

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
I feel I have presented my work well as I have a clear structure with coherent writing style that supports the reader. I feel I have read appropriate literature that links to my findings and concepts. I feel I have provide a good argument for proposed my next steps. I have recalled on previous learning of pedagogical theories to aid my work.	I feel I could have been more concise in parts of this assignment.

Supporting Pupil Progress: A Detailed Analysis of One Child's Holistic Development, with Justification for the Next Steps in Learning.

Context of Data Collection and Analysis

The current curriculum reform in Wales is fundamentally driven by the aim to develop all children and young people into lifelong learners (Donaldson 2015). Learners therefore need to be able to approach their learning independently and be adaptable to unpredictable future circumstances and so Nottingham (2013) argues that a key purpose of education is to support learners in learning how to learn. Claxton (2002) promotes helping young people become better learners by nurturing the positive attitudes, values and habits that are needed to be successful. Furthermore, Hattie (2012) recommends that teachers should observe learning through the perspective of their learners in order to gain a better understanding of how to adapt their pedagogical approaches effectively for each learner, as what may be effective for one might not be effective for all.

Consequently the following analysis has been formed through interpretation of data collected from both the pupil and their teachers' viewpoints with the aim of gaining a deeper understanding of how to support the child's holistic development into becoming a lifelong learner. The data has been collected from a dual entry, mixed, English medium school in a Welsh, coastal village. The data regards a seven year old, Year Two, male pupil who has been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) but does not receive any additional support in the form one-to-one intervention as it was noted by his doctor that he does not demonstrate significant functional impairment, however he does find some difficulties with concentration and the use of fine motor skills.

Data Collection Method

In compliance with both the *Ethical Guidelines for Educational Research* by the *British Educational Research Association* (BERA 2011) and the *Research Ethics and Integrity Code of Practice* by the *University of Wales Trinity Saint David* (UWTSD 2017) permission for data collection was obtained from the class teacher and in line with *Children and School Based Research: 'Informed Consent' or 'Educated*

Consent’? (BERA 2001) the child was asked to give their assent for their work, transcribed conversations and observations of them to be used in this assignment (see appendix one). In accordance with the *United Nations Convention on the Rights of the Child* Articles Three and Twelve, the purpose of the data collection was explained to the child before any data was collected and the child was reminded of their right to cease their participation at any time. With regards to the Data Protection Act (1998 cited in BERA 2011:7) data collected is being held securely and to certify anonymity the names of all of those involved have been removed from all documentation and the discussed pupil will be referred to as ‘Child A’.

The methodology used for the collection of data was the multi-method Mosaic Approach developed by Clark and Moss (2011). The first stage of the approach requires children and adults to collect data together as Clark and Moss view children and adults as co-constructors of meaning (Clark and Moss 2011). For the purpose of gaining a deeper understanding of Child A’s progression, data was collected from observations made by the researcher, interviews with Child A’s teachers and an informal model of child conferencing adapted from ELSA (*Emotional Literacy Support Assistants*) Support (2013) called ‘*Good Day, Bad Day*’ to engage with Child A on a level aligned to their everyday life. In addition, photographs of Child A’s written and non-written work were taken to provide a higher level of authenticity to the research (Betts and Burge 2008). As well as the more traditional observations methods, Clark and Moss advise practitioners to include children’s participation in the gathering of information regarding the children as they consider children as ‘experts in their own lives’ (Clark and Moss 2005:5 cited in Clark and Moss 2011:6). According the *Foundation Phase Framework* (Wales 2015) it is vital that every child has access to a variety of media for self-expression and so Child A was offered a choice of a range of participatory modes to provide opportunities to voice his opinions, share his experiences and express his feelings. As suggested by Clark and Moss (2011) these included photographing resources, spaces and people that support his learning, a tour of the school environment and mapping the areas of the school or classroom that are of importance to the learner.

Allowing Child A to choose the modes for data collection may be seen as limiting data collection as the child may choose not to engage with a mode that allows for physical data to be created such as photographs. However, Clark and Moss stress

that 'no set method provides magic answers' (Clark and Moss 2011:14). Additionally Nottingham highlights that 'learning is a process not an outcome' (Nottingham 2013:12) and so as practitioners the challenge lies in providing a suitable context that enables the individual to communicate. Clark and Moss (2011:9) clarify that the Mosaic Approach is not solely about experiencing the child's vantage point but of recognising and being respectful of children's rights to express themselves or to remain silent. Therefore each child's choices of participatory methods of data collection can also provide an insight on the child's character and agenda. Furthermore each Mosaic is consequently tailored to the individual child and so it has strength in providing a platform for the child to be understood as individual not a grouping.

The second stage of the Mosaic Approach pieces together the gathered information to discover the child's priorities by identifying key messages and re-occurring themes (Clark and Moss 2011) as well as any discrepancies between what the teachers or practitioners had assumed about the child's learning and what the child has shared. This examination will be presented in the following section, *Analysis of Learner*. The information is explored and becomes the foundation for decisions on continuity and change in the third and final stage of the Mosaic Approach (Clark and Moss 2011) with the aim to provide optimal support for the individual child's holistic development. The final stage will be discussed in the penultimate section, *Next Steps*.

However the Mosaic Approach possesses some limitations as Clark and Moss (2011) explain that the multi-method is complex and interpretation can be time consuming. It must be noted that interpretation is also down to the individual and so data may be viewed differently by another. In this case, the researcher had not worked with Child A for the whole school year, so the collected work does not show a development through the academic year nor a full picture of how Child A reached his current position and therefore which interventions have already been implemented. A wider selection of data might have revealed different key messages that may not occur through the small amount of data obtained. Similarly, the observations are only from a snippet of time and conversations which require trust and respect have been had on the basis of an only recently formed rapport. It may therefore be argued that had the researcher known Child A for longer, the data

collected from observations and conversations may be of a different nature due to a stronger familiarity with Child A and his learning to date (John 2000).

Contrastingly, a clear strength of the Mosaic Approach is how children's self-esteem may increase from the result of adults listening to them as they may feel more valued and understood. As a result of the communications, children's skills in oracy such as 'developing and presenting information and ideas' (Wales 2014) and the Personal and Social Development skill to 'express and communicate different feelings and emotions' (Wales 2015) may also develop.

Analysis of Learner

The following analysis of collected data utilises the structure of Nottingham's (2013) ASK model to evaluate Child A's attitudes, skills and knowledge with regards to learning and the impact of those on Child A's attainment of the Foundation Phase Outcome Five which is the expected outcome for his age (Wales 2015). In order to assess Child A's current position in obtaining Outcome Five, several pieces of Child A's written work that have been annotated and non-written work that was recorded through observations, photographs and records have been compared against the Foundation Phase Outcome descriptors to form to a 'best-fit' judgement for Mathematical Development and Language, Literacy and Communication Skills (Wales 2015). An overall picture of Child A's current mind-set and abilities including his well-being will be created through the analysis of the learning walk and the '*Good Day / Bad Day*' discussion shared by Child A and the researcher, and an interview with Child A's P.E teacher.

Attitudes:

Claxton (2002) describes a powerful learner as being curious with the courage to explore and investigate, having a creative imagination, strong social skills and most importantly are able to reflect. From the '*Good Day / Bad Day*' discussion with Child A it became apparent that he has strong interests in several Areas of Learning including Mathematical Development which he stated was his favourite (see appendix two). Child A also shared that he prefers to see things and not just talk about them and enjoys school trips and visitors to the class which suggests he is

also curious, a trait Nottingham (2013) considers to be a criterion for being an outstanding learner.

Another attitude that may be deducted from this discussion, is Child A's desire to succeed. When sharing what a 'bad day' would involve, Child A stated, 'when there's not enough time to finish the questions'. This implies it is important for Child A to complete a task as he views this as being successful.

However, it may also be interpreted that Child A may be keen to learn from mistakes as in the discussion Child A also shared that in order to have more 'good days' lessons should include the use of pencil and paper or white boards to write down workings-out because 'it's easier to rub out' when mistakes are made which may suggest that Child A is keen to learn from mistakes. Another example where Child A could be displaying a positive attitude to mistake making could be seen in observational notes taken by the researcher when Child A was independently ordering two digit numbers (see appendix three). Child A made a mistake and independently self-corrected, when questioned about his actions Child A was able to give reasons for his actions and did not display any negative behavioural nor emotional responses to the mistake. This would suggest that Child A sees mistake making as part of the learning process and appears to have the quality of resilience which is a key contributor to Carol Dweck's (2012) notion of *Growth Mindset*; a positive view on the process of learning behind achieving.

Contrastingly, Child A may have some difficulties with self-regulation as observed by the researcher during a whole group session on the carpet. The observation notes (see appendix four) identify Child A's enthusiasm to learn and succeed by capturing high levels of involvement using an adaptation of the Leuven Scale (Laevers 1994). However when Child A is not chosen to share his answer, his involvement decreases and this results in low level disruption as he unable to self-regulate his desire to share his responses. Nottingham (2013) explains that self-regulation develops with practice and naturally improves with maturity and so it may be argued that this is an expected trait for Child A's age, yet it should be signposted as an area for development within his lifelong learning attitudes.

Overall the data collected suggests that Child A has positive attitudes to learning including curiosity, keen to learn from mistakes, resilience and a desire to succeed.

Nevertheless, teachers must be mindful that pupils' attitudes and motivation for learning can differ depending on whether their needs are met or not. Maslow's hierarchy of needs illustrates how the basic needs of physiology, safety and belonging influence self-esteem and self-actualisation (Graham-Matheson 2015) which are crucial in becoming effective learners. During the '*Good Day / Bad Day*' discussion the first factor Child A viewed to influence whether a day would be 'good' or 'bad' was the presence or absence of his friends, followed by events that involve his relationships with his siblings and mother. These statements allow for the interpretation that Child A has a strong need for belonging and its absence may impair his ability to learn effectively. Therefore to prevent a negative impact on Child A's well-being caused by the absence of his friends or not being able to work with his friends in class, a next step may be to consider encouraging Child A's involvement with the whole class and wider community of the school (Wales 2015b).

Skills and Knowledge:

According to Nottingham's (2013) claims that a successful learner should have strengths in four types of skills (intellectual, social, physical and communication), Child A may be seen to be richly equipped for skills for lifelong learning that he is able to use for applying existing knowledge to the process of gaining new understandings in various contexts.

It is apparent from the annotated examples of Child A's mathematics work that Child A has a variety of subject specific skills and knowledge. Appendix five shows how Child A uses the Foundation Phase Outcome 5 (Wales 2015) skill of partitioning two digit numbers and his knowledge of place value to calculate addition after attempting three calculations. This suggests that Child A has the confidence to calculate addition mentally but understands the benefits of reflecting on the process to ensure his chosen strategy is effective which Claxton (2002) describes as attribute of a powerful learner. Appendix six suggests Child A has understood the link between multiplication and division and is using his knowledge of the two and ten times table, which is a characteristic of Foundation Phase Outcome Five (Wales 2015), and the four times tables, which is a characteristic of Foundation Phase Outcome Six (Wales 2015), to solve problems. Overall, Child A's mathematics work displays qualities of

Foundation Phase Outcome Five and therefore a best-fit judgement would level Child A as meeting the expected level for his age.

A fair research question at this point would therefore be whether Child A might have the intellectual skills to transfer his mathematical knowledge of number to other areas of mathematics. The photograph in appendix seven shows an example of Child A's non-written mathematics work where it could be interpreted as an example of Child A transferring his mathematical skills and knowledge of estimation and measuring into solving a construction problem. In addition, the photograph in appendix seven could be seen as another example of Child A transferring the same skills to programme the Probot to travel a desired length in an ICT task and therefore making a cross-curricular use of his skills and knowledge as desired by the curriculum (Wales 2015). From these interpretations it could be suggested that Child A has strong intellectual skills that he uses to select appropriate knowledge along with his physical skill of manipulating objects (Nottingham 2013) to solve the problem which is valuable learning skill that Child A should be able to apply to both current and future learning.

The P.E teacher who assesses Child A also identified Child A's as having effective physical skills and shared in an interview (see appendix nine) that Child A's, 'gross motor skills have made an outstanding improvement which have contributed to his development of co-ordination.' Child A's progression in this area of skills could be a result of the group activities that the P.E teacher includes in his lessons as this would echo Vygotsky's seminal theory on social interaction helping to push learning forward (Smith et al 2003). Continuous support in Child A's gross motor skills development will feed through into the development of Child A's fine motor skills which are currently affected by his ADHD.

Child A's performance in Physical Development also appears to be influencing his social and communication skills. Child A's P.E teacher commented that he communicates his ideas and opinions well within a team and shows an interest in taking on a leadership role. Similarly, when asked to share which resources, spaces or people support his learning Child A chose not to take photographs nor create a map but to lead a learning walk of the school. This decision can be interpreted as Child A being more comfortable with talking about his thoughts and experiences than

creatively representing them. The learning walk of the main school building was fairly quick with Child A only describing the general uses for spaces such as explaining the dinner hall was where cooked dinners are eaten. From this it might have been deduced that Child A oracy skills were limited. However Child A displayed extensive oracy skills as the learning walk re-entered the classroom where he was keen to explain the uses for various resources and express his opinions on how they support his learning by using a range of appropriate vocabulary; skills that are highlighted in Outcome Five for oracy. (Wales 2015).

However Child A's P.E teacher also pointed out that Child A would benefit from further developing his listening skills and needs to work on his ability to respond appropriately to others which is a clear indication for next steps regarding Child A's social and communication skills.

In contrast the photographs of Child A's written language work (see appendices ten and eleven) suggests that he is able to communicate and respond well through written form. Child A shows many characteristics of Foundation Phase Outcome Five in his writing as he is able to write for different purposes by using the key features of texts correctly and using simple grammar such as connectives and expressive punctuation to extend his writing (Wales 2015:53) and is able to self-assess his efforts and identify his own next steps with regards to the expectations of the National Literacy and Numeracy Framework (Wales 2014). The impact ADHD has on Child A's fine motor skills can be particularly identified with regards to his handwriting, however from the photograph in appendix twelve taken from Child A's handwriting book is evidence that he responds well to modelling by showing instant improvement which again indicates that Child A has a natural desire to learn (Huitt 2001).

During the '*Good Day / Bad Day*' discussion Child A also expressed an enjoyment for reading with his mother at home and by himself this could verify that Child A is able to choose reading materials independently. When listening to Child A read it was noted that he is able to use his phonemic knowledge to pronounce unfamiliar words (see appendix thirteen), however it was also noted on two consecutive occasions that Child A was unable to fully concentrate on the reading which is an

impact caused by the Child's ADHD which may be also be affecting his listening skills as earlier discussed.

Next Steps

In consideration of the data collected on the current achievement and mind-set of Child A several areas for where Child A would benefit from additional support or intervention have been identified:

- Maximising Child A's potential at reaching Foundation Phase Outcome Six:

A possible next step for supporting further mathematical development would be to increase the use of concrete objects for calculating mathematics to satisfy Child A's want for 'seeing things' as mentioned in the '*Good Day / Bad Day*' discussion. The use of small physical objects such as Cuisenaire could also develop his fine motor skills that are affected by ADHD (Koshy and Murray 2002) which would also benefit his written formation of numbers and letters. During the tour of the learning environment Child A took the time to go through the available mathematic resources showing that he valued their existence in the classroom and his awareness of how each resource can support his learning so the implementation of another mathematical resource would expectedly be welcomed by Child A and his previous mathematics work involving Lego showed he has the physical skills to work with objects effectively.

In addition, Child A also revealed that not having enough time to finish the questions can contribute to a 'bad day'. A way forward for this limitation would to either allow more time for answering questions although this may not always be possible due to the tight time constraints of the school timetable, or to reduce the number of questions given. However this might cause Child A to feel that he is being perceived as incapable of ever answering more questions which could hinder his self-esteem and consequently his motivation and enthusiasm for mathematics. From Child A's feedback on a problem solving task involves a certain number of bricks (see appendix fourteen) he stated that he would like to attempt the task again but with less bricks to make the task more challenging. This implies Child A enjoys stretching his mind and therefore would be a valid reason for not minimising the number of

questions. A more suitable way forward would be to introduce Child A to other strategies for calculating that may take less time and could deepen his existing understanding and skill. A Mastery approach such as Singapore Maths would provide this development as it begins with concrete maths, which Child A is comfortable with and enjoys, and is developed into pictorial maths and then abstract maths. This approach would allow Child A to make further connections between his mathematical skills and knowledge (Turner and McCullough 2004) thus strengthening his intellectual skills which could be applied to future learning in various contexts. Csikszentminaly's (2002) seminal theory of 'Flow' says that a state of complete concentration occurs when the level of challenge in an activity is matched with the level of skill which stimulates an intrinsic motivation which was seen as the optimal position for learning by Piaget. The mastery approach could provide a setting for Flow to occur however evidence collected by The Education Endowment Foundation (2018) shows that the effects of the mastery approach could decrease if the approach was implemented over long period.

- Supporting Child A's development of self-regulation:

Child A's ADHD has impact on his concentration which was identified in the data collected via a reading record and interview with his P.E teacher. As Child A has expressed an enjoyment for reading at home perhaps a way forward would be to provide a more home-like environment for reading where Child A would feel more relaxed (Pollard 1996) as opposed to the pressures that can stem from reading aloud to a teacher at a desk. Hattie (2012) describes an optimal classroom climate as being a safe place wherein children feel secure when making errors. Assessment of Child A's reading would still be possible in this context but could be less intimidating.

However when looking at the holistic needs of Child A it appears more beneficial to provide opportunities for Child A to observe and practise good self-regulation as this could help to improve his listening and responding skills, and consequently his social skills. Nottingham (2013) proposes teachers should explain the reasons behind rules to help children's understanding of the interconnected cause and effect of rules and suggests modelling self-control helps children perceive desired expectations. Nottingham claims that games such as 'Simon Says' would facilitate the practice of

self-regulation. The use of rewards and praise could help to reinforce good self-regulation as the response learners receive from an event can influence the likelihood of the event reoccurring (Skinner 1974). Although it must be noted that Child A may then become expectant to receiving rewards or praise for practising good self-regulation and in future situations in adult life when self-regulation is expected Child A's well-being may suffer due to lack of confirmation.

An alternative way to provide Child A with opportunities for practising self-regulation would be to introduce the concept of Collaborative Learning where small groups of children work together on small projects (The Education Endowment Foundation 2018). The tasks promote communication between learners and it has been found to be successful in developing children's listening and responding skills. The introduction of this approach could also allow Child A to build rapport with other members of the class and therefore might reduce the negativity Child A feels when he is unable to be in the company of his friends. The consequential improvement of being able to build rapport with those unfamiliar to Child A would also provide an additional social skill to his bank of lifelong learner attributes.

The improvement of Child A's self-regulation and social skills along with the opportunity to share his strong intellectual skills of transferring skills and knowledge to different contexts could have a positive impact on developing Child A's self-actualisation which is the pinnacle need of Maslow's hierarchy of needs.

Conclusion:

The process of gathering data from various vantage points, including Child A, has allowed me to deepen my understanding of Child A's progression and holistic needs. The methods I have practised have equipped me with skills and knowledge on how to apply the process to other pupils that I teach. The research has verified that it is important for the teacher to discover and acknowledge children's interests and to encourage, and if need be adopt, their enthusiasm, as Vygotsky (cited in Nottingham 2013) warned that children are impressionable and often adopt the attitudes of those around them. I have also learned that as practitioners we cannot anticipate a person's actions by only looking from our viewpoint and we must begin to move

away from presumptions and customs that we often rely on but instead we should involve pupils in the creation of their own success criteria and targets (Black and William 1998) by primarily providing them with contexts to communicate their needs (Clark and Moss).

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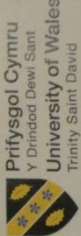
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Appendices

Appendix One: Permission and confirmation from class teacher and recorded assent from Child A. *(Due to ethical considerations of anonymity names of the pupil, class teacher and school have been covered but are available to view on request.)*

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

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

Dear class/senior mentor,

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

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

Undertaking this work should support trainees in understanding how children learn and how they can develop their teaching to ensure effective learning. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical day-to-day classroom practice. The trainees have been asked not to reveal the identity of the learner or the school within their assignment.

Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): RACHEL FISTIER

SCHOOL NAME (PLEASE PRINT): 

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): 

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).

yes!

If you have any queries regarding this, please contact:

Helen.lewis@uwtsd.ac.uk (PPGCE Lead) / sarah.elsey@uwtsd.ac.uk (Module Lead)

Many thanks in advance,

SDPP module team

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

Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder

Appendix Two: Form to record discussion of what makes a 'Good Day, Bad Day' for Child A.

Name: [REDACTED]

✓ - wrestling
- fact books on war
- remote control cars, trains & planes
- pokemon cards
- reading books with mum at home "All Boys Dare to be Different"

Good Day ♥ Fridays What does a good day look like?	Bad Day What does a bad day look like?
- When best friends are in School - [REDACTED] - working with friends or by himself - going in the role play area - maths lessons - favourite. - playing football at play time on the field * - sunny day - walk dogs * to & from school. - School trip / visitors - sit on brown chairs.	- When friends are not in and have no one to play with - when the teacher shouts - sister and brother annoying him when he's getting ready for school. - When his mum is not home because she's in London. - When there's not enough time to finish the questions. - people not listening
What needs to happen to have more good days rather than bad days?	
- quiet when working by himself. - Use white boards because it's easier to rub out when he makes a mistake and quicker to tidy up. - Using chrome books *** - having a pencil & scrap paper to make 'markings' in maths. - Sitting by his friends - read by himself. - See things not just talk about them. - everyone play fairly in football - not arguing.	

* plays for [REDACTED] FC.
 ** french bulldog - chase
 Cocker spaniel - miller
 *** has a chrome book at home.

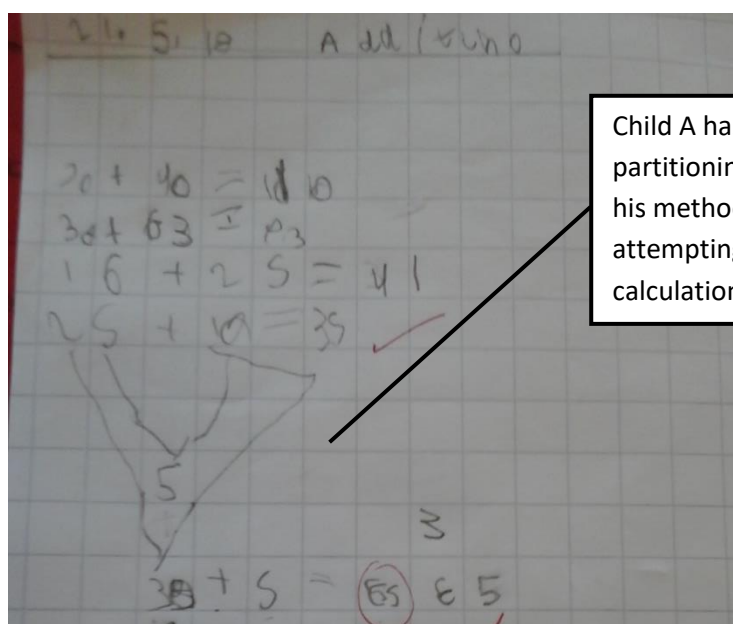
Appendix Three: Observational notes on Child A ordering two digit numbers.

 Canolfan Addysg Athrawon De-Orllewin Cymru The South West Wales Centre of Teacher Education	
Learner Observation Form	
Name of learner(s): 	Class: 2b
Activity: Ordering 2 digit numbers.	
Comments - takes out five 2 digit number cards as instructed and choses to place them in in an 5 dot dice formation. - Orders numbers in a horizontal line: 61, 84, 63, 68 & 88. - Asked 'How can we check it's right?' - Response 'say the numbers and start here' points to first number in line. - Gets to '84' and says '48' then pauses and moves card to the right of '63' card. - Asked why he did that. - Response – 'because I did it wrong' – calm, unconcerned with mistake. - Ask how did you recognise it was wrong? -Response – 'because I looked at these two' points to the 'tens'; 8 in 84 and 6 in 63.	
What needs to be done to move the learning on? Further practice ordering 2 digit numbers in both ascending and descending directions. Introduction of 3 digit numbers and place value of 'hundreds'	

Appendix Four: Observational notes made using the Leuven Scale of Involvement during a whole group carpet session.

Target Child Observation						
Date 24/04/18		Age of Child 7	Class Y-2B	No. of Adults Present 3	1 teacher 1 LSA 1 observer	
Time	Description of Activity	Grouping / Interaction	Level of Involvement	Activity of Child	Strategy Used	Result
10:50	Lesson Intro - Teacher talking	WG	4	Sat crossed legged "magnet eyes" listening	N/A	N/A
10:53	Think, Pair, Share	I	4	Sat cross legged looking at partner gripping body side to side.	N/A	N/A
10:55	Think, Pair, Share	L-L	4	Talking to partner. Talking over partner. Sat on one foot	N/A	N/A
10:56 10:57	Think, Pair, Share	L-T	4	Hand in air, frontally waving it to be picked, moved to kneeling position.	N/A	N/A
10:58	Listening to ideas of class - answers modelled by teacher on board	WG/ L-T	3	Shouts out answer when another child is asked to contribute.	Teacher says "We don't shout out - hands up please!"	child sits cross legged. Puts hands in lap. Level of involvement is now 1.
11:03	Teacher asks for ideas for success criteria	WG/ T-L	3/4	Hand in air. Making a "winning sandi".	Teacher says "who is sitting nicely?"	child puffs out chest and puts index finger on lips.
11:03	Teacher chooses a different child	WG/ L-T	2	Child tells partner his response.	Teacher uses non verbal communication - looks at child	child stops talking and turns to face board.

Appendix Five: Child A's work on addition with annotations made by the researcher.



The image shows a piece of grid paper with handwritten addition problems. At the top, '20 + 5 = 25' and 'Add (5) to 20' are written. Below are four problems: $20 + 40 = 60$, $30 + 63 = 93$, $16 + 25 = 41$, and $25 + 10 = 35$. A large 'V' shape is drawn, with '5' at the bottom and '3' to the right. At the bottom, $30 + 5 = 35$ is written, with '35' circled in red. A text box on the right contains an annotation.

Child A has used partitioning to check his method after attempting three calculations.

Foundation Phase Outcome 5

Children recite in simple sequences beyond 100, including different starting points and compare and order two-digit numbers. They count larger sets of objects reliably using grouping. They read and write numbers to 100 and understand and explain the position of the digit determines the value up to 100. They partition two-digit numbers and know the value of each digit. They recall doubles up to 20 and recognise and understand odd and even numbers up to 100. They can perform more difficult additions and subtractions using their preferred strategy and mentally recall '10 more' or '20 more' within 100. They 'pay' for items up to £1 and find totals and give change from multiples of 10p. They begin to understand the link between multiplication and division, and use 2, 5 and 10 multiplication tables to solve problems. They use a variety of estimation and checking strategies that are appropriate to calculations and measurements. They use standard units to measure and show an awareness of different scales of units and compare daily temperatures using a thermometer. They use standard units of time to read hours and minutes on a clock. They find halves and quarters in practical situations. They recognise, name and describe the properties of regular and irregular 2D and 3D shapes, and use them in increasingly more complex or accurate ways in their play. They order and identify patterns in mathematical objects and discuss them. They sort and classify using more than two criteria and gather and record data from a range of sources, and recognise half and quarter turns and that a quarter turn is a right angle.

Appendix Six: Child A's work on division with annotations made by the researcher.

1. I have 16 sheep that I need to share between 4 people. How many will each person get? $16 \div 4 = 4$

5. If there are 14 eyes watching me, how many people is that? $14 \div 2 = 7$

2. If there are 12 wheels, how many bikes are there? $12 \div 2 = 6$

3. If there are 24 wheels, how many cars are there? $24 \div 4 = 6$

10. I have 100 balloons, each bunch needs 10. How many full bunches can I make? $100 \div 10 = 10$

9. I have 80 eggs. Each box holds 10. How many boxes do I need for them? $80 \div 10 = 8$

Child A did not show his workings out as he was able to calculate the answers mentally.

Child A successfully calculated division using his knowledge of 2, 4 and 10 times table.

Foundation Phase Outcome 5

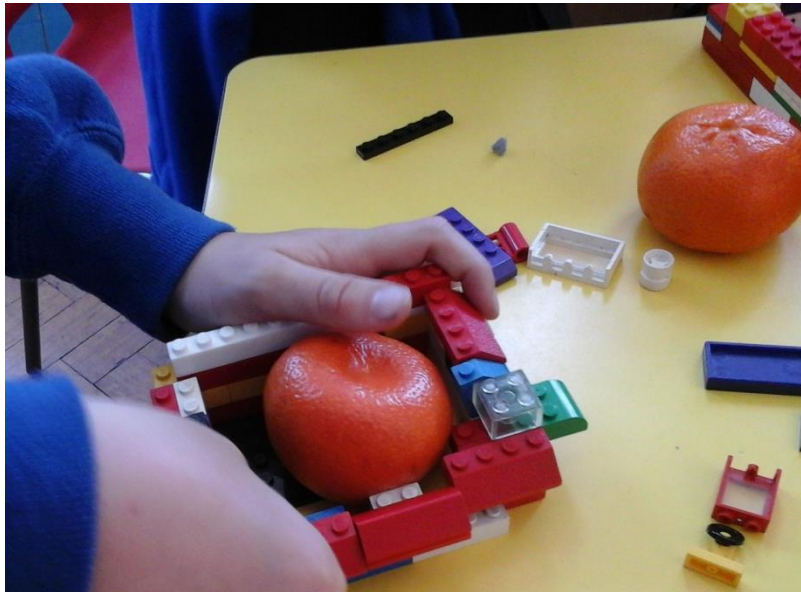
Children recite in simple sequences beyond 100, including different starting points and compare and order two-digit numbers. They count larger sets of objects reliably using grouping. They read and write numbers to 100 and understand and explain the position of the digit determines the value up to 100. They partition two-digit numbers and know the value of each digit. They recall doubles up to 20 and recognise and understand odd and even numbers up to 100. They can perform more difficult additions and subtractions using their preferred strategy and mentally recall '10 more' or '20 more' within 100. They 'pay' for items up to £1 and find totals and give change from multiples of 10p. They begin to understand the link between multiplication and division, and use 2, 5 and 10 multiplication tables to solve problems. They use a variety of estimation and checking strategies that are appropriate to calculations and measurements.

Foundation Phase Outcome 6

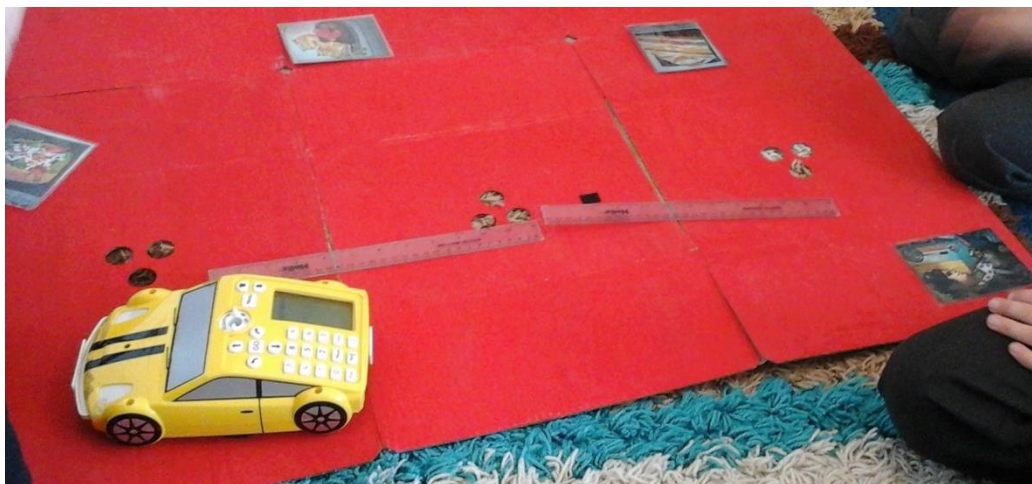
Children recite in less predictable sequences to 1000, including different starting points. They read and write numbers to 1000 and understand and explain that the position of the digit determines the value up to 1000 and make approximations based upon place value. They count large sets of objects using a range of strategies. They perform more difficult additions and subtractions using their preferred strategy including mental strategies. They use 2, 3, 4, 5 and 10 multiplication tables to solve multiplication and division problems, and begin to understand remainders. They use finer estimations and checking strategies including inverse addition/

Appendices Seven and Eight: Photographs of Child A's non-written mathematics work.

Seven:



Eight:



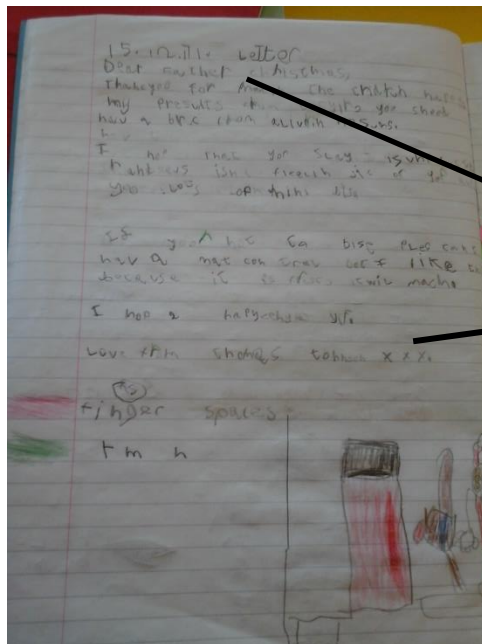
Foundation Phase Outcome 5

Children recite in simple sequences beyond 100, including different starting points and compare and order two-digit numbers. They count larger sets of objects reliably using grouping. They read and write numbers to 100 and understand and explain the position of the digit determines the value up to 100. They partition two-digit numbers and know the value of each digit. They recall doubles up to 20 and recognise and understand odd and even numbers up to 100. They can perform more difficult additions and subtractions using their preferred strategy and mentally recall '10 more' or '20 more' within 100. They 'pay' for items up to £1 and find totals and give change from multiples of 10p. They begin to understand the link between multiplication and division, and use 2, 5 and 10 multiplication tables to solve problems. They use a variety of estimation and checking strategies that are appropriate to calculations and measurements.

Appendix Nine: Notes made during an interview with Child A's P.E. teacher.

P.E. - interview with teacher.
gross motor skills are outstanding, running
Co-ordination is outstanding.
Catching and throwing is better than most
quick at assessing situations to put himself
in best position for team sports and
proximal
navigation skills
good timings "30secs" - counts in head
needs instruction
EB1 - causes low level description.
Working towards to A.
Used for demonstrations.
Keen to be a leader but needs to practice listening to others' ideas

Appendices Ten and Eleven: Photographs of Child A's written language work.



Child A has correctly used the key features of a letter.

Ten



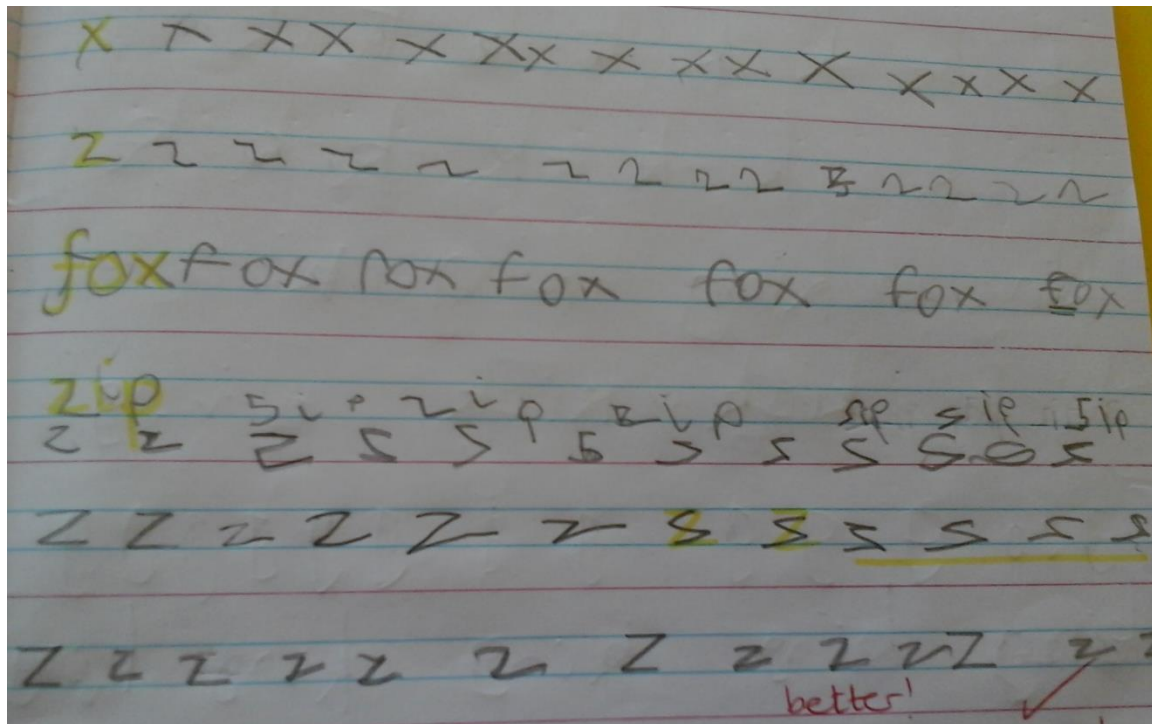
Child A has correctly used the key features of a leaflet.

Eleven

Foundation Phase Outcome 5

Writing – Children form upper- and lower-case letters accurately, with consistent size and orientation. They use their knowledge of syllables to spell high-frequency and polysyllabic words including some simple suffixes. They use connectives, ordering words, expressive punctuation and simple grammar accurately when writing. They use written language for different audiences, building on a form modelled by an adult, and can sequence and structure content correctly and extend their writing. They use talk to plan and re-read and improve their writing to ensure it makes sense.

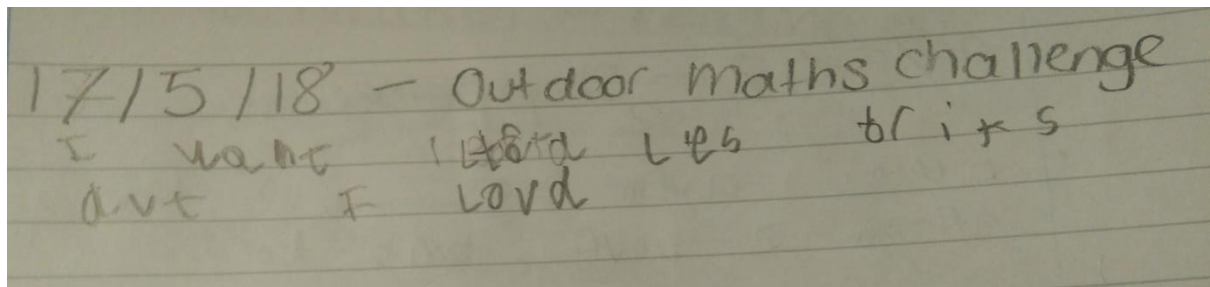
Appendix Twelve: Photograph taken of work in Child A's handwriting book.



Appendix Thirteen: An extract of a Reading Record for Child A kept by the Researcher.

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
08/05	Underground Adventure. pg 1-8	fiction	tried to use sounds knowledge to read word then remembered word from previous book. introduced "short" & "long" sounds for vowels. Using finger to focus on words - loses concentration / distracted by pictures. - Uses pictures to understand unfamiliar words "Cave".
1/5	Underground adventure pg 9-11	fiction	able to recap story so far by looking through pictures. Made prediction on what happens next. Very restless today.

Appendix Fourteen: Feedback written by Child A after a problem based mathematics lesson outdoors using bricks to build a construction.



17/5/18 - Outdoor maths challenge
I want 1000 less bricks
but I love