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

Introduction

The school in which this research assignment took place is a three-form entry primary school in Cardiff. According to My Local School (Appendix 1) the school has 705 pupils on roll, and the school’s Estyn report states that the free school meals figure comes in at 10%, with 13% of pupils having additional learning needs (Appendix 2). Both figures are considerably lower than the national average.

The research was carried out within a Reception class made up of twenty-nine pupils being taught by one teacher and supported by one teaching assistant with a 1:1 learning support assistant. The pupil at the centre of the research is a female student, who will be referred to throughout this assignment as E. E is the youngest member of the class as her birthday falls at the end of August. E lives with her mother and has regular interaction with her grandfather. E can articulate her feelings very well and can have in-depth conversations for lengths of time, something I have found to be very advanced for a pupil of her age. In comparison, her academic ability and social skills around other children are at a much lower level.

Methodology

The data collection method used for the analysis was the Mosaic Approach. The Mosaic Approach involves collecting data through various methods to create an evaluation of a child’s perceptions of a topic, in this instance their perception of their school life, alongside the input of adults if necessary. The main reason for using this approach is that it offers a multi-faceted way of finding out children’s views (Clark, 2001) and encourages their use as a springboard for affecting change Maconochie (2008). With Britain ratifying the UN Convention on the Rights of the Child (UNCRC) in 1992, and many schools working to become Rights Respecting Schools and making pupils aware of their rights, the Mosaic Approach allows for children to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously (Unicef, n.d.), otherwise known as Article 12 of the UNCRC. Danby, cited by Danby and Mason (2011) state that research recognising children and young people as “competent interpreters of their everyday worlds” enables understanding of their social worlds, and what’s important for them in terms of their everyday lives at home and school, and within the community. The methods used as part of the Mosaic Approach were observations, semi-structured interviews, and photo-taking. Using multiple methods can be the triumph and the downfall of this method, and Cowie, Huser and Myers (2014) argue both cases. They cite that by having a diverse range of data collection tools, researchers can increase the quality of the child’s interpretations, yet recognise that multi-method approaches such as the Mosaic Approach can be time-consuming and complex.

Observation as a form of data collection has the potential to be difficult – Wilkinson and Birmingham (2003) argue that depending on your setting and the scenarios that occur whilst there, trying to observe may become hectic, unpredictable and confusing. This could be argued in this situation, being in a busy Reception classroom. However, in order to gain an all-round idea of a child's holistic development, observing and collecting a natural sampling of all relevant occurrences is what was believed to be the most appropriate method. Greig et al (2007) agree with this, stating that it is desirable to research children in their natural environments, such as school, rather than just subject them to experimental manipulations.

Interviewing as a method of data collection with young children may be dismissed by interviewers due to their expected ability to converse in relation to age. However, Greene-Hill (2005) and Gibson (2012), cited by Kutrovátz (2017) state that whilst disparities in understanding and in communicative competence must be taken into consideration, age should not be identified with level of development. As discovered from meeting E, she is more than capable of engaging in extended conversation with an adult despite her age, therefore this method of data collection was considered acceptable to use.

With regards to the photography element of data collection, reflexive photography as a method of data collection. Reflexive photography, as defined by Hurworth (2003), is where participants can take their own photographs and reflect upon them in an interview. Kondo & Sjöberg (2013) state that there are not many articles that reflect on the type of participation and meaning making that can take place as a result of using visual methods with children. However, as mentioned previously, knowing the capabilities of the pupil at the centre of the research, it was believed to be the best possible data collection method to suit her.

As with all research that is carried out, ethical considerations must be made. BERA (2018) states that:

Researchers should do everything they can to ensure that all potential participants understand, as well as they can, what is involved in a study. They should be told why their participation is necessary, what they will be asked to do, what will happen to the information they provide, how that information will be used and how and to whom it will be reported.

BERA (2018)

In order to comply with BERA Guidelines, the school were made aware of the study that was taken place, and permission was gained to carry out the investigation (Appendix 3). As well as this, consent was gained from E's mother to allow her to participate in this research study (Appendix 4). This was gained in the form of a letter explaining what was entailed and the rights she had to accessing any collected data, as well as being able to withdraw E from this study at any time. It was also explained to E that she did not have to participate in any research activity if she didn't want to, and that she could withdraw at any time.

Student Analysis

After collecting the data, the ASK method was chosen to analyse and present the data that has been gathered about E. The ASK model was developed by James Nottingham, an experienced teacher who used the model to plan lessons, set goals and review learning for his pupils. Nottingham (2013, p3) states that ASK stands for attitude, skills and knowledge, and all three are key to a child's learning process.

Attitudes

Overall, E has a positive attitude to learning. The school places high emphasis on the pupils having an active role in deciding what they learn about within their topic and contribute their ideas in the form of a group discussion. During this discussion, E contributed many ideas towards the learning as part of the Science and Technology Area of Learning and Experience (Appendix 5), and she stated previously that Science related lessons are something she particularly enjoys (Appendix 6). Pupils were also set a homework task to think of things that they would like to learn about as part of the 'Animals' topic. E went above and beyond what was required for the task, bringing in sheets that had been printed off from the internet about animals and habitats, and photos of animals she likes, as well as the homework sheet. This not only shows E's enthusiasm towards a topic but shows that there was a lot of adult input in this task. Eccles (2005) states that a parent's knowledge of the educational system should influence educational practices at home and the skills that they model to their children. As mentioned in Appendix 7, E's mother works at an external wrap-around nursery based within the grounds of the school, and due to the nature of her job, it could be assumed that she is aware of the importance of an adult's input to foster a positive attitude towards education, amongst other things. The Centre for Child Well-Being (2010), cited by Sapungan and Sapungan (2014) back up this assumption by saying that parental involvement in children's learning improves a child's morale, attitude and academic achievement across all subject areas. Similarly, E's class teacher has made positive comments about the amount of adult input E receives at home, from both her mother and grandfather (Appendix 8). Since then, E has brought in two reading books from home related to the subject of animals to show the rest of the class during 'Show and Tell' time. Since E has done this, more pupils have brought animal books into school that they have been able to enjoy together when they have been read by a member of staff at the end of the day.

However, there are some aspects of her attitude towards her learning that could be improved. E responds well to adults calling her away from free choice to do a task, and this is something that can be considered a strength in comparison to some of her peers. However, there are occasions where once she begins the task, she will try and complete it as quickly as she can so that she can go back to free choice as soon as possible. This change in attitude often results in E not focussing, completing tasks incorrectly and not to the standard that adults know she is capable of. This can be seen during her reading sessions (Appendix 9), where it is often commented that she is not focussed and has to be reminded to read carefully and not to guess words. Her reading assessments show that she has an adequate knowledge of letters and sounds and is capable of recognising them, but her attitude towards the session shows that reading is something that has to be done and the sooner it is done, the sooner she can go back to choosing.

Skills

Language, Literacy and Communication (LLC)

Oracy

As mentioned previously by her class teacher (Appendix 8), E has a great depth of language and speaks with a lot more maturity than the rest of her peers. When assessed against the Foundation Phase Framework (FPF) (Welsh Assembly Government (WAG), 2015, p14) E has met a lot of the relevant speaking skills for a child in reception, and has even met some of the requirements for a Year 1 pupil, such as *“express an opinion on familiar subjects”*, *“talk about things they have made or done explaining the process”*, and *“speak audibly, conveying meaning to listeners beyond their friendship group”*. However, one skill that needs to be improved is the ability to ask questions. Generally, E is capable of asking questions about things she is curious about, but when asked to create a question for a particular purpose as part of an activity (Appendix 10), she struggled to ask a question, instead choosing to talk about her own experience to show that she understood what the task was about. At this point, it needs to be mentioned that this was a skill that the whole class found difficult, and not just a target for improvement for E.

Reading

As mentioned previously, E’s attitude towards reading is something that needs to be improved and could potentially be holding her back from making greater improvements. When she applies herself, she shows that she is developing the skills appropriate for a child in Reception. She can use pictures to aid understanding of text and can even talk about features of books such as contents page and titles (WAG, 2015, p19).

Writing

When interviewed, E said that whilst she thinks she is good at writing (Appendix 5), it is also something she could improve. She states in the interview that she uses a letter mat to help her, which is a skill for a Reception child in the FPF (WAG, 2015, p25), and is becoming more competent at other outcome skills highlighted in the framework, such as *“I can write from left to right”*, *“I can recognise the alphabetic nature of writing and form some letters and on occasion simple words and phrases”*, as displayed in Appendix 11. E is capable of orally composing and dictating a sentence, describing events experiences and pictures to communicate meaning, but as the appendices above show, there is a vast amount of difference in her capabilities within the LLC area of learning.

Mathematical Development

E’s mathematical skills are coming along well. She has demonstrated throughout that she count reliably up to 10 objects (WAG, 2015, p30) (Appendix 5), and in Little Big Maths sessions she mentally recall one more and one less of a number within 10, and work out how many objects she has altogether as well as how many are left when they are taken away. However, as mentioned previously, her inability to focus can be an issue if there are physical resources involved. In Appendix 12, both tasks required using resources, and as a result E struggled to fully participate in the task as she was more focussed on playing and fiddling with them. However, E’s

participation in lessons focussed on directional language was much better. I believe this is down to the oracy focus of the lessons, something which as mentioned previously, is one of her strengths.

Personal and Social Development, Wellbeing and Cultural Diversity

E is showing elements of developing well socially. When being interviewed, she was able to demonstrate an awareness of what they are good at and understand how they can improve their learning (WAG, 2015, p10), and as mentioned previously, she has a positive attitude to new experiences and learning. Throughout her interviews and the use of pictures, E was able to show examples of how she has become confident using different elements of the indoor and outdoor areas, and showing elements of independence to work out how to do things such as climbing a pole, walking across stepping stones and making stickers.

However, there are elements of social development and skills that E needs to work on. A subject that has been mentioned throughout this essay is E's difficulty to focus for prolonged periods of time. As seen in Appendix 13, E is regularly reminded of her behaviour during carpet time as she is prone to shouting out, getting up and moving around on the carpet or walking off around the classroom whilst an adult is doing a carpet activity, and her lack of focus is evident in some of her tasks (**Appendix**). On the whole, E can work and play with others and shows enjoyment of this (Appendix 7), however there has been instances where E has not been cooperative or shown care nor consideration to others (**Appendix 13**) and has not been completely understood the error of her ways. This is something that myself and the class teacher believe is the result of being the youngest member of the class. As E is potentially a year younger than some of her peers, her maturity will not be at the same level but will catch up eventually as she develops.

Creative Development

E enjoys a range of creative activities, and during free choice she enjoys going to the 'Super Scribbler' area (Appendix 7) to draw pictures. During Creative Development tasks E has developed the skill to make choices about using different materials – during her first task she was unwilling to use more than two methods of painting (Appendix 14), but as the lessons have progressed she has become more confident in attempting to use more techniques to create art pieces. Due to her strong oracy skills, she is able to talk about what she has done and related her work back to the 'Animals' topic that they are working on.

Physical Development

E's physical development skills are progressing well, and according to her current Incert levels (Appendix 15) her physical development is her strongest area of her learning. When interviewed, E says she enjoys playing

football, playing on steppingstones, and using the climbing frame (Appendix 7), all of which contribute to developing gross motor skills, and use a range of equipment as highlighted in the FPF (WAG, 2015, p44). Her PE lessons (Appendix 16) show that she is developing her muscle tone and balancing skills and evidencing her ability to travel using various methods and use various pieces of equipment. E's enjoyment of football shows that she is beginning to show understand rules and elements of games and needs to progress into continually being able to be cooperative whilst playing games. Whilst E's gross motor skills are good, her class teacher suggests that she may need some work to develop her fine motor skills. (Appendix 8)

Knowledge

E has a good range of knowledge for a child of Reception age. She can contribute well during one-to-one and classroom discussions about various subjects, using her own experiences as a point of reference. Her reading assessments (Appendix 9) show she has ample knowledge of phonemes, digraphs and tricky words. However, whilst she has the knowledge, she struggles to apply it to situations that require the phonemes, digraphs and tricky words to be written. Despite recognising the sounds if they are shown to her, along with the help of word or phrase mats and daily handwriting practice, she doesn't possess the knowledge to consistently write them correctly in her own work (Appendix 11).

E has good mathematical knowledge. In her interview (Appendix 6), E stated that she was good at shapes and was able to name the shapes on a poster with minimal support. She was able to make links to the shapes on the poster, stating that she knew what a pentagon was as it looked like a house, and that an octagon has eight sides because an octopus has eight legs and they start with the same sounds. She is beginning to develop knowledge of directional language and needs to develop a further understanding of left and right in order to give directions to her peers.

Nottingham (2013) states that learning is a process, not an outcome, and teachers should take the opportunity to show children how to learn, otherwise known as metacognition. E's school considers metacognition as something of high importance and have created four 'superheroes' who promote taking responsibility for their own learning by using different qualities – resilience, collaboration, resourcefulness and independence. E has the knowledge to recognise when she has used a superhero and can use the correct terminology to explain how she knows she has done this (Appendix 6).

Next Steps

E's current Incerts show that she is working at a level 3C in LLC, Mathematical Development and Physical Development, and at a level 3B in Physical Development (Appendix 15). Her progress has increased by three sub-levels since her previous Incert assessment, showing that she is making good progress and is on track to meet her end-of-year targets. In order for her to securely meet these targets, the researcher believes the following to be implemented into her learning.

As mentioned previously, there are varying differences in E's abilities within the LLC area of learning. Her oracy skills and knowledge of phonemes, digraphs and tricky words are well developed but struggles to apply her knowledge to writing tasks. The combination of a busy Reception classroom, along with E's struggle to focus and apply herself to a task means that she would benefit from attending a literacy intervention away from the classroom where she can apply herself fully to a task with no distractions. All three Reception classes currently send groups of six lower middle ability pupils to an intervention twice a week (when possible) carried out by a HLTA. During the intervention, the HLTA discusses with the pupils during the week or over the weekend, and they then write about it, with a focus on an element of writing such as writing on the line or correctly forming letters. Activities such as this promote the Zone of Proximal Development (ZPD), created by Vygotsky. The ZPD is defined as the distance between the development level determined by independent problem solving, and the level of potential development as determined through problem-solving under adult guidance (Vygotsky, 1978, p86). It allows a 'more knowledgeable other' to provide a scaffold to support a peer to achieve something that they previously could not. The Education Endowment Fund (2019, (1)) state that early literacy approaches similar to this have been found to have a positive approach on early learning outcomes, with pupils gaining between four to six months progress as a result. Appendix 17 shows that pupils currently attending the intervention have made significant progress with their writing skills, and as a result E would benefit greatly from attending this.

A limitation of this intervention, however, is that it is not always carried out on a regular basis. The pieces of work in Appendix 17 show that the written pieces of work are not done regularly, and this is a result of the HLTA who leads the intervention is also used to cover staff absences, so if there is a member of staff that needs to be covered during that session, the intervention will not take place. However, the evidence shows that despite the potentially irregular attendance of the intervention, the pupils involved are still making solid progress with their writing.

Regularly practicing writing will also ensure that E is developing fine motor skills. However, as this is something the class teacher feels is a weakness to her learning, and evidenced in her writing (Appendix 11), E would benefit from opportunities to develop this skill. The class has a 'Funky Fingers' area that isn't used to its full potential as most activities tend to exclusively involve the use of tweezers. By having the opportunity to access alternative resources and activities, E and her peers would benefit from developing greater fine motor skills. NHS Wales (n.d.) offer some suggestions for what children aged 3-4 could do to develop their fine motor skills, however the resources will come at a cost as single-use items may need to be replaced regularly.

A concern that has been raised is E's lack of knowing how to behave in certain social situations, such as during carpet time or when negative incidents occur when with her peers. After discussing this with her class teacher (Appendix 8), it was decided that eventually she would mature and develop an understanding of how to conduct herself appropriately but would also benefit from activities that would further develop social skills. Circle time is an intervention that has been praised for developing pupils' social skills (Canney and Byrne, 2006; Lown, 2002), help pupils to cooperate with one another and leads to improvements in pupils' speaking and listening skills (Housego and Burns, 1994) and creating a climate where pupils learn to treat each other with respect (Curry, 1997). Activities such as this relate to the work of the social learning theory created by Bandura (1977),

who states that human behaviour is learned through modelling and observation and forms the idea of how new behaviours are performed and serves as a guide for action. The EEF (2019, (2)) states that social interventions make an “identifiable and valuable impact” to learning and social relationships and can provide up to four months progress on pupil attainment. Lang (1998), however, argues that any evidence provided to praise circle time has been done “either as acts of faith or as common sense”, and more research is required.

Conclusion

The collection of data for this analysis has been an interesting experience. By allowing E to actively participate in the research allowed for a deeper understanding of how she views the world around her, and for information to be discovered that would not have been discovered had she not played such an active role.

However, the use of the Mosaic Approach was perhaps inappropriate in this case. Greenfield (2011) stated that in their study the Mosaic Approach was used over a 14-week period. This analysis took place over just fifteen days, which can be argued isn't a sufficient amount of time to gather enough evidence to give an in-depth overview of the child's holistic development. Nevertheless, the combination of the approaches used provide a great insight into a child's view of their schooling, and in an education system where the voice of a pupil is growing in importance, has the potential to develop a big change for the curriculum and assessment methods.

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Appendices

Appendix 1: My Local School website showing school data

SUMMARY	PUPILS	RESOURCES ▼	BENCHMARKING ▼	ATTENDANCE	CATEGORISATION	PE & SPORT
705 Number of Pupils, 2018 2018	11.9% Free school meals (FSM) - 3 year average (Primary only) 2018	26.6 Pupil Teacher Ratio (PTR) (Primary only) 2018	96.4% % Attendance during the year (Primary only) 2018			
£3358 School budget per pupil 2018	Green Support Category 2018					

Appendix 2: Estyn Report

	Context Ynion Primary School is in Cardiff. There are currently 699 pupils on roll aged from 3 to 11 years old. Of these pupils, 78 attend part-time in the nursery. Many pupils are white, British and come from homes where the main language is English. A very few pupils speak Welsh at home. Around 10% of pupils are eligible for free school meals. This is notably lower than the national figure of 21%. The school identifies approximately 13% of pupils as having additional learning needs. This is lower than the national figure of 22%. A very few pupils have a statement of special education needs.	
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Appendix 3: School Permission Letter



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

Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

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

Dear class/senior mentor,

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

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

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

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

STUDENT NAME (PLEASE PRINT):

SCHOOL NAME (PLEASE PRINT): SCHOOL

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

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

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT



Appendix 5: Pupil Voice Sheet

Language, Literacy and Communication	Science and Technology	Maths and Numeracy	Expressive Arts
Draw animal picture and label (Jessica, Evan) Write sentences / words about animals Write Welsh animal names Role Play - Be zoo animals e.g. kangaroos Write about what animals do Write animal names Make a missing / lost poster Make a list of animals Rules for looking after pets	Animal species e.g. tigers running Baby animals Animal searchen (pods) Animal types eg reptiles Types of skin / fur - why? Animals bones / crops Animal habitats (E) Sick animals Zeb of vet Looking after pet	Take away using dogs / bones Measure giraffes Measure animals Count animals Size of animals Make animals out of shapes Match money Count	Patterns on animals e.g. tortoises Jump like animals eg run like tiger Draw animals Print / stamp animals Animal puppets Animal headbands Move like an animal Pretend to be an animal
Health and Well-Being Hygiene when dealing with animals	Pupil Inspired Ideas	Humanities Jobs animals do Where animals live? On a farm	PET SHOP

Appendix 6: First interview between student teacher (ST) and E.

ST – “So can you tell me, do you like School?”

E – “Yes.”

ST – “Why do you like school?”

E- “Because I have loads of friends to play with.

ST – “Is there any other reasons for why you like to come to School?”

E – “I like to go outside.”

ST – “What do you like learning in School?”

E – “I like learning how to do different stuff like Science.”

ST – “So what is your favourite thing that you’ve learned so far this year?”

E – “I’ve liked everything so far. I enjoyed learning about Tortoises, Dogs and Horses. I thought it was funny when the horse swished its tail because it thought I was a fly. I like fish because we get to keep them in School.”

ST – “So you like learning about all of the different real life animals when they came to school?”

E – “Yes and going into different classes.”

ST – “That was good wasn’t it? What would you say you’re good at when in school?”

E – “I’m good at the pole outside because I didn’t like it before but I was resilient but now I’m good at it.”

ST – “I remember that actually because when I was here you had a go at the pole wasn’t it?”

E – “I was really little then. I was like 3.”

ST – “Oh I see. I remember when...”

E – “So then I was scared because it was scary. I like the slides but the park by me didn’t have a pole so I couldn’t practice. I tried doing it one way but it kept hurting my belly, so I learned how to hold onto the pole with both sides. Until I get older I’m going to learn by wriggling down.”

ST – “Oh that’s good. So what are you good at learning? What part of School do you enjoy?”

E – “I’m good at writing because I think that my W looked good because it looks like two V’s. (Writes a W in the air). It goes up and down and up again.”

ST – “So you think you’re good at writing yeah?”

E – “ Yes.”

ST – “Anything else you’re good at?”

E – “I’m good at drawing my shapes. Some of them I’m not so good at but some I’m really good at. I’m good at a square and then this one.”

ST – “What is that one? (Directing towards Shapes Chart)”

E – A petryal.

ST – Yes that’s right, it’s petryal yn Gymraeg. What is it called in English?

E – A rectangle.

ST – That’s right, good girl.

E – “ I’m good at a triangle, a circle, a hexagon but I’m a bit tricky with stars.”

ST – “Stars are a bit tricky but what about this shape? (Points to a shape) Do you know what this is? Begins with a ‘P’?”

E – “Pent... Penta...”

ST – “Pentagon it’s called.”

E – “Yes. I can draw a house shape and it’s like a house shape.”

ST – “Yes that’s really good and true.”

E – “Yes and I’m really good at the pink one. What’s this one?”

ST – “This one is called an Octagon. Do you know why it’s called an Octagon?”

E – “ Yes because it has 1,2,3,4,5,6,7,8 sides.”

ST – “Yes. Very good. Good girl.”

E – “ Yes it has 8 sides. 8 as in ‘Oct’ like an Octopus like the same spelling and the Octopus has 8 legs and then that’s why it’s called an Octagon.”

ST – “Fantastic. Good girl. The purple one underneath, do you know what that is?”

E – “ Yes. That’s a Hexagon.”

ST – “Yes. Do you know why it’s called a Hexagon?”

E – “Because it’s like a house.”

ST – “Yeah but how many sides does it have? Can you count for me?”

E – “1, 2, 3, 4”

ST – “Nearly. Do you want to try that one again?”

E – “1,2,3,4,5,6”

ST “Yes. Good girl. What about the blue one? That’s a bit tricky.”

E – “No I don’t.”

ST – “ That’s a Decahedron

E – “1,2,3,4,5,6,7,8,9,10.”

ST – “Good girl. So is there anything you think you can get better at in School?”

E – “I like to get better with my stars.”

ST – “Anything else?”

E – “I want to get better by drawing number 5.”

ST – “Is there anything me or the Teacher can do with helping your learning?”

E – “By helping with some of my letters that are a bit tricky for me with the letter board.”

ST – “Do you think that we’re good at helping you so far?”

E – “Yes.”

ST – “Is there anything you would change so you can be the best that you can be?”

E – “ Yeah I think I can be better at my stars and letters and numbers.”

ST – “Ok thank you. That’s all I need to ask you.”

Appendix 7: Second interview between student teacher (ST) and E with photos.

Photos are in order of interview.

ST – “So what is the picture of?”

E – It’s the pole and slide. I like these because I can go down the pole and slide and it has little stairs.”

ST – “Yes it’s kind of like PE isn’t? It’s quite physical.”

E – “I like this as well.”

ST – “What’s this a picture of? Can you tell me?”

E – “The gates.”

ST – “That’s right.”

E – “I like the gates because sometimes my Mummy comes over from nursery to look after the kids”

ST – “Oh yes your Mummy works at Little Steps doesn’t she?”

E – “She comes over and gives me a little kiss sometimes so that’s why I took a picture of it.”

ST – “Oh that’s really lovely. It’s fab. What are these then?”

E – “They are stepping stones. I like them because you have to make big steps and little steps and in between steps.”

ST – “Do you have to practice them a lot to get better?”

E – “Yeah I practice them a lot because once me and Luciano played on it and it was very slippery and we used to slip off a lot. So we needed to practice.

ST – “So what’s the next picture?”

E – “I like the football match as well because we all play together. Me, Luciano, Dylan, Jake E, Jake S, Austin and Mason play together. We play and it’s funny and we score goals we go like this (spins in circles) and we’re really happy.”

ST – “So you spin around in circles because you’ve scored?”

E – “Yeah”

ST – “Do you like Football?”

E – “Yeah I like Football but the boys say girls don’t play Football but they do.”

ST – “Yeah girls can play Football. Would you like to go to Football Club?”

E – “Yeah. I’ve asked my Mum a few times but she keeps forgetting.”

ST – “Oh dear. What’s this then?”

E – “The hula hoops and play blocks are back there and I like them because sometimes about 5 weeks ago I was playing with the basketball hoop and we had to throw the ball into the hoop so we tried to do that. I scored 4 and I was happy because I never played before.”

ST – “Oh good. What is the next one?”

E – “It’s the Princess Castle.”

ST – “Why do you like the Princess Castle?”

E – “Because it has pretty stuff inside.”

ST – “So what do you do in the Castle?”

E – “We play with it and people. And I like to draw pictures of me and my Mummy sitting by a tree.”

ST – “What’s this called?”

E – “Art.”

ST – “It’s the Creative Corner isn’t it?”

E – “Yeah I like this because look when we get some pencils and we draw with pencils. I like the tape because when we play schools we’re not allowed to use Teacher’s Helper Heddiw stickers so we make our own and give it to the Helper Heddiw in our game”

ST – “Where are we now we’re in the... ”

E – “Roleplay Area” ST – “So can you tell me, do you like School?”

E – “Yes.”

ST – “Why do you like school?”

E- “Because I have loads of friends to play with.

ST – “What’s in the Roleplay Area at the moment it’s a ?”

E – “It’s funny because me Austin and Luciano were playing. We were playing and we were all laughing because one of us fell over.”

ST – “So you like the Roleplay Area because funny things happen. What’s this then?”

E – “The board.”

ST – “That’s right. Why do you like the board?”

E – “Because you can play games on there.”

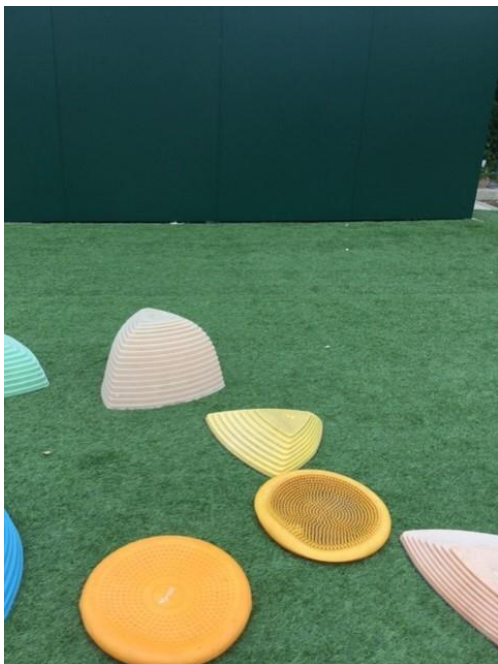
ST – “Yes you can play games on there but what’s your favourite game?”

E – “ The yes or no game”

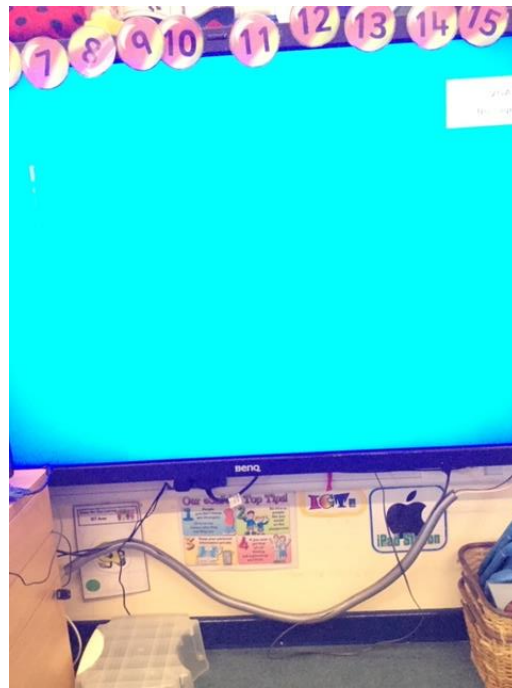
ST – “Oh, the yes or no game.’ What’s this a picture of?”

E – “Boxes. I like boxes.”

ST – “That’s good. Thank you very much.”







Appendix 8: Interview with Class Teacher (CT)

How would you describe E?

E is a lively little girl who enjoys school. She is interested in her learning and often links her learning with things she does at home, particularly with her Grandad. She is always keen to participate but finds sitting still and waiting her turn more challenging. She is an only child from a single family so spends much of her time with adults who encourage her creativity and interests.

What are her strengths in relation to her learning?

Her strengths in relation to her learning are her all round knowledge of the world, her depth of language and her enthusiasm.

What are her weaknesses within her learning?

Her weaknesses to her learning are her lack of focus and concentration and a developing fine motor skills.

What are her strengths in relation to Personal and Social Education (PSE)?

Her strengths in relation to PSE are she is kind and friendly, she shows care for animals and for the environment.

What are her weaknesses in relation to her PSE?

Her weaknesses in this area are at times she is unable to resolve problems that arise with her peers particularly with one friend and this results in some unkind words being said.

Are there any strategies/recommendations you would suggest to help E in the future?

Her future learning would benefit from some small group support sessions which occur in a quiet room with no distractions and focus on phonics and on writing simple sentences.

Her PSE development is likely to improve with age appropriate developments in terms of maturity although circle time or social stories might help her understanding of how best to deal with certain situations.

Appendix 9: E's reading record and assessments

Name: E

Learning Objective/Skills, Success Criteria:

1. Locate Title
2. Locate and recall title
3. Consolidate secure control of 1:1 matching
4. Use known words to check and control reading
5. Start to read more rhythmically or use phrasing while maintaining track of print
6. Repeat words, phrases or sentences to check, confirm or modify own reading
7. Predict from meaning, syntax and print to solve new words

Date / Book	Reading Skill: Choose from above appropriate strategies for book band level	Evaluation How did the reading sound? / What information - Meaning, Syntax, Visual is being used? / What prompting was needed during reading / What strategies were used? / next steps
21/4/19. Baby Wakes up 3c-4-19 2/3	(3)	Quite a bit of inserting words that are not there, better when she slowed down. → 1-1 matching
Sally and the leaves. 9-5-19 2/3	(3)	When she concentrated, read quite well. Used finger to follow on the first line (return sweep needs) back → 1-1
The Sun the Moon.	(5)	Some rhythmic reading at times reminded to look carefully before reading → pace.
Sally and The Elephant 2/3	(5) (6)	Eliza was able to re-read sentences to check she'd said the right words.
Zac and Puffing Billy 2/3	(2)	Eliza struggled with this book. Lost focus a lot and couldn't remember words that she knew previously. Would benefit from reading → 4.
Zac and Puffing Billy	(5) (6)	Eliza is much better today and remembered tricky words better than expected. → Read the words in the page instead of guessing.
20/5/19 13 Sam's balloon.	(3)	Eliza wasn't very focussed and was told to slow down and sound out. A lot of guessing.
Sam's balloon	(5) (6)	Much better, struggle to recognise 'come'.
Little Teddy and Monkey	(6)	Lots of tricky words but Eliza tried hard to work out what they were. Still doesn't recognise 'now'.

PHASE 2 Assessment Sheet

Mark the phoneme with a tick if they can say the sound when read. Give 1 tick if the child can write the phoneme and 2 ticks if it is formed correctly.

Name: _____

Set 1		Set 3		Set 5	
read	write	read	write	read	write
s		g		h	
a		o		b	
t		c		f	
p		k		ff	
Set 2		Set 4		Set 6	
read	write	read	write	read	write
l		ch		ll	
n		e		ss	
m		u			
d		r			

Date: _____

Year: _____

Autumn: 11/10/19

Spring: 5/14/19

Summer: _____

Phase 3 Assessment Sheet

Mark the phoneme with a tick if they can say the sound when read. Give 1 tick if the child can write the phoneme and 2 ticks if it is formed correctly.

Name: _____

Set 6		Consonant digraphs		Vowel Digraphs	
read	write	read	write	read	write
j		ch		ai	
v		sh		ee	
w		th		oa	
x		ng		oo	
Set 7		Vowel Triples		Vowel Digraphs	
read	write	read	write	read	write
y		igh		ur	
z		ear		ow	
zz		air		oi	
qu		ure		er	

Date: _____

Year: _____

Autumn: 11/10/19

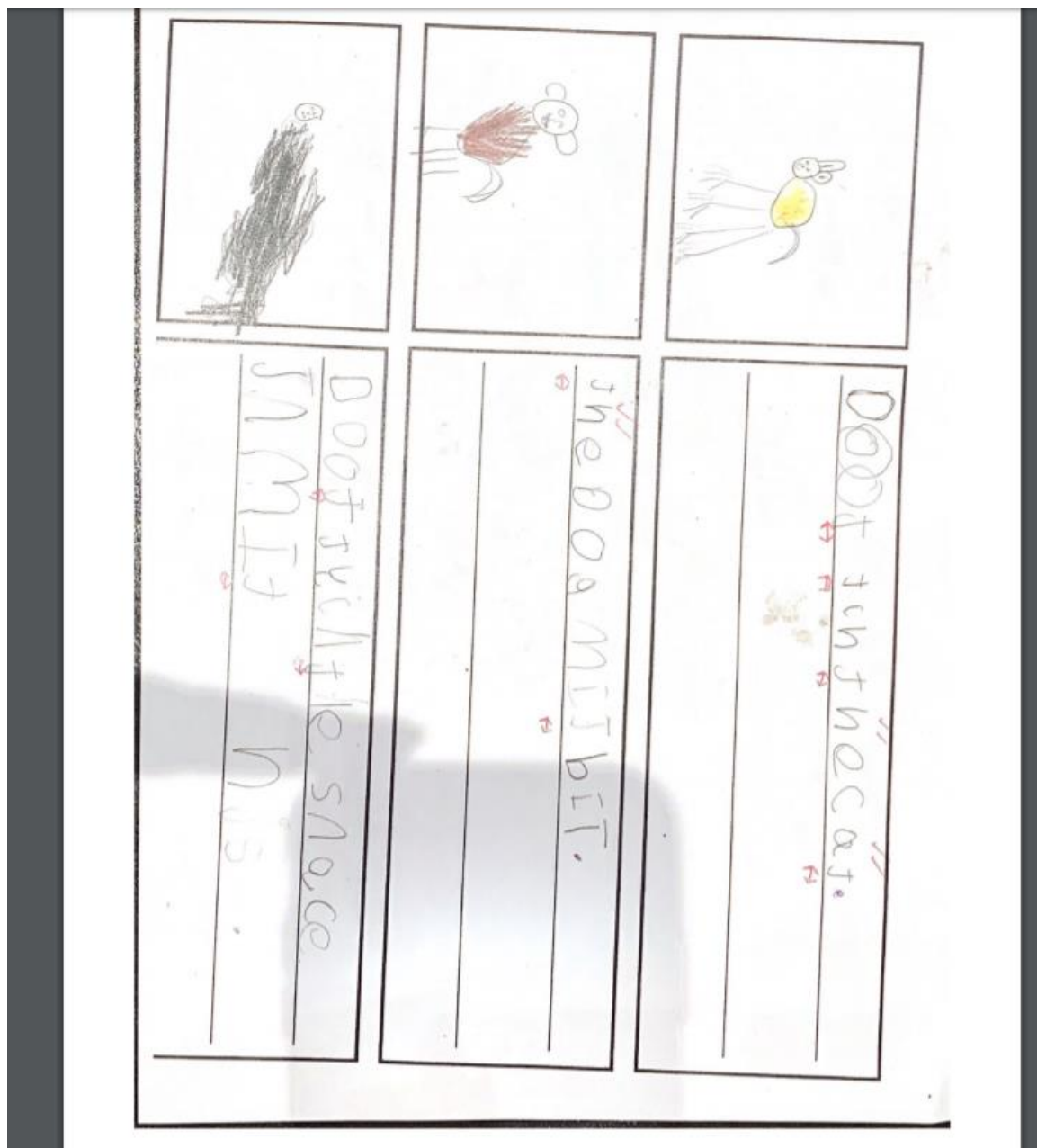
Spring: 5/14/19

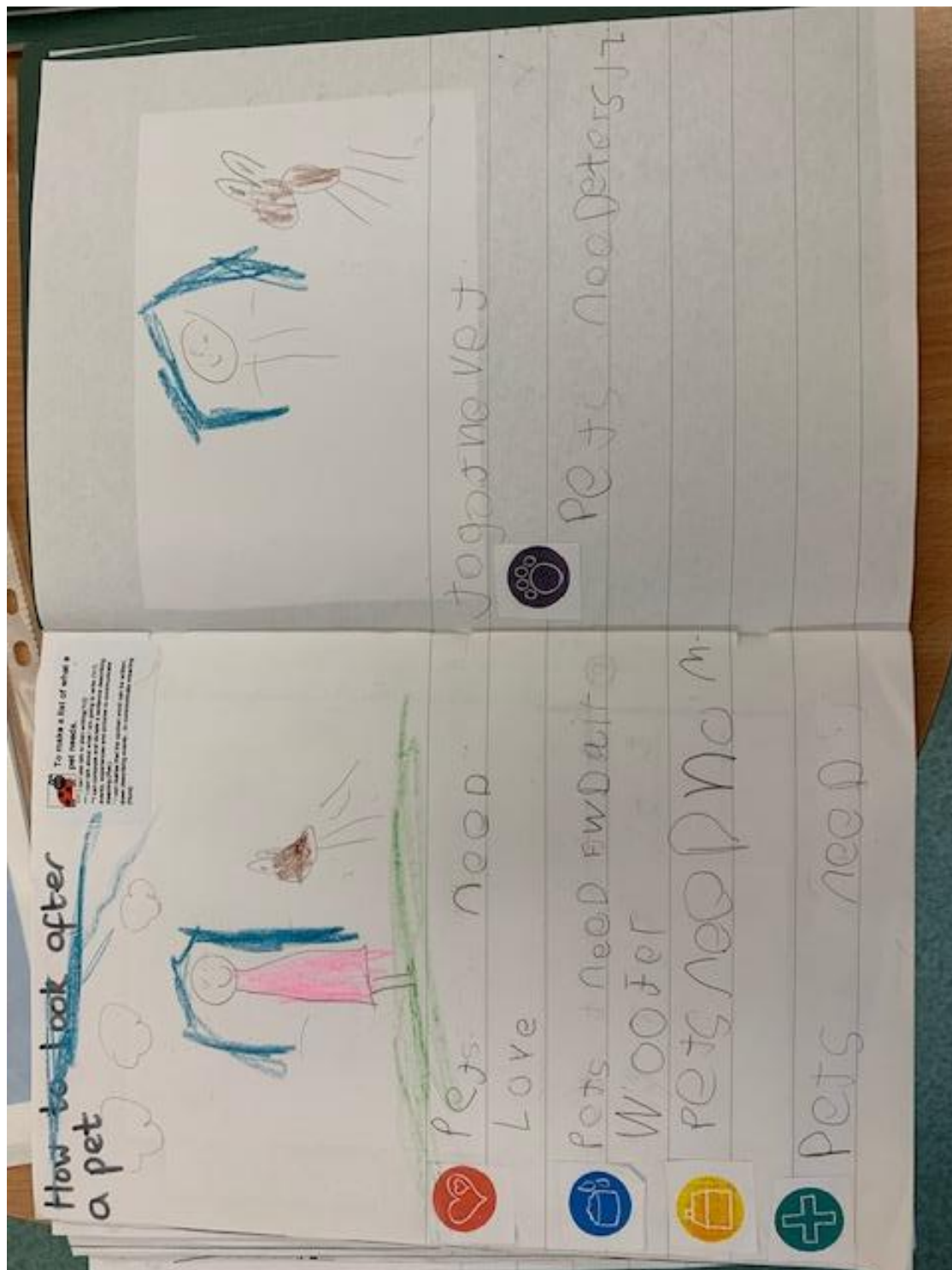
Summer: _____

Appendix 10: Lesson Observation Sheet (PSE)

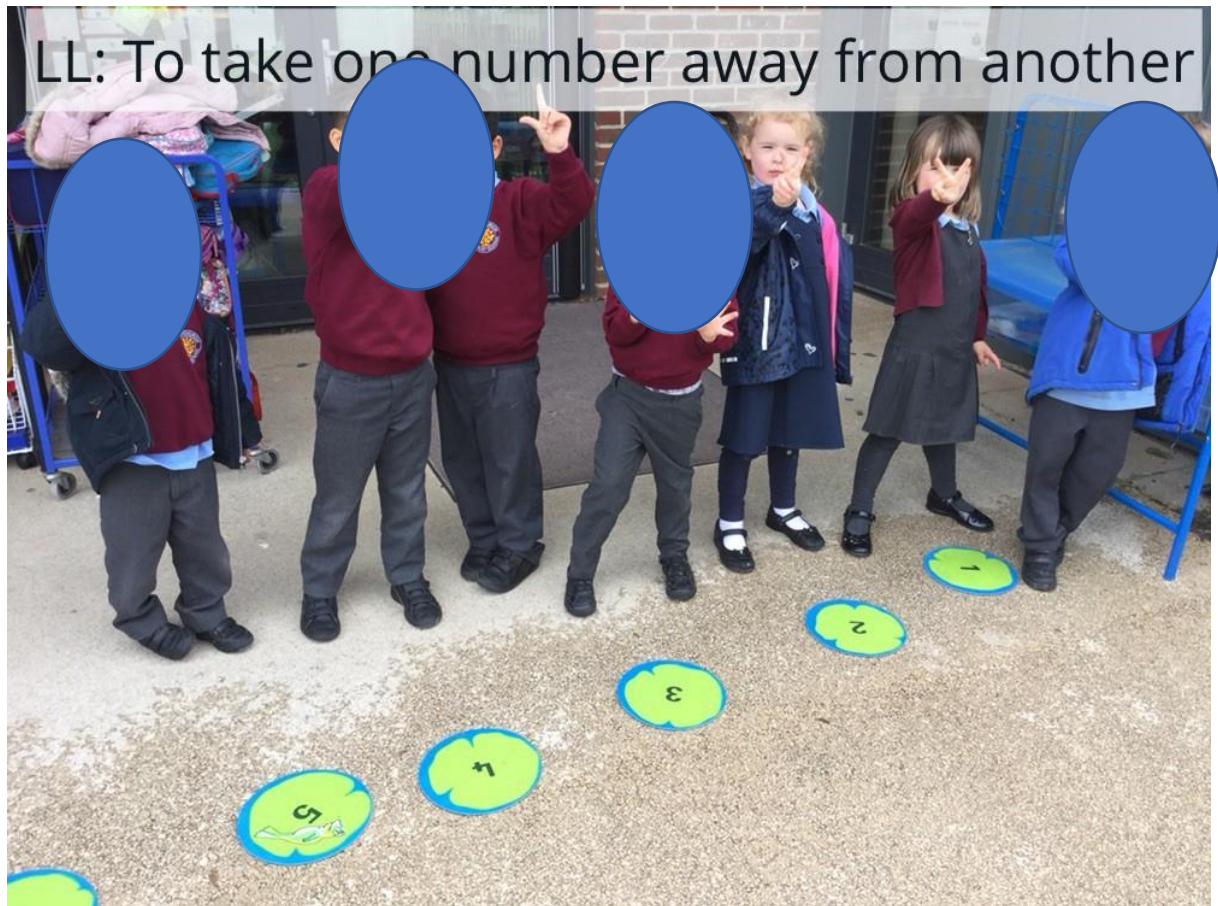
Name	Gp	Diff	Date: 13.5.19	Area of Learning: PSE		
[Redacted]	[Redacted]		L.O. To be aware of the needs of and how to care for animals			
			****			
			*** I can list more than 3 things an animal needs to be happy + healthy, and how I could achieve this			
			** I can list 3 things an animal needs to be happy + healthy, and beginning to think of ways to achieve this			
			* I can say one thing an animal needs to be happy and healthy			
			Activity: Create a group poster with information on how to look after a pet			
			[Redacted]			
						
						
						
						
						
						
						
						
						
			Task:		(starter task) Most pupils struggled to ask questions about how to look after a pet and spoke about their own experience instead	
						
						
						
....						
....						
....						
....						
....						
....						
....	Evaluation:					
....	****					
....	***					
....	**					
....	*					
....	Initials:					

Appendix 11: Examples of writing





Appendix 12: Examples of Mathematical Development work, including observational notes



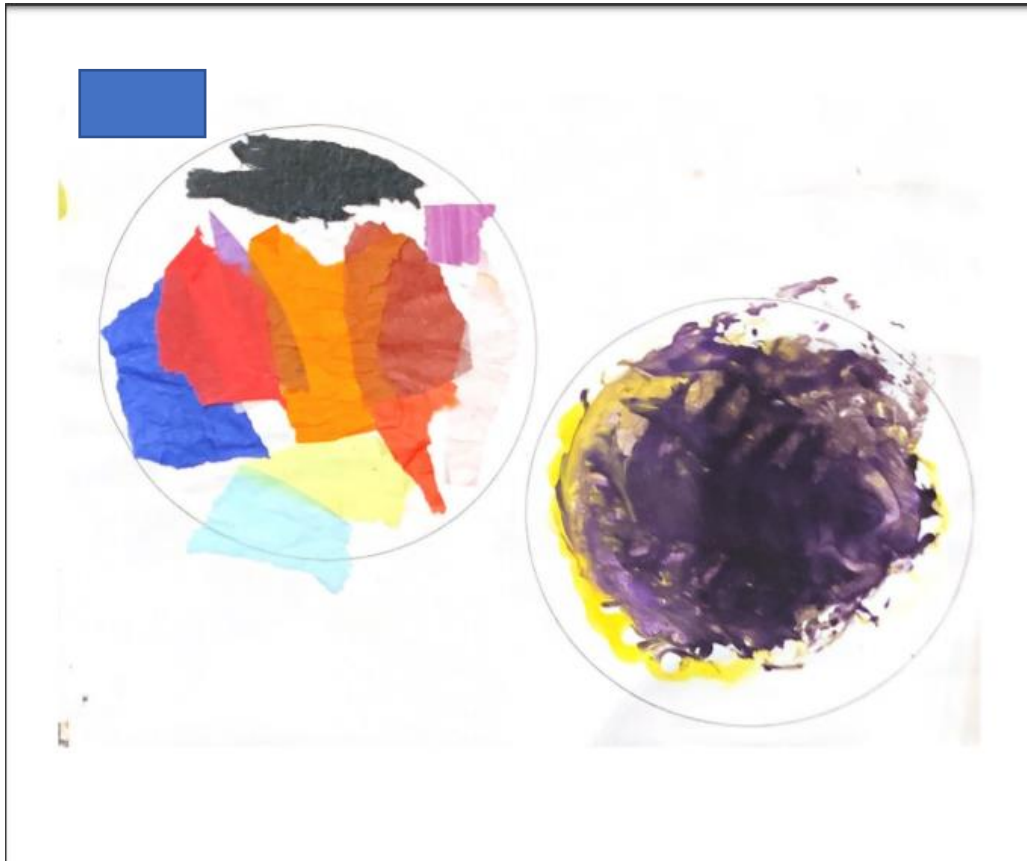
Name	GP	Diff	Date: 22.5.19	Area of Learning: MD	Reasoning
[Redacted]	[Redacted]	****	L.O. Use knowledge of number bonds to problem solve		
[Redacted]	[Redacted]	****	****		
[Redacted]	[Redacted]	****	*** I can confidently explain how I've reached an answer		
[Redacted]	[Redacted]	****	** I can explain how I have reached an answer with support		
[Redacted]	[Redacted]	****	* I am beginning to develop reasoning skills		
[Redacted]	[Redacted]	****	Activity: explain what I've done		
[Redacted]	[Redacted]	****	Buying items from the pet shop		
[Redacted]	[Redacted]	****	Significant Observations:		
[Redacted]	[Redacted]	****	[Redacted]		
[Redacted]	[Redacted]	****	[Redacted] couldn't focus using props		
[Redacted]	[Redacted]	****	[Redacted] struggled to engage with task, need practice of number bonds		
[Redacted]	[Redacted]	****	[Redacted] generally did well at the task and could explain, to some extent how they achieved answer. Began to look at concept of 'buy one get one free'		
[Redacted]	[Redacted]	****	Evaluation:		
[Redacted]	[Redacted]	****	****		
[Redacted]	[Redacted]	****	***		
[Redacted]	[Redacted]	****	**		
[Redacted]	[Redacted]	****	*		
[Redacted]	[Redacted]	****	Initials:		

Appendix 13: General Observation Notes

- Eriogon
- very articulate
- struggles to focus/concentrate, often interrupts brought in lots of items re: pupil voice - very interested in habitats. Brought in a calendar of animals and could name the animals (mums and babies). Told me her favourite animals were pigs. 7.5.19
- Brought in another animal book 'Jungle Animals'
- could name some but got a lot wrong/didn't know. 13.5.19
- Struggled to focus during reading session, wasn't recognising known sounds, repeating incorrect sounds, words after being corrected, wouldn't stop fidgeting 14.5.19
- Called another pupil a bitch. This follows the word being used the day before by another pupil. When asked about the situation, E said she'd heard the word from Youtube but didn't know it was a bad word.
- Showed disappointing behaviour when completing ICT task. Refused to share Beebot with Ara, would snatch the Beebot from her and then began to hit/shout at Ara when getting impatient.
- Noticed this week that carpet behaviour has been more fussy than usual. Has been reminded repeatedly to sit down, stop getting up and to stop shouting out.
- Decided that she wanted to sit at the front to see the pictures in the story so got up and barged through pupils already sat down. When asked if she knew why that was a wrong thing to do she couldn't explain herself.

Appendix 14: Evidence of Creative Development tasks and observational notes





Name	GP	Diff	Date: 20 + 21/5/19	Area of Learning: CD
		****	LO. To begin to choose media to create different texture effects	
		****	****.	
		****	*** I can confidently use a variety of media to create texture	
		****	** I can independently choose a media from a selection to create texture	
		****	* I can choose a media from a small selection and begin to create texture with support	
		****	Activity:	
		****	Using materials to create animal textures	
		****	• fork painting • collage • sponge print	
		****	Significant Observations:	
		****	Maximum effort and was very engaged	
		****	Very controlled	
		****	Started off well but lost focus	

Evaluation:

**

*

Initials:

Appendix 15: Current Incert Levels

21 May 2019				
	Last Update	Outcome	This Year's Progress	Progress to Target/Target
Personal and Social Development	25 March 2019	O3c (previously O2b)	0.77 ●●●●●	O3b
Language, Literacy and Communication	26 March 2019	O3c (previously O2b)	0.68 ●●●●●	O3b
Mathematical Development	30 March 2019	O3c (previously O2b)	0.50 ●●●●●	O3b
Physical Development	25 March 2019	O3b (previously O2a)	0.68 ●●●●●	O3b
Personal and Social Development	25 March 2019	O3c (previously O2b)	0.77 ●●●●●	O3b
Language, Literacy and Communication	26 March 2019	O3c (previously O2b)	0.68 ●●●●●	O3b
Mathematical Development	30 March 2019	O3c (previously O2b)	0.50 ●●●●●	O3b
Physical Development	25 March 2019	O3b (previously O2a)	0.68 ●●●●●	O3b

Appendix 16: Evidence of Physical Development tasks





Appendix 17: Examples of work by pupils currently attending intervention

