

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Eleasha Carridge	Student ID number:	1708140
Programme:	BA Primary Education with QTS		
Module:	Teaching Language and Mathematics		
Module code:	ECAD5004	Contribution to Overall Module Assessment (%):	100%
Lecturer:	A. COOZE/ L LEWIS H. DENNY/ R. WALLIS	Internal Verifier:	H. DENNY
Assignment Title:	What helps me learn language and mathematics? : An analysis of a child's learning in mathematics and language with recommendations for ensuring progress.	Word count (or equivalent):	5000 in total Written Assignment: 3,500 words 1, 500 word equivalent for the appendices
Submission deadline:	23.59 Turnitin April 4 th 2019	Return date of provisional marks & written feedback:	May 7 th 2019
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

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Title of Assignment: What helps me learn Language and Mathematics? An analysis of a child's learning in Mathematics and Language with recommendations for ensuring progress.

Within this assignment, a child's learning in mathematics and language will be analysed and recommendations for teachers to ensure progress will be discussed. The Mosaic Approach, a method designed for listening and interpreting what children are saying, will be used to gather and understand information obtained from a student. The Mosaic Approach was developed by Clark and Moss (2001) and consists of two stages: firstly, gathering information by both child and adult, and secondly, piecing it all together to build an understanding (Clark and Moss, 2001, p.11). 'It is an integrated approach which combines the visual with the verbal' (Clark and Moss, 2001, p.1). Through the use of photographs, observations and map-making, the writer is able to analyse the student's thoughts and feelings in instances where he was unable to express himself adequately.

The student being analysed is a 5-year-old male in Year 1, The student being analysed is a 5-year-old boy, in Year 1 at a small Church in Wales school in low-income area of South West Wales. In order to obtain the information used, the writer adhered to The British Educational Research Association Guidelines (2011). As the student was under the age of eighteen the class mentor (adult responsible for child) was informed of the project and consent was received to proceed with the interview (Appendix 1). The student was then informed of the research and gave verbal consent. 'Researchers should do everything they can to ensure that all potential participants understand, as well as they can, what is involved in a study' (BERA, 2018, p.5). In line with this, the writer ensured her explanation was given slowly, in simple enough language for the participant to understand. He was also informed before starting that he could withdraw consent at any time.

In order to analyse the information gathered, the writer will be using the A.S.K. model of learning (Nottingham, 2013).

Mathematics

Attitude

The student's attitude towards mathematics was always positive, and it was clear from his demeanour that he was relaxed and happy during lessons. He often finished focus task work and attempted enhanced provision activities well. Discussions with the student revealed Mathematics to be his favourite subject, and through observations (Appendix 2) it became evident that he felt confident in his mathematical capability, often using the phrase 'That is easy' when working with others. However, once he began explaining to his peers, it was clear that he did not find everything easy. This perhaps signified a case of youthful bravado, as opposed to overly easy activities.

His constant questioning allowed the writer to assess his understanding of topics and showed the student was naturally very curious, especially in Mathematics and Science. Research has shown that curiosity is a key aspect in academic achievement (Kaufman, 2017), suggesting this personality trait benefitted not only his personal interest, but his learning and understanding of key topics learned, as well as that of students around him.

Even at his young age, the student already seemed to be showing signs of a resilient learner. He persevered in the activities he was engaged in, and was able to adapt and overcome challenges that he faced - one example being the making of the block graph (Appendix 3). Although, unlike the others, the student had chosen to draw his graph horizontally, meaning he ran out of space, he was able to resolve this issue independently. Research by Claxton suggests that you can learn to be a better learner, and that resilience is one of the four key aspects required to exercise the brain to do so (Claxton, 2002). The resilience shown by the student in his approach to activities suggests that despite his young age, he is already showing signs of being a good learner.

From the student's interview (Appendix 4), it is apparent that he practises mathematics at home every evening. This provides a possible explanation for his interest in the subject and his depth of understanding of basic mathematical concepts, which was made clear through questioning and marking. Psychologist Watson (1913) presented the theory of 'Recency and Frequency', which suggests a positive correlation between the frequency of knowledge being used, and the ease of recall of that knowledge. This implies that the student's interest in the subject perpetuates his success, as it encourages him to use his mathematical knowledge more frequently, even when at home.

Skills

Throughout the placement, the student was able to apply several thinking skills to his learning, particularly the application of previous knowledge to his current learning. When discussing the appearance and process of a tally chart (Appendix 5), the student was able to identify that this was similar to the use of smiley faces, which had been used previously. When asked, in his focus task group, what was different about the chart the writer had modelled, the student clearly pointed out the use of the 'gate', displaying his ability to 'Identify gaps and begin to build on existing skills' (Skills Framework). The use of such thinking skills shows the student has a good understanding of the topic, and clearly benefited from this learning exercise. However, his ability to use higher order thinking skills (Bloom, 1956) seems limited. He was able to apply his previous knowledge and understanding to new situations and, with support, successfully created a block graph (Appendix 3). But his ability to analyse and discuss the data gathered had not yet developed, and so he was unable to verbally identify the relationship between the blocks on the graph and the popularity of fruit. This will impact his data handling abilities if he is unable to correctly analyse a graph.

Observations (Appendix 6) highlighted that he was very interested in Physical Education and was currently achieving his expected Foundation Phase Outcome. He was a very active student who enjoyed any opportunity to move around, and the writer found that when he wasn't participating in a physical focus task, he became fidgety and lost concentration. Therefore, in order to maintain maximum engagement, each mathematical activity involved some physical skill, such as cutting fruit, moving around the class to make the tally chart and measuring maps. These cross-curricular focus tasks also linked the student's learning to concrete experiences, and were aimed towards helping the student (and class) to 'build more knowledgeable, lasting and transferable understandings of the world around us' (Barnes, 2015, p261). This ensures that they are not only gaining an understanding of specific mathematical skills, but also the place of this knowledge in the world, and the reason for learning it. This hands-on approach is supported in Kelly's chapter in 'Enhancing Primary Science', where she discusses how it improves motivation and engagement (Kelly, 2013).

Knowledge

Through whole-class introductions, in which the class would take part in mental maths activities, the writer was able to ascertain that the student had a good understanding of basic numerical concepts. Observations showed that he had sound knowledge of ‘Use number facts relationships’ (DCELLS, 2015, p30) - he was able to recall number bonds to 10 and 20 with no strategy required. However, when questioned, he could explain using vocabulary such as ‘if I add six fingers and four fingers’. It is suggested that the use of fingers is a necessary scaffold in mathematical calculations (Miller, 2018), so his ability to recall bonds for 10 and 20 without this strategy indicates a strong understanding. The writer did not observe much use of subtraction, thus his level of ability in this area is unclear. The concept of place value was something he struggled with, and observations showed he would often get to 99, and then go back to 10 as opposed to 100, even though he can recognise a number 10. Hansen explains that this is because ‘the child does not understand that the position of a digit determines its value’ (Hansen and Lawson, 2011, p27). To overcome this, Bruner suggested the ‘Spiral Curriculum’ - a model which enables concepts to be developed as they are revisited (Bruner, 1977, cited by Hansen, 2011, p5).

Language

Attitude

The student’s attitude in Language lessons appeared different from that of Mathematics. He was often disengaged, staring out of the window, distracting himself and others. During enhanced provision activities, he would often be found in the Literacy Lodge (a room to the side of the classroom) talking to his friend or spinning around in the teacher’s chair. It appeared that unless his learning was directed, he was not motivated to complete it. Zimmerman states that a self-regulated learner believes learning ‘is a proactive activity, requiring self-initiated motivational and behavioural processes’ (Zimmerman, 1998, p1). From the observations and assessment, the student did not seem to be a self-regulated learner, especially during Language lessons. He often relied on teacher support during focus tasks and required positive reinforcement in order to complete an activity - he displayed a ‘cannot do’ attitude. The writer does take into consideration that the student was only in Year 1, however Language seemed to be an Area of Learning in which he was only willing to do the bare minimum required in focus tasks. According to the three major phases outlined by

self-regulation theorists, the student particularly struggled with the second phase, 'Performance and Volitional Control' (Zimmerman, 1998, p3). Observations (Appendix 7) showed that he would lose concentration quickly, fidget continuously, and only choose activities that could be completed quickly, or where he would not be seen easily (i.e. Literacy Lodge). However, in spite of these considerations, his work was always completed to a high standard and the expectations of him were always met.

Skills

From examples of the student's written work (Appendix 8), it is clear that his spelling is affected by his incorrect pronunciation of certain words, such as 'little' and 'of', which were spelt 'wittle' and 'hov'. Observations showed that there were particular words that he would mispronounce, using an incorrect 'w' sound. Research has shown that in early development, 'oral language can be viewed as leading the production of written text' (Shanahan, 2006, cited by Dockrell and Connelly, 2009, p46), supporting the idea that his written work is affected by his learned speech patterns. His speech did not however influence his social skills or his ability to work well in a group and ask questions. To produce their descriptive letters (Appendix 9), students worked in groups looking at different aspects of a beach and describing them together. The student was verbal throughout this task, contributing some brilliant, well-thought-out descriptive words. He also used his wider knowledge of sea creatures to discuss whales and other animals. Although he did have a lot of support with his spelling, grammar and sentence structure, the content of his letter was clearly thought out and organised independently. The student's ability to communicate his thoughts and feelings throughout his work process allowed the writer to identify times when he needed help, and times when he was working well independently. This is an example of how his social skills have benefited his learning experience and ultimately enhanced his work.

Knowledge

The student was able to understand key Language concepts such as '...the difference between a letter, a word and a sentence... that a letter or letters represent a sound within a word... sentences form messages and stories' (Griggs, 2004). This is clear from his Language work (Appendix 8 and 9) and his Read, Write, Inc. level, which was yellow for the Spring Term. Concepts are an important aspect of child development, especially Language (Kid Sense,

2018). Research suggests that ‘developing concepts both provide a basis for development of language and are transformed as children acquire language’ (Goldstone and Johansen cited by Oakes and Rakison, 2003, p10), implying that the student’s development of Language skills will aid his understanding of key concepts.

It was clear from both the assessment and the observation that the student possessed basic phonic knowledge. This was also apparent in his Reading level. He was able to sound out CVC words easily and with confidence. During introductions, it was clear he was able to sound out most vowel digraphs such as ea, ow, oy, ai, ew, however he struggled with the trigraph ‘igh’. In Read, Write, Inc. sessions he was able to use these in sentences, and used syntax to help him self-correct his writing. It was evident throughout the placement that whenever the student was writing in his independent book, he neglected capital letters and finger spaces. So before beginning focus tasks, the writer made sure the group were reminded of what they should include when forming sentences, all of which was also included in their Success Criteria slips. The student’s subsequent work indicated that this benefited him a great deal (Appendix 9). Washtell suggests that independent writing is essential for assessment as it gives the practitioner an opportunity to see the child’s development and understanding of learning (Washtell, 1999, p25).

Future Progress

Within Mathematics, the student’s Foundation Phase Outcome was not ascertained. However, through observation and assessment of both written and oral work, the writer would suggest that he was achieving Outcome 3, whilst understanding a few aspects of Outcome 4. For example, ‘collect information by voting or sorting and represent the total in pictures, objects or lists and tables’ (DCELLS, 2015, p54) (Appendix 5). In order to progress further, the student needs to develop his understanding of the difference between continuous and discrete data, as some of his work (Appendix 3) showed confusion in this area. The writer does take into consideration that it is a difficult concept for Year 1 students to comprehend, but although a common error, many children in the class did not forget to leave gaps between bars of discrete data. Surtees suggests that the reason behind this error is that ‘children do not understand that for discrete data there is no ‘connection’ between data groups’ (Surtees, 2011, p128). Therefore, in order to ensure progression of the whole class, the writer needs to

teach the topic of block graphs again using a different ‘hook’ and an adapted explanation. This could be modelled as a scaffolding technique, comparing a continuous graph to a discrete one and allowing the student to visualise how the graphs vary and why. This visualisation makes understanding the process much easier for the learner (Salisu and Ransom, 2014). In addition to this, Scaffolding learning (first theorised by Bruner 1978) would equip the student with the knowledge of the necessary steps to be able to eventually complete this task independently. Incorporating more outdoor experiences for the student would ensure maximum learning, as he has shown a keen interest in the outdoor aspects of school life - this is apparent in the photographs taken during the interview (Appendix 10). For example, data handling could easily incorporate the outdoors with lessons on measuring temperature or counting plants. It has been suggested that the outdoors ‘offers great potential for mathematical learning’ (Pound and Lee, 2011, p107). The benefits of outdoor learning were reinforced in a 2009 Estyn report, which showed that an increased amount of practical activities particularly in the outdoors resulted in boys ‘demonstrating improved concentration and enthusiasm for learning, especially in mathematics’ (Estyn, 2009, p24). The writer is of the opinion that experiences such as outdoor mathematics would induce ‘flow’ for the student. Csikszentmihalyi introduced the theory of ‘flow’ - a state of mind in which one loses track of time whilst partaking in an interesting, engaging activity. It is suggested ‘that a teacher who maximises flow-inducing activity... also maximises the learning of children’ (Csikszentmihalyi, 1997, cited by Barnes, 2015, p265). This implies that interactive, outdoor experiences of learning should be favoured over regular classroom lessons, when it comes to quantifying the benefit to the student. Another idea for improvement would be the Mathematics corner - the equipment available needs to be made more interactive and appealing to children, to ensure the students make use of it whenever possible. The student seemed to identify (Appendix 11) the Mathematics corner as a tool to help his learning, however he never actually used it. This suggests that the equipment is not fulfilling its role as a learning aid, and so adjustments should be made to encourage students to make the most of it.

During the placement, the writer ascertained (from their mentor) that the student was achieving Foundation Phase Outcome 3 for Writing, and beginning to achieve some aspects of Outcome 4. His letter formation, spelling and use of connectives needed further

development in order to fully attain Outcome 4 (DCELLS, 2015, p53) - this was clear from his independent focus task work. In the writer's professional opinion, the student's letter formation is the most important aspect of Writing that needs to be developed. There were certain letters; r, b, t, p, which were still being written without correctly using the lines or taught method. This could be improved in a fun, interactive way using Write, Dance - a method introduced by Ragnhild Oussoren to improve students' handwriting skills using physical movement. Although aimed at less able or younger students, who need help with their initial writing skills such as coordination, rhythm or wrist strength, this method was also used with some students during the placement, and resulted in a distinct improvement in their handwriting. Case studies have shown students progressing from barely-formed letters to cursive writing, and Oussoren's results indicate that this method achieves the best handwriting results (Write, Dance Training, 2019). It could also reduce the student's tendency to fidget as it would give him the opportunity to move more freely whilst learning. Alternatively, a more simple suggestion would be a Copying and Tracing method with the individual child using the enhanced provision areas (sand, salt, painting). However, it has been suggested that 'copying and tracing without teacher intervention tend to be very passive activities and therefore, less useful' (Washtell, 1999, p24), so an individual focus task would be more appropriate. Within the Reading area of Language, the student was set to achieve Outcome 4 by the end of the Spring Term (DCELLS, 2015, p53). Observations made it clear that he was able to 'recognise familiar words and use strategies to decode others' (DCELLS, 2015, p53). However, his confidence and awareness of punctuation were not yet developed enough to allow for expressive reading. In order to progress his reading ability, the writer would suggest a series of modelled read sentences to allow the student to hear how the practitioner uses punctuation and how they express different characters. For enhanced provision activities in the Literacy Lodge, Whisper or Phonic Phones could encourage the student to listen and learn for themselves. The phone would enable the student to develop his confidence in private, and would encourage him to maintain focused as he must whisper and then listen to himself in order to improve. Within Oracy, the student was achieving Foundation Phase Outcome 4 (DCELLS, 2015, p53). His vocabulary was well developed and aside from his minor pronunciation problem with the letter 'w', he spoke accurately. Although the student himself was a very verbal individual who often voiced his opinion in group scenarios, he lacked the ability to listen and respond appropriately to others (Appendix

12), and had difficulty in ‘showing awareness of the needs of listeners’ (DCELLS, 2015, p53). In order to progress his oracy skills, the writer would suggest a series of role play activities, in which the students could practice responding to different scenarios within the classroom. This would benefit the class as a whole, as they would have the opportunity to interact with children outside of their own attainment level, and could learn to adapt their speech if necessary.

To conclude, the use of the Mosaic Approach (Clark and Moss, 2001) when listening to the chosen student allowed the writer to review the student’s learning in a holistic manner, resulting in a more effective analysis. Upon reflection, the student clearly displayed an avid interest in Mathematics. His general demeanour and attitude towards activities in lessons made for a positive teaching and learning experience for both the teacher and the student. The resilience he brought to his school experience enabled him to overcome challenges and eventually succeed in most tasks. However, his learning was affected by his lack of concentration and tendency to fidget during introductions, explanations or activities he was not engaged in. Therefore, an increase in the amount of physical activity and movement is essential for the student to progress to the best of his ability. These observations are supported by the photographs the student took for ‘Where would you like to learn Mathematics/Language?’ Panksepp (2004) suggested that ‘physical involvement and creative activity often enthuse us and have probably always generated deep, committed and transferable learning’ (cited by Barnes, 2015, p264). This emphasises the importance of physical and creative learning, not just for this student, but for all pupils.

The student’s attitude towards Language was, however, quite different to that of Mathematics. When directed and engaged, he showed a good capability, but did not seem to have the motivation or interest to excel, especially during independent activities. The promotion of a Growth Mindset (Dweck, 2014) across all school subjects would encourage the student to persevere with his learning, even in subjects that he is not as interested in, with the confidence that his understanding will improve with time. The introduction of Successful Futures (Donaldson, 2015) will promote certain skills that enable the student to progress into a capable, confident, healthy, informed young person, who is motivated to learn in all aspects of school. A positive attitude towards both Mathematics and Language would ensure

continued progression. Scoffham and Barnes suggest that an individual's emotional outlook can affect their response to stimuli within education.

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Appendix

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Appendix 1- Letter of consent from responsible adult

2. Provide verification that the exploration work has taken place.

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

STUDENT NAME (PLEASE PRINT): ELEASHA CARRIDGE

SCHOOL NAME (PLEASE PRINT): ST. MARKS VA PRIMARY SCHOOL

MENTOR NAME (PLEASE PRINT):

JONATHAN DENHAM

MENTOR NAME (PLEASE SIGN):

J Denham

If you have any queries regarding this, please contact:

helen.denny@uwtst.ac.uk

Many thanks in advance.

ECAD5004 module team

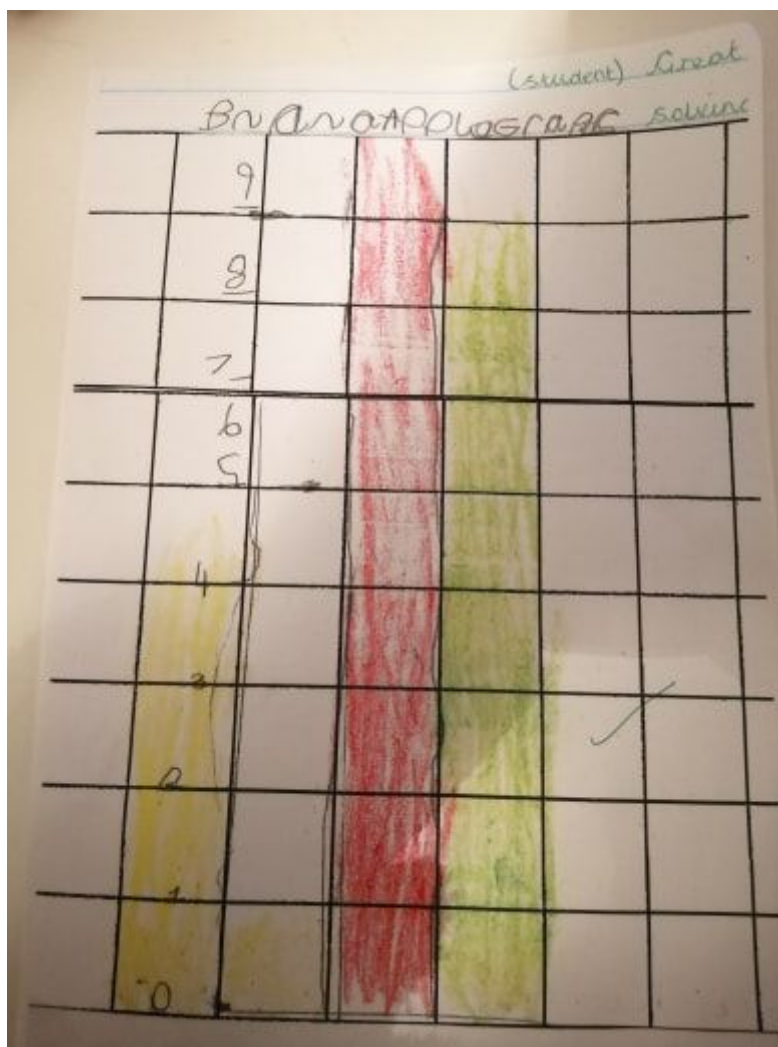
Helen Denny
Jayne Morgan
Angella Coore
Ishmael Lewis
Linda Davies
Rachel Wells
Nerys Dafis

- 10 -

Appendix 2- Relevant observation

Observations for [REDACTED]	
09.01.19	[REDACTED] became very upset with him today during maths this morning when he kept telling her it was easy to do but not explaining or helping her.
18.01.19	[REDACTED] upset another pupil today by constantly telling them they were doing their activity wrong and he could it if they let him.
23.01.19	3 students, [REDACTED] in a fight today. All in at lunch time because [REDACTED] kept being rude to them during maths lesson.

Appendix 3- Example of work- A block graph



Appendix 4- Interview

Interview with student

Numeracy

Are there things about numeracy you enjoy?

- Numbers
- Adding
- Writing
- Does maths every night

Do you think it is important to learn numeracy?

- Yes, it shows you what equals what
- What things weigh
- What is hard becomes easy

What do you do if you need help?

- Ask a friend
- 4BM (four before me)
- Use the maths corner

Language

Are there things about language you enjoy?

- Reading independently, home and school books
- Scary books

Do you think it is important to learn language?

- Yes, helps you learn, reading is good because you know what things are saying.
- Reading is more important because it has both in it

What do you do if you need help?

- Ask a buddy
- Use tablet
- Sound boards

Appendix 5- Example of work- A tally chart

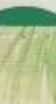
US Ind

Topic

Week beginning:
21st January 2019

Objective: I will fill in a tally chart to see which fruit my class likes the most.
I will create a block graph to show the data.

aria:
ember to



Fill in the tally chart. Use a ruler to draw the graph. Write the names of the fruits underneath.

Item	Tally	Total
Apple		5
Banana		5
Orange		5

— drawn

Appendix 6- Relevant observation

Observations for [REDACTED]

08.01.19	Was very excited to tell me about his P.E. lesson, could not stop moving about. Mr. R specifically mentioned to Mr. D how fantastic he did.
15.01.19	Played football in the playground with me, was ecstatic that a teacher would play with him. Showed very good skills.

Appendix 7- Relevant observations

Observations for



10.01.19	During Literacy introduction he was fascinated by a bird in the outdoor area, did not pay attention and got into trouble from Mr. D.
16.01.19	During enhanced provision in the Literacy Lodge he was playing with toys and messing around with G.
18.01.19	Small group of children were challenging each other using the time with how long they could stay still for, he only managed about 10 seconds before he started moving his legs.
21.01.19	Constantly messing around and fiddling with things during Literacy lesson despite me telling him to stop and pay attention. Finished his work during lunch.

Appendix 8- Example of work- A Cress plant Diary

Success Criteria:
I need to remember to






Decide the amount of water you will use.

Write two or three sentences for your day 1 diary entry.

Include capital letters and full stops.

cress diary

F plan did

F you

bit how

Write

DVC



so d's

'ee' sound

Fantastic &
age on plan
seeds.

Try sounding out all your words before writing.
(student)

Appendix 9- Example of work- A descriptive letter

HS MS Ind Topic Week beginning: 21st January 2019

Learning Objective: I will write a letter.

Less Criteria: ed to remember to



I can list on a large, empty beach.

Use capital letters and full stops.

Write 1 paragraph.

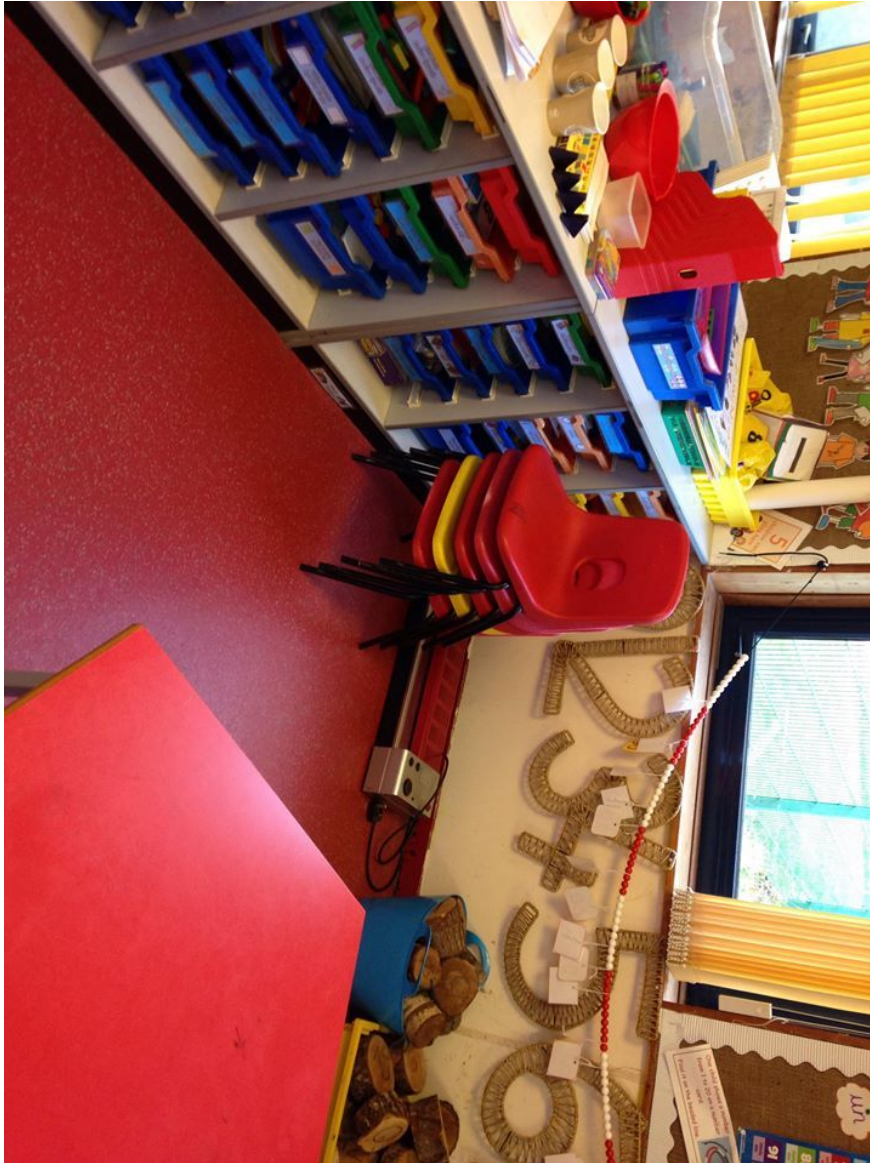
Use 4 or more describing words.

I am at the beach I am LOS
 can see
 sand
 I can hear the
 waves relaxing
 on the sand
 I can feel the
 hot sand can
 taste the salty
 sand love the
 feeling describing today

Appendix 10- Photograph taken by student.



Appendix 11- Relevant photograph the student took and interview question



What do you do if you need help?

- Ask a friend
- 4BM (four before me)
- Use the maths corner

Appendix 12- Relevant observation

Observations for [REDACTED]



15.01.19	During group work today, [REDACTED] upset members by being 'rude' and not listening to other opinions. He was disrespectful when I tried to discuss these issues with their group.
28.01.19	Shouted at his group today during Topic because they did not want to do his idea. He called [REDACTED] a nasty word. This was discussed with his parents after school with Mr. D.

