

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

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The holistic development of a particular child is considered in this assignment. The school the child attends is a medium sized primary school in a large suburban village on the outskirts of a large South Wales city. The school is currently classed as 'green' in the most recent Welsh Government categorisation (My local School, 2018). The class has 28 children and is a straight, mixed year 5 class. The learning is supported in this class by an experienced HLTA.

The child this assignment is based on was chosen in conjunction with the class teacher. He is a child that is not exceeding expectations currently and is performing at a level expected of him as discussed later. The learner is a quiet individual but is very sociable and is deemed quite a mature boy for his age.

The data for this assignment was collected using the Mosaic model (Clark and Statham, 2005). This model allows the child and the relevant adults to form a profile of the child which can be used to mould learning to their needs. There are multiple observation techniques used to make a multidimensional observation. This allowed the researcher to build a portfolio of the learner from multiple different angles and approaches. Therefore, a more holistic view of the child could be created. By looking at the child's point of view, a discussion about their learning could be formulated (Clark and Statham, 2005). This method was chosen as although it is a form of observation developed for younger children, this can be deemed a sensible method for creating a holistic profile of a learner of any age. It has been found to be reliable to gather data from a number of sources to ensure there is none or minimal bias created (Tein, 1994). This has been inferred from that study that this would be transferrable to other research.

As discussed by Scott (2008) the use of children in research and surveys is beneficial as they too have their own voice. If just adults were questioned, only the opinions of the child based on what the adult has seen will be considered. A child may behave or perform as how they think the adult wants them to and not display their true feelings. Therefore, an adult's view of the child may be skewed from the truth. This does not mean that the child will offer their full opinion to an interviewer, but it opens up the possibility.

The methods of observation that were used were; observation of the child during lessons (Appendix 4 and 5), observation of the child during play time, analysis of work completed

(Appendix 10 and 11 and 12), discussion with the class teacher, a one-to-one, semi structured interview with the child (Appendix 3). The child was also asked to create a map of the school, highlight particular areas they use the most and enjoy the most and explain why (Appendix 8 and 9) and also to photograph the areas of the classroom they use the most for learning and that they like most in the classroom (Appendix 7). A reading record for the child was included with notes about the child's reading during opportunities to explicitly read non-fiction (Appendix 6). These methods were chosen as they are in line with normal teaching practice and they were accomplishable in the observation period time. These are all methods suggested by Welsh Government for observation data collection in a school setting (Welsh Assembly Government, 2008a).

To ensure validity of the research, the questionnaire was designed in a child friendly manner, with no leading questions as to not encourage the child to answer in a certain way. The role of the researcher was to be a facilitator of the interview and to not be intrusive (Lewis and Lindsay, 2000).

Although all processes involved in this research are in line with normal teaching duties and expectations, general principles for ethical research were followed to ensure the safety and protection of the participant and all involved. These general principles are "voluntary participation and the right to withdraw, protection of research participants, assessments of potential benefits and risks to participants, obtaining informed consent, not doing harm" (Silverman, 2013, p.161).

Prior to the observation period, permission was granted by the parent of the child to participate (Appendix 1). The child's welfare and well-being were considered throughout to allow them to withdraw at any time. This was achieved by notifying the child verbally, prior to the observation, what was going to happen, and all of the methods used were described and explained fully in child friendly language. The child was then asked whether they were happy to continue. The child was also notified that they could stop any of the processes at any time and could withdraw their involvement if they so wished. This was repeated prior, during and after all of the observation processes used.

The class teacher was also requested to offer permission for this to occur in their class which was approved (Appendix 2). Therefore, all parties were approving of the research taking place.

All identifying features of the child or school have also been removed to allow the child to remain anonymous. Therefore, all mentions of the learner are as 'the child' or another relevant alternative. Subsequently, any identifying features from any references or appendices have been redacted or blacked out to ensure the continuation of anonymity.

Due to time constraints of the classroom activities, the map drawing, interview and photograph taking elements of the data collection were completed over lunchtime periods. These were broken down on separate day as to ensure the child did not miss out on his play time. The child was asked if it was appropriate for this to happen, to which he was extremely compliant. It was not the wish of the researcher for the child to be withdrawn during their free time, but this was deemed necessary and the child was offered the choice whether to involve themselves or not during these periods. His assent was continuously monitored, looking at verbal and non-verbal cues.

Using the ASK model (Nottingham, 2013), the child's attitudes, skills and knowledge shall be discussed and analysed to gather a holistic interpretation of the child to then allow the progression of their learning. The author implies that successful learners possess certain skills. This is written quite anecdotally, and no evidence is put forward to back these ideas. The author also references the theories of Vygotsky, which is just that, a theory. Therefore, the ideas of the author may not be the definitive method needed to analyse and progress learners. Nonetheless, this is deemed an appropriate method of cultivating a holistic analysis of the learner as it includes 3 aspects of the learner and their current abilities.

The majority of analysis and observation of the learner was through the curriculum subjects of Maths, English, Welsh Second Language, Physical Education and also the child's well being was considered. The analysis of these subjects gave the researcher a broad and varied view of the child to allow a holistic profile to be created of the learner. Although most observations were taken within these areas, some informal observation was also conducted in other subject areas and during recreational playground time.

In observing the child during lessons and through discussion of the child with the class teacher, it was viewed that the child often lacked motivation. The child would be observed completing work, but with no noticeable desire to succeed and no real ambition to progress more than is needed. He seemed to portray a quite laid back and passive personality within most subjects observed. This did not mean he was not successful at times, just that he did not always perform to his potential, unless prompted. As he did not show a desire to succeed, it was felt by myself and the class teacher, that he needed to be encouraged to always pursue his best. This was observed throughout all subject areas, with no real enthusiasm shown throughout their schooling.

In the interview stage of the Mosaic approach (Appendix 3), the child offered that he would like to have more motivational posters to help him learn. This is a process that may help him focus on his targets. Currently in one corner of the classroom, there is a range of motivational quotes and statements to encourage growth mindset. He referenced these as we were touring the classroom but did not feel the need to photograph these as important to his learning.

This may highlight a limitation to this process of collecting data. It was the researcher's feeling that the omission of this may highlight that the child is potentially not aware of what they need to help them learn and that they do not use all of the tools available to them.

After interviewing the child (Appendix 3) and analysing the map drawn by him (Appendix 8) and the accompanying commentary he gave (Appendix 9), it was clear to the researcher that he valued his personal time with friends, especially playing sports. This is something that should be considered when looking at the well-being of the child and could also be incorporated into lessons where applicable, ensuring learning is taking place in different locations and through different types of activities that are meaningful to the child.

The interview portion of this process brought about some limitations. The child did not answer all questions, and some were not answered in much depth. The questions were written in a particular way to ensure that they were child friendly and open questions, but the child was either unable to answer occasional questions or did not have much depth to add. This method will therefore, seemingly only work if the child is very articulate and has opinions and ideas of their school life and how they learn. In this instance, without asking

more leading questions, and therefore potentially influencing the child's responses, the questions could not form a full analysis of the learner. Accordingly, this has demonstrated the greater need for a multitude of aspects to create the learner profile such as in the Mosaic approach (Clark and Statham, 2005).

After observing the child and analysing the child's work completed, it was deemed by the researcher that they were currently performing at level 4 for reading, level 4 for oracy and level 3 for writing. This is based on Welsh Government attainment targets in the current curriculum for the Programme of Study for English (Welsh Government, 2016). This is based on a judgement of best fit as not all criteria were observed and the opportunity for these elements to arise was not present during the observed period.

The reading level is based on listening to the child read fiction at specific times (Appendix 6) and also informal observations of his general reading ability in lessons as normal duties of the teacher. This could be in language lessons when the children are tasked with a comprehension based on the class story or word problems during maths. He was observed to have a good fluency but lacking expression. When questioned, he was able to show he understood the story and its characters. He has shown an ability to infer information from some texts. Occasionally, he used irrelevant quotes or words from the text to answer the question (Appendix 12). This shows he was not fully understanding of either the text or the questions. The child, additionally, has been observed using various sources of information to further their knowledge on their topic subject, such as the internet and various non-fiction books from the school library.

The reasons for the child's gaps in inferencing could be down to a lack of previous background knowledge (Neuman et al, 2014). This can lead to children's inability to infer as they cannot link abstract text to any previous knowledge, thus not allowing them to understand the author's true meaning.

Oracy for this child, has been levelled at the afore mentioned grade as they have shown they can talk and listen with confidence, to both staff and their peers. A weakness in the child's writing is that he often does not include capital letters for proper nouns and at the beginning of a sentence.

Another important curriculum area that was observed, through annotating the child's completed work was Maths. In this area, the learner showed an inability to work systematically and to listen to or read instructions carefully, most noticeably during problem solving (Appendix 7) and also that they can self-assess against a given success criteria (Appendix 8) but may need support with their next steps and have failed to show capability of this independently in the observed period. This is in line with weaknesses in the child's motivation to learn and progress.

His current attainment level from the researcher's judgment is level 3 based on the Curriculum programme of study for Maths (Welsh Government, 2015a). To progress further, the child will need to develop ways of recording and calculating systematically.

The child is clearly quite interested in sport and physical activities. This is noted by the inclusion of the playgrounds and fields in his map of the school (Appendix 8), the answers given in some interview questions relating to sport and the playground (Appendix 3) and informal observations of the child on the playground. The child was also observed during a PE lesson (Appendix 4). These observations have shown that the child clearly thinks about sport and spending time with their friends during these activities frequently. Based on the curriculum for PE in Wales (Welsh Assembly Government, 2008b), the child is showing a clear engagement with physical activity. During the observed period, it was not seen whether the child was aware of the health benefits of physical activity. The child was capable of sustaining exercise for a prolonged period. Appropriate clothing was always worn, and the child followed safety advice given to them by an instructor or teacher. With this in mind, it is the judgement of the researcher that the child is currently demonstrating attainment at level 3 based on Welsh Assembly Government (2008b) attainment targets. The child may be able to attain level 4 with further exposure to success criteria of how skills are completed well, and further depth added to how exercise affects them. The child has engaged in a variety of activities, whether that be in PE lessons or during playtimes. The child did state they did not enjoy having cricket on the playground on a particular day which shows a displeasure for that activity although they have clearly given it a chance. After discussion with the class teacher, it became apparent that the child was not a member of any sports clubs outside of school. This could be due to increased pressure on children to perform, with a decrease in emphasis of enjoyment of the children (BBC, 2017). The child is

therefore, not engaging with the community in activities such as sport, outside of the school.

The child's second language Welsh has shown to be at attainment level 3 for oracy (Welsh Government, 2015b), as they show understanding and can answer short phrases and questions posed to him as well as other criteria necessary for that attainment grade. This is completed in daily 'slot drillio' sessions completed every afternoon. For his written Welsh, he is currently at level 3. To progress further, he needs to be writing more complex sentences and link sentences together. His reading is currently at level 3 also. He lacks expression in his reading such as when he reads English texts.

When considering the child's wellbeing, the 'Personal and social education (PSE) framework for 7 to 19-year-olds in Wales' (Welsh Assembly Government, 2008c) was considered. This curriculum looks at the child holistically, and aims to build on attitudes, skills and knowledge such as the Nottingham (2013) 'ASK' model used in this assignment. Although no attainment targets are set for this curriculum, all children should be exposed to and engaged in all areas outlined in Key stage 2. Referring back to the map (Appendix 5) and the accompanying commentary (Appendix 6), it is clear that the child uses assemblies in the hall as a prominent source of many of the aspects of PSE. This is interesting to discover that the child has gained knowledge and an interest from these assemblies as assemblies were not seen as a wholly successful method of deliverance of such important lessons by I'Anson et al. (2004).

The researcher has used the ASK Model(Nottingham, 2013) to analyse the learner. This involves looking at their attitudes, skills and knowledge and how this forms the profile of the learner and how different aspects can be used to progress this particular learner.

Nottingham (2013) reveals the attitudes, skills and knowledge that are present in successful learners and reveals that it is not just knowledge of a subject that is needed, but the correct attitude and skills to learn.

With this in mind, the lack of motivation observed by both the researcher and the class teacher, it was deemed that this is one attitude that may need focussing on. Bandura's (1986) theory of self-efficacy will play an important factor moving forward. Currently, the child is not competent at self-regulating their work. This could be as a result of poor calibration, where the child may have aimed too high previously and failed to succeed or is

consistently aiming too low and not attempting to achieve challenges that are at or slightly above their current ability (Schunk et al., 2009).

High self-efficacy allows a child to be more successful with their academia. They will also need to obtain the skills needed to complete the task but those learners with higher self-efficacy are more successful than those with lower levels of self-efficacy, even when their skill level is the same (Schunk et al., 2009).

Self-regulation and metacognition interventions are ways in which a child's self-efficacy can be manipulated. A child understanding how they learn and how to challenge themselves appropriately will allow them to progress successfully. EEF (2018a) have released several recommendations for improving metacognition in schools. With careful deliberation, the researcher has determined that the most appropriate method for this child is to teach him explicit strategies of metacognition such as planning, monitoring and evaluating their learning. This is recommended to be taught in subject specific incidents but can be applied throughout all schooling. A seven-step model has been suggested for teaching metacognitive strategies, '1. Activating prior knowledge; 2. Explicit strategy instruction; 3. Modelling of learned strategy; 4. Memorisation of strategy; 5. Guided practice; 6. Independent practice; and 7. Structured reflection.' (EEF, 2018a p. 14). These steps shall be followed so the child, along with his peers shall be able to self-regulate their work once the strategies have been taught and practised.

To improve the child's inference and ability to understand a text fully, it is recommended that the modelling of metacognition skills should be used (Jones et al., 2016). This should allow the child to consciously think about what is happening during reading of a text. Although in lessons, the researcher has been asking questions during reading of the class story to gauge understanding, no explicit teaching to the children about what they should be thinking about when reading has taken place. Therefore, to progress the child's inferring ability, going forward, in conjunction with the class teacher, there will be specific lessons on what questions to be asking themselves whilst reading. This should then encourage the child to think about these autonomously whilst studying a text. This is a skill that can also be transferred to the second language Welsh learning and any other foreign language the child goes on to learn in the future. This can be a whole class approach which will target the chosen child but is an area the whole class will benefit from explicit teaching.

Furthermore, the use of a laminated bookmark can be used to remind the children how to infer whilst reading independently as suggested by Jones et al. (2016). This bookmark will contain questions such as 'what does this remind me of?' and 'what will happen next?' (Jones et al., 2016 p.312) allowing the children to be reminded of inference questions to help them understand the text fully. Again, this can be incorporated within the class setting and would not have to single out the individual child but could be given out to all children. There is potential that this would be a successful ploy to be introduced lower down in the school also as they would then begin to infer at a younger age and then progress to a higher level by the time they reach year 5. The downside to this intervention is that the child will be relied on to use this tool independently which may not always be the case. A way of combatting this is to continue to remind the child of it's use, especially in its initial phase of usage. It would be the researcher's recommendation that the child is also reminded of it and encouraged to use it prior to holidays or weekends so they continue to use it out of school independently. The notification of parents to the use of the tool shall also encourage the use of it at home. Increasing parental engagement through text messaging is a cheap and relatively easy way to boost the academic ability in children (EEF, 2016). This method is therefore suggested to aid the individual child's academic progression, as well as the rest of the class and school, and continue the learning at home. This may not be strictly successful as not all parents will be enthusiastic about the idea of helping their child at home and it will be unsupervised. Also, not all parents will have the skills and knowledge to be able to help their child which would be another limitation to this relatively simple idea.

Additional to the previously mentioned interventions, the child shall also be involved in lessons where the topic of the literature they are involved in is pre-taught (Neuman et al., 2014). This shall allow the children to understand the background of the topic and gain the knowledge needed to understand the text. This shall be whole class so the child is not needed to be withdrawn to complete this. The class, as a whole, shall benefit from this as if other children hold a similar weakness as the observed child, this will also help them with their understanding. The progression of the whole class should not be sacrificed for the progression of one child so this is vital. These tools allow for the children to scaffold and enter the Zone of Proximal Development (Vygotsky, 1978).

Many skills, such as communication, social and physical skills could be improved by engaging with the community. The child's clear enjoyment of sports and physical activity could be transferred into the community by joining clubs outside of school. This could be encouraged by inviting local clubs in for taster sessions and to talk to the children. This will allow the child to then be aware of what is available to them outside of school as this may be a barrier to them previously not engaging with an outside of school club. These clubs will have to be approved to ensure the ethos is of gaining an enjoyment of the sport and further physical activity. The use of sporting clubs and activities has shown varying degrees of benefit to educational progress with moderate costs (EEF, 2018b).

A review into the benefits of sports clubs for children also agreed that social skills could improve. This could also be improved by volunteering in a sport club and also lead to a boost in self-esteem (Coulter, 2005). This could be utilised as the child already socialises with younger children at play time, one day a week. Therefore, if permission was granted by the headteacher and the parent of the child, this could lead to the child aiding another member of staff in coaching the younger children in an after-school club. This links with the child's clear enjoyment of physical activity. Helping the children achieve their potential, may allow him to see his own potential and help improve his self-efficacy. The limitation to this intervention, is that the evidence is not conclusive. Some studies have shown large increases in attainment, whereas others have shown negative impacts to the children's academical ability. Therefore, this would have to be an intervention that is continuously monitored, and if negative impacts were to be seen by the child, the intervention may need to cease as it would not be in the child's best interests progressing forward.

A skill that is needing improvement on in maths is that of problem solving and creating a systematic method of completion. This may also be linked to the attitude of perseverance. A further exposure to problem solving in maths may increase the child's proficiency. Haylock and Manning (2014) have suggested that children should be exposed to a range of problems, from real life tasks, genuine problems, artificial but realistic problems, practical tasks, mathematical problems and mathematical investigations. The problem should be modelled to the child to show a breakdown of the process. The child should then be asked to breakdown further problems by looking at the process. Initially, the calculated answer is not important, as long as the process is logical. This way of breaking down the problem,

should allow the child to view it in a more systematic way and not get put off a problem and look for an easy way out without considering the full method needed. This is what was observed that the child was appearing to do. Haylock and Manning (2014) propose that children can be engaged in problems that put the child in a realistic situation. It is also suggested that similar problems with different contexts are practised together to allow the child to see that a technique may be used in different contexts (EEF, 2017). The aim is for the child to be able to self-regulate their problem solving and work independently. Another recommendation is that the child always self-evaluates their solution (EEF, 2017). This is one that will certainly be implemented with this child as they, as previously mentioned, need to enhance their self-efficacy. This can be accomplished by asking themselves a set of questions to check that their strategy was successful and moving forward if they would repeat the strategy or use it differently. These questions could be displayed on the inside cover of his maths book to allow him to check with them every time he completes problem solving work. Also, it may be worthwhile to display these in the classroom as he had suggested more posters around the classroom to encourage him to work during the tour of the classroom and the interview.

In conclusion, to progress this child's learning further, the researcher has viewed them as a holistic learner using the ASK model (Nottingham, 2013) to look at their attitudes to learning, their skills and their knowledge. Using all 3 aspects, several interventions and teaching methods have been suggested to allow this child to achieve a higher attainment than they are currently. Viewing the child holistically, and not just looking at gaps in their knowledge has allowed the researcher to consider different options to progress the learning with many of them linking, allowing progression in multiple curriculum areas through one intervention. This is inherently apparent when the metacognition and self-efficacy skills are combined with inferencing skills as they merge into one idea in places.

As the method chosen to observe the child was over a short period of time, a full profile of the learner was difficult to create. Therefore, observations may have been at a time when the child was tired or unwell, which may have affected their academic ability. This was considered and felt that this was not the case. Additionally, the researcher only observed over a 3-week period meaning not all aspects of learning were viewed which may have changed the outcomes of the research. Therefore, it would be suggested, which is the case

in normal teaching life that the profile of the learner will be built up over a longer period of time, allowing more tailored progression to be made.

This method of viewing a particular child holistically and not just looking at what they can and cannot do in a particular lesson has broadened my ability as a teacher as I will consider this during everyday teaching throughout my career. I will use the methods again, formally, as well as informally to continue my own progression but more importantly to ensure that all learners are progressing in school in all areas. I shall continue to develop and research strategies to aid the learners to progress throughout their school lives, whether that is giving them the knowledge, honing the skills for learning or improving attitudes to learning.

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Appendices

Appendix 1 – Parental permission form



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Dear Parent/Guardian,

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

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

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

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

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

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

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

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

Date.....

Appendix 2 – school permission form



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

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

Dear class/senior mentor,

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

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

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

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

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

STUDENT NAME (PLEASE PRINT): Stuart Jones

SCHOOL NAME (PLEASE PRINT): [Redacted] Primary School

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

TINA DAVIES

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

Tina Davies

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

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 3 – interview summary

Interview with [REDACTED] – summary of answers

- Tell me about the places in the classroom you like the best.

He likes sitting in his usual seat in the class.

Only lesson he does not sit in it is his seat is Welsh.

- Tell me about the parts of the classroom you do not like.

No answer offered

- Tell me about the places in the school you like the best.

He likes the playground, especially the top yard because he can play sports there, both in PE and at playtimes.

- Tell me about the parts of the school you do not like.

None that he could think of.

- Tell me about your most favourite place in classroom/school

The top playground was offered as an answer again.

- What would you like to see changed or added to the classroom?

More stuff to help him work (although no ideas were offered)

Signs of encouragement around the classroom

- Tell me about what teachers do in lessons.

Help you learn

Tell you what to do – most of the time.

Helping children that need it

- What do you think teachers should do in the classroom?

Help you if you're stuck.

- Is there something you would change about the classroom/school.

Change the sports you can play at play times. Friday is cricket but he doesn't enjoy cricket that much.

He would also like it if he could bring his bike in and practice cycling or learn how to ride a bike.

Appendix 4 – observation 1



Learner Observation Form

Name of learner(s): [REDACTED] Class: 5 (Lions)

Time: 9:15 Date: 15/05/19
Activity: P.E. – rugby skills

Comments

He is wearing appropriate kit for this activity.
He shows good movement – very agile and playing with confidence.
Is performing consistently throughout and listening to instruction well. Understands safety advice by looking up at opposition and not colliding with opponents and teammates.
He is showing promise with his passing ability, using two hands to pass the rugby ball to a teammate. He seems tactically aware by running into space and looking to pass to teammates in space. He has dropped a few catches, but this did not seem to deter him and he continued to play with an aura of confidence. Although confident, he is not as vocal as some of his teammates. I feel he has more tactical awareness than he is showing, he is allowing other players to dictate play rather than doing it himself.
When running, he is travelling sideways and backwards more to find space to attack. He has not made too many forward runs. Running technique is competent. With this in mind, he has not shown the ability to maximise his speed. Unsure if he would show this in an isolated experience.

What needs to be done to move the learning on?

More opportunity needs to be given to come up with success criteria. This will show understanding of the skills being practiced. The class as a whole could be encouraged to consider how the activities affect their bodies. [REDACTED] may need to be modelled good catching technique, so he is aware of this so does not drop as many catches. He occasionally showed the correct technique but it is not coming naturally yet so this could be made a more conscious feeling.

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Learner Observation Form

Name of learner(s) [REDACTED]

Class: Year 5 (Lions)

Time: 1:20

Date: 15/05/19

Activity: Maths – problem solving (Same or different – probability challenge)

Comments

[REDACTED] was not able to grasp that it was either fair or unfair. He used the term 'not a fully fair game' implying that it was sometimes fair, and sometimes unfair. He understood that if one option was chosen, the options remaining would not have an even chance of occurring but did not realise that this created an unfair game.

He understood the concept of more likely and this is shown by his attempt to work out the problem. He has a misconception that the game can be both fair and unfair and not just one or the other.

[REDACTED] could explain orally the different available options in the game and was able to record which player was more likely to win.

The aim of this lesson was to recognize that some events are more likely than others. Also, to use the words 'likely' 'unlikely' and 'even chance'. These are targets from the LNF which have not yet been completed fully. He is beginning to understand that an event is more likely and he has stated one event is more likely to happen. He may need more exposure to these words in future work.

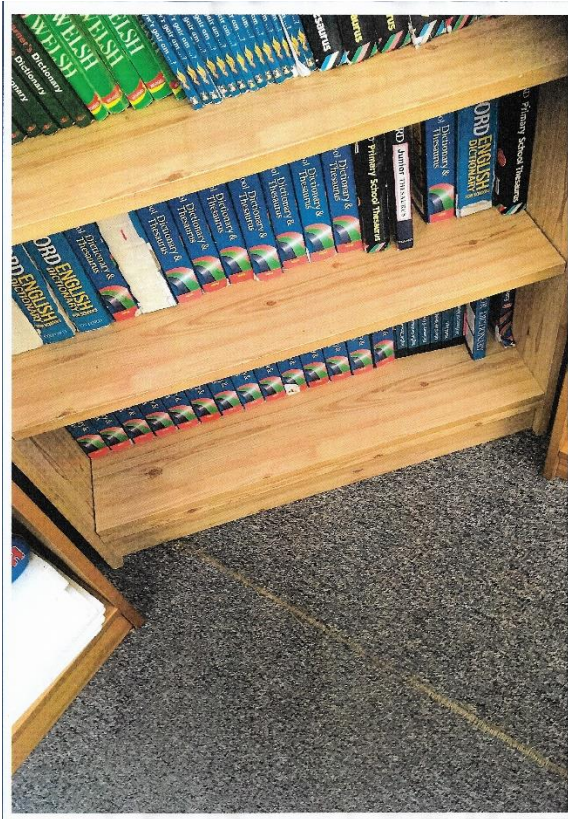
What needs to be done to move the learning on?

[REDACTED] needs clear instruction that the game is either fair or unfair. He will need to be shown that if there were more chances of one event occurring, then the game would then be unfair, as there are more chances of one event occurring. This will need to be addressed as this may affect his understanding of probability moving forward.

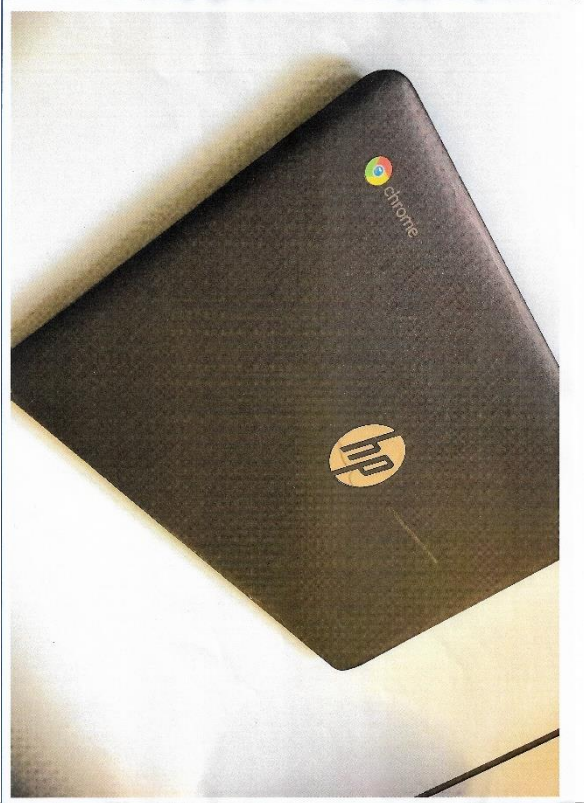
In the marking of this child's work, he has been posed questions to further his learning. These are 'Can you show the ways Anna wins, and the ways Becky wins?' – this was to further their thinking into calculating systematically and recording them in a way that would be easier to establish an answer.

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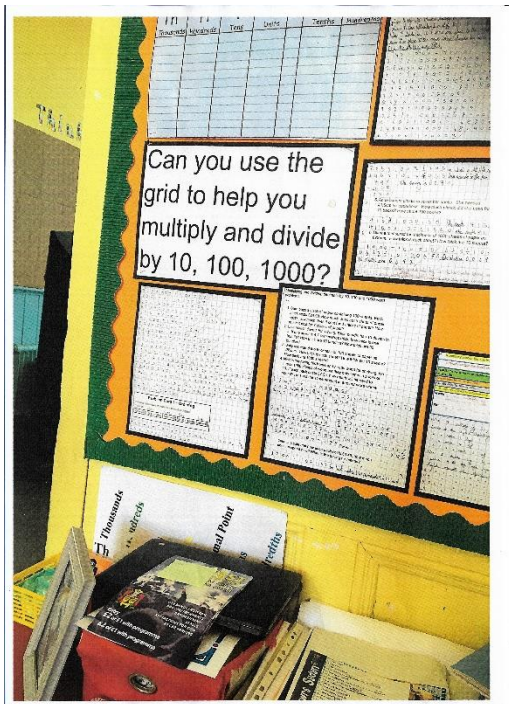
Appendix 7 – Pictures of learning tools



Dictionaries

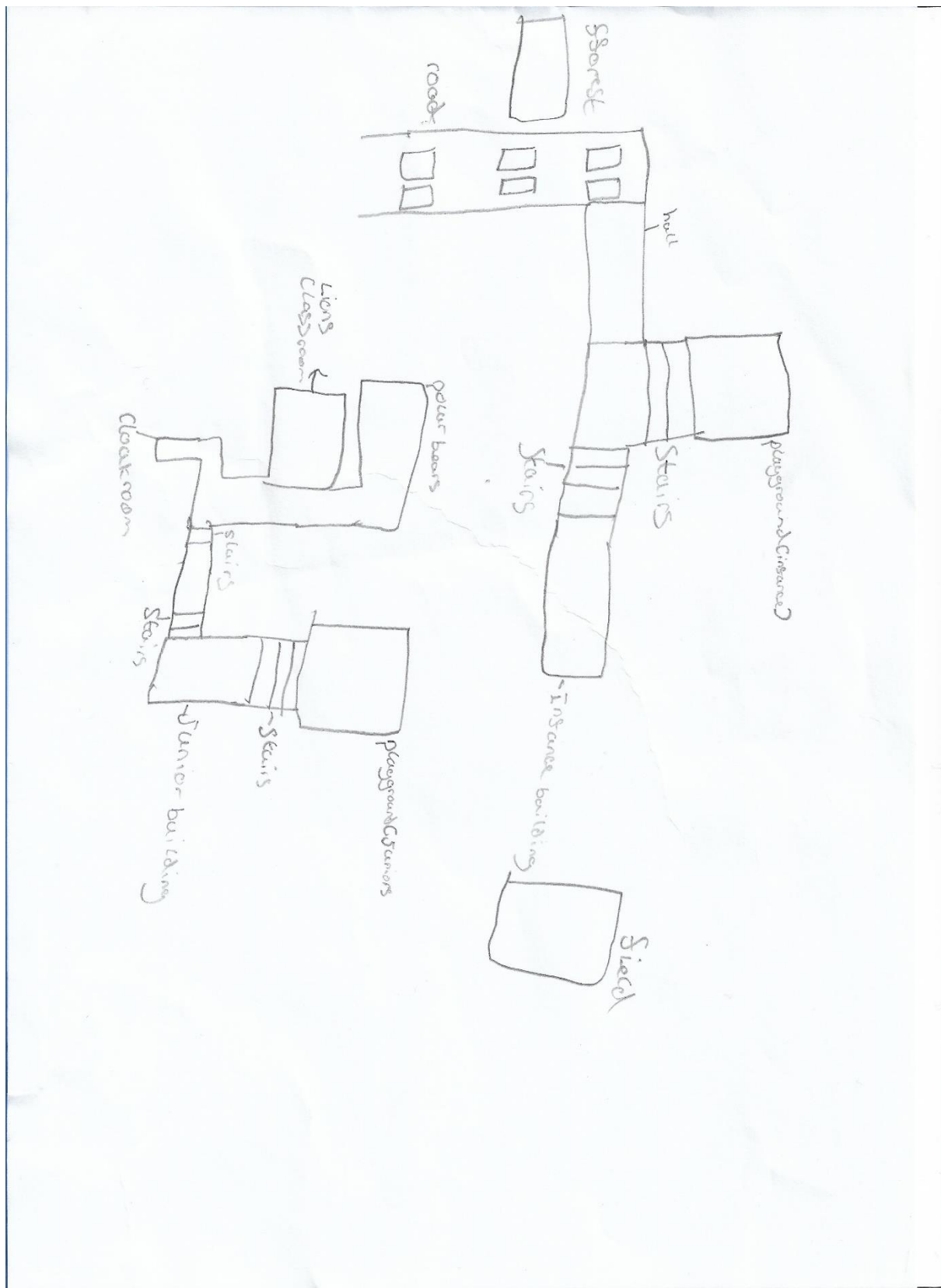


Chromebooks



Maths display – Place value

Appendix 8 – map of the school



Appendix 9 – commentary of map

Notes on Map making – ■

DG gave some commentary whilst making his map of the school.

When drawing the infant playground, he mentioned that he goes on the infant yard every Tuesday to play with the infant children. Sometimes he will teach them new games.

The Year 6 classroom is sometimes used for doing yoga, which he enjoys.

The field is used for PE and sports

The forest is used for building with natural materials which he has enjoyed doing.

The hall is used for assemblies which helps to teach about being kind and respectful.

Appendix 10 – Maths problem solving

	learners	contributors
literacy across the curriculum	Ethical, informed citizens	Healthy, confident individuals

	Self	Peer	Teacher
recognise that some events are more likely than others			
use the words 'likely', 'unlikely' and 'even chance'.			
list events in order of likelihood			
recognise that some events are more likely than others			
use numbers to describe the likelihood of an event, e.g. a one-in-five chance			

• You have started to understand what is fair or not.

Show how many chances there are to win so you can decide who is more likely to win.



Appendix 11 - Maths – self assessment on bottom of page.

Handwritten calculations on grid paper:

$$\begin{array}{r} 556 + 368 = 924 \checkmark \\ 368 + 500 = 868 \\ 868 + 50 = 918 \\ 918 + 6 = 924 \end{array}$$

$$\begin{array}{r} 888 \\ + 50 \\ \hline 938 \checkmark \end{array}$$

$$\begin{array}{r} 2564 + 383 \\ \hline 2947 \checkmark \end{array}$$

$$\begin{array}{r} 367 + 438 = 805 \checkmark \\ 438 + 600 = 1,038 \\ 1,038 + 10 = 1,048 \end{array}$$

$$\begin{array}{r} 383 + 500 = 883 \\ 883 + 60 = 943 \\ 943 + 4 = 947 \end{array}$$

$$\begin{array}{r} 883 \\ + 60 \\ \hline 943 \checkmark \end{array}$$

Can self assess.
May need help to progress onto next steps independently.

	Ambitious, capable learners	Enterprising, creative contributors
	Ethical, informed citizens	Healthy, confident individuals

WALT: Calculate	written methods	Self	Peer	Teacher
I can add a 2-digit number to, and subtract a 2-digit number from, a 3-digit number using an appropriate mental or written method				
I can add and subtract 3-digit numbers using an appropriate mental or written method		✓		
I can add and subtract 4-digit numbers using an appropriate mental or written method		✓		

WWW: I can add and subtract 4-digit numbers.

EBI:

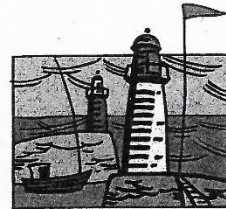
462
+ 60
522 ✓



Appendix 12 – English work

Taunting Daniel

Chapter 8



1. Make a list of all the new information in this chapter that the reader learns about the character Joseph.
2. Is Bobby comfortable with the taunting of Daniel? Find a quotation to support your answer.
3. Draw this table into your exercise book, filling in the differences between Joseph and Daniel.

	Joseph	Daniel
3. Family Life	He doesn't ^{spend time} ~~live~~ with his family because he's always with Bobby.	He doesn't spend time with his family he has been with his family.
Behaviour	Joseph threatens Daniel.	Shy Daniel is shy because he's known ^{Daniel} .
Language	Swearing Joseph is a Swearer.	He doesn't speak much.
School Life	~~Grammar School like Joseph~~ has a poor school life.	Daniel is in grammar school.
Social Skills	He's very sociable because he's not shy.	He's very shy so he's not sociable.

1. He's bigger than Bobby. Joseph is concerned about his future and to

1. Bobby is concerned about his future.

• Joseph is a bit of a bully.

• Joseph is a bully.

• Joseph wants enough money to be able to be an entrepreneur.

• Joseph is ambitious.

• Joseph makes fun of Daniel.

• Joseph is mean.

2. Bobby is not comfortable because Bobby got embarrassed is that the right word "age". Does this show he's not comfortable?

8. Explain

Bobby is not comfortable with the taunting of Daniel. Joseph makes stop because Joseph took it too far so Bobby wants him to stop.