

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

Introduction

In this essay I will be discussing and justifying the next steps in learning I have chosen for one child I have been focusing on within professional teaching practice.

The PTE school is situated on the outskirts of Swansea and caters for children aged three to eleven years. There are 393 children on role within the school. Around 39% of these children are eligible for free school meals which is above the national average. A few children within the school have English as an additional language and there are no children with Welsh as a first language. Within the school there has been around 52% of pupils identified to have an additional learning need however very few of these pupils are statemented. The pupils who do have special educational needs statement are educated in the special teaching facility in the school (Estyn, 2014). Within the Estyn report (2014) this school received an adequate. Estyn suggested that the school is welcoming and provides pupils with an inclusive environment. They also suggested the pupils within the school are making good progress within literacy however are not making good enough progress in mathematics and some pupils do not make enough progress as they could. Because of this report I looked at various pupils but decided to focus this assignment upon an individual more able and talented pupil (MAT).

MAT pupils usually show that they are more able and talented when it comes to outcomes. They are very strong and highly engaged independent individuals. They apply and develop knowledge and skills confidently and enthusiastically across various areas of learning (Estyn, 2018). Throughout this assignment I will call the pupil 'child A' for anonymity reasons.

Data collection

Once I found a focus child, I needed to decide on what methods of data collection to use to know how to progress the child on in their learning. I decided to use various methods all based upon Clark and Moss's (2011) 'Mosaic Approach'.

The mosaic approach represents the gathering of different perspectives to create an overall image of individual and collective children's worlds. It is a combination of more traditional methodology for example interview and observation, with an introduction of more child lead tools (Clark, 2005). The mosaic approach gives children the opportunity to express their views and themselves in various ways. The mosaic approach creates an image made up of many small pieces.

One traditional methodology that I will be using to collect data is observation. According to Wall (2006) observation can sometimes be difficult for practitioners to stand back from their responsibilities and focus upon observing. However, through observation practitioners can maximise potential of the learning environment which will then in turn maximise the progress a child makes. Before undergoing any observation, a practitioner must ensure they have looked at various ethical issues including gaining children's assent and parental consent. Both parents and pupils have the right to refuse any data collection, they also have the right to withdraw from the process at any point (Wall, 2006) (See appendix 1 for consent forms). For my data collection I decided to incorporate narrative observation with Nottingham's (2013) ASK model. I decided to do this as a narrative observation is when the practitioner records a detailed account of a child's actions that happen in an everyday situation (Papatheodorou and Luff, 2012). A narrative observation is brief however very detailed. The observer usually removes themselves from the activity and observes

from a discreet position (Palaiologou, 2008). By incorporating both narrate observation and the ASK model I am able to not only observe but I can also reflect upon the holistic view of the pupils' learning.

Another piece of data collection from the mosaic approach that I have used is the use of cameras and tours. This is when the children are in control of a camera and is a fun way of communicating with the practitioner. The child takes photographs of their favourite things within the classroom and around their everyday school environment. This is a beneficial form of data collection for practitioners as cameras offer an aspect of fun and excitement for a child. When a child is given the opportunity to take photographs of what they enjoy and what is important to them they get a sense of pride when seeing the results. The photographs are also a point of discussion. This is important to the practitioner as it is taking the more traditional method of 'interviewing' but making it child led and not so intimidating for the pupil. As Walker (1993, cited in Clark and Moss, 2011, p. 28) suggests 'photographs can offer a powerful new language for young children. It is a language that children can use to convey their feelings'.

As an extension of the 'camera' the child can take the practitioner or interviewer on a 'tour'. This is again to encourage pupil participation and the ways in which practitioners listen to young children. A tour is led by the child around the whole school or institution. The children are not only in charge of the tour itself however in charge of how the information is recorded at the time. A tour opens opportunities to gain an understanding of the pupils' knowledge of their environment. A tour allows the child to talk freely about their environment and acknowledge their experiences within their institution. This child centred way of communication is a more child friendly way of gathering information than some traditional methods (Clark and Moss, 2011). When I

decided on a focus pupil, child A took me on a guided tour of the school. I was able to see what areas of the school were important to child A and able to discuss what he enjoyed doing. A disadvantage to of the mosaic approach is that due to the short amount of time of the research study it is sometimes difficult to 'listen' (Clark, 2005). However, I have gathered as much data as possible and I feel by using the mosaic approach and incorporating the ASK model will give me the opportunity to gain an in-depth understanding into child A's life and education. However, when I am adopting this methodology, I need to keep in mind ethical considerations and safeguard child A's well-being and emotional health whilst engaging in this process.

Analysis of learner and next steps

Once I had decided on the various data collection strategies I was going to use and once gaining consent from the parents, assent from the pupil and consent off the school I started to gather information on child A.

Child A is a year 1 pupil within my registration class; he is six years old. He lives in the local area surrounding the school and his favourite place is 'Swansea' (See appendix 3). Child A is an active individual who takes part in all activities and enjoys school.

Through discussions with the class teacher child A is predicted an outcome 5 at the end of year 1. He has also been predicted to have achieved and outcome 6 at the end of year 2.

Whilst collecting data using the mosaic approaches 'camera and tour'. Child A told me the thing he loved most in the school was the laptops and the outdoor area (See appendix 4). He is well behaved and listens well to all members of staff. Child A is also very enthusiastic to please staff members by completing his work to the best of his abilities. He gets on with all children within the class and has friendships with other

children within the phase. Child A is at stage 9 in reading and is continuing to improve. He has also been identified as a MAT pupil within maths.

Mathematics

Child A is a year 1 pupil however is working at a top year 2 level. Within the top year 2 class child A is in the middle ability group however through observations and working with child A it may be beneficial to move him to the top group in the class.

Before children start school, they usually have an understanding on maths in everyday situations for example addition and subtraction. Several authors and theorists have suggested the ways in which children learn in general can be related to the learning of mathematics. Constructivist theorist like Piaget suggests that children are born with the innate abilities to construct their own learning through various interactions within their own environment. However, social constructivists like Vygotsky believed children need guidance from a 'more knowledgeable other' and should be given opportunities to learn from other peers as a means for learning. Mathematical learning coincides with a child developing their understanding of mathematics (Taylor and Harris, 2014).

As mentioned previously through data collection and discussions with the class teacher I have identified that child A is a MAT pupil in mathematics. One observation I completed during the data collection process was a mathematics lesson where the children were focusing on 'standing up addition- hundreds, tens and units' (see appendix 5). From observing using narrative observation and the ASK model I was able to identify that Child A's attitude to maths was very enthusiastic and he was curious to learn this new topic. This activity was practical and hands on. Liebeck (1984, cited in Taylor and Harris, 2014, p. 5) discusses her ELPS approach. She suggests that children will have a better understanding of a topic if the first have experience (E).

They suggest that if a child starts with a practical and concrete activities this will give them opportunities to explore and manipulate ideas, the pupil can then build upon this later which will result in a better understanding. Liebeck also places emphasis on the need for children to learn mathematical language (L) promoting discussion with an adult. She then suggests that pupils move on the representing their work through pictures (P) and then move on to formally recording their mathematics through the more formal use of symbols (S) (Taylor and Harris, 2014).

From the observation I can see that Child A started at the Year 2 skills using standing up sums to add tens and units. This activity was practical with deans and whiteboard use. Child A understood this very quickly, so the class teacher decided to move him onto the top groups work which was adding hundreds, tens and units. This is a year 3 skill within the KS2 curriculum. Child A completed this activity quickly and with confidence when using the deans however, he did struggle to complete these addition sums when writing on the white board. He needed to draw the squares to represent the deans onto the whiteboard then count the squares to write the total (See appendix 6).

From analysing this observation, I can see that Child A works best in practical activities in mathematics. According to Welsh Government (2016) some more able and talented pupils may prefer practical or verbal activities to writing.

Taking this into consideration I now need to identify what next steps to take to progress child A's learning on. According to Worthington and Carruthers (2006, cited in Pound and Lee, 2011, p.98) pupils must learn and practice to represent their work not only by oral language and through practical activities. It is important that child A can 'translate' his ideas form a creative medium to written work. When pupils are

presenting their work first creatively and then written it enables the learner to think and then rethink their ideas. Pound and Lee (2011) refer to the DCFE mark making matters document. They suggest that when a pupil mark makes mathematically it is often through the need to communicate information they have attained. It is important child A is mark making as through this we can gain insights into his understanding of more complex concepts that can't always be acknowledged in a more practical form of activities. The document also suggests that sometimes when the pupil is asked to record the practical activity they have completed the motivation and curiosity is often lost. Thus, resulting in work with lack of quality. Child A could be lacking motivation as within the observation I have noted that child A did not want to do the extension task. This could affect the quality of his work and his progress. I feel that a way in which we could overcome this is by encourage him to record his work in other ways. From the data collection 'tour' child A said he enjoys the laptop. When I have worked with him within PTE in some activities he will rush to finish to go on the computers. Because of this I feel it may be beneficial to try and get him to write up his work on the computer. Pound and Lee (2011) suggests that 'digital literacy' involves children using symbols and narrative. This means if he is writing up what he has learnt he is still developing his skills and knowledge but will be more motivated within his learning.

Literacy

Child A is again in one of the top groups for literacy. However, his handwriting and spelling is not that good. As mentioned previously he is at stage 9 reading and is developing although he does not really enjoy reading in school. Through discussion with the class teacher and teaching assistant they mentioned that when they ask him

to read, he reads quickly to try and leave. Within one literacy activity child A worked very hard and was confident during the activity. I observed this lesson (see appendix 7). The group were completing a guided reading session based on the book 'lifeboat crew member' and then completed a 'role on the wall' activity. In comparison to the other children child A was very confident when reading a section of the book and contributing to the group discussion. Using the ASK model within the observation I was able to identify that child one had very good self-regulation. Some children within the group were going off topic during the discussion however child A carried on with discussion answering question and contributing ideas. Child A was able to recall facts from the book and was confident supporting other ideas.

One thing that was evident from child A's 'role on the wall' worksheet is that he needs to improve his handwriting and spelling. According to Woolley (2014) writing is a process that is very complex for children which involves numerous physical and cognitive operations that work simultaneously together. Some of which include dexterity and hand-eye coordination. For a pupil to develop their handwriting they need to have familiarity with vocabulary and words.

Graham and Kelly (2010) suggests that some children try and write as little as possible. This could be a strategy because the pupil knows they have made errors and do not want teacher feedback on spelling, handwriting and punctuation. It should be noted that these children could be at risk as they are able to write however, they are not receiving the right amount of practice needed to develop and make significant progress in their writing. Looking at this I need to think of a next step for child A that will help and not hinder his development in writing.

When looking at appendix 8 child A's piece of work it is evident that he is using very complex skills in his writing. When focusing on the outside of the 'role on the wall' child

A used the text to find facts to support his views of the sense of character, so his spelling is very good. Within the inside of the role of the wall child A was able to identify a very good sense of character however his spelling was not very good. I can see that his spelling is phonically logical in some ways for example 'brav – brave' and 'saif-safe' however not in others e.g. 'helf – helpful'. Child A's handwriting also makes his spelling harder to understand. Once the work had been analysed, I needed to decide on what was the most important next steps for child A. However as discussed previously as a practitioner you can cover all of the information you have gathered in one go. This will not only confuse the pupil but as stated previously may discourage the child from wanting to do the work. I feel it will be best to start encouraging child A to cross out a word and rewriting it if it is incorrect on a piece of work instead of the teacher making the corrections for him. Also, referring again to the mosaic approach 'tour' child A enjoys working on the laptops. So perhaps he could be encouraged to use word processing on the computer to support both his interests and his spelling. To support child A's spelling perhaps within reading time or after an activity is complete a member of staff could sit with him and provide support and encouragement to depict words orally, so he recognises the component phonemes in greater depth. Alongside this it may be useful for child A to see the words printed as well (Graham and Kelly, 2010).

Well-Being

Well-being can be very misunderstood within education. Well-being in a child can sometimes be difficult to measure and it changes from day-to-day. Within my PTE school they promote a lot of activities to do with well-being. During the data collection process, the school had a 'Health and Well-being day'. This consisted of various activities and lessons based upon health and well-being. A school's well-being policy

and their practice is usually based around Bronfenbrenners (1979) 'ecological approach'. This suggests that all experiences a child has will play a part in their well-being and what is happening in one part of a child's life will play a big role in other parts of their life as well. This theory suggests that a child has various layers surrounding them which include their social grouping which has a strong influence on an individual. These groups include family, friends, community and school. The correlation between both ecological factors and a child's well-being has been the influence for many frameworks in both England and Wales. Some of these frameworks highlight the influence of ecological factors like poverty and communities have on a child's well-being (McAuley and Rose, 2010).

The school focuses strongly upon well-being as the school is on the outskirts of one of the most deprived areas in Swansea. As stated within the introduction around 39% of the children in the school are eligible for free school meals which is above the national average. Measuring well-being within the school is important as every child deserves to be happy. To know if a child is happy or not you must reach into a child's well-being and promoting well-being will allow practitioners to keep track of individuals well-being. The Children Society (2019) suggests that children are more likely to have problems in their lives and in their physical and mental health if they have low well-being.

Within the Health and Well-being day, child A chose to take part in an Ephemeral Art activity. Within the activity the children had to create themselves out of natural resources (See appendix 9 for observation). He was very curious to find out what 'ephemeral art' was. He began to discuss ideas with friends. Whilst the class teacher was choosing other pupils to take part in the activity it seemed child A began to get a bit agitated as he was eager to start. This was strange as in prior lessons his self-

regulation has been very good. Before he began to get agitated the activity began. He listened closely to instruction however when the teacher explained ephemeral art was using natural resources child A did not seem to be impressed. On the 'tour' I completed with child A prior to this observation he mentioned how much he likes colouring and drawing (See appendix 10). I asked him "why do you like colouring?" he responded by telling me "I find it relaxing". I believe he was disappointed not to be colouring as this is one thing he enjoys doing. However, when the activity began, he understood what resources he had to collect and when he created his artwork, he recognised features of his face. Referring to his eyes, nose, mouth and hair.

Once he had finished creating his work, he began looking at others. He noticed that one girl in the class had not included feet on her piece of art. He told her "you have no feet". The child responded, "yes I do they are there!". Child A looked confused. He began to have a discussion with the other child explaining feet should be at the end of the leg. The other child was adamant that she was correct. According to the department for children, schools and families (2008) more able and talented pupils enthusiastically engage in debate and discussion and will think of creative and original responses to problems. NiCurriculum (2006) suggests that MAT pupils will have strong views and opinions. They also suggest that MAT pupils have a 'sensitivity to detail' when working creatively. From child A's artwork he had included lots of detail however I was shocked that he was so passionate about his friends' piece of work. He began to get upset as the other child would not listen to his views. I feel to progress child A on in his learning, himself and other children in the class would benefit from self-regulation activities. Children's ability to self-regulate is affected by the way in which they work with others. Shanker (2010, cited in Education services Australia, no date) suggests that the way a child reacts to various stimuli and the ability they hold to

disengage from stressful situations has a great effect on one's well-being and emotional regulation. If a child does not know how to self-regulate it could result in anxiety and stress. Children need guidance and support from an adult to help develop strategies to regulate their emotions.

According to the Education Endowment Foundation (2019) to develop a child's self-regulation within the early years is often seeking to improve their levels of self-control and a reduction of impulsivity. They suggest that children who come from more disadvantaged backgrounds are more likely to have weaker self-regulation skills. Because of this the education endowment foundation suggest that embedding self-regulation strategies into teaching would be beneficial especially for children from disadvantaged backgrounds. The evidence and research on self-regulation strategies are limited however I have looked closely at one theory known as the 'five steps to self-regulation' (Shanker, 2017). Shanker (2017) suggests that there is no 'quick fix' to support children with self-regulation. The five steps of self-regulation should be imbedded into teachers and schools' routines. The first step is to read the signs of stress and reframe the pupil's behaviour. Then we must recognise the stressful stimuli. Thirdly we must try and reduce the stress. This can be moving the child away from the situation. Then reflect on the situation; this will enhance the child awareness of stress. Lastly you must respond; this means helping the child learn and understand why they found the stimuli stressful this will then result in the return to a calm state. I feel this would be beneficial to do with child A as his self-regulation is usually very good however this happened in the 'right now' and Shanker suggests the five steps can be used if self-regulation is a 'chronic issue or something that's happening "right now"' (Shanker, 2017).

Welsh

Welsh is a very important aspect in the day to day routine within my PTE school. Welsh is encouraged to be spoken by staff and pupils and should be incorporated into all lessons. Within the Foundation Phase Framework, Welsh language development is one of the seven areas of learning. Within the new curriculum for Wales, Welsh language is a strong focal point. Within the successful futures report Donaldson (2015) suggests that the cognitive, cultural and practical benefits of learning the Welsh language provides a firm case of its inclusion within the school curriculum. Within the documents recommendations they suggest that 'there should be a renewed focus in schools on learning Welsh primarily as a means of communication, particularly oral communication and understanding' (Donaldson, 2015, p.60).

According to Estyn (2013) during inspection they found that most children had a positive attitude to learning and using Welsh particularly in whole class sessions. Children's listening and speaking skills are good however their reading and writing skills were underdeveloped. They suggest that this is because there is a strong focus on developing good oral skills in early welsh language development. There was not enough teaching time being put aside to focus on reading and writing skills in Welsh. However, within my PTE schools they have Welsh lessons twice a week and have Welsh drill every day after lunch. The children are hearing a constant flow of the Welsh language.

During one Welsh lesson I observed the children were learning how to use a welsh dictionary (See appendix 11). According to Sarigul (1999) it is important children learn to use a dictionary as it is an important resource and skills they can use throughout their lives. It can also help children understand and find the meaning of words. Child

A was working next to one of his closest friends. Before coming to the activity, both children were playing a Welsh game on the laptop. When it came to child A's turn to do the activity, he was not very curious.

Child A is multilingual as he understands Turkish and Russian however speaks English at home. Child A enjoys contributing to group Welsh activities within Welsh drill and morning routine however he was not interested in this lesson. According to the Vale of Glamorgan Council (no date) if a child is bilingual or multilingual, they will become better at multi-tasking and analysing data and have higher cognitive skills. Once the teacher started to explain the activity child A had no problem completing it. He used the dictionary with confidence whilst supporting others around him. However once analysing his work (See appendix 12) I noticed that he had made simple mistakes for example writing 'b' instead of 'd' for dog. This not due to his abilities however because he rushed the activity. Once he finished the task, he asked "Can I go now?". The teacher asked him to complete an extension task. He did this independently however his attitude towards to extension task was negative. Once he had finished that task he could go onto the laptops.

Reflecting upon this observation I can see that child A was very capable of completing this task and met the lessons learning objective. However, this lesson seemed to be more of an inconvenience to child A than a successful learning experience. I feel as a practitioner, child A would need to be pushed further in his use of Welsh and perhaps start developing more complex sentences patterns for example using future and past tense. Another way to progress child A's Welsh could be enriching this experience. This would be beneficial to all children. The Welsh Government's (2017) document 'Welsh in Education' outline the importance of imbedding welsh into the curriculum as education play a vital role in creating and nurturing Welsh speakers. Within this

document it is suggested practitioners should be providing children with rich experiences in Welsh. An opportunity they suggest is to work with the Arts Council of Wales on creative learning projects. This could be done through the school or the practitioner could gain further information on this and could recreate this within the classroom. As discussed previously child A enjoys colouring and drawing so this would meet his interests and progress his use of Welsh. This will provide child A with opportunities to develop innovative and exciting learning with strong links to the Welsh language (Welsh Government, 2017).

Conclusion

To conclude I feel that by using the mosaic approach to collect data I have been able to incorporate what interest's child A into his next steps to progress his learning. Due to child A being a MAT pupil I sometimes found it challenging to know what to do next. However, through research and through observation I have been able to identify various aspects of learning that need developing further. Through the use of the ASK model it has given me an overview of child A's holistic learning and has helped me identify areas that need enhancing and if I had not used the ASK model these areas for example self-regulation may not have been identified. However, it is essential for these areas to be developed as they contribute to his overall learning and development.

Appendices

1.



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)

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

CLAIRE SHOEMARK

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

C Shoemark

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



Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian (pupil name),

☒ I do ☐ do not give consent for to take part in this project.

Signed.....*Benjamin*.....(Parent/Guardian).

Date *08.05.2019*.....

2.



Getting to Know You" Profile

My name is:	Self Portrait 
My age is:	
My best friend is...	
My favourite place is...	
I like to...	

Swansea

see one y's

3.



~~It~~ loves the outdoors when playing with his friends



playing and running with his friends.

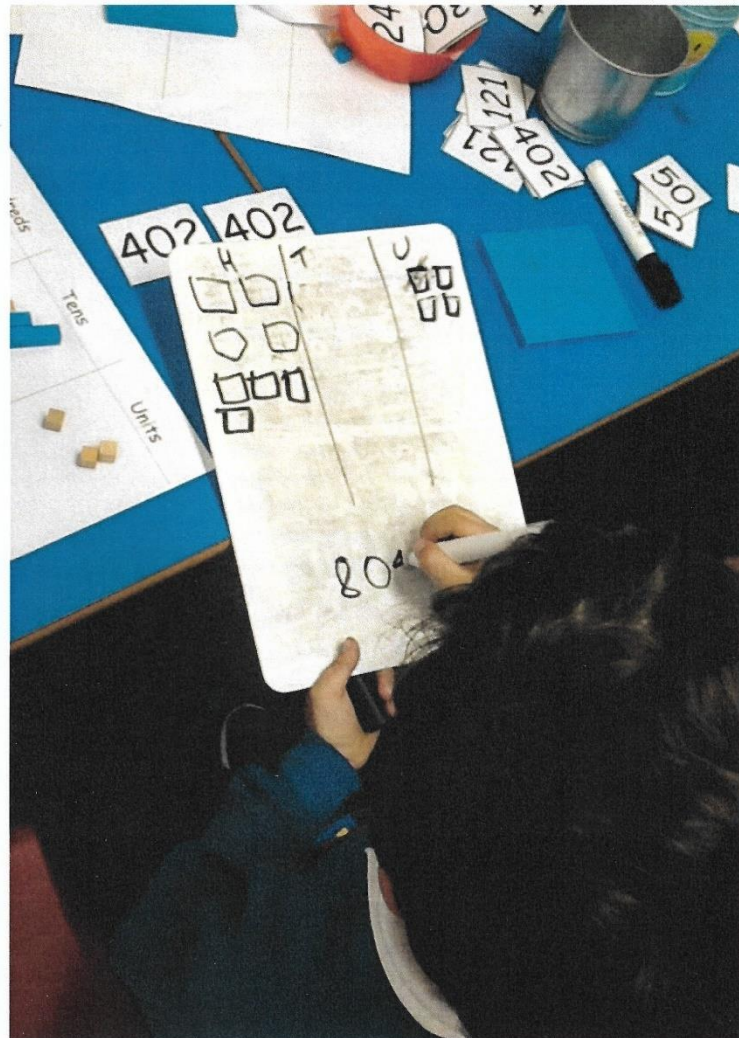
4.

ASK model - Maths

HTU

Attitudes	Skills	Knowledge
- Curiosity - Always curious about maths - Enthusiastic - to learn new topic - ~~Started at TU~~ - ~~Practised~~ - Did not want extension task - perhaps needs something more interesting.	- Started at TU - Year 2 skill - What other skills were covered? - Moved on to adding HTU - Year 3 skill - Used hands on practical resources - Physical, 40 - Social Skills - supported peers, discussed findings with TA. - Communication skills	- Understood this straight away - perhaps it was to easy - Understood HTU - however Struggled to write columns in book - Research to support how to move practical skills onto paper?

5.



6.

ASK model

- literacy - Role on the Wall ^{life boat crew member}

Attitudes	Skills	Knowledge
• Confident - Contributing to group discussion • Self-Regulation - First - discussed with peers. Shared ideas. (condition-table of six pupils, 1 TA. child 1 sitting by TA). - Second - Not getting distracted by others during activity - wants to finish work to go on laptops (needs encouragement to complete). - Third - Gave activity	• Social - discussing emotions & sense of character - Brave - Hunky - Kind - Clever • Emotional - looking at & considering others emotions	• Able to recall facts from story - RNL1 - Risk lives to keep others safe at sea. • Completed task Independently. • Poor handwriting • Poor spelling
Next Steps: * Letters & sounds group - Improve spelling? * Handwriting practice?		

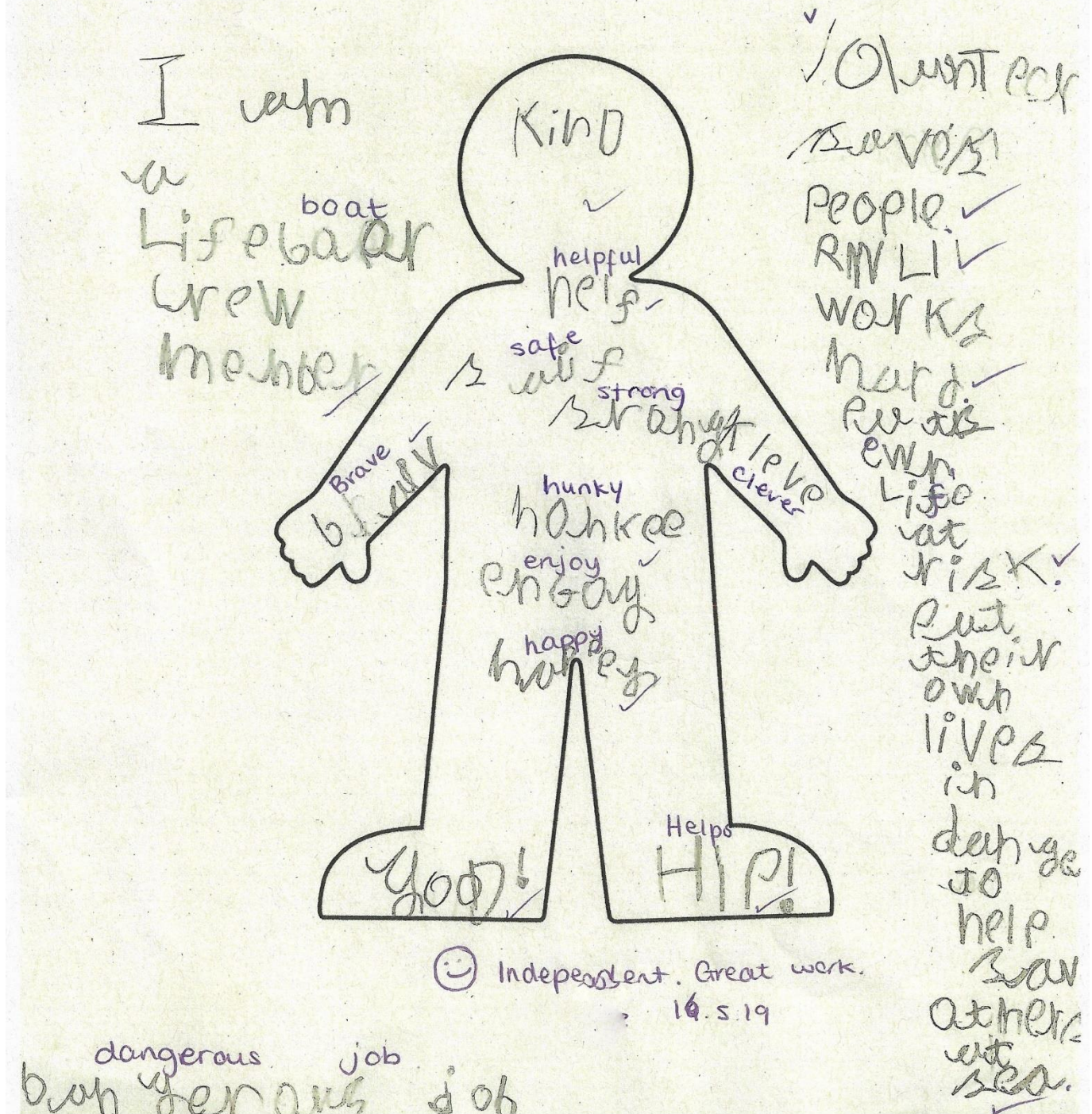
😊 look at ways to self regulation

7.

Role on the wall- Lifeboat crew member

Inside- write the emotions and sense of the character.

Outside- facts to support your views.



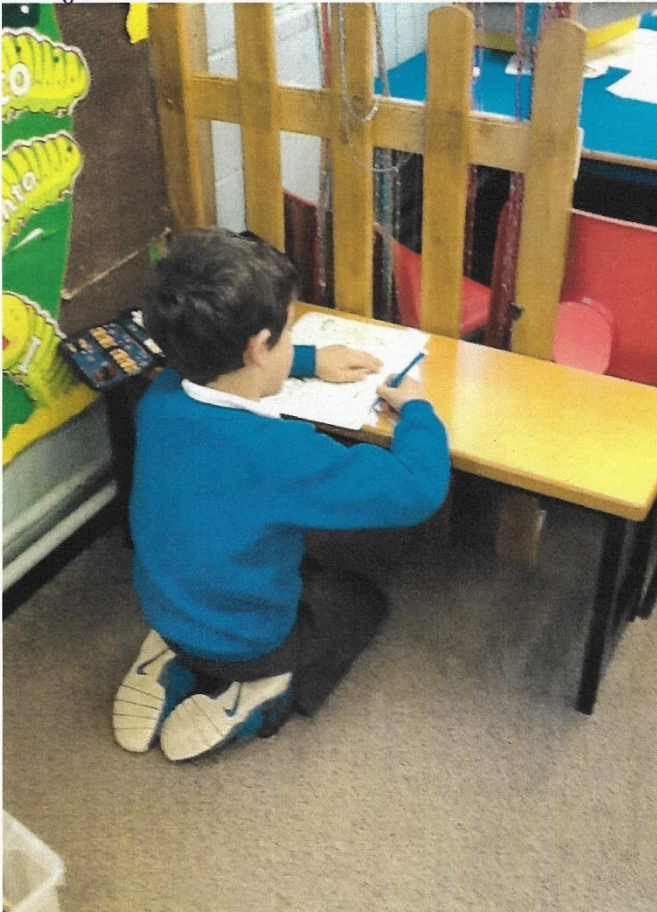
8.

ASK model - Well-being - Ephemeral Art

Attitudes	Skills	Knowledge
Very Curious - Excited - Enthusiastic - Eager to start - getting frustrated Listened closely to instruction Not good self-regulation → Got upset.	Understood natural resources Communicating clearly & effectively. Finished work went to look at others. "you have no feet!" "yes I do they are here!" - Child A got annoyed. - Debate - concerned of others work.	Worked very well during activity. Understood features of own self & others. Know what Ephemeral Art is. Next Steps: Self-regulation - support - how to control emotions in stressful situations?

9.

~~Py~~ loves to colour. He says he finds it 'relaxing'.



10.

ASK Model-Welsh

-dictionary work

Attitudes	Skills	Knowledge
• Not very curious • Wanted to complete activity to go on laptop "Can I go now?" • Rushed activity "b" instead of "d" for 'dog' • Did not want to complete extension.	• Labelling • Drawing • Dictionary skills	• Did not have much prior knowledge of dictionary skills - Picked up skill easily. • Understood sentence pattern of extension
		Next Step: • Continue to develop dictionary skills • Next step for practitioner: : Look child \$A\$ into lesson - improve curiosity & desire to succeed.

11.

LO: look at books, handling them as a reader,
with or without an adult

Look in the Welsh dictionary.
Can you find, label and draw a.....

ci



boy

cath



cat

cwnngen



cwnngen



super dictionary work!
21.5.19
E.A

Oes ci gyda ti?

hau

Oes cath gyda ti?

hau



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