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

Word count: 4781

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
Analysis of learner's current level of development.	I feel that I could have included more forms of evidence in order to fully utilise the benefits of using the mosaic approach.

Introduction

This document will set out a detailed analysis of one child's holistic development. In order to do this detailed and specific data needed to be collected on one pupil using the Mosaic Approach (Clark, 2005). This allowed for the data collected on the pupil to include an aspect of pupil voice and their perspective on themselves as a learner. This meant that a range of data collection methods were utilised in order to build a full picture of the child, therefore allowing for 'next steps' in learning to be suggested. These suggestions for the pupil's next steps are built upon specific evidence, classroom strategies and learning theory.

Context of the study

The school which was the subject of this study is a village school which caters for 318 pupils aged between three and eleven years old. The majority of pupils who attend reside in surrounding villages, however some travel from other areas. The area is described by Estyn (2012:1) as being economically advantaged, with approximately 4% of pupils being eligible for free school meals (FSM). It is also reported by Estyn (2012:1) that very few pupils who attend the school come from an ethnic minority background, whilst no pupils speak Welsh as a first language. 20% of pupils are identified as having additional learning needs (ALN) (Estyn, 2012:1). The majority of pupils with statements of special educational needs attend a specialist speech and language facility housed within the school. Within the school, the researcher was responsible for a Year 5/6 class with 33 pupils. Within the class there were two pupils identified as having ALN and two pupils identified as being more able and talented (MAT). There were no children in receipt of FSM at the time of carrying out this research. The learner who is the focus of this study is a Year 5 pupil.

Ethical Considerations

From the outset it was important for the research to be carried out with due regard for ethical principles. Assistance in identifying ethical principles was sought from the British Education Research Association document, Ethical Guidelines for Educational Research (2011). Written consent for the collection of supporting evidence was acquired from the class teacher. Assent was acquired from the focus child in the presence of an impartial witness, in

order to obtain their views on taking part in the study. Evidence obtained of both consent and assent can be found in appendix 1. There was no pressure applied to the pupil in question and they were made aware their participation in the study was voluntary. Particular attention was drawn to the fact that the pupil was able to withdraw from the research project at any time without having to give any reason, due to the fact that the norm in school is for pupils to complete any activity they are given. The researcher felt that it was important for the participant to be fully aware of the voluntary nature of the task. Care was taken to ensure that any data collected was anonymous and didn't contain any reference to the participant's name, age, gender or school. The data, once collected, was stored securely in both physical and virtual environments to ensure that loss didn't occur, which could have breached confidentiality guidelines.

Methodology

Care was taken when reviewing and selecting methods to ensure that the method of data collection was appropriate and aligned to the aims of study. It was the initial view of the researcher that using more formal methods of data collection such as interviews and questionnaires would not have benefitted the study's aims as they are often more researcher led, with only questions chosen by the researcher being included. This is reflected in the ideas of Veale (2005:254) who advocates the use of participatory methods when conducting research involving children, stating that when used correctly methods should aim to facilitate the production of knowledge, rather than gather it.

One research method chosen was observation. The selection of this method allowed for naturalistic qualitative data to be collected. The researcher faced challenges when observing in the school environment, partly due to the large number of observable events which occur. It was important for the researcher to remain selective during observations, in order for the findings to be relevant and related to the aims of the study.

To ensure that the data collected was as reliable as possible, the researcher had to consider the role which would be adopted during the collection process. To aid and guide thinking in this area, Gold's (1958) research into observer roles was consulted. This allowed for the

researcher to consider the role which would be played in the research and the impact that this may have on the study. A diagram illustrating the continuum proposed by Gold (1958) can be seen in figure 1.

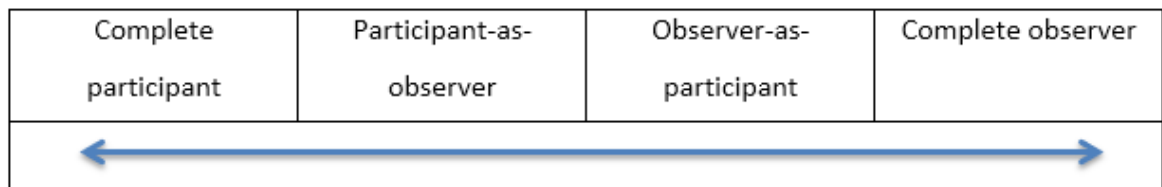


Figure 1

The researcher placing themselves towards the left of the continuum suggests that they are an intrinsic element in the activity taking place, whilst the right of the continuum displays characteristics of isolationism from the situation being studied. The researcher decided on taking the position of complete observer when collecting research using this method. This decision was taken partly since the researcher was not an established member of staff at the setting. This allowed for an observatory role to be adopted relatively easily. In addition to this, having minimal prior knowledge of the pupil being observed allowed for an unbiased viewpoint to be adopted during data collection. Using observations as a method of data collection meant that relevant behaviours were able to be directly recorded by the researcher rather than being gathered through interviews or questionnaires.

Interviews were carried out with the focus pupil and their teacher in order for the researcher to better understand the child's current level in different aspects of school life. Interviews are described by Boyce and Neale, (2006:3) as being when a researcher conducts a dialogue "with a small number of respondents to explore their perspectives on a particular idea, program or situation." It was important for the researcher to consider this definition throughout the course of the research, as if the interview was to move away from its specific defined purpose, it may not be effective in helping to deduce conclusion which relate to the aims of the research. This point of view is echoed by Oppenheim (1992:66-67), who states that when the purpose of an interview is detracted from, either through its form or content, that the value of the research finding is likely to be considerably lower than if this had not been the case. Equally, Oppenheim (1992:66-67) argues that interviews similar in nature to

conversations are more likely to be influenced by researcher bias, criticising their use in research. This is in contrast to the aforementioned view of Veale (2005:254) who writes in support of participatory methods, such as conversational interview. Similarly, Laing, (1967, cited in Cohen et al 2007: 349) supports the view that interviews should take the form of a “shared construction of knowledge”. In light of these viewpoints, the researcher decided to align closely with Veale’s (2005) view, whilst taking consideration of Boyce and Neale’s, (2006) definition to ensure that discussions remained relevant to the child and their holistic development.

These research methods were combined with other forms of evidence such as samples of the pupil’s work and baseline assessments from school in order to form a well-rounded, holistic viewpoint on the child’s development, from which recommendations for developments could be made.

The use of the mosaic approach meant that a number of different forms of research could take place, whilst also taking into account the viewpoint of the child. This approach could be seen to be preferable when compared to traditional methods which, it could be argued, judge and objectify children. A more emancipatory position is achieved through seeking children’s views and involving them in research regarding them. However, some authors suggest that the benefits afforded to the researcher and child through using such participatory methods are shallow and create a polarising distraction from the disadvantages of the method (Kesby, 2000; Cooke and Kothari, 2001; Pain, 2004). An example of a potential pitfall of the methodology is discussed by Burke (2005), and illustrated through the specific example of child-directed photography as a form of evidence. Although children partaking in the method are given free choice regarding what they can photograph, the writer suggests that they may feel the need to photograph what they think the researcher will find interesting, therefore struggling to explain exactly why the photograph is significant to them. Furthermore (Gallacher and Gallagher, 2008) write that often in school setting, imposed limits and constraints are placed upon children who take part in studies which employ methods such as these. For example, being instructed not to take photographs of people’s faces and to complete the exercise within a certain time frame. This implies that pupils can

participate in some ways, but not in others; placing these restrictions on pupils seems at odds with the aforementioned emancipatory and intended child led nature of the research.

Having considered research it was the researcher's view that as far as practicably possible, the focus child would lead the research, in line with the participatory method of the mosaic approach. However, some limits would have to be placed on the research on order for it to take place within the school day, as well as to ensure that the intended aims of the research were being met.

When presenting an analysis of the learner and the findings of the research, the researcher felt that it was important for the pupil's holistic development to be considered. Through the range of data collection methods employed, the researcher was able to look beyond the purely academic development of the focus child. To assist in the inclusion of these aspects within the report, the author has chosen to use Nottingham's (2013) ASK model of pupil development as a frame. A diagram illustrating the model can be found in figure 2. This seeks to discover and analyse the attitudes, skills and knowledge of the focus child. Using three areas of focus allows for a rounded and holistic view of the development of the child to be formed.

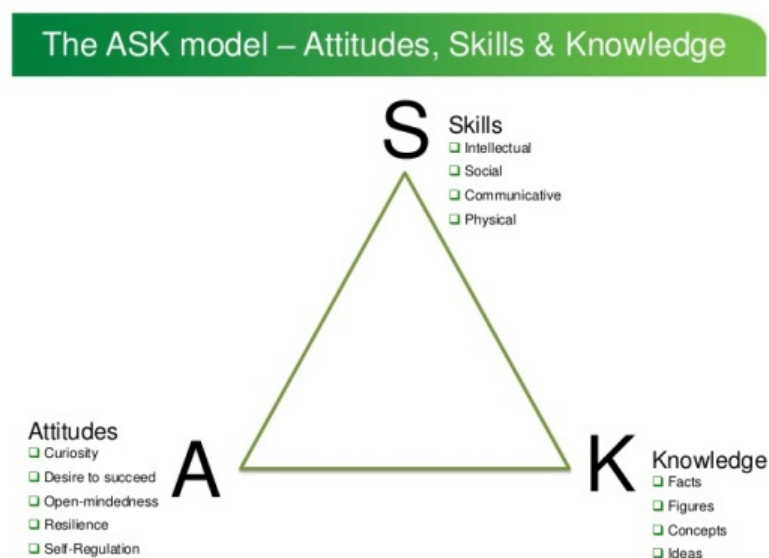


Figure 2 (Slideshare, 2011)

Analysis of Learner

Through this section the writer will analyse the attitudes, skills and knowledge of the learner, presenting elements of the data which was collected to support conclusions. Next steps will be recommended for each of the three areas, in order to support the child's development.

Attitudes

The attitudes that the pupils holds towards school were accessible through a number of different data collection methods. Through observations the researcher was able to witness the visible manifestations of this aspect of pupil development. These observations showed that the learner was curious and had a distinct appetite for learning. An example of this include the willingness to search for new words using a dictionary and thesaurus without prompting to improve their work. This was observed on multiple occasions over the course of observations taking place, suggesting that the pupil is autonomous in some aspects of their learning. Ahmadi and Mahdavi-Zafarghandi, (2013) write about learner autonomy and described it as, the ability of a child to take charge of their own learning. This would suggest that the learner has been set and met targets set by the class teacher, who has scaffolded the pupil in order to reach this stage. During an interview which was conducted with both the pupil and their teacher the issue was discussed, with the pupil stating that it had been their target from September. Both parties agreed that the setting of this target had improved the pupil's attitude to learning as they felt that they were more in control of their work.

However, other elements of the attitudes dimension which are suggested by Nottingham (2013) were not as apparent in the child's observable behaviour. 'Open mindedness' and 'resilience' are two traits which are thought by Nottingham (2013:3) to be present in 'outstanding learners'. Observations suggest carried out indicated that there is limited evidence present to suggest that the participant was open minded or particularly resilient at the time of the research taking place. Key examples which suggest that this area needs to be developed includes that the child was observed working on their own during a collaborative task, when other people came to assist or attempt to contribute, their offer was rejected. It became immediately apparent to the observer that the learner was not open minded to other people's views. When this issue was brought up in discussion.

The participant stated that they prefer to work on their own than with a partner. When questioning the reasons for this the participant stated that they didn't understand other's ideas and should could often think of their one which were 'better'. When continuing observations on the child it could also be seen that other people's opposing viewpoints often frustrated or angered them. This allowed the researcher to investigate research surrounding the issue of self-regulation and resilience.

Stage	Age	Description
Level 0: Undifferentiated	3-6	Children recognize that self and others can have different thoughts and feelings but they frequently confuse the two.
Level 1: Social-informational	4-9	Children understand that different perspectives may result because people have access to different information.
Level 2: Self-reflective	7-12	Children can "step into another person's shoes" and view their own thoughts, feelings, and behaviour from the other person's perspective. They also recognize that the other can do the same.
Level 3: Third-party	10-15	Children can step outside a two-person situation and imagine how the self and other are viewed from the point of view of a third, impartial party.
Level 4: Societal	14-adult	Individuals understand that third-party perspective taking can be influenced by one or more systems of larger societal values.

Figure 3 (Berk and Roberts, 2009:474)

Figure 3 shows Selman's (1971) model of stages of perspective taking. Upon consideration of the observed behaviour and attitudes displayed by the participant, it could be argued that the child has not yet progressed to the level of being 'self-reflective'. This is supported by the fact that the child thought their ideas were 'better' than other people's, suggesting that they haven't yet developed the ability to view their own thoughts from another person's perspective and vice-versa.

Next steps

The learner already has a curiosity and eagerness to learn, however this could be developed further in line with Donaldson's (2015:29) recommendation that the Welsh curriculum should aim to produce 'ambitious, capable learners'. Providing experiences where the teacher is no longer an imparter of knowledge, but rather a facilitator of learning could, in the view of (Meyer et al., 2008) increase the motivation and confidence of a child to learn. These are both key factors which could positively affect the attitude of the learner. The areas which are in need of development can be seen to centre around issues relating to socio-emotional needs. These could be addressed through the implementation of approaches in the classroom which aim to promote metacognition and self-regulation, which when broken down, allow pupils to develop their own strategies for planning, monitoring and evaluating their learning (Education Endowment Foundation, 2018a). Strategies such as this are said by The Education Endowment Foundation, (2018a) to have a high effect based on an extensive body of research. Self-regulation can be seen in Nottingham's (2013) ASK model as being an important factor in developing attitude. One example of a metacognition and self-regulation strategy that could be implemented is 'growth mindset' which Hochanadel and Finamore, (2015) write is proven to facilitate the achievement of long term goals, both academically and socially. The use of the growth mindset strategy in the classroom may yield many benefits. Figure 4 shows how a fixed mindset can lead to observable behaviours such as avoiding challenge, ignoring feedback and feeling threatened by the success of others. Whereas, the employment of a growth mindset could lead to the pupil embracing new challenges, learning from feedback and finding inspiration in others' successes. Deploying a strategy such as growth mindset in the class may assist the pupil's development in terms of Selman's stages of development through allowing them to compare their learning journey and thoughts to those of other people.

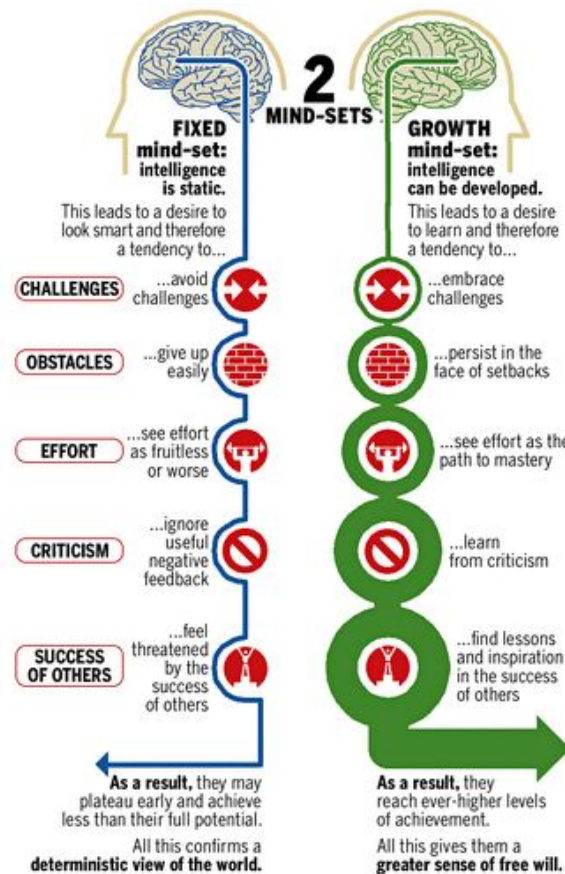


Figure 4 (Class Teaching, n.d.)

Skills

The skills of the pupil are the second focus of the research. As can be seen in figure 2, Nottingham (2013) provides four examples of the types of skills that could be shown by the pupil. An assessment of these skills shown by target pupil were accessible through a number of different aspects of the methodology. Firstly, the social skills of the pupil were assessed via observations. As referred to in the analysis of the pupil's attitudes, their open-mindedness and resilience are elements which require development. These could be seen to overlap, or directly feed in to the pupil's social skills. In order to obtain a deeper understanding of the pupil's social connections within the class a social test was conducted which aided in the researcher in the creation of a class sociogram. A portion of this sociogram with names obscured for reasons relating to confidentiality can be seen in figure 5.

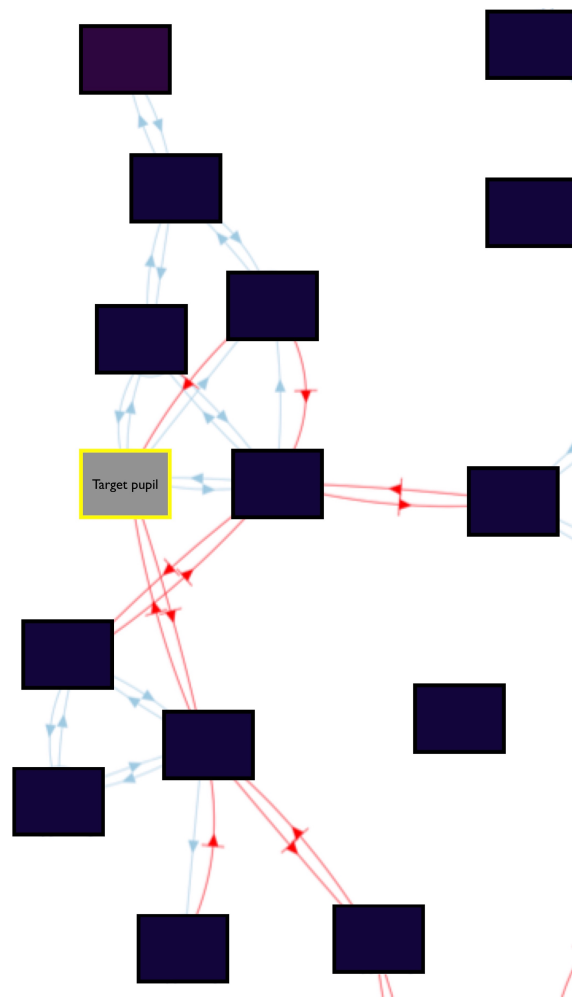


Figure 5

As can be seen in the sociography the pupil has a narrow social 'triangle' with two other pupils reciprocating positive social connections to them. There are however unreciprocated social connections between them and another pupil, whilst the pupil and another have a reciprocated disliking for each other. Although there are other pupils in the class who also have a mutual disliking for each other, this tended to be the exception, rather than the rule through the results. Once this information was available to researcher, observations carried out in the classroom corroborated the findings of the sociogram. In a conversation with the pupil and their teacher the issue of social connections and friendships was addressed. It was agreed amongst both parties that although the pupil did have two 'best friends' that expanding their social circle might be beneficial to the child's social development. However, research conducted by Berndt (2002) exists to show that young children often have difficulties in recognizing the specific social qualities that should be present in high-quality friendships. By the time children reach adolescence, Berndt (2002) suggests that stronger friendships are more likely to be formed. This could be seen to be linked to the

aforementioned model of Selman's (1971) stages of perspective taking which can be seen in figure 3. Level 3 of the model states that children begin to be able to take an objective viewpoint of their behaviour towards others, reflecting more developed social skills. The fact that this level is thought by Selman (1971) to be active between 10-15 would reflect the social situation in the class whereby some pupils have highly developed and complex social networks, whilst others' are more limited in scope.

It could be argued that the limited development of the child's social skills, somewhat limits their opportunities to display communication skills. In play situations within their circle of friends, communication is level with age related goals which are specified by Baker and Burnham (2010:12), with an expanding vocabulary being transferred between the classroom and playground context.

Next steps

As can be seen from a combination of the child's attitudes and skills, a priority for a practitioner would be to develop the social and communicative skills of the child. There was a consensus in interviews between the researcher, pupil and class teacher that increasing the scope of the child's social circle would be beneficial for their development. To assist in the development of these skills, an individual development plan could be implemented for the child. This would take the form of a person-centred plan which would present small, achievable steps for the child to take in order to reach an overall goal (Kirklees Council, 2013). Research conducted by (Domitrovich, Cortes and Greenberg, 2007) suggests that children who follow a social skill-based person-centred plan in the form of a PATH for a period of 9 months, had a higher level of social skills and eventually became more socially competent than peers of a similar age. This would include specific interventions aimed at increasing the awareness of social issues to the child, such as social problem-solving activities. It is important to recognise that the outcome of this study is based on a small sample size of 10 classrooms, however interventions such as this are said by the Education Endowment Foundation (2018b) to have a moderate effect based on extensive evidence in the area. In addition to this the practice is endorsed by Welsh Government (2015) who state

that the approach can benefit pupils in other areas, such as supporting learning more effectively and supporting pupil transition across key stages.

Evidence exists to suggest that oral language interventions which place an increased focus on the use of verbal language in the classroom can have a positive effect on pupils' range of vocabulary, as well as comprehension and reading skills (Education Endowment Foundation, 2018c). Undertaking activities in class such as modelled reading and discussing texts with children can fulfil this purpose. It is the view of Hill, (2015:103) that modelled reading in class can provide pupils with support in their development of 'vocabulary, syntax, listening comprehension, print engagement and reading behaviours'. This practice directly relates to Vygotsky's (1978) theory of the zone of proximal development (ZPD), (which can be seen figure 6) and Bruner's (1978) theory of scaffolding. The chosen text would fall outside of the zone that the pupil could successfully undertake with guidance.

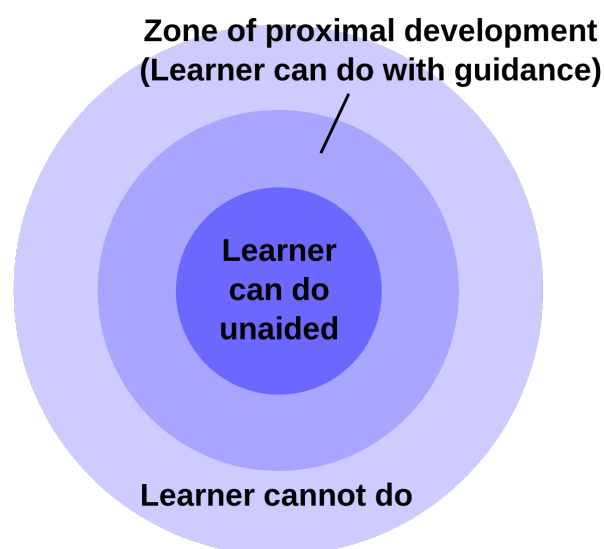


Figure 6 (Wikimedia Commons, 2012)

This would allow the teacher to hear desired verbal and reading behaviours which acts as a form of scaffolding for pupils to imitate during guided reading sessions, which fall within the child's ZPD. This would gradually allow the pupil to increase their vocabulary, verbal communication skills and experience success reading a variety of more advanced text types independently.

Knowledge

Literacy – Level 4b

The final area of analysis is the pupil's knowledge, which is described by Nottingham (2013) as being comprised of elements such as facts, figures, concepts and ideas. Observations conducted by the researcher, samples of work and assessments of their understanding all provide a basis for assessing their current level of development and recommending next steps in order for them to progress.

Samples of pupil literacy work which can be found in appendix 2 show that the child is able to construct a narrative piece of writing using a variety of ambitious vocabulary. Relevant images and captions are included in the piece which serve to support the reader's understanding of what is being read. Basic grammar such as full stops and capital letters are used accurately and consistently throughout all pieces of written work and punctuation is beginning to be used within sentences. Paragraphs are placed in work; however, their use is undeveloped and inconsistent at times.

Next Steps

In order to support the development of the areas which need addressing, a practitioner could introduce a self/peer assessment strategy in the classroom. Bos and Vaughn's (2002) SCOPE (spelling, capitalisation, order, punctuation, expression) strategy could be used to aid pupil understanding of the technique. This could be achieved through peer-assessment, a practice which is supported by the NFER (2012) who state that when used effectively, the strategy can increase teacher effectiveness and pupil performance through involving pupils in their learning. A challenge to its use in the classroom could be pupils remembering what to check for in their peer's work, however to remedy this, posters explaining the process could be placed on the wall. The outcome of interviews indicate that classroom posters and displays are already used by the pupil to assist them in their work. Additionally, the pupil could be partnered with a more able peer for this activity to help ensure that punctuation errors are quickly addressed.

Mathematics – Level 4a

Samples of the pupil's mathematics work can be found in appendix 3 which support the National Curriculum level judgement seen above. The child is beginning to use one step equations and replacing unknown values with letters their calculations, whilst simple formulae are described using words. Angles are beginning to be drawn and measured to the nearest degree, however further development is required in order to collect more precise measurements. Equivalent fractional and percentage parts of increasing complexity can be calculated; however, methods are inconsistently applied when denominators are numbers other than 100. Strategies are being developed solving problems relating to the four operations, however when interviewing the pupil and their class teacher it was apparent that multiplication and division methods need further development in order for them to be applied consistently.

Next steps

In order for this pupil to progress in this area of learning a number of interventions could be introduced to aid their knowledge and understanding. Evidence exists that the utilisation of elements of expressive arts, specifically physical movement in traditionally academic subjects. Mullender-Wijnsma et al., (2016) reports that physically academic maths lessons can significantly improve outcomes. In areas where the pupil is struggling to apply concepts precisely such as the measurement of angles, activities which incorporate active movement and the creation of angles using bodily shapes could prove to aid their development and understanding. In order to improve the pupil's use of multiplication and division methods and interactive intervention focussing on rapid recall of multiplication facts could be used.

Research conducted by Bauer, (2013) shows that short multiplication practice sessions using a range of both pencil and paper and interactive computer-based methods, all improved multiplication recall and led to pupils achieving a wider proficiency with mathematical facts. Implementing a strategy which involves the use of technology could improve the accuracy of multiplication and also increase the child's motivation.

Welsh – Level 4c

National Curriculum level 4c has been applied to the pupil's Welsh knowledge and skills, samples of work used to form this judgement can be found in appendix 4. The pupil is able to write short sentences based on their experience using familiar vocabulary and develop their sentences into a paragraph showing progression. A sense of form is beginning to be developed when writing for different purposes, however this area needs to be refined in order for the vocabulary used to be consistent with the form chosen by the pupil.

Next steps

In order to support the progress of the pupil a practitioner could choose to utilise writing frames to support the use of appropriate vocabulary when writing for different purposes. Wickham, (2002) suggests that the use of writing frames in English language lessons can raise levels of student attainment. Through interviews conducted with the pupil, it was found that they find the use of the strategy useful when completing pieces of longer writing in literacy lessons and would find their use in Welsh lessons useful.

Science – Level 4a

National Curriculum level 4a has been assigned to the pupils Science knowledge and skills. Evidence supporting this decision can be found in appendix 5. The pupil is able to find relevant information from a variety of sources and use the information to plan a scientific enquiry. SI units can be used and a systematic approach to planning/recording data is achieved. The pupil is able to distinguish the difference between dependent and independent variables. Basic success criteria can be formed which are relevant to the investigation taking place. The pupil communicates the findings of a study using appropriate methods such as a bar graphs. The pupil is able to decide how successful an investigation has been by referring back to success criteria and link the results to familiar, but dissimilar situations.

Next steps

In order to support the child's development in this area of learning, the practitioner could develop the child's enquiry skills in other forms of sciences processes. For example, if the child is able to conduct a fair test enquiry, the focus could be shifted to developing systems. Research conducted by Guest, (2004) suggests that undertaking different forms of scientific enquiry within continuing units of work aid the development of scientific understanding. The enquiry process may also aid the pupil's transferrable literacy and numeracy skills, as well as allowing the opportunity for the child to apply their enquiry skills to new situations.

Conclusion

As can be seen from the above analysis, there are a number of learning experiences that could be provided for the learner in order for them to progress in their academic and social development. On a personal level, the process of collecting a range of data through the mosaic approach (Clark, 2005) has given me an appreciation of the many factors that contribute towards the holistic development of children. Analysing the data set and assessing the learning of the focus child has enabled me to develop an appreciation of the importance of assessment for learning whilst teaching. Assessing the learning of this child has enabled me to suggest strategies that could be put in place to support the learner in areas which need developing. As a result of this investigation I will aim to embed aspects of the mosaic approach in my practice in order to ensure that the holistic development of every child in my class.

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Appendix 1



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

Dear class/senior mentor,

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

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

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

Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): Mutt McCoy

SCHOOL NAME (PLEASE PRINT):



SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

RICHARD WILLIAMS

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).

I am happy for my work to be used.

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
Heddwen Davies

Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder

Appendix 2

Level 4 ~~4a/b~~.Wednesday 28th Mar
LO-2nd draft- uplevel independently!The ancient key

I woke up slowly and crawled out of bed. I ~~walked~~ dragged myself to the shattered window, opened the torn curtains and peeped outside. It seemed a beautiful day and the courtyard was ~~overglowing~~ ^{great} with people.

Wide
range of
adjectives +
imaginative

"Breakfast is ready!" yelled a voice from the kitchen. I ~~trudged~~ trudged downstairs and slumped down on my old chair. I could smell the food and hear it sizzling on the pan. I ate it and it tasted absolutely ~~delicious~~ ^{great}.

Vocabulary
with
increasing
precision

All of a sudden I saw something shimmering and glistening in the distance. "I'm going to investigate," I said eagerly. I jumped off my seat, chucked on my clothes and rushed out the front door and went to investigate. Along the way I realized there were paths leading to the mysterious glimmering thing. I decided to follow it as 1) It led to what I was investigating and 2) I would get my new shoes wet and muddy if I walked on the muddy grass. ^{good point!}

As I got nearer and nearer I could just about recognise the shape of a key. When I eventually got there the golden shimmering key blinded me as I picked it up and wondered what it would ^{EBI-???} open. I turned it over and over to examine it. and I spotted a little symbol that I recognised from one of the posts stuck on the rotten, rusty lampposts on the street at the end of my road.

I sprinted as fast as I could to where I had seen

the poster and read it thoroughly. It said ...

Ideas are sustained
& developed. Adventurous
Vocabulary

Full Steps, capital
letters used accurately.

Beginning to use
Punctuation within sentence.

Lost key
no. 23 stall



Reward
£7.050

→ Relevant images
& captions.

Paragraphs
Using paragraphs
inconsistently
Possibly a
new paragraph
here?

"OMG, my family's very, very low-paid and we need that money. I'll go to that stall straight away. I said to myself. I darted towards stall no. 2. I found a lady (about 26) that said to me in a miserable sort of way, "If you haven't found my key, go away." I explained my story of how I had found the key and handed it to her. She gave it up and she thanked me so much. I went to walk away completely forgetting about the money when she said, "Wait your reward." (She said) I quickly turned around, thanked her, (and) went back to my house and showed my family the money. They gasped. I told them the story.

From that day on ✓
I had the best life
I could've asked for!

Well organised, great visualisation, well presented

EB1 - More upturning opportunities missed
Use commas to separate descriptions.

Appendix 3

Lo - Use simple formula.

SA: I am a bit confused

1 Stamp = 52p. n stamps = $52n$

2. Wheels on car = $4n$

3. Number of months in n years = $12n$

4. For n fence panels, fence posts = $n+1$

5 Change for £10 after buying n apples (25p each)
 $\text{£}10 - 25n$

6 = Chicken = n kg Cook 45 mins per kg and 20% more = $45n \times 1.2$ Correct but didn't get #

EBI - please write SA in green pen not felt
 We'll cover this more this week.

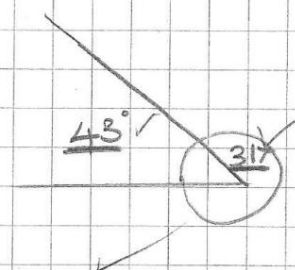
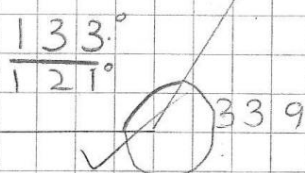
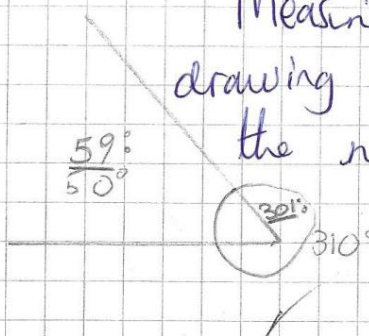
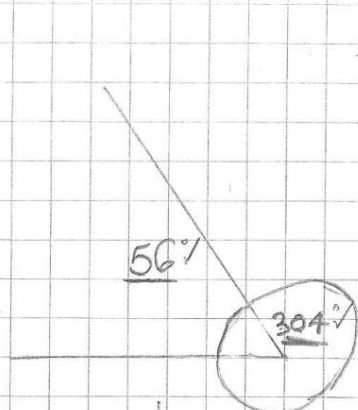
Beginning to use one step equations replacing unknowns with letters
 Simple formula described in words.

Level 4b/c

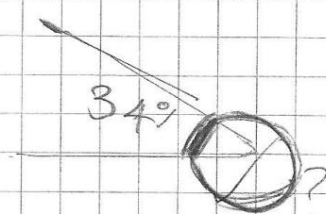
LO: To measure/draw angles using a protractor.

000

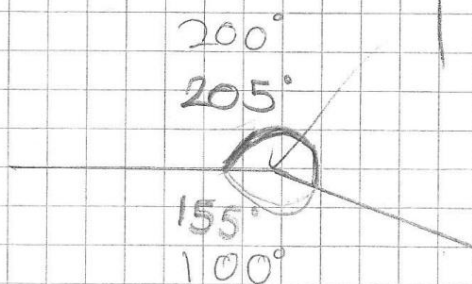
Measuring +
drawing angles to
the nearest degree.
L5c



GT- Create an acute, obtuse, and a reflex!



Marked I.B

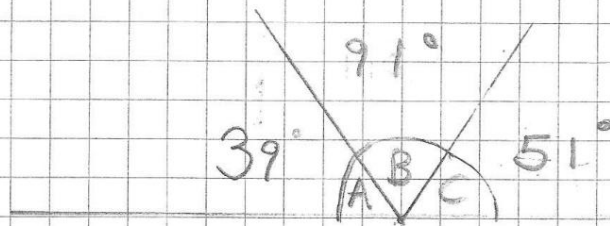
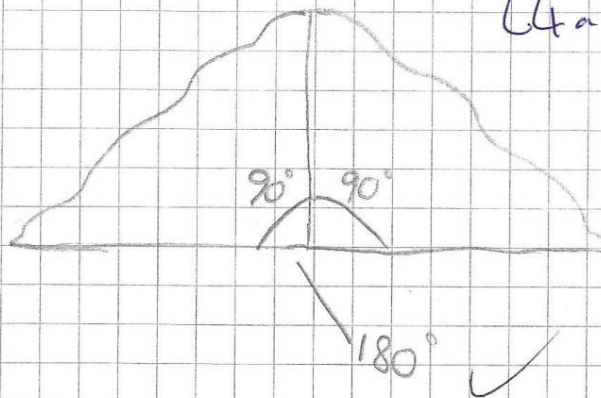


Show more care
when measuring

20 - Investigate angles and properties.

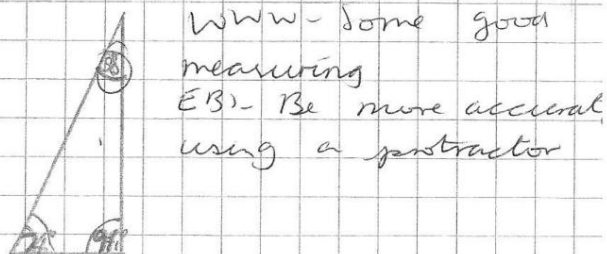
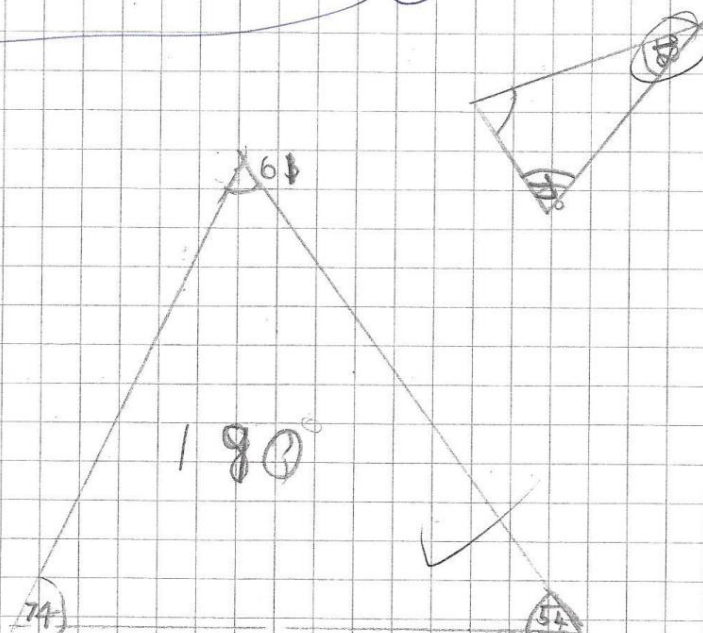
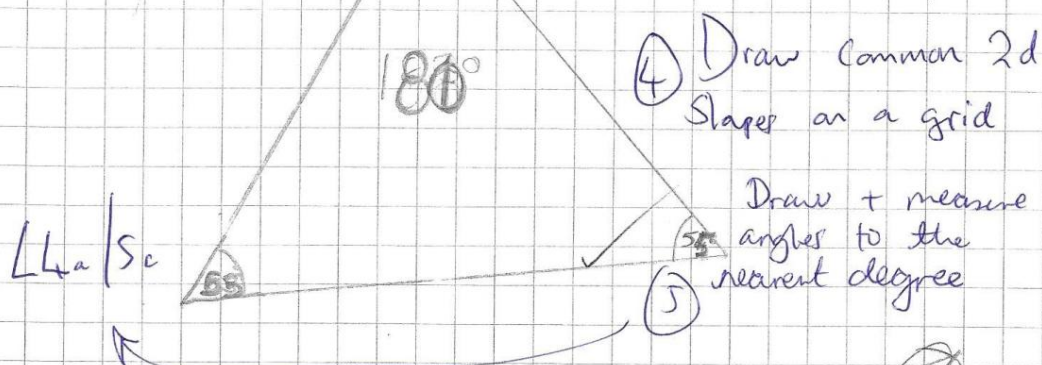
Choose suitable
units + instruments

Uta.



GT - Draw a range of triangles ✓

SA: I enjoyed this but Emily checked and I was a gem out on a gem added up to 180°! YAY!!



www - some good measuring
EB1 - Be more accurate using a protractor

000 20 - Learn equivalence between percentages and fractions.

Percentages

Hedgehogs Sox
 $A = 4$ $A = 6$
 $F = \frac{4}{10}$ $F = \frac{6}{10}$
 $P = 40\%$ $P = 60\%$ ✓

Duck goose
 $A = 26$ $A = 24$
 $F = \frac{26}{100}$ $F = \frac{24}{100}$
 $P = 52\%$ $P = 48\%$ ✓

Nearest 10%

Warm up

Using Simple Fractions/
percentages

$\angle 4 \text{ a } 6$

Swimming

$A = 3$

$F = \frac{3}{10}$

$P = 30\%$ ✓

Cycling

$A = 7$

$F = \frac{7}{10}$

$P = 70\%$ ✓

% = Out of hundred
 $1\% = 1 \text{ out of hundred } \frac{1}{100}$

green = $\frac{1}{100}$ 10% ✓

blue = $\frac{4}{10}$ 40% ✓

blue + green = $\frac{5}{10}$ 50% ✓

Japanese

$A = 6$

$F = \frac{6}{10}$ ✓

$P = 60\%$ ✓

Welsh

$A = 4$

$F = \frac{4}{10}$ ✓

$P = 40\%$ ✓

Pizza

$A = 9$

$F = \frac{9}{10}$

$P = 90\%$ ✓

Sausage

$A = 1$

$F = \frac{1}{10}$ $\frac{0.5}{5}$

$P = 10\%$ ✓

(20)

Oasis

$A = 18$

$F = \frac{18}{20}$

$P = 72\%$

Lemonade

$A = 2$

$F = \frac{2}{20}$

$P = 8\%$

174.18

(25)

Koala

$a = 21$

$F = \frac{21}{25}$

$P = 84\%$

Lion

$a = 4$

$F = \frac{4}{25}$

$P = 16\%$

Pen

(25)

Pencil

$a = 20$

$F = \frac{20}{25}$

$P = 80\%$

$a = 5$

$F = \frac{5}{25}$

$P = 20\%$

Giraffe

(20)

elephant

$A = 17$

$F = \frac{17}{20}$

$P = 68\%$

$A = 3$

$F = \frac{3}{20}$

$P = 12\%$

Calculate
Fractional or
Percentage Points:

LSc

20 - Recognise equivalent fractions, decimals and percents

Test: $\frac{1}{4}$ as a decimal =
0.3 as a fraction =

(1) 100 beads = $\frac{1}{100}$, 1%, 0.01 ✓

(5) 100 beads = $\frac{5}{100}$, 5%, 0.05 ✓

(10) 100 beads = $\frac{10}{100}$, 10%, ~~0.10~~ 0.1 ✓

(99) 100 beads = $\frac{99}{100}$, 99%, 0.99 ✓

(3) 10 beads = $\frac{3}{10}$, 30%, 0.3 ✓

Calculating
fractional parts

4a/5c

** 10, 20, 50

Berdigedig!

(4) 10 beads = $\frac{4}{10}$, 40%, 0.4 ✓

(14) 20 beads = $\frac{14}{20}$, ~~70%~~ 70%, 0.7 ✓

(18) 20 beads = $\frac{18}{20}$, 90%, 0.9 ✓

(2) 20 beads = $\frac{2}{20}$, 10%, 0.1 ✓

(42) 50 beads = ~~42~~ $\frac{42}{50}$, 84%, 0.84 ✓

GT. Please complete
mistakes.

GT - More in 3 stars!

*** 20, 25, 5

(5) 20 beads = $\frac{5}{20}$, 25%, 0.25

(21) 25 beads = $\frac{21}{25}$, 84%, 0.84

(2) 5 beads = $\frac{2}{5}$, ,

20:- Find gradations of amounts!

Test: $\frac{3}{5}$ of 40 = 24

$\frac{7}{8}$ of 24 = 21

finding fractional parts

① Find $\frac{1}{2}$ of 50 = 25 ✓

② Find $\frac{1}{4}$ of 100 = 25 ✓

Find $\frac{1}{3}$ of 30 = 10 ✓

Find $\frac{3}{10}$ of 100 = 30 ✓

Find $\frac{4}{5}$ of 20 = 16 ✓

Find $\frac{3}{4}$ of 12 = 9 ✓

Find $\frac{4}{5}$ of 50 = 40 ✓

Find $\frac{6}{7}$ of 49 = 42 ✓

LSc

① $\frac{3}{7}$ of 70 = 30 ✓

② $\frac{3}{7}$ of 49 = 21 ✓

③ $\frac{3}{7}$ of 147 = 63 ✓

④ $\frac{7}{8}$ of 64 = 56 ✓

⑤ $\frac{7}{8}$ of 128 = 112 ✓

⑥ $\frac{7}{8}$ of 256 = 224 ✓

000

$$\textcircled{7} \quad \frac{9}{12} \text{ of } 48 = 36 \checkmark$$

$$\textcircled{17} \quad \frac{2}{7} \text{ of } 21 = 6 \checkmark$$

$$\textcircled{8} \quad \frac{9}{12} \text{ of } 60 = 45 \checkmark$$

$$\textcircled{18} \quad \frac{5}{6} \text{ of } 12 = 10 \checkmark$$

$$\textcircled{9} \quad \frac{9}{12} \text{ of } 120 = 90 \checkmark$$

$$\textcircled{19} \quad \frac{3}{5} \text{ of } 40 = 24 \checkmark$$

EXT

$$\textcircled{20} \quad \frac{4}{5} \text{ of } 55 = 44 \checkmark$$

$$\textcircled{10} \quad \frac{1}{2} \text{ of } 10 = 5 \checkmark$$

$$\textcircled{21} \quad \frac{3}{5} \text{ of } 15 = 9 \checkmark$$

$$\textcircled{11} \quad \frac{3}{4} \text{ of } 100 = 75 \checkmark$$

$$\textcircled{22} \quad \frac{2}{3} \text{ of } 21 = 14 \checkmark$$

$$\textcircled{12} \quad \frac{3}{10} \text{ of } 150 = 45 \checkmark$$

$$\textcircled{23} \quad \frac{3}{10} \text{ of } 100 = 30 \checkmark$$

$$\textcircled{13} \quad \frac{2}{9} \text{ of } 81 = 18 \checkmark$$

$$\textcircled{24} \quad \frac{2}{10} \text{ of } 40 = 8 \checkmark$$

$$\textcircled{14} \quad \frac{2}{7} \text{ of } 84 = 24 \checkmark$$

$$\textcircled{25} \quad \frac{2}{7} \text{ of } 14 = 4 \checkmark$$

$$\textcircled{15} \quad \frac{2}{10} \text{ of } 60 = 12 \checkmark$$

$$\textcircled{26} \quad \frac{3}{4} \text{ of } 16 = 12 \checkmark$$

$$\textcircled{16} \quad \frac{2}{11} \text{ of } 88 = 16 \checkmark$$

$$\textcircled{27} \quad \frac{2}{7} \text{ of } 84 = 24 \checkmark$$

$$\textcircled{28} \quad \frac{4}{9} \text{ of } 81 = 36 \checkmark$$

$$\textcircled{29} \quad \frac{2}{9} \text{ of } 18 = 4 \checkmark$$

$$\textcircled{30} \quad \frac{3}{10} \text{ of } 40 = 12 \checkmark$$

Amazing
work!LS
(dj)

Appendix 4

Dydd Mercher hydref
4.10.17

LO: To write about my likes and dislikes using
gull sentences in Welsh.

Dwi'n hoggi mortoi achos maen adorable.

Dwi ddim yn hoggi gwyddoniaeth achos mae'r pwr
yn ddiglos iawn.

Fy hogg bynciau i ydy Cymraeg a Saesneg achos
mae'r athrawes yn wych.

Dwi'n hoggi canu achos hi gall yn golygu i
gud yn wahanol emosiynau.

Fy nghas bynciau i ydy gwyddoniaeth, Chwaraeon
a Daearyddiaeth achos maen ddiglas.

Brawddegau bendigedig.

😊

(105)

Writing short sentences using
suitable and familiar vocabulary.

Within learner's experience

L3

familiar words, accurately spelt.

Dydd Mawrth 17 h
17.10.17

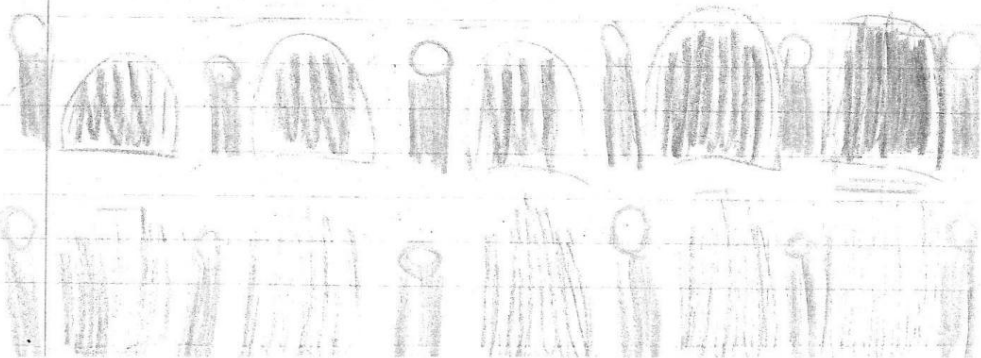
LO - To use past tense to write about our Weekend.

SA: I understood writing sentences in, wel
Es i i Sinema achos dwi'n hysgi gylmiau. Es i gyda
mam a ggrindiau. Gwelias i Captain Underpants ^{achos} ^{maer}
grêt. Es i yn y car. Ces i popcorn a tortilla chips a
maer delicious. Maer Super. Roedd hi'n oer a bu'n
glau iawn.

(24) Linked sentences showing
some order of progression

✓
Da iawn
Sounds
fun.
co.

WELCOME
TO
England
Cinema



Dydd Mercher 8 Tach.

Alice

Alice ddi. Dwi'n saith oed. Dwi'n byw yn Wenden.
Dwi'n hysgu adventures achos maen hwyf. Dwi ddim
hysgu Cheshire cat a mustard. Dwi'n casu Owen o'i
a card Soldiers. Dwi'n hysgu groff glas, headband o
esgidiau du. a gwallt blonde. Dwi'n mwyngau ffili.
Mae gwallt blonde gyda si. ond yn un
adventurous M

Well done
for re-writing
Broni
Gwaith da.

Co.

(4) Linked sentences
showing some
order of progression

Date ?

E.O. To use the sentence pattern Wyt ti'n mwynhau...?

Enw	Saesneg	Mathemateg	Gwyddoniaeth	Flanes	Daaryddiaeth
Isabelle	Ydu, uwch	Ydu, sgartostig	Nog oes, duw	Ydu, brif	Nog oes, sburriel
Niamh	Ydu, sgartostig	Ydu, weddol	Nog oes, ddiogel	Ydu, weddol	Nog oes, wddol

SE ?

Write Short basic Sentences (scatbled).

Da uwrn



Wednesday 20th December
 Dydd Mercher 20 Rhagfyr
 Ysgol Llandeilo F
 Hed Llandeilo Feru
 Llandeilo Feru
 Abertawe

Prynhawn da Sion corn. Broni diw i. Sut wyt
 teimlo? Diw i teimlo gysgrus achos mae'n amse
 Nadolig. Diw i madd sy madd yn amser Nadolig.

Sut mae'r twuydd yn fegur y gogredd buw
 caur yn Abertawe. Mae twuydd yn ogradwy-
 a si!

I'r Nadolig diw i eisau Siwmpwr Pinc newydd
 gog du pwr, llwyd achos mae'n bert, ac oie
 hegyd.

Mae Mam, enw Lesley yn eisau Siocled ac, te
 ac Siocled hegyd, achos hi'n deulu Siocled.

I'r ginio Nadolig, diw i'n eisau bwyta pŵc
 Siocled, lasin, salad a megus a hegyd.

Mae rhaid i si gynd nawr.

Pob iuc i'r Nadolig sion corn. Wela i di
 noson Nadolig

Oddi iwrth

Broni

(LS) Show a sense of form
 when writing for a range
 of purposes.
 Sentences fairly accurate.

Gwiliau Nadolig

Yn yr gwiliau Nadolig Es i'r Siopa gyda ff
a enwyd Belle Yna ni acth hi a bwyty,
Salsig, pîssa a ar gyfer pŵdin siocled
hugen iau.

Ar dydd sadiwrn Es i'r Cinema, ~~gŵyl~~
i Wonder britais, popcorn a nachos, ~~ff~~
i Fanta Ces i a grêt dydd grêt

Ar y penwythnos Es i'r Cegndrydau dang
Rhodd hi'n ardderchog a Dwi oedd
yr galch iau'n os hi'n.

Ces i Fendigedig Gwiliau Nadolig!

Bendigedig Bronar

(L4) Varying Patterns
to produce sentences.

Wednesday 31st January 201
31.1.18

Dydd Mercher, 31, Ionawr 201

Do - To write in the past tense.

~~Es i i'r dauwsio gyda ggrindiau a mam yn y
Mumbles, dwin hoggi dauwsio achos rhodd i'n maen
hwyli.~~

Wedyn, ~~Es i~~ ~~Es i~~

Es i i'r Mumbles dauwsio gyda ggrindiau enw Jess a
Mam yn yr Mumbles. dwin hoggi dauwsio achos mae
hwyli.

Wedyn es i i'r Siopio, Prynais i bagiau poffor a siorts pin

Cyn mynd adre Es i i traeth, Chwarae i feld-Rh
a Slots wrth y pier.

Wedyn, Es i i ggrindiau enw Jess's ty i'r Chwarae,
wedyn Es i i ty. Ces i grêt!

Da iawn.

EBI - extend your sentences with facts about
your day.

(L4) Question marks, commas
Full stops accurately.

Tuesday 20th March

10- To write about a famous person

Notes

hi'n = girl
e'n = boy

Jesú

Dyma gi Jessica Louise Nelson. Dwi'n dau odeg
chwech oed. Mae hi'n byw yn Abertawe (Essex)
Mae chwaer 'da' ge o'r enw ~~Jade~~ ^{Jo} dau brawd
enw Jonathon a Joseph. Mae hi'n gwyboda mawr
brown a glas 'da' ge a gwallt gil brown.
Hobi Jesú ydy, charwae pel-gasgl a sgô. Hi'n
hoggi bwyta ~~pitz~~ ~~pitz~~ Pitsa, hugen iâ, megus,
siogled a lasin. Dwi'n ddim yn hoggi bwyta
madarch, letys a oren. Fel ~~oer~~ mae hi'n gwisgo
denim sgert a crys T.
GT - complete

(5) Select phrases suitable for purpose.

Appendix 5

Wednesday 28th Feb

Lo -

Find evidence, research, ideas.

How long does it take ~~different~~ liquids to go through a sieve?

Viscosity is the property of a liquid that describes how fast or slowly it will flow. You can think of viscosity as how thick a liquid is. ~~A liquid with low viscosity or that's thin like~~ A liquid with high viscosity - that is thick, like peanut butter - will flow slowly. A liquid with low viscosity, or that's thin, like water, will flow quickly (in other words, it will flow freely).

Study.com/academy/lesson - for - kids.

⑤

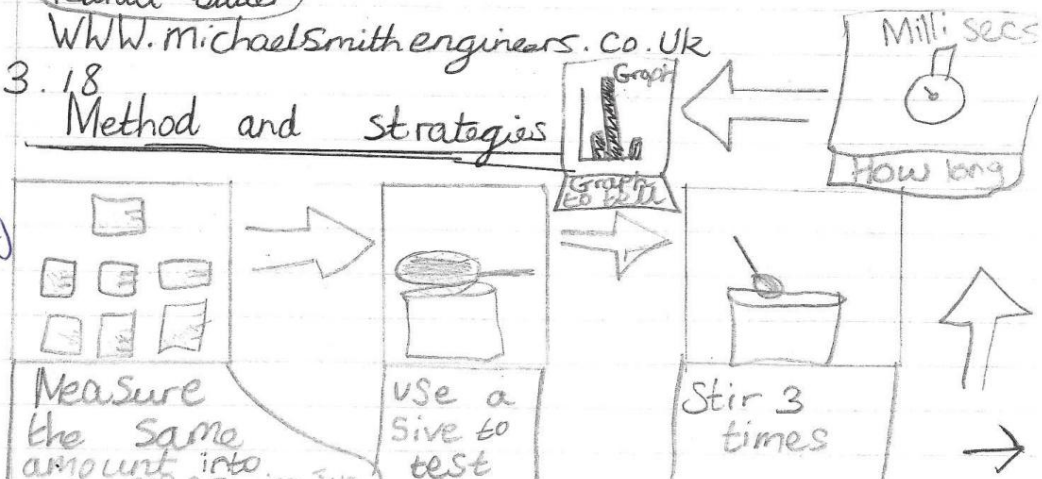
find relevant info

5. Viscosity liquids

Milk	Beet Sauce, fruit juice	Brown Sauce
Cream	mayonnaise	Custard
Yoghurt	honey	golden Syrup
mousse mix	tomato ketchup	Apple Sauce
olive oil	palm oil	Conditioner
Peanut butter		Cod oil

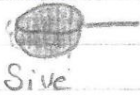
W.W. Michael Smith engineers. Co. UK

6.3.18

Method and strategies3c
Plan
enquiry

1. first you need- Measuring jugs⁽⁷⁾, a sieve, bowl, a stopwatch, a spoon. The liquids to use are tomato ketchup, milk, cream, peanut butter, shampoo, and honey!

Selecting apparatus
measuring instruments



Sieve



7 measuring jugs



Stopwatch



Peanut butter



A bowl



A Spoon



Tomato ketchup



milk



Shampoo



cream



Mustard



honey

2. Pour each liquid into the several measuring jugs (one in each) up to 25 ml Use of SI units

CS

Systematic plan

3. After that pour one of the liquids into a sieve above a bowl and use the stopwatch time how long it takes. Repeat this with all the liquids! Don't forget to write down how long it takes!

4. Then after you have finished the i draw a line graph and put in all the data (on 1 graph) for the evidence. times!

There is a problem that ^{we} might have to change during the investigation, we have seven liquids to test we might need to narrow it down because it will most likely take too long

⑤
Make
accurate
measurement

It is important to accurately measure out the 2.5 ml exactly as otherwise the investigation will not be correct as some might be 26 ml and another 22 ml which will not be a fair test.

Predict

I predict that milk will be the quickest because milk is a fluid liquid and not a solid also it reminds me of tap water in a sieve because it comes out very quickly otherwise if it ^{had a higher density} ~~was slower~~ than the tap would get blocked and know water would come through. Recognise the ^{given} variables to change

Fair testing

We will only change ^{one or two} ~~one~~ things which is the liquid, ~~we will not change anything else~~. We might also have to change the amount of liquids there are. But we will keep everything else the same, the amount of liquid ~~is~~ in a measuring jug (2.5 ml) also the bowl, sieve, spatula, person timing and the graph apart from we will have different amounts.

Success criteria

④ decide basic success criteria.

- Teamwork because ~~if~~ we didn't work together then it could go wrong

13.03.18

Record systematically - it is incredibly important to record systematically (this should be dependent) If this wasn't dependent and we did all the ingredients it wouldn't be a fair test.

5/6 We are going to change some of the liquids as we have too many! We are going to keep shampoos, yoghurt and honey + milk but we are not going to have peanut butter, cream and custard instead we will add conditioner!

(L5) distinguish between excellent independent/dependent variables.

Observe and measure

Liquid	Time (Sec)
Shampoo	56 Secs
Conditioner	62 Secs
Yoghurt	88 Secs
Honey	300 Secs (fail)
Ketchup	300 Secs (fail)
Milk	5 Sec ✓

⑤ Record Systematically

G&E31- Presentation

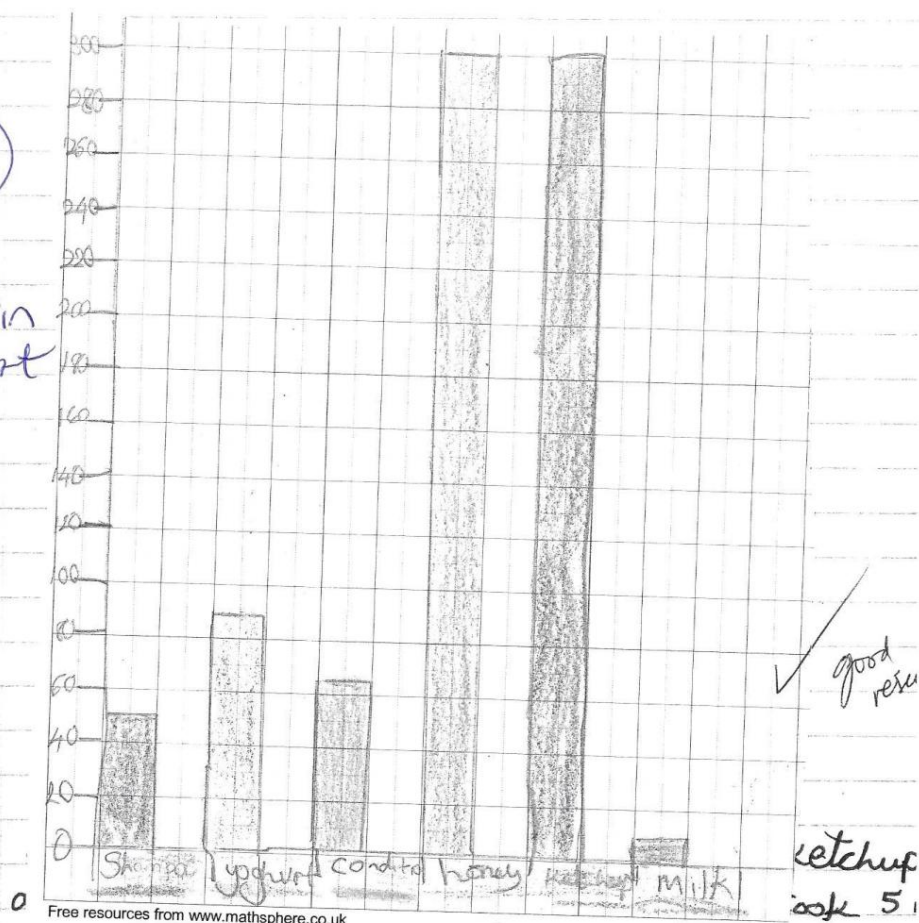
Monitor progress

4. We were not able to use some of our substances as we 1) had too many and 2) weren't able to bring them in? ✓

④ make amendments where necessary.

Communicate findings

(L4)
Organise
findings in
Bar chart



So it was a fun... the 80
4. (it took 5 secs) and Shampoo, yoghurt and cond
were as a similar time with shampoo (a se
at 45 secs, Conditioner (another succeed 62 s
and yoghurt (succeed) 85 secs!

Explaining

- (4) We found out that each liquid had a different level of resistance because the viscosity was different. The thicker the liquid, the higher the viscosity. More friction meant a longer time.
Use knowledge to understand + explain findings.

Conclusion

* See review findings!

good investigation,
well organised.

Review Success

- (1) I did achieve this because we worked together and we each had a job in the investigation.
(2) I achieved fair test as we only changed 2 things and each liquid had the same amount poured down the slide!
(4) (3) I achieved measuring accurately by making sure each liquid had the same amount and the time stopped at exactly 5 mins which would be a fail!
Decide how successful, referring back to SC.
Evaluate

- 5 We used a thought submel to decide our variable
We also used T.P.S to decide our success criteria

Link learning

Link learning to familiar yet
disimilar situations.

- (5) This reminds me of medicine. The liquid injected must be the correct viscosity to
This reminds me of energy you need to know the viscosity + the energy needed to process a fluid!