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Module Code: M7X02153

**Module Title: School Development and Pupil
Progress**



ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	Rebecca White	Student P number:	1700141
Programme: *	PGCE Primary		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):*	7
Module code: *	M7X02153	Contribution to Overall Module Assessment (%): *	70%
Module Lead:*	Helen Lewis		
Assignment Title:*	Written assessment 4,500 words	Assignment No (x of x):*	1/2
Start date:*	5/3/17	Submission deadline:*	30 th May 2018
Return date of provisional marks & written feedback:*	27 th June 2018		

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	30 th May 2018
Module lead to tick to indicate if a hard copy version of the assignment must be submitted. *			YES
			NO ✓

Common Assessment Criteria Applied		Grade awarded
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working		
4. Key Transferable Skills Deployment of appropriate media; presentation and organisation.		
Assignment Grade (Assessment grades are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)	
	Up to 1 week late	D Max
	Over 1 week late	Fail

Student Self Evaluation Form

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	X	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	X	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	X	☐	☐
4. Key Transferable Skills	☐	☐	☐	X	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I believe I have collected a wide variety of data.	Although I have used a number of academic citations to validate my claims, I could have used more direct links to theory.

Student's Name	Rebecca White	Date	29/05/18
Student's Signature			

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

Purpose and Context of Research

The Welsh education system is currently going through an era of great change. The new curriculum, as suggested by Professor Graham Donaldson, seeks to move away from rigid planning and teaching to more flexible and personalised modes of learning (Donaldson, 2015). Donaldson's (2015) 'Successful Futures', focuses more upon the holistic development and needs of children; viewing each child as a 'whole person' (Miller, 2006). Holistic development in this sense is conceptualised as understanding the individual "physically, intellectually, emotionally, socially, culturally, morally and spiritually" (Robinson & Aronica, 2016:5). Encompassing all of these elements proves challenging for teachers as they aim to instil curiosity in children that allows them, as individuals, to learn in a creative and natural way (Lee, 2014).

This essay intends to focus upon the holistic development of a female child in a primary school in Swansea, in order to present data for analysis that will inform 'next steps' to further the child's holistic development and learning. A thorough explanation of data collection and ethical issues will be included before an analysis of the collected data and creation of next steps.

The school in which research took place is located in the East of Swansea and has approximately 370 full time pupils (Estyn, 2014). The percentage of pupils eligible for free school meals is around 21% with 26% of pupils identified as having additional learning needs (Estyn, 2014). In the schools latest Estyn inspection report (2014), the school's current performance was deemed 'Adequate' and prospects for improvement were deemed 'Good'.

The focus child is a 10 year old female pupil in a year 5 class. For the purposes of this assignment she will be referred to as TP (Target Pupil). I will provide some academic context for the TP. Any levels referred to are taken from the KS2 subject specific Welsh National Curriculum documents (2016). TP is a middle ability child in set 2 for both literacy and numeracy. According to school assessment data, TP is expected to achieve Level 5 by the end of Year 6. TP currently reads at 'Stage 15' and is currently levelled at a 4b, with prospects of achieving a 4A at the end of the summer term (2018). TP has made good progress in writing in Year 5 as she has progressed from a level 3a to a 4b with support. TP has made the least progress in oracy, moving from a level 3b to a

predicted 3a for the summer term. The data for TP's numeracy levels shows similar progression for both procedural and reasoning work as she progresses from a 4c to a predicted 4a in the summer term. TP particularly enjoys cross-curricular topic work, which currently concerns 'Africa' as she considers herself to be an 'all-rounder'. TP is a member of a few after school clubs with Art Club and Football Club named as her favourites. TP is a talkative pupil when she feels comfortable and she has provided a variety of data for analysis which may provide a deeper context and picture of her holistic development.

Prior to examining the data, the ethical implications of research with young children must be considered. The ethical constraints have a large impact upon the chosen methodology and the limitations and advantages of methods will also be discussed subsequently.

Ethical Considerations and Data Collection

Prior to the completion of data collection, one must be considerate of the ethical implications, particularly when working with very young children. This research regards 'ethics' as "a set of moral principles and rules of conduct...to prevent harming or wronging" (Morrow & Richards, 1996:90). In order to prevent any 'harming or wronging', this research will abide by three guidelines; British Education Research Association Ethical Guidelines (2011), UWTSD Research Ethics & Integrity Code of Practice Guidelines (2017) and the Education Workforce Council Code of Practice (2017).

There are a few overarching 'preoccupations' in all research ethics guidelines that include consent and the protection of research respondents (including data storage) (Morrow & Richards, 1996). Consent was verbally gained from TP's guardian prior to the investigation during an afterschool discussion. However, as one wants to respect the target pupil, she will be asked to 'assent'. Assent involves informing children about the research and asking them if they wish to participate, as they don't have the legal capacity to consent (OHRPP, 2016). The researcher gained assent by showing the target pupil the requirements of the research and outlining what was necessary from her while making her aware of her freedom to not participate or withdraw at any time.

Consent and permission was also granted by the class teacher. The process and requirements were verbally outlined and a consent form was signed that includes the specifics of the data collection (Appendix 1).

To protect the target pupil and her peers, anonymity has been given in any notes and quotations. TP's gender will be available due to the possible impact that gender may have upon 'next steps' for the pupil. The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2017:7) identifies the importance of gendered interventions (when appropriate), "[g]ender-specific programmes aim to reduce specific inequalities faced by women or men, girls or boys, in a particular situation", therefore the 'she' pronoun will be used.

Confidentiality exists as only the researcher has access to data and any data has been encrypted and archived. The target pupil's name has been obscured and as previously mentioned the term 'Target Pupil' (TP) is being used for identification. I will not be able to include photos of the school environment and extracts of text due to the school's data protection policy. I will include photos of work and paraphrases of interviews and observations.

The ethical considerations that are necessary for research regarding children have a profound impact upon the chosen methodologies. The most appropriate methodology was deemed to be 'The Mosaic Approach' (Clark, 2017). 'The Mosaic Approach' involves the use of a number of research tools, both traditional and participatory, that allows researchers to gain insight into children's interests and priorities (Clark, 2017). These tools are chosen to "play to young children's strengths, methods which are active, accessible and not reliant on the written or spoken word" (Clark and Moss, 2001: 12), and the range of methods allows the researcher to listen to the different 'voices' of children (Marchant, 1999).

Despite the multi-method nature of the Mosaic Approach, an overarching theme that exists is the importance of children as active participants and the importance of respecting the children's views and experiences (Clark, 2017). In valuing children's output, it enables adults to view the world through the lens of children and young people, and not interpret or assume (Johnson et. al., 1998). However, one must not downplay the role of the adult in child-led research as the gathered information provides a substantial focus for those responsible for young children to reflect as a pedagogical tool (Clark, 2017).

In fact, the importance of child led research, with the assistance of an adult is the basis of the first stage of the mosaic approach. Stage One involves the use of a number of methodological tools to gather and document children's and adults' perspectives of school provision (Clark, 2017). These tools include; Observations, from an adults perspective; Child interviews, of a semi structured nature in both groups or one-one; Children's photographs, images of 'important things'; Child-led

tours, to explore 'important areas'; Map making, a visual representation of important elements; and Interviews, informal chats with adults of interest (Clark, 2017). The combination of traditional qualitative research methods such as observations and interviews with participatory methods such as tours allows children to construct a 'visual' and 'verbal' image of their world (Clark, 2017).

All of the 'tools' that fit together as individual pieces to create an overall picture have strengths and limitations. However, due to the time constraints of the research and analysis, it is not possible to use or evaluate all of the available tools of the 'Mosaic Approach'. The methodology will follow the principle of multi-methodology to gain a bigger picture but due to the time-scale, context of my school and suitability of the methods to my target pupil, this research will use some tools of the Mosaic Approach such as observation, child-led tours (with photographs) and interviews with adults and children with examples of annotated work.

There are many strengths to the use of observations as a research tool as they provide access to participants in real life situations with opportunities for the identification of new ways of seeing and understanding a topic (Cohen & Crabtree, 2006). Observers can view the different use of spaces, peer interactions and experience emotive happenings that are often unquantifiable (Clark, 2017). However, observations can be semi-structured, implying that the researchers can follow a clear set of instructions that can provide reliable, comparable qualitative data; yet researchers can allow themselves to sometimes deviate and be flexible (Adams & Cox, 2008). This flexibility is noted as a great strength of semi-structured interviews but if there is too much deviation, some academics suggest that data becomes more difficult to analyse and time could be wasted (Adams & Cox, 2008). This form of observation could also be criticised for giving an adult perspective on children's lives, yet when used as part of the Mosaic Approach, it is just part of the picture (Clark, 2017).

Another element of adopted methodology is a child-led tour with the opportunity to take photographs. Such tours are a positive way for adults to listen to children and for children to make decisions, which makes them actively involved in research (Clark, 2017). Child-led tours are an example of a participatory technique and may hold less credibility in analysis than a more 'traditional method' however Clark (2017) would suggest that "the physicality and mobility of this technique can demonstrate children's priorities which might otherwise become lost" (Clark, 2010b:118). Ultimately child-led tours provide an insight into children's 'local knowledge' of their own environment; possibly revealing favourite areas that may fuel a dialogue and allow children to lead talk (Clark, 2017). Photographing these spaces also allows children to communicate in another

form while producing 'evidence' for analysis (Clark, 2017). Photographs allow children who may not be able to verbalise their emotions to convey their feelings as well as information through 'the silent voice of the camera' (Walker, 1993).

The Mosaic Approach advocates the use of a number of Interview types with various participants. This methodology considers the use of child interviews and practitioner interviews (Clark, 2017). Child interviews provide a formal structure for talking to young children about their school experiences and including their views (Clark, 2017). Child led interviews are more open ended and allow children to signify the importance of issues for discussion and illustrate 'important elements' of schooling (Clark, 2017). However, the formality may be off-putting to some children and deviate from the 'natural' element advocated for a holistic overview (Lee, 2014). Yet the formal nature of practitioner interviews is vital in gaining the full picture of a child's school experience and development. Due to the timing of the research, the class teacher probably has a more rounded and well-informed relationship with the target pupil and can provide factual and insightful details about age, gender and siblings and also their personal impressions and knowledges of the child (Clark, 2017).

As part of the child interview, the TP was given the opportunity to annotate her work and provide comments about what she does well and what she could work on. The comments allow for academic insights, but also about the child feelings toward their learning which allows the child to take ownership of their own progress (Cheeseman, 2012). Having the child annotate their work gives insight into the 'why' and 'how' work was completed in a certain way as only the individual can explain how they negotiated or solved problems (Cheeseman, 2012). Annotations of personal work may also provide insights that the child was unable to communicate orally, as a different form of communication (Cheeseman, 2012). However, the work may still be interpreted differently by different researchers if no context is known (Cheeseman, 2012).

A combination of these tools should provide a multidimensional snapshot of a learner, through research that focuses upon and respects the child, giving pupils a voice. The importance of pupil voice is demonstrated in Article 12 of the United Nations Convention on the Rights of the Child which sets out the right of children to express an opinion and to be included in decisions that involve and affect them (UNCRC, 1989), validating the use of the Mosaic Approach (Clark, 2017).

Conversely, there are a few disadvantages to the Mosaic Approach as a whole. Despite being child led, the adult researcher still has an impact on children's behaviour as a child may want to please

the adult and give the 'right' answer (Cowie et.al., 2014). The multi-method approach required by this framework has also been deemed as time-consuming due the volume of and complexity of analysing data (Clark & Moss, 2001).

Yet the plethora of information provided by this approach outweighs the disadvantages and allows the researcher to move on to stage two of the Mosaic Approach that involves the piecing together of information for analysis, reflection and interpretation - bringing the pieces of the mosaic together to provide a greater level of understanding about a child's holistic development (Clark, 2017).

Analysis of the Learner

To identify next steps for a learner, one must first comprehend how that child learns holistically. Unfortunately there is currently a culture of 'learning' in some schools that rely on rote learning and memorising information in order to pass tests. This is an issue identified in Welsh education by Professor Graham Donaldson (2015). In Donaldson's 'Successful Futures' report, emphasis is placed on the importance of transferable skills and information and the importance of link making (2015). Nottingham would build on these suggestions and wants children to leave school with a "superb repertoire of learning capabilities, a willingness to inquire and innovate and the wisdom to make judicious decisions (as well as lots of knowledge)" (2013:1). Nottingham advocates the teaching of learning strategies and the recognition and value that attitudes, skills and knowledge play in the learning process, elements that make up the A.S.K model as illustrated bellow (2013).

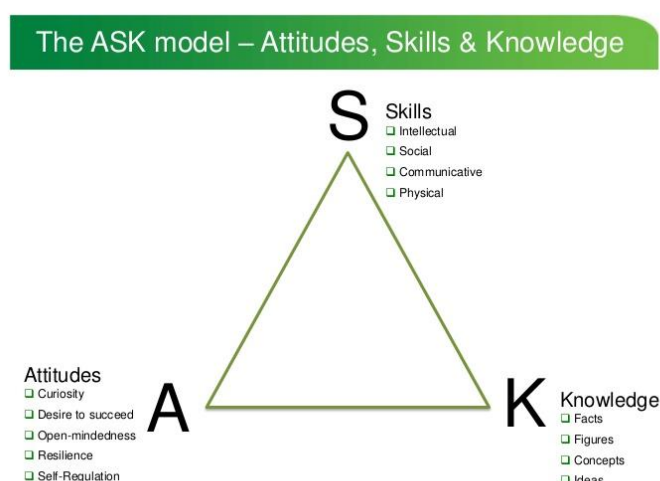


Figure 1 ASK model - <http://www.slideshare.net/jabulani4/develop-ask>

For the purpose of analysis, one will discuss the attitudes, skills and knowledge of the TP in accordance with the A.S.K model (Nottingham, 2013). These elements will be examined in line with interviews, a learning walk, observations and samples of TP's Literacy, Numeracy, and cross curricular topic work. The overall wellbeing of the TP will also be considered as children with better health and well being are more likely to learn effectively and achieve (PHE, 2014).

Attitudes

An attitude is "a relatively enduring organisation of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols" (Hogg, & Vaughan 2005:150). Children learn from those around them and will pick up these beliefs, feelings and behaviours from their peers and teachers (Nottingham, 2013). This form of cultural learning is conceptualised by Vygotsky who identified the influence of our reactions upon young minds (Vygotsky, 1978). From the analysis of research, TP demonstrates a number of 'attitudes' and the most dominant of her personality are curiosity, willingness to ask for support with a slight lack of resilience. I will now outline the evidence that these conclusions have been drawn from.

During the pupil led tour of the school, TP covered the whole school grounds but focussed on certain areas in detail. One of the areas she identified as significant to her was our topic board (currently involving Africa) that includes examples of completed work, African artefacts and a board where I leave suggestions for further research that regards next week's work. TP displayed a strong desire to learn about our topic and took it upon herself to go home and research general facts about Africa in preparation for the creation of a fact file (Figure 2 and Appendix 2).

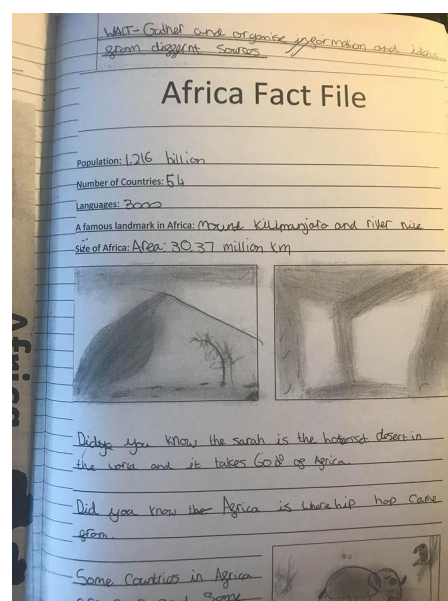


Figure 2 - African Fact File

According to Brown (2015) Curiosity is the engine of intellectual achievement and some studies show that those who are more curious about a topic tend to learn faster. When interviewed, TP suggested that her curiosity stemmed from the excitement of the topic subject, and that she was not as curious about the upcoming maths work. If curiosity fosters intellectual development, then it is vital that curiosity is created for all subjects.

An extremely noticeable attitude held by TP is her willingness to ask for support. During my first week in the school while completing observations, TP was not afraid to ask me for support. TP was willing to ask a member of staff of whom she had a very basic relationship with (due to time) for support with Welsh vocabulary. Ashcroft (2017) infers that there are many benefits of pupils asking for support such as to gain clarification and a deeper understanding, but also for the teacher to assess the pupils understanding for future learning or possible additional material. The pupil's positive attitude toward asking for support is evidenced in literacy work regarding subject specific vocabulary. The TP had come in late to class and had missed the introduction and instead of waiting for my instructions, she walked straight up to me and asked for my help in completing the work (Figure 3 & Appendix 3). I was able to offer her a sheet with additional help also and her confidence in engaging with me made it easy to 'catch her up'.

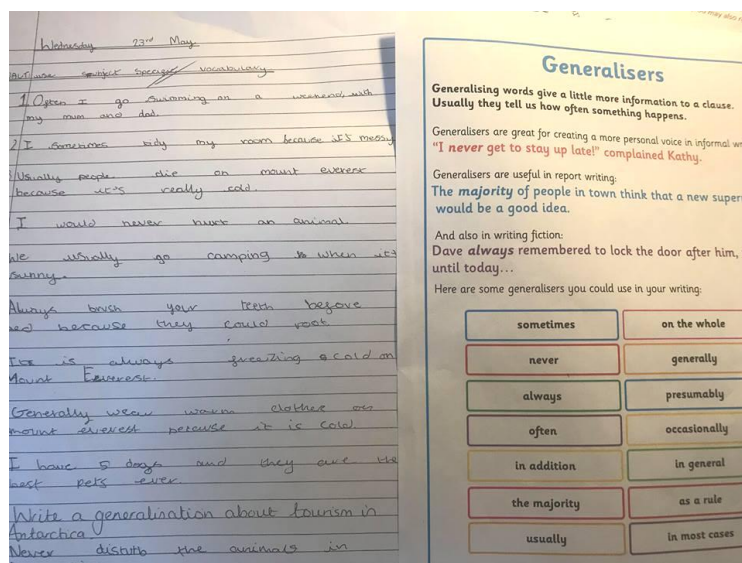


Figure 3 - Literacy- Generalisers

One would argue that TP displays this attitude frequently due to the positive teacher-student relationship that exists. In alignment with attachment theory, our relationship allows TP to feel safe and secure in her learning environments and provides scaffolding for important social and academic skills (Ainsworth, 1978; Bowlby, 1969).

During an interview with the class teacher, it appears that TP struggles to recover quickly from 'negative' comments that concern behaviour. As TP is a talkative child, she sometimes forgets when it is appropriate to talk and if the teacher has to speak to her, she becomes detached and quiet. According to the class teacher, this behaviour was much more frequent at the beginning of the academic year and it would affect the amount of work TP produced. TP is becoming more resilient as her confidence grows in her Year 5 class. However, as TP will be progressing into Year 6 shortly, it is imperative that steps are taken to ensure she increases her resilience so her work output and confidence is not affected. According to Masten (2013), it is important that children develop resilience in order to control their behaviour in adaptive ways as they grow.

Steps in improve and build upon these attitudes will be discussed shortly.

Skills

Skill in the Nottingham model is defined as the ability to carry out actions necessary for gaining understanding and achieving performance in any given context (2013). It has been suggested by a number of academics that school curriculums should be more skill based than knowledge based (Schulz, 2008) as skills are often transferable and equip children for employment. There are four different skill types identified by Nottingham (2013) including; Intellectual skills, social skills, physical skills and communication skills. From the collection of data using a Mosaic Approach (Clark, 2017) the TP has demonstrated the intellectual skill of identifying, describing and altering connections between ideas; she demonstrates a conflicting ability to work as a member of a team as a social skill; a flair for the physical skills of sketching and painting yet TP struggles with some motor skills such as cutting; and she can contribute to a discussion as a communicative skills. I will now outline the evidence that these conclusions have been drawn from.

TP is a middle ability child and as previously mentioned, is achieving well in both Numeracy and Literacy. According to the class teacher in an interview, TP is currently assessed as a 4b for maths and capable of achieving a 4a by the end of the term. From samples of work (Figure 4 and Appendix 4), it is clear that TP is able to identify connections between different areas of maths as she has used a variety of methods that are applicable to a real life context, while combining her knowledge of decimals and presenting her results in a systematic way.

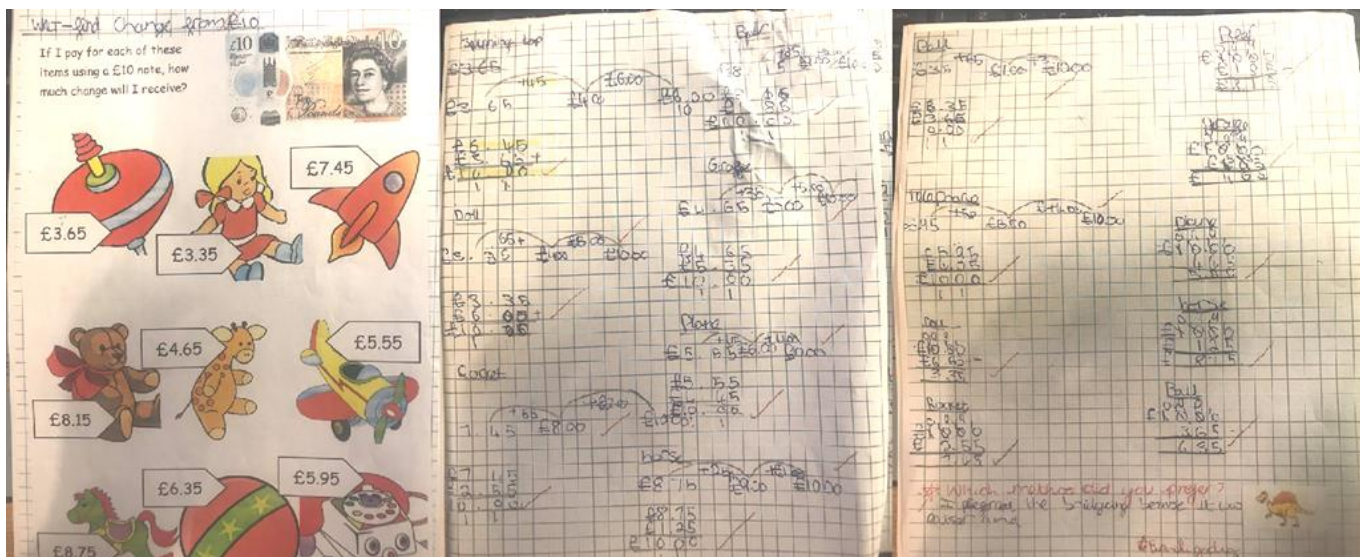


Figure 4 - Numeracy- Money

It is also clear from the yellow highlighted marking that TP is demonstrating the previously mentioned attitude of asking for support as after some assistance, all of her work is correct. The ability that TP has to transfer her skills to multiple contexts implies that with the implementation of next steps, she can apply her knowledge and work toward a level 4a.

The social skill of teamwork helps to promote deep learning that can occur through interaction, problem solving, dialogue, cooperation and collaboration (Johnson & Johnson, 1995). TP demonstrates the ability to work as an effective team member in a classroom context and can be both the leader and work cooperatively. However, during my observations of play time and from interviews with the Target Pupil, it seems that TP becomes very overly competitive when playing football. TP is a member of football clubs both inside and outside of school and enjoys showing off her skills in the playground. The difference in her ability to listen and respond to others is massively different in these two contexts. The TP has identified her isolated competitiveness as a personal target for growth for his term as cooperation in all teams will enhance her footballing and academic skills.

TP has a personal interest in exercising her artistic physical skills such as sketching and painting during art club as visible in Figure 5 (Appendix 5). TP is working at Level 5 for art and has even met elements of the Level 6 requirements such as is able to 'demonstrate understanding when comparing the methods and techniques' (WG, 2016).

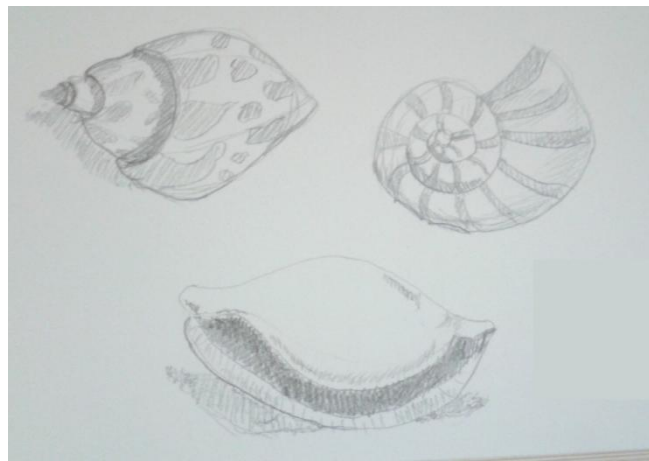


Figure 5- Art Club - Shell Sketch

However, from my observations during Art Club, I found that TP struggled to cut out a silhouette with scissors. According to Petrie (2015), motor skills are essential for performing everyday tasks and acquiring them can boost children self esteem. In order for TP to reach her full artistic potential, it is vital that all of her motor skills are of a good standard.

From my personal observations and interviews with the class teacher, it is clear that TP demonstrates a good level of communicative skills and in particular, discussions. Visible in Figure 6 (Appendix 6) is a comparison of Welsh and African Schools completed during a group discussion using prior knowledge. The completion of this Venn Diagram also calls upon the use of previously mentioned social skills of group work and intellectual skills of making connections, indicating the holistic nature of skills. The overlaps between the skills imply that intervention or 'next steps' are put in place for previously mentioned skills, the improvements may overlap and develop another skill.

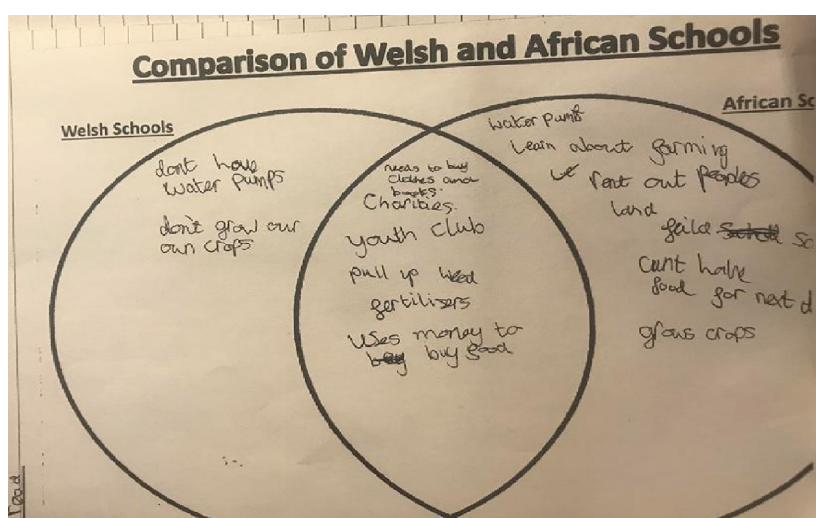


Figure 6- Topic comparison

Knowledge

Knowledge is defined by Nottingham (2013:2) as "familiarity with information, concepts, theories and practices in a given field". As teachers, we are governed by a National Curriculum that identifies the subject knowledge that should be taught to children in Wales (Nottingham, 2013). The knowledge may not be of interest to the pupils and they may become disengaged. To engage TP and the rest of the class, I have implemented a 'what's next' part on my topic display to give children notice about upcoming work. This allows them to complete personal research and has the possibility to engage parents (Nottingham, 2013). In an interview with the TP and during a learning walk, the TP identified the topic area as a significant area as she was excited about the prospect of learning about Africa.

To involve the TP and her classmates in their learning, I also create a KWL grid prior to the start of the topic to find out about their knowledge and interests as visible in Figure 7 (Appendix 7). As well as giving children control of their own learning, input provides a sense of comfort that can contribute to well being (Nottingham, 2013). There are always ways to improve pupil voice and well being that will be considered in the 'next steps'

K	W	L
What I know	What I want to know	What I have learnt
• it was originally coming from Africa • there are game reserves • not much water holes • not much rain • big savannahs • very hot and sandy • dangerous animals • 54 countries in Africa • lots of languages	I would like to find out if Africa has any more game reserves. I would also like to know more about what they eat and what they wear. I want to know if it is the same as Africa and if it is the same as Africa.	

Figure 7- Topic KWL

It is important to reiterate that the teaching of attitudes, skills and knowledge go hand in hand in developing a child holistically (Nottingham, 2013). Although a great deal of knowledge is needed to pass national tests and to achieve higher levels, for them to reach their full potential, pupils need to have highly developed skills and attitudes (Nottingham, 2013). Nottingham would also suggest that if the three elements are implemented together then low-level disruption will be minimised and engagement in activities will increase.

Despite the clear usefulness of data, there are a number of possible criticisms. The use of one researcher may reduce the reliability of the findings and the researcher may not be objective (Noble & Smith, 2015). The TP may also succumb to 'Hawthorne effect' as she alters her behaviour due to awareness of being observed (McCambridge et.al., 2014). However, due to my personal knowledge of the TP, one would infer that many natural methods of data collection did occur.

From the analysis of data using the A.S.K Model (Nottingham, 2013), collected using The Mosaic Approach (Clark, 2017), one has identified a number of 'next steps' that can develop the TP holistically as many of the identified elements for progression overlap.

Next Steps

To ensure progress for the TP subsequent to the identification of areas for development, this section will outline four main strategies to act as 'next steps'. There are a number of overlaps so each step aims to combat a number of different elements.

Growth Mindset

The first step to ensure progress for the TP is to develop a 'Growth Mindset' (Dweck, 2012). The Growth Mindset concerns pupils ability to understand that effort makes them stronger and that if believe they can get smarter, they will (Dweck, 2012). Dweck (2012) suggests that it is possible to increase neural growth through actions such as using good strategies, asking questions and practicing. For a child to want to employ this mindset, teachers must provide their students with encouragement, useful feedback, and praise hard work so that children become resilient and confident and want to take on a challenge (Dweck, 2012). Failure and negative outcomes are then not terrifying but just a sign that effort, time and practice is needed (Dweck, 2012).

A growth mindset has been proven to improve performance in core subjects, build confidence and resilience and to foster a 'safe ' learning environment that improves well-being (Dweck, 2012). The wide range of benefits that the adoption of a Growth Mindset can bring could push the TP to achieve a Level 5 in maths, foster the skill of curiosity, provide confidence for communication and group work and further the TP's confidence in asking for assistance. Introducing a Growth Mindset as a 'next step' would influence many elements of a child's holistic development.

Pupil Voice

Pupil Voice simply implies that children should be involved in decision making. According to Estyn (2016) allowing the children to take control of their learning and school environment has a profound effect upon many aspects of health and well-being, engagement, behaviour and achievement. Through their greater involvement in decision-making, pupils develop their skills and attitudes, such as listening, communicating, negotiation, prioritising, and group working (Estyn, 2016). Not only do pupils become 'active and positive citizens' (Estyn, 2016) that correlates with Donaldson ideals (2015), but the ethos and atmosphere in the school changes.

Pupil voice can be implemented in different ways, at different scales, but to improve the wellbeing, foster curiosity through personalisation and give personal support to the TP, one suggests the adoption of suggestion boxes and circle-time (Welsh Government, 2011). The children currently have some opportunities to personalise their learning, but involvement can always increase. Having child led input can lead to personalised knowledge, bettered skill and attitudes in a number of key areas for the TP.

Motor Skills Activities

As TP is a very capable artist and is working toward Level 6 elements, it is vital that all of her fine and gross motor skill improve to give her confidence to challenge herself. TP and some of her peers struggle with the use of scissors. I will therefore integrate cutting practise into lesson planning and give the children more opportunity to practise. For example, taking the scissors outside during gardening week and having paper craft during golden time.

Improved motor skills can also impact upon well-being as the use of art materials can offer emotional release. Children painting, cutting or moulding may well be expressing their feelings in a socially acceptable way (Henniger, 2010). This behaviour, which Freud labelled sublimation, provides children with positive ways to work through emotions using physical activity (Henniger, 2010). Bunker (1991) reminds us that children acquire self-confidence in part through successful physical activities. As children master and refine basic motor skills, they see themselves as more competent and capable which will transfer and improve other skills, attitudes and knowledges (Henniger, 2010).

Team Working Activities

Although the TP works well in structured team working activities and has good communication skills, intervention is needed to improve her team working skills during competitive activities. Much like the next steps for improving motor skills, structured competitive activities can be integrated into planning.

Shamma (2015) advocates the creation of an environment of friendly competition, so that competition is viewed as an enjoyable experience. Competitive games and quizzes can be implemented throughout curriculum planning and TP can develop a more cooperative competitiveness. Although some academics argue that competitive and cooperative classrooms are polar opposite, It is possible to employ each strategy when necessary (Concordia, 2013).

As TP has good intellectual skill in creating connections and transferring skills and knowledge, any improved competitive attitudes will most probably transfer to her academic work and extracurricular passions. By providing TP with structured competitive opportunities, she will gain better understandings of social protocol

Conclusion

From the collection of data using The Mosaic Approach (Clark, 2017) and the analysis of data using the A.S.K model (Nottingham, 2013), it is clear that when focusing upon progression for a pupil, next steps are required for development of different holistic elements of the child's ability and being.

As Wales progresses toward a more skills based curriculum (Donaldson, 2015), education will move away from average measurable skills and knowledge, and towards a multifaceted curriculum that embeds skills and attitudes with must needed knowledge to foster psychological, social and emotional growth.

This research has offered an opportunity for deep and meaningful reflection regarding the pupil as a whole (holistic) and not purely in terms of academic needs and progression. Despite some previously mentioned drawbacks of this research, data and methodology, useful, meaningful and personal next steps have been identified to support pupil progress as a whole.

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Appendices

Appendix 1



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



Canolfan Addysg Athrawon
De-Orllewin Cymru
The South West Wales
Centre of Teacher Education

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2018.

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): Rebecca White

SCHOOL NAME (PLEASE PRINT): [Redacted] Primary

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

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):
[Signature]

If you have any queries regarding this, please contact the Programme Lead Helen Lewis : h.e.lewis@uwtsd.ac.uk

Many thanks in advance,

[Signature]
Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2

WALT - Gather and organise information and ideas from different sources

Africa Fact File

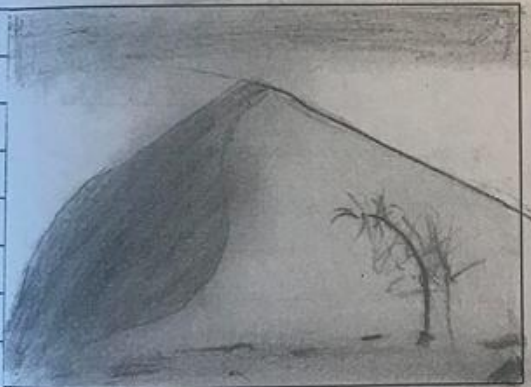
Population: 1.216 billion

Number of Countries: 54

Languages: 3000

A famous landmark in Africa: Mount Kilimanjaro and river Nile

Size of Africa: Area: 30.37 million km



Did you know the Sahara is the hottest desert in the world and it takes 60% of Africa.

Did you know the Africa is where hip hop came from.

Some countries in Africa are poor and some



Wednesday 23rd May

Answer speaker's questions vocabulary

1. Often I go swimming on a weekend with my mum and dad.

2. I sometimes tidy my room because it's messy.

Usually people die on Mount Everest because it's really cold.

I would never hurt an animal.

We usually go camping in when it's sunny.

Always brush your teeth before bed because they could rot.

Ice is always freezing cold on Mount Everest.

Generally wear warm clothes on Mount Everest because it is cold.

I have 5 dogs and they are the best pets ever.

Write a generalisation about tourism in Antarctica.

Never disturb the animals in

Generalisers

Generalising words give a little more information to a clause. Usually they tell us how often something happens.

Generalisers are great for creating a more personal voice in informal writing. "I **never** get to stay up late!" complained Kathy.

Generalisers are useful in report writing: The **majority** of people in town think that a new supermarket would be a good idea.

And also in writing fiction: Dave **always** remembered to lock the door after him, though until today...

Here are some generalisers you could use in your writing:

sometimes	on the whole
never	generally
always	presumably
often	occasionally
in addition	in general
the majority	as a rule
usually	in most cases

W1- Q10 Group Item £10

If I pay for each of these items using a £10 note, how much change will I receive?

£3.65 £3.35 £7.45 £4.65 £4.15 £5.55 £6.35 £5.95

Shopping list

£3.65 £3.35 £7.45 £4.65 £4.15 £5.55 £6.35 £5.95

Ball

£10.00 - £3.65 = £6.35

£10.00 - £3.35 = £6.65

£10.00 - £7.45 = £2.55

£10.00 - £4.65 = £5.35

£10.00 - £4.15 = £5.85

£10.00 - £5.55 = £4.45

£10.00 - £6.35 = £3.65

£10.00 - £5.95 = £4.05

Ball

£10.00 - £3.65 = £6.35

£10.00 - £3.35 = £6.65

£10.00 - £7.45 = £2.55

£10.00 - £4.65 = £5.35

£10.00 - £4.15 = £5.85

£10.00 - £5.55 = £4.45

£10.00 - £6.35 = £3.65

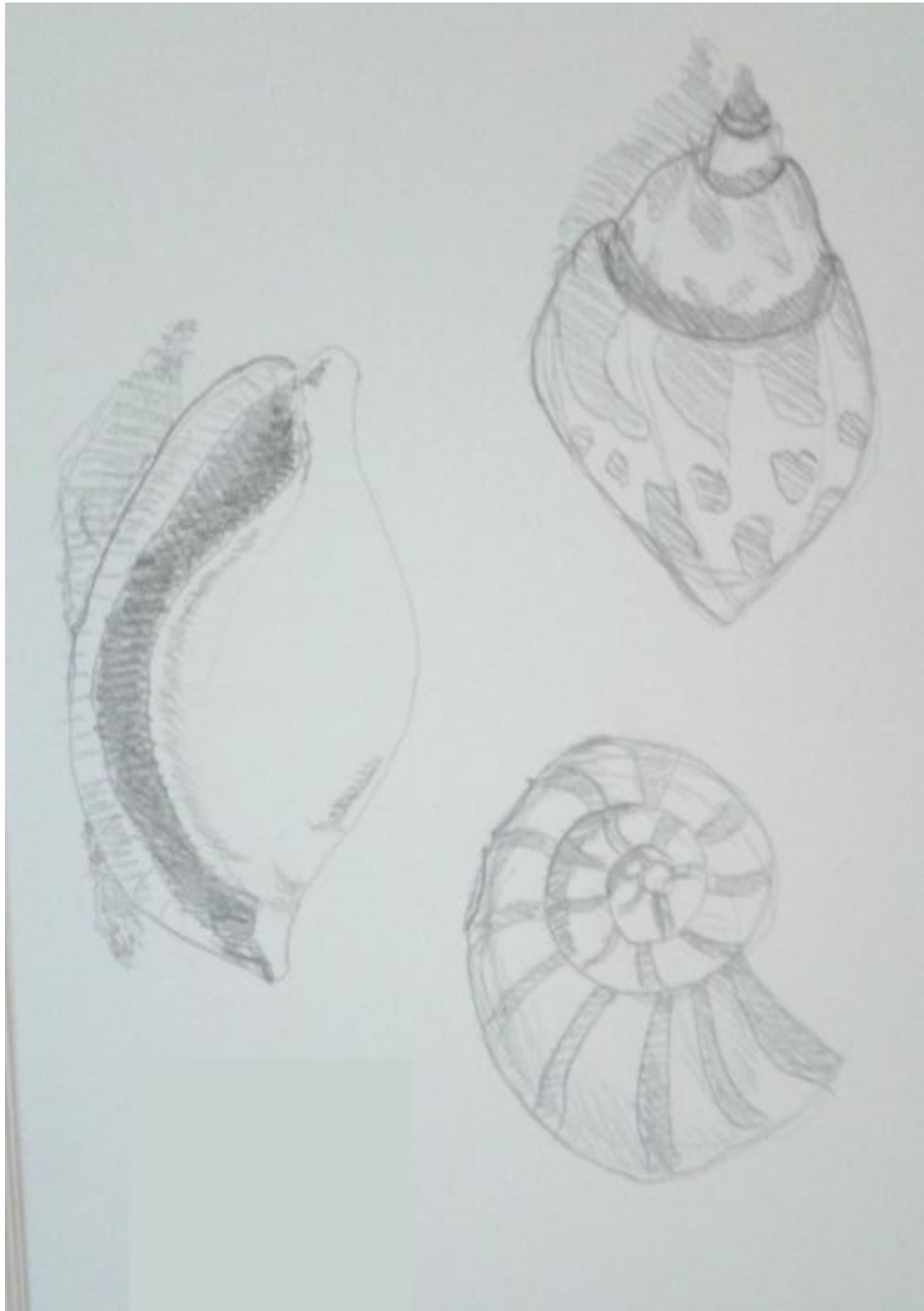
£10.00 - £5.95 = £4.05

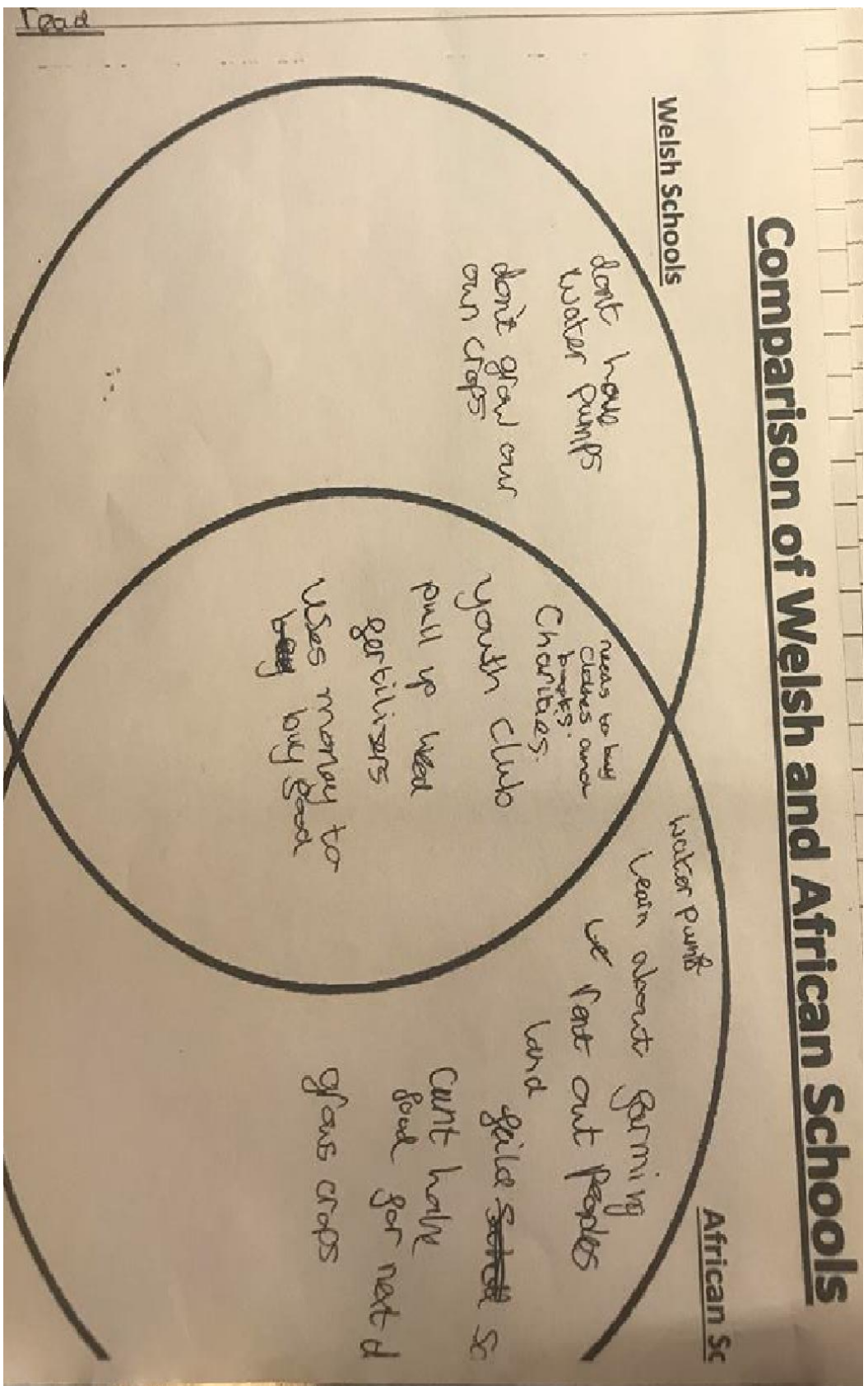
Which products did you enjoy?

I enjoyed the shopping because it was fun.

Hand writing

Appendix 5





WAT = use appropriate vocabulary/prewriting
Subject-Specific Words and Phrases

K	W	L
What I know	What I want to know	What I have learned
• we had originally come from africa • there are grasshoppers • not much water holes • not much lawn • big streets • very hot and sandy • dryness animals • 50 countries in Africa • lots of languages	I would like to find out if Africa doesn't talk like the Indians have do they make clothes I would also like to know more about what how often stand streets are in Africa I want to know if there have and Africans come up with and help	