

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

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

Module: M7X02153-C

Student number: 1708143

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Introduction

Clark and Moss (2001) influential research on the development and progress of pupils suggests the importance of listening to the individual pupil. Clark and Moss (2001) highlights the need to gather data that will lead to an overall view of the pupil’s attainment, understanding and their own perspective on their learning.

This paper aims to give a detailed analysis of one pupils holistic development with an analytic view on the next step for the pupils learning and progress.

Throughout the research it was vital to adhere to the British Educational Research Association Guidelines (BERA, 2011), ensuring that all ethical consideration has been met. Throughout the process of gaining ethical approval various elements were needed to be considered especially as the research would be taking place in a classroom and involved the participation of children. The BERA (2011) states that Article Twelve of the United Nations on the Rights of the Child (Unicef, 1989), ‘children should have a say in matters that affect them’ should be maintained throughout the research. This is supported by David, M., et al., (2001) *Children and school-based research: ‘informed consent’ and ‘educational consent’*. Consequently, the pupil was informed prior to the research taking place, and what the pupil could expect. This then provided an opportunity for the pupil to reject the chance to participate if they wish. It was vital that the pupil’s best interests were considered throughout the study and that the children’s voices were heard. Also, in the aim to gain consent and adhere to the ethical guidelines consent was requested from the researcher’s mentor in the school for the participation of the children, this was executed via a consent form from Yr Athrofa (appendix 1).

Thus, with the aim of following ethical guidelines the pupil has been named as Child A and the school will remain anonymous.

The school where the research took place is a small valley school in the Powys local authority in Wales. The school has 138 pupils on roll with a 0-3 playgroup setting on site. There is no nursery class in the school due to Powys changing the early years provisions that are accessible, children in Powys can receive 12.5 hours early years education that funded through approved

settings such as playgroups, Clych Meithern and day nurseries. The school states that approximately 25% of the pupils in the school are eligible for free school meals (FSM) . The school also identifies a minority of pupils that speak welsh as their first language and identifies 12% of the pupils will additional learning needs (ALN).

Child A is a five-year old reception pupil with an attendance of 96%. Child A has four older brothers, one younger brother and another sibling due in autumn. Child A lives within walking distance to the school and is registered as eligible for FSM.

The reception class is spilt with year 1 and has 19 pupils in total (13 reception and 6 year 1 pupils). The class has one full time teacher assistant and one part time teacher assistant. The children receive 3 adult focused activities a day and then throughout the class there are enhanced provision challenges set up in each area for the children to complete on a fortnight rotation as well as free play.

The children in the class are grouped for mathematics and language via ability and according to their read write ink assessment outcomes. However, on some occasions the reception children are taught in read write ink groups for language while the year 1's are taught separate.

Data collection

Throughout the research project to gather as much information and evidence on Child A's skills attitude and knowledge of learning the Mosaic approach was implemented. This allowed the researcher to gain a greater understanding of Child A's holistic development and enabled the researcher to state the next steps for Child A's development.

The Mosaic approach was first developed in England in 1991 with the aim to research child in preschool. The Mosaic approach highlight the importance of the pupil's voice and the process encourages the collaboration of a different range of methods for listening to young children.

The Mosaic approach is considered to be the best way in collecting data because the focus of the approach is child centred and it guarantees that the children are not viewed as objects or a means to an end. This method of collecting data ensures that the children are valued and that their voices and opinions are not just used for research and interpreted as cold data but that the data is used to effect change and improve practice (Clark, 2011).

However, Cowie (2014) suggests that the use the Mosaic approach may not be a true reflection of the children thoughts and actions. Cowie (2014) further implies that the pupils are likely to feed the researcher false information depending on the pupil's interpretation of the question and what they feel the researcher would like to hear. Therefore, this would lead to the research not being a true reflection. This challenges Clark's (2011) research that the children who play an active part in classroom research are honest and provide a true reflection on data.

Katz (1993, cited in Clark et al, 2010) suggests that it is important to listen to the views of the child and to gain a greater understanding of the pupil's own perspective about their school life. Katz (1993, cited in Clark et al, 2010) also highlights the importance of hearing the pupil's thoughts, feelings and viewpoints from a child to gain a true understanding of their holistic development. This consequently, leads Clark et al (2010) to acknowledge that there are possible limitations to this method such as the pupils not feel comfortable while being observed to be their true selves. While being observed the children may not feel comfortable to act how they would usually act but also say their true feelings and thoughts Clark et al (2010).

Clark et al (2010) statement highlights the importance in developing a repour between the staff, pupils and families before undertaking research. This in turn allows children to feel comfortable to be able to act in their usual manner and state their true thoughts and feelings.

This is supported by the ethos of the school where the research took place, the schools mission statement is 'Teulu fel un' meaning family is one. This is seconded by Dewey (1933 cited in

Higgins et al, 2016) suggesting that the family should be at the heart of the school and that the family plays a vital part in the pupil's school life and education and that for progress to be made schools must listen to the thoughts and views of the families. The research school supports the statement that the families need to play an active role in the pupils learning.

The Mosaic approach adapts a qualitative approach to gaining research data in a classroom environment. This approach lends itself to investigating different sources such as photographs, observation, learning walks, magic carpet, child conferencing, map making and interviews.

During the research the data that was collected was retrieved to analyse the pupils mathematical, language and the pupils personal and social development including her physical, knowledge and understanding of the world, emotional and social skills to create an overall reading of her. This approach is supported by professor Graham Donaldson's (2015) who states that the aim is to have children who have developed and become ambitious and capable learners and be creative and confident. The mosaic approach allows us to have a true reading and understanding regarding this because the research approach is suitable for a foundation phase classroom encouraging the children to take ownership of their learning and to have an opinion on the learning that is undertaken in their classroom.

To scrutinise the data the Ask model was used. This model identifies three key areas of children's learning which are attitudes, skills and knowledge. The ASK model interprets the pupils attitude to learning, which in turn allows the researcher to consider if the pupil is positive towards learning if the pupil has ambition to learn and eager to improve and develop. The skills are then identified to allow the researcher to have a greater understanding of the pupil's ability will allow the next steps to be identified and to be put into places for the pupil. As a result of using the ASK model to analysis the data collected it becomes evident that by gathering the evidence on the pupil's attitude and skills it enables the researcher to have a firm understanding of the pupil's knowledge (Nottingham, 2013).

Dewey (1933, cited in Pollard et al, 2014) highlights the importance of the researcher analysing the data as well as remaining subjective and reflective throughout the process. This is supported by Clarks (2004) suggestion that the researcher remains reflective and consider all aspects of the data that is collected.

Analysis of the learner

During the first observation Child A spent the morning completing task and challenges independently with very little interaction with adults. Child A only interacted with an adult when asking the adult to check the challenge that she had completed. If the challenge needed to be improved Child A then asked a friend to help her understand the challenge and how she was able to complete with success. On the occasions when an adult checked her challenge Child A requested verbal feedback asking, 'have I done it right?' Throughout the observation it became evident that Child A enjoyed working independently but lacked confidence to complete tasks alone.

During free choice of the classroom the researcher observed Child A playing in three different areas, the reading area, the malleable area and the literacy area. The researcher was interested to identify if these areas of the classroom were always of a personal interest to Child A or if this was simply a snapshot of how Child A learns in the classroom.

Throughout the observation week the researcher conducted a number of strategies to gather data such as a learning walk of the school and a magic carpet tour of the classroom with Child A. During the learning walk it was interesting to discuss with Child A the areas of the school she enjoys the most. The researcher found it interesting that Child A identified wall displays as elements of the learning walk that were important to her. When asked why she liked the different displays her response was 'because I know what I will be doing next year' This supports Newtons (2011) theory that children respond well when they have an idea of what to expect.

During the magic carpet tour, the researcher aimed to establish a rapport with Child A supporting Clark et al (2010) suggestion that to gain a true insight into how a child learns best the pupil must feel comfortable to act naturally.

Throughout the magic carpet tour of the classroom the researcher asked Child A to explain the different areas of the classroom and to put a post it note on the different areas of the classroom she enjoys or feels helps her learn best. Using the post it notes Child A identified the reading corner, the malleable area, role plays area and the check in area as her favourite elements of the classroom. For the duration of the magic carpet tour Child A remained engaged and appeared confident in conversing and explaining to the researcher why she chose those three areas as her favourite areas of the classroom.

Discussing the Child A her reasons for selecting the reading corner as one of her favourite area proved to be insightful and extremely useful in understanding how she best learns. Child A's reasons for selecting the reading corner can be seen in Appendix C. Child A inferred that she was not confident to read however, enjoyed using the pictures in the books to understand the story. This supports Professor Graham Donaldson (2015) aim of creating pupils who are independent, creative and ambitious learners. Child A also stated that she likes to play with friends in the reading corner. This highlights the pupils lack of confidence in her abilities but also to play alone.

Throughout the magic carpet tour Child A identified the role play area as an important area and where she like to play This supports Estyn (2016) statement that role play plays a vital part in the pupils understanding and development of key transferable skills such as, communication, negotiation and turn-taking. Child A infers that the reason she enjoys the role play area is because it is an area that allows her to play with her friends. Child A also suggested that the role play is enjoyable when an adult facilitates the area. This is supported by Les Vygotsky (cited in Robson, 2006) theory. Les Vygotsky (cited in Robson, 2006) suggested that a pupil learns best when there is an opportunity to interact with an adult or peer and that role play is a leading factor of development.

Whilst on the magic carpet tour of the classroom Child A also identified the check in station as a vital part of the classroom.

Throughout the learning walk and magic carpet tour its became evident to the researcher that Child A's attitude towards learning was extremely positive with a keen ambitious to learn. During the observations it also became clear that Child A portrayed an element of resilience and persistence while completing tasks. However, it was also observed by the researcher that although Child A enjoyed working and completing challenges she lacked he confidence to complete these independently.

Using the ASK framework (Nottingham, 2013) data revealed that Child A's intellectual skills suggests that she thrives while taking part in a task or an activity and has a positive mindsets throughout. Through observing Child A's social skills it became clear that she has very good social skills and enjoys participating in group activities and collaborating with others. This observation lends itself to Child A's communication skills. Child A has strong communication skills and a good calibre of language skills and can follow instructions well. Child A communications well with peers and also trusted adults.

During the observation it became evident that Child A's attitude to learning was extremely positive and that there was a real eagerness to learn more to improve. Child A demonstrated throughout that she is resilient when working on a challenge and has a desire to succeed. Child A's limitations occur when having to complete a task independently, her confidence becomes a barrier to her reliance and desire to improve.

Child A uses her prior knowledge to assist her in the completion of tasks and challenged. This became evident to the researcher when on the magic carter tour of the classroom and Child A explains that she uses counting objects around the classroom to aid her in maths and also went on to explain that the malleable area was used to make things that are linked with reptiles (the topic).

Mathematics

Child A's best fit outcome for Maths is outcome 3 and she is working on outcome 4.

Analysing lessons and photos Child A can count using the one to one principle to 10, she can identify one more and one less using simple addition and subtraction. She can make sensible estimates when looking at objects in a bag or jar and can partition numbers to 10.

Her next step within outcome 4 is to partition numbers within 20 and to recite and mentally recall numbers to 100. Outcome 4 also states that a pupil should be able to name common regular 2D and 3D shapes. Child A is able to name 2D shapes reliably but is unable to name 3D shapes

Throughout the observations it became clear to the researcher that Child A was unsure of the sequence of numbers to 20, which was limiting the pupil in progressing. The researcher wanted to establish if Child A was confident in sequencing and ordering numbers before assessing the correct next step. The researcher observed an activity in the outdoor learning environment where Child A was asked to take a friend and solve the challenge putting the numbered pebbles in the correct sequence. It became evident to the researcher that child A was confident in this environment and collaborating with a friend gave her the confidence to complete the task. Facilitating the activity outdoors supports Arthur et al (2007) that learning in the outdoors increases the pupil's confidence and social skills.

Next steps for Mathematics

In accordance with the foundation phase framework the next step for Child A to achieve an outcome 4 is for her to be able to compare and order numbers to 20 from different starting points and also partition numbers to 20.

It also has to be acknowledged that for Child A to be able to achieve an outcome 4 she must be able to name 3D in different contexts. To achieve this outcome the researcher suggests that Child A with a friend could possibly go on a shape hunt inside the classroom and in the outdoor learning environment. This would benefit Child A because she would have the scaffolding of her peer to give her the confidence to investigate the shapes. This highlights Vygotsky (1978) theory of social constructivism that children best learn with a peer. Also, facilitating the activity outdoors allows the pupils have the freedom to complete the task with confidence and with little input from an adult. This is supported by Moyles (2010) suggestion that by

planning activities that can be undertaken outdoors it develops the pupils' confidence to take risks and work independently.

Literacy

Based on observations, baseline and speaking to the class teacher Child A is working at outcome 3 as a best fit.

Reading

Child A holds a book the correct way and turns pages, explaining that we read left to right. When asked what we read Child A responded by pointing to the words and explain that the story is made of words and pictures. Throughout the observation Child A was very quick to explain that she was unable to read the books, but with support she is able to recognise graphemes and relate it to the phoneme. Child A she enjoys stories and discussing what is happening in the pictures, she is also able to relate the stories to previous ones that have been read and also able to relate the story to a real-life context.

Oracy and writing

Child A is a very active verbal member of the class and understands the importance of participating in a group discussion and contributing her ideas as well as listening to her peers. Observing Child A over a duration it became evident that she enjoys singing songs and rhymes and is very quick to volunteer to sing in front of the class. Child A can explain the difference between upper and lower-case letter but struggles to identify form and use correctly in sentences.

In addition, the researcher planned a literacy lesson and observed Child A during it. The activity was a Knowledge and Understanding of the World lesson where the researcher had brought in a bedeaded dragon into the class and the children were given the task to create an advert describing the lizard. Child A was engaged throughout the activity and participated well in her group. Child A established the sentence 'it has spiky scales over its body.' During the

group discussion Child A was able to explain that to talk in front of the class the children needed to 'look up and speak clearly and loudly.'

Next steps for literacy

Literacy

According to the foundation phase these are the next steps that are suitable for Child A to achieve an outcome 4.

Reading

Child A needs to recognise high frequency word and CVC words using different decoding strategies to be able to read them. Child A also needs to begin to follow texts when reading in a pair and acknowledge punctuation and their purpose within that text.

Oracy

Working towards an outcome 4 Child A needs to begin to repeat and recite songs and rhymes independently. Child A needs to develop her skills of asking detailed questions and explaining tasks instructions in detail to others. Child A also needs to develop her skills of contributing towards group discussions and expressing opinions.

Writing

Child A's next step in achieving an outcome 4 in writing is to be able to form all upper and lower-case letters that are shaped and oriented correctly. To achieve this Child A to take part in a sorting activity where Child A sorts the upper and lower-case letters. Another activity could be for Child A to practice forming the letters such as using paint, sand, whiteboard pens and shaving foam.

Personal and social and general information

The best fit outcome would be Outcome 4 working towards an outcome 5. Child A is very independent in her learning and responds well to a change of routine. Child A is extremely sensitive towards others needs and emotions often checking in with her peers and teachers if they are okay. Child A is capable to of self-regulating her emotions and is able to show self-control when waiting and taking turns.

Next steps for personal and social and general information

For Child A to achieve an outcome 5 in personal and social the pupils needs to be given the opportunity to understand the importance of keeping her body healthy and what she needs to eat and drink. The researcher suggest that to achieve this a possible sorting activity could be planned for Child A to asses her knowledge and understanding of healthy and non-healthy food and drink.

Child A also needs to show that she has a clear understanding of what is right and wrong and how every decision has a consequence. Child A's next step would be to explore the results of consequences and the importance of taking responsibility for her actions. This could possibly be achieved through the use of role-play. Using the method t allow a group of learners to explore different results if another action had been taken.

Conclusion

It is well known that a classroom is one of the most complex environments to be a part of and that understanding how a child best learns and the next steps they need to undertake is vital in their holistic development. This research has aided the researcher in being able to evaluate in depth the outcomes for the foundation phase and understanding the next steps that pupils need to take to achieve their ability.

Understanding what the pupils are interested in has assisted the researcher in gaining knowledge on how children view different areas and how different areas of the class can be interpreted in different ways by different children.

The limitations of this research was the time scale to complete the study. The researcher found that throughout the data collecting process and reflective process there was limited time to conduct the research and observations. In the future the researcher would like to undertake the research with a larger time frame to be able to complete multiple observation strategies and to be able to observe the impact that the next steps had on Child A's skills, knowledge and attitude in class.

To conclude the researcher found this study to have a large impact on their understanding of how children learn and the process of improving and moving the pupil on. It became evident throughout the research that the key element of a successful classroom is that of the pupil's voice. The researcher discovered that the pupil's voice is an invaluable tool in understanding the needs and ideas of how the children learn best. The researcher will therefore ensure to conclude the pupils voice through session planning and when organising the classroom.

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Appendices

Appendix 1

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

Dear class/senior mentor,

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:

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

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.

Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): MARIE BAKER

SCHOOL NAME (PLEASE PRINT): YSGOL Y CRIBARTH

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
Clare Mallows

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).

If you have any queries regarding this, please contact:
[Name] (PPGCE Lead) / sarah.elsey@uwtsd.ac.uk (Module Lead)