She also commented on Molly's inability to control her emotions on times as she will cry for long periods of time if she is reprimanded.

In my interview with the class teacher, she suggests that Molly dominates games but finds it difficult to articulate why she might be doing this, due to her speech and language difficulties. The LSO also commented that Molly appears to mostly engage in parallel play and rarely engages in imaginative or cooperative play (Appendix 10). Moyles (1989) indicates that the process of moving from peripheral play and parallel play to co-operative play may take some children longer than others.

The class teacher indicated that Molly is beginning to develop self-control and wait her turn, but she is still interrupting. I also noted that she has a habit of shouting out on the carpet, even though I have explained to her that she must put her hand up. The teacher also stated that Molly is beginning to develop empathy and show concerns for others' needs; she has some ability to express emotion, such as, happy and sad but has not yet been able to demonstrate anger or excitement. The PPA teacher also suggests that Molly has become more confident and independent since September and appears more engaged in her environment. However, she does suggest that Molly can be easily distracted and lacks concentration (Appendix 12).

Physical Development

Molly looks older than 4, due to the fact that she appears to be quite heavy for her age. She also wears non-school uniform jogging bottoms that are too small for her. The class teacher indicated in her interview that Molly appears to be uncomfortable whilst sitting on the carpet and she believes that this is could one of the reasons why. Molly is currently working on doing up zips and buttons and is beginning to cut things out, although she currently needs support to use a scissors and struggles to hold her pencil. In the interview with the LSO (Appendix 10), she indicated that Molly lacks confidence in P.E and finds it difficult to climb onto apparatus and to not bump into others, which may indicate poor physical co-ordination. She referred to an incident where Molly was playing in the outdoor sandpit; unlike her peers, Molly did not engage with any tools and attempt to dig or make sandcastles and just sat sprinkling sand. However, from my own observations, I can see that Molly enjoys dancing to songs on the carpet and she particularly enjoys a video, where the children have to imitate the movements of a robot.

Next Steps

Speech and language

In 1969, Chomsky, a distinguished linguist, claimed that the human brain has a language acquisition device (LAD), which enables it to generate language and linguistic structures. On the contrary, the constructivist Piaget (2014) argues that language is acquired during the process of cognitive development, along with many other skills. Vygotsky (1962), however, argues that the role of the adult cannot be undermined in the child's acquisition of language as they model language and help to develop the child's skills further through interaction. This

suggests that parents and educators are instrumental in helping to foster and scaffold children's early language development.

Nonetheless, recent research, commissioned by Save the Children (2016) indicates that 79% of primary school teachers in Wales have seen a steady increase in children entering Reception class with reported speech and language difficulties. Out of 100 teachers interviewed by telephone, 89% stated that the major consequences of speech and language delay are: falling behind other pupils in their learning, having problems sustaining friendships and exhibiting signs of poor behaviour. Furthermore, 79% of teachers surveyed believe that the poverty gap is one of the main factors for the increase and that there needs to be more investment in speech and language services in the early years to improve the language skills of the children who need it most before they start school.

I cannot make assumptions of the reasons for Molly's speech and language difficulties, however, as a child eligible for FSM, statistics suggest that she is already at a disadvantage compared to her non-FSM pupils, even at the age of four (Estyn, 2014). Martin and Miller (2003) suggest that pre-school children with speech delay may exhibit signs of emotional, social and behavioural difficulties as a result of becoming increasingly frustrated due to their inability to communicate. Unable to communicate verbally, they might resort to communicating physically, gaining a reputation for being 'rough' with other pupils. They may also suffer from a lack of confidence, anxiety and may dominate communication with peers or withdraw altogether.

Interestingly, I feel that this description fits certain aspect of Molly' personality and that a speech and language intervention, such as POPAT (Programme of Phoneme Awareness

Training) would benefit her. POPAT (2019) is a teaching tool that has been successfully implemented in schools and is currently used by teachers, teaching assistants, Educational Psychologists and Speech and Language Therapists. The programme is designed to increase the child's awareness of individual sounds and how they can be combined to form words. It aims to give children the chance to self-correct their own speech sound difficulties. The resources, such as the sound cards, are visually appealing to children and it's a flexible programme that can be used to on a 1:1 basis, in groups or as a phonics programme with a whole class.

Parental workshops for parents of children who are receiving POPAT at school have reportedly been previously successful (POPAT, 2019) and I would hope to replicate this with Molly and invite her parents into the school to observe a session taking place, so that they could support her at home. Estyn (2018) recommend that good parental engagement between school and home can have a positive impact on behaviour and attendance and recommend involving parents in the life of the school to improve home-school links, for example, celebrating learners' success. However, in reality, the class teacher has previously found it difficult to engage in a meaningful dialogue with Molly's father about her concerns regarding the child's poor attendance and ill-fitting clothing.

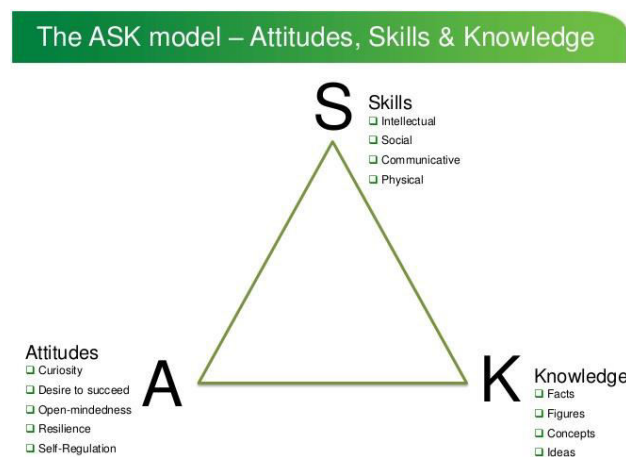
Maths

Molly often appears disengaged during Maths lessons. However, I do feel that there were many issues with the lesson that I observed the supply teacher teach during my observation week and with the lesson that she actually asked me to take with a group of pupils, which included Molly. However, it would be unfair of me to criticise the supply teacher as she was

new to the environment and pupils and under pressure to find resources quickly and construct two lessons, which she could use over two days (pattern-making and tally-making).

On reflection, I think it would have benefited the children to physically create patterns rather than use a worksheet. Molly might have responded better to making a pattern, using small plastic farm animal models at the farmyard tuff tray, i.e. horse, cow, sheep, horse, cow, sheep and so on. Tucker (2014) recommends creating patterns in the outdoors play area, for example, with crates and cones. This would enable Molly to learn kinaesthetically whilst also benefiting her physical development. I know that Molly likes to play outside, as during the classroom tour, two of the areas that she showed me were outdoors.

In Nottingham's A.S.K model (2013), he recommends helping children develop 'learning



attitudes', which are a set of skills that he feels are essential for children to learn effectively.

Figure 1: Nottingham (2011) A.S.K model

These skills include: intellectual skills, social skills, physical skills and communications skills. Intellectual skills include helping learners to identify connections between ideas and

understand the relevance of an idea. I feel that learning patterns through a fun, stimulating activity, would help Molly do this. Similarly, to help Molly understand the concept of the one-to-one principle when counting, I would provide a range of interesting objects, both similar and dissimilar, which she can physically move as she counts. When she gets to the last object, it could be useful to encourage Molly to declare the total number of objects in the set with a statement, for example, 'Five... There are five horses in the stable'. Tucker (2014) suggests that understanding that the final number is the total number of objects in the group is an essential skill that children must acquire in learning to count. Charlesworth (2005) suggests that there be a purpose to the counting activity, for example, solving a problem. In this context, I could tell Molly that the farm animals have gotten lost on the farm and ask her to help me group and count them. Haylock and Cockburn (2017) also recommend that young children have access to number lines in many forms, for example, washing lines, number tracks and big floor number lines, which are useful for helping children experience get a sense of the ordinal system through physical movement.

Wellbeing and personal, social and emotional development

In the interview with the PPA Cover teacher, she suggests that Molly's personal, social and emotional skills have developed since September and she is more engaged with her environment and peers than she was when she first started Nursery (Appendix 12).

Apparently, Molly is starting to show empathy towards others; however, she is still hitting other children occasionally. Through the A.S.K model, Nottingham (2013) suggests that good social and communication skills are fundamental if children are going to be ready to learn. These include the ability to: respect others people's views, respond appropriately to others, work in team and understand tone of voice and body language. In this respect, I feel that

Molly is lacking in some of these skills and would benefit from some activities to help her develop emotionally and socially.

Charlesworth (2005) recommends the use of puppets in the Nursery environment, which can have multiple purposes: establishing routines in the classroom, providing children with a sense of independence and helping them to develop emotionally. The puppet, for example, a teddy bear, can be new to Nursery and the teacher can announce that he/she is sad as they are unfamiliar with the children's routines (Charlesworth, 2005). Molly, along two or three children could be tasked with being a 'good friend' and helping the teddy bear settle. This would involve in working as a team with a few other children to decide what the teddy bear might need, for example, a peg for its coat with a picture above it and a lunchbox. Molly would have to communicate with her peers, show empathy and understanding towards the teddy bear, think about the qualities that constitutes as a 'good friend' whilst gaining confidence in her newfound responsibility. As Molly enjoys playing in the home corner, I would also encourage her to give the teddy-bear a tour of the area whilst giving her praise and encouragement for showing kindness.

Molly has a habit of interrupting on the carpet and not waiting her turn. Charlesworth (2005) suggests that circle time activities are excellent for teaching discipline and self-control. Likewise, Nottingham (2013) suggests that teaching and modelling self-control is important in the classroom, if children are to develop resilience and learn a sense of delayed gratification. An appropriate, musical, circle time activity could be; passing an object around the circle and when the teacher says stop, the child holding the object can come into the

middle of the circle and bang a bongo drum. This activity improves listening skills and teaches children to acquire patience.

Conclusion

I feel that this classroom research was a success in terms of gaining a holistic view of a child's development and reflecting on how I would help a child, such as Molly, develop cognitively, physically and emotionally. However, I would have liked to have had more time to carry out participant observations to gain my own perspective on how Molly plays and interacts with her peers. Unfortunately, this is not practical on the final teaching placement, as the trainee teacher is responsible for teaching 70% of the time. Molly has also been absent sporadically during the placement and for a whole week due to illness, which also gave me less time to observe her. Consequently, I feel that the data is unbalanced and I have relied too heavily upon the opinion of adults in this research. I do not feel the voice of the child is really heard through my research, as the Mosaic approach intended. If I was to do this research again, I would stipulate the importance of Molly taking the photographs herself to the class teacher and would have helped her to do this if needed. This would have ensured that Molly was an active participant in the research process, as is intended by the Mosaic approach (Clark and Moss, 2011).

References

Bera.ac.uk. (2018) *Ethical Guidelines for Educational Research*. [online] Available at: https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf?noredirect=1 [Accessed 26 May. 2019].

Estyn (2019). *Involving parents Communication between schools and parents of school-aged children*. [online] Cardiff: Estyn. Available at:

<https://www.estyn.gov.wales/sites/default/files/documents/Involving%20parents%20-%20en.pdf> [Accessed 28 May 2019].

Estyn, (2018). *School Report on a Primary School*. Bridgend.

Estyn, (2014). *Pupil Deprivation*. [online] Available at:

<https://www.estyn.gov.wales/sites/default/files/documents/Pupil%20deprivation%20-%20May%202014.pdf> [Accessed 26 May 2019]

Charlesworth, V. (2005). *Critical skills in the early years*. Stafford: Network Educational Press Ltd.

Chomsky, N. (1969) *The Acquisition of Syntax in Children from 5 to 10*. Cambridge, Ma: MIT Press

Clark, A. (2007). A Hundred ways of listening: gathering children's perspectives of their early childhood environment. *Young Children*, 62 (3) pp. 76-80.

Clark, A., and Moss, P. (2011). *Listening to young children: The mosaic approach* (Second edition) London: National Children's Bureau.

ComRes, (2016). *Save the Children Wales Reception Teachers Poll*. [online] Save the Children. Available at: <https://www.comresglobal.com/polls/save-the-children-wales-reception-teachers-poll/> [Accessed 28 May. 2019]

Greenfield, C. (2011). Personal Reflection on Research Process and Tools: Effectiveness, Highlights and Challenges in using the Mosaic Approach. *Australasian Journal of Early Childhood*, 36(3), pp.109-116.

Farrell, A. (2007). *Ethical Research with Children*. Maidenhead: McGraw-Hill International (UK) Ltd.

Fasoli, L. (2003). Reflections on doing research with young children. *Australian Journal of Early Childhood*, 28(1), 7-11.

Halpenny, A and Peterson, J (2014) *Introducing Piaget*. Oxon: Routledge

Haylock, D. and Cockburn, A. (2017). *Understanding Mathematics for Young Children: A Guide for Teachers of Children 3-7*. 5th ed. London: SAGE Publications Ltd.

Hopkins, D. (2008). *A Teacher's Guide to Classroom Research* 4th Ed. Open University Press: England.

Moyles, J. (1989). *Just Playing? The Role and Status of Play in Early Childhood Education*. Open University Press. Milton Keynes.

Nottingham, J. (2013). *Encouraging Learning*. Oxon: Routledge.

Nottingham, J. (2011). A.S.K Model. 'Develop ASK' [PowerPoint presentation]. Available at: <https://www.slideshare.net/jabulani4/develop-ask> [Accessed 29th May 2019]

Palaiologou, I. (2010). *The Early Years Foundation Stage*. London: SAGE Publications Ltd.

Popat.co.uk. (2019). *POPAT Teaching children to speak clearly write read and spell*. [online] Available at: <http://popat.co.uk/4cac974e-e096-48f6-b6ae-7a014d92cc09.aspx> [Accessed 28 May 2019].

Rittle-Johnson, B., Zippert, E. and Boice, K. (2019). The roles of patterning and spatial skills in early mathematics development. *Early Childhood Research Quarterly*, 46, pp.166-178.

Tucker, K. (2014). *Mathematics through play in the early years*. London: SAGE.

Vygotsky, L.S. (1962) *Thought and Language*. Cambridge, Ma: MIT Press

Welsh Government, (2014). *Rewriting the future Raising ambition and attainment in Welsh schools*. [online] Available at: <https://learning.gov.wales/docs/learningwales/publications/150506-pdg-what-really-works-en.pdf> [Accessed 26 May 2019]

Welsh Government (2015). *What really works for the early years?*. Crown Copyright.

Appendices

Appendix 1

UWTSD Letter of Consent to carry out classroom research



RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identity of the learner or the school within their assignment.

Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that tasks have been undertaken by signing below:

SCHOOL NAME (PLEASE PRINT): _____

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

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

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

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

Appendix 2



Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian of..... (pupil name),

I do / ~~do not give consent~~ (please delete) for my child to take part in this project.

Signed..... (Parent/Guardian).

Date.....

Appendix 3**Interview with Class Teacher****20.05.2019 – 2.00 p.m.****Interviewer: Can you describe Child A?**

She is a lovely child and she is very capable, but unfortunately her speech and language problems and her poor attendance have held her back this year. She hasn't performed as well as was predicted in some areas, particularly in Literacy and physical development.

Interviewer: Can you tell me about her numeracy skills?

She can count up to 10 but cannot count from 10 to 1 yet. She can recognise basic shapes and is beginning to write 0-5 accurately. She is also beginning to recognise patterns and sort objects. It has been difficult to assess her Maths skills as she is absent so much.

Interviewer: What about her literacy skills?

Her speech holds her back in literacy as she finds it difficult to communicate. She is beginning to say sentences with five or more words and beginning to re-tell stories. She is managing this with the adults in the classroom as they can try and make out what she is trying to say but an unfamiliar adult would struggle to understand her.

She is working on understanding different stories and emotions. She enjoys role play but she can get frustrated and angry if the other children can't understand her. She can join in with stories and recognise the first initial of her name. She is beginning to identify initial sounds and mark-make. She can overwrite letters.

Interviewer: What about her PSE skills?

She likes to dominate games but because of her speech difficulties, she can't articulate why she might be doing this. She is beginning to show self-control and wait her turn but she is still interrupting on the carpet.

She is developing empathy and starting to show concern for others' needs and some ability to express emotion but only happy or sad, not angry or excited yet.

She is developing the ability to perform personal care routines and is starting to recognise healthy foods. In a lesson about healthy eating, she didn't know that fruit and vegetables were good for us and thought cakes and biscuits were.

Interviewer: What about physical development?

She is working on doing up zips and buttons and is developing the ability to cut out. She lacks confidence during P.E but her lack of attendance doesn't help that either. She had missed lots of practice for sports day. She doesn't wear school uniform and her trousers don't fit her and she has problems on the carpet getting up, as her trousers will come down at the back.

I have spoken to her father many times about it, but he doesn't seem to care and unfortunately, we never see Mum.

Appendix 4

Photos taken during classroom tour with Molly on 20.05.19



Home Corner



Sand Tray



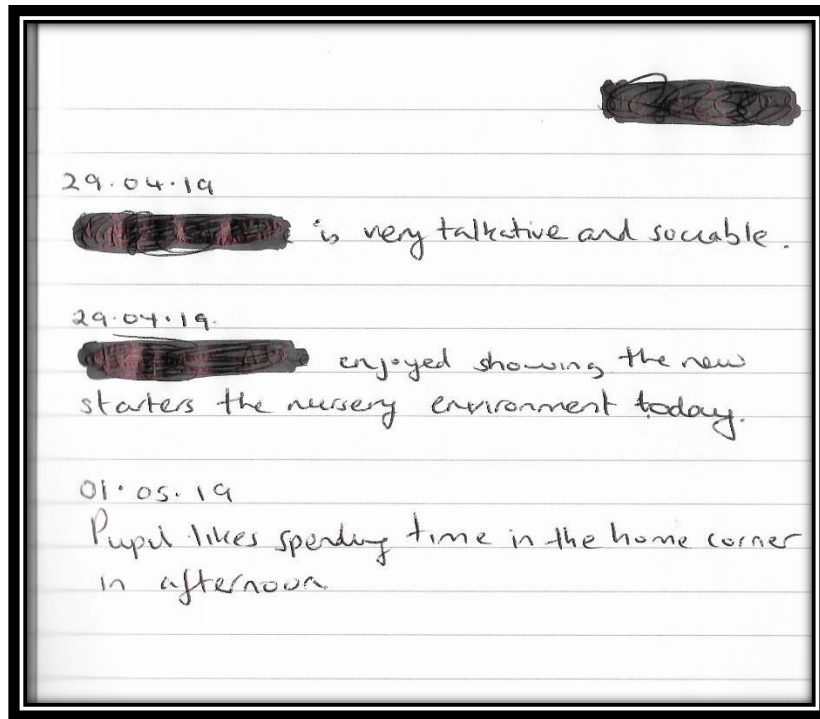
Outdoor Learning Area



Outside recreation area

Appendix 5

Observation book entry



Appendix 6

Interview with Molly

Interview with Molly

20.05.2019 – 2.00 p.m.

Interviewer: What do you like about coming to nursery Molly?

Playing with my friends.

Interviewer: Where is your favourite place to play in nursery?

The home corner.

Interviewer: What do you like doing in the home corner?

Child shrugs so I take her into the home corner and ask her again. Child looks around....

Making food.

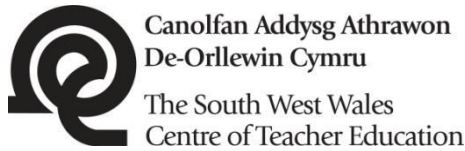
Interviewer: Is there anywhere, you don't like playing in nursery?

Child shrugs her shoulders..

Don't know.

Appendix 7

Observation of Molly during Maths lesson – making a pattern of 3



Learner Observation Form

Name of learner(s): Anonymous Class: Nursery

Time: 10.15am Date: 30.04.19

Activity: Maths

Child is shown 3 small individual pictures of the animals from the Monkey Puzzle story (snake, elephant, monkey).

Teacher lays out the three pictures and tells child the pattern, saying slowly, 'Snake, Elephant, Monkey'.

Teacher glues them into the child's book in a row and shows child the book and points the pattern out again using her finger and repeating it aloud.

Teacher points to three separate sets of pictures; one is the snakes, one is the monkeys and one is the elephants.

Teacher asks the child what comes next.

Child looks confused.

Teacher repeats the pattern and asks what comes next,

indicating that the child should pick up the cards.

The child says excitedly, 'Monkey!'

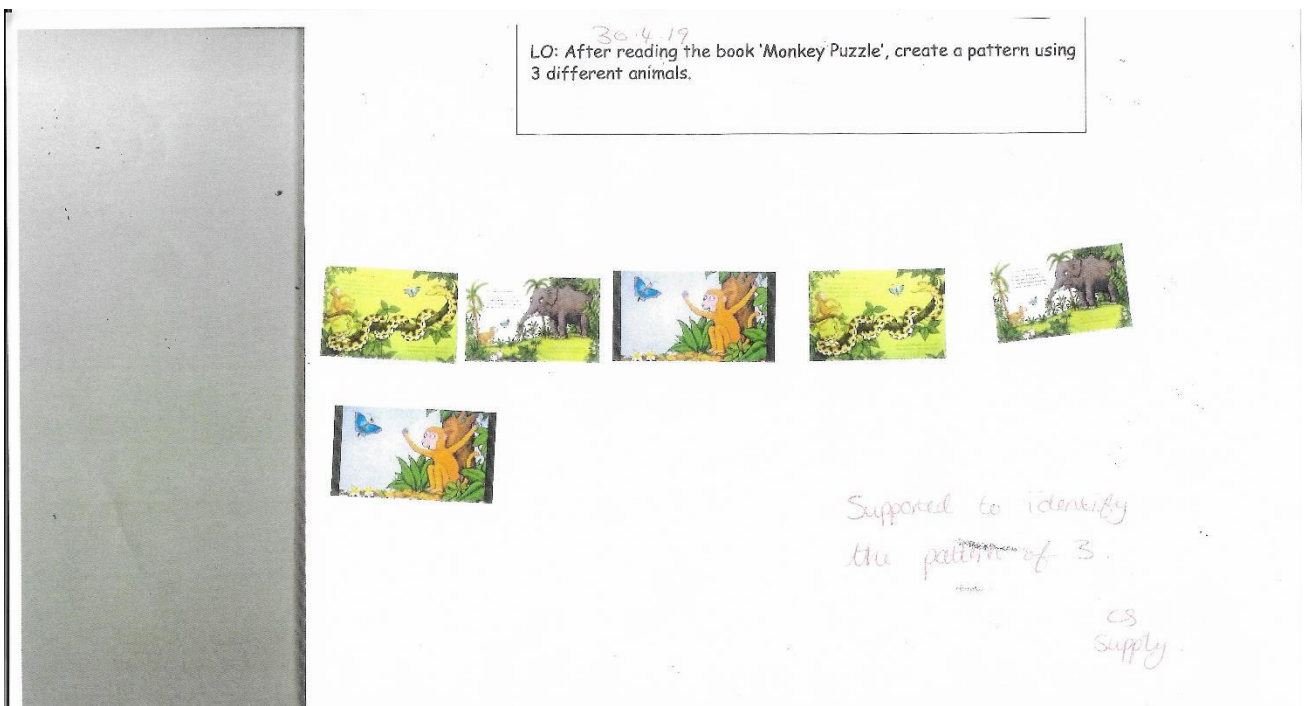
The teacher says, 'No have another look at the book'.

The child picks up an Elephant picture and a Snake picture in her hand and asks, 'Elephant?'

The child appears to be struggling with the task. The teacher picks up the cards and glues them in the correct order for the child and repeats the pattern. She asks the child to repeat it, which she does.

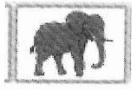
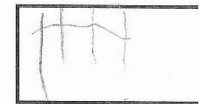
Appendix 8

Worksheet from Maths lesson (create a pattern of 3)

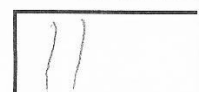


Appendix 9

L.O Use a tally to count the animals from the story,
'Monkey Puzzle'.



Da Tawn [redacted]
You counted the animals.
Needed support to make a
tally.



Appendix 10

Interview with LSO

21.05.2019 – 3.20 p.m.

Interviewer: If you had to describe Child A, how would you describe her?

LSO 1: Emotionally she is not very mature...even for this age; she sees her own needs but doesn't always see the needs of other. If she doesn't get her own way, she is quick to have a go at the other children but she doesn't like when it's the other way around. If she gets upset, she takes a long time to get over it. She has some self-help skills; she can draw attention to her needs, like in the dinner hall. I can't say she plays anywhere particularly. She likes to sit on the carpet and play with toys.

Does she have any particular likes/dislikes?

She will join in with songs. She likes to go along with everyone else so she will go into the home corner when it opens in the afternoon.

How does she like to play in the home corner?

There's not much imaginative sort of play or cooperative play. She'll do parallel play...she will play with the others but it's not very cooperative.

What about her numeracy skills?

She will try and count but she is not the best...she gets so far and then loses her way. If she is counting objects, she will tend to double count.

What about her literacy skills?

She hasn't brought her reading book back for a while so I can't say if her reading has developed. She won't go into the reading corner and look at books.

What about her PSE skills?

She has become more independent, but the emotional side is lacking with her. She will express her needs though...like if she doesn't have milk.

What about her physical development?

It's quite poor really. She lacks confidence in P.E...she can find it difficult to climb up onto things and she is not very aware of her space. She can bump into others. I noticed when she was in the sandpit earlier, she wasn't trying to dig with the spades or build sandcastles or anything...she was just sitting there sprinkling sand.

Do you feel that there are any interventions that would help her?

Her speech is still very poor. Sometimes, she is really difficult to understand. I try and get her to repeat but if I can't understand, I have to tell her to show me or try to guess what she said and then she tells me if I am right or not. I try and model language and behaviour with her. If she hits another child, I talk to her and tell her that you mustn't do that and if there is a problem, you can come and tell one of us.

Appendix 11Name [REDACTED] Group Squirrels

Date	Book/words	Comment
11.3.19	Getting up	Issued
4.4.19		was able to answer questions about the book.
03.05.19.	At school	[REDACTED] gave a lovely re-tell of the story. She was able to answer questions about how the characters were feeling and what they were doing.
9.5.19		No book.

Molly's reading record

Appendix 12Interview with the PPA Teacher**20.05.2019 – 11.00 a.m.****Interviewer: If you had to describe Child A, how would you describe her?**

She can be quite boisterous...she's got a good sense of humour. She has definitely come on since September. She was very quiet then and not very engaged. She is more engaged and more confident now. She wants to take part in activities, whereas before she didn't. She seems to get on well with her peers.

What are her likes/dislikes?

She likes moving around on the carpet. She seems to like the Jolly Phonics song and does the actions.

What about her numeracy skills?

They have definitely developed since September. She lacks confidence I find. I think she could do more than she does. She has her days as well...some days she will really work for me and other days if she is not interested she won't. She has to be in the right mindset to do the work.

What about her literacy skills?

I don't teach literacy sorry; I am only focusing on Maths and DCF with this class.

How is her physical development?

I don't take this class for P.E so I couldn't say, but her pencil control is not great and I've done some cutting out with her and she struggles to use a scissors.

What about her PSE skills?

She seems a lot more independent now than she was in September. She does her coat up on her own. She can be a bit of rough on the carpet. She tends to go with the boys a lot.

Do you feel that there are any interventions that would help her?

She needs to work on her concentration. She was focused on the task that I did today. I could tell that she listened as she could tell me what the words were. She is easily distracted.

