

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

1701676

Contents

Introduction	page 3
Data Collection	page 3-5
Analysis of Learner	page 5-8
Next Steps for Learner	page 9-11
Conclusion	page 11-12
References	page 13-15
Appendix A – Consent Forms	page 16-18
Appendix B – Interview Transcript	page 19-21
Appendix C – Teacher Discussion Notes	page 22-23
Appendix D – Literacy Work	page 24-30
Appendix E – Observation Notes	page 31-32
Appendix F – Pupil Map	page 33-35
Appendix G – List of Hobbies	page 36-38
Appendix H – Lightbulb Learning Lesson Plan	page 39-42
Appendix I – Maths ARC	page 43-44
Appendix J – Literacy Tracking	page 45-46
Appendix K – Maths Work	page 47-50
Appendix L – Welsh and Topic Work	page 51-53
Appendix M – Reading Record	page 54-55

Introduction

Holistic development is a practical approach to the education system considering the intellectual, physical, emotional and spiritual growth of a child. The holistic approach not only focuses on learning but also on implementing what has been learnt (Gene2Genius, 2019).

My target pupil is a 10 year old female in Year 5. This pupil is considered by the school to be one of their more able and talented (MAT) pupils and this was reflected in her recent national test results. She represents the school in both sporting and musical events, often as extra-curricular activities. Following discussion with the class teacher, I felt the holistic approach and development was important to this pupil because of her intellectual and social environment.

The research and data taken from this pupil for this assignment was undertaken at a mixed gender Primary school in a County town in West Wales. There are currently 380 pupils on roll and is in the Amber support category with a free school meal percentage of 20.3. This free school meal percentage reflects the area of deprivation. The school prides itself on valuing individuals and helping pupils to achieve their personal best.

Data Collection

The Mosaic Approach was used to collect data. This approach, first used in a study in a pre-school in 1999 (Clark and Moss, 2001) is about listening to children, something that has become important in with regard to policy making, research and teaching practice. This is in accordance with Rinaldi's (2001) concept of pedagogy. Furthermore, Clark, McQuail and Moss (2003) and Clark, Kjørholt and Moss (2005) state the importance and growing interest in listening to children. This is what I have attempted to achieve whilst undertaking this research as Langsted (1994) declared that children are 'experts in their own lives'. This approach includes the combination of adult-directed research methods with participatory tools for children, a combination has been used for this research. Additionally, James and Prout (1997) emphasized the concept of children as 'beings' rather than 'becomings', linking to holistic development. Similarly, it has been argued that children and young people should play active roles rather than passive roles in the research process. This role is further linked to Article 12 of the UN Convention on the Rights of the Child (United Nations, 1990).

The interpretivist approach declares that we should try to understand how children should see the world 'in order to understand their actions' (MacNaughton, 2003;171). It should also be noted that the view of children is also in keeping with constructivist model of learning in which children play an active role in the search for meanings (Vygotsky, 1978; Bruner, 1985; Carr, 2000; Ryan and Grieshaber; 2004).

The Mosaic approach has 3 specific interlinked stages. Stage 1 is gathering information from adults and children and beginning to address these findings. Stage 2 allows adults and

children to discuss and interpret the meaning of the information collected. Stage 3 poses the question of 'what will change?' after the other stages are complete. I have used stage 3 to consider the next steps. The name Mosaic refers from taking pieces from different sources in the aim of creating a complete picture of the child's perspective. The tiles are the put together to form this approach (Gardner, 1993).

However, this approach has strengths and limitations. Taylor (2007) declared that this approach is inclusive for all people. Through implementing this approach, the process of learning is considered to be highly valued (Langston and Doherty, 2012). However, Brown (2015) states this approach is not scientific enough and that the data cannot be generalised as simply as the approach suggests. Ultimately, she suggests that the approach cannot be disregarded and it offers an insight into the lives of young people in ways that more scientific approaches cannot.

The different tiles of data collection used to create the Mosaic approach included observations, interviews and discussions with both the pupil and class teacher, pupil photographs, map making and the use of the pupils reading record. These data collection methods have both advantages and disadvantages.

Observations were used to assess behaviour towards learning. This would then able me to better understand the child, highlighting her strengths, interests and needs. However, it is important to note that due to the child knowing that they were under observation, their behaviour and attitude may have changed and this must be considered with regard to the data. The Hawthorne Effect (1958) must also be considered.

During interview, I used open ended questioning and ensured that the pupil had time to think so I was able to investigate the issue with a deeper understanding. However, I was aware that interviews could be time consuming.

Children's own photographs are more likely to reflect what matters to them (Samuels, 2004) and these can then be used as a prompt during interview. However, it is important to ensure the child knows what they must photograph as not all children may understand the importance of being sensible with this method.

Map making can provide an analytical and creative perspective from the pupil. Despite this, it can also be a time consuming process and requires the total compliance of the pupil.

Additionally, I have made use of the ASK model (Nottingham, 2013) to show a holistic view of learning. This model is discussed further throughout this essay.

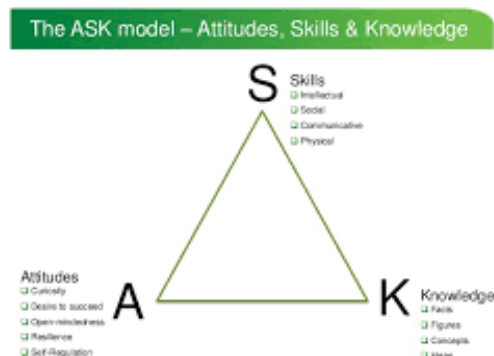


Figure 1. The ASK model (Nottingham, 2013).

Throughout this research, I have ensured throughout that I work in accordance with the BERA (2018) guidelines. I ensured that I operated within an ethic of respect for the people involved, was mindful of structural inequalities and that I gained consent from the participant, the participants parents and the class teacher (see Appendix A). I made the participant aware that they were able to withdraw at any time. Throughout this essay, I will ensure that all people involved remain anonymous.

Analysis of Learner

Before analysing the learner, it should be stated that due the completion of national tests from the 7th -13th of May, some evidence may be lacking or missing.

Nottingham (2013) created a success criteria for an outstanding pupil including curiosity, being open to new experiences, being persistent and resilient and being willing to ask for support and coaching. It can be argued that this specific pupil meets all of this criteria in all lessons in school, especially literacy.

Additionally, Eccles' (1993) expectancy value theory should also be considered. This is when the effort someone puts in to a task is equal to how much they want to achieve it multiplied by how much they expect to achieve it. Both the pupil, her parents (due to their cultural background) and her teachers have high expectations. However, it could be argued that the expectancy of this pupil may result in her rebelling in the future as society and wider environment pressures are different today when compared to those of 26 years ago.

Mathematics

Upon conversations with the class teacher, it was agreed that this pupil was currently working at a solid level 5 in this subject at Key Stage 2. The class teacher informed me that this pupil is vocal about her opinion that maths is not her favourite subject, despite having the ability. The pupil also voiced this to me during interview, seen in Appendix B. It was noted that during maths lessons, the learner was always engaged and completed all work set. It could be argued that perhaps gender has an effect on attitude towards this specific subject. Both Gugliotta (2010) and Hyde et al. (1990) concluded that females have more negative attitudes towards maths. Nonetheless, this may not be the case for this pupil.

During interview the pupil concurred that she preferred a mix of practical and written activities rather than more of one or the other. This will be discussed further in the next steps.

It is evident that the learner is able to identify and reach solutions to solve problems and are then able to decipher whether their results are correct in the context of the problem set. She does this to a good standard. She is also able to describe situations in a mathematic style using symbols, words and diagrams, drawing her own conclusions and explaining her reasoning for this. It could perhaps be argued that she needs more practice on applying inverse operations to check answers.

Literacy and Language

As can be seen in Appendix C, upon conversations with the class teacher, it was agreed that this pupil was currently working at a high level 5, including some elements of level 6 in her work. This can be seen in the annotated pieces of her literacy work in Appendix D. From this, it is evident that she uses a rich range of vocabulary, something that could be attributed her passion for reading. When being asked to complete a list of hobbies, she stated that she reads at school, before bed and at other times of the day. The learner also uses good, rich language in the classroom and during discussions. This is in agreement with what was noted in the Estyn inspection of the school in 2018.

“In KS2, many pupils develop good speaking and listening skills and make effective progress with their reading”

Similarly, the inspection report all states that MAT learners use a wide range of interesting vocabulary, expressing their ideas and opinions maturely. This would then enable these learners to operate more actively in both active and passive skills. It was observed that this pupil does this (Appendix E).

The report also declares that MAT pupils write extended pieces well. Evidence of this can be seen in the persuasive speech that this pupil wrote which can be viewed in Appendix D. Again, this could also be linked to her love of reading.

Additionally, when asked to create a map of the classroom (see Appendix F) labelling those areas that mean the most to her, the pupil drew attention to the literacy area. She also made reference to the images painted on the walls in the classroom taken from popular books. It should be stated that the only areas in their classroom that this pupil labelled and elaborated on during interview (see Appendix B) were all literacy related. When asked during interview, she stated:

“I love reading and writing so I am glad that my desk is close to the literacy area in the classroom”.

Barrett et al. (2014) states that the classroom has the ability to meet some of the needs of individual learners. The above quote is an example of this.

Upon asking the target pupil to take pictures of areas around the school and within the classroom that are important to her, she photographed the library, she then stated during interview that being a school librarian was important to her, making her feel useful. This then links to her holistic development by enhancing her self-esteem.



Figure 2. A photograph of the library taken by the pupil.

It is evident that reading is this pupil's strongest element of English, attaining a level 6 in this strand. She is able to discuss a wide range of texts selecting relevant words and phrases and commenting upon their significance to the text and the effect they have. She is also able to provide a personal response and opinion to both literary and non-literary texts, providing justification for her views. This pupil can then summarise a range of information from different sources. It is for the reasons listed above that the pupil meets the level 6 criteria of the reading strand.

Upon reviewing this pupils work, her writing is varied and interesting. Additionally, she expresses opinions, supported by reasoned argument. As previously noted, her choice of vocabulary throughout her written work is imaginative with the majority of words she uses being spelled correctly. Her work is always well presented, neat and legible. It is this criteria that currently puts this pupil at a high level 5 for the writing strand of the English programme. However, it should be considered that if this pupil were to make the correct next steps, she could possibly achieve a level 6 in all strands of the English programme. These next steps are discussed further in the next section.

With reference to the ASK model (Nottingham, 2013) including attitude, skills and knowledge, this pupil always has a positive attitude towards her work, including curiosity and persistence. This in turn links to the success criteria of an outstanding pupil. In addition, she also possesses the skills required to carry out the actions needed for gaining understanding and achieving in this Area of Learning and Experience (AoLE). Finally, through her love of reading and her knowledge of the world and common concepts, this pupil is familiar with information, theories and practices in a given field, enabling her to achieve. Her breadth of knowledge may be a result of her social and home environment.

Health and Well-being

Health and well-being is one of the six core AoLE's set out in the new curriculum for Wales (Donaldson, 2015). This AoLE comprises of the physical, psychological, emotional, cultural and social dimensions, enabling every learner to participate as best as they can.

As previously stated, due to the time of year in the school calendar, evidence for this AoLE is lacking. However, the pupil completed a check-in every morning and always checked in at level 1 meaning that they were happy. It could be argued that this was the easiest way to answer and was not a true reflection of her feelings. Additionally, when being asked to complete a list of hobbies, the pupil declared that they often listen to music as they find it relaxing (seen in Appendix G).

When considering the four core purposes of the new Welsh curriculum, this learner meets some of the criteria. With regard to ambitious capable learners, she is able to recognise how her environment, mind and physical state can impact their health and well-being and this is shown in the way that she conducts herself in the classroom and how she interacts with her peers. She shows resilience and confidence in all lessons and this is reflected in her work.

As an enterprising creative contributor, she is able to express her ideas, thoughts and emotions relatively well. She shows empathy towards her peers and is a great friend in times of need and this has been witnessed by both myself and the class teacher. This again could be linked to her home environment. However, it could be argued as to whether or not this is learnt behaviour from others or biologically in her nature. She also contributes to sports and music clubs for both the school and the County.

This pupil shows daily how she is an ethical, informed citizen. She has a good understanding of her rights and the rights of others around her (United Nations, 1990). She shows tolerance in a non-judgemental manner towards her peers as a respectful member of the class and school community and this is reflected in her everyday behaviour and persona in the learning environment. As previously mentioned, she contributes positively to her physical and social environments through club involvement and engagement.

As a healthy, confident individual, she is beginning to develop positive qualities that lead her to make informed decisions about her work, school environment and wider Community. It could be suggested that this is perhaps due to her home life as both of her parents are science graduates and her sister is also a MAT pupil. This may also be the reason that she is able to develop mature, positive relationships with teaching staff and her peers, relating to the initial strand 5 of this AoLE. When referring to strand 4 of this specific AoLE, she is starting to make connections between her physical, social and cultural environments and her health and well-being. This again is something that may be taught in her home environment as well as school. This is reflected in Bronfenbrenner's 1979 theory about micro-systems and meso-systems, thus linking to her holistic development.

Topic

The topic for this class was Mountains. As Nottingham (2013) stated, some topics taught in the curriculum may not always be of interest to all pupils; this was initially the case for my target pupil. This could have been because of her lack of knowledge in this subject area. However, through the use of pupil voice, the learner became more enthusiastic about this topic, becoming an outstanding pupil (Nottingham, 2013). The pupils in the class were asked to think of ideas of independent challenges relating to mountains that they would like to complete during 'Lightbulb Learning'. As Nottingham (2013) states, using pupil voice to plan lessons can often help to motivate pupils whilst allowing the children the opportunity to prepare for lessons. This was the case for a science experiment undertaken on the 10th of May 2019 and for the lightbulb learning challenges planned for the week beginning the 13th of

May 2019. The lesson plan can be seen in Appendix H. It should also be noted that the initiative of pupil voice in Wales (2014) stems from the Mosaic approach. When asked to initiate ideas of investigations and challenges, the pupil's attitude towards her learning changed. This may be because she was then able to relate more to the challenges and activities produced, something that is of benefit to this pupil.

Welsh

It was stated in the Estyn school report of 2018 that the Welsh language skills of pupils are developing well and that most show interest and enthusiasm during lessons. This chimes with my target pupil. During interview, it was stated by this pupil that she loves learning new languages and this may reflect her ability of using the Welsh language. During discussion with the class teacher, I was made aware that this pupil learnt English at the same time as learning another language as both of her parents are from the Mediterranean and wished for their daughter to be bilingual.

It was also stated in the Estyn report that across Key Stage 2, learners begin to confidently express their thoughts and ideas in Welsh. Upon observation it was evident that this specific pupil was beginning to do this but further work is needed (see Appendix E). With reference to the ASK model (Nottingham, 2013) the learner showed great enthusiasm and motivation towards this subject. This could possibly be linked to the concept of national pride, something that is included in the school ethos.

Next Steps for Learner

Mathematics

The priority step for this learner in mathematics would be to develop their love of this subject. Having observed this learner in other subjects, I feel that this could be done through the use of practical activities. This was written in an Assisted Reflective Conclusion (ARC) written on the 21st May 2019 (see Appendix I). The EEF (2019) state that using manipulatives in maths lessons can help to encourage pupil engagement with mathematic ideas, something I feel needs to be achieved. It should be noted that the pupil is always engaged but may require that intervention to keep her enthused about this subject. However, when using manipulatives in lessons, many practitioners state that they need to be used purposefully and have an impact.

Additionally, I will ensure that I use the ASK model to plan further lessons in an attempt to meet the next steps for this pupil in this AoLE. I will ensure that the first lesson exercises her curiosity and creates questions. During the second lesson I will decide which questions produced during the first lessons have the most relevance to the topic and which will help the pupil gain more knowledge. During the third lesson, I, as the teacher, will ensure that the pupil is able to gain knowledge about the topic by persisting, referring back to the attitude of the learner, when answering questions she struggled to answer in the first lesson. In doing so,

the learner is then able to see the progress she has made, and this will provide them with the confidence that they may perhaps need to complete the task and tasks set during future lessons. However, teaching attitudes and skills often comes under criticism as some believe that knowledge is more important when in reality, all three go hand in hand.

As the teacher, I will also ensure that I model the attitude I wish this learner to have. As Nottingham (2013) stated, children mimic those around them so if I show that I am enjoying learning in maths, learning from my mistakes and I am willing to try new things, the learner will also start to do this.

I will ensure that the learner is aware that she needs to read the questions carefully and thoroughly, considering what the question is asking her. Having taught this pupil mathematics, it is evident that further work on addition, subtraction, multiplication and division is needed to really conquer techniques in order to further enhance learning in other areas of this subject. This will be done after half term. I feel that teaching different strategies to complete the calculation will enable the learner to choose which strategy works best for her and she feels comfortable using. These strategies will include the Big Maths Method and column addition, subtraction and multiplication. I will also introduce the bus stop method of division as I feel that this is a method this learner will prefer. In doing so, I am enabling the pupil to develop a rich mathematical knowledge, independence and motivation.

In order to develop the pupil's metacognition, I will begin to ask the learner to partake in creating success criteria. Clarke (2009) declared that to have the maximum impact on learners, success criteria must be generated and produced by the pupils, enabling them to have ownership over their work. The Cambridge Assessment of International Education (2018) agree with this. Additionally, Nottingham (2013) states that children should be given the opportunity to prepare their own learning and this is one way that she will be able to do this. I feel that doing this would benefit the learner and ensure that she knew exactly what she had to do in order to complete the task. In turn, this would build confidence, further assisting the use of the ASK model (Nottingham, 2013).

Literacy and Language

In order to ensure that this pupil reaches her full potential in this AoLE, it is of utmost importance to continue to encourage her passion for literature. It is vital that I ensure to incorporate rich words into lessons so she can continue to include these in her writing. I will do this through modelling in lessons, including this in my planning.

Despite attaining a high level 5 in the English programme of study, I feel that this pupil needs to complete some further work on the use of punctuation and this was noted in tracking (see Appendix J). I feel that this would benefit the pupil and perhaps she would then be able to attain a level 6 in the writing strand as well as reading.

There are also specific programmes that, with the agreement of the school, could perhaps be implemented in order to assist this pupil in her learning. For example, Evenlode Primary School in Penarth implemented a strategy which required MAT pupils to attend a weekly session with a specialist teacher. During these sessions, the pupils were required to read a novel and using the framework to help them, write their own extended story. This will then link to the literacy topic of story writing next term. For obvious reasons, this programme requires parental support and this may be one of the limitations of this programme. However,

this is unlikely as this pupils' parents have a great relationship with the class teacher and myself and are very involved and enthusiastic about their daughter's academic work. This strategy would also lend itself to the pupils love of reading, as mentioned in the previous section. This strategy would also encounter additional costs. Evenlode Primary School stated that those Key Stage 2 pupils that were a part of this programme all began to produce work at level 6 across all 3 strands in the English programme of study. This is obviously something that this specific learner is more than capable of achieving and perhaps this programme provides the support she needs to do so.

Alternatively, Langstone Primary School in Newport introduced a programme of study called 'Pages through the Ages'. This approach provided MAT pupils with stimulating opportunities to apply their skills successfully, therefore gaining subject-specific knowledge (ASK model, Nottingham, 2013). Pupils were required to use a common set of 'tools' to plan their thinking and scaffold their learning independently. This is something that this specific learner may benefit from. The school are adamant that this programme has had a large and sustained impact on developing MAT pupils' planning, written work and decision making. Again, this programme may aid the learner in achieving level 6 across of all strands of the English programme of study. However, this would obviously need to be a whole school approach and this is one of the limitations of this programme.

Despite the great achievements of these programmes it should be noted that the area of deprivation of these schools differ immensely from that of the school that this research was undertaken. The free school meal percentages of 1.8 and 2.4 reflect this. Therefore, these programmes may not be as successful. Nonetheless, parental support will have a large impact when attempting to implement these types of programme and this is something that the parents of this pupil provide.

Topic

Next steps for the learner in this subject will include ensuring that she maintains a positive attitude at all times. To do so, I plan to use the Skype in the classroom application on HWB to learn more about a specific topic from professional or learn from other classrooms around the world. In using this innovative teaching approach, I feel that I would be able to maintain the learner's enthusiasm and interest in the subject but also provide her with additional knowledge about the topic. With reference to the ASK model (Nottingham, 2013), by altering the learner's attitude towards their learning, using this strategy will ensure that I have exercised curiosity to create relevant questions for future lessons.

Health and Well-being

Upon analysing the learner, it became evident that her next steps would involve meeting other strands of this AoLE. It should be stated that it was apparent that she had a very good grasp and understanding of the elements in these strands but they could be enhanced further. This could be done through further health and well-being lessons about healthy eating and other choices. I will attempt to do this through innovative and exciting lessons, sparking a positive attitude towards her learning (Nottingham, 2013).

In agreement with Bandura (1977), it is clear that her knowledge and understanding in this AoLE may be a result of social factors that are central to her learning. However, this could be argued to be the case for all AoLE's mentioned.

Welsh

The Welsh Government (2017) aim to ensure that there a 1 million Welsh speakers by 2050. It is for this reason that I will ensure that the pupil makes progress in Welsh. I will guarantee to teach further Welsh lessons to the class as a whole, using innovative teaching approaches to enhance this pupil's enthusiasm. This will be through the use of role-play that relates to the next topic of Castles. Pupils will be required to learn a script in Welsh, proving to be of interest to this learner who has been enthusiastic about previous opportunities that have included drama. For example, she will be representing the school at the Book Slam Competition, instigated by the Welsh Book Council.

When writing in Welsh, I will provide the pupil with sentence starters about the subject that I feel would interest her. For example, using topics such as sport, music or reading. It was also observed that this pupil needs to complete work regarding soft mutations (see Appendix E).

As previously stated, the learner now needs to begin and continue to express further thoughts and ideas in Welsh. I shall ensure that this happens as I will continue to use as much Welsh as I can in the classroom, therefore encouraging pupils to speak as much Welsh as possible. The more they use the Welsh language, the more their confidence will grow. This is what has happened with my use of the Welsh language upon undertaking this PGCE.

It should be noted that there are alternatives for all of the next steps provided and these could be considered if the current next steps declared for this learner prove to be unsuccessful.

Conclusion

Reflecting on this process, I have learnt how vital it is, to establish the individual learning requirements of the pupils in the class. This enables practitioners to undertake the next steps in their learning process, incorporating the holistic development of the pupil. With reference to the target pupil, it would ensure that she reaches her maximum potential within the national levels, flourishes, and is not held back by her classroom peers.

The data collected has both strengths and weaknesses. Some AoLE's have a large amount of research but some AoLE's are lacking this, possibly impacting my findings. When developing these next steps, it is important that the pupils' holistic development is considered as these can often help or hinder performance.

References

Barrett, L., Barrett, P., Davies, F. and Zhang, Y. (2014) *The Impact of Classroom Design on Pupils' Learning: Final Results of a Holistic, Multi-Level Analysis*. Building and Environment. Volume 8, p.118-133.

Bandura, A. (1977) *Self-Efficacy: Toward a Unifying Theory of Behavioural Change*. Psychological Review. Vol 84, p191-215.

British Educational Research Association (BERA) (2018) *Ethical Guidelines for Educational Research*. Fourth Edition.

Bronfenbrenner, U. (1979) *The Ecology of Human Development*. Harvard University Press. Cambridge.

Brown, N. (2015) *The Mosaic Approach According to Clark and Moss*. [Online] Available at: <http://www.nicole-brown.co.uk/the-mosaic-approach-according-to-clark-and-moss/> (Accessed: 29th May, 2019).

Bruner, J. (1985) *Models of the Learner*. New School for Social Research. Vol 14, p5-8.

Cambridge Assessment of International Education. (2018) *Getting Started with Assessment for Learning*. [Online] Available at: <https://cambridge-community.org.uk/professional-development/gswaf/index.html> (Accessed: 29th May, 2019)

Carr, D. (2000) *Education, Profession and Culture: Some Conceptual Questions*. British Journal of Educational Studies. Vol 48, p248-268.

Clark, A., Kjørholt, A. and Moss, P. (2005) *Beyond Listening: Children's Perspectives of Early Childhood Services*. Bristol University Press.

Clark, A., Moss, P. and McQuail, S. (2003) *Exploring the Field of Listening to and Consulting with Young Children*. Research report number 445. Department for Education and Skills.

Clark, A. and Moss, P. (2001) *Listening to Young Children: the Mosaic Approach*. London. National Children's Bureau for the Joseph Rowntree Foundation.

Clarke, S. (2009) *Learning Objectives and Success Criteria*. [Online] Available at: <https://www.shirleyclarke-education.org/research/learning-objectives-and-success-criteria-2009/> (Accessed: 29th May, 2019).

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Cardiff. Welsh Government.

Eccles, J. (1993) *The Expectancy-Value Theory*. Contemporary Educational Psychology.

Estyn. (2018) [Online] Available at: <https://www.estyn.gov.wales/language> (Accessed: 29th May, 2019).

Gardner, H. (1993) *Multiple Intelligences*. Teaching Education Journal. Vol 7, Issue , p155-157.

Gene 2 Genius. (2019) *Holistic Development of Children*. [Online] Available at: <http://gene2genius.com/holistic-development/> (Accessed: 29th May, 2019).

Gugliotta, K. (2010) *Gender Differences in Attitudes Towards Maths and Science amongst Elementary Students*. [Online] Available at: https://trace.tennessee.edu/utk_chanhonoproj/1386/ (Accessed: 29th May, 2019).

Hyde, J., Fennema, E. and Lamon, S. (1990) *Gender Differences in Mathematics Performance: A Meta-Analysis*. Psychology Bulletin. Vol 107, p. 139-155.

James, A. and Prout, A. (1997) *A New Paradigm of the Sociology of Childhood? Provenance, Promise and Problems*. P. 7-33. Routledge. London.

Landsberger, H. (1958) *The Hawthorne Effect*. The New York State School.

Langsted, O. (1994) *Looking at Quality from the Childs Perspective*. Teachers College Press.

Langston, A. and Doherty, J. (2012) *The Revised EYFS in Practice*. Featherstone Education.

MacNaughton, G. (2003) *Shaping Early Childhood: Learners, Curriculum and Context*. p.171. Open University Press.

Nottingham, J. (2013) *Encouraging Learning: How you can help children learn*. Routledge. London.

Rinaldi, C. (2001) *The Pedagogy of Listening: the Listening Perspective from Reggio Emilia*. Innovations in Early Education. [Online] Available at: <https://static1.squarespace.com/static/526fe9aee4b0c53fa3c845e0/t/540fce31e4b00c94d884e002/1410321969279/Pedagody+of+Listening+-+Rinaldi+-+Fall+2001.pdf> (Accessed: 29th May, 2019).

Ryan, S. and Grieshaber, S. (2004) *It's More than Child Development: Critical Theories, Research, and Teaching Young Children*. ERIC. Vol 59, p44-52.

Samuels, J. (2004) *Breaking the Ethnographer's Frames: Reflections on the Use of Photo Elicitation in Understanding Sri Lankan Monastic Culture*. American Behavioural Scientist Vol 47, p1528-1550.

The Education Endowment Foundation (EEF) (2019) *Improving Mathematics in Key Stages 2 and 3*. [Online] Available at: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3> (Accessed: 29th May, 2019).

The United Nations Convention on the Rights of the Child. (1990) *Convention on the Rights of the Child*. [Online] Available at: https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf (Accessed: 29th May, 2019).

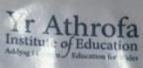
The Welsh Government. (2017) *Cymraeg 2050: a Million Welsh Speakers*. [Online] Available at: <http://www.assembly.wales/Laid%20Documents/GEN-LD11108/GEN-LD11108-e.pdf> (Accessed: 29th May, 2019).

Vygotsky, L. S. (1978). *Mind in society: The Development of Higher Psychological Processes*. Cambridge, Mass.: Harvard University Press.

1701676
Word Count - 4911

Appendix A

 Prifysgol Cymru
Y Ddeddf Cymru
University of Wales
Trinity Saint David

 Yr Athrofa
Institute of Education
Adding H.E. to Education for Wales

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

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

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

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identity of the learner or the school within their assignment. Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): CHLOE EILEEN THOMAS

SCHOOL NAME (PLEASE PRINT): [REDACTED]

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

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

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

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



Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

Pupil signature

As Parent/Guardian of..... (pupil name),

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

Signed..... (Parent/Guardian).

Date..... 6/5/2019

Appendix B

Interview Transcript

Location: School library.

Date: 21st May 2019

Number of attendees: One interviewer, one pupil/interviewee.

Interviewer: What do you enjoy about school?

Pupil: I like that I am able to spend time with my friends and the teachers are very friendly and they really help me.

Interviewer: What are you favourite and least favourite subjects in school?

Pupil: Um, my favourite subject is English because I love reading and writing. I'm so glad my desk is close the literacy area of the classroom. If I had to choose I'd probably say my least favourite subject is maths because sometimes I get stuck but I know that I can ask for help if I need it.

Interviewer: How do you feel you learn best? Through practical or written activities?

Pupil: Urm I think a mix of both probably. Too much of either gets very boring and repetitive especially if there are lots of sheets of paper from worksheets.

Interviewer: Do you feel that practical activities help you understand some concepts?

Pupil: Yes I do, especially I maths. Maybe I need more of those [laughs].

Interviewer: On the map that you've kindly drawn for me, you have made reference to the drawings on the wall in the classroom, why?

Pupil: The drawings make me smile. I love the Harry Potter drawing because I'm a massive fan of HP . I also like the Gruffalo drawing because that used to be one of my favourite books when I was younger.

Interviewer: Do you like learning Welsh in school? If yes, why?

Pupil: Yes I do, I love learning new languages because of my mum and dad.

Interviewer: What element of the school is most important to you and why?

Pupil: Definitely the library, probably because I love reading so much. I also love that I am a librarian, that's really important to me because it makes me feel useful and that I am doing something in the school. I can also help my friends in the class when my books needs changing.

Interviewer: That's lovely.

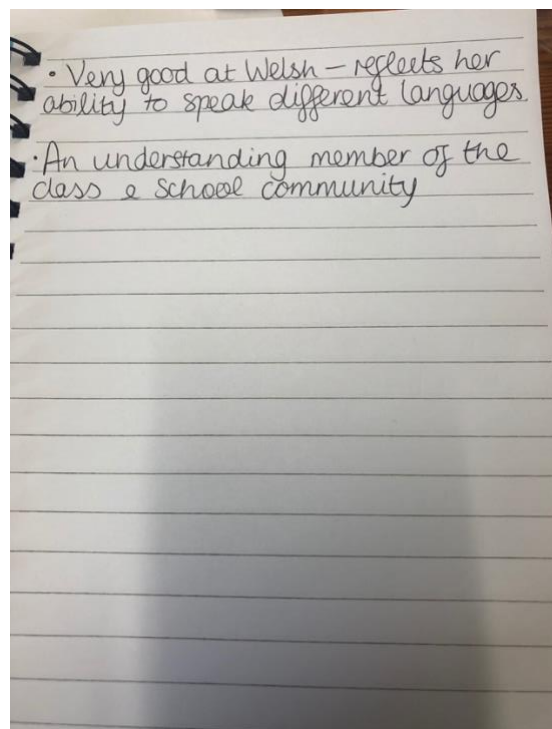
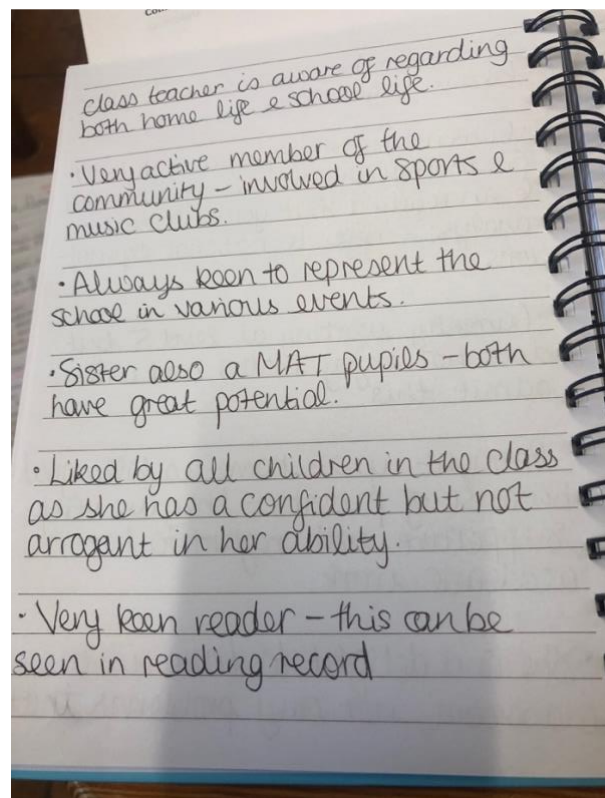
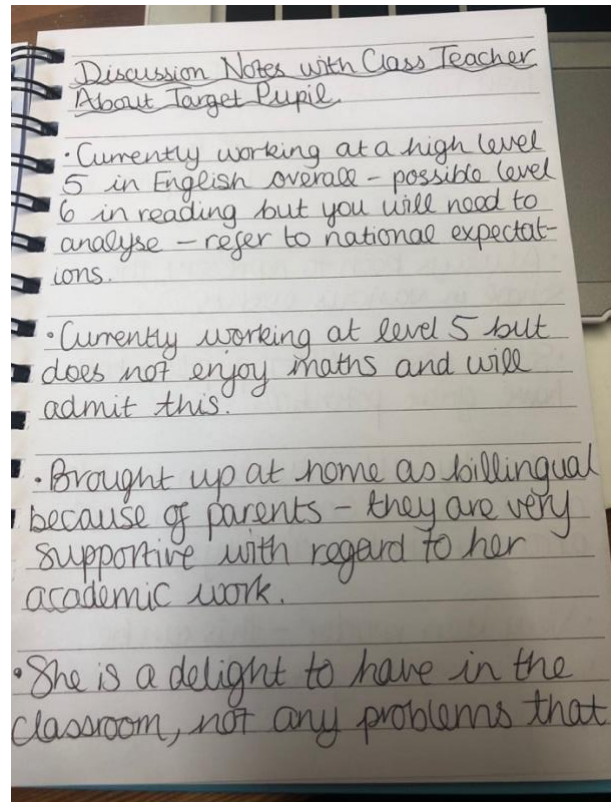
1701676
Word Count - 4911

Pupil: Thanks Miss [laughs].

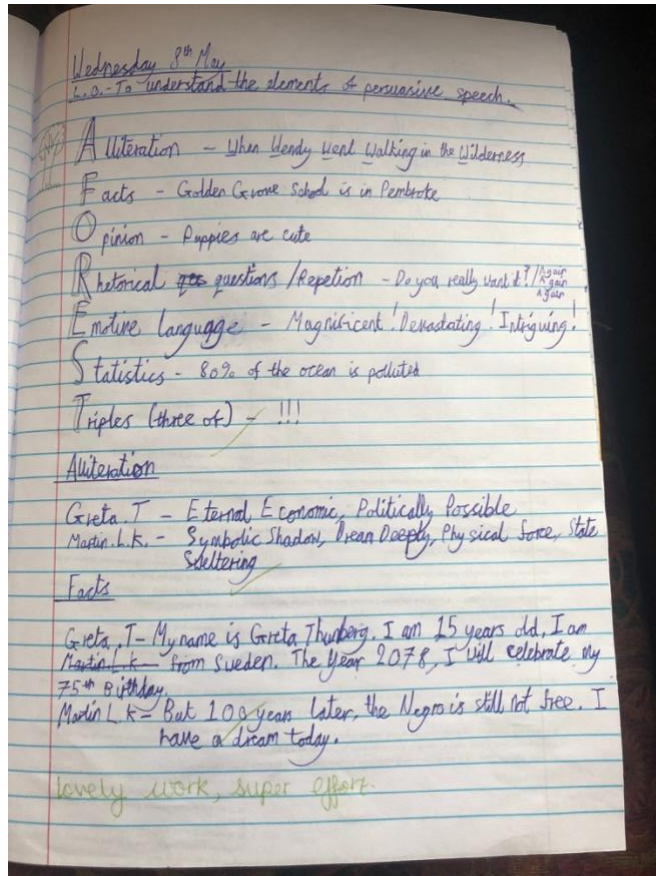
Interviewer: Thank you for answering my questions and thanks for your time.

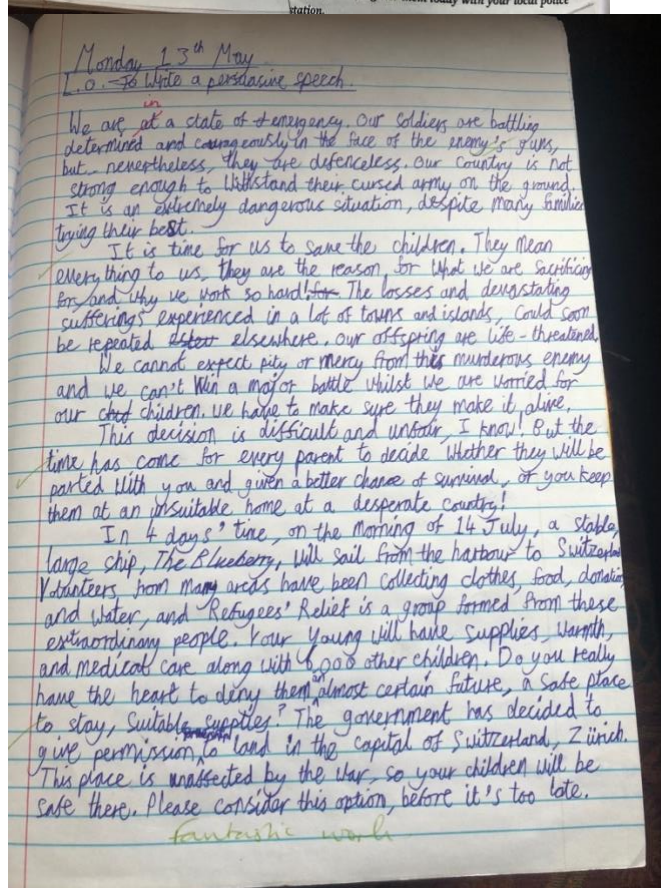
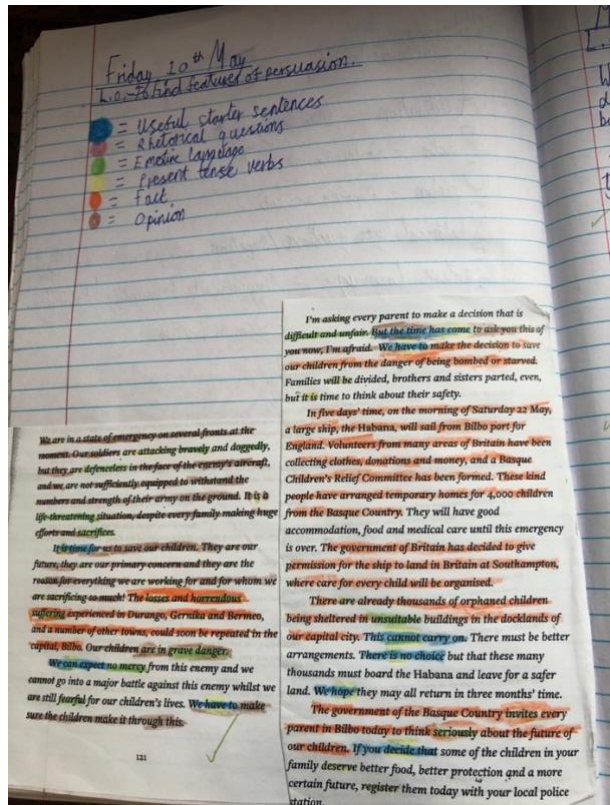
[End of Interview]

Appendix C



Appendix D





Tuesday 14th May
to find persuasive words and phrases in a piece of text

Hotel Club MMV Les Arolles

★★★★

- Excellent when home, perfect for families & groups
- On the side of the mountain, ski-in/ski-out location
- Buffet breakfast, packed lunch or buffet lunch at the hotel
- Afternoon tea and buffet style evening meal with live music
- Bar, steam room and whirlpool (18hrs) & large bar
- Non-smoking children's club (10 hrs) at winter term club
- (12) 17 hrs during school holidays

The hotel is a **compact** place for keen skiers due to its prime location, full hotel service and great value for money. The hotel features a large spa area with a hot tub, sauna, steam room and whirlpool. The comfortable bedrooms sleep from 2-5 people and have bath or shower, hairdryer and wide screen TV. Rooms for 4 and 6 people are interconnecting twin/singles. See online for photos.

Ingenuity Plus Offers

- Free packed lunch or buffet lunch
- Free wine and fruit juice included with dinner
- Free daily afternoon cake and hot drinks
- Free upgrade to all inclusive for arrival 10 hrs & 14 hrs

Room Type	Dec	Jan	Feb	Mar	Apr
Single	£259	£259	£259	£259	£259
Full Board	£259	£259	£259	£259	£259

Peak Weeks (Christmas, New Year, Half Term, Easter) from £1,289 to £1,459
Date: 18/12/2019. Rooms for sale up to £227 per week. Offer valid.

Hotel Le Val Thorens

★★★★

- Fabulous ski-in/ski-out hotel, 2 minutes' ski to the lift/ski school or 10 minutes' walk
- Buffet breakfast and excellent 4 course evening meal with choice. Christmas and New Year gala dinner included
- Option to dine in Savoyard La Fontaine restaurant
- Swimming pool, sauna and steam room, spa with massage & beauty treatments (pay locally). Kids corner, lounge/bar with open fireplace and Wi-Fi

Reaching the lifts from the hotel Val Thorens couldn't be easier, it's right in the ski area. There are two restaurants on site, Le Val and the Savoyard La Fontaine plus a swimming pool & spa to relax those muscles. Twin or double 'Comfort' plus (please request at time of booking), have bath or shower & village or piste views. Family 'Comfort' rooms have a fold sofa bed suitable for 1 child up to 16yrs and family 'rigor' rooms have a cabin with bunk beds suitable for 4 adults. See online for photos.

Ingenuity Plus Offers

- Early Booking Offer: Save up to £740 per couple (valid 18 Oct, departure 15-22 Dec & all of Jan. Book 30 hrs for departure 2, 9, 23 Feb & for 18-19 Jan for departure 9, 16, 23-30 Mar & all Apr)

Hotel Fahrenheit Seven

★★★★

- Centrally located with fantastic ski-in/ski-out access
- Buffet breakfast, evening meals taken in the Rotisserie restaurant for six evenings and in the Zinc restaurant once per week with Savoyard specialities and entertainment
- Spa with sauna, hammam and ice bed, sun terrace, Wi-Fi and ski room

The Hotel Fahrenheit Seven offers a **stylish stay** in Val Thorens with its take on vintage modern. It is in a prime location on the piste and walking distance from the local amenities. The hotel has a **relaxed atmosphere** and unwinding on the terrace after a hard day's skiing to take in the views is certainly recommended. We love the ski room, the Fahrenheit Seven has installed a bar for a pre-ski coffee or a post-ski hot chocolate - there's even a football table! The bedrooms have double or twin beds (please specify when booking), a sofa bed for 1 adult or child, bathroom, hairdryer, flat screen TV, safe and valley view. Rooms with a piste view are also available and interconnecting rooms are on request.

Ingenuity Plus Offers

- Early Booking Offer: Save up to £40 per couple (valid 11 Oct, for departure 12, 19 Jan & 16, 23 Feb)

Room Type	Dec	Jan	Feb	Mar	Apr
Single	£489	£319	£589	£539	£509
Full Board	£489	£319	£589	£539	£509

Peak Weeks (Christmas, New Year, Half Term, Easter) from £719 to £999
Date: 18/12/2019. Rooms for sale up to £100 per week. Offer valid.

Residence Cheval Blanc Apartments

★★★★

- Comfortable, self-catered apartments
- Quiet piste side location and 100m to resort centre
- Bar and reception, Wi-Fi, laundry, delivery service (pay locally)

The Cheval Blanc is an attractive ski-in/ski-out residence, enjoying a quiet location in the heart of the resort, with a good standard of comfort. It is ideal for skiers who want to be close to the slopes first thing in the morning. All apartments have on the slopes with hotpots, small oven, microwave, fridge and dishwasher, bathroom, free Wi-Fi, satellite TV, safe and balcony. Choose between 2-room apartments sleeping 4 with a twin bedroom and living room with sofa beds or 3-room apartments sleeping 6 with extra cabin room. Both these apartment types have a 'comfort' category with superior decor. There is also a 3-room apartment sleeping 8 with two twin bedrooms, sofa beds in the living room and twin beds on a mezzanine, plus an extra shower.

Ingenuity Plus Offers

- Early Booking Offer: Save up to £40 per couple (valid 11 Oct, for departure 12, 19 Jan & 16, 23 Feb)

Room Type	Dec	Jan	Feb	Mar	Apr
Single	£489	£319	£589	£539	£509
Full Board	£489	£319	£589	£539	£509

Peak Weeks (Christmas, New Year, Half Term, Easter) from £719 to £999
Date: 18/12/2019. Rooms for sale up to £100 per week. Offer valid.

Village Mont

★★★★

- Good quality apartments
- Close to the piste and on the restaurant
- On-site restaurant & delivery service for delivery service for delivery service

The apartments are spacious, comfortable and well equipped. The resort is close to the slopes, with a good standard of comfort. It is ideal for skiers who want to be close to the slopes first thing in the morning. All apartments have on the slopes with hotpots, small oven, microwave, fridge and dishwasher, bathroom, free Wi-Fi, satellite TV, safe and balcony. Choose between 2-room apartments sleeping 4 with a twin bedroom and living room with sofa beds or 3-room apartments sleeping 6 with extra cabin room. Both these apartment types have a 'comfort' category with superior decor. There is also a 3-room apartment sleeping 8 with two twin bedrooms, sofa beds in the living room and twin beds on a mezzanine, plus an extra shower.

Ingenuity Plus Offers

- Early Booking Offer: Save up to £40 per couple (valid 11 Oct, for departure 12, 19 Jan & 16, 23 Feb)

Room Type	Dec	Jan	Feb	Mar	Apr
Single	£489	£319	£589	£539	£509
Full Board	£489	£319	£589	£539	£509

Peak Weeks (Christmas, New Year, Half Term, Easter) from £719 to £999
Date: 18/12/2019. Rooms for sale up to £100 per week. Offer valid.



Village Montana Apartments

★★★★★

These quality apartments in an enviable location offer a full range of facilities including a swimming pool, tennis court, gym, spa, sauna, gift shop, bakery and a full range of shops. The apartments are split between three main buildings and are fully furnished and equipped with everything you need for a comfortable stay. The resort is set in a beautiful location with views of the surrounding mountains and is a short walk to the village centre. The resort offers a range of facilities including a swimming pool, tennis court, gym, spa, sauna, gift shop, bakery and a full range of shops. The apartments are split between three main buildings and are fully furnished and equipped with everything you need for a comfortable stay. The resort is set in a beautiful location with views of the surrounding mountains and is a short walk to the village centre.

Inghams Plus Offers

Early Booking Offer: Save up to £60 per couple week in Oct to November 10, 11 and 12.

Month	Dec	Jan	Feb	Mar	Apr
Half Board	£115	£115	£115	£115	£115

Peak Weeks (Christmas, New Year, Half Term, Easter) from £135 to £1,285

Cost: Half Board. Room occupancy from £125 to £125 per week. Offer ending 10/11/12. Prices for apartments are available online.



Hotel Le Sherpa

★★★★★

Lovely hotel, 100m to centre, 1 minute walk to piste with access to the lift. Buffet breakfast and 4 or 5 course evening meals with choice. Twice weekly specialty dinner and Christmas and New Year dinners included. Lounge bar with fireplace, restaurant, sauna, whirlpool and massage area, roomy sauna on the ski terrace.

This elegant hotel de Charme enjoys spectacular views of the resort and surrounding peaks. The Chantrel family ensure superb standards of comfort, service and facilities in a truly relaxed atmosphere. Rooms at the Sherpa have bath, hairdryer, telephone and satellite TV. Compact small double rooms have limited views. Traditional, Tipotonal and junior suites are also available (equipment payable) and detailed descriptions can be found online.

Inghams Plus Offers

Early Booking Offer: Save up to £180 per couple week in Oct to November 10, 11 and 12.

Month	Dec	Jan	Feb	Mar	Apr
Half Board	£95	£95	£120	£1,095	£95

Peak Weeks (Christmas, New Year, Half Term, Easter) from £1,140 to £1,895

Cost: Half Board. Room occupancy from £125 to £125 per week. Offer ending 10/11/12. Prices for apartments are available online.



Hotel Les Trois Vallées

★★★★★

Family-run hotel with a great reputation. Prime position on the slopes and in the village centre. Buffet breakfast and excellent 4 course evening meals with choice. Christmas and New Year gala dinners included. Spa with sauna, whirlpool and steam room, lounge bar and Wi-Fi.

This hotel has wonderful views over the peaks and the mountains with dining, sitting, sun by the Grand Tivoli since 1975, the Trois Vallées is a long family hotel with an enviable reputation for high standards of comfort and cuisine. The boutique style of this hotel makes it a great choice for couples and small groups of friends. The tastefully decorated rooms are twin or double (please specify when booking) with bath or shower, satellite TV, safe, hairdryer and radio. Triple and four bedded rooms are also available. Details of new Coscof rooms, large and superior rooms plus descriptions for suites can be found online.

Inghams Plus Offers

Early Booking Offer: Save up to £240 per couple week in Oct to November 10, 11 and 12.

Month	Dec	Jan	Feb	Mar	Apr
Half Board	£1,085	£1,085	£1,115	£1,185	£1,215

Peak Weeks (Christmas, New Year, Half Term, Easter) from £1,320 to £1,965

Cost: Half Board. Room occupancy from £125 to £125 per week. Offer ending 10/11/12. Prices for apartments are available online.



Hotel & Residence Hameau du Kashmir

★★★★★

Spacious hotel and apartments with fantastic facilities. Located on the Plain Sud plate with uninterrupted views. Spa with indoor pool, sauna and hammam & spa treatments (day facility).

The Kashmir provides the ultimate all convenience alongside its fully furnished and equipped apartments. Both the hotel and the apartments enjoy access to the spa and pool as well as the gym for those who are keen to keep up their fitness levels throughout their stay. Guests can enjoy the lively atmosphere of Val Thorens with the comfort of peaceful accommodation located just a 5 minute walk from the resort centre and shops. The junior suites sleep up to 3 people with double bed in a spacious living area and single bedroom with two bath or shower rooms and balcony. Family suites can sleep up to 6 people. The apartments sleep 2-6, layout descriptions and further details can be found online.

Inghams Plus Offers

Early Booking Offer: Save up to £120 per couple (for apartments only) in Oct to Nov 10, 11 and 12. For bookings by 1 Feb in apartments.

Month	Dec	Jan	Feb	Mar	Apr
Half Board	£1,350	£1,195	£1,395	£1,395	£1,150

Peak Weeks (Christmas, New Year, Half Term, Easter) from £1,700 to £2,285

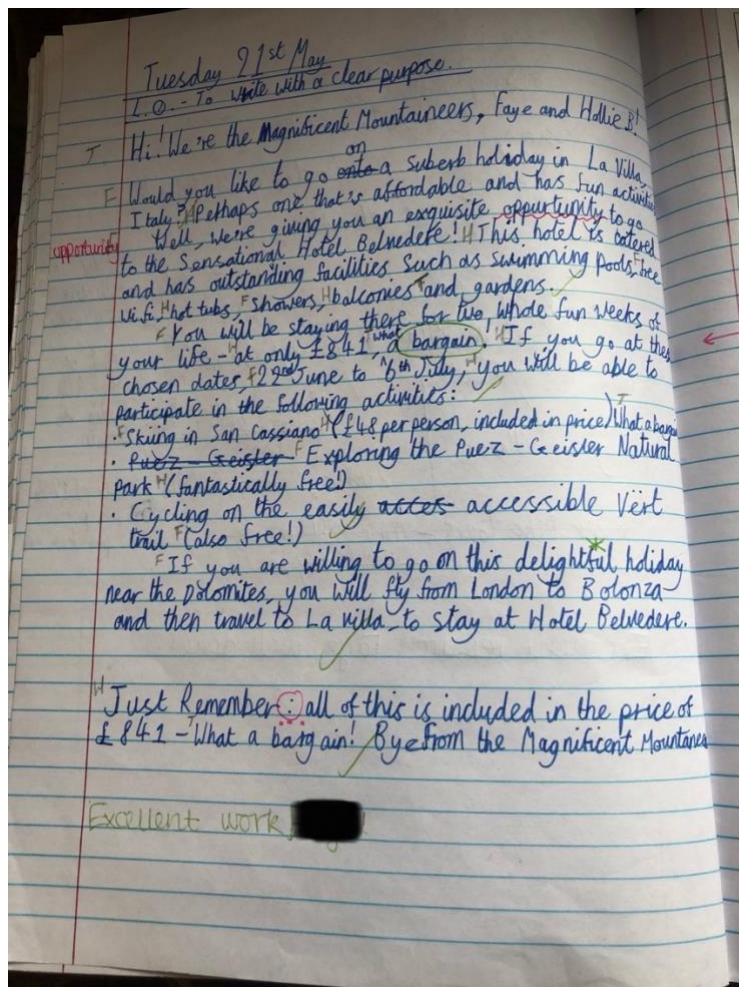
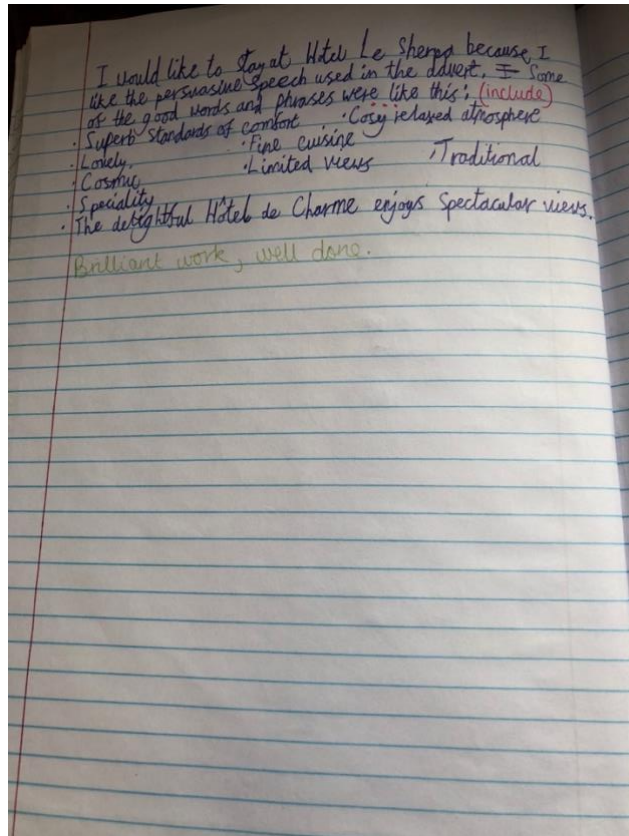
Cost: Half Board. Room occupancy from £125 to £125 per week. Offer ending 10/11/12. Prices for apartments are available online.



Enjoy the pool and spa facilities

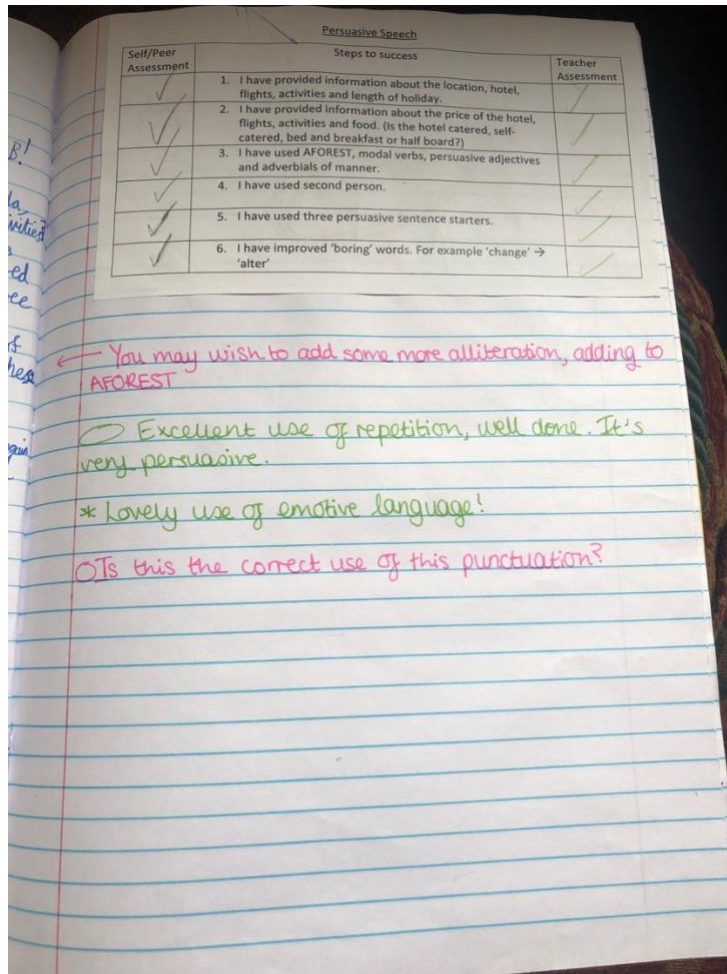
1701676

Word Count - 4911



1701676

Word Count - 4911



Appendix E

1701676

Word Count - 4911


Learner Observation Form

Name of learner(s): Class: Year 5
Time: 12:00 - 12:30 Date: 30.4.19
Activity: Welsh - Hei o'r ffynhir

Comments

The pupil was enthusiastic and engaged throughout this activity, always putting her hand up to answer questions asked by the teacher. Upon completing the activity, she showed great persistence and resilience when declaring to be stuck and confused about an element of the task. However, she overcame this by asking for help from the teacher. It is evident that they have a good relationship. She remained polite and determined throughout the task, completing this activity with time to spare.

What needs to be done to move the learning on?

To move the learning on, the pupil may need to undertake and complete work on soft mutations in the Welsh language. Additionally, the pupil is more than able of expressing her thoughts and ideas in Welsh and needs to begin to do so in order to show progress.


Learner Observation Form

Name of learner(s): Class: Year 5
Time: 9:30 - 10:30 Date: 23.5.19
Activity: Maths - Volume

Comments

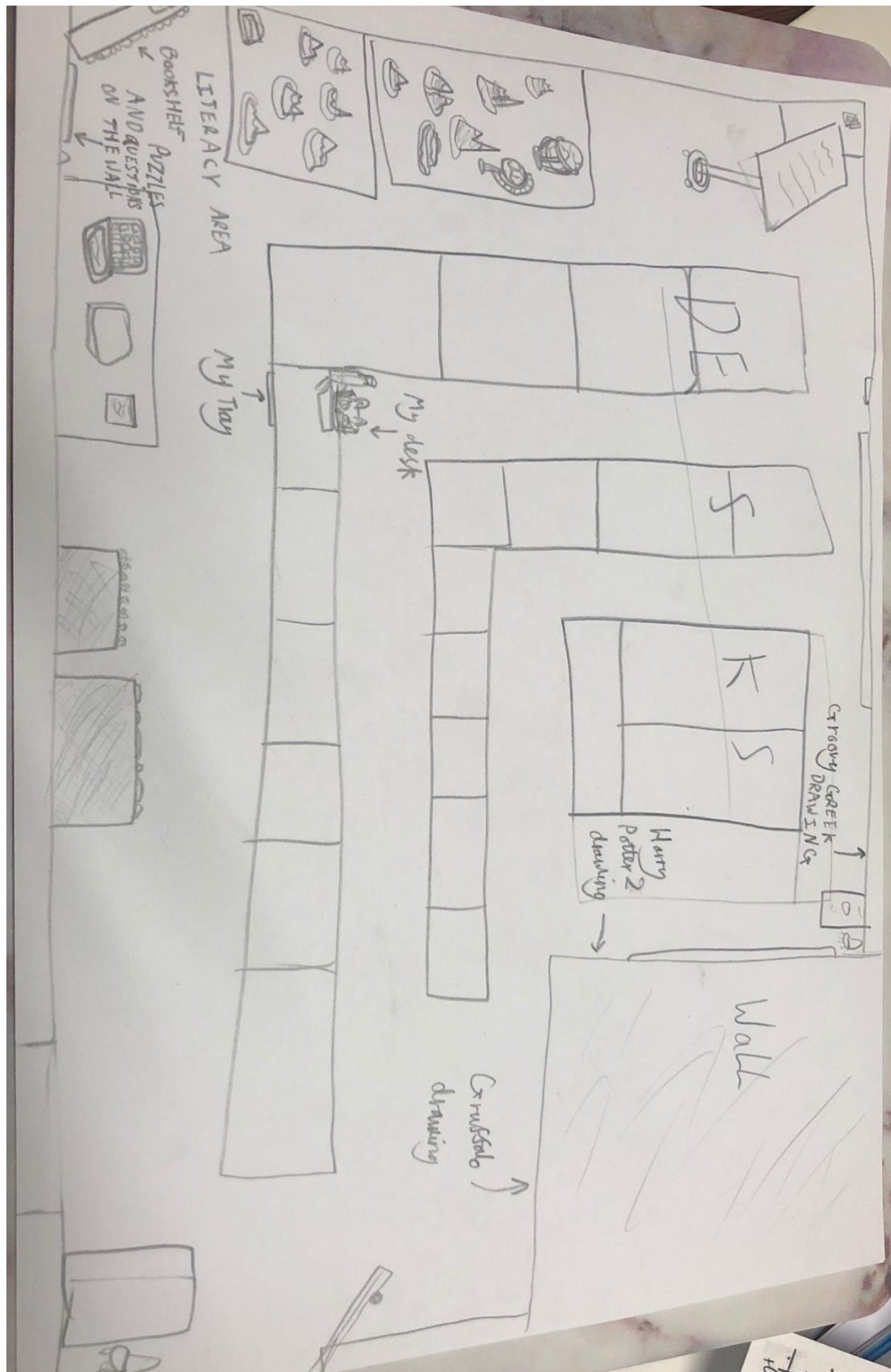
From the start of this lesson it was obvious that, despite what I was told, this pupil was enthusiastic, showing a great example of attitude for the rest of the class to mimic. As previous work on volume had been done, she showed great confidence. However, I was obvious that the pupils' skills with regard to multiplication were lacking and she needed to use a calculator to aid her. Despite this, she remained positive throughout and completed the activity. She also provided some support to her peers throughout this activity.

What needs to be done to move the learning on?

To move the learning on, it was evident that the pupil needs to complete further work on the multiplication of larger numbers. This could be done in many different ways.

Appendix F

1701676
Word Count - 4911



Appendix G

HOBBIIES I HAVE

1. Reading

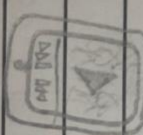
My favorite books are the Percy Jackson series because they're very funny and include a lot of Greek Mythology. I read at school, before bed, and other times.

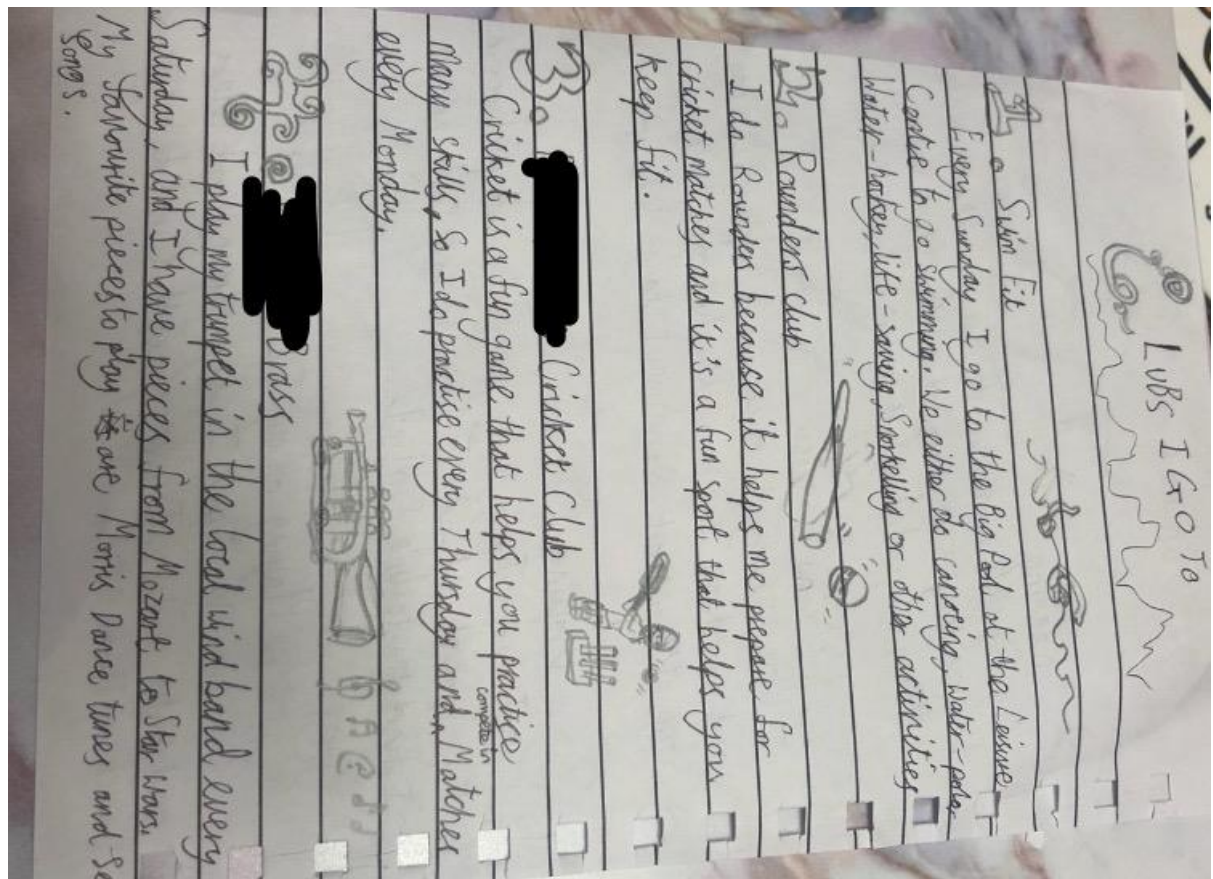
2. Listening to music

I like listening to music as it helps me to relax and sometimes I set myself challenges to learn the song off by heart. Sometimes I change the lyrics too.

3. Drawing

I draw funny, scary or just weird pictures in my special notepad. I like drawing curly hair as I find the texture fun to do.

4. Playing on my iPad

On my iPad I play games, record videos, and watch videos. I have games that include my interests such as Harry Potter.



Appendix H

 APLP PDPA Partneriaeth Dysgu Proffesiynol Yr Athrofa Yr Athrofa Professional Learning Partnership <i>Transforming Adding Cycle's Global Transforming Teaching Together</i>				1B	
Session Plan – Key Stage 2					
Name of trainee:		Chloe Eileen Thomas		Session ref: 14/05/19/03	
Personal target(s) in relation to QTS:		S2.4 They understand how learners' physical, intellectual, linguistic, social, cultural and emotional development can affect their learning. S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment. S3.2.6 They record learners' progress and achievements systematically.			
Year group: 5		No. of learners: 35		ALN: Teacher focus group	
Additional Adults:					
Learning objective(s):				Success criteria:	
Links to previous learning: Previous learning about mountains, measurement and science planning.					
Curriculum coverage (range, skills)					
Literacy(LNF)			Numeracy (LNF)		
DCF		Thinking Think logically		ESDGC YCC	
Key vocabulary(English/Welsh): Insulator, Conductor, Experiment					
Time	Session activities, organisation and management				Key questions & Assessment for Learning opportunities
5 mins	Introduction				
	Explanation of challenges for the next fortnight.				
45 mins	Main activities				

	Focus Task – Science Experiment – which material acts as the best insulator? – children have been asked to bring in items from home they feel would act as the best insulator. Using the stopwatch, children are to measure the temperature of the water at different intervals (3 insulators and 1 control) and record their results. Maths Challenge – Use results from Pete’s Mountain Fitness Challenge to create a graph to show the results. Either use J2Data or Excel Spreadsheet and save to your HWB account. Literacy Challenge – to write a diary of an expedition or a climb up a mountain. Create an advert to sell your new mountain gear. Creative Challenge – Create a clay mountain based on a real mountain. Thinking Challenge – Find the lost explorer by following the given clues on the cards and using a map to get the next clue. Physical Challenge – Try and beat the fitness tests on challenge cards. Keep a record of your own results. Don’t cheat as you may be asked to perform the results to the class.
5 mins	Plenary Class discussion about the findings of the challenges and focus task experiment.

1701676
Word Count - 4911

--	--

Appendix I

1701676

Word Count - 4911

Tuesday 21st May, 2019
Whole Class - Numeracy - Practical
Volume Activities

Although being a noisy lesson, I was extremely pleased with how this lesson went and how it was received by the pupils. I used pupil voice to determine what the pupils would wish to do during lessons and they concluded that they would enjoy more practical activities. The children in the class were engaged and enthusiastic throughout the lesson and this reflected in the amount of work the children completed. Later today, I introduced a new classroom management strategy to reduce the noise level in the classroom. In

addition, to ensure effective teaching and learning in the future, I will continue to use more practical activities during lessons.

Well done

Appendix J

Subjects/areas of learning:	Date: 21.05.19	
Literacy	L.O: To write with a clear purpose.	Next steps for learners
	Appropriate? Yes/No	
Names of Learners	RAG rating	
	G	More work on punctuation needed.

Appendix K

1.3.5.2.0.1.2
L.O. - To understand percentages

1. £ 20 ✓
2. £ 40 ✓
3. £ 54 ✓
4. £ 60 ✓
5. £ 80 ✓ $\times \frac{1}{2} = 40$
6. £ 12 ✓
7. £ 20 ✓
8. £ 16 $\cdot \frac{1}{2} = 8$

9. $30\% - 100\% - 75\% = 25\%$
 $25\% = \frac{1}{4}$
 $10\% = \frac{1}{10}$
 $10\% = \frac{1}{10}$
 75%

10. £ 4.50 $\frac{1}{2} = 2.25$
 £ 1.60 $\frac{1}{2} = 0.80$
 £ 1.20 $\frac{1}{2} = 0.60$
 £ 3.40 $\frac{1}{2} = 1.70$
 £ 2.230

11. $\frac{1}{4} \times 30\% = \frac{1}{20}$, $\frac{1}{20} \times 60\% = \frac{3}{20}$ ✓

12. $55\% = \frac{11}{20}$, $\frac{11}{20} \times 65\% = \frac{715}{200}$ ✓

1.4.5.2.0.1.2
L.O. - To understand the layout and pricing in a brochure.

1. It costs £50.9 at Résidence Saxon Apartments in January and it is self-catered ✓
2. It costs £152.9 at Hotel Des Promenades in April and it is half-board ✓
3. The cheapest month in Les Crozats Apartments is December. ✓
4. The self-catered apartment in Résidence Saxon Apartments is the cheapest hotel in March. ✓
5. One of the self-catered apartments, the cheapest stay in December is Résidence Saxon Apartments. ✓
6. The peak weeks at Hotel Des Promenades are Christmas, New Year, Half Term and Easter and it costs from £120 to £208.9. ✓
7. It costs £120 for an adult to hire skis and boots for 6 days. ✓
8. It costs £171 for a child to have snowboard tuition and they have it 2½ hours per day. ✓

9. It costs £58.8 for a single room at Hotel Des Promenades

10. It costs £31.5 per week to stay half-board at L'Alma Apartments. ✓

11. It costs £ for an adult to have a local lift, a pass, skis + boots hire, and tuition

Excellent use of finding information from resources, well done!

1.6.5.2.0.1.2
L.O. - To plan a holiday on a budget

1. Hotel: Holiday Inn Old Sydney = £1,137

Price

£87 $\times 4 =$ £348
 £87 $\times 7 =$ £609
 £87 $\times 2 =$ £174
 £1,131 = Hotel price ✓

Flights: Wed 4th April, London to Sydney = £1,352
 Wed 1st April, Sydney to London

£598
 + £750
 £1,348 = Flight price ✓

£1,131
 + £1,348
 £2,479 ✓

2. Cars: Rent 1 car for 3 days, Toyota Corolla or similar = £180

3. Bridge climbing: 1 adult + 1 child

Adult = £147
 Child = £102
 £249

Excellent use of the column method, well done!

2052019
 0 - To calculate the volume of a regular shape

Volume = height $\times$ width $\times$ depth

1. $5\text{ cm} \times 2\text{ cm} \times 6\text{ cm} = 180\text{ cm}^3$ ✓
2. $9\text{ cm} \times 14\text{ cm} \times 4\text{ cm} = 504\text{ cm}^3$ ✓
3. $14\text{ cm} \times 4\text{ cm} \times 5\text{ cm} = 220\text{ cm}^3$ ✓
4. $7\text{ cm} \times 8\text{ cm} \times 8\text{ cm} = 448\text{ cm}^3$ ✓
5. $16\text{ cm} \times 3\text{ cm} \times 7\text{ cm} = 324\text{ cm}^3$ ✓
6. $18\text{ cm} \times 2\text{ cm} \times 6\text{ cm} = 324\text{ cm}^3$ ✓
7. $16\text{ cm} \times 6\text{ cm} \times 10\text{ cm} = 960\text{ cm}^3$ ✓
8. $9\text{ cm} \times 20\text{ cm} \times 10\text{ cm} = 1800\text{ cm}^3$ ✓
9. $8\text{ cm} \times 9\text{ cm} \times 9\text{ cm} = 504\text{ cm}^3$ ✓
10. $2\text{ cm} \times 7\text{ cm} \times 6\text{ cm} = 84\text{ cm}^3$ ✓
11. $16\text{ cm} \times 6\text{ cm} \times 1\text{ cm} = 96\text{ cm}^3$ ✓
12. $12\text{ cm} \times 9\text{ cm} \times 3\text{ cm} = 324\text{ cm}^3$ ✓

Challenge

$$\begin{array}{r} 15 \times 4 \times 2 = 120\text{ cm}^3 \\ 30 \times 3 \times 1 = 90\text{ cm}^3 \\ \hline \quad \quad \quad \text{m}^3 \end{array}$$

Well done, brilliant work

2 1.5, 2 0 1 9
 1. 0 - To calculate volume,

1. Pebble
 Height: 1 cm
 Width: 2.3 cm
 Depth: 1.8 cm

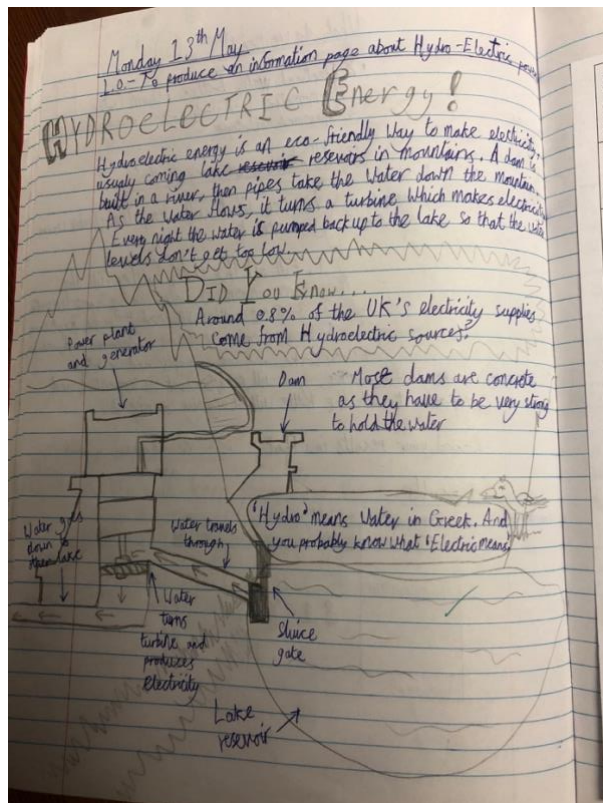
$(1 \text{ cm} \times 2.3 \text{ cm}) \times 1.8 \text{ cm} = 4.14 \text{ cm}^3$

2. Tyre
 Height: 1.8 cm
 Width: 41.9 cm
 Depth: 47.9 cm

$1.8 \text{ cm} \times 41.9 \text{ cm} \times 47.9 \text{ cm} = 36,128.18 \text{ cm}^3$

3. Crate:
 Height: 3
 Width: 33.5 cm
 Depth:

Appendix L



Friday, Friday 10th Nov
I am doing an investigation to find the best thermal insulator.

What are we trying to find out?
What sort of materials would be best at keeping mountain climbers warm?

Prediction
I predict that the woolly sock will keep the climber the warmest because I know that socks are made of wool. Wool is a natural insulator, but a woolly paper and tape is not a good insulator. Not going to affect the woolly.

Variables
We will keep everything the same except from the materials covering the water bottles: Socks, Paper and tape, string and wool.

THE EXPERIMENT

What do we need?
• 8 identical water bottles
• Thermometer
• Paper and string
• Paper and string
• Paper and string

What are we going to do?
To see what will keep the drinker warm, you need to...

1. Fill all the water bottles with the same amount of water and the same temperature.
2. 3 of the bottles will need to be kept warm.
3. So you cover one of them in string and wool, one in woolly socks, and one in paper and tape.
4. Every five minutes, you will need to check the temperature and compare it with the bottle without anything covering it.

Record your results in a chart

Results

Material	Woolly sock	String	Paper	Original
Temperature	50.6°C	50.6°C	50.6°C	50.6°C
	33.2°C	33.7°C	38.4°C	38.4°C
	32.0°C	30.1°C	21.7°C	21.7°C
Average	35.3°C	31.5°C	23.9°C	23.9°C

4.5 mins
10 mins
15 mins

A really good sock

Appendix M

Date	Book and Page Number	Remarks
29.04.19	Eragon. Page 240 next.	Beautiful reading with excellent expression. Well done!
01.05.19	Eragon. Page 351 – end.	Lovely reading, fantastically fluent.
07.05.19	The dog who lost his bark. Page 1-10.	Lovely reading with great tone and expression.
09.05.19	The dog who lost his bark. Page 57-63.	Fluently read, well done!
14.05.19	The dog who lost his bark. Page 134 – end.	Perfectly read with a happy finish. Da iawn!
16.05.19	The girl with the lost smile. Page 2-13.	Excellent reading, well done.
20.05.19	The girl with the lost smile. Page 74-83.	Lovely reading again, da iawn! I am thoroughly enjoying you reading this book to me. Thank you.
23.05.19	The girl with the lost smile. Page 186-190.	Great reading again today, well done.
24.05.19	The girl with the lost smile. Page 195-210.	Keep up the fabulous reading, you are doing so well and I am really intrigued with how this story ends. Da iawn!

1701676
Word Count - 4911