

Supporting Pupil Progress: A Detailed
Analysis of One Child's Holistic
Development, with Justification for the
Next Steps in Learning

Word Count: 4511

Introduction

The following assignment will give a detailed analysis of a child's holistic development and next steps will be suggested following the analysis of data. Throughout the research, reference will be made to the child's literacy and mathematical development, their wellbeing and their development in physical education and their digital competence. The research will take place in a mixed Year 1/2 class of 28 pupils in a large primary school in South Wales. To ensure anonymity and conform with BERA (2018), the name of the school has been removed. In their most recent Estyn inspection in 2018, there were 582 pupils on roll. Of these 582 pupils, 6% were entitled to free school meals and 11% were recognised as having additional learning needs. Both these figures are considerably lower than the national averages of 19% for free school meals and 21% for additional learning needs. The majority of the pupils at this school are from a white British background and a small number are learning English as an additional language (reference absent to ensure anonymity). To ensure confidentiality, the child studied will be referred to as 'Child A' throughout this assignment. Child A is a Year 2 pupil who has been diagnosed as having Autism Spectrum Disorder (ASD). He is high-functioning and is a very capable member of the class. He is in the higher ability group for literacy and the most able group for numeracy. However, he finds social interaction with his peers difficult.

Data Collection

The method adopted for the collection of data for this assignment is The Mosaic Approach. This method is termed 'The Mosaic Approach' as the word 'mosaic' refers to drawing on a variety of sources to complete a whole picture of the child. This approach differs to other traditional methods as the child's perspective is included, as they themselves, take the role of the researcher. Thus, producing a deeper understanding of the child (Greenfield, 2011). With student voice and the rights of the child playing an important part of school life, this approach is becoming more popular (Clark, 2005). With the child being an active researcher, they are given the opportunity to display their linguistic, spatial, kinaesthetic and interpersonal skills. Considering this, The Mosaic Approach is one that produces a holistic view of a child (Clark, 2005). Additionally, this approach conforms to Rinaldi's concept of a Pedagogy of Listening (2001) as the child is encouraged to reflect on their surroundings. However, it is integral to understand that this method is time consuming and the multi-method approach can be complex (Clark and Moss, 2001).

To produce a holistic view of Child A data will be gathered using observations and photographs will be taken by the child. This will be accompanied by the collection of work samples and through performing an interview with both the child and their teacher. Fawcett and Watson (2016) stated that observations can be performed in the child's natural environment. Therefore, the child is more likely to act natural, producing more reliable data. However, it was stated that it is integral to consider that bias could occur due to the preconceptions held by the observer. The child will take photographs themselves as this will give the researcher an insight into the child's own perspective and involves them as a researcher (Einarsdottir, 2005). However, due to the novelty of taking photographs, the child may photograph

anything they see rather than areas that are of meaning to them (Clark and Moss, 2001). Resulting in reduced accuracy. A formal conversation, or interview, will be performed to gain a deeper understanding of the child's feelings. This was selected as the researcher is able to ask a variety of open-ended questions that allows them to gain a deeper understanding of their focus child's thoughts and feelings. In contrast to this, the reliability and validity of this method is limited as the child may not answer the questions truthfully (Knoff, 2003). Additionally, the child's teacher will be interviewed as it is integral to remember the wider context of the child (Greenfield, 2011). Finally, samples of work will be collected. Garro (2016) stated that a collection of work samples can accentuate a child's uniqueness as well as identifying their strengths and weaknesses. However, this can be time consuming.

All data collected will be qualitative as this provides greater detail and depth than quantitative data. One limitation to qualitative data is that the collection of the data can be time consuming (Cassel and Symon, 2014).

Ethical considerations were made prior to the research being undertaken. Initially, consent was gained from the class teacher (Appendix 1) before any data collection took place. It was not necessary to gain parental consent for this research as teacher's observe and speak to children about their work and interests regularly. It was fundamental that both the school and the child remained anonymous throughout this research, therefore their names were removed from all evidence and they remain anonymous throughout this essay. This ensures anonymity and confidentiality. The focus child was told of the research and verbal assent was gained. However, he was told that he could withdraw from the process at any point (BERA, 2018).

Analysis and Next Steps

The ASK model will be referred to throughout the analysis as this produces a holistic image of the learner. The model is composed of 3 areas, attitudes, skills and knowledge (see figure 1).

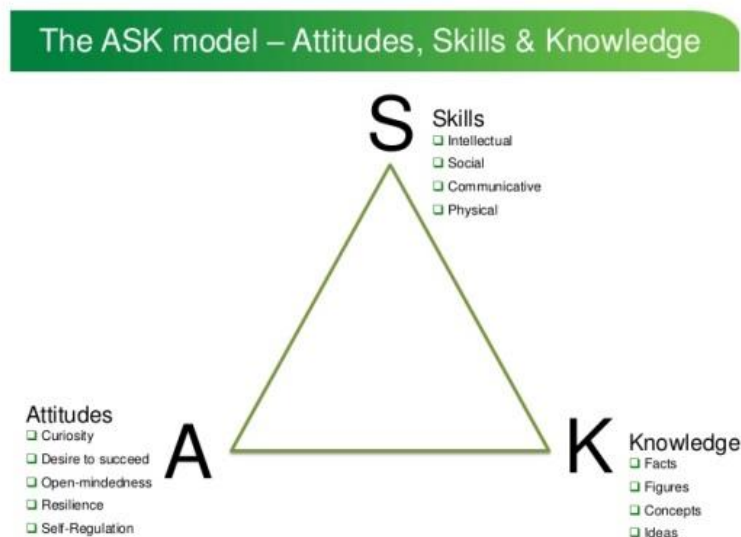


Figure 1 – Nottingham's (2013) ASK model (Image taken from <http://www.slideshare.net/jabulani4/develop-ask>).

As previously stated, this model produces a holistic image of the learner, but it also allows the child's learning to be reviewed. Consequently, areas of weakness for the child can be identified and targets can be set (Nottingham, 2013).

Mathematics

When asked to take a photograph of something that excites him in the classroom, Child A took a photograph of an individual whiteboard (Appendix 2). When questioned about this in the interview, he stated the following “I love whiteboards because they make me excited to do maths. We always use them for maths so when I see them, I know we’ll be doing maths and maths is my favourite”. As he was saying this, he was very excited which accentuated his enthusiasm for the subject. In support of this, it was observed during a mathematics lesson (Appendix 3) that he had high levels of engagement and enthusiasm. This was observed through his body language; he had high levels of eye contact with the teacher and was very enthusiastic to answer questions. In all mathematics lessons, there was a passion for the subject and a passion to learn. Research by Winner (2012), concluded that more able children, who are gifted in a specific area, have high levels of motivation and are focused on mastering that particular subject. This research supports that Child A is more able in mathematics. Furthermore, he is always seeking to improve and will ask questions based on the lesson being taught. This relates to the ASK model with curiosity and the desire to succeed being key attitudes. Research has stated that there is a positive relationship between a child’s curiosity and their achievement in school (Gottfried et al, 1994). With changes to the curriculum taking place, it is integral that teachers are producing learners with curious minds (Donaldson, 2015). Appendix 4 is an example of Child A’s work. The skills being developed in this lesson were to solve one and two step problems that involve addition and subtraction and to use the inverse to check their answers. He had a very good understanding during this lesson and was given a green rating when tracking was completed. Considering his understanding of the subject and the skills

he applies during lessons and the rest of the school day, Child A is working at an outcome 6 (Foundation Phase Framework, 2015).

Next Steps: Mathematics

Child A is currently achieving an outcome 6 in mathematics. With the expected outcome at the end of foundation phase being a 5, he is recognised as being more able and talented in this subject. In order to make progress, Child A will be given opportunities to widen his skillset (Taylor, 2003). He will participate in an enrichment programme. This programme will allow him to develop his problem solving and reasoning skills, with the problems being linked to the mathematical concepts he has been learning about in class. This approach has been trialled in a primary school and it was highly effective with all children participating achieving a level 6 at the end of Key Stage 2 (Estyn 2018). Bailey et al (2008) stated the effectiveness of enrichment programmes, stating that they allow children to develop higher-order thinking skills and their own self-regulation. Consequently, this is a reason why this approach was selected for Child A as he lacks the necessary self-regulation skills. Furthermore, Bailey et al (2008) accentuated that teachers should not forget the impact that differentiation and personalised learning can have on a child's development and progress. Considering this, Child A will also receive differentiated work in mathematics which allows him to challenge himself further. However, it is integral to remain sensitive to the child's individual needs. Through participating in an enrichment programme and receiving differentiated work in mathematics, Child A should begin to make progress in becoming an exceptional learner. Thus, meaning he is achieving the expected outcome, plus two (Welsh Government, 2015).

LLC: Reading and Oracy

When taking photographs within the learning environment, Child A photographed the reading corner (Appendix 5). During the interview, I asked him why he had taken this photograph, to which he responded “I like it! You can read fun stories and learn lots and lots of new things like in the space book”. When discussing the space book, it was clear that he had retained many facts from the book. Literature has accentuated the importance of reading for pleasure in young children, with many studies confirming that it has an overall positive influence on a child’s attainment levels in literacy (Clark and Rumbold, 2006). This relates to the attitude and knowledge areas of the ASK model. This evidence confirms that Child A is a curious learner who is always seeking to learn and is capable of retaining key facts and information. A recent study discovered that a link existed between curiosity and reading. The study concluded that children with high curiosity levels, achieved greater in reading throughout their school life (Shah et al, 2018). Appendix 6 displays Child A’s reading record. He could read fluently and expressively, he could use a range of reading strategies when reading unfamiliar texts and he could recall and retell narratives. Considering this evidence, Child A is achieving an outcome 5 for reading (Foundation Phase Framework, 2015).

It must be considered that Child A lacks communication skills and this is an area for development. When discussing the space book during the interview, another member of the class joined the conversation. Child A found it difficult to participate in the discussion with his peer about the space book. He was talking over her and needed to be reminded to wait his turn to speak. Studies have explained that children with ASD have poor communication and social skills and therefore do not possess all of the skills required to participate in a conversation or discussion

(Tomblin, 2011). Overall, Child A is achieving an outcome 4 for his oracy. He speaks clearly and with confidence, he can give his own opinion and he is using appropriate vocabulary. However, he needs to develop his conversational skills (Foundation Phase Framework, 2015).

Next Steps: LLC

Child A is achieving an outcome 5 for reading. In order to progress to an outcome 6, he needs to develop his understanding of texts. He needs to understand the difference between fiction and non-fiction texts and must have an awareness of the layout used in a non-fiction text. To achieve this, he will be encouraged to read non-fiction books and questioning will be used to check and develop his understanding. The pedagogical approach of questioning allows children to gain a deeper understanding of what they are learning, and it has a positive impact on their learning and achievement (Wragg and Brown, 2001). The co-creator of the Oxford Reading Tree stated that the understanding, and reading, of non-fiction texts is integral for reading development in young children. In addition to this, he explained that non-fiction texts widen a child's reading experience and increases their vocabulary. They also heighten a child's curiosity and enhance their intellectual development (Hunt, 2017). Considering this, Child A will make progress in his reading but will also further his intellectual ability and his curiosity. This will positively impact on his achievement in other areas of learning.

Child A's oracy skills are affected by his communication skills. He struggles to behave appropriately in a conversation as he shouts over people and needs constant reminding to wait his turn to speak. Therefore, to make progress, he needs to develop his communication skills. The next step for Child A is to begin to use cue

cards during times of discussion or conversation. A study has examined the effectiveness of using cue cards to develop an ASD child's communication skills. An intervention took place with a teaching assistant which allowed the children to practice using the cue cards before using them in a real-life conversation. The cards gave them instructions to stop, wait, listen and speak. The cue cards were removed from the situation once the children were familiar with them and the children communicated appropriately in discussion across a range of topics and in a variety of settings. All three children made significant progress with the use of the cards, with all of them achieving their set target (Charlop-Christie and Kelpo, 2003). However, it must be considered that it can be difficult to remove the adult support given to the child as the child will look to the associated adult for guidance (Ganz and Flores, 2009). Considering this, the adult support will be removed slowly over a period of time so that Child A can communicate independently and achieve his set targets of listening to others and waiting his turn to speak.

Wellbeing

Child A has a statement for ASD and he struggles socially in school. I interviewed the class teacher about his wellbeing and personal and social development. She stated that he struggles with change and that he finds it difficult to control his emotions. It has been evident that Child A finds it difficult to comprehend a change to the usual routine. Guided reading usually took place during the last 45 minutes of the day, however on one of the days it was immediately after lunch. Child A began to shout when he learnt of this change and he became inconsolable. He began to display aggression as he started to kick and hit the table. This was observed on many different occasions when a change had taken place (Appendix 7). The ASK model states that self-regulation is an integral attitude, this is a key area that needs to be developed for Child A. Research states that children with ASD are unable to regulate their emotions and therefore react to the situation with aggression (Pouw et al, 2013).

It was observed at playtime that Child A was reluctant to play with his peers (Appendix 7). He was disengaged from the environment and sat alone. It was observed on multiple occasions, both inside and outside of the classroom, that he plays alongside the other children. Therefore, his social skills are not being developed as he is not communicating with his peers. Theorist Vygotsky (1978) stated that social interaction is fundamental to a child's overall holistic development. In addition to this, social interaction which involves cooperation with others, influences and promotes a child's cognitive development. As Child A has minimal interaction socially within the learning environment, his overall development and cognitive development skills are greatly reduced. This relates to the skills area of the ASK model, more specifically, the social and communicative skills. These are skills

which are an integral foundation to a child's overall development (Thomson et al, 2018).

Considering this, Child A is an Outcome 1 for personal and social development, wellbeing and cultural diversity. He is beginning to express his feelings, but he does become upset and aggressive as he does not understand how to control them. At times, he has a tantrum due to a lack of understanding. Additionally, he has begun to play but this is usually alone or in parallel with his peers (Foundation Phase Framework, 2015). With relation to the ASK model, this empirical evidence implies that Child A's social skills are poor.

Next Steps: Wellbeing

Personal development and wellbeing are significant areas of improvement for Child A. He struggles socially in both the inside and outside learning environments. Empirical evidence highlights that he struggles with change, he finds it difficult to control his emotions and often plays alone instead of with his peers. A possible next step for him to make progress is to introduce the Social Stories intervention which was developed by Gray (2010). This intervention would be used to support him in making progress with coping with change and to develop his social skills and interaction with peers. Throughout the completion of this study, it has been evident that Child A has a strong interest in ICT, more specifically iPads. Therefore, the Social Stories intervention could be delivered through the use of an iPad. One study has examined the effectiveness of this on children with autism. They concluded that it was highly effective and that all children made progress towards achieving their targets (Vandermeer, 2013). In support of this, Ghanouni et al (2018) also explained the effectiveness of Social Stories, accentuating that they support ASD children in

developing appropriate behaviour and responses to situations. However, it is integral to consider the limitations to this intervention. It can be time consuming as the teacher is required to individualise the story to suit the needs of their learner (Ghanouni et al, 2018). Additionally, some studies have concluded that the Social Stories intervention alone, was not effective enough for a child to make progress. Therefore, they needed an additional intervention put in place (Alotaibi, 2016). Considering this, behaviour modification could be implemented to support this intervention. Child A could be rewarded with a point on the reward chart when he displays the expected behaviour. Behaviour modification has been very beneficial for autistic children. One study concluded that all children in their research made excellent progress when behaviour modification was implemented (Lovas et al, 1974).

Research by Daneshvar (2018), stated that Social Stories had no impact on children who struggled with change and that a visual timetable was more effective. Four children participated in the study and they all achieved their targets when a visual timetable was used. However, none of the children achieved their targets when participating in the Social Stories intervention. Considering this, Child A will be given a visual timetable to help him make progress with coping with change.

Physical Development

When Child A was asked about physical education, he responded with “I don’t like it”. When questioned further, he explained that he believes that he is not good at physical education (PE) and feels incompetent compared to his peers. Appendix 8 is an observation that took place during a PE lesson, it accentuates that Child A does possess some strong physical development skills. However, he found it difficult to send and receive a ball and to use a skipping rope correctly. Many studies explain that children with ASD have a delay in their gross motor skills development (Matson et al, 2010). Research states that the gross motor skills of ASD children are similar to that of children half their age, this accentuates that there is a significant delay in the development of these skills. Additionally, the research concluded that the physical development of an ASD child is significantly less than that of their cognitive ability (Staples and Reid, 2009). Further research by Westendorp et al (2011), concludes that a relationship exists between a child’s gross motor skills and their academic ability in Literacy. This suggests that Child A could be classified as a more able and talented child in Literacy if his gross motor skills were improved. Child A is beginning to have more control over his balance and coordination, he is following simple instructions and will stop and start when asked and he can travel in different ways. Considering all evidence for Child A, he is currently achieving an outcome 2 for physical development. However, his fine motor skills are an outcome 3 (Foundation Phase Framework, 2015). With relation to the ASK model, it is clear that Child A’s physical skills are poor.

Next Steps: Physical Development

To ensure that Child A progresses in PE, next steps need to be implemented so that his gross motor skills can develop. It has been identified that he needs to develop his throwing and receiving skills, as well as his skipping skills. Considering this, Child A needs to refine his hand-eye coordination. The pedagogical approach of differentiation will be used in PE lessons to support Child A in reaching his target. Differentiation allows teaching and learning to be more effective and it results in increased engagement as the learning is suited to an individual's needs (O'Brien and Guiney, 2001). This will allow Child A to develop his gross motor skills and hand-eye coordination before participating in other activities. Two activities will be used to develop these skills, firstly he will practice throwing a large ball into a box. This will develop his throwing skills and refine his accuracy. Once he has made good progress, he will participate in the same activity but with a smaller ball. This will increase the difficulty and refine his skills. In addition to this, he will develop his catching skills through throwing a ball at the wall and then catching the rebound (Nelson and McGonigle, 2001). These activities should develop his skills and result in his learning being furthered.

Digital Competence

When asked to photograph his favourite areas within the learning environment, he exclaimed “That’s easy!!” and ran to the iPads (Appendix 9). He explained that the iPads allow creativity as you can create games and take photographs. Recent literature accentuates the importance of children being given opportunities to develop their creativity. This literature referred to the work of Reggio Emilia and reflected on the importance of creativity as it supports the wellbeing and critical thinking of children (Goodliff et al, 2017). It was observed during an ICT lesson that Child A had great enthusiasm for the subject. He worked independently and created a bar graph (Appendix 10). He could confidently record data that he had collected as a bar graph, he could edit what he produced by changing the colour, title and axis’ names and he could save and print his work independently. Considering this, Child A is on target and is achieving the digital competence skills for his year group (Digital Competence Framework, 2019). This relates to the skills area of the ASK model, more specifically intellectual skills as Child A is able to organise data and information. It further relates to attitudes as Child A’s creativity accentuates that he is an open-minded learner. Children who are open-minded have a desire to learn and succeed and have a greater sense of curiosity (Hare, 1983).

Next Steps: Digital Competence

Child A is currently achieving the skills for Year 2 in ICT. Therefore, his next step is to understand online safety. Child A enjoys using ICT and will always choose the iPads during ‘golden time’, therefore it is essential that he understands how to remain safe. With Successful Futures being implemented and the growing demand for children to be digitally competent (Donaldson, 2015), ICT is now a fundamental

aspect of teaching. However, one study has accentuated that many children do not understand how to use a device safely and they lack a clear understanding of how to remain safe online (Mark and Nguyen, 2017). Therefore, Child A will be made aware of the issues that can arise online and will then participate in a group discussion using scenario cards. These cards will display a scenario and he must explain, and discuss with the group, what the person can do to remain safe. This not only develops his ICT skills, but also his communication skills. In addition to this, it would be ensured that there is parental engagement and that the parent is aware of online safety. This would ensure that he is being made aware of the dangers both in school and at home. Research has stated that parental engagement has an overall positive impact on a child's academic achievements, therefore it is one intervention that could be used to develop his digital competence. However, the limitation to this cannot be overlooked as it can be difficult to build a relationship with some parents. Consequently, they do not become involved in their child's learning (Sutton Trust Toolkit, 2018). Child A will now be working towards the Year 3 skills of understanding the importance of a password, understanding why we should not share photographs online and understanding the effects of watching or playing inappropriate games or videos online (Digital Competence Framework, 2019).

Conclusion

Through analysing Child A's holistic development, it is evident that he has a strong academic ability, but it must be considered that there are gaps in his development. The evidence acquired for Child A demonstrates that, academically, he is achieving or exceeding the expected outcomes. He is achieving an outcome 6 for mathematics and an outcome 5 for his reading. However, he is underachieving socially, as he lacks the required social and communicative skills. This was highlighted through the ASK model as this is the area that needs the most development. Therefore, interventions must be implemented in order for him to progress and achieve his targets. It is fundamental to consider that there are still gaps in the research and further research is required to gain a more detailed understanding of Child A's holistic development. The main cause for the gaps in the research is that only a limited amount of time has been spent with the learner as the first part of placement was relatively short. Therefore, to gain a more detailed understanding of his learning and development, a longer period of time would need to be spent with him. In addition to this, less time was spent with Child A due to the set up of the Foundation Phase. The children were grouped, and lessons were taught on rotations. Thus, meaning I would not work with Child A each lesson. However, in contrast to this The Mosaic Approach has allowed a detailed picture of Child A to be developed. This process has accentuated the importance of understanding the child as a whole, and the importance of gaining the child's perspective.

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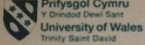
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Appendices

Appendix 1 – School consent form




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): RACHEL OSULLIVAN

SCHOOL NAME (PLEASE PRINT): [REDACTED]

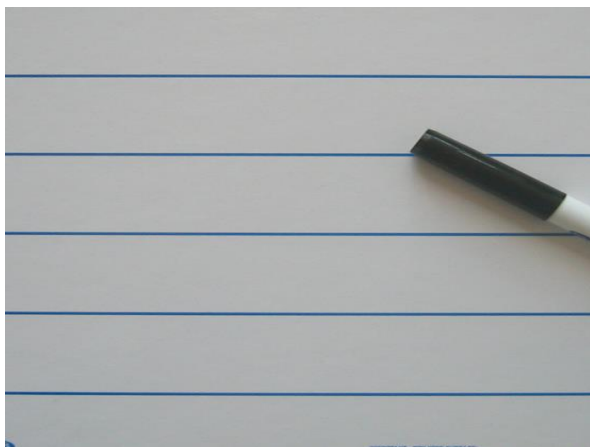
SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
[REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):
R Jones

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

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2 – Child A's photograph of a whiteboard



Appendix 3 – Mathematics observation

Name of learner(s): Child A

Class:1/2

Time: 9:30 - 10

Date:02/05/19

Activity: Mathematics

Comments

- Very curious – asking a lot of questions.
- Very engaged.
- Always sits close to the teacher/follows her (good eye contact).
- Very engaged throughout the task.
- Rushing to finish the work as he thinks it's a competition – the teacher reminds him that finishing first doesn't make you better at Mathematics.
- Talks himself through what he is doing.
- Asks for help if he's unsure.
- The classroom got quite noisy and he became very upset – "I don't like it, I don't like it, it's too noisy!". He was removed from the situation by the TA until he had controlled his feelings.
- Always offers an answer but does not wait his turn to speak.
- He could confidently read all clocks on the worksheet.

What needs to be done to move the learning on?

- He needs to wait his turn to speak when answering questions.
- He could begin to read other times on a clock e.g. 25, 35, 55 etc. Today it was focused on o'clock and half past.

Appendix 4 – Mathematics work sample

Lydia buys 35 pencils one week and 20 pencils the next week. She gives 15 of them to her friend. How many pencils does she have left?

Handwritten solution: $35 + 20 = 55$, $55 - 15 = 40$. ✓

Tom and his friend Kate went on a safari. Tom saw 42 lions and Kate saw 12 more than Tom. How many lions did they see altogether?

Handwritten solution: $42 + 12 = 54$, $54 + 42 = 96$. ✓

The cinema has 100 seats. 26 adults and 24 children went to watch a film. How many seats are left?

Handwritten solution: $100 - 26 = 74$, $74 - 24 = 50$. ✓

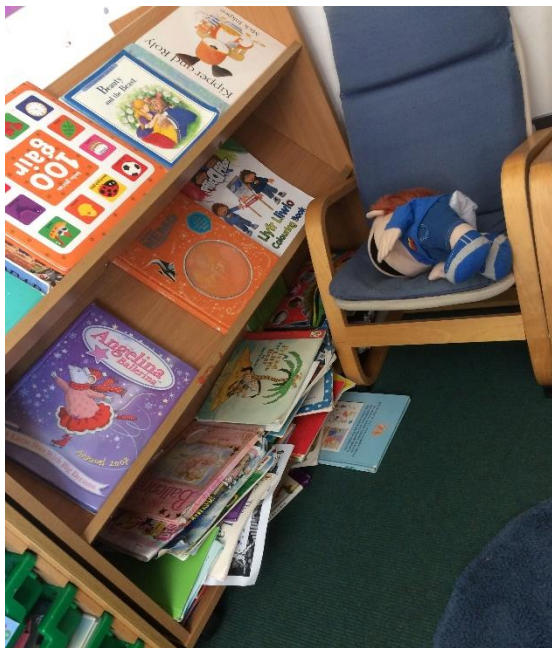
260 people watched the rugby match on the weekend. That is 113 less than last weekend. How many people watched the rugby match the weekend before?

Handwritten solution: $260 + 113 = 373$. ✓

There are 100 books on animals in the library. Year 2 took out 44 animal books and Year 6 took out 39 animal books. How many animal books are left?

Handwritten solution: $100 - 44 = 56$, $56 - 39 = 17$. ✓

Appendix 5 – Child A's photograph of the reading corner



Appendix 6 – Reading record


C11b

Reading record

Name of learner: [Redacted] Reading age (if known): 9 years 2 months (Level 9)

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)
15/05	The Quest (Stage 9)	Fiction	A very confident read. He had good word recognition and could explain what he had read. He read with good pace and used expression throughout.
17/05	Space and Time	Non-fiction	Reading during golden time. He read the book for enjoyment and I listened. He had a very good recognition of words and understood the facts he was reading.
20/05	Jungle (Stage 10) Shorts	Fiction	Very confident first read. He read with excellent pace and confidence. He used expression and took note of the punctuation.
23/05	Princess Pip's holiday	Fiction (Stage 10)	Read with confidence and used 'Fred talk' to help him with the trickier words. He could retell the story with confidence and could answer questions on what he'd read.

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

Appendix 7 – Playtime observation

Name of learner(s): Child A

Class: 1/2

Time: 2:15

Date: 23/05/19

Activity: Playtime

Comments

- Doesn't enjoy playtime – “I want to be on the iPad in class”.
- Most of the time he was sat on the bench staring at the floor.
- His friend asked him to play with her and he said yes, but then he appeared to be playing alongside her.
- Doesn't really play, he runs up and down the yard.
- Very disengaged from what is happening around him.
- Very eager to line up to go back inside.
- Playtime was longer than normal today – he was aware of this change and became very upset. He kept saying “but playtime is only 10 minutes, its 10 minutes”. He began to get angry and was kicking his legs and hitting his fists on the picnic bench – tantrum.
- Once he had controlled his feelings, he then stood by the teacher and wouldn't leave her side.

What needs to be done to move the learning on?

- To move the learning on, he needs to be encouraged to integrate more with his peers and to take part in their games.
- He needs to be praised for controlling his emotions in different situations.
- He needs to understand what behaviour is appropriate for different situations.

Appendix 8 – Physical education observation

Time: 1:00

Date: 21/05/19

Activity: PE – carousel of different activities e.g. passing and catching a ball, skipping with a rope and throwing bean bags at a target.

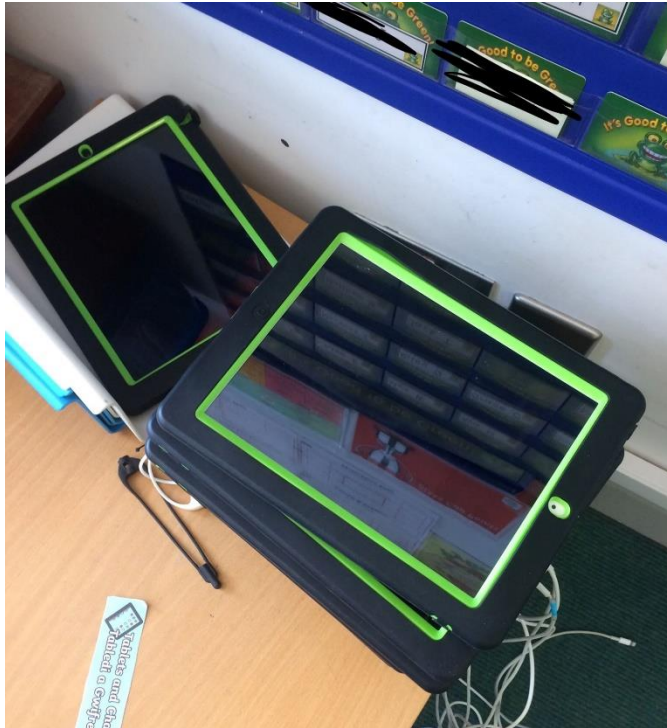
Comments

- During the warm activity he could follow the instructions given by the teacher – stop, start, faster, slower, change direction and change the way you move.
- He could find a space when asked to.
- Understood how to be safe in PE – listen to the teacher, don't run fast and look for a big space.
- He struggled with the passing and catching activity. He found it difficult to catch the ball when it was passed to him and then he struggled to throw it accurately towards his partner (seemed a little frustrated).
- When at the skipping station, he tried hard to use the rope, but he struggled. He found it difficult to swing the rope up and over as his arm movements were too big. He lacked the hand-eye coordination to jump at the correct time.
- Towards the end of the lesson, an AFL strategy was used so that the children could reflect on what they had done. He realised that he needed to work on his ball skills as he couldn't throw it straight to his partner.

What needs to be done to move the learning on?

- Needs to develop his gross motor skills and his hand-eye coordination.
- He could practice throwing and catching with a large ball.
- He could practice throwing a ball into a box.
- He could throw the ball at the wall and then try to catch the rebound accurately.

Appendix 9 – Child A's photograph of the iPads



Appendix 10 – ICT work sample

