

Primary PGCE

Module: M7X02151

School development and Pupil Progress

Assignment Title:

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

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Introduction

This study was conducted in a small primary school in Bridgend County Borough, with a total of 258 pupils enrolled. It includes a detailed analysis of one child's holistic development. The child will be referred to as Child A, who is a 3-year-old female approaching the end of her first academic year in school, described by her teacher as 'inquisitive, vivacious and delightful'.

Child A has 'hyposensitivity' a behaviour disorder often referred to as 'sensory seeking' meaning she craves sensory stimulation. Educational psychologists have analysed her behaviour on numerous occasions and identified that she exhibits autistic tendencies. The most evident of these tendencies is the urgency to put inedible objects such as rocks, glitter, sand, and grass in her mouth. This unusual pattern of behaviour is a consequence of her sensory overactivity. Child A displays excellent understanding in all areas of the curriculum, she displays higher levels of engagement whilst working creatively, participating in physical education or working within the areas of enhanced provision e.g. the sand and water tray and any activities that meet her sensory needs.

Child A loves and craves adult attention, their consistent guidance and support are needed to channel her energy positively into any given task and to help her maintain focus. She adores using puppets and is mesmerised by anything musical and theatrical. Child A is working at the expected outcome across the curriculum and will leave the nursery class with Outcome 2 in all areas, she is more than capable of working above expectations, however, her challenging behaviour can be detrimental

to her academic learning due to her frequent inability to focus, driven by her sensory needs.

Data Collection

Listening to children has become increasingly important in research, policy-making, and practice in recent years (Clark, 2011). Researchers and advocates have emphasised children's rights to participate in decisions affecting their lives and view children as citizens and active subjects, as '*beings*' rather than '*becoming's*' (Clark, 2007). A prime example of this growing interest in 'listening to young children' is through the 'Mosaic Approach' through which the elaborate data presented within this analysis was collected. This Approach views young children as experts in their own lives and strongly advocates that children should play active rather than passive roles in the research process and given the time and opportunity to express themselves in different ways through multiple methods. It combines the traditional methodology of observation and interviewing with the introduction of participatory tools. Children use cameras to document what is important to them, take the researcher on a tour and oversee how this is recorded, and make maps using their photographs and drawings. A range of primary sources was integrated to collect and analyse data within this study.

Graue (2015) states that the use of more than one method and source to derive data that involves children drives higher confidence in the results. In agreement with this are Darbyshire, MacDougall, and Schiller (2005) who claim that using multiple methods are particularly beneficial when analysing the behaviour of children as they

offer complementary insights and understandings that may be difficult to access through reliance on a single method of data collection.

Incorporating the methodologies of the Mosaic Approach within this study enabled the researcher to draw together the findings from different sources to create a complete picture of the child's holistic development and an extensive look into the child's perspectives on learning. The use of observation, child conferencing, photography, interviews and touring, within this study allowed for qualitative data to be collected and analysed. Empirical evidence suggests that qualitative data allows for more in-depth and detailed research to be gathered. In accordance with this, a strength of using qualitative research methods is that subject materials can be evaluated with greater detail as they provide flexibility to probe initial responses (Waite, 2012). This is extremely important when attempting to interpret the responses of young children. Conversely, Brynman and Bell (2011) suggest qualitative data is complicated as it leads to an overload of information and fosters an unfocused approach. However, an overload of information was necessary for this analysis as the vitality of the child's feelings, opinion and voice meant there could be no limitations so that they could contribute fully to the full extent of the research. Grigg (2015 p.436) states *"Effective researchers consider carefully the methodology so that they most closely match the aims of the project"*. The data collection and analysis of the learner will reflect Nottingham's (2013) ASK, and educational model, that aims to acknowledge the role of attitudes, skills, and knowledge in learning.

The age-appropriateness and creative expressions provided within the Mosaic Approach is another immense strength, as is the number of participatory tools from

which the children can choose. Extremely beneficial was the taking and sharing of photographs, this experience appeared enjoyable and a powerful tool to understand their perceptions of the learning environment. This created a good starting point for a less formal conversation during the interview generating a naturally occurring dialogue between the child and researcher. The danger of manipulating children's answers was reduced as the child could directly refer to their thoughts and feelings through the photographs. However, the researcher found that towards the end of the tour, Child A lost concentration and began to take photographs of random objects such as the floor and a door but was unable to provide an explanation as to why. Thornham and Myers (2012) explain that during the process of taking photographs, the children could start acting unnaturally and take photographs of things they feel the adult wants to see. Another limitation to the Mosaic Approach is that the researcher could have an impact on children's behaviour and their answers, Teijlingen (2014) suggests that pupils may provide answers which they feel are a 'preferred social response'.

Wragg (2011) claims, skilfully done, classroom observation can be a valuable tool for improving the quality of teaching. Goodman (2014) supports this and considers observation to be one of the oldest and best methods for learning about children, suggesting-most of what is known about child growth and development is the result of some form of observation. However, the method of non-participant observation has been criticised within the field of research. The stance of the researcher is an important consideration for the validity of the study (Kulich, 2015). The presence of an observer and knowledge of being observed could cause participants to change

their actions or to behave in a different manner, jeopardising the quality and validity of the data.

Ethical Consideration

Ethical Considerations in research are critical. The British Educational Research Association (BERA)'s *Ethical Guidelines for Educational Research* is designed to support and ensure the highest ethical standards in educational research. They promote that all educational research should be conducted with an ethic of respect for any person and individuals should be treated fairly, sensitively and with dignity and freedom of prejudice. It is important that all participants are made fully aware of what the study involves. *"They should be told why the 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, p.9). Where research involves children under the age of 16, consent should be obtained from parents/guardians. Researchers need to recognise that participants should be informed of Article 12 of the UNCRC, that they have the right to withdraw from the research at any point without needing to provide an explanation (BERA, 2018). To complete this detailed analysis, the researcher gained consent from both the class teacher and the parent of the child involved (Appendix A, B).

Analysis of Learner: Personal and Social Development, Well-being and Cultural Diversity.

As discussed previously, an Educational psychologist has analysed the behaviour of Child A and has identified that she exhibits autistic tendencies. At the start of this academic school year and prior to beginning nursery, Child A scored an overall gold

in her baseline assessment (Appendix U). Currently, Child A could be working at Outcome 3 as she has met a substantial amount of the National Curriculum requirements and expectations within these areas, however, she has not yet developed an awareness of personal safety and dangerous hazards and finds it challenging to regulate behaviour. Because of these inabilities, Child A is working between Outcome 2 and Outcome 2+ in all areas. The Foundation Phase skill ladder explains how children working at outcome 2 should “*show awareness of hazards and respond to warnings about routine safety*” (Foundation Phase Profile Handbook, 2017, p22). Child A’s teachers must constantly be aware of her surroundings due to her placing dangerous objects in her mouth, this deeply concerns both her parents and teachers, but is a common behaviour associated with ASD children known as Pica, “*a way of seeking out sensory input – the texture or the taste of the item*” (Autism.org.uk).

Gutman and Vorhaus (2012) claim that behaviour regulation influences academic achievement and problematic behaviour is associated with poorer academic attainment. It is, therefore, the responsibility of educators to support children to regulate behaviour by modelling the standard that is expected of them from a very young age. Similarly, Bernacki, Nokes-Malach, and Alevan (2014) assess children’s behavioural regulation, as a crucial skill for learning situations as it has been proven to influence children’s academic achievement. Child A doesn’t understand simple behavioural expectations and requires guidance to appreciate that some behaviours, such as throwing sand across the classroom and drenching her peers with water are unacceptable. This can be linked to results of a study conducted by Keen, Webster, and Ridley (2015) who indicate that many individuals with ASD demonstrate specific

areas of strength and motivation to learn in subjects that align with their interests. However, if an activity doesn't feed their passion, it becomes a challenge for practitioners to engage and motivate learning.

At the beginning of this academic school year, individual education plan (Appendix H), Child A was set a target to try not to get distracted by her surroundings and to stay with her group during classroom activities, she has not yet achieved this target and continues to work towards it.

Child A can build positive relationships with girls and boys and has made many friends in the class, plays games and role play with them, but she finds it challenging to take turns and share toys and materials with her peers (Appendix E). Child A scored Outcome 2 in her baseline assessment for social interaction at the beginning of the year and is now working towards Outcome -3, this indicates that she thrives socially and easily forms new relationships. Kasari et al (2010) explain how while many children with traits of ASD struggle with peer relationships in general education classrooms, there is a small percentage of them who have reciprocated friendships and social success.

Whilst outdoors, Child A was instantly drawn to the climbing frame and a tree and took a photograph of these objects (Appendix W). When asked why she took photographs of these objects, she explained: *"These are my favourite because I play here with Child B"*. Child A and Child B have been very good friends since they began nursery in September and whilst both children have many friendships when both are present in school, they tend to only play together. They are easily

influenced by one another and tend to imitate each other's behaviour. Imitation is a factor that is of great importance in Bandura's Social Learning Theory (1977). He claimed that children observe 'models' they view as influential, and these models provide examples of behaviour to observe and imitate. A prime example of this imitation is that when Child B has an accident in school and wets himself, Child A will wet herself shortly after. Also, if Child A is having a difficult day and refuses to sit on the carpet, Child B will imitate this behaviour and refuse to sit on the carpet. This behaviour is recognised in the work of Bauminger et al, (2008) who report children with ASD struggle with social interaction and as a result, tend to imitate the behaviour of individuals they regard as influential.

Upon analysis of Child A, it became evident that most of her time is spent with Child B and she rarely associates with the rest of her peers. When asked about this during the child conferencing, she said "*Child B is my friend and no one else*" this could suggest that Child A finds it difficult to connect and engage with the rest of her peers. It is suggested by Kasari et al (2010), that children with ASD are often on the periphery of their social groups, they have poorer quality, less reciprocal friendships than their non-ASD peers and therefore attach themselves to one individual. The researcher believed this may be the reason for Child A only associating with Child B, but upon observation, it became evident that Child A was, in fact, able to form positive relationships and friendships with her peers, but only when Child B was not present (Appendix E). During morning break Child A was able to play cooperatively with four of her female peers (Appendix I), when asked what they were playing she said "*we are making mud pies, we are all best friends*" the group of children worked collaboratively to collect natural resources such as flowers and grass for their mud

pie and it was evident that they enjoyed each other's company and identified each other as 'friends'. However, once Child B appeared, Child A instantly distanced herself from the group and began to play with Child B.

Analysis of Learner: Language, Literacy, and Communication

In September 2018, on starting nursery, Child A scored Outcome Gold in her Language, Literacy, and Communication Development (Appendix U). The evidence of work collected for Child A's language, literacy and communication development (Appendix J, K, M) and the knowledge and understanding she has displayed through techniques such as questioning and assessment for learning indicates that Child A is currently working at Outcome 2 in all areas of language, specifying that her language development has progressed substantially during her first academic school year. She enjoys listening to stories and retelling them in her own way incorporating a range of vocabulary. She enjoys working with puppets and masks and experiential learning provides the opportunities to express herself (Appendix J, K). This is highlighted by Malaguzzi (2016) who claims that language skills are developed through meaningful experiences for children and that children learn best in literacy when they are provided with experiential learning opportunities that enable them to develop their thoughts, imagination, and emotions. The Foundation Phase Framework states that to be achieving Outcome 2 in oracy, children should *“demonstrate the ability to use sentences of five or more words, speaking clearly with other children or familiar adults and respond to creative stimuli by retelling an event or experience in simple terms”* (Foundation Phase Framework, 2015, p52).

Oracy skills were assessed in various literacy lessons that can be seen in the evidence provided. In one session Child A had to use puppet sticks representing characters from the story of Jack and the giant Beanstalk to retell the story in a simple form, and in the second session, she had to dress up as a character from the story and retell the story independently in the outdoor theatre. Her imaginative and creative abilities were evident, and Child A achieved Outcome 3 in both learning experiences. However, these were individual activities so Child A had the educator's full attention and was able to maintain attention for the full extent of the learning experience. This may not have been achieved if Child A had to work collaboratively to retell the story as she finds it difficult to concentrate on group activities.

During the tour of the learning environment, Child A took several photographs (Appendix W), of the puppet theatre and the fancy dress stand, and outdoors she took a photograph of the outdoor theatre (Appendix X). When asked what made her feel happy in school, Child A said, *"the stories and playing with the puppets and the masks in the puppet theatre"*. Child A's attitude towards language can be seen in an observation made during a language session in which the learning objective was to *'retell a traditional tale'* (Appendix F). Here a positive attitude to the learning experience was experienced as she was able to dress up and retell the story, however, when it was time to sit down and sequence the story in her book she lost all motivation and required a lot of encouragement from the educator to mark make her sentences, achieving outcome 1. She also took a photograph of the *'speed sounds wall'* during the tour (Appendix W), when asked she explained *"I like working with the glitter and sand"* insinuating that she enjoys performing letter formation with a range of materials within the enhanced provision. Lindsay *et al* (2013) state that

children with traits of ASD work best in areas that provide them with the sensory input that they crave and that educators should take this into consideration when planning learning experiences for such children.

It is in the area of writing that Child A needs to progress further, she is fully capable and understands that a sentence must extend from left to right and is able to write her name with guidance, however, it is challenging for practitioners to assess her full potential in this area as written work does not interest her and she refuses to sit down for a period long enough to cooperate.

In reading, Child A is working where she should be. She can hold a book correctly and turn pages independently. She chooses her own reading materials and demonstrates the ability to make meaning from pictures. When asked, she is able to recall details of the texts she enjoys and is beginning to make simple links to her own experiences, all of which indicate that Child A is currently working at Outcome 2 in her reading. This can be seen in the evidence provided (Appendix L).

It must be acknowledged that more resources are needed in mainstream classrooms to enhance the education of children with ASD in ways that are beneficial and engaging to them. Child A demonstrates a clear understanding of phonological awareness and can sound letters appropriately, she displays enthusiasm to experiment with letter formation and is aware that spoken words can be written down. Despite this phonological awareness, she continues to draw shapes and symbols in her written work and has not yet learnt to write letters randomly when

experimenting with mark making (Appendix M). Child A's phonological awareness and understanding of writing suggest she is working at outcome 2 in this area.

Analysis of Learner: Mathematical Development.

The Crockcroft Report (1982) highlighted the importance of building upon young children's curiosity and inhibited enthusiasm by developing positive attitudes towards mathematics (Grigg, 2015). Child A took photographs of numerous objects linked to mathematics during the tour (Appendix W). The first of these objects was '*the working table*' that is placed in the centre of the room. Each morning, there are mathematical activities set out on this table that the children are expected to complete independently. Grigg (2015) suggests one of the most important aims of teaching mathematics is to help children feel that they can succeed in the subject and that they have the capacity to do so, "*the focus should be on effort rather than ability, enjoyment and regular practice*" (Grigg, 2015., p187). Promoting positive attitudes towards mathematics and 'normalising' the subject will aid the children to view it as 'meaningful' rather than 'threatening' in future learning. Jordan et al., (2010) claim that numerical competencies are the first mathematical building blocks on which later mathematics is built, and these competencies should be developed in children as young as three years old. Child A demonstrates enthusiasm and a positive attitude towards mathematics and instantly approaches the table as she enters the classroom in the mornings and begins the tasks independently, no encouragement is needed. She confidently answers mathematical questions and works collaboratively to problem solve. Empirical evidence suggests that children with ASD show enhanced skills in mathematics compared to their typically developing peers (Titeca et al, 2014).

When asked why she took a photograph of the learning table, she *explained "this is where I do numbers"* and began to count to 10, demonstrating her mathematical ability. At the beginning of the academic school year, Child A was awarded gold in mathematical development (Appendix N, V), although her knowledge and understanding of the subject have increased significantly over the year and she is now working towards Outcome 2. Child A has good numeracy skills and has a clear recognition of numbers. She can count to 30 independently and is beginning to write her numbers to ten (Appendix O, P). As discussed previously, Child A is an active learner who thrives from experiential learning. This was evident in an observation taken from a mathematics session that occurred outdoors (Appendix G) where initially Child A displayed low levels of engagement and began to disrupt her peers. Child A loves being outdoors and because of this, was easily distracted by the surroundings of the outdoor environment. However, once the learning commenced and Child A was able to actively participate in the process of her learning, she was instantly engaged with the mathematical activity and demonstrated real concentration and enthusiasm to learn.

Child A can recite and write numbers up to 10 and is beginning to understand the concept of one more and one less. Child A can anticipate events related to elements of daily routines and is beginning to use simple time-related words such as *"after lunch time we have one more job and then its home time"*. Child A is able to follow two-step instructions for simple movements and is fully aware of terms such as 'turn' and 'straight ahead'. These abilities can be seen in the evidence collected for Child A's mathematical development (Appendix Y), the evidence includes a tracking sheet

that was completed during an analysis of Child A's ability to follow two-step instructions in which she received Green as she displayed excellent gross motor skills. Child A finds it difficult to copy a range of simple patterns visually and recognise and name simple 2D shapes in her play, elements which are expected of a child working at Outcome.2.

Analysis of Learner: Creative Development

Creativity is important in a child's development, it builds confidence, and enables them to express their feelings and enables them to practice and improve decision-making, problem-solving and critical thinking skills (Kudryavtsev, 2011). Child A's hyposensitivity means she thoroughly enjoys experimenting, investigating and exploring a range of materials through creative development (Appendix Q, R). The ASK model refers to outstanding learners as 'curious' and claim curiosity is a vital quality needed to learn and further knowledge and understanding of an area (Nottingham, 2013). Child A engages well with creative activities and demonstrates enthusiasm to learn largely because of the materials and resources it involves. She is extremely confident in this area and can use her own initiative and work independently to complete work. The class teachers use creativity as a therapy for Child A and encourage her to paint pictures, model with playdough or draw a picture when she feels agitated and unable to focus, helping her to find a form of expression beyond words. Child A took a photograph of the creative table and described it as her "*best place to work*", this could suggest that this is the area in which she feels she is most able to focus and produce work she is proud of. Schweizer, Knorth, and Spreen (2014) believe creativity adds to a more flexible and relaxed attitude, a better

self-image, and improved communicative and learning skills in children with ASD. For the pieces of work provided in the evidence, Child A worked completely independently and did not require any support from an adult. She experimented with a variety of materials to collage a leaf for 'Jacks Giant Beanstalk', and 'create a beanstalk for the giant's castle'. in completing these pieces of work, Child A demonstrated an ability to respond to open questions such as why she chose to use the materials she did and what the materials represent. She is also beginning to use lines and shapes to create symbols in her work and is able to imitate simple rhythms and musical patterns, broadly matching dynamics or other musical elements. All of which would suggest that Child A is currently working at Outcome 2 for creative development (Foundation Phase Framework, 2015).

Analysis of Learner: Physical Development

Child A is able to hold mark making implements such as pencils and crayons appropriately using her two fingers and thumb. She demonstrates exceptional postural control, shoulder ability, arm strength, wrist stability hand, and finger strength, all of which are crucial elements in the experience of holding and manipulating mark-making tools (Foundation Phase Profile Handbook, 2017). Upon inspection of the Foundation Phase Profile Handbook, it is clear to see that Child A's pencil grip is accepted as an Outcome 2/3 (Appendix T) as the movement of the pencil is controlled by the movement of the wrist and fingers rather-than the fingertips. Child A is able to draw pictures that include basic shapes such as circles, ovals, and lines and can draw a person showing their head, legs, and body. Upon analysis of a drawing created by Child A (Appendix S), it is suggested that she should be levelled at outcome 3 in this area as she has incorporated and joint a

variety of basic shapes together to represent an object. As is expected of a child working at Outcome 3, this object is a person shown with three or more body parts (Foundation Phase Profile Handbook, 2015). Child A is able to hold scissors appropriately and is aware that to cut a piece of paper, they need to use their fingers to repeatedly open and close the scissors. Child A's ability to work with scissors and cut in a straight line indicates that she is an Outcome 3 in 'using scissors and tools' (Appendix X).

When asked where Child a's academic strengths lie, the class teacher explained how she has "*excellent physical development*". Child A attends gymnastic sessions once a week and because of this, her dynamic balance and gross body coordination are remarkable. During physical education lessons, Child A's confidence is evident, she demonstrates the ability to control complex sequences and movements, such as standing on one leg or balancing on a balance board. Child A can manipulate and explore tactile materials and equipment.

Next Steps for Learner

As discussed previously, Child A has not yet developed an awareness of personal safety and dangerous hazards and finds it challenging to regulate behaviour. The Foundation Phase Framework (2015) suggest that independence in personal care encourages a sense of control and allows children to spend more time engaged in meaningful activities. This is the main barrier to her learning and as an educator, I feel It is crucial that Child A is supported in developing an understanding of these barriers before proceeding in her academic journey into reception class.

There is accumulating literature to suggest that early intervention professionals and practitioners need to have a working knowledge of the sensory-seeking behaviours of children with ASD so that they can interpret children's behaviours from a sensory processing perspective. This knowledge and understanding will enable educators to plan effective interventions that support children to have successful and satisfying experiences within the learning environment (Dunn, 2007). The Autism Awareness Centre (2017) suggests the most effective way of managing hyposensitivity in children is to work collaboratively with them to develop self-regulation strategies that will enable them to gain the self-control required to manage the urgency and immediate impulse to seek out sensation. The implementation of self-regulation strategies will progress Child A's behaviour and ability to follow the standards of behaviour expected at Outcome 3. Her knowledge of self-regulation will enable her to make appropriate decisions to follow classroom rules and behave appropriately independently without guidance from a practitioner. Child A's educators can model self-regulation strategies with her until she demonstrates the ability to adopt the process independently. The ASK model (Nottingham, 2013) explains how educators should help children develop the capacity needed to gain self-control, teaching them tactics which will divert their attention and help them to focus on other things. They explain how impetuous children will require more support and guidance whilst being taught how to control their urges. Taking these aspects into consideration, I decided the first step that needs to be taken in progressing Child A's academic achievement would be to construct self-regulation strategies she could adopt whenever she felt the urgency to act impulsively. I will undertake a structured observation to gain an insight into what triggers Child A's urgency to seek out sensory objects and derive a

program to help her regulate, control and eventually eliminate her sensory-seeking behaviour when these triggers occur.

I will introduce Child A to a sensory hamper filled with edible materials such as rice, beans, and edible playdough, as there is a high risk of Child A placing them in her mouth. Child A can explore the sensory hamper whenever she feels the urgency to seek heightened sensory experiences, enabling her to engage with her senses in a way that is safe and secure. Child A and I will work collaboratively to decide on a place in which the sensory box will be kept so that she can access it at any given opportunity. However, I am aware that the use of the sensory hamper could become a distraction during learning time, so I will create a visual timetable to hopefully encourage her to use it when appropriate. This could also be used as a calm box with which she could engage with a sand-timer provided that will prepare Child A to return to work. A limitation of this strategy is that initially, one to one support is required for its implementation. With strategies such as this, there needs to be consistency throughout. All staff has to be on board and have full awareness of the rules and strategies required with its implementation. A reward box would also be implemented for positive behaviour and tasks that have been attempted or completed or a picture of a reward that could gradually be revealed each time a positive behaviour occurs and then eventually the reward that is revealed the child will earn as a behaviour management technique.

As discussed previously, Child A demonstrates higher levels of engagement whilst working creatively or in the enhanced provision. I believe Child A would benefit hugely if I incorporated a variety of letter and number formation learning activities

into the area of enhanced provision, using a variety of sensory resources such as rice, water, glitter and sand that would provide effective and enjoyable learning experiences whilst enhancing her academic knowledge. Grigg (2015) suggests that Inclusive education requires teachers to adapt learning styles to meet the needs of each individual learner. Special interests, fixations, and self-stimulation are often a very important part of life for someone with ASD, they often give them something they can control and is predictable to them, bringing order to their world.

Suelarkey.com (2019) states educators often see special interests as a barrier to learning, but instead, they should be seen as a route to learning.

Educators should use a child's special interests to motivate learning, no matter how bizarre. Child A is able to engage fully with any learning experience that interests her, however, an area she finds difficult is writing. She is not interested in any activities in which she is expected to sit at the table and write and finds it extremely challenging to maintain attention and focus. Autism specialists suggest educators should incorporate a child with ASD's interests into each learning experience to motivate and engage students. Gunn and Delafield-Butt (2016) claim that positive gains in learning and social skills can be achieved by incorporating children's restricted interests in classroom practice. During the child conferencing, Child A expressed her enjoyment of working with puppets and masks. The researcher believes that this enjoyment can be used to extend the learning of Child A in areas that do not interest her. Child A will design and create her own 'work puppet' which she will take with her to each learning activity and use to express her ideas. The educator will use the puppet to communicate with Child A and engage her during learning activities in which she is expected to sit at the learning desk. If Child A

begins to display signs of disengagement, the educators can use the puppet to draw her focus back at the activity and maintain her attention fully. The puppet will be used as a tool to engage Child A in her learning and hopefully progress her academic abilities in all areas. The researcher has discovered that Child A's love and enjoyment of puppets is shared with many other children who have ASD tendencies and many educators claim to have experienced positive academic results through interventions that include puppets. Trimingham (2010) suggests puppetry has been found to be extremely helpful in captivating autistic children and enabling them to want to participate in their own learning.

In a review of teaching strategies for pupils with ASD, Davis and Florian (2014) concluded that a combination of approaches often produce more powerful effects than any single strategy. I have taken this into consideration upon analysis of Child A and conclude that this approach would best suit her learning needs as she finds it extremely difficult to maintain concentration so a combination of strategies would provide effective learning experiences. I will break learning experiences up into shorter time frames as Child A can only maintain concentration for small periods of time it would be beneficial for us both if each activity she participated in was short-lived as this would enable her to keep focused for the duration of the learning experience. Incorporating this strategy would enable me to assess and analyse Child A's true ability. Each task will be broken down into small steps so that Child A can be as independent as possible. Each task will be structured in a similar way so that Child A is familiar with what to do in each learning experience. I will also designate specific spaces in the classroom for different activities.

Child A has demonstrated her ability to build positive relationships with her peers, but, as discussed previously she dedicates most of her time to Child B. Many theorists write about the difficulty children with ASD have in social situations and building positive relationships, so I believe that helping Child A to build positive relationships and develop her communication skills is just as important as her academic progress, and will prioritise this aspect of her development by giving opportunities to work and play collaboratively with the children in her class in a variety of effective and enjoyable learning experiences. During playtime, a third party will be included in Child A and Child B's play, I will continue to use this approach and gradually introduce more and more children into a trio.

Child A currently finds it difficult to participate in whole group activities and requires a lot of support from an adult to stay focused. Though, it was acknowledged by the researcher that Child A is rarely put into groups and this may be a reason why she is unable to concentrate when she is as she sees it as an unfamiliar arrangement within her classroom. Kasari et al (2010) claim that children with ASD are more socially engaged at school if they are encouraged to work collaboratively in pairs or participate in group work, similarly, Bauminger et al (2013) found that children with ASD were more likely to engage with their peers on the playground if they are provided with the opportunity to work collaboratively with them in the classroom. The researcher believes Child A will benefit significantly through being encouraged to interact and build new relationships with her classmates, Grigg (2015) states that encouraging children with ASD to engage with a variety of their peers, develops their communication skills and enhances their confidence in all areas.

Children on the autistic spectrum often need routine in order to help them understand the world around them. Routine can be used as a powerful force in developing the behaviour of children with ASD as it enables them to deal with the uncertainty's that confront them daily. Empirical evidence suggests that children with ASD turn to routine as a way to comfort themselves and to bring calm and self-regulation to an otherwise anxious mind. Lequia, Machalicek, and Rispoli (2012) suggest that routine can be powerful in reinforcing a feeling of well-being and stability for autistic individuals and when that sense of stability and wellness is fulfilled, then it becomes easier for them to manage their behaviour and progress academically. To benefit the academic achievement of Child A, I will develop the TEACHH structured teaching approach in which visual and physical structured environments are used to support children with ASD's focus and learning.

Child A and I will work cooperatively to design a visual activity schedule that will be presented to Child A daily. This is a visual prompt using pictures to show which activities will occur and in what sequence. The schedule will explain the daily routine to Child A and include a list of activities she is expected to carry out that day and the amount of time expected on each activity. There is clear research evidence regarding the benefits of using visual schedules with individuals with autism spectrum disorders as they are key to increasing independence, improving on-task behaviour and to reduce problematic behaviour in the classroom. Research from Lequia, Machalicek, and Rispoli (2012) concluded that presenting children who had ASD with activity schedules each day proved effective in reducing disruptive behaviour. At the end of the activity schedule, I will include an image of a reward that is of interest to Child A and explains to her that if she is able to complete each element of the activity schedule, she will be rewarded. The time displayed on each

activity schedule will start with the amount of time Child A is currently able to stay on task and will gradually progress. A limitation of using the reward system is that Child A's interests are constantly changing and so the rewards used will need to be changed in accordance with these interests. I must take on the responsibility of monitoring the interests of Child A to ensure the rewards will work as anticipated.

As these students are easily distracted by extraneous noises and sights, they may benefit from having their own workstations screened off from other students. Large amounts of sensory stimulation such as bright visual displays and background noise will quickly overload their dysfunctional sensory systems.

Conclusion

The data has provided the researcher with an opportunity to further understand the ASD spectrum and the barriers to learning this can impose on a child. Upon analysis. It has become apparent that capability and intelligence do not factor into educational attainment, but it is factors such as hyposensitivity disorder that are more likely to limit attainment. Child A is evidence of this as presented throughout this assignment, her capabilities are evident but retaining her attention and focus is problematic and this is having a detrimental effect on her educational achievements. Research has led to the understanding that there are strategies that can be implemented within a primary classroom to help overcome such difficulties. The implementation of strategies such as the sensory hamper and acknowledging the child's interests to promote inclusion in planning are behavioural management techniques that should see improvements in the child's engagement and motivation to learn. The Mosaic

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Approach proved to be a valuable tool whilst assessing the holistic development and needs of an ASD child.

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Appendices:

Appendix A

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 identify 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):

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



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 of.... [redacted] (pupil name),

I do / do not give consent (please delete) for my child to take part in this project.

Signed..... [redacted] ...(Parent/Guardian).

Date.... [redacted]

Appendix C

Interview with Class Teacher

Date: 22/05/19

Time: 12:30pm

Interviewer:

1. If you had to describe Child A, how would you describe her?

- Sensory seeking
- Vivacious
- Inquisitive
- Delightful
- Very impulsive
- She loves being around adults.
- Attention seeking behaviour.

2. Does she have any particular likes/dislikes?

- All areas of enhanced provision, she loves exploring anything new.
- She absolutely adores using puppets, she is mesmerised by them.
- Whenever there are visitors within the class she is engrossed, she is engrossed in any new experience.
- She is engrossed in anything musical and theatrical.

3. How would you describe her attitude to learning?

- For focus tasks she needs one to one adult support, she is more than capable. She has excellent understanding but needs support with concentration and focussing on the given task.
- She needs support with whole group activities to stay focused.
- To maintain attention, she needs adult support.
- Activities need to be differentiated to her needs, by breaking it up for her so she is aware what is coming next *“were going to do this, and then you’re going to do this”* to maintain her attention.
- Adult support is needed to challenge her energy into the focus task.
- She is more than capable.

4. When is Child A most engaged?

- Anything that meets her sensory needs, if she is in a PE lesson she is engaged. Water tray and sand tray.
- Enhanced provision is when she is most engaged, but you must manage how she is using it and whether she is using it appropriately. In the playdough area instead of completing the challenges, she will put it in her hair and on her face, the same goes for the sand and water tray. She will drench herself in sand and water.

5. How does she like to play in the role play area?

- She loves dressing up, but once she has dressed up she will go off in the dress to the sand pit or the water tray.
- She flits from one area to another.
- She's easily distracted and influenced by the behaviour of the other children.
- With adult modelling she enjoys participating with activities, she loves attention.
- In some ways her behaviour is attention seeking as she craves adult attention.

6. What would you say her academic strengths are?

- She has excellent physical development.
- She has good oracy skills.
- Creative development – music, theatre, creative.

7. What would you say her academic weaknesses are?

- She is more than capable academically, but she finds it hard to concentrate and keep focused on a task. Her sensory needs stop her achieving academically.
- There is an element of her that genuinely does not listen.

8. How would you describe her numeracy skills?

- She is working where she should be. She has good counting skills, she is beginning to write her numbers up to ten, she can compare and order two objects by observation and can recognise simple 2D shapes and explore 3D shapes through play. She is working where she should be but her next steps are going to be to count up to 10 objects reliably, to write her numbers to 10 reliably. More guidance and support needed in understanding and repeating patterns. She has good numeracy skills, she has good number recognition. Needs to work on recording- writing her numbers down. There is progress to be made on her numeracy skills, however, this applies to the class as a whole and not just her.

9. How would you describe her literacy skills?

- **Oracy** -Orally she is very good, she can ask and answer questions. She has good understanding of language; her expressive language is good, and she is able to role play. She can hold a conversation, retell simple stories with small detail. Outcome 2.
- **Reading** – she is working where she should be she likes listening to stories and understands stories. Outcome 2.
- **Writing** – this is the area that she needs to progress and move on to the next outcome. She understands it goes from left to write. She is able to mark make and use symbols in her writing. her next steps she needs to apply her phonic knowledge to her understanding knowledge. She picks up letters in phonics but needs to incorporate this into her work. She is working where she should be.

She will have a go at writing her name if she has one to copy but won't incorporate these letters in her work. Weaker area of literacy. Outcome 1.

10. How would you describe her PSE skills?

- Should be working towards outcome 2+. We often try and get around her by getting her to act like a teacher's helper, she enjoys being helpful but not if it conflicts with her interests. She is affectionate towards other children and she can play games and role play. She has made a lot of friends in the class girls and boys, she is able to build relationships and make friends. She can take turns and share with guidance from an adult. If she has an accident she will go to her back and get her clothes out independently but will need some assistance. She falls down in the area of self-awareness in personal safety and hazard. She is quite fearless she climbs trees and throws sticks. She'll run outside in pouring rain without a coat on, she is a little bit of a thrill seeker. She has no fear. She can say is she feels sad and why, she doesn't necessary identify emotions in others because she doesn't really show interest in anyone but Child B. She may do if she is interested by them. She is not an outcome 3 because she has to follow the standard of behaviour that is expected in school she can't do this she requires a lot of guidance to follow rules and behave, her behaviour is what lets her down.

11. Do you feel that there are any interventions that would help her?

- Our main issue with Child A is her behaviour which is driven by her sensory needs.
- The head syce says she displays signs of ASD so maybe a one to one? Sensory box
- A targeted intervention if we had the luxury of a one to one to getting her phonic knowledge up to scratch and getting her up to date within this area.

12. What are some challenges you've observed in her? How do you help manage these struggles?

- Her behaviour is a challenge, her behaviour seeks sensory things like going in the water. You must manage it by keeping an eye on her.
- If we must ban her from certain areas, we do.

Overall Outcomes:

- Child A is working at expected outcomes across the curricular.
- The expected outcomes are outcome 2.
- Not working above expectations but not working below.

Appendix D

Interview with child

Date: 22/05/19

Time: 09:30am

Interviewer:

1. What makes you feel happy in school?

- The doll houses
- Playing with the puppets and I love playing with the masks in the puppet theatre
- Stories
- The sand

2. What do you like to play with in the classroom?

- I like playing in the garden centre with the trolley.

3. Who are your friends?

- **Child B** and nobody else.

4. Do you like playing outside?

- Yes

5. Where do you do your best learning?

- On the carpet
- I like learning on these (computers)
- I like number learning
- I like learning to play with my friends

6. What helps you learn in school?

- Sand

7. What have you been learning in school?

- I've been learning numbers and Jack and he beanstalk

8. Mathematics:

- **Do you enjoy number time?**
- Yes
- **Do you enjoy counting?**
- Yes (counts to 10)
- **Do you enjoy writing numbers?**
- Yes, I can write number one and two and three and four

9. Language:

- **Do you like writing?**
- Yes, I like writing with this and picks up a pencil.
- **Do you like listening to stories?**
- Yes, this one and picks up Jack and the Beanstalk
- **Do you like telling stories?**
- Yes, in there and points to the tent

10. What do you like to do outdoors at playtime/lunch time?

- I like playing on the caterpillar with my friend called **Child B**
- I like climbing trees as well
- Riding the bikes

Appendix E

Learner Observation Form

Name of learner(s): [REDACTED]

Class: Nursery

Time: 11:30am – 12:00pm

Date: 216/05/19/

Activity: Personal, Social and Emotional Development, Well-being and Cultural Diversity - Social Interaction during morning break

Comments

As soon as Child A entered the school yard, she was instantly drawn to Child B and the climbing frame. One of their peers tried to interact with both Child A and Child B as they played on the climbing frame, but they failed to acknowledge her and when they did Child A explained *“you can’t come on here because we are doing tricks”*. Both Child A and Child B move to play on the tree, they both climb the tree and had to be told to get down numerous times by the member of staff on duty, Child A refused. Whilst climbing the tree, a third child approaches Child A and Child B and asks if she can play with them, again, both children said no. However, Child B had to leave the school yard to complete a job with the teacher and in that instance, Child A began to associate with Child C, demonstrating her ability to balance and swing on the tree. She turned to Child C and said, *“watch me do this”* and *“can you do this”* *“can you see me”*. Child A and Child C began to play with each other. This is where it became evident to me that Child A can in-fact form positive relationships with her peers and is able to form social relationships, though, Child B had to be taken out of the picture in order for her to do this. Child A, Child C and played cooperatively in the mud kitchen, when asked what they were doing Child A explained *“we are making mud pies*

together because we are best friends". Another Child joins in with the activity and Child A welcomed her to join in. Child A played cooperatively with her peers, however, she found it challenging to share objects with them and was in control of each object they used (bottle and wooden spoon), when Child C asked for a turn of the objects Child A said, *"no if you want it I will play with it on my own"*. Child B explains "we can both play with it look this is how you share" but Child A begins to play cooperatively once again and said, "I will go and collect flowers for our magic potion ok". Even when playing cooperatively with the other children, Child A says, *"Child B is my best friend"*. Child B returned to the yard and stood in front. Child A instantly dropped the objects she was holding and shouted *"bye"*. Child A and Child B ran off and continued playing together.

What needs to be done to move the learning on?

Child A has demonstrated her ability to collaborate with others in her class today and not just Child B. Taking this into consideration, I am going to encourage Child A to work and play collaboratively with a range of peers during learning and play activities both inside and out of the classroom. I believe that encouraging Child A to work with all of her peers will benefit her and help her form positive relationships and friendships. Today it became evident to me that Child A will not associate with any of her peers if Child B is in the picture and so I feel an appropriate strategy to use would be to slowly introduce an additional Child into the relationship of Child A and Child B when they are learning and playing cooperatively.

Appendix F**Learner Observation Form**Name of learner(s): [REDACTED]

Class: Nursery

Time: 09:25am – 10:15pm

Date: 21/05/19

Activity: Language, Literacy and Communication Development - To Retell a Traditional Tale

Comments

This learning activity commenced in two parts. For the first part, Child A had to dress up as a character from the story of Jack and the Giant Beanstalk and retell the traditional tale in her own words in the outdoor theatre. Child A displayed a positive attitude in this activity as she thoroughly enjoys all things experiential and demonstrating her oracy skills. For this activity, Child A's confidence was evident, and she displayed high levels of engagement throughout. However, for the second part, Child A had to work inside and use her writing skills to sequence the story in her workbook. For this activity, Child A instantly lost motivation and was discouraged with her learning. I had to ask Child A to concentrate on the learning activity on numerous occasions, but she found it extremely difficult to keep focused on the task as she was disinterested by it.

What needs to be done to move the learning on?

For future practice, I will incorporate Child A's interests into activities as an attempt to engage her with her learning. Child A is mesmerized by puppets and thoroughly

enjoys playing with puppets. I will decide on a strategy I can use to incorporate Child A's interest of puppets with her learning.

Appendix G**Learner Observation Form**Name of learner(s): [REDACTED] Class: Nursery

Time: 10:00am – 10:45am

Date: 23/05/19

Activity: Mathematical Development - To understand and use the concept of one more and one less.

Comments

During the introduction of the lesson, Child A displayed low levels of engagement. She found it difficult to sit for the input and began to disrupt her peers. She found it challenging to sit in one place. Child A loves being outdoors and was easily distracted by the surroundings of the outdoor environment. She stood up during the input and began to disrupt her peers, as she was helpwr heddiw I explained to her that she had a very important responsibility today and had to set an example to the rest of her friends, she was pleased with this reaction and come to sit at the front with me and began to engage with the learning experience once again. Once I had completed the introduction the main activity began. The pupils all stood in a line and waited patiently for their turn, Child A was able to have the first turn as she was helpwr heddiw, this was beneficial for both myself and her as at this point, she was engaged with the activity and demonstrated real concentration and motivation to learn, enabling me to assess her understanding of one more and one less. This activity was short lived as soon as Child A had completed the activity, she realised that the children in the other group had free time and instantly become distracted and lost all motivation to learn.

Child A ran off from the focus group and began to play on the grass. Though she had finished the activity, it would have been beneficial for her to collaborate with her peers to complete the learning activity. However, I was advised by my mentor that should situations like this occur, it is best to leave Indi have the free time she seeks especially when she has completed the learning activity as chasing her for the main part of the lesson takes learning time away from the rest of the children in the class.

What needs to be done to move the learning on?

To move the learning of Child A on, I believe it would be beneficial to differentiate learning activities to best suit her needs. In future practice, I will plan shorter learning activities for Child A as I am aware she finds it difficult to maintain attention on sessions that are long lasting. I will also provide Child A with a visual timetable of each learning experience and the steps she is expected to take before she is rewarded and able to have free time. Another element that distracted Child A today was the outdoor environment and the fact that she could see her peers who were provided with free time, Child A's awareness of her peers meant she instantly lost concentration and demonstrated no motivation to learn, I feel to use a behaviour strategy such as a 'prize box' in which Child A would be rewarded for her completion of a learning activity would influence this motivation as it would provide Child A with the initiative to work towards a prize.

Appendices H

Personal and Social Development, Well-being and cultural Diversity.

My Individual Education Plan

 Things I find difficult	 My targets	 What do I need to do?	 Who's going to help me and when?	 How did I get on?
Being where I need to be. Trying not to get distracted.	To stay where I am needed to be. To go to the toilets and to not become distracted.	To stay with my group during class sessions. To go to the toilet and return to class independently.	my teachers and my family sticker charts teddy bear jar	Review date July 2019

This IEP format has been designed especially for the child. The idea is that the child's teacher will spend some time discussing and writing the content in partnership with the child. This will help the child to feel more involved in their education and therefore more motivated to reach the targets they have helped to set for themselves.

Name: **Isa Williams** IEP number: **EB1** IEP agreed by: **C Richards and S Woolls** SENCO: **Mrs C Pugh**

COP stage: **School Action** Pupil: **[Redacted]** Parent/Carer: **[Redacted]**

Date: **Feb 2019** Other(s):

Appendices I
Personal and Social Development, Well-being and cultural Diversity.



Appendix J
Language, Literacy and Communication Development
Oracy – To Retell a Traditional Tale
Outcome 3

	<u>Language, Literacy and Communication-</u> <u>Oracy</u> LO: I can retell a traditional tale:- <u>Outcome 3: I can respond to creative stimuli and re-tell stories.</u> <u>Outcome 2: I can respond to creative stimuli and in simple terms retell an event.</u> <u>Outcome 1: I can talk in my play and begin to show curiosity in stimuli, expressing enjoyment and interest.</u> <u>Outcome Achieved 7.5.19: Outcome 3</u>	Independent ☒ With Support ☐ Verbal 1:1 Gwych! - CM 
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Appendix K
Language, Literacy and Communication Development
Oracy – To Retell a Traditional Tale with Puppets
Outcome 3



Appendix L
Language, Literacy and Communication Development
Reading -Reading Record
Outcome 2

C11b



Reading record

Name of learner:

Reading age (if known):

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
3/5/19	The Wuth Cat	Fiction	Abile to hold book correctly and knows how to turn pages.
15/5/19	What bear likes best	Fiction	Demonstrates the ability to recognise what is going on in the story.
17/5/19	My turn	Fiction	Demonstrates the ability to make meaning from pictures & recall details.
16/5/19	Where there's a bear there's trouble	Fiction	Beginning to make links to own experience and respond appropriately. Uses objects and images to spoken initial sounds.

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

Appendix M
Language, Literacy and Communication Development
Written – To Retell a Traditional Tale
Outcome 1

	Language, Literacy and Communication- Writing LO: I can retell a traditional tale:- Outcome 3: I can form some letters and simple words, writing from left to right. Outcome 2: I can write letters or symbols randomly when experimenting with mark-making. Outcome 1: I can use scribbles, shapes or pictures to express a sentence. Outcome Achieved 20.5.19: Outcome 1+	Independent ☒ With Support ☐ Verbal 1:1 Bendagedig! You tried very hard Indi . CM
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Jack's mum asked him to take the cow to market.



Jack is climbing up the beanstalk.

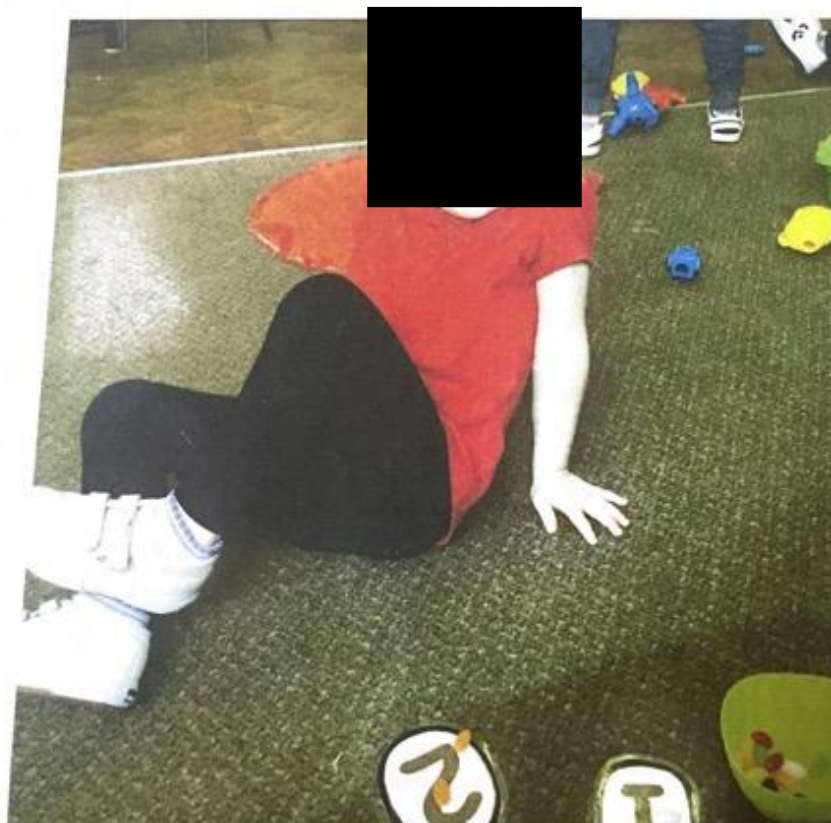


The mum cut the beanstalk down.

Appendix N
Mathematical Development
April 2018 – Outcome Gold

	Mathematical Development - Counting :- LO: To touch and count jelly beans. To conserve numbers. Outcome 2: I can use one-to-one correspondence to count up to five objects. Outcome 1: I can use one-to-one correspondence to count up to three objects. Gold: I can count or indicate two objects with support. Outcome Achieved 17.10.18: Gold	Independent ✓
		With Support Verbal 1:1

Da iaur [redacted] you could count 2 jelly beans with some help'. sw
 Indi recognised number 1 but now needs to learn numbers to 3.



Appendix O
Mathematical Development
May 2019 – Number formation
Outcome 2



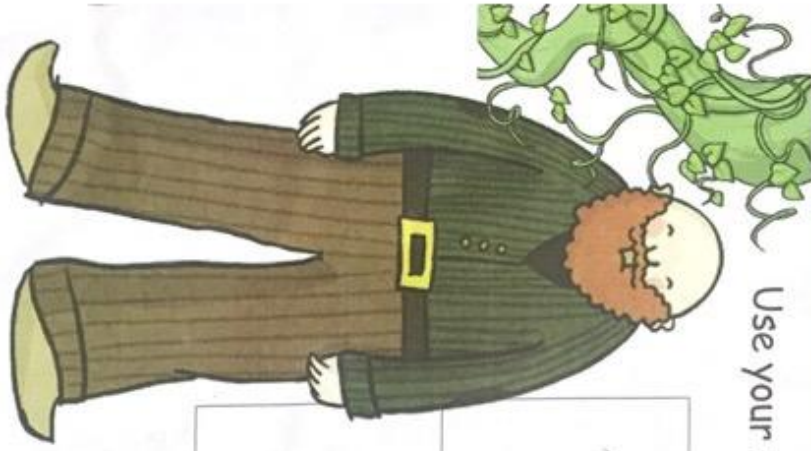
Appendix P

Use your writing skills to write numbers 1 to 10

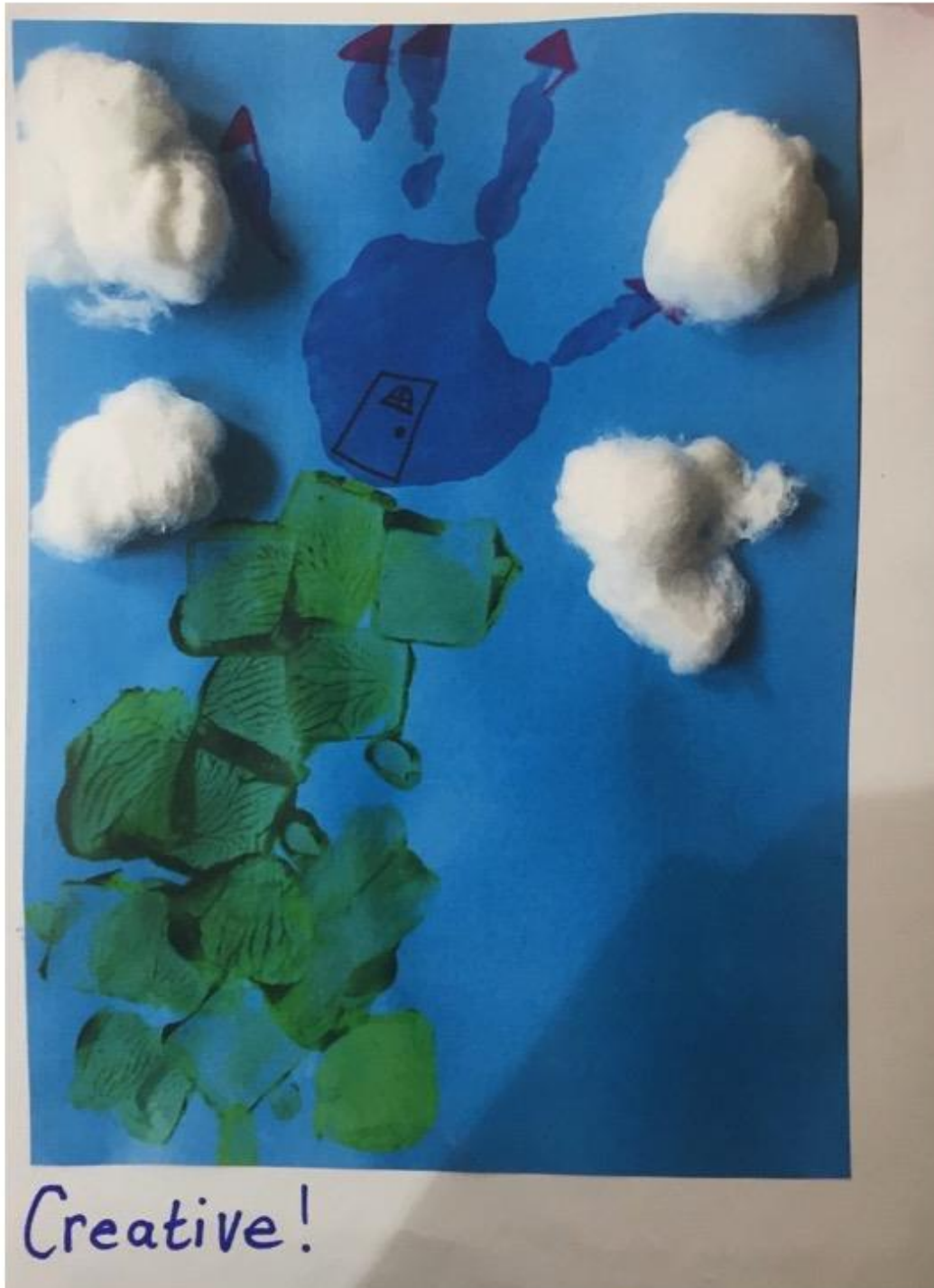
1	7	6
2	4	7
3	3	8
4	4	9
5	5	10

Good Job!
you can form
numbers 1-10 :D
-CH

Week 9 Challenges



Appendix Q
Creative Development
Outcome 2



Appendix R
Creative Development
Outcome 2+



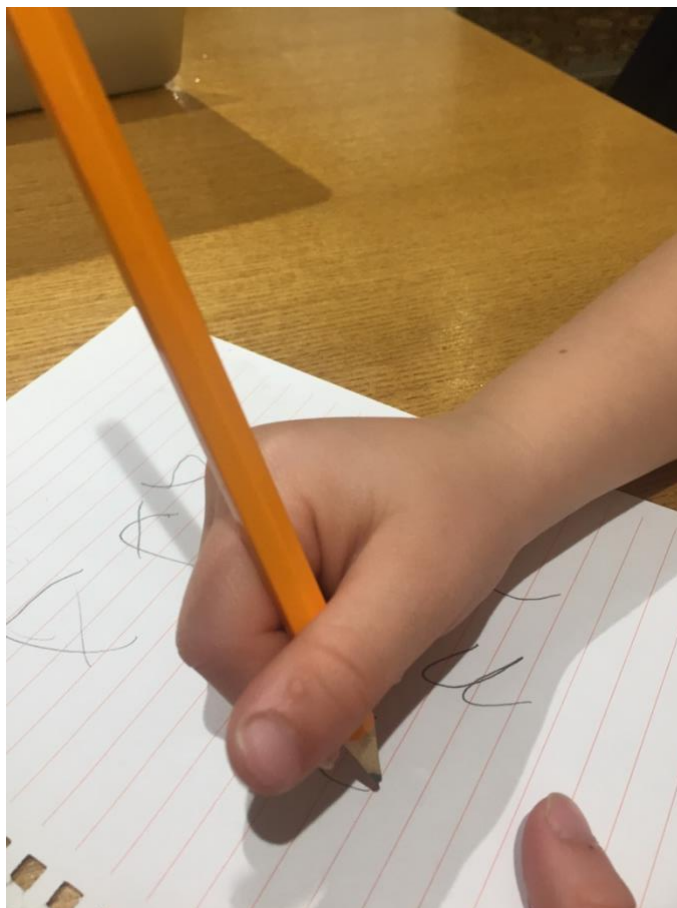
Appendix S
Physical Development
Fine Motor Skills – Outcome 3



Appendix T
Physical Development
Fine Motor Skills
Outcome 2/3

Images for different grips

Outcome	What might it look like	
Outcome Silver/Gold		
Outcome 1: Acceptable grips		
Outcome 1: Grips to discourage		These grips are inefficient and should be discouraged.
Outcome 2/3: Acceptable grips		At this stage, movement of the writing tool is controlled by movement of the wrist and fingers rather than the finger tips.



Appendix U

Sept '18

Foundation Phase Profile - Compact Profile Form

Name of Child

Indi Williams

Date of assessment

April 18

Personal and Social Development, Well-being and Cultural Diversity

	Social interaction	Behavioural regulation	Response to others	Independence in personal care	Score	Outcome
Not awarded an outcome	N	N	N	N	N	Not awarded (N)
Disapplied	D	D	D	D	D	Disapplied on more than one skill ladder (D)
Working towards lowest outcome	1/4	1/4	1/4	1/4	1-3	Working towards Bronze (W)
Bronze	1	1	1	1	3%-6	Bronze (Z)
Silver	2	2	2	2	6%-10%	Silver (S)
Gold	3	3	3	3	11%-16%	Gold (G)
Outcome 1	5	5	5	5	17-26%	Outcome 1 (1)
Outcome 2	8	8	8	8	27-36	Outcome 2 (2)
Outcome 3	11	11	11	11	38-50	Outcome 3 (3)
Outcome 4	14	14	14	14	51-61	Outcome 4 (4)
Outcome 5	17	17	17	17	63-74	Outcome 5 (5)
Outcome 6	20	20	20	20	75-86	Outcome 6 (6)
Above Outcome 6	23	23	23	23	87-92	Above Outcome 6 (A)
8 + 2 + 2 + 1 = 13					15	

Language, Literacy and Communication Skills

	Oracy - Listening and understanding	Oracy - Phonological awareness	Oracy - Expressive language	Reading - Understanding reading materials	Score	Outcome
Not awarded an outcome	N	N	N	N	N	Not awarded (N)
Disapplied	D	D	D	D	D	Disapplied on more than one skill ladder (D)
Working towards lowest outcome	1/4	1/4	1/4	1/4	1-3	Working towards Bronze (W)
Bronze	1	1	1	1	3%-6	Bronze (Z)
Silver	2	2	2	2	6%-10%	Silver (S)
Gold	3	3	3	3	11%-16%	Gold (G)
Outcome 1	5	5	5	5	17-26%	Outcome 1 (1)
Outcome 2	8	8	8	8	27-36	Outcome 2 (2)
Outcome 3	11	11	11	11	38-50	Outcome 3 (3)
Outcome 4	14	14	14	14	51-61	Outcome 4 (4)
Outcome 5	17	17	17	17	63-74	Outcome 5 (5)
Outcome 6	20	20	20	20	75-86	Outcome 6 (6)
Above Outcome 6	23	23	23	23	87-92	Above Outcome 6 (A)
3 + 2 + 3 + 2 = 10					13	

If any skill ladders are marked with the outcomes 'Not awarded' or 'Disapplied' additional scoring rules should be taken into account. These rules can be found on the Foundation Phase Profile pages on the Welsh Government website.

Appendix V

Mathematical Development						
	Reciting and sequencing numbers	Counting	Shape	Pattern	Score	Outcome
Not awarded an outcome	N	N	N	N	N	Not awarded (N)
Disappled	D	D	D	D	D	Disappled on more than one skill ladder (D)
Working towards lowest outcome	¼	¼	¼	¼	1-3	Working towards Bronze (W)
Bronze		1	1	1	3% - 6%	Bronze (Z)
Silver	2	2	2	2	6% - 10%	Silver (S)
Gold	3	3	3	3	11-16%	Gold (G)
Outcome 1	5	5	5	5	17-26%	Outcome 1 (1)
Outcome 2	8	8	8	8	27-38	Outcome 2 (2)
Outcome 3	11	11	11	11	39-50	Outcome 3 (3)
Outcome 4	14	14	14	14	51-62	Outcome 4 (4)
Outcome 5	17	17	17	17	63-74	Outcome 5 (5)
Outcome 6	20	20	20	20	75-86	Outcome 6 (6)
Above Outcome 6	23	23	23	23	87-92	Above Outcome 6 (A)
$3 + 3 + 3 + 1 = 10$					12	

Physical Development						
	Holding a mark-making implement	Coordinated movement	Drawing	Fine manipulation	Score	Foundation Phase Outcome
Not awarded an outcome	N	N	N	N	N	Not awarded (N)
Disappled	D	D	D	D	D	Disappled on more than one skill ladder (D)
Working towards lowest outcome	¼	¼	¼	¼	1-3	Working towards Bronze (W)
Bronze	1	1		1	3% - 6%	Bronze (Z)
Silver	2	2	2	2	6% - 10%	Silver (S)
Gold	3	3	3	3	11-16%	Gold (G)
Outcome 1	5	5	5	5	17-26%	Outcome 1 (1)
Outcome 2	8	8	8	8	27-38	Outcome 2 (2)
Outcome 3	11	11	11	11	39-50	Outcome 3 (3)
Outcome 4	14	14	14	14	51-62	Outcome 4 (4)
Outcome 5	17	17	17	17	63-74	Outcome 5 (5)
Outcome 6	20	20	20	20	75-86	Outcome 6 (6)
Above Outcome 6	23	23	23	23	87-92	Above Outcome 6 (A)
$5 + 5 + 5 + 5 = 20$					29	

Appendix W

Photographs by Child A – Learning Tour



Tuff Tray

Puppet Theatre



Phonics Wall



Mathematic Table



Creative Table



Dress up Stand



Sand Tray



Outdoor Theatre

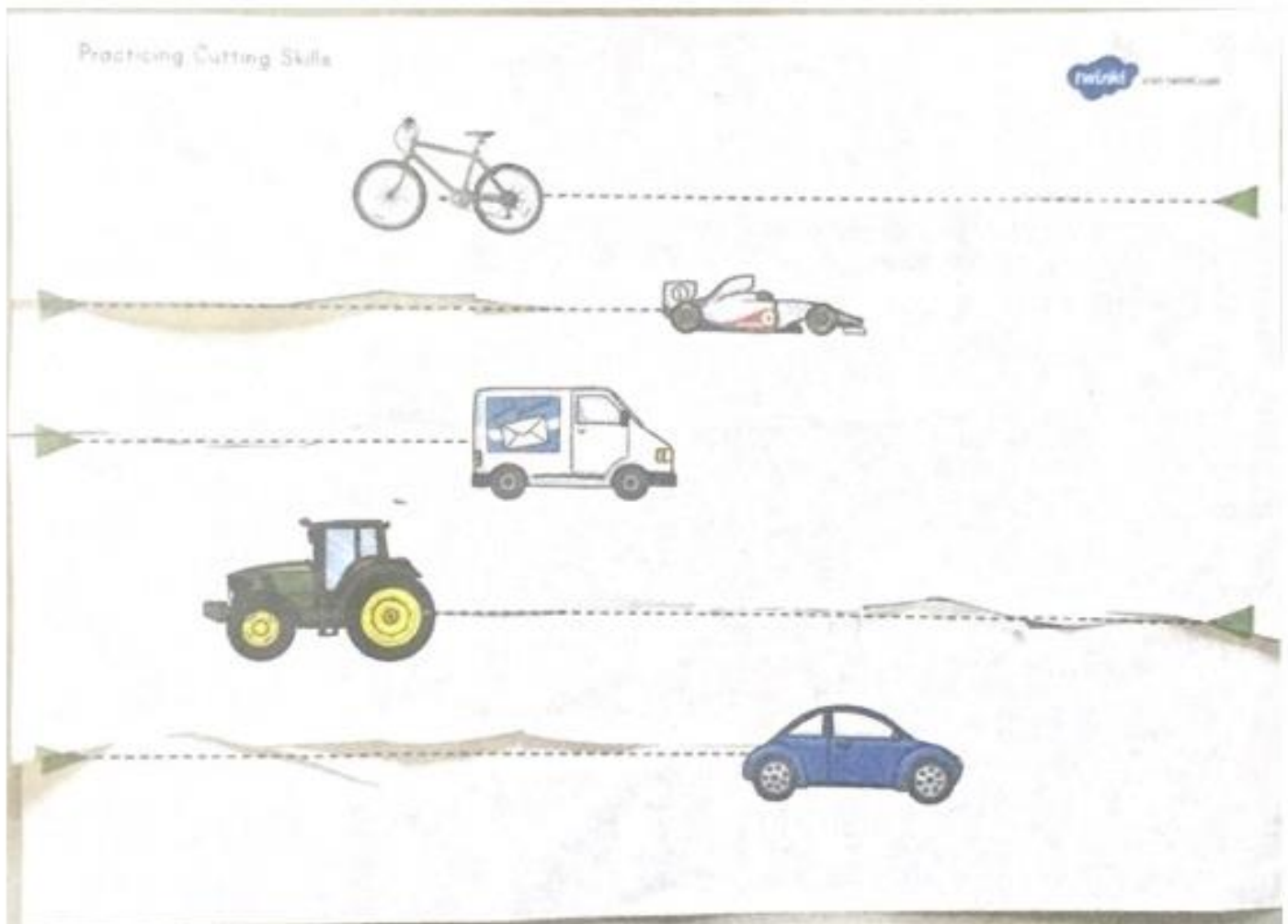
Climbing Frame



Tree



Appendix X
Physical Development- Scissor Skills
Outcome 3



Appendix Y
Mathematical Development: Tracking pupil progress: 'Understanding and following 2-step instructions'

C21	▲ ▼	✖	✓	fx	Demonstrated an excellent ability to listen to and carry out 2-step instructions				
	A	B	C	D	E	F			
1			C11A	Subject / Area of learning					
2				Name of Trainee:					
3				Class / Age of Learners					
4				Session Number					
5				Learning outcome					
6	RAG Rating		R		A				
7	Name of Pupil	RAG							
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21	Child A			Demonstrated an excellent ability to listen to and carry out 2-step instructions independently. Superb Gross Motors Skills. Outcome 2 achieved.					
22									
23									
24									
25									
26									