

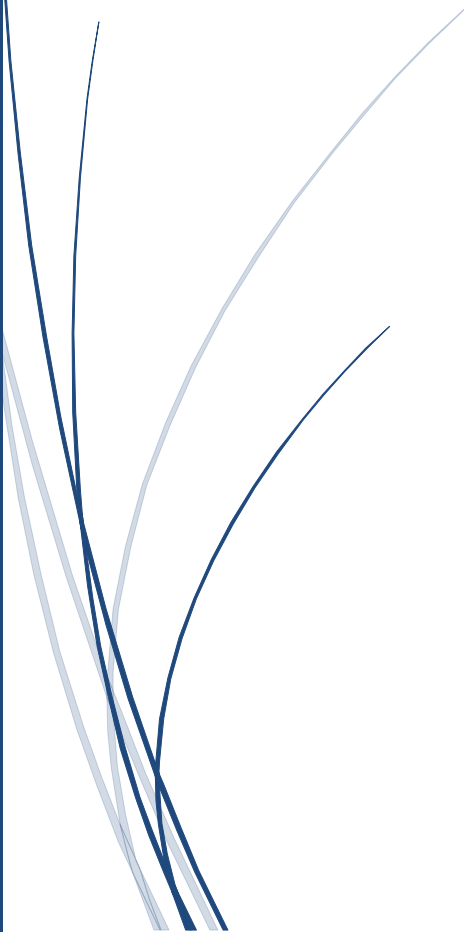


M7X02153

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

School Development and Pupil Progress.

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Student Number: 1700928
Module Code: M7X02153



ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	1700928	Student P number:	1700928
Programme: *	PGCE Primary		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):*	7
Module code: *	M7X02153	Contribution to Overall Module Assessment (%): *	70%
Module Lead:*	Helen Lewis		
Assignment Title:*	Written assessment 4,500 words	Assignment No (x of x):*	1/2
Start date:*	5/3/17	Submission deadline:*	30 th May 2018
Return date of provisional marks & written feedback:*	27 th June 2018		

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	30 th May 2018
Module lead to tick to indicate if a hard copy version of the assignment must be submitted. *			YES
			NO ✓

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 performed well regarding my pupil's next steps. I have discussed this with the pupil and teacher. I have researched areas and ideas which could help the pupil progress.	I feel I need to develop my ability to think critically and to analyse strengths/limitations of approaches.

Student's Name	1700928	Date	29/05/2018
Student's Signature	1700928		

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

Introduction

This essay will discuss details on the progress of one particular pupil. It will explore one child’s holistic development and their recommended next steps for learning. The evidence for this analysis has been taken from School A. School A is in an area which is on the outskirts of a city, it is well below national average for eligibility of free school meals and no pupils have English as an additional language (Estyn, 2014). It is apparent that pupil A feels happy, confident and secure in this learning environment. Observations have suggested that Pupil A enjoys coming to school and learning with their peers.

The methodology and central theme used to collect the data was the Mosaic Approach (Clark and Moss, 2011). The Mosaic Approach aims to find ways that contribute to the learning of the child and also emphasises the importance of the child’s voice (Clark and Moss, 2011). There are a number of key areas which shape this mosaic and method of collecting data. These areas have all been considered when analysing the child’s next steps in learning. These areas include observing the child, talking to the child, learning walks and annotations of the child’s work (Clark and Moss, 2011). An example of this would be to pose the question to the child “Where do you feel you learn best?” This would allow an insight into how the child feels and what learning environment they feel most comfortable in. Moreover, when putting all of this information together, it will provide a holistic view of the child and allow for next steps to be developed. The name of the approach was chosen because it puts together all the different pieces of data and perspectives to create a picture of the child’s world (Clark, Trine *et al.*, 2005).

This essay will go into further detail on the methods of data collection, an analysis of the learner, their next steps and then come to a conclusion with regards to improving child A’s learning.

Data Collection

The central aspect discussed in this section of the assignment will be how the data was collected. The first point to make would be how the data collection followed the ethical guidelines of BERA (2011). BERA (2011) has the aim of assisting researchers in order to allow them to think about all aspects of their research in an ethical context. This creates an 'ethic of respect' to anyone involved in the process (BERA, 2011: 5). Furthermore, the learner was fully involved in the process and gave their informed assent (See appendix G, BERA, 2011). All details from the learner and school will be kept anonymous and they have the right to withdraw if they wish (BERA, 2011). However, the methods of data collection will not differ from what a normal teacher carries out. This means that the child will not be treated any differently from their normal classroom routine. Moreover, the United Nations on Rights of the Child (1989) has been carefully examined to ensure the child's rights are being protected.

Data is very important in research assignments as it allows us to gain insight into opinions, experiences, facts and people (Matthews and Ross, 2010). The main form of data collection will be made using the Mosaic Approach (Clark and Moss, 2011). This approach was used as it encompasses a range of a methods which include 'children's own photographs, tours and maps' (Clark and Moss, 2011: 3). These pieces of data are then combined with the children's talking and observation notes to create a holistic view of the learner (Clark and Moss, 2011). The Mosaic Approach (2011) focuses on the collection of qualitative data which can have both strengths and limitations to research. It is evident that the data is qualitative because as Patton (2015) suggests this type of data focuses on information from people that is then reviewed and analysed. This data can include interviews, communication, observation and also documents (Patton, 2015). Patton (2015) suggests that the quality of this data is greatly affected by the skill of the researcher and to

what extent they are trained in methodological research. Therefore, this shows how this type of research will be limited due to it being conducted by a student.

Observational notes

It is essential that teachers who work with children use observational notes in order to gain a better understanding of the child's development and needs (DECELLS, 2008). It is apparent from observing children that you can understand their 'progress, involvement and enjoyment' (DECELLS, 2008: 4). This method of data collection has many strengths, for example it generates a detailed picture of the child's skills, what the child understands, the child's involvement in their learning and their engagement in the activity (DECELLS, 2008: 8). On the other hand, you must be careful with observational notes because the data can be interpreted in different ways (Papatheodorou and Luff, 2012). It seems that a person's perceptions can greatly influence how they see the learner within the setting (Papatheodorou and Luff, 2012). It is also worthy of consideration that the act of observation poses its own problems (Papatheodorou and Luff, 2012). These problems include: the child interacting with the observer and also the position of the observer in the classroom (Papatheodorou and Luff, 2012). This suggests how it might be difficult for a teacher to find the right place to observe a child without being distracted (Papatheodorou and Luff, 2012).

Talking to the Learner

Mosaic Approach (Clark and Moss, 2011) also suggests using conversations with the learner as a way of collecting data. This type of data will be treated anonymously in order to follow ethical guidelines (Matthews and Ross, 2010). This would benefit the researcher in allowing the child to explain what is important to them about their institution (Clark and Moss, 2011). The researcher can now understand first-hand what places help the child to learn. Another essential point would be that when adults do take time to listen to children's ideas, it boosts the child's confidence (Clark and Moss, 2011). This gives strength to the

Mosaic Approach (2011) because children's views are being listened to and acted upon. This process could also be important for changing the learning spaces (Clark and Moss, 2011). The child's view could be very significant for making changes to the classroom or outdoors (Clark and Moss, 2011). The format used to record the learner's opinions would be through a semi-structured interview (Matthews and Ross, 2010). There were questions prepared in advance in order to find out how the pupil learnt best. This type of data must be used carefully as the validity can be questionable. There are issues regarding what impact the researcher will have, especially if the questions are directed at a younger child (Matthews and Ross, 2010). Furthermore, if questionnaires are the primary method of data collection, they can only allow limited access to feelings and opinions (Matthews and Ross, 2010). However, the Mosaic Approach (2011) combines this data with other types in order to build a fuller picture of the child.

Analysis of Learner

The learner and the school in which they attend will be kept anonymous for ethical reasons (BERA, 2011). This section will analyse the learner in detail and attempt to put together a holistic view of their development. It is important to critically analyse the data in relation to the A.S.K model (Nottingham, 2013). This model looks at pupils' learning with regards to their attitudes, skills and knowledge (Nottingham, 2013). Therefore, I will analyse the learner using these three parts of the model.

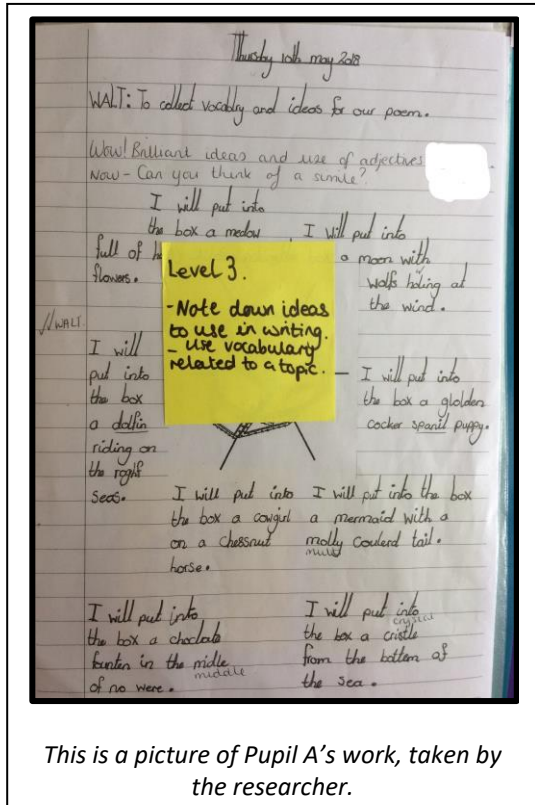
Attitudes:

The learner chosen is very hardworking, sociable and from observation it is apparent that they enjoy being in school. Pupil A is in a year 3 class and has maths and literacy lessons every day. Data collected from asking the learner to identify places or things that help them learn backs up this notion (See appendix A). The learner has suggested that they prefer a

more social experience when learning and also enjoys using the outdoor environment. They have specifically stated: "I prefer working in groups or with my friends" (See appendix A). This links to the Vygotsky's theory that children learn better from those who are working with and around them (Nottingham, 2013). Observations of this child also suggest that they appear more confident and relaxed when working with others. An example of this would be in a guided reading session, the pupils were asked to work in pairs to infer the meaning behind the text. The pupil looked very engaged in reading and discussing with their partner what type of text it was and why it was presented in this way. I have been reading with this pupil on a 1:1 basis and found that they were more alert and able to talk when surrounded by their peers.

This type of data has strength in showing direct attitudes to certain ways of learning. Interviews usually allow the researcher to collect data on someone's feelings and emotions which is difficult to obtain otherwise (Denscombe, 2007). However, it is difficult to know how truthful or reliable these opinions are. Denscombe (2007) states how when taking interview notes, the researcher can interpret what is said in their own way. This limits the validity of this method of data collection.

This pupil has been always very proud of their work and keen to show me what they've achieved. This shows how they have a positive attitude towards learning. Pupil A has been found to have difficulties with mathematics but will openly discuss ways to move forward and will keep practising these tricky areas.



This is a picture of Pupil A's work, taken by the researcher.

This is an example of Pupil A's language work (See appendix B for larger picture). Pupil A demonstrates good literacy skills and demonstrates skills from level 3. In this particular example, the pupil was 'noting down ideas to use in writing' (KS2 English Framework, 2016). The pupil has taken great care with their presentation and handwriting, letters are formed correctly and it is a mature style. The learner's writing is 'imaginative and clear', full stops and capital letters are used and 'handwriting is legible' (KS2 English Framework, 2016: 16). However, it is visible from this piece of work and others that Pupil A's spelling is not always accurate.

Skills: Child A has worked and developed the skill of writing throughout their work. The handwriting is neat, legible and joined. However, this can be developed by keeping the size of the letters the same rather than extending some. This pupil is very 'keen to learn from mistakes' which according to Nottingham (2013: 5) is apparent in those who are outstanding learners. Additionally, pupil A has also shown the ability to read at a level 2 moving towards a 3. They are able to 'express opinions about major events or ideas in stories' (KS2 English Framework, 2016: 15). However, this is limited in its level of detail, accuracy and sometimes fluency. I have been listening to this pupil read regularly and it appears they change their book frequently without fully understanding the text. There are often times where the reading is stilted or they do not ask for help with any unfamiliar words (see appendix C). Appendix C also suggests how this pupil does not pause for punctuation, the reading can feel quite rushed.

Pupil A's numeracy skills across the curriculum are improving but it is apparent that they struggle with certain topics. Appendix D suggests how this learner lacks confidence in their mathematic ability and tends to panic if they don't know the answer to a question. Through observation, Pupil A has stressed how difficult they find the topic of time and also their tables. This may implicate learning in other subjects involving Maths across the curriculum. Appendix E is an example of Pupil A's ability in Maths, they are very capable and have all the sums correct. The ability group that pupil A was in was told to only go up to question 10 and this allows the pupil to gain confidence without feeling overwhelmed. The questions were modelled with a correct method to use and this helped pupil A to reach the learning objective. Pupil A is working at a Maths level 2 moving towards a level 3. They are able to mental calculations to solve number problems and can 'count sets of objects reliably' (KS2 Maths Framework, 2016: 13). It appears that difficulties arise with reasoning skills, this shows when they must 'talk and explain work' or 'check results' and 'try different approaches' (KS2 Maths Framework, 2016: 13).

This data shows that when the learner feels confident with the work and the method is carefully modelled, they can succeed to a high standard. There are certain concepts of Maths that pupil A finds difficult and this then results in a panic when these come up. Applying numeracy skills across the curriculum is challenge for pupil A. There was evidence of this during a project lesson on flags. The pupils were asked to measure and draw a flag of the USA. Pupil A found the measuring part of this very difficult and asked for help a number of times. It is this application of Maths across the curriculum that needs to be developed in order to progress. Therefore, it is apparent from this data that Pupil A's attitudes towards learning Literacy is better than their Maths.

Knowledge: It is the National Curriculum which outlines what knowledge a pupil is required to learn (Nottingham, 2013). This can create problems if the pupil is not motivated or excited by this knowledge (Nottingham, 2013). School A tries to give a more pupil led approach and asks them what they would like to learn (Nottingham, 2013). Topics are chosen in order to excited and engage the pupils. Pupil A has demonstrated knowledge and understanding throughout the subjects taught recently. Poetry has been the central theme for literacy and Pupil A has been able to write their own. Pupil A has shown understanding of Haikus, rhyming couplets and metaphorical poetry. This has been reflected in their own work on syllables, identifying poetic techniques and also rhyming games we have played. Pupil A is always enthusiastic and puts up their hand to answer questions during time on the carpet. Pupil A is always enthusiastic and puts up their hand to answer questions during time on the carpet. They are excited to learn and develop their knowledge in all subjects.

Pupil A has demonstrated excellent knowledge of ICT and is very competent in using this throughout all subjects. Appendix A suggests that they enjoy using the iPad to complete tasks and this contributes to the digital competency framework. Pupil A has demonstrated the ability to read and select information from online resources to use in their writing (See appendix E). However, there are possible gaps with using the iPads for research. It appears that Pupil A may come across vocabulary that they may not understand or they may not be able to pick out key information from long texts. Pupil A's spelling is still not always accurate even when copying information from online sources. Pupil A must check their spellings using a dictionary or asking the teacher in order to improve this. Furthermore, this ability to use digital sources to complete a task contributes towards becoming an 'ambitious, capable learner' (DCELLS, 2015: 14). Pupil A is developing in independence to research and use ICT to complete their work. Pupil A knows how to 'locate information on web pages using screen features' (Digital Competency Framework, 2016).

Learning Environment: Pupil A took me on a learning walk to discuss where in the school helped them learn. They recognised that the Math's display board was accessible to them and this helped them with time, tables and place value. The outdoor area was very important to Pupil A. They explained how they enjoyed learning more, especially maths when it was outdoors. Observation suggests they are more engaged when outdoors and working in groups to complete a task. Therefore, the learning environment is very important for Pupil A to achieve high standards.

Next Steps

This section will suggest and justify the next steps for Pupil A to ensure they make good progress and reach their full potential. It is necessary for teachers to direct and aid a pupil's learning to ensure they make progress (Fox, 2005). However, education is more than just the teaching of specific knowledge and skills, it is the development of learning abilities and attitudes (Vygotsky, 1896-1934 in Dolya, 2010). It has been shown that Pupil A is motivated and wants to learn, this will create a purposeful attitude for their work. There are strengths to both their language and numeracy skills but also areas that they need to work on.

Pupil A has shown good motivation towards literacy and would choose the Big Write as their favourite subject. This demonstrates how they enjoy writing and are keen to improve their presentation of work. Incorporating more writing into other subjects would engage this pupil and help to move their skills forwards. To move the writing level of Pupil A forward they would have to start using their own opinions and supporting this with reasons (KS2 English Framework, 2016: 16). Use of more open-ended questioning during discussion time would extend this pupil's thinking and to make sure they explain their answers. Nottingham (2013: 57) suggests that those children who ask more questions, give reasons and understand concepts will develop their thinking skills.

Furthermore, to increase Pupil A's ability to extend their thinking and explain their answers, more oracy work would be required. This pupil has shown interest in group work and therefore this would help to generate an environment they feel comfortable. The Sutton Trust's Teaching and Learning Toolkit (2014) has suggested that collaborative learning is an important strategy to enhance a pupil's learning. Exploratory talk has been deemed as a successful approach in allowing pupils to share their opinions and evaluate each other's ideas (Arthur, *et al.*, 2006). Thus, I will aim to create more activities that require working with peers. This will follow the social constructivist theory that stresses the importance of language on intellectual development (Pritchard, 2013). It is argued that dialogue is the means by which ideas are created and shared (Pritchard, 2013).

Another important point to consider would be the development of Pupil A's language ability. Pupil A is beginning to choose words for 'variety and interest' but this is an area that can be extended further (KS2 English Framework, 2016: 16). The next steps for language would be to use an online thesaurus to find more imaginative vocabulary for their writing. Use more visual resources as a stimulus for the pupil, encourage the use of the five senses to create an image in literary work. We have been completing work on poetry for the past three weeks and Pupil A reached the expected outcome for this. However, when marking their work it was noted how Pupil A could have used similes and metaphors to enhance this further.

Equally important, would be moving forward Pupil A's reading level. Reading is an important skill and required throughout all areas of the curriculum. Pupil A has demonstrated the ability to read when researching during project, English and Maths. However, to improve fluency and the ability to show understanding of a text it would be important to stick to one text at a time. Pupil A has been changing their books regularly without fully appreciating the meaning or looking up and unfamiliar vocabulary. Tracking of

Pupil A's reading would be necessary and asking questions regarding recall of what has happened in the story. Discussion of characters, themes and ideas in novels would help to move Pupil A forward in their reading and thinking skills (KS2 English Framework, 2016: 16).

Numeracy is a key area for improvement for Pupil A, especially with their confidence to apply numeracy skills across the curriculum. Appendix D shows how Pupil A tends to freeze up if they don't know the answer, rather than trying a different number of approaches first. The problem seems to occur when there is an element of challenge in the work, the pupil doesn't feel confident enough to give these questions a go. The next steps for this pupil would be to practise this type of mathematical problem. This means giving Pupil A lots of Maths sums that allow them to practise their number facts. It would be important to ensure these are at a level that they feel comfortable, they need to build confidence and fluency before moving on (Bono, 2017).

Pupil A also needs to use their reasoning skills in order to solve number problems. Outdoor learning and practical resources need to be available as this will create a more hands on approach. Knowledge of number facts will need to be applied across the curriculum to help them solve problems. The next steps in order to develop this knowledge for Pupil A would be to be able to record number bonds to 20 and be able to apply this knowledge (KS2 Maths Framework, 2016). Pupil A must remember adding via partitioning three, three digit numbers on a daily basis. (KS2 Maths Framework, 2016). Finally, Pupil A must recall the rules for telling the analogue and digital time and recall those rules consecutively (KS2 Maths Framework, 2016). Maths support will need to be given on a 1:1 basis. This will allow Pupil A to grow in confidence and catch up on areas they feel they struggle with.

To move this learner forward, successful integration of the LNF will have to occur. There must be ongoing assessment in the classroom that allows us to monitor progress and

set next steps (Welsh Government, 2014). Pupil A will benefit from having real-life tasks to apply their skills in an enjoyable way (Welsh Government, 2014). This was demonstrated in a project lesson where the pupils had to use their numeracy skills to plan a trip to Disney World. Pupil A would benefit from these enjoyable tasks that incorporate numeracy and language. Moreover, Pupil A is currently reaching expectations and so an increase in the level of challenge with less support could improve confidence (Welsh Government, 2014).

Furthermore, Pupil A needs to be aware of their own progression and targets. Generating next steps for the pupil and discussing these with them is very important. Estyn's Effective Practice (2014) suggests using the success criteria for pupil's to peer/self-access their own work. This would give Pupil A independence in their learning and to know where they need to move forward or what gaps were missing. The next areas for mathematical progression will be looking at measuring skills and identifying appropriate methods to solve problems. Pupil A should be given the success criteria to access whether they have reached it or do they need further support.

To ensure the wellbeing of Pupil A stays consistent it is important they have their peers to work with. They must take part in a range of physical activities in PE lessons and use the playground to socialise. It would be recommended in joining a club after school to engage further learning and improve social skills (PSE Framework, 2008). This allows for personal and social development and increased wellbeing (PSE Framework, 2008). Furthermore, it would be recommended that Pupil A takes part in more discussions on personal and social issues (PSE Framework, 2008). This would increase their awareness on certain issues and improve their decision making skills (PSE Framework, 2008). The next steps for PSE work for Pupil A would be to develop their understanding on their rights and 'links to political decisions' (PSE Framework, 2008: 11). The learner needs to show that they are part of a community, local and global (PSE Framework, 2008).

The next steps for the Pupil's learning environment would be more involvement for the class. Pupil A also did not appear to take any ownership over school displays or areas in the classroom. To overcome this challenge, it would be necessary to involve Pupil A into the creation of displays such as the Maths wall. Furthermore, to improve enjoyment and reading levels, it would be beneficial to create a reading area within the classroom. This could be an area the pupils feel comfortable and can choose a book to read regularly. It is clear that Pupil A enjoys reading and this will improve their general knowledge, literacy and Oracy skills.

Nonetheless, there are implications and limitations to some of these approaches and next steps. For instance, to provide 1:1 support in order to develop Pupil A's numeracy skills there would need to be extra support staff to cater for this. This would require increased school funding and also would take up time. Peer and self-assessment as next steps would require practice and support so that the pupil felt it was worthwhile. However, over time and with necessary training, these next steps will prove beneficial in supporting the child make progress. It is important to create an atmosphere where the pupil feels comfortable and that they know their own targets for improvement.

Conclusions

This section will conclude and come to valid judgement on the process of using the Mosaic Approach (2011) and A.S.K Model (2013) to create next steps for a particular pupil. I have learnt how important it is to consider the pupil's own view of their learning and to place emphasis on the 'voice of the child' (Clark and Moss, 2011). The variety of data collected using the Mosaic Approach was very useful in creating a holistic view of the pupil's development (Clark and Moss, 2011). I would like to take forward the use of the A.S.K Model when analysing pupil's achievements in my future practice (Nottingham, 2013). I found this model valuable when trying to analyse a pupil as it broke down their successes into three important categories. Overall, I found that Pupil A had a very good attitude for learning but needed some strategies put in place to move them forward in their skills and knowledge. I discovered that they enjoyed and felt more comfortable working in groups and wanted to have more lessons in the outdoor learning area. Furthermore, without speaking directly to the child I would not have realised this information.

Therefore, this process has been very constructive in supporting a trainee's understanding of how children learn and how to develop next steps to allow the pupil to reach their full potential. It should be recognised that all pupils can be extended and their abilities developed. The Mosaic Approach allows for a more detailed insight into a particular child and this will then help to build more personalised next steps which both pupil and teacher can be a part of (Clark Moss, 2011). The main point would be to listen to the child's views and collect data in a number of different ways in order to build a bigger picture regarding achievements. The child's views can help develop their learning, the classroom environment and also the teaching strategies in place.

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Appendix

Appendix A: Questions asked to identify places or things that help them learn language and mathematics.

Questions asked about learning:

- 1) Where do you feel you learn best in school?

I feel I learn best outside. I enjoy it and its lots of fun. I like learning with chalk in maths and watching videos.

- 2) Do you prefer working on your own or with peers?

I prefer working in groups or with my friends.

- 3) What is your favourite subject?

My favourite subject is Big Write.

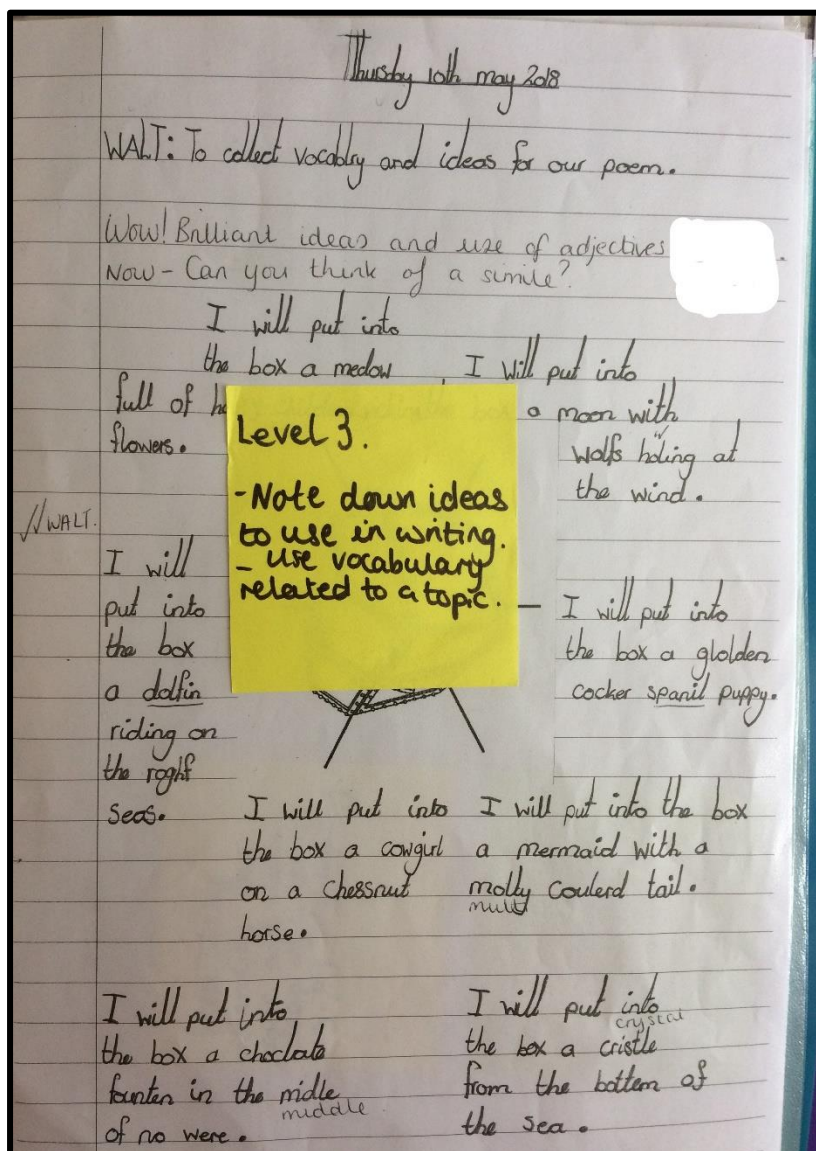
- 4) What is your favourite style of learning?

I like being outside and playing games. I do also enjoy writing and trying my best with handwriting. I also like using the iPads.

- 5) What subject do you find trickiest?

I find some parts of Maths hard, things like time.

Appendix B – Picture taken of Pupils A's literacy work.



Appendix C: Reading record of pupil A.



Canolfan Addysg Athrawon
De-Orllewin Cymru
The South West Wales
Centre of Teacher Education

C11b

Reading record

Name of learner: [redacted]

Reading age (if known):

Test understanding, find out more questions to further details.

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)
10.05.18.	The Worst Witch Strikes again. P.16-189	Fiction.	Able to recall story so far. Reading was well paced and is enjoying the story. Stilted in places. Some expression
10.05.18	The Gigantic Turnip Tug.	playscript	To be aware of the differentiated voices when performing playscripts.
17.05.18.	The Descendants 2 Disney. P.6-	Fiction.	Some tricky words in this book but enjoyment is clear. Slightly stilted but tried hard with expression
			Needs to remember to pause at full stops. 'Victoriously'. 'morph'. Exclamation marks.

This form should be used after reading the school's reading policy, if available

Appendix D – Pupil A's words from their Development Plan. What the pupil wants to achieve in Maths.

What will we do?

I would like to feel more confident at maths and have more time to think about my number work. Sometimes when I am asked a number question I freeze and can't remember what to do or what method to use.

I think more clearly when maths questions are read to me. This helps me to think more clearly.

I struggle with the amount of time during tests and I need

Appendix E – Maths work from Pupil A.

08542

WAT: To multiply a number by 20.

1. $1 \times 10 = 10$
 $1 \times 20 = 20$
Double 10 = 20 ✓

2. $2 \times 10 = 20$
 $2 \times 20 = 40$
Double 20 = 40 ✓

3. $3 \times 10 = 30$
 $3 \times 20 = 60$
Double 30 = 60 ✓

4. $4 \times 10 = 40$
 $4 \times 20 = 80$
Double 40 = 80 ✓

5. $5 \times 10 = 50$
 $5 \times 20 = 100$
Double 50 = 100 ✓

6. $6 \times 10 = 60$
 $6 \times 20 = 120$
Double 60 = 120 ✓

7. $7 \times 10 = 70$ ✓
 $7 \times 20 = 140$ ✓
Double 70 = 140 ✓

8. $8 \times 10 = 80$
 $8 \times 20 = 160$
Double 80 = 160 ✓

9. $9 \times 10 = 90$
 $9 \times 20 = 180$
Double 90 = 180 ✓

10. $10 \times 10 = 100$ ✓
 $10 \times 20 = 200$ ✓
Double 100 = 200 ✓

✓✓

Appendix F – Example of Andy Warhol research work and observational notes.

Thursday 22nd May 2018

WALT - to write a non-chronology report about Andy Warhol.



regular

Soup

Clear

Condensed

WALT

Wow-Great Facts

Family Now- Who was Andy Warhol? What was his job? POW-

His mum was a kind and loving mum called Julia and his dad was called Archie.

He was born on the 6th of August 1928.

He lived in America.

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Learner Observation Form

Name of learner(s): [redacted] Class: Year 3

Time: 1.30pm Date: 22/05/2018

Activity: To research the work of Andy Warhol.

Comments

Worked hard this lesson to research key facts, information and pictures. This pupil was also able to identify common features in different pieces of art work. (Questioning)

This pupil appeared to enjoy using the iPad to find information. They were able to locate information on web pages using screen features.

What needs to be done to move the learning on?

- Give directed questions to focus research.
- learner needs to ask or check spellings on iPads.
- Read over features of a non-chronological report.

Appendix G – Letter of consent/assent.

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

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

Dear class/senior mentor,

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

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

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

Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): _____

SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
R. Davies

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 I'm 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
Heddwyn Davies

Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder