

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Sections marked with * should be completed by module lead

Student name:	Joshua Seldon	Student P number:	1301023
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):*	½
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

--	--

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the assessment criteria overleaf.

1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic and/or governmental; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

2. Intellectual Skills (Analysis)

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide

evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

3. Pedagogic and Professional Applications (Practical Application and Deployment)

You should be able to demonstrate how the subject-related concepts and ideas relate to pedagogic situations or a particular education context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of pedagogic examples and cases, the application of a model within relevant educational context. You should show awareness of the limitations of concepts and theories when applied in particular educational contexts. Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. Where relevant, you should show awareness of any ethical issues that relate to your discussion.

4. Key Transferable Skills (Skills for Professional Practice)

You must communicate effectively in a suitable format, which includes written and oral presentation. Work should be coherent and well structured in presentation and organisation.

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Grade awarded
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	

Level 7	Assessment Criteria Descriptors for Primary PGCE with QTS This format emphasizes the holistic nature of judgements to be made by markers. Equal weighting is given to each section. Plagiarism or non-submission will result in F (0%) grading.				
Assessment Criteria	Fail – grade E	Weak pass– grade D	Pass – grade C	Pass – grade B	Pass – grade A
Overall judgement	Poor	Weak Pass	Satisfactory	Good	Excellent
	Poor understanding, unsystematic, incomplete and/or inaccurate	Understanding of main issues demonstrated	Satisfactory understanding demonstrated with satisfactory analysis	Good understanding of basic principles and relevant evidence, with a coherent and logical argument	Highly thoughtful answer informed by wider reading, showing clarity of thought, personal insight and some originality
Subject Knowledge and Understanding (Conceptual)	Basic misunderstanding, misconceptions, or misinterpretations - Some superficial knowledge in places	Main concepts understood with limited evidence of critical insight	Sound understanding of concepts and critical engagement with ideas	Good understanding of key concepts; knowledge of wider implications; critical engagement	Engaged critically and systematically with the main concepts and theories: excellent engagement
	(Reading) Poor and/or inappropriate literature, lacking accuracy, unsound, limited/dated range of sources	Satisfactory range of reading overall although this may be limited in some way	Satisfactory range of reading drawn from the recommended list and other sources	Good range of relevant literature from a variety of sources beyond recommended list	Clear evidence of independent thinking informed by a selective range of reading from a variety of sources
Intellectual skills (argument)	Little sense of an argument lacks coherence. Generally descriptive or anecdotal	Argument is balanced with some differing viewpoints presented. Some questioning of assumptions	Argument presented shows satisfactory evidence of critical and analytical reflection.	Strong argument developed. Good evidence of critical and analytical reflection	A well-structured critical argument is presented with evidence of synthesis of viewpoints
(professional data collection: research design/data collection)	<i>Professional data collection is inappropriate/ flawed /not discussed</i>	Professional data collection is mainly suited to purposed; beginnings of critical considerations	Professional data collection is suited to purpose and considered critically.	<i>Professional data collection well suited to purpose, justified with clear identified focus</i>	Professional data collection logical and sophisticated; comprehensive understanding of appropriate techniques
(presentation of findings/analysis)	Findings presented with little or no framework or discussion; or discussion of findings is descriptive. Few conclusions are drawn or conclusions drawn are inappropriate.	Findings are presented with basic analysis and some limited but appropriate conclusions	Findings presented with some analysis and criticality with justified conclusions	Findings presented in a critical and analytical framework. Thoughtful conclusions, firmly based upon the evidence presented	Findings presented in a critical and analytical framework. Insightful conclusions, firmly based upon the evidence presented
(critical /reflective evaluation)	Little or no evaluation attempted; no or limited reflection	Evaluation and reflection is present but may be limited	Satisfactory critical evaluation of study; satisfactory reflection	Good critical evaluation of study; good reflection	Critically reflective evaluation of work informed by excellent reflection.
Pedagogic and Professional applications (linking theory to practice)	Little or no evidence of engagement or superficial engagement and understanding with respect to the pedagogic and professional context(s)	Some engagement and understanding with respect to the pedagogic and professional context(s)	Sound engagement and understanding with respect to the pedagogic and professional context(s)	Good evidence of integration of theory and practice with respect to the pedagogic and professional context(s)	Excellent integration of theory and practice with respect to the pedagogic and professional context(s)
	(professional reflection) No evidence of reflection	Some evidence of reflection whilst beginning to make links with own practice and thinking	Satisfactory evidence of critical reflection whilst beginning to make links with own practice and thinking	Good evidence of critical reflection whilst making links with own practice and thinking	Demonstrates an excellent level of understanding of critical reflection as a learning process
	(working in a group) Inability to work with others or works within a group but lacks self direction or group responsibility	Responsibility for planning and developing courses of action; shows awareness of group responsibility	Initiates and occasionally leads tasks/processes for own work and where appropriate for others.	Chooses goals and can self-direct; able to co-operate within a group and can take the lead	Accepts accountability for determining and achieving personal and/or group outcomes
	(ethical conduct where appropriate) Ethical issues not or superficially considered	Some awareness of ethical issues	Appropriate ethical issues raised and discussed; bias/prejudice not noted	Good, clear understanding of ethical issues; awareness of bias and prejudice	Ethical issues have been addressed effectively; bias/ prejudice discussion includes attempts to nullify this
Key/Transferable Skills (presentation)	Poor presentation of written work	Presentation of written work is weak	Satisfactory presentation of written work	Good presentation of written work	Excellent presentation of written work
	(spelling, punctuation and grammar) Significant errors in spelling, punctuation or grammar	Some errors in spelling, punctuation or grammar	Spelling, punctuation and grammar are satisfactory; few errors in written language	Spelling, grammar and punctuation are good; very few errors in written language	Excellent standard of written language. No or very minor errors in written language
	(structure) Poor structure with unclear writing style	Structure is present but may be underdeveloped, writing style is mostly coherent	Satisfactory structure with coherent writing style	Good structure with a coherent writing style	Effective structure and highly coherent writing style which fully engages the reader
	(referencing techniques) No use or limited use of protocols and conventions including Harvard referencing	Some following of protocol and conventions of Harvard referencing	Satisfactory use of Harvard referencing protocols and conventions	Good use of Harvard referencing protocols and conventions	Harvard system used accurately, consistently and effectively with all sources

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

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)	☐	☐	☐	☒	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	☒	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☒	☐	☐
4. Key Transferable Skills	☐	☐	☐	☒	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL		PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP	
Student's Name	Joshua Seldon	Date	29/5/18
Student's Signature	J.C.Seldon.		

Contents Page

Pages 1 to 7 – University Cover Sheet.

Page 8 – Contents Page.

Page 9 – Introduction.

Page 9 to 10 – Data Collection.

Page 10 to 12 – Analysis of Leaner.

Page 12 to 14 – Next Steps.

Page 14 to 15 – Conclusion.

Page 15 to 17 – Reference List.

Page 17 to 25 – Appendix.



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

SDPP Assignment

Introduction:

In the scope of this assignment, data of an individual target pupil had to be collected, in order to gain an understanding of how this child's holistic development can be enhanced. After a judgement was made about the child, from examining their work from a variety of subjects, the next steps for the learner would have to be recommended. According to Estyn (2017) the school where this study was conducted is in the Vale of Glamorgan and currently has 471 pupils on roll, aged between 3 and 11 years old, including 65 part time nursery children. The report continues, stating that 36% of the children in the school are eligible for Free School Meals (FSM), well above the Welsh average of 19%, as well as having 31% of pupils with Additional Learning Needs (ALN), yet again above the national average. In addition, very few children are in the care of the local authority and come from families with English as an Additional Language (EAL).

The target pupil was based in a year 5 classroom, containing 29 pupils in total, with 7 pupils identified as ALN children. The target pupil in this study is one of those seven children, suggesting that on times this child can be confrontational with certain peers and the class teacher. Furthermore, this child has the capacity to be erratic, unpredictable and uncooperative, and according to the class teacher, it has been affecting his progress and development. Pritchard and Woollard (2013) suggest that Vygotsky believes social interaction plays a significant role for the development of a young person, as it increases cognitive and intellectual growth. This indicates that the target child or Child A is not going to develop at the rate he should be because of these social behaviours. However, Child A has been recognised as an individual that enjoys reading and a variety of topic subjects such as knowledge and understanding of the world. Therefore it is crucial to consider the child's preferences, to fit the needs of the child's learning, allowing progress to occur at its fullest. As shown in Child A's summative report from the previous school year, in appendices (1), Child A has been described as having one of the most intriguing personalities that the class teacher has ever encountered. Also, this source indicates that Child A was at the expected levels for English and Knowledge and Understanding of the World, at the time of writing, as well as being described as making good progress in ICT which was evident in the written observations of Child A shown in appendices (2). However, Child A is described to be working towards the expected level for maths and welsh. Throughout this assignment ethics must be considered, therefore Child A will remain anonymous and confidentiality of the school and child will not be broken.

Data Collection:

There are many ways to collect data during a research project, however as previously mentioned, the ethical considerations needed to be evaluated. A requirement for this assignment was that the class teacher had to sign a form, as shown in appendices (3), authorising consent for the participation of Child A in this project. However, it is stated (Cheminais, 2013; Bentham and Hutchins, 2012; Moyles, Georgeson, and Payler, 2011) that pupil voice has to be considered as an essential part of education, as well as in research studies. Therefore assent was gained from Child A before the study had taken place, agreeing to participate in the research. This study ensured that the demands of the British Educational Research Association (BERA, 2011) guidelines, the University Guidelines research ethics code of practice (2017) and the Educational Workforce Council Code of Practice (2017) were met. Furthermore, the United Nations Convention on the Rights of a Child (UNCRC, Welsh Assembly Government, 2018) indicates the rights of a child in Wales and this study would have to comply with those, in order for the research to be acceptable.

When analysing the various methods of data collection, the Mosaic Approach (Clark and Moss, 2011; Clark, 2017) appeared to be the best fit technique to use, to hopefully help increase the understanding of how Child A learns. This is because it allows Child A to express himself to the researcher, identifying where he feels comfortable, and where he enjoys to work within the school and classroom environment, and what his favourite activities are. The tools that were selected from the Mosaic Approach were chosen to allow Child A to have responsibility of the exploration of his own learning, through talking, walking and evaluating. This implies that pupil voice can provide an opportunity for collecting data. It could be argued that this approach of data collection is effective because you are using several methods in one approach, the child is included in the process and it can ultimately help enhance a child's development. It has been suggested (Podmore and Luff, 2012; Parkinson et al, 2017; Barber and Paul-Smith, 2012) that making observations on young children can be beneficial for researchers, as it provides an opportunity to examine complex behaviours, as well as being a quick and easy way to record data. Therefore by using this one method in the Mosaic Approach it is possible to collect appropriate information to work with, especially given Child A's characteristics.

The Mosaic Approach also provides the opportunity to interview the target child. There is evidence (Pieper, 2011; O'Reilly and Dogra, 2016; Prior and Van Herwegen, 2016) stating that through interviews, children can have an interpersonal relationship between themselves and the researcher, as well as the researcher being able to collect rich valuable data that has been manipulated, in order to obtain the most appropriate data relevant to the study. However, there is evidence (Shipman, 2014; O'Reilly et al, 2013) to suggest that there are limitations to this approach, such as if there is negative or little social interactions between the participant and the researcher the data may not be successful, and depending on the researcher the participant could be influenced to answer questions with certain questions. These limitations would have to be considered during the study. Another method that the Mosaic Approach explores is the analysis of the participants work. This provides an understanding of how Child A copes in each subject, his attitudes towards them and whether he is achieving or not. According to Bartlett (2015) it is important to assess pupil's progress, so that targets can be set and their aims can be made clear to them. This would be possible through making annotations of their work, identifying strengths and weaknesses, and then sharing them with the child in question. However, the findings in this study will not be shared with Child A, meaning that the annotations will be efficient when collecting data, although not beneficial for the learner's development.

It is possible that through this approach a child could realise what increases their performance, within an educational context, which could support their development and wellbeing. However it could be argued that there are limitations when using this approach. Cowie et al (2014) suggest that in order for this approach to be successful, then the researcher must be fully engaged with the child with an equal balance of power, giving a child the freedom to express themselves without any potential barriers. Moreover, researchers need to ensure that they are playing to the children's strengths, meaning that the researchers would have to play the role of the listener and allow the child to be the educator. This again gives the child freedom to share their thoughts and beliefs, which in an educational setting can be beneficial, meeting an individual's needs to enhance their development. In summary, this study has adopted the Mosaic Approach, even though not all the elements are included, it is still the overall theme of data collection.

Analysis of Learner:

When analysing Child A, an appropriate structure to use would be the Attitudes Skills and Knowledge (ASK) model, developed by Nottingham (2013). This layout separates the key features of a child's development and progress in learning, simplifying the evaluation of the child. In terms of attitudes it is evident in appendices (4), a written observation, which Child A does not work well with certain individuals in the class. Throughout the placement there were regular events of similar nature with certain children in the class. During these incidents Child A would often become aggressive, with no respect towards staff or other children, as well as displaying outbursts of shouting. From an observer's perspective, it appeared that Child A had been consistently clashing with other children, mostly in group work and become frustrated. It has been said (Kutnick and Blatchford, 2013; Baines, Blatchford and Kutnick, 2016) that some children are not best suited to working in groups, especially certain individuals who are identified as ALN children, and that to eliminate any possible problems teachers need to carefully select what children are working together. In these observation incidents the conflicts could have been avoided if Child A had not been working with these children. However it could be argued that given Child A's nature, there would have been conflict in any group, as Child A can become easily frustrated with others. The problem that occurs with this attitude towards other classmates is that it can halt the progress of Child A and the other pupils. In addition, Child A's attitude towards others indicates that there is a struggle with resilience in difficult situations, and the frequent outbursts imply that Child A struggles with self-regulation. Therefore this attitude towards other pupils needs to be considered when planning for next steps.

Another attitude displayed by Child A that was explored during this research project was Child A's fondness of working on a computer or practical activity rather than working at the table usually carrying out a written task. This was evident during the interview shown in appendices (5), as Child A states that they hate it when they go on the tables first, and that the teacher always lets the other groups go first on the computers, and that it was so "stupid." This shows that Child A has a strong opinion, no afraid to express his beliefs, and that he is not scared of the consequences that could occur from the way he is speaking to the teacher. There is evidence (Papatheodorou and Moyles, 2008; Brown and Patte, 2013) that argues children would prefer not doing written tasks and instead participating in practical activities, which is shown in appendices (8) as Child A has not completed the amount of written work that they should have. This does not make it acceptable to behave the way in which Child A does, when transferring from the different activities in the lesson in the carousel format, although it does help understand Child A's perspective and frustration. Child A also struggles to leave the areas that they enjoy working on. For example, as shown in appendices (2), Child A remains at the station where the iPads are being used. This disruptive behaviour forced the teacher to intervene, as Child A had slowed the interchange and children were waiting to use the iPad Child A was on. This also meant that Child A had not started the next task, thus Child A was behind when starting the task, in comparison to the rest of the group. However, these behaviours displayed by Child A suggest where Child A would opt to work in the classroom environment, something to be considered when planning next steps.

Following the structure of the ASK model, there are several skills that are evident and there are several skills that could have been improved, judging by the data that has been collected. It has previously been suggested (Kikas et al, 2015; Selmi et al, 2014; Miller et al, 2014) that children need individualised support, where their areas to improve can be identified, so that challenges can be set to them that will interest them, as well as support their development, in the way that suits that individual. Therefore, when considering Child A's skills it is important to identify their strengths and weaknesses, to grasp a greater understanding of the individual, in order to outline the next steps for progress. Judging by the answers shown in appendices (5) Child A enjoys reading, as well as some written tasks, depending on the topic. This is supported by appendices (7) as it proposes the level

that Child A is working at for oracy, reading and writing, demonstrating that Child A is achieving at oracy and reading and to a degree writing. To sum up, Child A needs to be challenged in literacy and kept interested, which will enable intellectual, social and communicative growth to continue. It can be said from the results of appendices (5) that Child A has a lack of interest in maths and Welsh. It has been argued (Kelley, 2015; Laar, 2014) that teachers need to intrigue and motivate pupils, which can be achieved by providing memorable experiences. From Child A's perspective, these lessons need to be seen as fun and enjoyable, inspiring and motivating Child A to improve in these areas.

Thinking about the final piece of the ASK model, the knowledge element, it is possible that it could be argued that Child A has the capacity to succeed in several subject areas, although there are aspects where Child A could gain a deeper understanding. As previously mentioned, and shown in appendices (5), Child A has a passion for reading. It has been highlighted (Burnham, 2016; Boyd and Hurst, 2015) how crucial it is for children to engage with reading, and that children should be encouraged to read from an early age. Subsequently, Child A has developed these positive reading habits, providing Child A with an opportunity to increase their knowledge of language and their understanding of a variety of subjects. This is supported by Lehr and Osborn (2012) as they claim reading helps children learn about the written language. As well as increasing Child A's knowledge of language, this could enhance the development of Child A's communication skills. An area of Child A's knowledge that was observed as an area of improvement was Welsh. This was evident in appendices (6) as it was ranked as the lowest of Child A's scores. Whether this be due to a lack of subject knowledge or a negative attitude towards the subject, there was not enough evidence collected to suggest which it could be. However Child A does state in appendices (5) that they are not that interested in Welsh.

It could be argued that there were a number of strengths and weaknesses during this study in regards to data collection. The methods used from the Mosaic Approach in this study include observations, interviews, pupil-led feedback on their learning experiences and work samples from different lessons. These methods have all provided a reliable amount of data, although as previously mentioned there are certain subject areas where more data could have been collected, such as Welsh. The pupil-led feedback and the interviews allowed Child A to produce their own opinion, which is support by Bush et al (2010) claiming that the engagement in pupil voice can improve teaching and learning, having positive influences on reported outcomes, such as the end of year results. Also, through the observations, the researcher is able to examine the target child's behaviours without having any influence in the child's actions. In contrast to the interviews, where the researcher can have a significant influence in what the target child says, which on occasions can be a weakness to the strategy. It could be argued that this research study should have included more photographic evidence. Through this technique, Child A could have been observed doing what the observations had stated, for example an image of Child A refusing to do the work would have been stronger evidence to support the judgement. However, the data that was collected has provided enough evidence to identify some attitudes that Child A has towards learning, the skills Child A possesses, as well as the knowledge in different subject areas. Therefore, it can justified to say the methods used in this study for data collection were successful.

Next Steps:

As previously discussed, there are several areas of Child A's learning that can be progressed and developed. Using the ASK model, it can be determined how the attitudes, skills and knowledge can all be improved. When considering the issues Child A has when working with others, linking with the skills in the programme for literacy in Key Stage 2 (KS2) such as contributing to group discussion and

taking responsibility for completing the task well, there are several approaches that could be used. One approach that could be taken is the seating plan arrangements. For Child A, there are certain children in the class that would cause conflict, some of which Child A worked with a lot during the observations. So in order to gain the best work out of Child A in a group environment, it is crucial that Child A is working with peers that he can get along with and where conflict is unlikely to occur. However, this may not always be the case, therefore Child A might need to go to the "Castle Room", where children go who need extra support and nurture. By using this method, Child A will be able to develop social skills in a small group basis, working with a variety of children, which will help Child A become used to working with others in a group. Another approach that could be taken is applying group roles for each pupil. There is evidence (O'Sullivan et al, 2013; Cohen and Lotan, 2014) to suggest that by allocating children roles in a group work environment it gives the children a clear purpose in the task. This means that the child can be fully focused on their specific tasks, whilst being part of the team, without any threat of possible conflicts. To avoid other potential conflicts, Woolland (2014) recommends that the teacher should give each role a special feeling when allocating the positions to the children, so that no child feels they have the less superior role in the group. Also, if the teacher is telling the children their roles, then it is unlikely that the children will argue over who does what. Therefore, this has to be considered when working with Child A, such as giving Child A the role of researcher so they can use the iPad, a preference that was observed during this study.

Continuing with the theme of attitudes, Child A was observed to be preferring participating the computer and practical activities, rather than carrying out the written tasks. According to Cremin (2015) written tasks will be more successful if the children are fully engaged with the task, and provided with first hand experiences, so that they can make connections with their work. This indicates that Child A needs to be provided with first hand experiences to relate to his writing which will hopefully become more relatable and enjoyable than before. It could be argued that Child A needs frequent support doing a written task to remain on task. This may be considered as Child A not being independent in his work and responsible for their actions. To improve this attitude, Child A needs to be made aware of the importance of being responsible for their work and rewarded for his good behaviour. A policy used in Child A's school for rewarding positive behaviour is using tokens that go into different pots that are collected for your house. If Child A can work independently, remain on task and be responsible for his work then tokens should be given. It has been suggested (Burnard, 2012; Ellis and Tod, 2014; Evertson and Weinstein, 2013) that rewards for positive behaviour will create intrinsic motivation, whilst highlighting the boundaries in a classroom setting, as well as being a powerful behaviour strategy. It is also recommended that praise should be given as a reward to motivate the learner. To sum up, Child A will have to be encouraged and rewarded for being engaged, when carrying out a written task.

In terms of improving skills, Child A needs to work on the subjects of maths and Welsh, and the skills within those subjects. As shown in appendices (7), Child A has not completed the amount of work they should have, during a fractions lesson. The skill that Child A is working on, recognising connections between fractions, appears to be something that Child A understands. However there is not enough evidence in Child A's work to support this interpretation. As a next step for Child A, a method that could be used is providing Child A with a timescale for each question. It has been stated (Kearney, 2007; Johnston and Halocha, 2010) that children should be given an achievable timescale to complete each task. This will create a challenge for Child A and a routine for him to follow, providing visual aids so that Child A can remain on task. Another subject area where Child A was observed as being an area for improvement was during Welsh. As shown in appendices (2), Child A refused to speak in front of the group, and the skill that is involved in the curriculum documents is to

speak clearly and confidently using correct Welsh pronunciation. To improve this skill, Child A needs to be given the opportunity to speak Welsh on a one to one basis with either the teacher or a peer. The continuous use of the language will also help develop Child A's confidence and hopefully over time Child A will be able to speak in front of the class using the appropriate language and pronunciation.

When considering Child A's knowledge, it was evident that Child A was a strong reader, who enjoyed being able to read in the classroom. In terms of next steps to enhance reading, Child A will have to be provided with new, challenging and interesting books, so that the appreciation of reading may continue. According to Blackburn (2013) children should be given choices around their reading. This could mean that Child A has a selection of books to choose from, giving Child A freedom and responsibility over their reading. A policy that was used in the school to help children excel in reading was a twenty minute reading carousel every day. This would take place in the morning after registration and each day the children would have different reading related tasks to complete. This method relates to Guided Reading, created in the Primary National Strategy (2006). By following this strategy children can be given a variety of books to reading appropriate for their level and when they are ready they can move onto the next. Therefore this policy will be beneficial for Child A when considering his reading development. When considering how to increase Child A's range of Welsh vocabulary, Estyn (2014) recommend that teachers should use frequent incidental Welsh when speaking to children, maintaining a Welsh ethos throughout the school, as well as providing social clubs for children to join. Therefore it could be an option to run clubs or groups where Welsh is the focus, to help increase the amount of Welsh that is spoken in school. The eventual outcome would be Child A joining one of these clubs, although it has to be engaging and enjoyable for the children to want to participate.

To sum up, there are several areas that Child A needs to develop when considering their next steps, however there appears to be a common theme impacting their learning. It was evident during the study that Child A has difficulties coping in social situations. There is evidence (Bloomquist, 2012; Faulkner et al, 2014) that argues the significance of social development for children, as it builds communication skills, helps with relationships and is seen as a fundamental part of modern society. Therefore Child A will need assistance to try and develop their social skills, so that he can cooperate with peers, build friendships and enjoy his learning. In terms of expected outcomes, in the subjects that have been discussed and the evidence that has been collected, the best fit judgement for maths would be a low level three. A best fit judgement for oracy, reading and writing would be a high four for oracy and reading and a high three for writing. For Welsh and wellbeing, it would be acceptable to provide the best fit judgement of a middle level three and low level three respectively. This indicates that even though Child A might appear to struggle on certain subject areas, they are still achieving the expected outcome of a year five pupil.

Conclusion:

In conclusion, it would be justified to suggest that this assignment has helped with my personal development as a practitioner, early in my career. It has provided me with the opportunity to track a child's development and to evaluate their expected outcomes. This is an essential aspect of teaching, monitoring children and indicating what steps they will need to take to improve, as well as providing schemes to help with their progression. Massey (2013) claims that tracking will have multiple benefits for the teacher, such as being able to reflect on their own teaching and the quality of it, areas of self-improvement and where to ask for support, and how to use information to plan new strategies and a variety of new lessons. Therefore tracking pupils not only helps the children in

the class, but can also enhance the performance of the teacher, resulting in improving the quality of learning. When considering the data collection methods used, I personally would have liked to have carried out more observations, interviews and even used videos to collect the data. I believe that we were not in school for a long enough time to truly grasp how the children learn best. Of course there is an element of understanding, although I feel over a longer period of time more could be done to help enhance a child's development. I look forward to monitoring the progress of a whole class, tracking each individual to help them get the best out of their learning, and I feel that this assignment has been perfect practice for me to do so.

Reference List:

- Adonis, A. (2006) Primary National Strategy. Available: <http://www.educationengland.org.uk/documents/pdfs/2006-primary-national-strategy.pdf>. Last accessed 29/5/2018.
- Baines, E., Blatchford, P. and Kutnick, P. (2016) *Promoting Effective Group Work in the Primary Classroom: A handbook for teachers and practitioners*. Abingdon: Routledge.
- Barber, J. and Paul-Smith, S. (2012) *Early Years Observation and Planning in Practice: A Practical Guide for Observation and Planning in the EYFS*. London: Andrews UK Limited.
- Bartlett, J. (2015) *Outstanding Assessment for Learning in the Classroom*. Abingdon: Routledge.
- Bentham, S. and Hutchins, R. (2012) *Improving Pupil Motivation Together: Teachers and Teaching Assistants Working Collaboratively*. Abingdon: Routledge.
- BERA (2011) *Revised Ethical Guidelines for Educational Research*. British Educational Research Association. UK. (<http://www.bera.ac.uk/publications>). Accessed 25/5/2018
- Blackburn, B. (2013) *Literacy from A to Z: Engaging Students in Reading, Writing, Speaking, and Listening*. Abingdon: Routledge.
- Bloomquist, M. (2012) *The Practitioner Guide to Skills Training for Struggling Kids*. New York: Guilford Press.
- Boyd, D. and Hurst, N. (2015) *Understanding Early Years Education across the UK: Comparing practice in England, Northern Ireland, Scotland and Wales*. Abingdon: Routledge.
- Burnard, S. (2012) *Developing Children's Behaviour in the Classroom: A Practical Guide for Teachers and Students*. Abingdon: Routledge.
- Burnham, L. (2016) *How to be an Outstanding Early Years Practitioner*. London: Bloomsbury Publishing.
- Bush, T., Bell, L. and Middlewood, D. (2010) *The Principles of Educational Leadership & Management*. London: SAGE.
- Cheminais, R. (2013) *Engaging Pupil Voice to Ensure that Every Child Matters: A Practical Guide*. Abingdon: Routledge.
- Clark, A. (2017) *Listening to Young Children, Expanded (3rd Ed): A Guide to Understanding and Using the Mosaic Approach*. London: Jessica Kingsley Publishers.
- Clark, A. and Moss, P. (2011) *Listening to Young Children: The Mosaic Approach (2nd Ed)*. London: Jessica Kingsley Publishers.
- Cohen, E. and Lotan, R. (2014) *Designing Group work: Strategies for the Heterogeneous Classroom (3rd Ed)*. New York: Teachers College Press.
- Cowie, H., Huser, C. and Myers, C. (2014) The Use of Participatory Methods in Researching the Experiences of Children and Young People. *Croatian Journal of Education*. 16, pp 51 – 66.

- Cremin, T. (2015) *Teaching English Creatively*. Abingdon: Routledge.
- Education Workforce Council (2017) *Code of Professional Conduct and Practice for Registrants with the Education Workforce Council*. Wales.
(<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf/file>). Accessed 25/5/2018.
- Ellis, S. and Tod, J. (2014) *Promoting Behaviour for Learning in the Classroom: Effective strategies, personal style and professionalism*. Abingdon: Routledge.
- Estyn (2017) A School Report on ***** Community Primary School. Wales.
(<https://www.estyn.gov.wales>). Accessed 25/5/2018.
- Estyn (2014) Promoting the Welsh Language. Wales.
(<https://www.estyn.gov.wales/effective-practice/promoting-welsh-language>). Accessed 29/5/2018.
- Evertson, C. and Weinstein, C. (2013) *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. Abingdon: Routledge.
- Faulkner, D., Littleton, K. and Woodhead, M. (2014) *Making Sense of Social Development*. Abingdon: Routledge.
- Johnston, J. and Halocha, J. (2010) *Early Childhood and Primary Education: Readings and Reflections*. Berkshire: McGraw-Hill Education.
- Kearney, C. (2007) *Getting Your Child to Say "Yes" to School: A Guide for Parents of Youth with School Refusal Behaviour*. New York: Oxford University Press.
- Kikas, E., Silinskas, G. and Soodla, P. (2015) The effects of children's reading skills and interest on teacher perceptions of children's skills and individualized support. *International Journal of Behavioural Development*, 35, pp 402-412.
- Kutnick, P. and Blatchford, P. (2013) *Effective Group Work in Primary School Classrooms: The Spring Approach*. London: Springer Science and Business Media.
- Lehr, F. and Osborn, J. (2012) *Reading, Language, and Literacy: Instruction for the Twenty-first Century*. Abingdon: Routledge.
- Massey, A. (2013) *Provision Mapping: Improving Outcomes in Primary Schools*. Abingdon: Routledge.
- Miller, L., Cable, C. and Goodliff, G. (2014) *Supporting Children's Learning in the Early Years*. Abingdon: Routledge.
- Moyles, J., Georgeson, J. and Payler, J. (2011) *Beginning Teaching, Beginning Learning: In Early Years and Primary Education (4th Ed)*. Berkshire: McGraw-Hill Education.
- Nottingham, J. (2013) *Encouraging Learning: How you can help children learn*. Abingdon: Routledge.
- O'Reilly, M. and Dogra, N. (2016) *Interviewing Children and Young People for Research*. London: SAGE.
- O'Reilly, M., Dogra, N. and Ronzoni, P. (2013) *Research with Children: Theory and Practice*. London: SAGE.
- O'Sullivan, T., Rice, J., Rogerson, S. and Saunders, C. (2013) *Successful Group Work: A Practical Guide for Students in Further and Higher Education*. Abingdon: Routledge.
- Parkinson, C., Allain, L. and Hingley-Jones, H. (2017) *Observation in Health and Social Care: Applications for Learning, Research and Practice with Children and Adults*. London: Jessica Kingsley Publisher.
- Pieper, P. (2011) Telephone Interviews in Research with Children. *Journal of Paediatric Health Care*, 25, pp 409-412.

- Podmore, V. and Luff, P. (2012) *Observation: Origins and Approaches in Early Childhood: Origins and Approaches*. Berkshire: McGraw-Hill Education.
- Prior, J. and Van Herwegen, J. (2016) *Practical Research with Children*. Abingdon: Routledge.
- Pritchard, A. and Woollard, J. (2013) *Psychology for the Classroom: Constructivism and Social Learning*. Abingdon: Routledge.
- Selmi, A., Gallagher, R. and Mora-Flores, E. (2014) *Early Childhood Curriculum for All Learners: Integrating Play and Literacy Activities*. London: SAGE.
- Shipman, M. (2014) *The Limitations of Social Research*. Abingdon: Routledge.
- University of Wales Trinity Saint David (2017) *Research Ethics & Integrity Code of Practice*. Wales (<http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf>). Accessed 25/5/2018.
- Welsh Assembly Government (2018) UNCRC Children's rights Wales. Wales. (<http://www.uncrcletsgetitright.co.uk/index.php/right/our-rights-wales>). Accessed 25/5/2018.
- Woollard, B. (2014) *Teaching Primary Drama*. Abingdon: Routledge.

Appendix:

Appendices (1):

Name: Child A	Year Group: 4	Teacher: Mr Carter
	<u>General Comment:</u> Child A has been one of the most intriguing personalities I have ever come across as a teacher! His knowledge and understanding of Dinosaurs is amazing and he has plenty of ideas and knowledge to share with the group. Child A continues to develop an understanding of how to work as part of a group and when to listen and when to speak. Socially he plays well with the small group of children in the castle room, with whom he spends most of his afternoons. Child A is a lovely boy who now needs to work on making more consistent behaviour choices. I would like to wish Child A the very best of luck in year 5!	
My Thoughts and Personal Target		
Head Teacher		

Attendance	Possible	Actual
	322	316

Well-Being	1 Excellent	2 Very Good	3 Good	4 Developing	5 To be developed
Attendance					

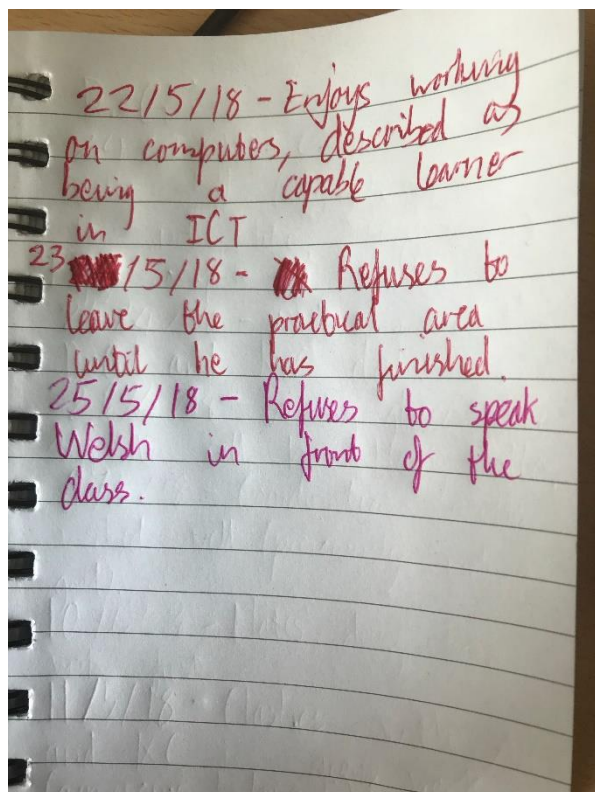
Punctuality					
Attitude to learning					
Contribution to how and what they learn.					
Involvement in activities					
Social skills					
Life skills					

Subjects	Comments	Attainment
English	Child A has made good progress this year. He communicates well with others, listening carefully and providing appropriate responses in a range of contexts. When reading, Child A uses his understanding of sentence structure and punctuation to make meaning. He is able to identify how texts differ in purpose, structure and layout and can find information and ideas from web pages using different search methods. In his writing, Child A can explain and extend his ideas using supporting details and choosing appropriate vocabulary to explain his thinking and understanding. His writing is organised into logical sequences and he is beginning to use paragraphs which are presented as an introduction, series of ideas and a conclusion. Child A's work becomes particularly animated and imaginative when he is writing creatively about dinosaurs. Learning is generally neat and clearly presented.	Towards expected level At expected level Beyond expected level
Way Forward Target	To use a range of connectives like because, so and although to extend sentences, adding detail and interest. To read back and check his work, ensuring it makes sense and that his ideas flow.	
Maths	Throughout the year, Child A has made steady progress in maths. He is able to compare, read, write, order and estimate numbers to 1000, multiply and divide by 10 and 100. Child A is growing in confidence when recalling his multiplication tables and is beginning to apply his understanding when solving problems. He is able to recognise fractions that are part of a whole and can measure and calculate the perimeter of squares and rectangles. With support, Child A can read hours and minutes on 24 hour digital clocks and can represent findings using lists, tables, tally charts and diagrams.	Towards expected level At expected level Beyond expected level
Way Forward Target	To apply his understanding of addition, subtraction, division and multiplication to solve problems.	
Science	Child A has made good progress in Science this year. He is able to communicate his ideas clearly through speech, diagrams, tables, graphs and ICT using relevant scientific vocabulary. Child A can make links and predictions, building on his prior knowledge and understanding. With support he is able to demonstrate how to carry out a fair	Towards expected level

	test safely, making appropriate observations and measurements before reflecting on what went well and how methods could be improved. Child A particularly enjoyed our recent topic which provided opportunities to explore and investigate factual information about our teeth.	At expected level
Way Forward Target	To plan, carry out and evaluate an investigation independently, making predictions and demonstrating how to make it a fair test.	Beyond expected level
Welsh	During the year, Child A has made steady progress in welsh. On a daily basis he asks and answers questions using short phrases and sentences with growing. Child A uses a range of strategies when reading for information including selecting familiar vocabulary to establish understanding. With support, Child A is able to extend provided sentence patterns with appropriate vocabulary, presenting his work in a range of formats including conversations and labelled diagrams. Child A has successfully used a variety of supporting ICT activities to build his knowledge and express his understanding.	Towards expected level
Way Forward Target	To extend his oral and written responses with the use of connectives, adding detail and additional information.	At expected level Beyond expected level
ICT	Child A has made good progress in ICT this year. He is able to find information from a variety of sources. He can create and communicate ideas in different forms of texts, images and sound. He has thoroughly enjoyed exploring green screening, I-movie and Garage Band apps as well as working collaboratively to build Lego models from challenging kit instructions. Child A is able to exchange information across the internet, doing so with a good awareness of the importance of E-Safety.	
Design Technology	Child A has made good progress this year. He can use a range of information sources to generate ideas for products and works to specific plans and recipes with confidence. This term he thoroughly enjoyed the opportunity to plan and carry out a range of healthy food preparation tasks, safely and hygienically, for our "Snack Shack".	
History	Child A is able to use appropriate and often extended language to describe, estimate and measure the passage of time whilst demonstrating a good understanding of events in the past which have impacted and influenced the way we live today. He can ask appropriate questions and can use a range of sources, including ICT and artefacts, to communicate ideas and opinions independently. Child A is particularly confident in his awareness of dinosaurs and their existence!	
Geography	Child A has made good progress this term. He is able to identify locations on maps and globes and has a good awareness of how different environments compare and contrast around the world. He has particularly enjoyed exploring rainforests over the last term. Child A is confident when communicating his findings in different formats through ICT, in pictures and diagrams.	
RE	Child A has made good progress in RE. He is able to identify a range of differences between religions. He has good awareness of the variety and impact of religion around the world, asking and responding appropriately to questions raised by his experiences and interests.	
Art	Child A is able to describe and make comparisons between his work and the work of others. He has experimented with different processes,	

	mediums and techniques, exploring the use of colour and pattern. This year he has particularly enjoyed exploring the work of Kyffin Williams.
PE	Child A has made good progress in PE. He particularly enjoyed our topic, "Healthy, happy and confident individuals" earlier this year. It gave him the opportunity to consider how to eat and drink healthily to balance with his level of physical activity. During the development of the Big Barry Dance he has explored the importance of planning and communicating ideas through the use of gestures and signals to convey and enhance meaning.
Music	Child A has made good progress in music this year. He has demonstrated the ability to make distinctions between musical elements, to listen and appraise his own and the work of others. Child A has explored and created ideas making effective use of instruments and the Garage Band App to demonstrate his creativity. Child A has progressed to playing more complex rhythms on an African drum and is starting to play more confidently and fluently.
Spanish	Child A generally works well and has made steady progress on general vocabulary, e.g. Numbers, Days and Months as well as topics such as colour and food. He is beginning to learn some Spanish words and phrases. Child A's Literacy and Digital skills have also improved through different activities.

Appendices (2):



Appendices (3):

 **Prifysgol Cymru**
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

RE: PPGCE (with QTS), permission and confirmation that work has been undertaken in school for assignment Datblygiad Ysgol a Chynnydd 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): Sosh Seldon

SCHOOL NAME (PLEASE PRINT): [REDACTED] Primary

1

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
W. FORSE - DJ FORSE

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).

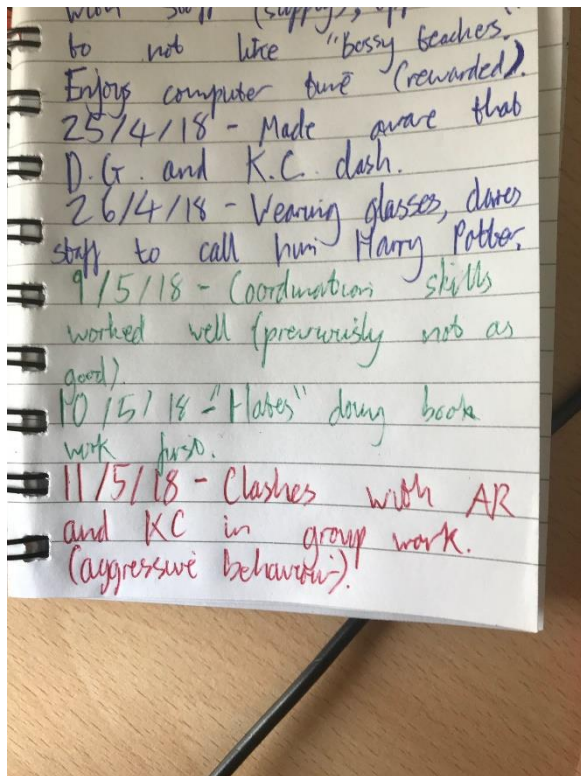
If you have any queries regarding this, please contact:
Helen.lewis@uwtsd.ac.uk (PPGCE Lead) / sarah.elsey@uwtsd.ac.uk (Module Lead)

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
--	---

2

Appendices (4):



Appendices (5):

Interview Transcript

Researcher – R

Child A – A

R: Good morning A, I am going to ask you a few questions about how you like to learn. Are we all set?

A: I am ready yes.

R: Ok, so where is your favourite place to work in the classroom.

A: Umm...well I would probably say the tables are the worst, I hate working there, it's so stupid, but I like it when we get to work on the computers and do the practical stuff as well.

R: Why don't you like the tables?

A: Because they are annoying and we have to do like loads of writing. I always go first on the tables as well so that is pretty annoying.

R: Ok so why do you prefer the computers and practical activities?

A: Because they are usually fun and I like using the iPads and computers to do stuff, it's fun to research as well.

R: Ok thank you for sharing that, what would you say is your favourite subject to do in class?

A: Well...I like it when I can read, that's fun. I like learning about history and geography as well. I can research facts then.

R: Brilliant, I like those things too. Is there any subjects that you do not really enjoy doing?

A: I hate maths and Welsh. They are the worst things we do. Maths is just boring and Welsh is not going to help me when I am older is it.

R: Well it could help you getting jobs and things, depending on what you do, and maths is good fun.

A: I have to disagree with that...both of them are just pointless.

R: Thank you for being so honest there, is there anything else you would like to add about where you like to learn?

A: Not really.

R: Ok thank you very much.

Appendices (6):

Red	Not on target
Amber	On target
Green	Achieving beyond set target

December 2017 Progress Measure					
Oracy	Reading	Writing	Maths	Science	Welsh

4a	4a	3a	4b	4a	3b
----	----	----	----	----	----

Appendices (7):

