

# School Development and Pupil Progress

MX7X02153-C

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

1701285

Group 3

Word Count: 4207 words

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## Introduction

As a teacher, it is vital to be aware of children's holistic development. Foundation Education (2018) define holistic development as "an approach to learning that emphasises the importance of the physical, emotional and psychological well-being of children, particularly in early childhood" (Foundation Education, 2018). Henceforth, when considering a child's holistic development, it is imperative to explore every area of a child's development. For the purpose of this assignment, one child will be considered from a placement school. The school referred to in this assignment shall be referred to as School A and the child as Child A for ethical considerations.

School A is a two form entry school in the Vale of Glamorgan with over four hundred children on roll, with 36% of those children being eligible for free school meals (ESTYN, 2017). ESTYN claims that "nearly all pupils make at least good progress as they move through the school and a minority make exceptional progress" (ibid, 2017). According to My Local School (2017), 92.3% of children reach the expected Core Subject Indicator at Key Stage Two (My Local School, 2017). School A have embedded the Foundation Phase pedagogy throughout all phases, meaning that lessons in Key Stage Two work on a carousel structure. In the Year 6 classroom, the carousel involves three different activities occurring at one given time; a teacher focus activity, and ICT activity and either a collaborative or independent activity. All lessons are taught through the current topic at the time, meaning that there are no set subject specific lessons during the day. School A is a pioneer school working with the Welsh Government in relation to the new upcoming curriculum. School A is a rights respecting school, meaning that all children are fully aware of their rights as of the United Nations Convention on the Rights of the Child (UNCRC).

Child A is a Year 6 female pupil who is one of the 36% of children eligible for free school meals. As detailed in Appendix D, a conversation with the Year 6 teacher, she is a middle attaining pupil currently working at a low Level 4 (see Appendix D). However, in School A, as the groups in which the children work in are all mixed ability, Child A is able to work with a variety of different attaining children on a daily basis.

## Data collection

Denscombe (2014) argues that there is no one right way to “good research” (ibid, 2014:18). This suggests that there are both limitations and strengths to different data collection methods. The data collection method used for the purpose of this assignment was based on Clark and Moss’ Mosaic approach (2011). The Mosaic approach is one that “is an integrated approach which combines the visual with the verbal” (ibid, 2011:1). When discussing incorporating both the visual and the verbal, Clark and Moss are referring to data such as photographs, learning walks connecting with talking and observing. By considering all these previously mentioned features, the Mosaic approach considers all aspects of a child’s perspective by collating them together.

Clark and Moss (2011) discuss their reasonings behind the design of the Mosaic approach. “These forms of expression were chosen to be closely aligned to how young children might choose to communicate with friends and family” (ibid, 2011:5). The forms of expression referred to include making, walking and talking (ibid, 2011). By choosing a way of communicating with a child that is comfortable for them, it is more likely that the child in question will feel at ease when collecting data. This is a strength of the Mosaic approach, as the child participant will ideally feel comfortable and relaxed when communicating for the purpose of the research. Nevertheless, a limitation of the Mosaic approach is that it was initially created with for the purpose of younger children than that of Child A. Clark and Moss state that the approach was initially developed for children aged around four years old, and was even modified to work with children under the age of two (Clark and Moss, 2011). For this assignment, the Mosaic approach has been used with a ten year old. However, as the approach was easily transferrable to be used with an older child in this instance, this could also be seen as a strength of the Mosaic approach.

A short interview was undertaken with Child A for the purpose of this research (see Appendix E for an extract of this). There are strengths and limitations to using an interview for research purposes. For example, a strength is that an interview can be a flexible way to collect data. For instance, if an answer to a question in an interview introduces another aspect to focus on, the remainder of the interview can be amended to suit the discussion (Denscombe, 2014). However, the reliability of the answers given in an interview cannot always be secure. In this instance, as the researcher is seen as a person of authority, class teacher, Child A may have been reluctant to answer honestly in fear of judgement.

Another form of data collection used for this assignment was observations. A copy of observation notes on Child A can be found in Appendix C. Observation notes were solely made by the researcher, with no further

observers being involved. Ho and Kane (2013 cited in Grigg, 2015) perceive that having two observers rather than one can create the more reliable observations. This is especially true in the situation of this research, as the researcher was not only solely observing during the time spent in the classroom; the researcher was also teaching the whole class of twenty-eight children. Therefore, it can be possible that during times where the researcher was focusing on another child in the classroom, that a great observation may have been missed that could have been vital to the research. Consequently, by having only one observer in this research, the research can be seen as limited.

In regards to using data from participants, ethical issues must be considered. Prior to gaining data, ethical guidance documents were consulted. British Educational Research Association (BERA) (2011) guidelines relating to 'children, vulnerable young people and vulnerable adults' were considered regarding the child's best interests (BERA, 2011:6). This section of BERA guidelines relate to the United Nations Convention on the Rights of the Child (UNCRC), in particular, Articles 3 and 12. Articles 3 and 12 of UNCRC discuss the well-being of a child and their right to give opinions on matters regarding the child (UNICEF, 2018). After referring to ethical guidelines such as those stated, it was evident that throughout the course of the data collection for this assignment, that the child's well-being and rights were to be considered at all times.

To ensure that ethical guidelines were followed, it was imperative to gain consent from the class teacher on behalf of Child A. As evident in Appendix A, a permission letter written by the university was signed by the class teacher of Child A on her behalf. Alongside this, assent was gained by Child A herself. Prior to gaining any data, it was explained to Child A the nature and purpose of this assignment, what the data collected would be used for, and that she had the right to withdraw at any given point. For evidence of this please see Child A's response on the permission letter in Appendix B.

## Analysis of learner

Nottingham's ASK model (2013), as seen in Figure 1 (Nottingham, 2013:3) considers three key areas to consider when observing a child; attitudes, skills and knowledge.

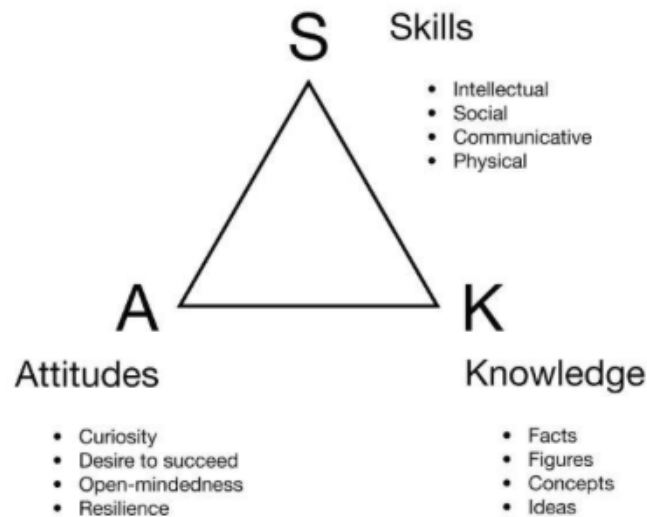


Figure 1: ASK Model (Nottingham, 2013:3)

Nottingham (2013) discusses each element of the ASK model in depth. He looks at each aspect of the model in a specific order; attitudes, skills and then knowledge. For the 'attitudes' element, Nottingham mentions that by being a curious person, you can become an outstanding learner (Nottingham, 2013). This links to the other aspects of the 'attitude' element such as resilience; for when you are struggling, you need the right attitude to succeed. When looking at the 'skills', Nottingham looks at a variety of skills; intellectual, social, physical and communication skills, all of which can intertwine at times (Nottingham, 2013). Finally, Nottingham brings in the 'knowledge' aspect to complete the triangle, commenting that the attitudes and the skills are needed to reach the 'knowledge' stage. He lists advantages of using the ASK model, such as "giving children to prepare themselves for lessons" (Nottingham, 2013:11). By offering children the chance to prepare themselves, both physically and mentally, they are more likely to become engaged in a lesson as opposed to not having any information prior to the lesson.

As evident in observation notes made on Child A on 17<sup>th</sup> May 2018 in Appendix C, she stated that she 'enjoyed the royal wedding topic.' By taking part in a lesson that interest her, Child A went into the lesson with a good attitude for learning. This good attitude clearly engaged Child A in the tasks, as evident in Appendix H, on the RAG ratings for lessons relating to the royal wedding, Child A was rated a 'green', meaning that she achieved the success criteria for these lessons.

During a conversation between the researcher and Child A's class teacher regarding her Literacy work, it was mentioned that Child A's use of punctuation was an area for development. Child A's teacher mentioned that punctuation was used, but not always consistently (see Appendix D). This is evident in a written piece of work dated 20<sup>th</sup> March 2018 (see Appendix F). There are capital letters used in the middle of sentences 'you will Pay a little extra', and full stops were not used consistently to separate two sentences. The lack of full stops used is also demonstrated at a later date; 10<sup>th</sup> May 2018 in Child A's spelling book (see Appendix G). Here, ten sentences were written, with no full stops used at all. According to the Welsh Government Programme of Study for English (2016), to attain a Level 4 in writing, "full stops, capital letters and question marks are used accurately" (ibid, 2016:16). Although when used, punctuation such as full stops are used accurately, the use of punctuation is not consistent throughout all of Child A's work, demonstrating why Child A's class teacher, and the researcher, has placed her as a best fit low Level 4.

When considering Child A's oracy skills in Literacy, she is also demonstrating signs of a low Level 4. When discussing her oracy skills with Child A, she claimed that she 'doesn't really feel confident in speaking and would rather others speak instead' (Appendix E). However, as evident in observation notes in Appendix C, there have been occurrences where Child A has shown confidence when speaking out loud in front of others. For example, on 26<sup>th</sup> April 2018, Child A 'was confident in answering questions [regarding ratio] on the carpet' (Appendix C). This may seem a surprise, as in an interview with Child A, she stated that she feels numeracy is her weaker subject area. However, as observed, Child A had a good understanding of ratio at the time. Therefore, it could be assumed that Child A has trouble speaking in front of people when feeling unconfident in the conversation topic. This assumption is established in a later observation; 23<sup>rd</sup> May 2018. On this date, the class were creating a class food web, and Child A was appointed the role of plankton, a role that required a lot of involvement and use of speaking skills. As observed (see Appendix C), at first Child A seemed reluctant to be involved, and feared talking in front of the class. However, after words of encouragement, Child A felt more confident and excelled in the task. Welsh Government state that for a Level 4 in oracy "learners talk and listen with confidence in an increasing range of contexts" (Welsh Government, 2016:14). Child A demonstrates this requirement, however, on occasion needs a little encouragement, which is why it could be said that the best fit attainment would be Level 4 for Child A in oracy, as she can fulfil the requirements, with a little reassurance. To increase her attainment to a high Level 4, Child A would need to be able to speak confidently independently.

As previously mentioned, in an interview with Child A, she mentioned that she feels that numeracy is her weakest subject area (Appendix C). However, data collected from both her numeracy and her learning journey book show that Child A achieves the success criteria when working on numeracy tasks. Welsh Government (2016) declare that to achieve Level 4 in numeracy, a learner must “reflect simple shapes in a mirror line” (ibid, 2016:13). Evidence of Child A achieving this can be seen in Appendix H. Here she has successfully reflected four shapes in a mirror line. The shapes drawn can be seen as more than just a simple shape as she has extended from shapes including right angles to include shapes including diagonal lines, and has successfully reflected those also. Further evidence of Child A achieving a requirement of Level 4 in numeracy can be seen in Appendix I. Here Child A has shown her workings out to demonstrate how she solved the division problem. This links to the Level 4 requirement where “learners develop their own strategies for solving problems, and present information and results systematically” (ibid, 2016:13). As previously mentioned, Child A stated that she struggled with numeracy, yet the class teacher’s comments on the work is evidence that Child A does have a good attitude to her numeracy work. The teacher has commented “Thank you for always working so hard” (Appendix I), demonstrating that Child A has put a lot of effort into her work.

In observations noted by the researcher, when Child A has been working on numeracy tasks, she has chosen to work with a peer. Evidence of this is shown in Appendix C dated 15<sup>th</sup> May 2018. As observed, working with a peer allowed Child A to use her communication skills to further her knowledge on this task, as she successfully answered all her questions correctly. Although it could be said that by working with a peer there could be the risk of the communication being off topic, it was noted that Child A and her peer were on task throughout the lesson. It was also noted by Child A herself that she works better in numeracy with peers in an interview, see Appendix E. She clearly stated that she would prefer to work with a peer when completing a numeracy task as she lacks the confidence in her own work. Relating to Nottingham’s ASK model (2013), Child A has utilised her communication skills with her peers in order for her to extend her knowledge.

McAuley and Rose (2010) state that “promoting the well-being of children is seen as important because it lays the foundations for adult functioning” (ibid, 2010:21). Therefore, it is imperative to consider a child’s well-being when considering their holistic development. During the interview with Child A, she mentioned that feels happy within her class and feels comfortable with

everyone within the class, teachers included. This demonstrates that Child A's well-being is being taken into consideration by the class teacher. After discussion with Child A's class teacher, it became apparent that there was nothing of concern in regards to her well-being that should be noted. According to her teacher, her home life is stable and happy, and from observations, Child A has never come into school with a negative attitude. Although from observations it seems that Child A is happy with her classroom, it should never be taken for granted by the class teacher that this will always be the case. This is clearly noted by the teacher, who ensures that she asks Child A, and the whole class, how they are on a daily basis. It is evident from observations that the children feel comfortable in their school environment and feel at ease approaching their teacher with any issues.

Although this research has given an insight to Child A's holistic development, there are both strengths and limitations to the data analysed. For example, the data analysis given in this assignment is only from the perspective of one person; the researcher. This makes the view given on Child A's development a limited one due to the nature of the research. If there were more than one researchers involved in this data analysis, there is the chance that different conclusions may have been made. Furthermore, by having only one researcher taking part, the results given in the analysis are subjective to the opinion of the sole researcher. In order for the results to be objective, more researchers would be beneficial to show a variety of opinions.

Moreover, the time that the researcher has spent in Child A's classroom has been limited to only several weeks, meaning that there have been missed opportunities to gain observations that may have had an effect on the data and observations stated in this assignment.

However, there are also strengths from this assignment to consider also. For example, as the researcher was a participant observer, it gave opportunity to interact with Child A during observations. This gave the prospect of possibly asking questions during observations that may not have asked if participant observations were not made.

## Next steps

As previously mentioned, Child A's well-being has been monitored regularly by her class teacher, and she seems content in her learning environment. However, to ensure that Child A's well-being stays in this fashion, it would be advisable to gain the interests of Child A, in order to relate lessons and tasks to these where possible. As evident in observations (Appendix C), when Child A was interested in the topic of the lesson, she succeeded in achieving the success criteria in each lesson. In the future, it would be advisable to create lessons that involve tasks that engage Child A. In an interview with her (Appendix E), Child A stated that she enjoyed activities that involved using ICT. Therefore, it would be beneficial to Child A for there to be a variety of opportunities of ICT tasks for her to take part in. As previously mentioned, the Year 6 class which Child A is in does offer ICT tasks on a daily basis through their carousel. However, it would be advantageous to include aspects of ICT in the other parts of the carousel in order to engage Child A throughout the whole session, not solely the ICT task. This could be done by including the use of iPads in collaborative sessions and teacher focus tasks. Child A also mentioned that she 'loved Kahoot'. This information could be used to Child A's teacher's advantage; for example, future plenaries could involve using Kahoot to assess the learning. The inclusion of more ICT tasks in Child A's class would not only benefit Child A, but the rest of her class too. As Donaldson (2015) mentions "digital literacy, or digital competence, is as important in the twenty-first century as literacy or numeracy" (ibid, 2015:24).

As previously discussed, Child A requires work on her use of punctuation in her written work to increase her low Level 4 attainment to a high Level 4 in Literacy. Waugh, Warner and Waugh (2016) present a case study referring to Year 6 children who use little punctuation in their work. They suggest that the children record themselves reading out their own work, and listening to it back, looking out for where they took natural pauses. They found that as the children listened to their recordings, they would read their work and insert the missing punctuation in their work as they listened. This idea would be ideal to try with Child A as it has already been implemented with Year 6 children with successful results. Another recommendation to help improve Child A's use of punctuation would be to provide punctuation tools to aid her work. For example, a Punctuation Pyramid.

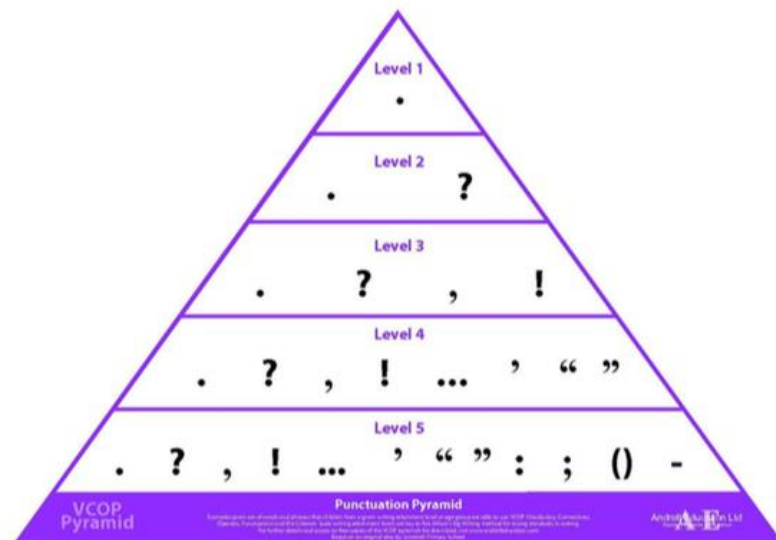


Figure 2: Punctuation Pyramid (Bradway Primary School, 2018)

As seen in Figure 2 (Bradway Primary School, 2018), the Punctuation Pyramid demonstrates the variety of punctuation expected for each level. To provide this to Child A when writing could be a constant reminder of the different type of punctuation she is to include in her writing. To ensure that it is being used to its best ability, it could be incorporated into the success criteria of all written tasks to use the Punctuation Pyramid to check their work.

As discussed, Child A is capable of using her speaking skills to portray information in front of the class, however she struggles with the confidence to do so at times. In order to increase her confidence in herself before asking her to speak, the use of talk partners could be introduced into the classroom. Welsh Government (2012) define talk partners as “a time-limited oral language intervention designed to help learners develop their skills in speaking and listening” (ibid, 2012:1). Clarke (2008) declares that “pupil talk is central to active learning” (ibid, 2008), and that giving children the opportunity to talk can only further a child’s learning. This strategy could be used when the children are on the carpet. By giving each child a specific partner to talk to prior to asking for answers from the whole class, it could raise their confidence in their answers before having to give answers confidently to the rest of the class. By issuing Child A a talk partner, she may gain the confidence in herself that she thinks she does not have, to be able to talk with confidence.

As Child A stated that she was not ‘good’ at maths, it could be interpreted that Child A has a fixed mindset when looking at numeracy. Therefore, when looking at Child A’s numeracy progress, it would be advisable to incorporate growth mindset into the classroom. As mentioned in Appendix E, Child A stated that she ‘isn’t the best at it’. Dweck (2017) defines growth mindset as “the understanding that abilities and intelligence can be developed” (ibid, 2017). Boaler (2015) discussed fixed and growth mindset in relation to numeracy, and

how by children being part of 'ability' groups can create a fixed mindset (Boaler, 2015). Although School A work in mixed ability groups, on observation, it seemed that Child A always seemed to work with similar ability children. It could be advised that to help create a growth mindset for Child A, that she could still work collaboratively, as that is what she prefers, but she could possibly work with a higher attainer than herself. This could encourage her to work a little harder, and she could learn from her peers.

## Conclusion

To conclude, this assignment has been a great opportunity to explore assessment for learning across a variety of subjects and also the holistic development in a child. As a practitioner, it has given opportunity to investigate the procedure in regards to levelling a child, something which there had not been a great opportunity to do so prior to this assignment. By researching Nottingham's ASK model (2013), it has also helped with future lesson planning. For instance, in the future, it would be beneficial to scaffold the children with a topic by firstly gaining their interests by exploring the children's curiosity, then moving on to asking the children to choose what they wish to explore within the topic, and finally moving on to gaining knowledge about said topic (Nottingham, 2013). This is something that will be taken forward in future lesson plans not only on placement, but in the Newly Qualified Teacher (NQT) year and beyond.

The data collection methods used, such as observations and interviews have also been a benefit in collecting data on a child. Creating regular observations, not only on one child, but on a whole class, is a great way for a teacher to track progress. As evident from the observations and analysis, it is clear that Child A works better when working collaboratively with other children, therefore, the researcher is aware of the best possible learning situations to place Child A in future lessons. Although it is a requirement to record observations on children during placement, this is a data collection method that will be taken on in the future. This is because observation notes can not only refer to how a child has dealt with a task or lesson in the classroom, but it can also refer to child's well-being, which as a practitioner, it is imperative to track. On reflection, with more time with Child A and her classroom, there would have been more scope to expand on findings, as there would have been a greater opportunity to gain potentially better data. If this assignment were to be completed again in the future, it would be beneficial to do so over a longer time scale, in order to gain the best possible data for the research.

Finally, this assignment has given an insight to the realities of monitoring and levelling children, and how to create next steps for individual learners in order for them to achieve the best they can. The work carried out for this assignment has given experience to prepare for the future, and has been a valuable experience.

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## Appendices

## Appendix A – Permission letter signed by class teacher

 **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,

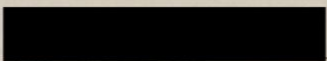
For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

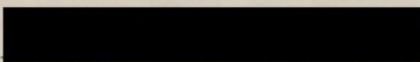
- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

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:

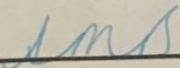
1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that tasks have been undertaken by signing below:

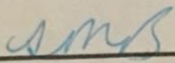
STUDENT NAME (PLEASE PRINT): 

SCHOOL NAME (PLEASE PRINT): 

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

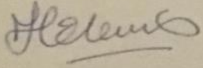


SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):



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

Many thanks in advance,



Helen Lewis, 5.3.18

**SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT**

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## Appendix B – Permission letter showing assent from Child A

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                             |                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <p> <b>Prifysgol Cymru</b><br/>Y Drindod Dewi Sant<br/><b>University of Wales</b><br/>Trinity Saint David</p> <p>RE: PPGCE (with QTS), permission and confirmation that work has been undertaken in school for assignment Datblygiad Ysgol a Chynnydd Disgyblion - School Development and Pupil Progress (M6X02151-C) (M7X02153-C)</p> <p>Dear class/senior mentor,</p> <p>For the university module 'School Development and Pupil Progress', trainees are required to identify one 'average' attaining learner within the class in which they are based and, over the PTE, explore what helps the pupil to learn language and mathematics. Such exploration could involve:</p> <ul style="list-style-type: none"> <li>• observation;</li> <li>• asking the learner to identify places/things that help him/her learn language and mathematics;</li> <li>• discussing what helps the pupil learn language/mathematics and how they feel about those areas with the pupil and/or teacher;</li> <li>• collecting samples of work which might show something about the learner's language and mathematics learning.</li> </ul> <p>Undertaking this work should support trainees in understanding how children learn and how they can develop their teaching to ensure effective learning. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical day-to-day classroom practice. The trainees have been asked not to reveal the identity of the learner or the school within their assignment.</p> <p>Students have been asked to:</p> <ol style="list-style-type: none"> <li>1. Seek permission for this work (by consulting with the class teacher and learner)</li> <li>2. Provide verification that the exploration work has taken place.</li> </ol> <p>We would therefore be grateful if you could confirm that permission has been sought and that exploration tasks have been undertaken by signing below.</p> <p>STUDENT NAME (PLEASE PRINT): <span style="background-color: black; color: black;">[REDACTED]</span></p> <p>SCHOOL NAME (PLEASE PRINT): <span style="background-color: black; color: black;">[REDACTED]</span></p> <p style="text-align: right;">1</p> | <p>SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):<br/><span style="background-color: black; color: black;">[REDACTED]</span></p> <p>Student to verbally ask the child: 'I have talked to (trainee's name... Miss / Mrs/ Mr) about my work, and I am happy for it to be used in their work. I know that my full name won't be used (Record their response below).</p> <p style="color: blue; font-family: cursive;">I am happy to be included in the research.</p> <p>If you have any queries regarding this, please contact:<br/><a href="mailto:Helen.Lewis@uwtsd.ac.uk">Helen.Lewis@uwtsd.ac.uk</a> (PPGCE Lead) / <a href="mailto:sarah.elsey@uwtsd.ac.uk">sarah.elsey@uwtsd.ac.uk</a> (Module Lead)</p> <p>Many thanks in advance,</p> <p>SDPP module team</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Sarah Elsey<br/>Dr. Helen Lewis<br/>Linda Davies<br/>Jayne Morgan<br/>Heddwyn Davies</p> </td> <td style="vertical-align: top;"> <p>Gail Parker<br/>Rachel Wallis<br/>Nerys Defis<br/>Nana Ryder</p> </td> </tr> </table> <p style="text-align: right;">2</p> | <p>Sarah Elsey<br/>Dr. Helen Lewis<br/>Linda Davies<br/>Jayne Morgan<br/>Heddwyn Davies</p> | <p>Gail Parker<br/>Rachel Wallis<br/>Nerys Defis<br/>Nana Ryder</p> |
| <p>Sarah Elsey<br/>Dr. Helen Lewis<br/>Linda Davies<br/>Jayne Morgan<br/>Heddwyn Davies</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Gail Parker<br/>Rachel Wallis<br/>Nerys Defis<br/>Nana Ryder</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                             |                                                                     |

## Appendix C – Observation notes on Child A

26/4 - [redacted] seemed to have a good understanding of ratio during introduction of ratio lesson. She was confident in answering questions on the carpet.

8/5 - [redacted] is off this week on holiday.

15/5 - [redacted] worked ~~on~~ on the royal wedding comparison task. She achieved the Success Criteria but could have furthered her work by giving more examples to support her ideas.

On the maths reasoning activity, [redacted] worked with [redacted]. They worked well together and she managed to answer 5 ~~xx~~ questions correctly.

[redacted] and [redacted] seemed to be on task throughout the task entirely.

17/5 - [redacted] worked well with her group in order to achieve the S.C in the royal family tree task. She said she enjoyed the royal wedding topic. She took control over one small part of the family tree as she felt confident in it.

[redacted] really enjoyed the work on mood boards. She worked on Denmark and helped the boys in her group create a fab mood board.

21/5 - [redacted] worked independently on her fact file on a catfish today. She chose to sit away from others. She used the template to help her lay out her work and used it to her advantage, creating a fab factfile.

22/5 - At first, [redacted] seemed confused by the idea of a food web, but after some support from LSA, quickly engaged in the task to create a good food web.

23/5 - In today's whole class food web activity, [redacted] was given Plankton meaning that she was more involved than others, at first this scared her, but after words of encouragement she came into the role.

## Appendix D – Transcript of conversation with class teacher

**Researcher:** What level of attainment would you place Child A?

**Teacher:** I would say that she is a middle attainer, currently working at low Level 4 with the potential to reach a high Level 4.

**Researcher:** Would you say that this is the case across all subjects?

**Teacher:** Yes.

**Researcher:** Are there any areas for development within Literacy for Child A?

**Teacher:** Child A can use basic punctuation correctly, however she fails to do so consistently. To increase her level she needs to use basic punctuation consistently throughout all of her work. She also needs to include mid-sentence punctuation in her work, such as brackets.

### Appendix E– Transcript of interview with Child A

**Researcher:** Which subject would you say is your favourite in school?

**Child A:** I like Literacy the best.

**Researcher:** Why do you like Literacy the most?

**Child A:** Because I really like writing, like creative writing and writing stories.

**Researcher:** So you don't mind writing a long piece of work?

**Child A:** No, I like it, as long as I like what I'm writing about though. Like I love writing stories.

**Researcher:** Are there any other areas that you enjoy in school?

**Child A:** I like it when we do work on iPads or computers, I like ICT. I enjoy the tasks we do on ICT. I love Kahoot!

**Researcher:** Which subject would you say you like the least?

**Child A:** Maths. Well, it's not that I hate it, but I know I'm not the best at it.

**Researcher:** What do you do to help you concentrate more in maths?

**Child A:** I find working in groups helps me when I'm doing maths.

**Researcher:** Why?

**Child A:** I just like working with someone else, like so I can check what I'm doing is right. I don't feel confident in it when I do it myself.

**Researcher:** Do you feel confident in speaking out in front of other people?

**Child A:** Not really, I don't mind speaking in front of other people, but I'd rather other people speak instead of me.

**Researcher:** Is there anything or anywhere in the school that you find really help you when you're working?

**Child A:** I like using the displays.

**Researcher:** How do the displays help you?

**Child A:** *(Here Child A took the researcher around to show the displays and rooms mentioned)* Like, I like looking at the 'working wall' display because it has other people's work on it. I like to see other people's work to check if I've done the same. I like using the Discovery room when I'm on the computers, I'd rather work there than on the computers in the classroom.

**Researcher:** Do you prefer to work alone or with other people?

**Child A:** Depends. Like for maths, I'd rather work with other people to help me, but if it's writing, I'd rather do it myself and work alone.

**Researcher:** Which part of the carousel [teacher focus, ICT, or collaborative] do you prefer working on?

**Child A:** I like the collaborative tasks the best. I like working in groups.

**Researcher:** Do you enjoy your learning environment in school?

**Child A:** Yeah I do. I like it, I feel happy in class, and get on well with everyone, including the teachers.

Appendix F – Example of written work 20<sup>th</sup> March 2018

Dudel Month 20 March 2018

|                                                                                                                                                                          |                        |                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|
| <u>Learning Objective:</u> Compare, contrast and order.<br><u>Skill -</u> make comparisons between prices and understand which is best value for money<br><u>Target:</u> |                        | <u>Effort Rating</u>      |
| <u>Steps to success:</u>                                                                                                                                                 | <u>Self Assessment</u> | <u>Teacher Assessment</u> |
| 1. I can compare and contrast up to five tourist attractions.                                                                                                            |                        |                           |
| 2. I understand what the attraction has to offer.                                                                                                                        |                        |                           |
| 3. I can order with reasons.                                                                                                                                             |                        |                           |

| Attraction Name                                                                              | Cost of entry                        | what can I do?                                                                                                                                              |
|----------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Folly Farm<br><br>inconsistent use of<br>correct use of<br>capital letters<br>and full stops | Child £13.50<br>Adult £15.50         | Did you know you will pay a little extra for the rides, as part of your visit to Folly Farm. Also you can pay a visit to a theatre with family and friends. |
| Cardiff castle                                                                               | Adult £12.50<br>Child (Aged 5-16) £9 | You can have a house tour of the castle! And it only cost £3.25 and you can have a key so you get it free.                                                  |

Appendix G – Example of written work taken from spellings book 10<sup>th</sup> May 2018

u spelling 10.05.18

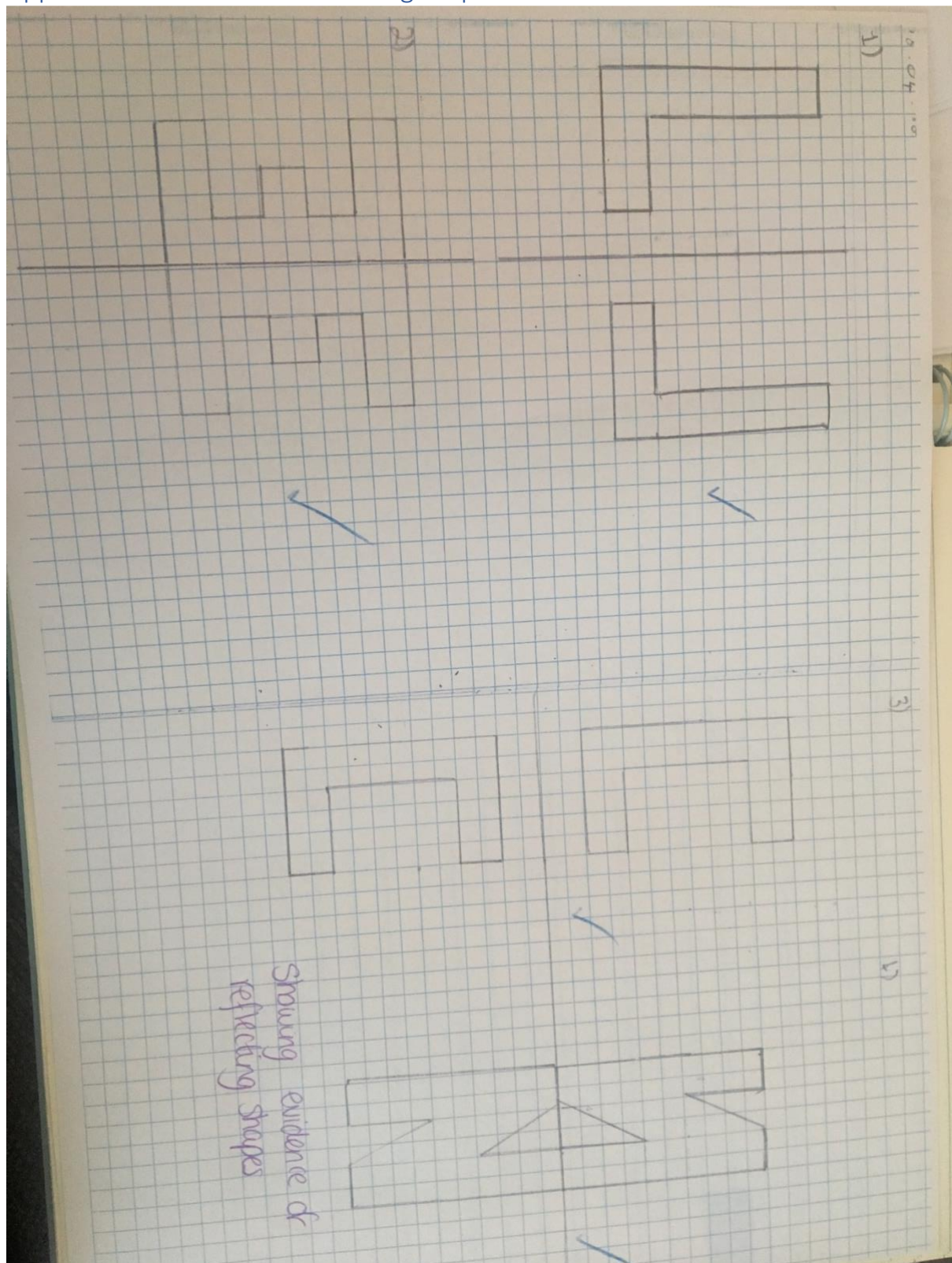
I am awake and conscious  
my bracelet is so precious to me  
Theo was acting suspicious  
This cake is delicious  
The dog is vicious  
My bedroom is spacious  
The man was gracious for the present  
The dragon is ferocious  
Amber is malicious  
my sister is tenacious

No full stops used

## Appendix H – RAG Rating

[illegible]

## Appendix I – Evidence of reflecting shapes



## Appendix J – Evidence of developing strategies for problem solving

04.05.18

1

$$\begin{array}{r} 65^{r7} \\ 13 \overline{) 852} \\ \underline{78} \phantom{0} \\ 0072 \\ \underline{65} \phantom{0} \\ 07 \end{array}$$

✓

1 x 13 = 13  
2 x 13 = 26  
3 x 13 = 39  
4 x 13 = 52  
5 x 13 = 65  
6 x 13 = 78  
7 x 13 = 91

Demonstrating strategies for solving problems.

2 745 ÷ 21 =

$$\begin{array}{r} 35^{r10} \\ 21 \overline{) 745} \\ \underline{63} \phantom{0} \\ 115 \\ \underline{105} \phantom{0} \\ 010 \end{array}$$

✓

⑤

Darwin

Thank you for always working so hard.

"))