



ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Sections marked with * should be completed by module lead

Student name:	Katie Eynon	Student P number:	1050789
Programme: *	PGCE Primary		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):*	7
Module code: *	M7X02153	Contribution to Overall Module Assessment (%): *	70%
Module Lead:*	Helen Lewis		
Assignment Title:*	Written assessment 4,500 words	Assignment No (x of x):*	1/2
Start date:*	5/3/17	Submission deadline:*	30 th May 2018
Return date of provisional marks & written feedback:*	27 th June 2018		

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 th May 2018	
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:
• critically reflect upon teachers' professional responsibilities in working closely with parents governors, local authorities and agencies which support schools and the wider community • synthesise and analyse performance data accurately to inform decision-making, illustrating a comprehensive understanding of national requirements relating to progress within the statutory and non-statutory curricula • identify, apply and evaluate appropriate formative and summative assessment strategies, and critically reflect on the effectiveness of selected strategies in their own 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

TASK DESCRIPTION

Written assignment entitled:

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

You need to gather focused and detailed data on one child during PTE2 to complete this assignment.

This data collection should adopt the ‘Mosaic Approach’ (Clark and Moss, 2011) and encourage you to listen to pupil voice and perspectives on themselves as learners. Data should therefore include:

- Observation
- Photographs
- Interviews with the child and their teacher
- Pupil-led feedback on learning experiences eg ‘Magic Carpets’ or map-making
- Annotated samples of work
- Other PTE formative records eg RAG/ ARC/ reading records
- (You may also reference summative records when you ‘introduce us’ to the learner)

The data, analysis and next steps should include reference to:

Language and mathematics development, wellbeing and at least two other Areas of Learning/ curriculum subjects. Ensure that you make appropriate reference to the curriculum expectations when drawing any conclusions about progress.

Your assignment must contain evidence that you have considered the ethics of working with children - eg anonymity, the right to withdraw etc. The attached letter must be signed by the class teacher to indicate that you have discussed this assignment and gained appropriate permission to gather data from them. This should be included as an appendix.

Your analysis of the learner could be structured using Nottingham’s (2013) ASK model – what does the data tell you about the attitudes, skills and knowledge of the learner? What are the ‘missing’ pieces of evidence – and how could you fill these gaps?

MARKING CRITERIA AND STUDENT FEEDBACK

Common Assessment Criteria Applied	Grade
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	
2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working	
4.Key Transferable Skills Deployment of appropriate media; presentation and organisation.	

Assignment Grade (Assessment grades are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)	
	Up to 1 week late	D Max
	Over 1 week late	Fail

Student Self Evaluation Form

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

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
- Researching and referencing - Writing style - Awareness of student - Collection of data and proposed next steps	- Spent too long on the data collection section of the essay - Could have been more concise - The want to include everything

Student's Name	Katie Eynon	Date	30.05.19
Student's Signature	K.Eynon		

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

School Development and Pupil Progress

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This essay will consider the development of one child's whole development and learning. This essay will look at the holistic nature of a particular child's education and how this child's skills and knowledge but also understanding and attitude to their education interlink and effect or benefit one another.

This essay will consider all of the information gathered to inform justification for the consolidation of next steps in this child's learning. The ASK model will be used to help cover all aspects of this child's attitudes, skills and knowledge. Similarly, the Mosaic Approach will be used to inform data gathering to be able to consolidate a whole view of this child.

This essay will view children as experts in their own lives, with rights and as meaning makers (Moss, 2006). I will use observations, child and class teacher conferences and map making to help with this. The essay will not include photographs of the individual but will include images of work. Pictures are forbidden in this school I am attending.

The learner that will be discussed in this essay is a seven year old, boy. This individual has Attention Deficit Hyperactivity Disorder and is a middle to low ability pupil. This Year Two pupil attends a yellow band school, with a high percentage of free school meals. The school is in quite a deprived area but has received an excellence for its curriculum.

The learner can present with behaviour that challenges and can sometimes test boundaries. He seems to enjoy education for the most part and has a great sense of humour. There are days however, when his behaviour is noticeably different and this, I have been told, is largely stimulating by home-life factors.

This section will discuss the natural strengths and limitations of collecting any data. The strengths of collecting data for this purpose is that it can give a more rounded, evidential and holistic view of the individual child and their approaches to or experience of their education. Therefore, there is less opportunity for error or judgements to be made if supported by evidence.

This essay uses mostly qualitative research methods to gather information about the individual, as well as quantitative test scorings. This essay uses the Mosaic Approach, which offers a framework for listening, to inform data collection methods (Clark, 2005). The Mosaic Approach suggests through child conferencing, map making, photographs and observation

that the most holistic approach to gathering data, on a child, can be made (Clark & Moss 2011). Thus, the strengths of this data collection method are that through using many forms of communication and evidence can be co-constructed.

The idea of the Mosaic approach is that it constructs knowledge rather than utilising purely what we already know, to listen rather than assume. The Mosaic Approach offers many, not singular answers and sheds light on how children experience their own education. This concept lends itself well to primary education and the way forwards for education under Donaldson (2015). This method can ensure provision can be individualistic to and accessible for all. It views children as experts of their own lives, as skilful communicators, as having rights and as meaning makers in their own lives and the multi-collaborative approach of data gathering can allow for this.

These methods can allow the strengths of the participant to shine, for example if a child struggles speaking, is unable to speak or is shy; the child can take photographs and draw to help the observer understand what they are trying to convey. However, with its multi-collaborative approach, this method may have limitations. For example, there is the potential to focus more on one form of data collection than another and thus, potentially missing other key information. Therefore, I will aim to consider all of the information equally.

Clark & Moss (2011) suggests that although allowing children to talk about their own education is not a new concept, methods for incorporating this into education have been limited. Child conferencing and map-making are useful ways of collecting data about a child as it comes from their opinion, viewpoint and gives the interviewer the opportunity to see the pupil's education from their own point of view. On the contrary, this approach utilises informal methods of data collection and this differs from the formal education children receive in the UK (Clark & Moss, 2011). Thus, these questions were asked in an environment where the individual feels comfortable and chose themselves. Plenty of time was given for questions for this reason. However, some children may not offer too much in discussion so one must refrain from leading or prompting the child, or this could become a limitation, this will be respected.

Similarly, child observations can lead one to make assumptions and interpretations about behaviour which may be biased or incorrect. This could also happen when interviewing fellow practitioners and parents. This limitation of this approach however can be overcome

because I will refrain from making opinions and interpretations about this and the multi-data collection method will help elevate this (Clark, 2005). More positively, child observations can provide the observer with valuable insights into the child's behaviour and attitudes to learning which as a teacher may be missed (DfCELLS, 2008). Data and evidence will be used to justify what is presented in this essay. Continually, this will then inform the next steps suggested for this pupil. As stated previously, the school has a no-photograph policy, so images of the students could not be taken. Thus, the data and information gathered had to be ethical and a transparent reflection of this child.

There were many ethical considerations made before the data collection was undertaken. A signed sheet from the class teacher enabled me to collect the data and interview the individual (Appendix 1). Alongside the class teacher, Child A was agreed upon for interview. While all data collection can carry risks through awareness and re-reading of University guidelines (2018) concerning ethical research, the EWC code of practice (2016) and the BERA Ethical Guidelines for Educational Research (2011) specific questions were posed to Child A before the interview commenced.

Child A was informed that he had the right to withdraw from the conference when he wanted to and that there would be no adverse effects or discrimination from choosing to withdraw. In this way Child A was able to give informed consent (David et al, 2001). I explained that Child A's name would remain confidential. The questions were posed in a familiar environment and in a way, which would make sense, were open-ended and child-friendly. The necessity of which is suggested by Mukherji & Albon (2015). The answers to the questions would not be led or encouraged.

This section will utilise the ASK model to analyse Child A's current learning and to ensure each area of Child A's development is discussed (Challenging Learning, 2008). The first area of data collection (stage one of the Mosaic Approach, gathering data), the conference, began with Child A in an area of his choice. He chose an area we usually read in, outside of the classroom. I explained what the conference included, why I was asking questions and that the individual could ask to leave or not part-take if they wished. Child A agreed to taking part in the conference and understanding what was going to happen (Appendix 2). The individual began the conference answering very slowly and offering single sentence answers.

In answer to the question, 'What helps you learn?', Child A said he liked 'spelling new words'. This is an area of Child A's learning that is particularly good and he seemingly enjoys, which one of the class LSA's had feedback and is supported by him suggesting that the work displayed in the school can help with spelling (Appendix 6). Child A proudly states his ability to learn and spell new words often. Child A loved spelling words in sand which was an outdoor activity he didn't want to stop. Child A often behaves worse when learning outdoors but this is due to pulsivity rather than a conscious choice it seems.

Child A can struggle with other Literacy skills and the length of time it takes to complete written Literacy tasks. Child A is currently an outcome 3-4 pupil. This is partly due to his attention span. In other areas of Literacy, Child A speaks clearly and enjoys retelling stories he has experienced and uses this to assist his reading ability, but he cannot often retell a story he has just read. Child A is a capable reader but shows little expression and doesn't recognise cues from punctuation. On the other hand, Child A reads fluently, uses strategies to help him and can recognise the purpose of full stops and commas. He is using a growing range of appropriate vocabulary in play, structured activities but less so in formal activities. However, Child A often struggles to extend his sentences or to add detail and this is reflected in his writing also (Appendix 6). However, with support, sometimes of 1:1 in nature, Child A is able to do this and growing in confidence. Child A displays great resilience in Literacy and has chosen to push through, to complete work, when he visually needs a break. However, he must begin to develop his handwriting, see Appendix 6.

Child A continued to say in the conference that being and working with friends helped with learning. This is sometimes true as he likes to communicate with others. However, from observations and conversation with one other LSA, it is clear to see that Child A and another student often disrupt each other's learning and this is apparently holding Child A back. This is particularly apparent in Numeracy which Child A seemingly finds more difficult but is not reflected in his answers (Appendix 7). Child A is getting better at his Mathematical knowledge. Child A is capable of many basic Mathematical skills such as counting, grouping, understanding place value and reading and writing numbers up to 100, yet doesn't know basic number bonds and this lets him down. Child A does not know more difficult times tables, but does his 2s, 5s and 10s which is required for his age and can recognise halves and quarters (WAG, 2015). Therefore, Child A is an outcome 4 with elements of outcome 5. What this analysis has shown

me is that Child A is actually more capable at Maths than I first thought and possibly more than Literacy. This may therefore suggest the seating area he is in is not appropriate and that even though he works at a slower pace, he is still capable of the work and therefore, may be distracted. Noticeable strengths of observations for gathering data is that they enable practitioners to take a step back and notice behaviour which may have been missed (Chesterfield, 1997). Observation is highly credited by Macaughton & Hughes (2008) and the UNCRC (1989). However, a possible pitfall in collecting observation data was that the scribing of them often took place afterwards because the behaviour would happen spontaneously. Regular time should have been used to observe behaviour and documented as it is happened, reducing the chances of missing or focusing on memorable behaviour (Fawcett, 1996; Research Schools Network, 2017).

Child A added that he liked playing games on the Interactive Whiteboard (Appendix 2). This is something I have introduced since working in the school. This I find is a particularly good way to engage Child A at the introduction to lessons and to consolidate learning in the plenary. Child A can be shy when asked direct questions in front of his classmates, this is something we have been working on and I feel games are a good way of doing this. Child A extended his explanation for the last questions, however, he began to slow down in his responses and became more fidgety. Thus, I thought it an appropriate time to take photos of areas Child A enjoyed learning. This highlighted a limitation of conferencing children, as often they will not say when they have had enough or even no to doing something when asked by an adult, especially a teacher. With hindsight also, pictures could have been used as another form of communication, in explaining what was being asked of Child A, so that his choice was more informed. I choose not to re-conference Child A because of his apparent disinterest the first time.

Child A highlighted mainly active learning areas as fun over calming tasks that required sitting at tables to do work. Taking photographs of these areas suited itself well to Child A's personality, although I had to explain what we were doing again because he got carried away taking pictures of anything and unrelated things. Child A took pictures of the Role Play area first, an area introduced since I have been part of the class. This is an area of Child A's learning where sometimes he behaves boisterously and tests boundaries. Child A often role plays family situations and displays understanding of family rules of how children should play but also rules

within families (Appendix 3). There is less teacher input as the role play area is just outside of the classroom and this may be a cause for a change in behaviour. However, Child A also selected other play-based learning areas to express himself and clearly enjoys this type of learning (Appendix 4). In particular the Play-Doh, Lego and Playground are often where Child A talks to practitioners more and gets excited. The playground is often a source of disagreement however with his fellow peers and suggests areas of his Personal and Social Development requiring further development (Appendix 3). I would argue that Child A's Personal Social Development is the most important factor in his life at the moment and without positive PSD, optimum learning for him cannot take place.

Child A can push boundaries in the classroom also and this is reflected in my Arc Reflections (Appendix 11). Child A can struggle to sit for long periods of time and is supposed to use a card to show when he needs to stand because of his attention span, though he rarely does, yet stands anyway. Attention focus for long periods of time for children with ADHD is something that needs to be worked around so that they get the most out of their education (Loughey et al., 2007; Jenkins, 2007). This is not something I have reinforced because I feel he thinks it is an area of embarrassment in front of his classmates. Similarly, Child A seems to struggle when he receives little choice in what is going to happen although seems to self-regulate well, most of the time.

From speaking to the class teacher and the LSAs, Child A's home life isn't as good as it could be (Appendix 10). Often, when Child A comes to school in non-school uniform, his Mum is having a hard time and this is reflected in his irritability. Child A has expressed that the younger sibling often gets choice over what they watch at home, because 'she behaves better', he will often go to the bedroom to get away. Similarly, Child A's Mum has explained that she refuses him going to his Grandparents' house on week nights and this often makes him behave differently. It seems that experiences where Child A is unable to express choice are behaviourally challenging for him. A limitation of child, practitioner or parent conferencing however, is that it is the opinion of those people. However, I have gained more than my own opinion about Child A, from people who know him better, which strengthens this form of data collection.

During the map making section of data collection with Child A, I learnt a lot about him, that I was previously unaware of. To begin with Child A was again quite slow to contribute to

discussion however, he was very open and talkative after a few minutes, unlike during the interview. There were areas of the school Child A was unaware of and the purpose of them, such as the Right of the Month. He expressed areas of the school he didn't like, such as, the hall, 'because sitting on the floor hurts' and areas he did like, the Worry Hand, which you can use to 'talk your worries away'.

As we moved up to the juniors, Child A explained that he used to be sent to the Juniors when he used to be 'naughty in Year One.' Child A's behaviour has improved immensely since he has moved to Year Two and he is being managed a lot better it seems by staff. This learning walk did highlight how little the Infants visit the Juniors and perhaps this should happen more often.

Child A spotted Star Wars drawings on the wall exclaiming 'Star Wars!' I asked Child A if he liked Star Wars and he agreed. He discussed a time when he saw the Last Jedi in the cinema. He said that 'Mammy only lets me watch up to 12 films', meaning 12 years of age. Child A went on to describe a time that him and his Mum went to the park and his Mum pushed him really fast on the 'spinny swing' (Appendix 5). From the learning walk it is clear to see Child A's love and admiration for his Mum. It highlighted that I must report the positive aspects of his day, to his Mother, more often. A limitation of this data collection method is that the conversation often went off the topic and taking a camera to engage Child A may have been helpful. However, raw information was shared which may not have otherwise been divulged under different conditions.

Other areas of Child A's knowledge, including the Welsh language, is quite good. Child A is better at speaking than writing Welsh but was able to recall his previous learning and consolidate a personal profile in Welsh (Appendix 8). Child A has shown that he understands basic instructions in Welsh and can speak simple words, greetings and expressions. Child A meets the requirements of his age and can read Welsh with increasing confidence (WAG, 2015). Child A is an outcome 4 for Welsh.

Child A has shown an active interest, open-mindedness and curiosity in learning about himself as opposed to others, living and non-living things and this is exemplified by contributing to discussion. Child A seems to enjoy learning about Knowledge and Understanding of the World through exploration and experimentation. Child A has shown a good ability to make

comparisons and identify similarities and differences as well as sort and group information (Appendix 9). Child A is an outcome 4 for Knowledge and Understanding of the World.

Key themes and messages that were highlighted from conferencing with Child A and the pictures he took, as well as through observations, tells me that creative and more active approaches are essential for this pupil's education to engage him with learning and stimulate this process. Child A requires new and exciting ways to stimulate his want to succeed which he naturally displays in active learning tasks, such as PE. This is also an essential component of Successful Futures for students (Donaldson, 2015). In this section of the essay we can see that Child A's Personal, Social and Emotional Wellbeing is as essential, as anything else to his educational experience and attitude to education, a philosophy agreed by UNICEF (2011).

This section will look at Stage 3 of the Mosaic Approach, deciding on continuity and change, based upon reflections. Clark & Moss (2011; Lewis et al, 2006) suggests that listening to children in the methods used in this essay will lead to change for this pupil. Furthermore, that through being reflective questions of interpretation can be addressed.

Child A presented more than once his interest in spelling so as a way forward I think this should be an area of development which is encouraged, praised and rewarded more often. It should be used as an area of his development which he can see himself doing well at and his peers can also, a theory agreed by Davies (2018). From the conference, it is clear that Child A continues to lack confidence and utilising the areas of learning Child A is good at may help with this (Appendix 2). Thus, ways for this to happen must be provided to ensure that Child A has the foundation confidence to develop other skills as suggested by Clark (2005) and as expected by Donaldson (2015). Child A often says after situations like: reading aloud or guessing the answers to games that he would have liked to do it so, I will offer these opportunities more often.

As suggested Child A struggles with other Literacy based areas of learning and I would like to see him begin to work more independently in all areas of his education. Due to attention deficit traits it may be unreasonable to ask Child A at the end of stories what the whole book was about (Appendix 6). Thus, with hindsight from now on I will stop throughout the story to make this easier for him. I will encourage him to tell us stories about his weekend as he seems to clearly enjoy doing this and it enables us to get to know him better. If we can discuss things

he has told us previously we as staff/adults can relate to Child A better and therefore cater for his learning needs more appropriately.

Furthermore, story telling could be utilised to encourage other Literacy development such as extending explanations orally and then this would hopefully help with extending written explanations. I will discuss other areas of Child A's Literacy development which could be extended, including: looking at the success criteria to know what is expected of him; to develop expression and look for punctuation clues to help with reading ability. I will plan shared guided reading opportunities to encourage Child A to hear and see expression in other pupils reading as suggested by Button & Johnson (1997). Furthermore, I will praise Child A's resilience when writing however, I will explain it is not embarrassing or a problem if he does want breaks and continue to push improving his handwriting. Sometimes it seems Child A is very conscious of being different in front of others which is why it is essential for them to see him doing positive things.

In regards to the pupil who disrupts Child A's learning, particularly in Numeracy, their behaviour will be monitored and potentially separated for tasks to see how differently Child A works. This is essential to see whether this distraction is what is causing him to answer questions more slowly or whether he does struggle with Numeracy (Appendix 7). I will take time to observe in a variety of learning situations for this child and in my general practice. This is an important part of teaching and reflection, as suggested by a number of authors (Fawcett, 1996; Finley, 2008; Papatheodorou, et al., 2011; Hansen, 2012; Coe et al, 2014; Palaiologou, Needham, Male 2016). This will determine whether I make changes to the accessibility of resources with Numeracy lessons as suggested by Cotton (2010).

It was clear that Child A enjoys more active, creative and game-based learning. I will endeavour to utilise these into lesson planning and where appropriate incorporate these as much as possible. The goal here is to offer the best practice for Child A and this is possible through reflection and planning (McCarthy & Bagaeen, 2014). This is also an area of development required by Successful Futures (2015). Similarly, from the photos Child A took, the areas he appreciates the most and help him to learn require him to actively do something and to use his imagination. Thus, when I am lesson planning I will take these interests into account and spend less time sitting on the carpet for introductions and at the table to complete

work, as he has suggested how uncomfortable it is. This idea is supported by RIEF (2005) and Help Guide (2018).

Similarly, I believe, Child A's card to show when he is struggling to sit any longer, is a source of embarrassment for him. Thus, I will have to think of a method for solving this problem. Child A loved the lesson where he wrote his spelling words in the sand and he concentrated more than I have ever seen him before. Estyn (2011; BBC News 2011; Creative Education, 2017) raised the importance of outdoors, experiential learning opportunities, which is an area underdeveloped by primary schools (WAG, 2009; Grigg, 2010; Hattie, 2011; Grigg and Lewis, 2016). I believe if Child A learns more through doing and through the outdoors this will help with his concentration span and self-control (Newton, 2007; Peacock, 2006; WIPL, 2015). Child A often calls an adult to come and see the work he has completed in areas where he is independent, and this is seemingly because he is proud of it and is seeking positive feedback. I believe this should be reinforced to encourage Child A's future learning.

During taking photographs, Child A selected the role play area. This is an area Child A particularly enjoys and it was the first area he took a photo of (Appendix 4). Often, Child A role plays things that happen at home in this area or about family scenarios. However, he is rarely sad and usually tells me a funny story. However, there are times when Child A pushes the boundaries of what is acceptable behaviour in this environment and often needs reminding of what is appropriate and not, although his behaviour has improved immensely. What I have found to work well is a reminder to Child A to be sensible before entering the area which is supported by Bromley (2013; WAG, 2012). This may be a good idea for managing Child A's behaviour surrounding his friendships also and 'tale-telling' at playtime. It is important for Child A to see that he can share friends and that we must be kind to one another. This is something we must work on through mixing social groups for work-based tasks.

As previously suggested Child A's personal and social development seems to be the area requiring the biggest development. These skills may also lend themselves well to his behaviour at home. Although Child A regulates himself quite well, there are times when humour, class games and responsibilities help to calm and re-focus him. These techniques will continue to be used, as they appear to be working.

From the learning walk around the class and school with Child A, often the topic of conversation changed from what was in the school to memories of home life (Appendix 2 & 4). It could be suggested that Child A is missing attention and time spent with his Mother. He has offered to one class teacher that he goes to his Grandparents on the weekend when his Mum goes away but as stated not when he wants to. This is obviously an issue for him to bring it up to a teacher and is something we must monitor and maybe talk to his Mum about. Furthermore, I feel his Mum needs to be told about the good work he has achieved at school, so she can see him in a more positive light. This is an area of his Wellbeing and Personal Social Development which requires a lot of support.

I want to encompass Child A's ability to make wise choices whilst under adult supervision, but also whilst actively and independently learning. I want to enable Child A to have more control and choice in his education and pupil voice is becoming increasingly important (Bragg, 2007; WAG, 2010, 2011; Estyn, 2016). I think this will empower him in ways that home-life may in some ways, not be.

When walking around the school it was apparent Child A had little awareness of his rights and moving forwards this is something we should discuss as a class. Increasingly important is the rights of the child and children being seen as active learners, so this is essential, particularly current in Successful Futures (2015). I would like to see Child A's engagement and positive attitude towards his development of: Welsh and Knowledge and Understanding of the World to continue, as shown through RAG Ratings (Appendix 8 & 9). Child A is an outcome 4 child so must move towards outcomes 5 with the support and approaches suggested in this section.

To conclude, from this essay it is clear that the strengths of the Mosaic Approach for collecting data outweigh the limitations. Data gathering for this purpose was ethical, informed and holistic in nature. A purposeful and rounded view of Child A's approach to learning was accessible through use of the ASK Model.

It is easily recognisable that Child A tries to work hard in school. Child A is an Outcome Four in Literacy, Numeracy, Welsh and Knowledge and Understanding. Child A must now work with support to achieve Outcome Fives. However, it is also clear that Child A's Personal Social and Emotional Development and positive self-image are critical, and this includes with

Family, Peers, Friends, Teachers and Himself. This area of learning and development requires the closest monitoring and support.

Child A must develop confidence going forward and this is something which will be continually supported through encouragement of story-telling and positive roles within the classroom. Child A must be enabled to make more independent educational choices, through creative lesson planning which offers active engagement with topics and supports Child A's engagement for the longest period of time. These changes will enable the greatest access to the curriculum for Child A and in becoming a capable, ambitious learner.

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Appendices:

Appendix 1:

Consent from school.



RE: PPGCE (with QTS), permission and confirmation that work has been undertaken in school for assignment Datblygiad Ysgol a Chymnydd Disgyblion - School Development and Pupil Progress (M6X02151-C) (M7X02153-C)

Dear class/senior mentor,

For the university module 'School Development and Pupil Progress', trainees are required to identify one 'average' attaining learner within the class in which they are based and, over the PTE, explore what helps the pupil to learn language and mathematics. Such exploration could involve:

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

Undertaking this work should support trainees in understanding how children learn and how they can develop their teaching to ensure effective learning. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical day-to-day 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 exploration work has taken place.

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

STUDENT NAME (PLEASE PRINT): KATIE EYNON

SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
H. J. Jones

Student to verbally ask the child: 'I have talked to (trainee's name... Miss / Mrs/ Mr) about my work, and I am happy for it to be used in their work. I know that my full name won't be used (Record their response below).

If you have any queries regarding this, please contact:
Helen.lewis@uwtsd.ac.uk (PPGCE Lead) / sarah.elsey@uwtsd.ac.uk (Module Lead)

Many thanks in advance,

SDPP module team

Sarah Elsey
Dr. Helen Lewis
Linda Davies
Jayne Morgan
Heddwyn Davies

Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder

Appendix 2:

Interview with Child A.

Me	'I would like to ask you some questions about what helps you learn in school. You don't have to join in but you can if you want? Do you want to answer the questions?'
Child A	'Yes'
Me	'If at any point you don't want to answer questions anymore that's ok and you can go back to class. Do you understand, and do you want to answer the questions still?'
Child A	'Yes'
Me	'What helps you learn?'
Child A	'Spelling new words, being with your friends, playing games at the start of lessons.'
Me	'Tell me about learning in school?'
Child A	'It's fun, you get to write stuff and do different things different days.'
Me	'What is important to your learning?'
Child A	'Fun things, having time and not being rushed, things repeat so I get it.'
Me	'Would you like to take pictures of the things in class that help you to learn and then go on a tour around the school?'
Child A	'Yes.'

Appendix 3:

Observations of Child A.

Child A	26/05/18	Child A is in group Glas - MA. He is a sweet boy with ADHD.	Encourage positive behaviour and independence.
	09/05/18	Child A can test boundaries and plays on his irritability.	Think of techniques for this to help him.
	16/05/18	Child A lacks a lot of confidence which stems from home.	Consider ways to help build Child A's confidence.
	22/05/18	He is competitive with [REDACTED] and dotes on [REDACTED]	Encourage Child A to plays with others and share.

Appendix 4:

Learning walk of Child A's favourite areas.

ROLE PLAY AREA





PLAY-DOH



SCHOOL PLAYGROUND –
CANNOT BE SHOWN DUE TO DATA PROTECTION



LEGO



Work Child A asked me to go and see.



Appendix 5:

Learning walk around the school:

Comments of interest made by Child A on the learning walk.
'I don't know what it's for' ~ in regards to the tree in school and the right of the month.
'It's a worry hand, it takes your worries away.'
'I don't like the hall, the floor hurts my bottom.'
'They help you to spell words' ~ in regards to work displayed on the wall.
'When I was in Year One and I was naughty I used to get sent to the Juniors.'
'Star Wars!'
'I like Star Wars, I seen the The Last Jedi in the cinema!'
'Mammy only lets me watch up to 12.'
'When we went to the park mammy spun me really fast and on the spinny swing.'
'When I walk to school I run on the wall and jump without anyone holding me.'
'Mum won't let me watch what I want, my sister chooses. So, I go to my room instead.'

Appendix 6:

Literacy work/RAG rating/Foundation Phase Framework Outcomes.

Oracy and Reading:



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

C11b

Reading record

Name of learner: Child A Reading age (if known): 6-7

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
10/05/18	Materials.	Non-Fiction	Child A reads well but with little expression. Child A could not relay the story back to me, nor summarise it without a lot of support. Child A does however correct himself when reading.
17/05/18	The cat and the rat went to the theatre.	Fiction	Child A reads fluently and with a little more expression than previously, however, this wasn't in the correct places. Child A is able to recognise full stops and commas for pauses in breath however. Child A was able to summarise the story better, though still with some prompting.
22/05/18	The Gruffalo	Fiction	Child A read well today, fluently and clearly but still with little expression. Child A doesn't seem to know the rules of punctuation other than for pauses in speech. Child A couldn't summarise the story again.

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



10.04.10
L.O. - To write about how I can make my work better.
S.C. - Can I write about how to make my work better?

Handwriting needs words and letters that are different but when they are different to

What we did at Penllergaer woods.
First we went on the bus yesterday to Penllergaer woods. I went with my class and my partner was Rayden.
Next we played our own twirls. We're are you it was fun.
Then we took a picnic on the grass.
After we went to the Blue Bell Field.
Finally we went to the park.
Doesn't extend sentences without!

10.04.10
L.O. - To write a discussion leaflet.
S.C. - Can I write a discussion leaflet?

Is it healthy eating good food? You're people who eat healthy eating is good for you because it makes you strong. I keeps your heart to eat healthy to keeps your healthy keep your bones strong.

- P P P

worked well to discuss and edit his

1st draft - in 6th book.

- P P P

10.04.10
L.O. - To write about how I can make my work better.
S.C. - Can I write about how to make my work better?

I can make my work better by using more words and capital letters.

could discuss has to improve his writing

10.04.10
L.O. - To write a discussion leaflet.
S.C. - Can I write a discussion leaflet?

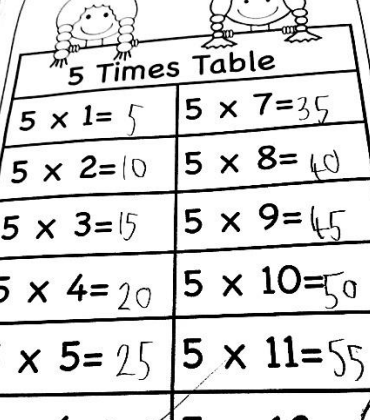
Be clear to people that share toys with each other. make sure everyone has a friend to play with. Look where you are going.

could talk about playground rules.

Subjects/areas of learning: Literacy	Date:		Date:		Date:		L.O:
	L.O: To Understand the characteristics of a wedding.	Next steps for learners: To experience the Royal wedding party.	L.O: To write about the trip to Penllergaer Woods.	Next steps for learners:	L.O: To write about the trip to Penllergaer Woods.	Next steps for learners:	
Names of Learners	Appropriate? Yes/No		Appropriate? Yes/No		Appropriate? Yes/No		Appropriate? Yes/No
	RAG rating		RAG rating		RAG rating		RAG rating
Child A	Green*	Continue to listen well in order to be able to complete tasks.	Amber/Green	To try and extend sentences independently. To be increasingly careful with your handwriting.			

Numeracy work/RAG rating/Foundation Phase Framework Outcomes.

$2 \times 1 = 2$	$2 \times 7 = 14$
$2 \times 2 = 4$	$2 \times 8 = 16$
$2 \times 3 = 6$	$2 \times 9 = 18$
$2 \times 4 = 8$	$2 \times 10 = 20$
$2 \times 5 = 10$	$2 \times 11 = 22$
$2 \times 6 = 12$	$2 \times 12 = 24$

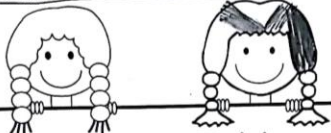


A hand-drawn chart titled "5 Times Table" featuring two cartoon girls at the top. The chart is a table with 2 columns and 6 rows of multiplication problems. The problems are: 5 x 1 = 5, 5 x 7 = 35, 5 x 2 = 10, 5 x 8 = 40, 5 x 3 = 15, 5 x 9 = 45, 5 x 4 = 20, 5 x 10 = 50, 5 x 5 = 25, 5 x 11 = 55, 5 x 6 = 30, and 5 x 12 = 60. The numbers 30, 50, and 60 are underlined.

5 Times Table	
$5 \times 1 = 5$	$5 \times 7 = 35$
$5 \times 2 = 10$	$5 \times 8 = 40$
$5 \times 3 = 15$	$5 \times 9 = 45$
$5 \times 4 = 20$	$5 \times 10 = 50$
$5 \times 5 = 25$	$5 \times 11 = 55$
$5 \times 6 = 30$	$5 \times 12 = 60$

Can calculate 5 times tables / adding in 5s.

www.worksheetfun.com www.worksheetfun.com www.worksheetfun.com



10 Times Table

$10 \times 1 = 10$	$10 \times 7 = 70$
$10 \times 2 = 20$	$10 \times 8 = 80$
$10 \times 3 = 30$	$10 \times 9 = 90$
$10 \times 4 = 40$	$10 \times 10 = 100$
$10 \times 5 = 50$	$10 \times 11 = 110$
$10 \times 6 = 60$	$10 \times 12 = 120$

Can count in 10s, 10s, 10s

Counting in 2s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

understands numbers up to 100, can count on from a given number.

[illegible]

Handwritten addition problems on grid paper:

- $10 + 11 = 21$ ✓
- $20 + 13 = 33$ ✓
- $30 + 9 = 39$ ✓
- $40 + 19 = 59$ ✓
- $50 + 10 = 60$ ✓
- $12 + 18 = 30$ ✓
- $20 + 10 = 30$ ✓
- $27 + 13 = 40$ ✓
- $50 + 10 = 60$ ✓

⑤ Can add two digit numbers using this method.

Handwritten subtraction problems on grid paper:

- $30 - 9 = 21$ ✓
- $20 - 1 = 19$ ✓
- $30 - 4 = 26$ ✓
- $30 - 16 = 14$ ✓
- $30 - 12 = 18$ ✓

Can subtract two-digit numbers using this method.

Hand-drawn diagrams illustrating fractions and their parts:

- one quarter (circle with 1/4 shaded)
- one half (circle with 1/2 shaded)
- three quarters (circle with 3/4 shaded)
- whole (circle completely shaded)
- one third (circle with 1/3 shaded)
- one quarter (circle with 1/4 shaded)
- whole (circle completely shaded)
- two thirds (circle with 2/3 shaded)

Can identify 1/2, 1/4 and more.

Hand-drawn diagrams illustrating odd and even numbers:

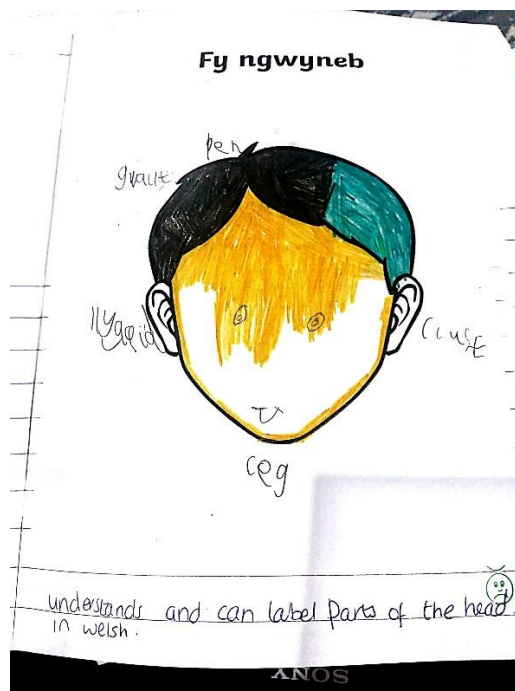
- odd: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99
- even: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100

Understands the difference between odd and even numbers.

Subjects/areas of learning: Numeracy	Date:		Date:		Date:	
	L.O: To find numbers by counting on-Addition.	Next steps for learners: To find numbers by counting on-Addition.	L.O: To find numbers by counting on-Addition.	Next steps for Learners: To find numbers by counting on-Addition.	L.O: To find numbers by counting on-Addition.	Next steps for learners To find numbers by counting on-Addition- over two lessons.
Child A	Amber/Red	Learn number bonds & practice this method.	Amber	To practice this method.	With Mrs Davies – outdoor learning.	To practice addition of simple sums.

Appendix 8:

Welsh work/RAG rating/Foundation Phase Framework Outcomes.



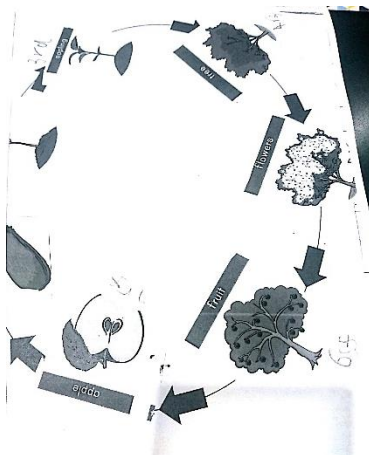
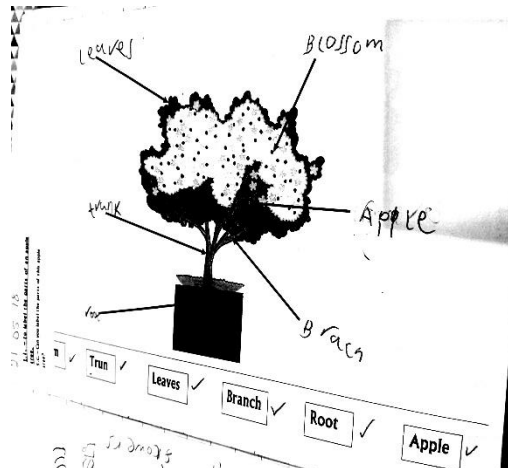
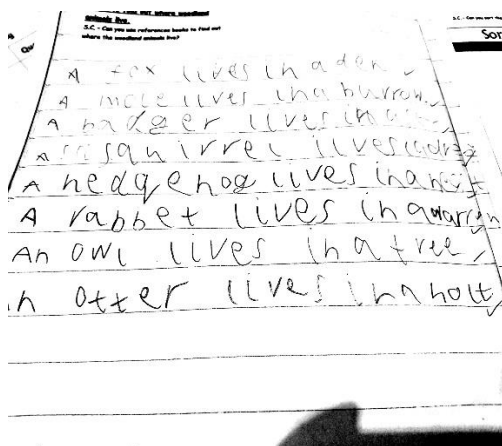
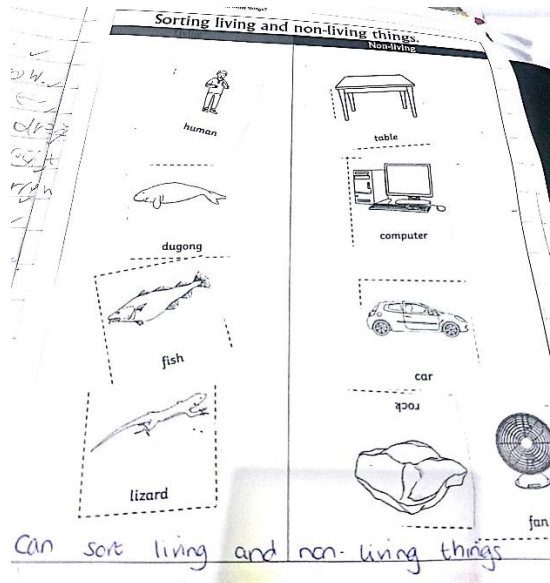
dylid llywio
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 dw i'n byw yn penier
 fy ffrind ydy
 dw i'n hosi bwyta ✓
 Eiddo

Subjects/areas of learning: Slot Drillio	Date:		Date:		L.O:
	L.O: Read a story alongside me – colours.	Next steps for learners: To answers and ask: Pwy wyt ti? Sut wyt ti? Beth ydy dy oed dy?	L.O: To answers and ask: Pwy wyt ti? Sut wyt ti? Beth ydy dy oed dy?	Next steps for learners: To independently write a personal profile.	
Names of Learners	Appropriate? Yes/No	RAG rating	Appropriate? Yes/No	RAG rating	Appropriate? Yes/No
Child A	Green	To continue to try and practice phrases.	Green	To continue to try and practice phrases.	Amber/Green
					To be able to write as independently as possible.

Appendix 9:

Knowledge and Understanding of the World work/RAG rating/Foundation Phase Framework Outcomes.



Subjects/areas of learning: Topic	Date:		Date:		Date:		Date:	
	L.O: To Understand the characteristics of jungle and woodland animals. Appropriate? Yes/No	Next steps for learners: To independently sort animals into jungle or woodland animals.	L.O: To understand where animals live. Appropriate? Yes/No	Next steps for learners: To independently sort and explain what habitats animals live in.	L.O: To sort and explain what habitats animals live in. Appropriate? Yes/No	Next steps for learners: To understand the characteristics of living and non-living things.	L.O: To understand the characteristics of living and non-living things. Appropriate? Yes/No	Next steps for learners: To independently sort living and non-living things.
Names of Learners	RAG rating		RAG rating		RAG rating		RAG rating	
Child A	Green	Independently	Green	Continue to listen well in order to be able to complete tasks.	Green	Continue to listen well in order to be able to complete tasks.	Green	Independently

Subjects/areas of learning: Topic	Date:		Date:		Date:		Date:	
	L.O: To independently sort living and non-living things. Appropriate? Yes/No	Next steps for learners: To independently sort living and non-living things.	L.O: Appropriate? Yes/No	Next steps for learners:	L.O: Appropriate? Yes/No	Next steps for learners:	L.O: Approp Yes/No	Next steps for learners:
Names of Learners	RAG rating		RAG rating		RAG rating		RAG rat	
Child A	Green	Continue to listen well to complete tasks.	Green	Remember to write feeling faces.	Green*	Continue to work hard.		



Appendix 10:

Conferences with Child A's mum, class teacher and two class LSA's.

Class Teacher and LSA: 'Home-life isn't always a good as it can be. Mum is a single parent. Child A can be difficult at home. When Chid A comes in non-school uniform, usually mums a little 'scatty' and this often rubs off on Child A's behaviour.'

LSA: 'Mum won't let him go to his Grandads on week nights but often sends him there when she goes away on weekends.'

Mum: 'Child A can sometimes get angry because he wants to go to his grandads on a week-days and he can't.' Mum often arrives in the morning quite flustered and usually says Child A has been difficult.

Appendix 11:

Arcs/Reflections.

TUESDAY 25th May: Student who has ADHD.

Strengths:

Today I taught my first lesson as my teacher was on a course. I felt it went very well and the children were engaged. However, one child [CHILD A] did try to push the boundaries and be disobedient but on the whole and given the circumstances the day went very well.

Limitations:

I raised my voice a few times and was aware this probably wasn't the best way to manage the child however, I asked one of the LSAs later and she confirmed he often doesn't respond well to that method.

Main areas for reflection:

How to manage this pupil.

What I will do next time:

Consider different ways to manage this child, through positive behaviour management, praise and giving him jobs. I will also follow the advice of the LSA and speak to Mrs Howells tomorrow.

THURSDAY 27th May: Student with ADHD.

Strengths:

The same child [CHILD A] as mention on Tuesday is behaving a lot better and is responding well to the positive behav  (Ctrl) - anagement strategies I have taught.

Limitations:

However, the same child lacks much confidence in himself and I am told this stems from homelife.

Main areas for reflection:

The confidence of this particular student.

What I will do next time:

Consider ways of improving this students confidence.