

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

Introduction

I have chosen a learner to analysis holistically, to enable me to support their progress and justify their next steps in learning. They will be referred to as Child H throughout this assignment to ensure anonymity. Child H is female and six years and one month old. She attends an English medium primary school in the local authority of Bridgend. The school is large, with over 550 children on roll. Most children are of white British background; Child H comes under this category. The eligibility of pupils for free school meals is considerably lower than the national average and it identifies that 11% of its pupils have an additional learning need (ALN). This is much lower than the national average of 21%. Child H is recognised in the free school meals category and has an ALN. She has an individual education plan (IEP) which outlines her primary need being that she needs support in her literacy and her secondary need being her fine motor control. Child H has Lexia intervention and attends an emotional literacy support assistant (ELSA). ELSA is an educational psychology led intervention for promoting Child H's emotional well-being (ELSA network, 2019). Child H is in year 2 and grouped in the additional support group. Child H sometimes presents difficult behaviours within the class. She can be argumentative, uncooperative, can display low level disruption, frequently wets herself, regularly hits out when unprovoked and has recently started pulling out her hair (and showing signs of thinning). She lives with her mother, father and older sister.

Data collection

The 'Mosaic approach' (MA) will be the method used to collect data. This method has been chosen as it places emphasis on the child as an expert in her own learning (Clark and Moss, 2011). The MA promotes the voice of the child; to ensure she is not seen as passive object in this research, but as an expert in her own learning journey (Qvortrup, 1987; Qvortrup et al., 1994:2; Clark and Moss, 2011; Pupil Voice Wales, 2014). This method will explore Child H's perceptions, interests, priorities and concerns surrounding her learning by collecting and bringing together different collections of data (Christensen and James, 2008). The MA combines the traditional

methodology of observations and interviews, with the addition of participatory tools which will support a holistic view of learning. Schoonenboom (2018) recognises that a strength of this approach is that various forms of data (mosaic pieces) build upon each other. Thus, enabling me to interpret the collection of different pieces of data and perspectives (child's, teachers and teaching assistants) in order to create a holistic view of the child. By piecing the mosaic from the range of data collection tools (observations, interviews, photos, tours and learners work) I will increase the quality of my interpretation. However, a weakness of the MA is that it is time-consuming when processing the data interpretation, and complex because it uses a number of ways to collect data (Clark & Moss, 2001). Gray and Winter (2011) and Clark and Moss (2005)'s studies, highlighted that the age appropriateness and opportunity for creative expression are strengths of the Mosaic approach; involving the child through participatory tools which are age and stage appropriate. Participatory methods have more potential to enable the children to express themselves and get their voices heard (Alderson, 2008; Gray and Winter, 2011; Clark, 2011).

These tools will include, the child using a camera to document important areas within the educational setting and a tour of the setting to highlight important features to them. A weakness of this could be the resources needed; cameras, iPad or iPod to take pictures as the resources are limited within the setting (Birbeck and Drummond, 2007;). However, Clark and Moss (2001) and James et al. (2004)'s research identified that the children enjoyed the taking and sharing of photos. James et al. (2004) added that it helped the children engage in meaningful dialogue.

Formal observations and examples of learning will be collected over a period three weeks. To ensure the data collected shows a true reflection of the learner. According to Brooker (2008) more natural behaviours occurs if people are observed over a period of time and are unaware of the observation process. However, to respect the rights of the child and to ensure the collection of data is ethically sound, the child will be aware that she is a participant in the research (Grover, 2004; Mukherji and Albon, 2015) The observational notes I have access to have been collected since the beginning of Child H's time in year 2. Again, giving me an insight to enable me to analysis her as a learner over a longer period of time. Interviews with teachers and

support staff will take place to help interpreted the data findings, helping me to build a holistic view of the learner.

I have familiarised myself with the British Psychology Society's (BSP) guidelines to secure I will be conveying best ethical practice during collection of data (BPS, 2018). I have made ethical considerations throughout this assignment and the collection of data according to BERA (2018) which are a set of guidelines that support the conducting of research in education to the best ethical practice and to protect the researcher and research subject (BERA, 2018). I will not disclose the participants or schools name, remain objective throughout and have obtained informed consent (see appendix 9). I am mindful that my target child is a valuable participant in my research, who has the right to withdraw at any given time and will be involved in an ethical and respectful way as a result of legislation; such as the United Nations Convention on the Rights of the Child (UNCRC) (Alderson, 2008; Mukherji and Albon, 2015; Roberts-Holmes, 2014; Palaiologou, 2016).

Analysis of learner

I will use Nottingham's (2013) ASK Model throughout this section (see appendix 1) to analysis the data collected to ensure I reflect holistically on Child H. The model will ensure I acknowledge the attitudes; of the child, staff and parents. I will analyse the skills of the child in relation to supporting curriculum documentation. And their knowledge from observations, tours, photos and collected work.

The pieces of written learning collected and observed, highlight reasons why Child H's primary need is literacy in her IEP (See appendix 2). Child H is unable to 'hold the writing instrument appropriately'; she holds it in a five-finger grasp. This skill is expected to be achieved at reception age. This could be impacting on the lower level outcomes within Language, Literacy and Communication (LLC). It could be one reason why the letters are of various sizes, why it is difficult to distinguish between words as there are no finger spaces and why Child H cannot differentiate between upper- and lower-case letters in her writing (See appendix 3). To obtain an outcome three Child H must distinguish between upper- and lower-case letters and show an awareness of full stops and spaces between words (Welsh Government (WG), 2015). It is evident from the pieces of work collected that she is not fulfilling outcome three,

which expected age of development is for a child aged between 48-60 months; Child H is 73 months old and expected age-related outcome is outcome 5 (WG, 2017). It is evident from the interpretation of the pieces of written work collected and the observations that she is working at a lower ability than her peers. On evaluation of the observational notes from September by the teacher, it is evident that Child H is absent from school regular; sometimes four out of five days a week (Appendix 4). According to WG (2017a:4) children who are regularly absent from school are at 'risk of a range of negative outcomes that could have long term damaging consequences for their life chances'. This could be influencing Child H's low achieving outcomes.

Child H's interview supports the findings of the LLC tasks and that she is aware that she is less able than her peers. Child H exclaimed that she was 'rubbish' at writing compared to her friends; the pencils are too slippery and she 'hates' having to keep the letters on the lines. I observed Child H becoming irritable towards her peers before Read Write Inc. (RWI). During the RWI Child H practises handwriting: sitting at a table comfortably, learns correct letter formation and spelling. On three separate occasions I observed her pushing and hitting out at fellow peers in the line on her way to RWI. She also demanded to be last in the line. When Child H took me on a tour around the school; she referred to the blue wall pocket with the RWI sounds in as, 'something for Read Write Stink'. When asked if she likes RWI, she replied, "No because I'm with babies". It is evident that Child H is aware that she is less able than her peers. This could be a reason why she is displaying difficult behaviours, hitting out and pushing when unprovoked before the RWI sessions.

During an interview with the support assistant who supports Child H with her RWI, she explained that Child H can be argumentative and has thrown her pencil across the room during writing activities. When asked, Child H usually finds it difficult to explain why she has acted in that way. The support assistant explained, once she has acted in that manor, Child H refuses to make eye contact and sits in her chair refusing to contribute or carry on with her learning. The class teacher also made reference to Child H's writing ability; she added that Child H will do anything possible to get out of writing in focused group activities. Unfortunately, I cannot comment whether Child H engages in writing activities in the continuous provision; out of choice during

independent challenges as there was no data collected, which supports a limitation in the data collected.

Child H was observed on the carpet during a 'Big Maths' session using a white board and marker. There were number sentences on the board to complete. Child H used marks made on her white board to help her work out the answers. Child H also showed evidence of using this method from the collection of written learning. Child H uses marks instead of numbers to organise her mathematical thinking when subtracting and adding; usually getting the answers correct. Supporting Matthews (1999:19) statement that 'scribbles are products of a systematic investigation, rather than haphazard actions'. When Child H was asked to explain the marks, it was evident that it was her visible thinking. She explained the crosses (See appendix 5) are to show they are being taken away. She exclaimed, "the numbers are hard to write, this shows me how much I got". The 'use of mark making to represent numbers' and how she interpretes and explains them is recognised as a nurse maths skills (WG, 2015:30). Showing evidence that Child H is working at a lower ability level than many of her peers; who are writing numbers to at least 100 (WG, 2015:30). However, from the work collected there is evidence to support that she understands the numerical value represented by numbers and can use them but doesn't always choose to do so (See appendix 6). There is evidence to support Child H is forming numbers, although not always forming them or orientating them correctly. Orientating and forming the numbers correctly is an outcome 3 skill; expected to be achieved in year one (WG, 2015:30). Appendix 6 supports Child H's self-awareness that she finds the numbers 'hard to write'; with many mistakes and scribbling outs. On reflection, from collecting different types of data (observations, interviews and child participatory methods) I am able to make valuable judgments; taking into account the skills, knowledge and attitudes from the ASK model to inform my interpretations of the learning and learner (Nottingham, 2013). There is evidence to suggest Child H uses marks to work out word problems to make sense of what is happening as she may not be able to visualise it or writing the numbers takes her focus away from answering the question, as she finds them hard to write. This could explain the throwing of the pencil across the classroom. Child A was observed throwing her pencil at another member of her group when asked for a rubber during the task in appendix 5. Furthermore, the support assistant has witnessed Child H

during writing tasks throwing her pencil across the room when unprovoked; these actions could be linked with frustration (Wollscheid et al., 2016).

The written maths work supports evidence that Child H is working towards outcome 4 as she solved one- and two-step problems that involved addition and subtraction. Her next step would be to solve problems involving multiplication, simple division and missing number problems (WG, 2015). Child H exclaimed that 'maths was ok' during the interview and show me where she sat on the times table learning chart displayed in the class. She can recite her 2's, 5's and 10's. Child H went on to chant 2 times tables at me, singing it like a song, pausing at times.

When on the learning tour, Child H pointed out that white boards are better than books because you can make mistakes and rub them out without anyone knowing. On reflection, Child H's attitude towards any written communication throughout the collection of data is negative. She exclaimed she was 'rubbish' at writing; expressed dislikes of using a pencil, writing on lines and has now commented that she prefers using a white board because of making mistakes.

Child H enjoyed taking the photos on the tour, supporting Clark and Moss (2001) and James et al. (2004)'s view from their research. It also enabled us to engage in meaningful dialogue (Jamie et al., 2004). Child H was drawn to the enhanced and continuous provision; especially outside. When asked where her favourite areas were to learn, she corrected me saying, 'you mean play, not learn'. Child H exclaimed she loves to 'play' in the mud kitchen, sand/water tray and in the tyres. When interviewed she declared that she prefers being outside than in the classroom. When asked why, she explained the classroom is 'dark, stuffy and cramped'. She 'feels free' outside, 'can breathe' and the 'teachers don't tell you what to do'. It is evident that Child H does not regard independent learning as learning. On reflection of the tour, photos taken and interview; the continuous provisions does not offer any experience for Child H to practise of writing with fine materials. Child H showed me that they have access to chunky chalks but no other materials freely available outside.

Child H was proud of her art work that was displayed on the walls of the cloakroom. She pointed the pieces of artwork out on two separate occasions and took me over to her topic book to show me more. She explained the process of how she created the

pictures (See appendix 7). She showed me the resources she had used, picking up the paint brush and holding it in a with her index finger, thumb and middle finger, known as a tripod grip and recognised in my interview with the class teacher as the correct grip. However, Child H has not showed evidence of being able to do this with her pencil to write. From using the MA, I am able to make connections from different data collected. During the written tasks I interpreted the grasp of the pencil I observed Child H doing, being the only grasp she knew how to do and made a judgment that she was unable to old the writing instrument correctly. However, on analysing other data, I witnessed that she is able to grasp a tool with the desired grip.

The MA has enabled me to holistically view the learning of the child and clarify some misconception I held for individual pieces of data. When compiling them together I could make links and clarify mis-conceptions I held. However, some areas are difficult to interpreted as there is no evidence to support them.

Next steps

One area identified from the interpretation of the data was the difficulties Child H displays with her ability to communicate in written form. There is evidence to support it affects her well-being and academic performance. This is also recognised in her IEP as an area that needs targeting: by outlining verbal and visual reminders before and during tasks, the use of a handwriting mat and coloured lines to aid the position of letters. However, I feel Child H's attitude and well-being needs to be addressed as the first step towards progression, especially when her hair pulling and regular wetting could be being done to alleviate discomfort or anxiety (Child Mind Institute, 2019). And he IEP targets will be address after Child H's confidence and enjoyment have started to flourish. It was evident from the analysis of the data that Child H is aware that she is working at a lower level than her peers and finds writing tasks difficult and daunting. Which affects her well-being; behaviour and moods. Firstly, I have chosen to develop her well-being as is at the forefront of the new curriculum reform; being an important part of our role as teachers, to build children's mental and emotional well-being by developing confidence and resilience in order to learn (Donaldson, 2015). Supported by WG (2019:3) who state, 'well-being as a key enabler of successful learning'.

Child H corrected me during the tour to say, 'you mean play, not learn, we only work with the teacher'. Jones (2015)'s research suggests if the writing task is not purposeful and engages the child with the real world, the child will perceive the task as merely 'school work'. Child H is showed evidence of this from the data collected. Anything teacher led is 'work', anything not is 'play'. Her dialogue on all areas of learning (apart from the expressive arts) lacked motivation. On reflection this needs to be addresses and motivation nurtured as the next step for the learner.

Child H displayed dialogue and behaviours which displayed an absence of motivation surrounding literacy and mathematics. Mukherji and Albon (2015) and Selmi et al. (2015) state that when a child is motivated to learn there is a significant improvement in academic achievement. Piaget's constructivist theory on motivation puts emphasis on the intrinsic means; driven by internal reward (Gorman, 2004; Sokal et al., 2013). As Child H's teacher, I would develop Piaget's approach to motivation; promoting engagement out of enjoyment, gaining knowledge and experience from the purposeful activity. On reflection I believe this could improve my practice for all learners. Motivating them through the love of learning, through self-satisfaction and enjoyment (McInerney et al., 2011). Which will fit along side the existing extrinsic approach supported by Vygotsky's social constructivist theory; engaging learners through physical rewards, such as Dojo points and stickers (Praisner, 2018). I would promote motivation throughout all areas and use the enhanced and continuous provision outside to specifically target Child H.

It was evident from the analysis of the data that Child H enjoys the outdoors and actively engages with the resources in it. On reflection, I want to nurture this engagement and promote Child H and all other learners to become 'active motivated learners'. Promote active engagement and that learning is not the passive acceptance of knowledge that come from the teacher (Piaget, 1896; Dewey, 1938). Piaget (1896) and Dewey (1938)'s constructivism approach supports the notion that teachers should guide through non-directed guidance, act as a guide or support on the side allowing children to construct knowledge for themselves (Kolb, 2015; Dewey, 1938). Furthermore, evidence suggests learners are more motivated when they have control and choice over their learning (Wood, 2013; Palaiologu, 2010). This was evident in the data collected as Child H's attitude towards the continuous provision was positive

and was excited to share what she chooses to 'play'. However, in my practice I will not promote a total Humanist approach, allowing Child H exclusively to create her own model of learning simply from the natural environment (Holt, 1995; Knolb, 2015). I believe Child H needs social interaction and the guide of a more capable others, supporting the zone of proximal development (ZPD) which is the gap between what Child H can learn unassisted to what she can learn from a more capable other. I will place her with peers who like to nurture, support and help others.

On reflection of the environment there are few resources to support independent writing. To eliminate this, I would provide mark making opportunities in the outdoor area: adding twigs, sticks and a selection of brushes to the mud kitchen, different thicknesses of chalks for the black boards and a variety of paper, mark making resources with clip boards (Learning through landscapes CYMRU, 2017). Encouraging active engagement, control over choice and exploration of writing for Child H to promote a more positive attitude towards writing. Evidence shows that outdoor learning improves health and wellbeing. For example, reducing the symptoms of stress and promotes lifelong positive behaviours regarding the environment (Natural Resources Wales, 2019).

Engaging Child H in fine motor tasks such as threading, scissor skills, Lego (which Child H photographed as a fun activity), mouse control and manipulating play dough will improve her fine motor skills which in turn, will build the muscles in her hands to improve her pencil control and letter formation (Cameron et al., 2016). In addition, Adolph, (2005) and Campos et al. (2000)'s research states a link between cognition and fine motor abilities. Stating children who have well-developed fine motor abilities, strengthen the neural networks that also support cognitive performance. This could help build Child H's confidence and aid her academic performance, for example fulfilling a higher outcomes than she is currently obtaining; Child H is working towards outcome 3.

I would introduce 'Write Dance' as a small group or one to one intervention with the classroom support assistant. 'Write Dance' is a movement driven approach through the use of music to develop Child H's physical skills needed to develop her handwriting skills. During the tour Child H highlighted her interest of the expressive arts; art and

music. The underlying principles of the approach are enjoyment and confidence building (Oussoren, 2017). This will be beneficial for Child H to make progress with letter and number formation. I would give Child H an adapted pencil with rubber grip to encourage the tripod grasp she makes with the paint brush; especially as she referred to the pencil as being 'too slippery'. I would provide Child H with plain paper with no lines while building her confidence and fostering a love for writing. She exclaimed she 'hates' having to keep the letters on the lines. The lined paper will be gradually introduced, and Child H will be encouraged to sit letters upon the lines once her self-esteem has developed in this area from the active engagement of the outdoors.

I will observe the effectiveness of the 'Write Dance' intervention; whether Child H's is still displaying difficult behaviours or if they have lessened and if she is accessing independent writing in the enhanced provision. I will assess the impact through observation, pupil voice and dialogue with support staff and fellow teachers. Once progression has been made I will introduce scaffolding to support the next level of progress. Outlined in curriculum documentation, Child H should be differentiating between upper/lower case letters, have an awareness of full stops and spaces between words (WG, 2015). I will model these during each writing task and will supply Child H with a desk Writing Prompt card that highlights capital letters, fingers spaces, full stops and to proof read work (See appendix 8).

The collection of written maths work supported evidence that Child H is working towards outcome 4. the next step for her to obtain this level is for her to practise and solve one and two-step problems that not only involve addition and subtraction (witnessed in the data collection) but multiplication, simple division and missing number problems (WG, 2015). Child H showed evidence on the tour that she knows her 2, 5- and 10-times tables. Therefore, to support Child H in her next steps I will need to create opportunities to support using the tables she knows to develop one and two step problems for her to solve using the white board to solve question. I will help support Child H to use a number line/number square to support her workings out; help her to visualise the numbers as she finds them hard to write. However, with the practising of fine motor skills, adapted pencil, write dance intervention and developed writing resources in the continuous provision, forming the numbers will become easier.

I will continue to promote Child H's creativity and enjoyment of the expressive arts by using music as the motivator to enjoy areas of learning and experience that she finds difficult. Such as writing and involving music in the 'write dance' intervention. I will continue to display her art work around the classroom as she showed evidence that she was proud it was displayed, impacting further on her well-being.

Conclusion

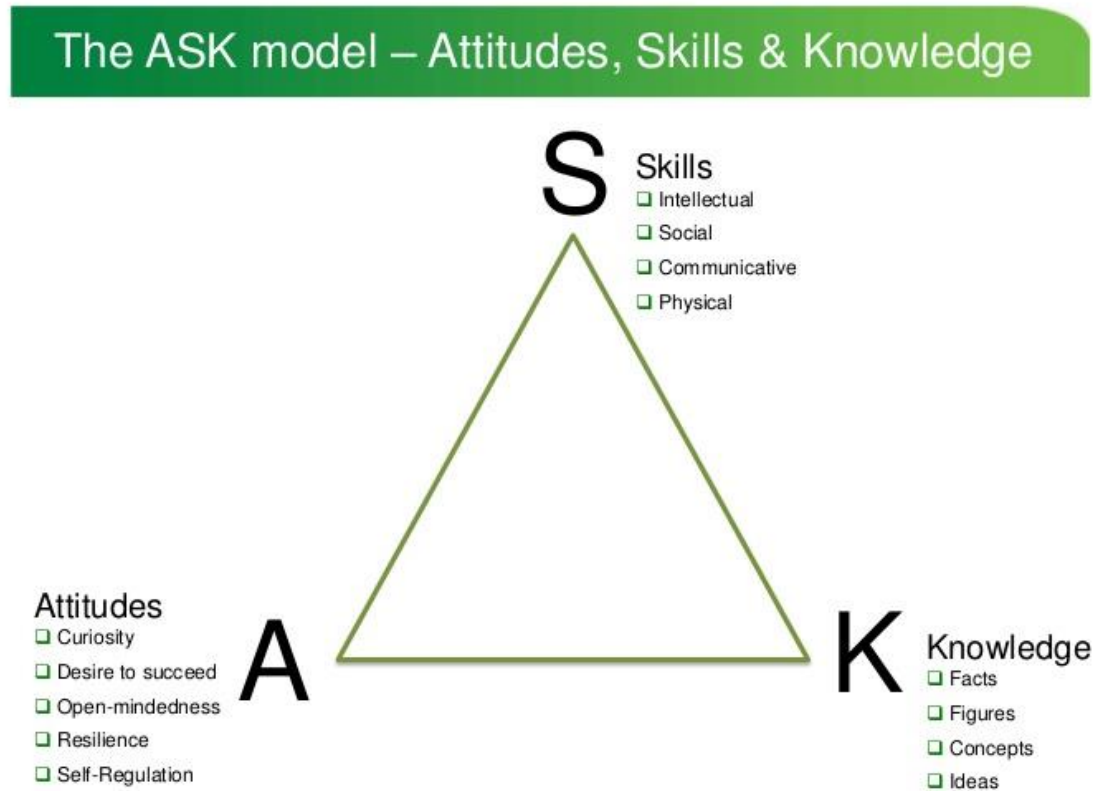
In conclusion, I found the MA emphasised Child H as an expert in their own learning (Clark and Moss, 2011). The approach allowed Child H to be the expert in her own learning journey and have her voice listened to (Qvortrup, 1987; Qvortrup et al., 1994; Pupil Voice Wales, 2014). The approach enabled me to explore the perceptions, interests, priorities and concepts surrounding Child H's learning by collating all the pieces of data (Christen and James, 2008). However, the MA displayed weaknesses as well as strengths; it was time consuming and there were many pieces of data to interpret. Although, the collection of participatory methods allowed the child to express herself freely, get her voice heard and I gained a deeper understanding of her as a learner and her understanding (Alderson, 2008; Gray and Winter, 2011). However, some areas were difficult to interpreted as there is no evidence to support them.

On reflection, the methods, approach and interpretation of the data have clearly identified areas Child H needs develop in order to help her achieve her age and stage related curriculum outcomes. It has highlighted possible causes and reasons in why she is displaying some unfavoured behaviours. In conclusion, the data and analysis has allowed me to create targets and next steps to promote Child H's learning journey. It has allowed me to critically reflect upon the learning and draw upon relevant theories and personal experiences which I can adapt to promote my future practice.

Appendices

Appendix 1

The Ask model- Attitudes, skills and Knowledge.



(picture from- <https://www.slideshare.net/jabulani4/develop-ask>)

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Appendix 4

8 th March	HC absent from school. Mum popped in at end of day to explain HC was having tests with GP for possible diabetes and other things due to wetting.	
11 th March	Waiting for some test results. Diabetes ruled out. Hair loss mentioned as a symptom.	Mum came on trip to Bristol Zoo and spoke about HC with T.
13 th March	Both parents attended tray and display evening and were told about pulling own hair out. Parents surprised that it was HC 'self-harming' even though older sibling RC had witnessed it.	Mum and Dad informed at Tray and Display evening on 13 th March. IEP given with behaviour target.
20 th March 2019	HC scratched same child's face when sitting together in group task. Again unprovoked and no retaliation by OH.	Mum informed. RR informed - ELSA to start next week. Letter sent home.
7 th & 8 th March 15 th March Week of 25 th . 27 th March In on Thursday 28 th March	HC missing a lot of school. Absent Mon to Wed then in on Thurs but then absent again on Friday 29 th March. Wetting incident twice - once on the carpet and then changed. Half an hour later on a chair. Both times she refused to initially admit she'd had an accident. HC praised for great letter writing by TA - she started to slap her chin. TA reached across and held her hands and said HC should be proud of herself.	Change of clothes in her bag.
Monday 1 st April 2 nd April 2019	Absent again. Two members of support staff both reported when chatting to HC that she flinched and moved away from them as if they might strike her. PC(ELSA): said Hi to HC in corridor and HC flinched. TO/R (Class TA) working with HC, about storing a number in HC's head to work out a sum and put her hand near HC, not touching her, and HC flinched away.	RR informed.
22/5/19	Pushed CE in lane for no reason.	

Appendix 5

John buys 10 pencils and gives 2 to his friend. How many pencils does he have left?

10 2 8

Tom collects 10 conkers. His brother collects 2 more than him. How many does his brother collect?

10 2 12

Lydia has 10 marbles. She takes them to her friend's house. She loses 2 on the way and 2 in her house. How many marbles does Lydia have left?

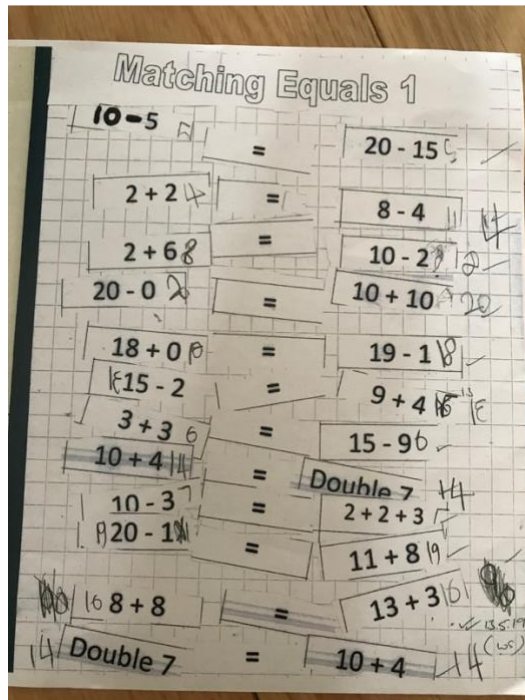
10 2 2 6

Rucsac

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Appendix 6



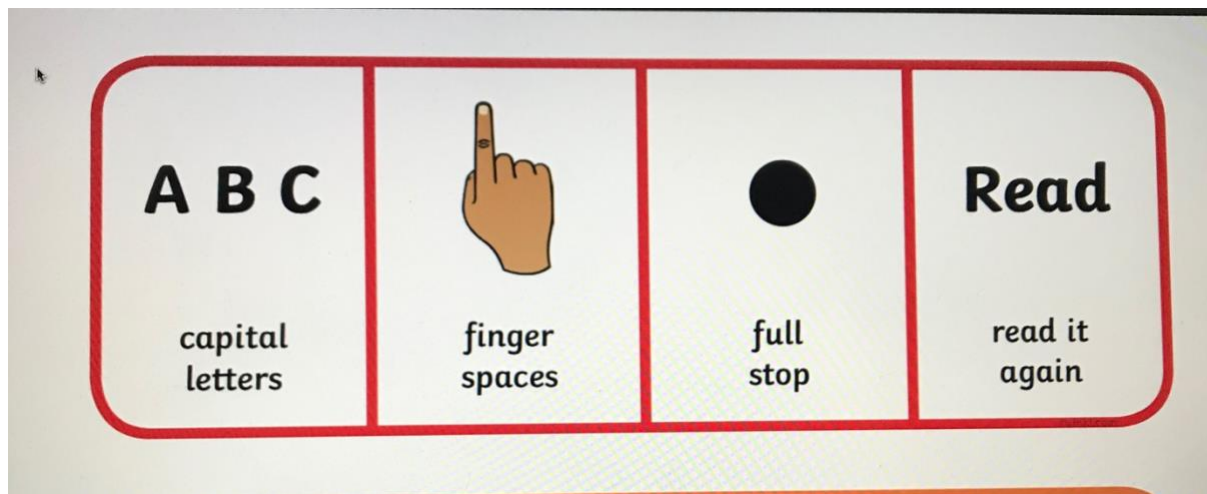
Appendix 7



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Appendix 8



(Image from Twinkl, 2019)

Appendix 9

 **Prifysgol Cymru**
University of Wales
Yr Athrofa
Institute of Education

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/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): [REDACTED]

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): MRS KAREN WILLIAMS

[Signature of Mrs Karen Williams]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): MRS NICOLA TAMARUA

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

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

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