

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	Luke Eden	Student P number:	1400112
Programme: *	PGCE Primary		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):*	Level 6
Module code: *	M6X02151	Contribution to Overall Module Assessment (%): *	70%
Module Lead:*	Helen Lewis / Gail Parker / Sarah Elsey		
Assignment Title:*	Written assessment 4,500 words	Assignment No (x of x):*	1/2
Start date:*	5/3/18	Submission deadline:*	30 th May 2018
Return date of provisional marks & written feedback:*	27/6/18		

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	30/5/18
Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*			YES
			NO ✓

Learning Outcomes tested (from module syllabus)	Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:
• explain teachers' professional responsibilities in working closely with parents governors, local authorities and agencies which support schools and the wider community • analyse performance data accurately to inform decision-making, illustrating an understanding of national requirements relating to progress within the statutory and non-statutory curricula • identify appropriate formative and summative assessment strategies and critically reflect on their effectiveness in classroom practice • reflect critically upon their own learning, drawing upon relevant theories and personal experience	• Discuss the intended professional data collection justifying its suitability and purpose; • Support the discussion by referring to a range of relevant literature; • integrate theory and practice with regard to the pedagogic context; • Discuss the ethical issues that should be considered during the assessments • Write a well-structured piece of work in a coherent writing style

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

Introduction

For this assignment, research will be conducted within the school I have been placed in for PTE2. The school I have been placed in is a small rural school in West Wales with 123 pupils on roll. The free school meal percentage is 5.7% and in a recent ESTYN report in 2015, the school received an outcome of good current performance and good prospects for improvement. The class in which the research will take place is a split year five and six class with thirty-two pupils. The pupil that I have chosen to assess for this assignment is a year 6 female pupil who is a middle ability pupil. This pupil regularly participates in school sporting events and is an engaged member of the class. This pupil is also well liked by many of her classmates and works well both independently and alongside her peers during group activities.

This essay will discuss how pupil progress is achieved referring to their “holistic development”. To achieve this, data will be collected using a variety of sources and then analysis will be undertaken of this holistic development to measure how much progress has been made. This analysis will be based on Nottingham’s ASK model (2013), which will inform me of the pupils’ attitudes towards their learning. This will also identify the “missing pieces” allowing me to create next steps and things for them to improve on. Following on from this, next steps will be suggested to further progress the pupil and their holistic development. I will then conclude the findings and come to an overarching response to the data collected and the how the pupil has developed holistically.

Data Collection

The purpose of this assignment is to collect data within our placement schools on a chosen pupil to display their progress. For this assignment I will use the “Mosaic Approach” (Clark and Moss, 2011) to collect data and record the pupils progress. The Mosaic Approach is a qualitative data collection method which is comprised of multiple child-friendly approaches. This approach was chosen as it will allow for the pupils to feel comfortable during the research, thus allowing them to perform how they usually would during a typical lesson.

The types of data I chose to collect for the research were through a variety of mediums. I chose to use a variety as there was a range of different types of works completed by the pupil on a variety of platforms. I chose to use photographs of some pieces of work to capture the creativity of their work which could not be displayed through text. I also chose to gather information by interviewing the pupil. This allowed me to understand the perspective of the pupil and gather their thoughts on their progress. Furthermore, it also gave the pupil an opportunity for self-reflection, which, in turn, allowed them to further progress in their holistic development. This belief I shared by (Ross, Rolheiser & Hogaboam-Gray, 2002) who argue that self-assessment can be an effective tool, especially when the correct way is modelled by teachers. This is backed up by the work of Salehi (2016) who believes that self-assessment is one of the pillars of learner autonomy. Therefore, by allowing the pupils to self-assess and self-reflect on their work, they become accustomed to it and it becomes second nature.

Clark and Moss (2005) identify the first of the three pieces or tools as being observation. They also argue that observation requires both watching and listening. Papatheodorou and Luff (2013) also believe that observations as a learning tool which “provides the basis for

shared reflection with knowledgeable others in the field". Observations will also allow you to gain accurate and realistic data as the pupils are working as they usually would.

The second piece of the Mosaic Approach which Clark and Moss describe is child conferencing. They describe this as a method similar to interviews, where you ask the pupil questions regarding their institute. Clark and Moss continue by citing the work of Hennessey (1999) who uses interviews to evaluate childrens' views.

It was also of utmost criticality that I considered the possible ethical issues which may throughout the duration of the assignment. One issue which I had to consider was anonymity. BERA (2011) state that "The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research." Therefore, I needed to ensure that all information disclosed and discussed within this essay would remain anonymous. Another ethical issue which needed to be addressed was the issue of pupil and teacher consent. I needed to ensure that both the pupil and teacher had both given me their consent to use the information I had gathered for the assignment. To gain their consent I used a consent form provided by the university which was needed to be signed by the teacher (see appendix 1). I also reassured the pupil before using the information given that they had the right to withdraw from the study at any time should they wish to. I then also informed the pupil that, should this be the case, no information previously provided would be used in the study and would be deleted.

Data Analysis

From the data collected, I was able to understand the pupil's point of view on their own learning and development. The pupil was able to answer all of the questions asked and give their opinions on their own performance in lessons. This included their strengths and weaknesses within Numeracy, Literacy and Physical Education.

During the interview, the pupil was asked a general question on how they feel they performed in school and what they thought of their overall performance. The pupil answered by saying that they believe their overall school experience is good as they enjoy school and they feel as though they work well during lessons. The pupils then went on to explain that their favourite lesson was literacy as they enjoyed the creativity they could express during those lessons, such as writing stories. When the pupil was then asked about each lesson individually they were able to go into more detail about their school experience. Firstly, when the pupil was asked about their numeracy work, they admitted that their numeracy work is good, however, there were some improvements that could be made. They identified their strengths as multiplication and some of the recent work they'd been doing on probability. They then also identified their weaknesses as being division and some mental maths. From the observations undertaken in during the lessons, I was able to notice this as well and I believed that these were the areas which needed development also. When leading numeracy lessons, I was also able to notice the pupils' involvement in lessons and their ability to complete tasks set. From this I was able to identify their strengths and weaknesses and assessed their ability and engagement within the subjects being taught. I identified that the pupil engaged well with the lessons and was a willing participant who showed a real intent to learn and better themselves. This was particularly evident during the probability lessons, which were previously mentioned. This showed me that the pupil was able to work well when given tasks and could work at their own pace. Furthermore, during these tasks, pupils were able to work collaboratively with their peers to help one another. This showed that the pupil was able to work well with others in both giving and receiving help. However, I was able to notice during these lessons, that the pupil did seem to struggle with some aspects of the probability, in particular fractions. Although not identified by the pupil as one of their weaknesses, I would categorise it as such. This being because they, and their peer with whom they were working, often asked for help from myself with their fractions. This

shows me that the pupil has a good understanding of the mathematical concepts but did find it difficult when working with some numerical data.

There are many strengths and limitations to the data collected. Firstly, as there was not much time in which to collect the data. It is not very reliable as there is not enough to make strong comparisons and notice trends. Furthermore, as the observations took place over three teaching weeks, it was again difficult to obtain a large amount of data. Therefore, I was not able to decipher the data after collecting it to pick out the most valid and reliable pieces. This meant that I had to use all of the data collected and work with that. There were, however, some strengths to the data collected. For instance, I was able to obtain data in a variety of mediums. I was able to obtain qualitative data from talking to the pupil personally, these was achieved through both conducting an interview and performing a learning walk around the school. This was a strength as it allowed me to get an insight into how the pupil felt and I was not relying on statistics. It gave the pupil an opportunity to talk about their experience and give their feelings and beliefs on their learning.

When it came to the pupils' literacy work and their involvement in literacy lessons. There was a major increase in attainment level and engagement. The pupil was more engaged during introductions and group discussions. The pupil was also more willing to answer questions when asked and gave good, extended answers, explaining what they were saying and giving examples. Also, from their work, it was evident that they were at a higher level than with their numeracy work. Within literacy the pupil was comfortably working at level six whereas in numeracy the pupil was working at a high level five. Furthermore, the pupil was able to work well in groups and showed a good, confident ability when it came to their writing and oracy skills. The pupil themselves, however, identified that reading was their weakness in terms of literacy and that it was something they needed to work on. This was also made evident when I listened to the pupil read and this was recorded in their reading record. The pupil admitted that they were not a fast reader and it often took them a while to read a piece of text. This

then impacted their literacy work, especially in tasks which required a large amount of reading as it took them a while to read the text and didn't have as much time as they would have liked to complete their work.

The pupil also showed a high level of wellbeing within the class and in the school in general. They participated in a number of extra-curricular activities such as representing the school in sports like Kwik Cricket and Tag Rugby. The pupil also showed great social skills as they maintained a number of friendships and was an active member of the class. They participated well in group discussions and voiced their opinions on certain matters. This was particularly evident during a lesson in which the class debated whether deforestation was good or bad. The pupil was able to give their opinion on the subject and backed it up with reasoning and facts. Although the pupil showed great engagement during the lessons observed. There are still some improvements which could be made. Firstly, although the pupil was engaged, there was a difference in the level of engagement in certain lessons. They appeared to be more engaged during literacy and P.E lessons. However, when it came to lessons such as science or R.E, the pupil was not as engaged. This may have been down to them not enjoying the subject or that they found it difficult.

When it came to P.E, the pupil was very interested and enjoyed and excelled in a number of sports. They enjoyed participating and gave their all. They did, however, stress some weaknesses when it came to P.E. They believed that they did not always try as hard as they could in some sports, particularly if they did not enjoy them. They suggested that if they were playing a sport they did not enjoy so much, they would not always try their hardest and would find it boring. This shows that the pupil enjoys some sporting activities but others not so much. It does also, however, show that the pupil has an understanding of their performance and also gives evidence that they are able to self-reflect honestly and accurately. John Dewey (1991) described reflection as being "active, persistent, and careful

consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends.”

Using the ASK model (Nottingham, 2013), which takes into account pupils’ attitudes, skills and knowledge. I was able to fully assess the learners ability and track their progress. The pupil showed great attitude towards the majority of lesson by showing a curiosity of learning new things and how they could improve. They exercised a desire to succeed by trying their hardest and asking questions to gain a better understanding of certain points which they did not understand. They also showed resilience by trying tasks which were very challenging and pushed themselves to work as well as they could, and when they could not complete an activity they did not give up. They kept going and tried to work out different ways to complete the task. The pupil also had a great number of skills and performed the majority of them to a very high standard. They displayed a good level of all four different types of skills identified on the ASK model. They showed good evidence of intellectual, communication, physical and social skills throughout the observations. This does not mean, however, that there was nothing to improve upon for the pupil. The pupil could still improve on all of these skills, even though they did show good evidence of performing these skills. In particular, the pupil could improve on their intellectual skills with regard to some subjects. One subject being numeracy, the pupil themselves admitted that their mental maths, in particular times tables and division needed work. Therefore, I believe that the pupil would need to work on their intellectual skills in numeracy.

Next Steps

The pupil worked very well during the lessons I observed and they showed many strengths in their work and as a whole pupils. That being said, there were also many weaknesses identified, both admitted by the pupil and recognised by myself. These weaknesses were

noticed within different areas and were relevant to the topic in question. Here I will provide some possible next steps that the pupil could take to further develop both their learning within lessons and holistically as a pupil within the school.

Within numeracy, the weaknesses identified by both myself and the pupil were their mental maths (times tables) and their division. Furthermore, I also noticed that their work with fractions was also a weakness as they found it difficult to convert word problems into numerical form, particularly with the fractions. A possible next step for the pupil to improve these aspects of their learning would be to practise their times tables out of lesson time and to ask if they could have tasks related to the areas they find difficult set as their homework. This would then allow the pupil to practise these areas in their own time and not have the pressure of their teachers, their peers or the pressure of time. This should then, hopefully, allow the pupil to take their time and use different methods and strategies for working out these problems, which they could then implement during the lessons. I, myself, could also give the pupil targets to work towards with their work. This will give the pupils something to work towards and they can track their progress. According to Hattie (2009) direct teaching can play a major positive role in effecting student learning. "Direct teaching is where 'the teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates by modelling, evaluates if they understand what they had been told by checking for understanding, and re-telling them what they had been told by tying it all together with closure'" (Numeracy Skills Framework) I believe that direct teaching could play a pivotal role in improving the pupils attainment level in numeracy as it will show the pupil a good model of practice which they can then replicate in their own work.

In literacy, it was clear that the pupil was at a higher level and more engaged during these lessons. the pupil also expressed an interest in literacy, in particular creative writing. This was evident in their work as they were able to use their imagination and work to a higher level than they did with their numeracy work. They did, however, still come up with

weaknesses in their literacy work. The pupil stated that their reading was a weakness and they struggled to read pieces of texts quickly. Therefore, the next steps I will give to the pupil will be based on their reading. I would firstly recommend that the pupil do some more reading at home to practise out of lesson time. I would suggest that the pupil talks more with their peers about the books they are reading or about certain texts they read in class. I would not recommend that the pupil undertakes more guided reading as Courtney (2015) found little evidence to suggest that guided reading has a profound effect on increasing reading levels in primary school children. In the class I have been teaching in, once the pupils finish a book, they can write a book review using an A3 template. This book review asks the pupils to describe the book they have been reading and to give their opinions on it. Therefore, I feel that another next step for the pupil would be to complete more book reviews on the books they have been reading. This then, will allow the pupil to think deeper about the book and possibly gain a better understanding of what they have been reading. Leading on from this, it could also help the pupil with their reading in the future as they will be able to understand what they are reading better and will also be able to analyse the information to figure out what the text means whilst still reading. The Education Endowment Foundation have a number of recommendations on how to improve pupils' literacy at Key Stage 2. They firstly recommend reading aloud and then discussing the book with their peers. I feel that this is a great recommendation as it will make the pupils think about what they have read and come up with key points from the piece of text they read. They also suggest repeat reading. This is where the pupil would be given a piece of text which they will have to read over and over until they obtain a level of fluency. This would be effective as it would show the learner how to read the piece of text fluently, this skill could then be transferred to other pieces of text they may read. That being said, it may be difficult to transfer this skill to a different piece of text as it may be more difficult. Another next step which could be introduced to the pupil would be to challenge themselves to learn a new word every day, or to even learn a few words a week. This could then, in turn, help with their reading as they will know more words and recognise them when they are reading.

The next steps which could be implemented for the pupil in P.E are for the pupil to try new sports which they have not tried before. This would also include the pupil giving their all in these lessons and trying to improve their attitudes, skills and knowledge of these sports. Another next step would be for the pupil to possibly choose an activity for the class to perform. The pupil could also possibly lead this activity and come up with their own rules for the session to improve their knowledge and to also increase their skill level within this particular sport. Another next step would be to improve the pupils attitudes towards certain sports. To do this, the pupil could do some background research on the rules of the sport. This would increase their knowledge of the sport and thus may make it more enjoyable for them as they understand what they need to do. Following on from this, this should help to improve the pupils attitudes towards the sport as they would understand it better and would know how to play it. There is, however, a downside to this also, were the pupil to learn the rules of the game, they would have a better understanding. However, they may be one of only a few in the class who have a good understanding of that particular sport. Therefore, the majority of other pupils in the class would not have a good understanding and so may still play the sport incorrectly. This means that the pupil may get frustrated as the majority of the class are not playing the game correctly. Furthermore, this could lead to the pupils' attitudes towards that particular sport to get worse as they would not enjoy participating in it within school, due to the lack of knowledge and understanding of the other pupils.

To improve the overall development of the pupil, holistically. I would suggest that the pupil should try to become more involved during the lessons in all subjects and all different aspects of classroom and school life. The pupil did show a good level of participation in a number of lessons and differing subjects. However, they did also tend to shy away during lessons they were not as fond of. Therefore, I would suggest that they try to participate more in subjects they may not enjoy as much as others. This would include them answering more questions in class within these subjects and voicing their opinions. One next step I could

take as a teacher, would be to try to link these lessons that the pupil may not enjoy so much to literacy, so that it is more beneficial to the pupil and they may find it more enjoyable. For example, if we were doing a science lesson, I could link it to literacy by getting the pupils to write a diary entry, or a story based on what we are learning. This would benefit the pupil as it will link to an area they enjoy and excel at.

Conclusion

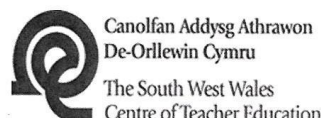
From this assignment, I have learned a great deal about assessment for learning, I was able to apply the data collection methods to the study and obtain some good data. From the data collected I was able to analyse the pupils level and pick out their strengths and weaknesses. From this, I was then able to come up with some next steps for the learner to help them develop as a learner and holistically as a pupil. This knowledge which I have obtained throughout the duration of this study will allow me to move forward as a teacher. I will look to implement some of the strategies used during this study to help me analyse learners' performance and give them recommendations on how to further progress their learning. From this assignment I have also concluded that the pupil in question showed great levels of attitude, skill and knowledge within the topics observed. However, there were still some areas for development. For example, in numeracy, there was a need for development in the pupils mental maths, in particular division. I concluded that some possible solutions to this issue would be to practice with smaller division sums and try and work them out quickly. Then, as the pupils confidence grew, they could try some larger sums and try to gradually increase their skill level. Overall, I feel that the pupil in question showed a good level of efficacy in a variety of subjects and as a whole pupil. Although, there were still some areas for development, especially in numeracy. The next steps I recommended were to try and practise their mental maths with smaller sums to begin with and then work their way up to more difficult sums to further their learning.

Reference List

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- Hattie, J. (2009) *Visible Learning*
- Hennessey, E. (1999) 'Children as Service Evaluators', *Child Psychology and Psychiatry*, 4, 4, 153-160.
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- Papatheodorou, T. & Luff, P. (2013). *Child Observation for Learning and Research*. Oxon: Routledge
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- Salehi, M. (2016) *Self-Assessment: Critical Assessment*.

Appendices

Appendix 1



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): Luke Eden

SCHOOL NAME (PLEASE PRINT): Broad Haven

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

ELLIE LLOYD

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[Signature]

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

Many thanks in advance,

[Signature]

Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2

I agree to participate in the collection of data for Luke Eden to use in an assignment for the University of Wales Trinity St. David.

This will include the copying of work, interviews and possible pictures used as evidence.

I understand that no names will be used and all data will remain anonymous. I also understand that I am able to withdraw from the study at any time and if this is the case, all information given will be deleted and not used.

Signed