

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	1600932
Programme:	BA Primary Education with QTS		
Module:	Teaching Language and Mathematics		
Module code:	ECAD5004	Contribution to Overall Module Assessment (%):	100%
Lecturer:	A. COOZE/ I. LEWIS H. DENNY/ R. WALLIS	Internal Verifier:	H. DENNY
Assignment Title:	What helps me learn language and mathematics? : An analysis of a child's learning in mathematics and language with recommendations for ensuring progress.	Word count (or equivalent):	5000 in total Written Assignment: 3,500 words 1, 500 word equivalent for the appendices
Submission deadline:	23.59 Turnitin April 4 th 2019	Return date of provisional marks & written feedback:	May 7 th 2019
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

ECAD5004

Student number: 1600932

Teaching Language and Mathematics

**What helps me learn language and mathematics? : An
analysis of a child's learning in mathematics and
language with recommendations for ensuring
progress.**

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What helps me learn language and mathematics? : An analysis of a child's learning in mathematics and language with recommendations for ensuring progress.

The aim of this assignment will be to analyse the data I collected while on my second year Professional Teaching Experience (PTE), paying particular attention to how one pupil learns language and mathematics. Within this analysis there will be a focus on different techniques and resources that the child found particularly beneficial as well as observations made on the child's work and behaviour in relation to their learning. The pupil discussed, as of now referred to as Child A, is a 9 year old boy working within a year 5 classroom. The school he attends is a large two form entry primary school within the County of Swansea that aims to create an inclusive and supportive environment for each child; they introduce pupils to a wide variety of essential life skills and guide their educational development proficiently. Both the educational standards pupils are expected to meet within each subject and the list of compulsory subjects taught within the primary education sector are outlined in the national curriculum (DfE, 2013). Overall the pupils within the aforementioned year 5 class are currently working towards meeting these standards effectively. Child A is an average attainer within his class and shows high levels of engagement towards many different learning experiences and is making good progress within his learning.

The mosaic approach is a method that allows practitioners to learn and discuss a child's outlook on different aspects of their learning by combining verbal and visual dialogue; the approach was inspired by developments within Reggio Emilia (Clark and Moss, 2001). This is the approach I used during the PTE in order to collect a variation of diverse data on Child A; it created the opportunity to gain a child's perspective on what helps them learn within different areas of education by reviewing ideas together. One main aspect of the mosaic approach would be the multiple sources that are used in order to gather data; the ones used throughout this analysis of learning will include

observations, map making, photographs, interviews and samples of work. Although the multi-method approach can be time consuming, Cowie, Huser and Myers (2014) suggest that it is highly beneficial as a creative tool that increases the strength of the researchers interpretations. Before beginning this research it was imperative to ensure ethical guidelines were followed. According to Flewitt (2005) in order to avoid poor ethical conduct it is important to give the individuals participating in research anonymity, both while collecting and recording data; other expectations include explaining the right to withdraw and gaining consent to undertake the research. To ensure I conformed to the correct protocol I requested permission to conduct the research from both the class teacher (see appendix 1) and Child A, I also ensured the participant understood that they were able to withdraw from the research at any point and explained that their identity would not be revealed at any stage.

In order to consider how a child learns language and mathematics and attempt to understand what strategies may help with this process, it is first beneficial to consider what it means to learn. A popular definition, though not always accepted, would class learning as a “relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice” (Kimble, 1961, quoted in Hergenhahn and Olson, 2005, p.3) which suggests that in order to demonstrate learning has taken place there must be a somewhat permanent change in an individual's observable behaviour. This is a key idea within the behaviourism theory (Jordan, Carlile and Stack, 2008).

During an interview with Child A it was made clear that he felt language was an important aspect of life and wanted to continue developing his skills in this area in order to communicate efficiently (see appendix 2, Q&A 1, 2 and 8). This relates to Vygotsky's claim that language is a highly influential tool within childhood as well as later life, he suggested that it is through their interpretations of information and language children contribute to society (1987, cited in Gray and MacBlain, 2012). Alongside this, Piaget's

theory of development suggests that a child's potential within education develops alongside their interactions with the world (Jordan, Carlile and Stack, 2008).

Language has been defined as “the socially shared conventions that govern communication using words, symbols or gestures” (Jordan, Carlile and Stack, 2008). As mentioned by Child A, language and literacy have a huge impact on how people communicate within their lives; you will use reading, writing, speaking and listening every day in a variety of contexts; this is why it is essential to understand the nature of language and the numerous ways it can be used (Myers and Burnett, 2004). It is important to encourage pupils to select a wide variety of reading material, of differing genres, during allocated reading time as well as at home, to broaden their understanding of differing texts; the role of the teacher within these quiet reading sessions needs to be clear, by participating in the session it gives the practitioner an opportunity to model that reading is important to them and demonstrate what absorbed reading looks like (Graham and Kelly, 1997). While listening to Child A read and looking through his reading journal it became clear he often reads at home and enjoys books that include adventure (see appendix 3), if a mistake was made self-correction was visible which is a crucial aspect of learning to read (Biebley, 1999). When children are given the opportunity to discuss things they have read with others or to write their opinions within a reading journal they often show far more enthusiasm towards reading (see appendix 2, Q&A 3 and 9), develop their communication skills and convey a greater level of insight (Bearne and Hodges, 2000).

It is important to remember that we “acknowledge the influence of family, language, community, culture and gender as well as digital words and multimedia on how children learn to read and the ways in which they read” (Safford, 2010, p.19). If we are willing to make these associations when considering a child's developments in reading, we must also consider the benefits using these influences within a child's writing can have. Often, children within upper key stage 2 have little influence on what topics they write about

and do so independently or in silence which can lead to boredom or a sense of fear associated to writing; although this is the case, by taking a creative, child lead approach to the development of writing, including methods such as collaborative writing, use of drama, ICT or art, can increase the pupils interest and engagement within the task (Safford, 2010). In order for pupils to develop as writers and appreciate their work they first need to understand the power their words can have (King, 2000).

Bruner's theory of higher order thinking, in which children recall and discuss more than only facts, suggests that while language develops, children develop the ability to differentiate between past, present and future situations and can engage in critical reflection and problem solving (1983, cited in Gray and MacBlain, 2012). Although this may be the case, when writing narratives it can become difficult for a child to explain the series of events they want to in a concise and meaningful way; by allowing extra time for planning and introducing children to powerful models of writing which focus on significant events, rather than lengthy descriptions of irrelevant aspects, you are widening their knowledge and understanding of the writing process and how it should be structured (Collins, 2010). Child A has not had much opportunity to write narratives, however has stated he enjoys writing stories (see appendix 2, Q&A 4 and 5). Within this interview Child A also suggested what aspects he didn't feel overly confident in so we proceeded to begin work on these areas (see appendix 4).

As a class we created a story map related to a victorian piece of writing the pupils had read in order to consider the structure of a narrative and introduce a way to plan stories (see appendix 5). Within this piece of work we can see evidence of Child A's comprehension skills. In order to complete the task successfully, Child A had to show understanding of the text, identify the main developments and communicate his ideas effectively. Child A was very involved in the class discussions during this activity, he had many creative ideas and was confident in his suggestions and collaborated well with the class as a whole (see appendix 6). This showed a contrast to how he behaved while

giving a presentation in front of the class the previous week (see appendix 7). By undertaking the task as a whole class it allowed me to model how a story map works and gave pupils the opportunity to discuss different ideas; this approach increased engagement and was designed to help the class commit the story to their memory. On completion of the task, the next stage would be to move forward and begin the innovation stage of talk for writing, developed by Pie Corbett; when pupils are familiar with the text, they will be led into using their creative writing skills to use the story as a base to create a new one of their own (Talk for Writing, 2019). Think, pair, share is an approach that Child A finds particularly helpful (see appendix 2, Q&A 6 and 7).

English as a subject can allow learners to “develop understanding and skills of critical analysis to empower them to question what they see, hear and read” (Myers and Burnett, 2004). Child A conveyed a good understanding of poetry while reading ‘If’ by Rudyard Kipling and progressed from analysing the poem to writing his own version (see appendix 8). During this activity Child A worked with a partner in order to consider different observations they made on the poem as well as experiences they wanted to consider while writing their own poem; Bieble (1999) underlines the value of discussion and claims it can lead to a more focused outlook and allow creativity to thrive. In order to help children improve different aspects of their work, the practitioner needs to guide the learning effectively and give feedback throughout this process rather than simply marking the end product of work (Laycock, 2010).

This statement is true not only of language, but also mathematics. When considering mathematics, many would say that it is a subject with only correct or incorrect answers, therefore assessing a child's work is simple. However Wragg (2001) suggests that this isn't always the case, by marking a child's work with a tick or a cross you are not helping them reflect or develop any understanding of their mistakes; “If pupils are to make progress, then they must learn from their errors” (Wragg, 2001). Child A found instant feedback extremely beneficial and felt it helped him develop his work to a higher

standard (see appendix 9). In order for children to enjoy the work they do within mathematics it is crucial that they first understand it (Haylock, 2014). Child A describes mathematics as 'fun' and considers it his favourite subject in school which indicates that he has some understanding of the subject (see appendix 10, Q&A 3).

Becoming a successful learner within mathematics involves developing a good understanding of concepts through problem solving, exploring ideas and practical experiences (Haylock, 2014). Jordan, Carlile and Stack (2008) propose that introducing theory before practice can deepen understanding of concepts as it gives the opportunity for misconceptions to be challenged and means that learning can be directed by the children's ideas, dialogue and questioning. Errors within mathematics could be made for many reasons, such as miscalculations, absent-minded behaviour, not checking over your answers or a misinterpretation. As a practitioner it is important to consider why the pupil has made an error; depending on the frequency and nature of the error, it could be due to a misconception which needs to be altered (Hansen, 2014). While observing Child A's work and behaviour, there were no clear misconceptions he had within mathematics. Often his errors were due to a momentary lack of focus or a miscalculation (see appendix 11). The national curriculum notes that mathematics is an indispensable tool within day to day life and is important within most professions (DfE, 2013). Child A made a similar comment during an interview which illustrates that he puts a huge importance on the need for mathematics (see appendix 10).

The word assessment often creates a state of panic and the feeling of impending doom within education (Wragg, 2001). It has been suggested that extreme changes need to be made to the way mathematics is taught as, similarly to assessment, the word alone can often cause distress and anxiety and many adults feel they don't have the ability to use it in life (Pound and Lee, 2015). One way to promote enjoyable learning within the subject is to plan and deliver a cross curricular lesson as this can generate and promote creativity (Barnes, 2018). Gardner claims that creativity is a strength that will not only

be beneficial, but essential within future society (2006, cited in Pound and Lee, 2015). One cross curricular lesson including mathematics that took place during the PTE was a science investigation (see appendix 12). The aim was to see if torso size affects lung capacity, Child A was one of the people who was blowing into a balloon in order to measure results and he communicated with others well. The mix between hands on learning and mathematics worked well as it lead to Child A being very engaged with the lesson; creating a table and graph in order to interpret the results gathered was something pupils wanted to do as they felt connected to the work. This is an example of one of many possible cross curricular activities that could be carried out in relation to mathematics. The national curriculum states that “teachers should use every relevant subject to develop pupils’ mathematical fluency” (DfE, 2013, p.9).

During the interview with Child A it was mentioned that resources such as number lines helped him with learning mathematics. Alongside these resources he finds beneficial, I have made observational notes on what tools and strategies I noticed aided his learning well; it is useful to consider how different techniques may impact his learning of the subject in a positive way as they could be used to benefit future learning. Questioning, due to its nature, is often the informal assessment tool most frequently used in education (Wragg, 2001). While questioning pupils on their subject knowledge I noticed that Child A, over the course of the PTE, became increasingly confident in answering these questions and his answers often led to class discussions or debates in which other pupils would share opinions and ideas (see appendix 13). This can be extremely beneficial as it gives the practitioner an opportunity to assess the pupils knowledge and note any gaps in attainment in order to revise their planning. As well as this William (2011) has proposed that when answering educational questions a child is deepening their knowledge and understanding of the topic.

On the occasions that pupils worked on mini whiteboards within mathematics lessons, Child A developed increased motivation and actively participated in his work (see

appendix 14). The whiteboards were often used individually or in pairs to give answers to questions or engage with games related to the subject. By giving pupils the opportunity to discuss in pairs or groups they are becoming more active in their learning and this often helps improve pupils understanding and attainment (Sugiarto and Sumarsono, 2014). Although Child A has noted that he enjoys doing independent work, having the opportunity to discuss and work with others creates an environment in which pupils can retain more critical thinking; as well as this, discussion points can be built on. Working within a group can make children feel that they are “contributing to a larger, more meaningful whole” (Barozzi, Giudici and Barchi, 2001, p.247). This interpretation of group work slightly coincides with an answer Child A gave during an interview while discussing the matter (see appendix 10, Q&A 7).

To conclude my discussion I intend to consider what could be done to ensure Child A makes progress in his learning and achieves his expected results within language and mathematics; I will also explore ways to develop my teaching inside these areas. “Despite nearly 30 years’ attention to standards and targets, the percentages of those not achieving expected results in the ‘core subjects’ (English, maths) remains similar” (Barnes, 2018, p.13). It has been suggested that a child’s progression in learning relates closely to the role played by the teacher in his education; one perspective implies that the practitioner should aim to consistently research and learn alongside the pupils, often evaluating the efficiency of their communication skills and teaching style in order to continue developing within their field of work and increase pupil progress (Thornton and Burton, 2005). Incorporating the ARCS model of motivation within the planning of lessons would be a good way to increase Child A’s level of engagement and ultimately guide him towards a higher level of attainment. The model includes strategies related to: Attention, Relevance, Confidence and Satisfaction. Keller and Kopp suggested that “in order to be motivated, the learner needs to attend to the material, see its relevance, be confident that they can learn it and achieve satisfaction from the learning” (1987, cited in Jordan, Carlile and Stack, 2008, p.162). If each aspect of this model was considered

when planning for language and mathematics Child A's interest in the subjects would increase and he would likely progress in his learning at an accelerated pace.

By using a questioning technique before beginning a new topic within the classroom, the practitioner is creating the opportunity to assess the pupils prior knowledge on the chosen subject; this provides valuable information on what the child already knows and makes it possible to consider what could be taught in the future (Wragg, 2001). In relation to the development of confidence, this would be a useful tool to prompt Child A to voice his ideas, even when there are a group of people present; as well as this it gives the opportunity to informally assess his current level of understanding within the theme. A supportive environment in which a child feels comfortable to attempt an answer, even if he risks making a mistake by doing so, encourages creativity and engagement (Robinson, 2015). Similarly, Thornton and Burton (2005) advocate the importance of pupil's having a learning space that allows a child to communicate, investigate, reflect and express their opinions, in order to enrich their learning. By providing more subject related resources within the classroom, the practitioner would be giving Child A the opportunity to demonstrate his ability to successfully complete tasks independently.

Child A has mentioned that he often feels uncomfortable and becomes distressed when he feels he is being assessed on something; while discussing the matter he noted that he felt it had a negative impact on his work as the pressure he feels during these times make him unable to perform to his best ability. Wragg (2001) has implied that certain forms of assessment can be impractical as they may not suit the capabilities of each child; a child may have the knowledge needed on a topic, yet find it difficult to apply what they know in the way they are being asked to. One way of monitoring a pupils progress within language and mathematics would be through the use of Assessing Pupil Progress (APP) grids. APP grids provide a guideline to assist with the practitioners

assessment of the learners development and can aid in identifying their attainment level without causing any anxieties (Hansen and Vaukins, 2012).

In order to consider how to ensure future progress within Child As mathematics and language work the practitioner needs to consider his strengths and weaknesses. In line with the national curriculum expectations within language (DfE, 2013), Child A is on track with his spelling, punctuation and grammar, though some aspects could be improved on such as developing his use of compelling sentence starters. This could be done by adding a variation of texts into Child As reading list in order to present him with a wide range of vocabulary. As well as this, the practitioner should model correct sentence patterns and introduce Child A to different sentence starters. An important aspect for Child A to address would be writing narratives as this is not something he has done much of. In order to help him move forward within this area of language I would use the ARCS model of motivation, he would have the opportunity to choose the topic or genre the narrative would be on. In order to effectively move forward within this aspect of language child A would need sufficient thinking and planning time and he would be given the opportunity to use the think, pair, share approach in order to develop his creativity and ideas (Sugiarto and Sumarsono, 2014).

Within mathematics Child A is confident while completing the majority of the work he is introduced to and rarely has any difficulties. This creates an opportunity for the practitioner to reflect on their teaching and come to the understanding that he should be given extra challenges within his work. Not only would this extend his development on topics within the subject but it would also help him develop his perseverance skills and become more familiar with different methods and concepts. From the analysis of the work Child A has produced it is clear he comfortably obtains the necessary standards of expectations to be placed within the higher end of level 3 within language, he is making strong progress, often displaying attributes and work of a level four pupil. Mathematics, however, is his stronger subject and I would say he best fits within level 4 considering

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his current performance (DfE, 2013). With continuous use of teaching strategies such as modelling, questioning and differentiation, alongside the techniques and ideas previously mentioned within this assignment, Child A should continue progressing in language and mathematics and has the potential to become a high attaining pupil.

Word Count: 3711

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Appendices

Appendix 1- This is the consent form signed by the class teacher during the PTE.



RE: BA Ed (with QTS) Year 2 PTE, permission and confirmation that work has been undertaken in school for assignment ECAD5004.

Dear Class/Senior Mentor,

For the university module ECAD5004: Teaching Language and Mathematics, 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 language and mathematics and how they can develop their teaching to ensure effective learning in these areas. 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 classroom practice. The trainees have been told 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.

Please note that this work falls under the 'consent form' within the Athrofa partnership handbook. Therefore we would be grateful if you could confirm that the student has discussed his/her exploration work with you by signing below.

STUDENT NAME (PLEASE PRINT): CHLOE MAI ROBERTS

SCHOOL NAME (PLEASE PRINT): [REDACTED]

MENTOR NAME (PLEASE PRINT):

Emma [REDACTED]
MENTOR NAME (PLEASE PRINT):

E. Hees-Grans.

If you have any queries regarding this, please contact:

helen.denny@uwtsd.ac.uk

Many thanks in advance,

ECAD5004 module team

Helen Denny
Jayne Morgan
Angella Cooze
Ishmael Lewis
Linda Davies
Rachel Wallis
Nerys Defis

Appendix 2- This is an interview with the learner considering different aspects of learning language and his opinions on the topic.

Q1. Do you think learning language is important?

A1. Yeah, it's basically part of everything you do in life so it's definitely important because it's something you'll always need and use every day.

Q2. Can you expand on that and tell me what areas of life you think it would be useful?

A2. Well if i want to talk to someone or explain something I've seen or done I would need to know a lot about language to be able to do it properly and it's important in all of the lessons in school. If I don't do well in English then that would mean I'd find it really difficult to do things like Geography or Science and stuff like that because I wouldn't be able to write about what I need to or give the right answers and explanations.

Q3. What parts of language do you enjoy the most?

A3. I like reading books and the comprehension task we did in class today was really fun.

Q4. Are there any areas of language you feel particularly confident in?

A4. I think I'm quite good at writing stories and my spelling is good, I make mistakes sometimes but I think I usually get spellings right.

Q5. Are there any areas of language you don't feel particularly confident in?

A5. I'm not sure. Maybe I could practice different punctuation stuff like where commas are supposed to go.

Q6. What do you do if you get stuck or need help when you're doing a language task?

A6. Well it depends what we're doing, I'll try to figure it out myself first but if I can't I'll ask the teacher for help.

Q7. What do you do when you try to understand things yourself?

A7. Well I sometimes check the walls to see if there's stuff on there to help me, if it's spelling I'll check the dictionary or I'll ask one of my friends to explain if they understand. I think it's helpful when teachers give us time to talk to a partner before starting a task or answering a question because it means I get a chance to really think about how I want to say something.

Q8. When do you use language in your day to day life?

A8. All the time, when I'm talking to my friends and family, when I'm doing work in class and when I'm reading books I like or writing to message my friends when I get home.

Q9. Are there any things that help you learn language?

A9. I think reading books helps me because I get to see how good sentences are written. I think dictionaries are helpful and my teachers tell me lots of interesting stuff and I've learnt how to write different kinds of things like a story or news paper.

Appendix 3- This is an observational note made after listening to Child A reading.

This morning I listened to Child A read for 20 minutes. During the majority of this time he read in a clear and concise voice, making very few mistakes. If he mispronounced a word he almost immediately noticed and corrected himself. It is clear he reads at home for enjoyment and we briefly discussed his favourite genre. He enjoys reading books that include an adventure.

Appendix 4- These are work samples including aspects of language that Child A felt he needed further support with.

1. "Don't you believe it?" Enoch asked.
2. "I don't believe it?" Cried Kate.
3. "Believe it or not," Ben Shrugged "Its true."
4. Amy nodded "I believe it."
Too late for what, grandma? "It's ridiculous" she went on. "You're nearly as tall as me already. George took a good look at grandma. She certainly was a very tiny person. Her legs were so short she had to have a foot stool to put her feet on, and her head only came halfway up the back of the armchair." Daddy says it's fine for a man to be tall."
You have made a good start on speech mark and have presented your work well. CR 29/11.

VF

Tuesday 16th October, 2018Apostrophes for possession

Apostrophes are used in Shortened forms of words. Apostrophes are also used with the letter 's' to show that something belongs to ^{someone} somebody or something. The apostrophe

1. I listened to my clock's slow tick.
2. The witches' conversation was interrupted. ✓
3. I must clean out the hamsters' cage. ✓
4. He was the emperor's favourite son. ✓
5. Mum was late for the parents' meeting at school.
1. The boys' bikes. ✓
2. The twins' father. ✓
3. The doctor's surgery. ✓

Friday 19th October, 2018.

Commas

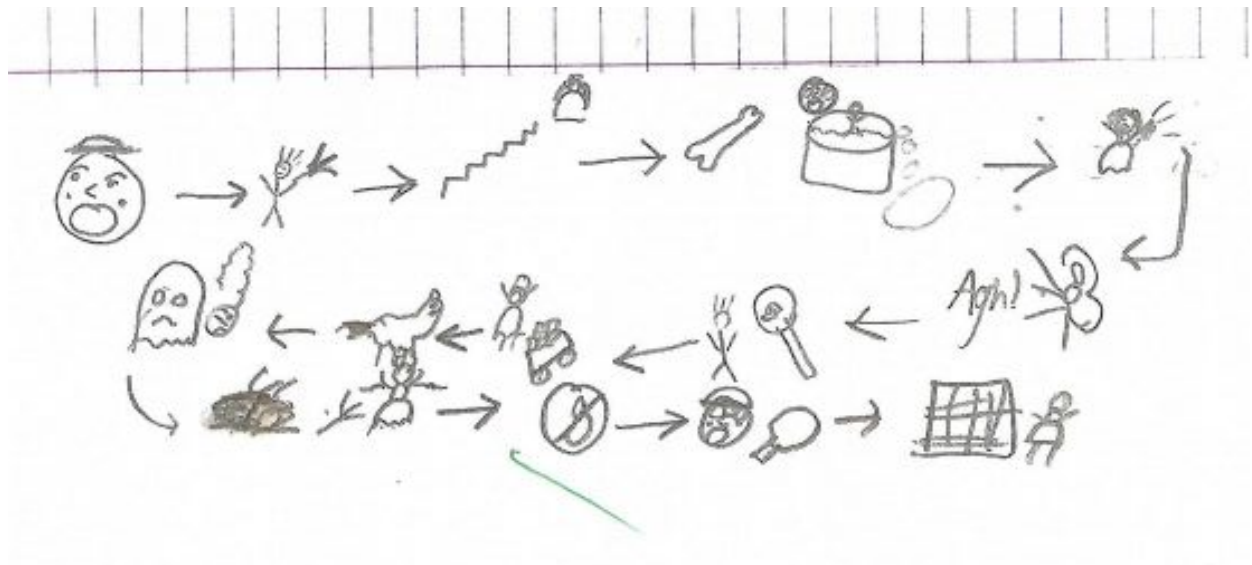
LO: To Use Commas Correctly.

1. She felt in her coat pocket and found a green hair ribb, two squares of chocolate, a clean tissue and ~~her~~ lost glove.
2. People were ~~chatting~~ chatting, buying popcorn and finding seats. ✓
3. The servants cleaned the windows, polished the silver, swept the floors and dusted the furniture. ✓
4. Squirrels have gray bushy tails, pointed ~~ears~~ ears and sharp claws. ✓
5. Do you want a fried egg, a slice of toast, a banana or a bowl of porridge. ✓
6. Inside the room was a comfy chair, a soft pillow and a cute fluffy dog. ✓
7. He decorated the cake with two ~~four~~ colours of icing, sparkling red and bright green. ✓
8. The monster ate six red buses, two blue buses and two tiny children. ✓

Sentence practise

The little boy was wearing a shiny red coat, a sparkling blue t-shirt, bright yellow trousers and light red and blue

Appendix 5- This is the story map completed by Child A.

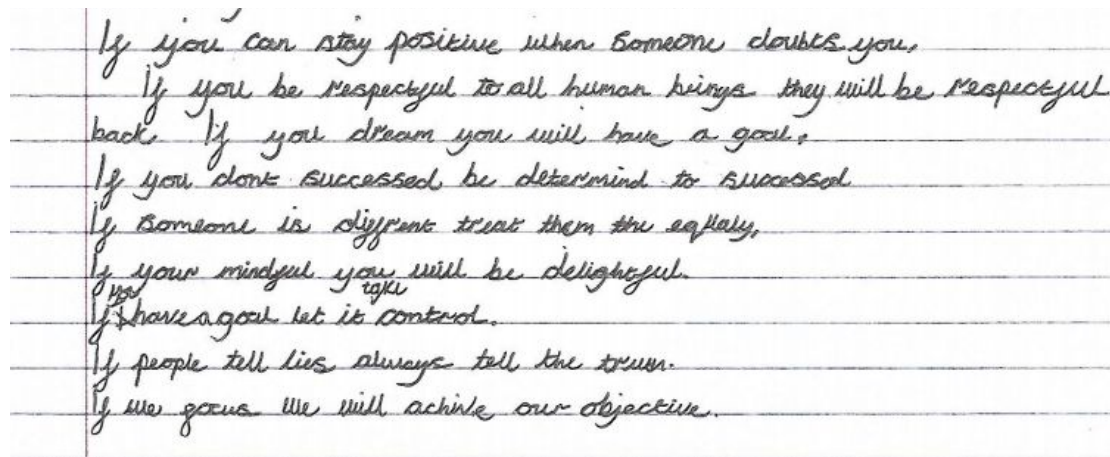


Appendix 6- This is an observational note made on Child A after the lesson on story maps had taken place.

During the lesson on Story Maps today Child A became extremely involved with the class discussions, suggesting many ideas and even beginning debates with fellow pupils. I observed a major change within his confidence in comparison to the level he demonstrated during his presentation earlier in the week. It is clear that the formal situation had an effect on his behaviour as today he seemed to enjoy discussing in a large group and presenting his ideas to the class very much

Appendix 7- This is an observational note on the presentation Child A completed in front of the class.

Today Child A did his presentation on the Victorians in front of the class. His powerpoint contained many interesting points and he clearly worked hard practicing the presentation as he attempted to keep eye contact through the majority of it, only occasionally looking at his notes. He was clearly very nervous which lead to stuttering and a monotone delivery of the information, rather than his usual upbeat and expressive self. A target would be to develop his confidence.

Appendix 8- This is a poem made by Child A.Appendix 9- This is an observational note made on a discussion with Child A.

Within our RE lesson today I spoke to Child A about his work. It was of a high standard and I suggested he add a section titled interesting facts which he could research using ICT. This lead to a discussion on the verbal feedback I attempt to give within my lessons. He wanted to tell me that he finds it helpful that I give feedback while he's doing the work as well as after because it gives him the chance to include my comments within the work he is currently doing as well as use them in the future.

Appendix 10- This is an interview with the learner considering different aspects of learning mathematics and his opinions on the topic.

Q1. Do you think learning mathematics is important?

A1. Yes, I think it can be useful later on in life but some of the stuff I don't think I'll ever use, probably just when I go to the big school.

Q2. What areas of life do you think mathematics would be useful?

A2. Well it's good for lots of different stuff like if you don't have a calculator and need to do a hard sum quickly then you can do what you've learnt in class. And then it's stuff like money when you're in the shops or when you're older and have a job.

Q3. What parts of mathematics do you enjoy the most?

A3. I really like maths, it's my favourite subject in school. So I pretty much like all of it, I think it's fun.

Q4. Are there any areas of mathematics you feel particularly confident in?

A4. I think I'm quite good at doing sums and drawing the different graphs we've been learning about in class.

Q5. Are there any areas of mathematics you don't feel particularly confident in?

A5. I think I need a bit more practice in the bus stop method for division that we started yesterday and my 7 times table.

Q6. What do you do if you get stuck or need help when you're doing a mathematics task?

A6. Well I usually put my hand up to ask the teacher if I'm not too sure about something.

Q7. Is there anything you would do before asking the teacher?

A7. Well sometimes I'll check things like the times table grids but if I'm really not sure how to do it I'll put my hand up. I like doing independent work usually but when we do group work, that can be really fun. When we did the science investigation and worked together it was nice having all the class work together and give different ideas.

Q8. When do you use mathematics in your everyday life?

A8. I use it if I'm buying sweets in the shop with money and I practice my times tables at home and have a big poster on my bedroom door for that. Sometimes I have to use it for baking stuff at home with my mam to make the measurements of the ingredients right and I think I'm going to need it a lot when I've got a job.

Q9. Are there any things that help you learn mathematics?

A9. My teachers, times table grids, number lines, fraction blocks and just stuff like that.

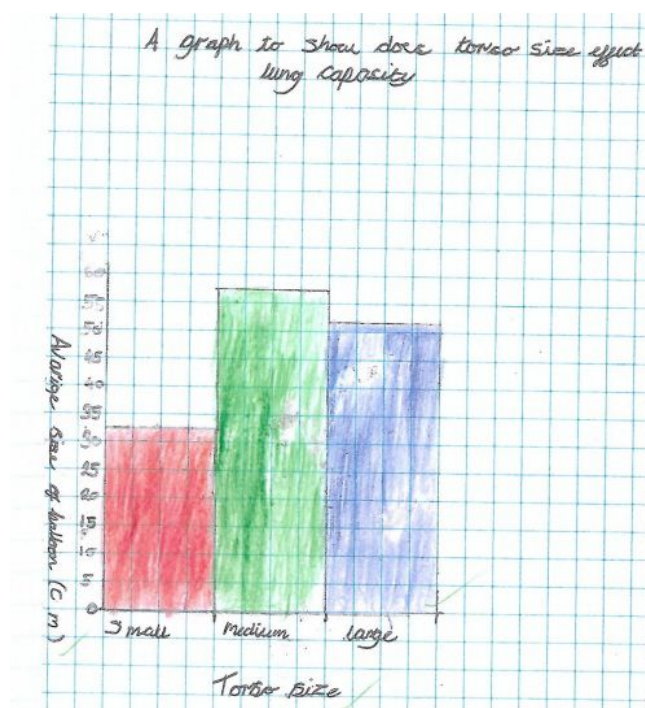
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Appendix 11- This is a sample of work completed by Child A which suggests that his error isn't a misconception as you can see from other answers that he understands the concept.

Appendix 12- This is a sample of the mathematics work completed within the science investigation.

Result table

	Measurements of balloons (cm)			
Torso Size	1	2	3	Average
Small	19cm	40cm	42.8cm	33.9 ✓
Medium	53.5cm	59cm	59cm	57.2 ✓
Large	53.6cm	53cm	54cm	53.7 ✓



Appendix 13- This is an observational note considering the effect questioning has on Child A.

Over the past week I have noticed Child A has begun responding to class questioning more often. It seems that he is increasing in confidence with each answer he provides and now enjoys opening discussions with the class as a whole within our lessons. This is very beneficial as it allows us to cover areas that may otherwise not have been thought of.

Appendix 14- This is an observational note on how Child A behaves while using mini whiteboards within mathematic introductions and lessons.

Child A used the mini whiteboards within our lesson on division today. He worked with a partner in order to solve questions on the board using the bus stop method. This was beneficial as the two discussed the method together and were able to find the correct answers. When using the whiteboard to do work Child A seems to have increased motivation and engagement. When speaking to him last time we used them he stated that he enjoyed being involved with the introduction instead of being spoken at. He also explained that when using the whiteboards he likes that he can wipe off any mistakes he makes and start the equation again.'#