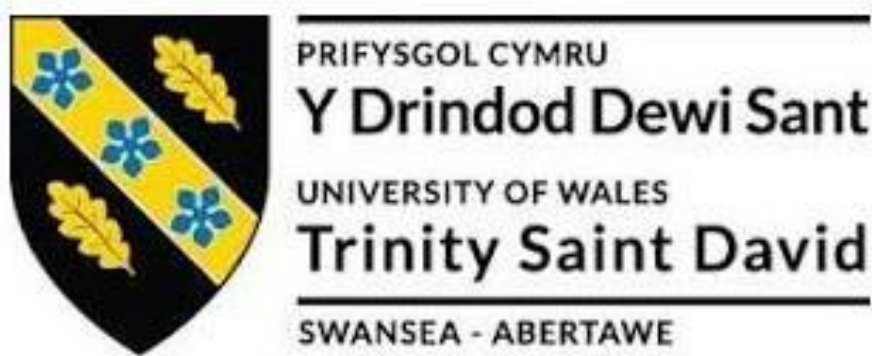




Denika Brooks

P123714

Supporting pupil progress:

A detailed analysis of one child's holistic development, with justification for the next steps in learning.

Module Title: School Development and Pupil Progress

Date of submission: 30th May 2019

Introduction

As an educational practitioner it is vital for the pupil's education and progression to be at the forefront of every experience. This ensures that all pupils have the opportunity to become ambitious, capable learners, ready to learn and lead fulfilling lives (Donaldson, 2015). This research study will focus on an individual Child's learning and progression, in line with the Foundation Phase framework (2015). Detailed and accurate data will be gathered, giving an analysis of the Child's holistic development with reference to the curriculum expectations. An evaluation upon this data will justify the next steps, monitoring, and assessment for learning will be implemented to ensure progression. This will guarantee that individual needs are met through aspects of provision with a professional approach.

This research study will take place in a school context, in a foundation phase setting. The school is an urban, community school situated in a large town in South Wales. The school currently has approximately 380 pupils from age's three to eleven, including 57 part-time nursery pupils. The school has 13 classes with the majority being mixed age classes. The school identifies 20% of pupils as having additional learning needs. This is below the national average. Very few pupils come from an ethnic minority background or speak English as an additional language. No pupils speak Welsh at home. About 14% of pupils are eligible for free school meals, which is below the national average (Estyn, 2015).

Throughout this study I have focused on one target child, who for ethical reasons will be referred to as Brooke. The research will consist of collecting relevant, accurate data through implementing the Mosaic Approach (Clark and Moss, 2011). Brooke has no additional learning needs (ALN), speaks English as a first language and receives no school action/plus or interventions to support her learning. She is expected to attain a low outcome on the Foundation Phase Indicator (FPI). The pupils are grouped by ability in class. There are three ability groups with Brooke being in the lower attaining group, 'Grwp Coch'.

Research methodology.

The underlying research methodology that will be used is the Mosaic Approach, which primarily focuses on listening to young children's opinions and perspectives through research (Clark and Moss, 2011). The importance of listening to children's views through research has flourished over the years, enabling and allowing children to have a more direct voice in their representation (Woodhead and Faulkner, 2000). This specific research approach runs in line with the United Nations Convention on the Rights of the Child, Article 12, encouraging and supporting the voice of the child. UNCRC proposes that children's thoughts and opinions are a significant part of research, as children are experts in their own lives and have rich outlooks on their learning (UNCRC, 1989).

The Mosaic Approach was designed to combine various methods and results, in order to collaboratively create a holistic view of a child or group of children. There are three tiles of approach to complete when using the Mosaic approach, including; 1. Gathering data on children's' learning and own perspectives, 2. Discussing and reviewing findings from data 3. Deciding and implementing on next steps to enhance and progress future learning.

To gain this understanding and knowledge, the Mosaic approach uses a range of approaches, which are best suited to gather the most valid data in different contexts. The data collection methods that will be used in this research study to create the Mosaic Approach are; observations of the child in different learning environments, a learning walk combined with child led photographs, semi-structured interview with child, which will allow for qualitative data to be collected and analysed.

Combining and evaluating data gathered from these approaches, will provide a valuable, complete, holistic view of the child's learning and personality. Data will then be analysed and interpreted using a chosen reflection model, which in this study will be the ASK model (Nottingham, 2013). The ASK model is made of three key features which acknowledges the role of Attitudes, the way in which pupils react to their learning. Skills, having the ability to carry out actions in order to gain an understanding and achieve performance. Finally Knowledge, to gain familiarity and attentiveness towards information to enhance the overall learning.

As data gathered throughout this study is qualitative, this suggests that more detailed and in depth data will take place as a result of the amount of data collection approaches used. However, Gillett-Swan (2017) suggests that due to the vast amount of data that is gathered using the qualitative research methods, some of this data may be overlooked, which could possibly account for the most vital pieces of information needed to analysis the child's holistic view and identify next steps. Opposed to this statement and personal to this study, it is important and crucial that pupils' voice, feelings and attitudes are celebrated and not restricted, enabling pupils to contribute to their full extent.

There are a number of factors to take into consideration when using these data collection methods. During the written narrative observations, there is a sufficient quantity of skill required to ensure everything the child says, does and behaviours portrayed are recorded with accuracy. It can be proven difficult to write at a fast pace, finding the correct language to describe what is being observed (Stearns and Schmieder, 2013). Therefore it is crucial in being selective and subjective, guaranteeing that all important details of the observation are noted. Another possible limitation that may arise would be if the child refuses to take part in the specific learning experience that is being observed. If this occurs another observation will take place to ensure that the data collected is sufficient and primarily targeted towards the child's learning. The researcher will always have the well-being of the child at the forefront of this study (Bera, 2011).

Interviews with children can be challenging and different to those with adults. Children do not always understand, or are aware of what is expected of them; consequently indirect methods are more suited (Graue & Walsh, 1998). During the interview, child-centred methodology will be taken into consideration with a child friendly approach, ensuring appropriate vocabulary and contexts are used to guarantee the child understands what is being asked. Gollop (2000) suggests, when interviewing a child, that it is beneficial to treat it as more of a conversation, listening opposed to interrogating. Therefore a semi-structured interview process will take place. In addition, it has been recognised that children have a tendency to run away with their imagination and lean away from the truth, giving false answers and resulting in unreliable data. To minimise this potential limitation, the

researcher will ensure to understand what fact is and what fiction is, whilst maintaining respect for the child (Keats, 2000; Greene & Hill, 2005).

Another approach that will take place is a learning walk with the child, where they will take photographs of favourite and preferred areas of learning. Due to ethical considerations, the child could potentially feel singled out, therefore a group of children will be asked to partake in the activity, ensuring involvement. As pupils are familiar with the iPads, they may take advantage of the use of technology, with there being a possible limitation that pupils will take irrelevant pictures or use the iPads ineffectively. To ensure continuity, throughout the learning walk, children will be reminded of the category of pictures required.

Ethical Considerations.

When carrying out research in a school context there are potential concerns, taking into account the risks towards the focus individual and pupils in the class/school. At all times throughout this study, ethical consideration will be at the forefront to protect researchers, participants, pupils in the class adhering to BERA guidelines (BERA, 2011).

It is recognised that the individual, focus child chosen to take part in the study may feel segregated which may possibly lead to feelings of distress or sadness. The Child will be informed and fully aware of the process and will have the right to participate or withdraw at any time (UNCRC, Article 12, 1989). Also to maintain ethical professionalism throughout the study, the focus Child's name and identity will be reserved to maintain constant anonymity, confidentiality, and respect throughout.

Informed consent will be obtained from the focus child, parents of the child and the school. Being the researcher, it is my responsibility to provide participants with specific information regarding the study. This will include; the purpose of the study, the procedures and potential benefits or concerns, where they can independently make a voluntary, informed decision to participate.

During the study, there is a possible risk that children may disclose sensitive, personal information. If this occurs, I will be prepared; being fully aware of the School's Safeguarding policy and Safeguarding officer and Child Protection policies.

Analysis of the learner.

Brooke is a happy, seven year old who enjoys learning and working in school, both independently, with a teacher and with her peers. Brooke is working at an expected level of a Foundation Phase Outcome 5, which is reflected in her class work and results (Foundation Phase Framework, 2015). The purpose and aim of this analysis is to create a holistic view of Brooke's learning, education and personality, using the ASK model (Nottingham 2013) which recognises the role of attitudes, skills and knowledge in learning. Throughout this analysis I will be reflecting upon the data collected during PTE 2. Data will include specific reference to; literacy and language, mathematical development, wellbeing and social development. Curriculum subjects will be included, also with enhanced and continuous area of learning. When reflecting on Brooke's work and deliberating towards an outcome level and drawing on conclusions about progress, I will make appropriate reference to the Foundation Phase Framework and Outcomes (2015).

Literacy and Language Development.

Brooke took pictures of areas relating to literacy when carrying out the learning walk, including both indoors and outdoors; Alphabet snake, Puppet show, Reading corner, Pie Corbett story, literacy and role play area (see Appendix 3). Brooke was asked about why she had taken the photographs of these specific areas, where she stated "I like learning new stories but sometimes I think it's really hard to read and write stories because the tricky words try to catch me out" (See Appendix 4). This supports that Brooke is able to think about and organise what she is going to say, making it clear for the listener to understand, also using complex sentences with significant details. This supports that Brooke is aiming towards an outcome 5 in her Oracy skills (Foundation Phase Framework, 2015).

When observing Brooke during a Read, Write Inc lesson, she was confident and enthusiastic throughout the lesson and understood that to read the words "we have to look at the dots and lines under the words to bring them together" (See Appendix 5). However, it was evident that Brooke struggled when blending and segmenting high frequency, polysyllabic words, supporting her own statement. As the word cards shown became more difficult, Brooke was confident in reading some high frequency words, however when uncertain would mumble and become withdrawn. Words such as delicious, creature and

conversation were words that she found difficult. This shows that Brooke is able to recognise the single syllable words, however is unable to quickly blend the syllables together (Bear et al, 2012). It is evident that Brooke is eager to please from this observation and aims to become a more fluid reader as she stated once taking a photograph of the reading corner “I like to read funny books and want to get better with my reading and learning”. This will be an area that I will focus on when identifying Brooke’s next steps in progressing her learning.

Also during this lesson, pupils completed a handwriting activity, “we need to read words then copy them, it needs to be really neat” (See Appendix 5), Brooke easily understood instructions to complete the task. She was able to independently read all words on the list through blending. As seen in Appendix 6, all letter formation is correct, with neat, consistent sized letters and a good awareness of finger spacing. This contributes to Brooke being an Outcome 5 in her writing skills (Foundation Phase outcome, 2015). Brooke recognised that she accomplished the work, “finding it easy”.

I observed Brooke during a literacy lesson as I was intrigued to find out how Brooke would succeed when writing independently (See Appendix 7). Brooke was engaged, contributing to class discussion when devising the success criteria for the lesson: “We need capital letters, full stops and finger spaces”. Pupils had to write out their story maps from the previous lesson, talk for writing using Pie Corbett (2019). Brooke understood the activity and her own story map, however needed reassurance and support when starting to write, this was due to needing a confidence boost. During the semi-structured interview Brooke recognised that occasionally when struggling to complete a task she will always ask for support from a teacher to progress the learning (See appendix 4). After purposeful reassurance, Brooke was successful in writing the full story independently, with a beginning, middle and end: showing correct sequencing and structure content. I marked Brooke’s story and saw that she was successful in forming consistent, neat upper and lower case letters accurately. Brooke used her knowledge of syllables taken from Read, Write Inc to correctly spell simple and compound words, and some high frequency words. This supports that Brooke is expecting to achieve an Outcome 5 in her writing skills (Foundation Phase Framework, 2015). Brooke is able to orally express complex sentences and communicate clearly; however this was not portrayed through her writing due to the simple sentences

and lack of connectives. This could be a possible way to move Brooke's writing forward in the future.

Mathematical Development.

When completing the learning walk Brooke took several pictures relating to mathematics, however not as many as literacy (See Appendix 3). Pictures were taken both indoors and outdoors. During the semi-structured interview Brooke revealed that she enjoys numeracy lesson particularly working as a group with friends and teaching staff. Brooke's preferred learning in maths is times tables, shapes, column addition and subtraction. However Brooke also stated that she found angles the most difficult (See appendix 4). This could be due to the fact that pupils had only started to learn right angles and recognising turns in the week before half term. Brooke is also confident in identifying when support is required and will ask additional questions to ensure she understands and achieves the work set. This shows curiosity as a skill, which is recognised as being an important quality in the ASK model, progressing individual learning to further knowledge (Nottingham 2013).

Appendix 8 highlights Brooke's learning and achievements during a numeracy lesson, with 2D shapes being the learning objective. During the observation it was evident that she is confident identifying regular and irregular, 2D and 3D shapes, recognising that regular shapes have equal sides. Brooke was faced with a problem when identifying the shape of the outside hut as initially she thought that it was a hexagon. However the shape of the hut was an octagon: Brooke recounted the amount of sides and instantly recognised what shape it was by building on previous knowledge "an octopus has eight legs". This shows that she is able to problem solve independently, self-regulating emotions staying calm until acknowledging and understanding the correct shape name. Throughout the observation it was noted that Brooke was successful in recognising, naming and describing the properties of 2D shapes, reaching the success criteria of the lesson. Although Brooke is in the lower ability group, it is evident that she is exceeding those of her peers in numeracy. I will discuss in the next steps of Brooke's learning that she is set in the middle ability group to maximise and push her learning further.

In regards to the mathematical work collected for Brooke (See Appendix 9) and the knowledge she has shown through observations and questioning, Brooke is working at an expected Outcome 5 (Foundation Phase Framework, 2015). Brooke is able to complete

more difficult column addition and subtractions with the ability to begin to understand the link between multiplication and division to solve problems. Brooke demonstrates the capability to use analogy and digital units of time to read a clock also being able to work with money, understanding and paying in pounds and pence (Foundation Phase Framework, 2015).

Wellbeing and social development.

It is prominent from all data collected that Brooke is confident in communicating and holding conversations with peers and adults, as I have experienced first-hand. I observed Brooke in a playground concept to identify friendships and relationships outside of the classroom (See appendix 10). Brooke has a close group of three friends, including herself, who she describes as her best friends and spends every lunch and playtime together. During the observation one of the girls from the group had fallen over, grazing her knee and was relatively upset. Brooke immediately recognised her emotions, was aware of the situation and the actions needed to aid the situation. This shows that Brooke is reaching an Outcome 5 in personal and social development (Foundation Phase Framework, 2015).

Brooke took pictures during the learning walk of areas relating to wellbeing and social development, including; the park, the outside pod, kitchen role play and construction area (See Appendix 3). Brooks stated that the kitchen role play area is her favourite as she can always engage with her peers and pretend to be a shop owner. Brooke also mentioned that sometimes it can become a busy area, where children must remember to share the items available. This shows that Brooke has a good concept of fair play and understanding of applied rules (Foundation Phase Framework, 2015).

Next Steps.

Brooke has a good knowledge of oral skills and is able to communicate with peers and adults confidently using a good range of vocabulary. However, it is evident from the data collected that Brooke finds it challenging when reading and expressing her views when writing. This is an aspect in Brooke's literacy development that has been identified as needing support and improvement. When reading, Brooke finds it difficult to blend high frequency and extended polysyllabic words. She is confident and positive in her own ability and learning however when unable to read a word or sentence Brooke becomes withdrawn showing signs of self-doubt. With these aspects being taken into consideration, Brooke would benefit from participating in a literacy intervention to support reading, which in turn will have a positive effect on her attitudes towards her writing skills and general learning (The Sutton Trust 2011). Brooke attends class C5 for Read, Write, Inc lessons, and exceeds the rest of her peers in the class. I believe Brooke should attend the Year 2 literacy intervention group during this time, which involves pupils from her class and ability set, ensuring involvement.

The intervention is a reciprocal reading group supported by the Fischer Family Trust (2001). This is a 10 week course, with 3 sessions per week. Brooke would still attend Class C5 Read, Write, Inc lesson for the other two days of the week, being present for whole class participation in literacy, still ensuring she is receiving the same education as others in her class. The reciprocal reading intervention started three weeks before half term; however Brooke would still benefit from seven weeks remaining. This particular literacy intervention is an effective and proven approach in developing reading and comprehension. It is aimed at pupils who find it difficult when decoding words and not always fully understanding what is being read. In Brooke's circumstance, she often reads too fast, not paying attention to the words that she cannot blend and lacks confidence when introduced to unfamiliar or new texts. The reciprocal reading intervention is a structured approach involving pedagogical teaching approaches such as questioning, clarification, summarising and predicting. Children in this group will develop their use of these approaches, initially observing the teacher and contributing to discussions on how to blend, read, dissect, assess and answer a variety of texts (The Sutton Trust 2011). Children are then given the opportunity to work in small groups to continue the progression of these approaches whilst observing their peers and

receiving immediate, personal feedback. The overall aim is for children to use these approaches independently, resulting in confident, ambitious, literate individuals.

A case study carried out in a school in Middlesbrough, evidenced the remarkable impact that reciprocal reading has on children's reading age, seeing and improvement of 13 months for some children (Fischer Family Trust, 2001). It is also proven that after completion of the programme, children read with more enthusiasm and enjoyment due to increasing confidence. There are six children in the intervention group with two of the girls being, as Brooke describes them, as her "best friends". This will provide Brooke with peer support and interaction which will enhance Brooke's wellbeing during the sessions when feeling under confident. It is recognised that through interaction, collaborative talk and reading with peers, gives children a substantial benefit, allowing them to further the development of communication skills and become more confident in their own ability (Shatz and Gelman, 1973). I firmly believe that this intervention will aid Brooke with the specific, extra support required to enhance her reading skills, which will also result in development of her writing skills.

Another feature to assist in the development of Brooke's reading skills would be during Guided Reading sessions, which is one of the most effective ways of teaching reading skills (Pacific Learning (2002)). Guided reading supports Brooke's progression of effective strategies for understanding text at different levels of difficulty (Welsh Government, (2002)). The main purpose is for Brooke to become a fluent, independent reader, additionally being able to strategically problem solve. Brooke is currently in the lower ability guided reading group, where she is able to read the scheme of books with little support from the teacher and is confidently able to discuss the texts with ease, showing confidence in her Oracy skills. Due to this factor, I believe that Brooke should be moved up to the lower-middle ability group. The books read in this ability group include larger pieces of text with high frequency and polysyllabic words, where in her current ability group Brooke is now familiar with the high frequency words, being able to recognise them through familiarity. Brooke would be challenged and introduced to new words which definitely enhance her reading skills and extend her vocabulary. A limitation to take into consideration could be that Brooke may feel overwhelmed or underachieving during the sessions as the books include some high frequency words that she is not familiar with when participating in guided reading. However

by giving correct support, reassurance and encouragement throughout the session, this will ensure that Brooke's wellbeing is kept at the forefront of the learning.

Another aspect of Brooke's learning to focus on for next steps is mathematical development. Brooke enjoys numeracy lessons and activities which are reflected through her efforts. Brooke is currently working at level of an expected outcome 5 in numeracy and is exceeding her peers in the lower ability group (Foundation Phase Framework, 2015). Brooke is achieving all work set in this group, answering feed forwards and extended questions linked to the learning, unlike her peers in the group. Working activities set for ability groups are all differentiated, therefore I believe Brooke would benefit by moving to the middle ability numeracy group as activities are more challenging. This would profit Brooke as it will push her to reach her maximum and progress her numeracy skills. Brooke will then be in the lower ability of the group, however by working in this group it will be definite that she will be collaborating with group discussions that are more stimulating, progressing and provide a more extensive range of mathematical vocabulary.

As Brooke finds it challenging when reading and writing, this is often portrayed through her numeracy work when numbers are not so involved. Studies have shown that pupils, who find aspects of literacy difficult, benefit from engaging in more hands on approaches during numeracy lessons (Webster and Duncan, 2004). Therefore I believe that introducing planning and implementing more hands on numeracy activities this will enrich Brooke with a **deeper understanding through the demonstration of abstract ideas and core mathematical concepts in a variety of representations and problem-solving contexts** (Keen Kite Books 2017).

Conclusion.

Reflecting on this research study and taking into consideration the data collected, it is expectant that the next steps devised to progress Brookes learning shall be beneficial. I believe the next steps put into place are relevant and specific to the individual learning needs and create a great support in regards to Brooke's developmental, holistic view.

To check reliability and accuracy of next steps implemented, I will track Brooke's progression and data using a RAG system. To ensure that Brooke is developing the skills, knowledge and understanding required to enhance her learning.

When reflecting on the study, research methods used were reliable. Data collected was valid towards the research and provided clear information when calculating next steps. Nevertheless to improve this study, changes would be made. Semi-structured interview questions were child friendly. However, on reflection, to identify Brooke's views on her own next steps in learning, questions could have been more specific and in depth. More written observations could of taken place ensuring more reliability and valid data, however when teaching the class, it is impossible to spend time observation one child when the whole class requires your attention. However, when in the class I would generally pay more attention to Brookes learning, responses and attitudes.

If the study were to be carried out again, collaborating with more teaching staff that engage with Brooke throughout the school day would be beneficial to collect more reliable results, gaining more feedback and creating a more in depth holistic view.

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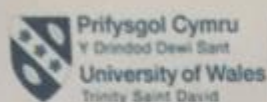
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Appendix 1.



Yr Athrofa
Institute of Education
Adhyg i Gymru / Education for Wales

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

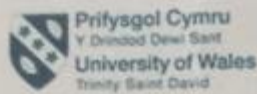
As Parent/Guardian of [redacted] (pupil name),

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

Signed W. Francis (Parent/Guardian)

Date 7.5.19

Appendix 2.



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

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 identify of the learner or the school within their assignment. Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): Denika Brooks

SCHOOL NAME (PLEASE PRINT): Cyfarthfa primary School.

SENIOR MENTOR (PLEASE PRINT):

CERI WALTERS

C. Walters

CLASS MENTOR NAME (PLEASE SIGN):

CERI WALTERS

C. Walters

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

Many thanks in advance

Appendix 3.

Snake Alphabet



The Pod



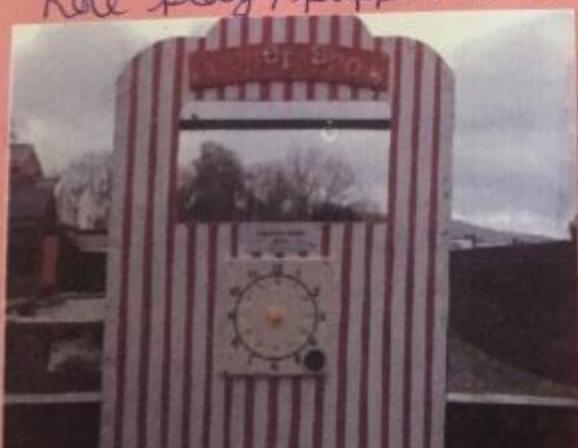
Park area



Climbing wall



Role play / puppet show



Times tables



Appendix 3.

Construction area



Role play / kitchen area



Appendix 3.

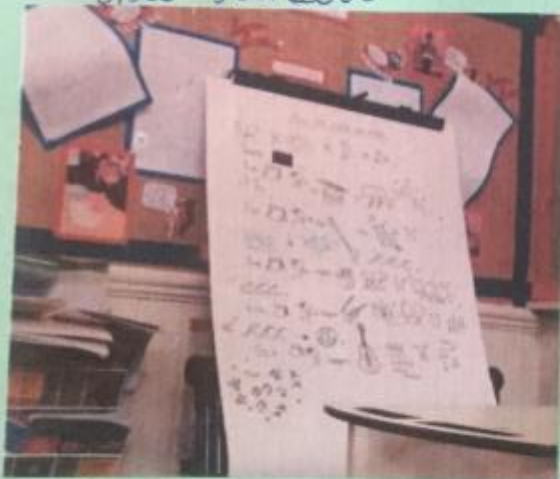
creative area



literacy area



Rie Corbett



Chrome Book



Investigation area



Reading corner



Interview Questions

1. What do you enjoy doing in school? Why?

Working - everytime miss gives me work I do it straight away. Story Maps - learning new stories like to read funny books. I want to get better with my reading.

2. What do you not enjoy doing in school? Why?

When Miss doesn't ask me ^{any work} to do ~~to~~ get cross - because I like to do work. Writing stories really hard because tricky words catch me out.

3. What do you learn in school?

Times tables, hard addition ^{adding} & subtraction ^{taking away} writing and spellings.

4. How do you learn in school?

The teachers learn me different things. learn when sitting on the carpet, on tables & outside. Teachers & friends help me when im stuck.

5. What lesson do you find the easiest? Why?

P.E - walking, running, jumping with my friends. Maths - because it's adding together which is easy.

6. What lesson do you find the hardest? Why?

Angles are hard because there are lines and think the angle is inside...???

7. How would you describe school and learning?

Learning, caring, helping

8. If you could change something about learning in school, what would it be?

Make up our own questions

Appendix 5.



Canolfan Addysg Athrawon
De-Orllewin Cymru
The South West Wales
Centre of Teacher Education

Learner Observation Form

Name of learner(s):

Class: C7 - C5

Time: 9.20

Date: 23.5.19

Activity: Read, Write, Inc

Child attends different class for read, write, inc, (C5/Year 1). Child struggles with literacy therefore needs to revisit sounds before moving to next stage, requiring support. **Activity - Recognising RWE sounds.** When teacher held up a card child was engaged, attentive and really trying hard. Child was able to say the more simple sounds with confidence, however could see for more tricky sounds (ou, oi) the more similar sounds. Then moved onto recognising words, where child again was very much trying - child was amazing recognising the majority of the words also being the loudest in the class when calling them out. "Miss these are easy peasy words" How can we know the different sounds? "By looking at the dots and lines under the words then we have to read them altogether." Child shows a good understanding of the different phonics and sounds. Child was able to sound out the word 'conspire' showing the ability to blend independently. "The line (bridge) at the top means that the one (letter) at the end is trying to trick us." Silent words. Challenging words - delicious, creature, ferocious, conversation - child was able to say the first words then would mumble the last part, will need more practice. **Activity - Handwriting.** "We need to know the words and then copy it to the end of the line - has to be really neat." Child was able to read out all the words needing to take time to blend the words. Pupil had a format of words, being able to keep letters the same size, close together and leaving the right amount of finger space - clear and writing on the line. Was the second child to finish the activity. "The writing was really easy and I knew all the words and I'm good at it. Child is not phased that they are in a different group to class."

Appendix 6.

Seal	Seal	Seal	Seal	Seal
beast	beast	beast	beast	beast
hay	hay	hay	hay	hay
cream	cream	cream	cream	cream
leave	leave	leave	leave	leave
mouse	mouse	mouse	mouse	mouse
cage	cage	cage	cage	cage
cheap	cheap	cheap	cheap	cheap
noise	noise	noise	noise	noise
wolf	wolf	wolf	wolf	wolf
any	any	any	any	any
what	what	what	what	what
one	one	one	one	one
was	was	was	was	was
want	want	want	want	want
does	does	does	does	does
could	could	could	could	could
said	said	said	said	said
some	some	some	some	some
of	of	of	of	of
who	who	who	who	who
all	all	all	all	all

Appendix 7.



Canolfan Addysg Athrawon
De-Orllewin Cymru
The South West Wales
Centre of Teacher Education

Learner Observation Form

Name of learner(s):

Class: C7 - Year 2

Time: 9.10

Date: 23.5.19

Activity: Literacy

Activity - Pupils are re-writing their story maps of the Hobyahs. In previous lesson, pupil created a story map which was lovely and neat and easy to follow. Before writing, child was able to read and remember their story - reading fluidly with full stops. Child is in a group for literacy. Child was engaged throughout introduction contributing to the success criteria of the lesson - "I think we need to make sure we've got the right spellings." Child put their hand up for every question. "We also need capital letters, full stops and finger spaces." Child understood the activity and what to do by putting up their thumbs.

Activity - Key words on the WB for all pupils - child was able to copy the words perfectly, reading and understanding independently. Pupil was able to successfully start writing their story by following their map. Child was able to follow the structure (title) and recognising the story needed "a beginning, middle and end" - Communicating meaning. Child ~~needed~~ needed reassurance when starting - what comes next? More reassurance had write about 3 sentences and was confident that they could complete the rest independently. When checking in on the child, they were able to speak clearly and understand what they had write - fluid. Able to tell me what/why parts of the story were happening. Once child had completed their story, I marked it - Pupil used knowledge of syllables to spell words - spelling of simple and compound words were correct. However some (not many words included) high - frequency words were not spelt correctly but how the child would say them. The story made sense with a solid sequence from beginning to end. Some suffixes.

Appendix 8.

Learner Observation Form

Name of learner(s):

Class: Year 2

Time: 10.55

Date: 15.05.19

Activity: Numeracy

Maths meeting - Child was engaging with the subitising youtube video, grouping larger sets of objects. Child was able to count comments how many by recognising the 5 shape and adding on how many more. Child was able to do this in their head. Enjoying and moving their body to the music, shouting their answer the loudest. • Able to answer qu what is a regular shape. Put their hand up with confidence - "It's when the shape is normal and the sides are the same." Activity - To explore and find everyday 2D regular and irregular shapes. Asked pupil what they had to do "have to find all different shapes and take pictures of them" What shapes? "Squares, circles, triangles, more 2D shapes." Took picture of flowers "looks like an irregular circle with other shapes coming off it, looks so beautiful." Child spotted that the times table posters were irregular squares, why? "All the sides are different." Took picture of the hut which was an octagon. "I think it's a hexagon" Helped child to recognise the shape by counting the sides. Then instantly realised what shape it was - building on knowledge from previous lesson - "an octopus has 8 legs" Needed support when recognising reg & irreg "as hut was big" Child then took picture of the table, found it tricky counting the sides so gave support. Child said octagon - No. Think about yesterday - used trial and error as it was? "Hexagon" "That shape was a little bit tricky but I tried hard." What needs to be done to move the learning on? Asked child to find an irregular square, rectangle or triangle. "Miss I found an irregular triangle, and all the shapes are different." Asked child what is a side, vertex and angle - "The side of the shape" - "The corner of the shape" Child put fingers together as a visual. Hesitant when answering angle "it's like a corner but I think it's on the inside." Came back inside to look at pictures, where pupils had to upload them to Seesaw and draw around the shape and label the name. Child was able to complete this task independently with confidence. needed support to spell the names.

Next Steps - Thought the week pupils will be building on the learning, with 3D shapes being the focus this week and angles next week. As child is confident with shapes and is the more able child in LA group, I believe child would benefit

Appendix 8.

	Learning Objective: To subtract using the column method Success Criteria: 1 Put one number in each square - correctly put in HTO columns 2 Subtract the ones, then tens then hundreds 3 Write your answer below the column subtraction 4	Annwyl Miss or ** ☹️ ☹️ DIFFERENTIATION CODES PS MAG (R) Q T O OET AS (I) RO
	Skillful Squirrel: Use mental recall of number facts to 10 and place value to add or subtract larger numbers, e.g. $24 + 4$, $30 + 5$, $34 + 10$	
	Lizzie RRSA: Article 29 - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.	

1.
$$\begin{array}{r} 56 \\ - 13 \\ \hline 43 \end{array} \checkmark$$

2.
$$\begin{array}{r} 49 \\ - 22 \\ \hline 27 \end{array} \checkmark$$

3.
$$\begin{array}{r} 65 \\ - 44 \\ \hline 21 \end{array} \checkmark$$

4.
$$\begin{array}{r} 99 \\ - 76 \\ \hline 23 \end{array} \checkmark$$

5.
$$\begin{array}{r} 145 \\ - 32 \\ \hline 113 \end{array} \checkmark$$

6.
$$\begin{array}{r} 234 \\ - 121 \\ \hline 113 \end{array} \checkmark$$

7.
$$\begin{array}{r} 259 \\ - 156 \\ \hline 103 \end{array}$$

8.
$$\begin{array}{r} 554 \\ - 324 \\ \hline 230 \end{array} \checkmark$$

9.
$$\begin{array}{r} 852 \\ - 642 \\ \hline 210 \end{array} \checkmark$$

10.
$$\begin{array}{r} 592 \\ - 491 \\ \hline 101 \end{array} \checkmark$$

201

Gwaith da Maiey good work
subtracting using base ten.

	Learning Objective: To use skip counting in 2s to find two times table multiplication facts	Annwyl Miss or   DIFFERENTIATION CODES PS MAG R Q T O OET AS I RO
	Success Criteria: 1. Skip counts in 2s to 20. ✓ 2. Complete the number patterns (counting in 2s) ✓ 3. Answer multiplication problems by skip counting. ✓ 4.	
	Skillful Squirrel: Recall and use 2, 5 and 10 multiplication tables	
	Lizzie RRSA: Article 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.	

25.3

pg 6

1. 2 4 6 8 10 ✓

$$2 \times 2 = 4 \checkmark$$

2. 6 8 10 12 14 16 18 ✓

$$4 \times 2 = 8 \checkmark$$

3. 8 10 12 14 16 18 20 ✓

4. 6 8 10 12 14 16 18 ✓

$$5. 6 \times 2 = 12 \checkmark$$

$$7 \times 2 = 14 \checkmark$$

$$9 \times 2 = 18 \checkmark$$

Gwaith da Maiey, canhad canhng in 2s.

$$8 \times 2 = 16 \checkmark$$

$$10 \times 2 = 20 \checkmark$$

A/s to write out the multiplication

$$3 \times 2 = 6 \checkmark$$

$$4 \times 2 = 8 \checkmark$$

$$5 \times 2 = 10 \checkmark$$

	Learning Objective:	To accurately count how much money in pounds and pence.
	Success Criteria:	1. Count how many pounds you can see. 2. Count how many pence you have. 3. Write the amount using the £ sign and a dot to separate pounds and pence. <i>10p</i> 4. Pupil book pgs 11, 12, 13, 14, 15, 16
	Skillful Squirrel:	Use different combinations of money to pay for items up to £1. Find totals and give change from multiples of 10p.
	Lizzie RRS:	Article 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Annwyll Miss or	
	
DIFFERENTIATION CODES	
PS	MAG
Q	T
OET	AS
	PO

9.4.19

90p
 50p + 20p + 20p ✓
 50p + 10p + 10p + 20p ✓
 5p + 20p + 10p + 5p + 5p ✓
60.00 £ 6.00
 £1 + £1 + £1 + £2 ✓

 £5 + £1 ✓
 £2 + £2 + £2 ✓
£5.40
 £5 + 10p + 10p + 20p = 5p40p
£5.40
 £5

Indreah dda Mawsey you were able to make amounts using coins with a little help