Prifysgol Cymru
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University of Wales
Trinity Saint David

RESULT	

ASSIGNMENT DETAILS AND FEEDBACK
SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Sections marked with * should be completed by module lead

Word Count:	**430/5**	**Student P number:**	**1300377**
Programme: *	**PGCE Primary**		
Module: *	**School Development and Pupil Progress**	**Module Level (6 or 7):***	**7**
Module code: *	**M7X02153**	**Contribution to Overall Module Assessment (%): ***	**70%**
Module Lead:*	**Helen Lewis**		
Assignment Title:*	**Written assessment 4,500 words**	**Assignment No (x of x):***	**1/2**
Start date:*	**5/3/17**	**Submission deadline:***	**30th May 2018**
Return date of provisional marks & written feedback:*	**27th June 2018**		

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).		
Submission:	**All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.** **Note**: the Turnitin version is the primary submission and acts as a receipt for the student. **Late submission of the electronic version of the assignment will result in a late penalty.** Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	**Date:**	**30th May 2018**

Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*	**YES**	
	NO	✓

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

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

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
- Developed an understanding of how the mosaic approach will develop me as a practitioner. - I collected a lot of evidance. - The structure of the assignment was clear. - Reference correctly.	- I breifly analysed the data. - I may of made my recommendation to general.

Student's Name	1300377	Date	29/05/18

A detailed analysis of one child's holistic development, with justification for the next steps in learning.

Introduction

'Reviewing the progress of individual children throughout their schooling and using those reviews to inform how best to support children's further development, is a key priority for all local authorities and schools' (The National Strategies Early Years, 2009 p.2). This assignment will gather detailed data on one particular child from Professional Teaching Practice 2 (*PTE2*), recommending the next steps and strategies for the learner to continue to develop their learning.

The school that my observation is based in is a large Primary School in the community Swansea. The school has two specialist teaching facility classes for pupils with autistic spectrum disorders. The school have recognised that 36% of their pupils receive Free School's Meals (*FSM)*, 28% of the children have Additional Learning Needs (ALN) and very little English as Additional Language *(EAL)* pupils (Estyn, 2014). The classroom that child A will be based in, is a year 3 class. Within the classroom, there is 12 children who have either have a IEP, statement or both and 2 children who have English as Additional Language (EAL), all children are supported by the teacher and one teaching assistant in the afternoon (TA).

Child A is a very caring sociable boy. He has a large group of friends and shows consideration to them all. Child A is a lively boy who often needs encouragement to stay on task. Child A has an excellent expected percentage for attendance. Child A has a very creative mind, enjoys ICT and playing outside. Child A is in top group swimming and really enjoys going. Child A is very energetic. Overall, Child A has recently been predicted a summative best fit judgement for a year 3 pupil; Literacy – 3C; Numeracy – 3C; Science – 3C; Welsh – 3 and ICT – 2A. Child A has 2 targets this term; to try his best and to concentrate for longer. Child A has been a pupil of this school since nursery.

Data collection

The adopted methodology approach to collect this data, is the Mosaic Approach (Clark and Moss, 2011). Clark (2005) describe the reason for the approach being developed was to include the 'voice of the child'. This assignment will be collecting qualitative data, some may argue that the data collected is biased and based on opinion other than facts (Mertens, 2015). However, qualitative data is the type of data that this assignment will need to collect to reach its conclusions and recommendations. Dawson (2009, p15) states that 'qualitative data attempts to get an in-depth opinion from the participant'. This why using the Mosaic Approach will allow us to collect data while acknowledging and listening to the child/children (Clark and Moss, 2011). Clark and Moss (2011) continue to state that 'the Mosaic approach is a multi-method one in which children's own photographs, tours and maps can be combined with talking and observing to gain deeper understanding of children's perspective'. Weighing up the reasons for and against the collection of qualitative data, is the data collection is needed for this assignment to reach its purpose despite its

limitations. Too structure this assignment, I will use the 3 stages of the Mosaic approach (Clark and Moss, 2011); stage 1: children and adults gathering documentation (collection of evidence); stage 2: piecing together information for dialogue, reflection, and interpretation (analysis of learner); stage 3: deciding on change (recommendations). You could argue that Clark and Moss (2011) evidence of the Mosaic approach is originally designed to gather and reflect on data for children under 5 years old. However, for the scope of this assignment, I will be taking some aspects of the approach due to the time scale. Although, Harcourt (2011), say that the methods have been adapted and advanced since then for school environments.

As previously stated by Clark and Moss (2011), the approach of this particular method is a multi – method. What is interesting about the Mosaic approach is that it's the type of methodology that considers the importance of all aspects 'pieces' to complete a picture (Mosaic) about the child (Blaisdell, 2012). This assignment will include observations, a learning walk, child conferencing and photographs to complete the 'Mosaic picture' about Child A. Observations are vital to a child's development, WAG (2008 p.4) state that by 'observing children carefully note their progress, involvement and enjoyment' practitioners can use these formative assessments to plan more appropriate activities for the children's development'. Observing children allows the practitioner to focus on the holistic development of the child, especially the social aspect of the child (Szarkowicz, 2006). This links with the assignment title of analysing the holistic development of a child. However, a limitation of the tile to the Mosaic approach is that when observing the child, their behaviour can change knowing that someone is watching them (Moriguchi, 2012). Nevertheless, to overcome this limitation, the unusual behaviour will be noted and discussed in the 'Analysis of learner' chapter.

Child conferencing is another tile to make the Mosaic approach. Clark and Moss (2011, p.18) describe the tile as being a 'formal structure for talking to young children about their institution'. Talking and listening to children is often seen as an effective tool in a child's learning. Cremin and Arthur (2014 p.437) agree with this statement by stating that 'to consider pupils' perspectives and 'voices' on aspects of school-related issues, including learning and teaching'. Flutter and Rudduck (2004) and Jelly *et al,* (2000) also agree by expressing that there is evidence that talking to children promotes self-esteem, confidence, engagement, and motivation to learn. A limitation of this, is the issue is the practitioner could intimate the learner when talking to them about their school life (Croome and Fairhall, 1976). To overcome this, I need to talk to the child while walking around the school, which is suggested by Clark and Moss (2011). To structure my question style, I have followed the suggest questions used by Clark and Moss (2011) (appendix 1). Learning walks or tours is recommended by Clark and Moss (2011) as part of the Mosaic approach to discover how a child see's their institution.

Another tile of the Mosaic approach is allowing children to take snapshots or photographs of their own learning environment which is personal to them. Clark and Moss (2011) state that allowing the children to take their own photographs allows them to have a sense of pride and ownerships over their particular areas that they believe develop their learning. However, due to me following my professional values and ethics, I have been declined by the school to take photos of the children (appendix 2) and the school has a no phone policy during school time. To overcome this, I am able to use the school iPad which will allow myself and child A to take photographs of particular learning areas.

Cowie, Huser and Myers (2014) state that there are huge ethical issues in researching children. To overcome this ethical issue in this research, ethical documents will be adhered to; Research Ethics & Integrity Code of Practice (UWTSD, 2017), Revised Ethical Guidelines for Educational Research, (British Educational Research Association (BERA), 2011) and Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (EWC, 2017). In addition to, a consent for has been signed by the school to complete this research (appendix 3).
The child involved will be made aware of the research taking place will have the opportunity to pull out at any time (BERA, 2011). I have the responsibility to not disclose any information share and adhere to the schools Safeguarding policy. To protect the schools and child identify I will use pseudonyms.

Analysis of learner.

Child A was nervous and shy while on the learning walk. Child A covered a lot of the KS2 area but only recognising a few areas which are important to his learning. However, it is interesting to note that when I asked him before the learning work; '*where's your favourite learning place and where can you learn?'.* He was very confused and reluctant to say anything in particular, apart from the whole school or classroom. Seidman and Brown (2006) would argue this is because children only recognise their classrooms as somewhere they learn. With prompt, Child A was able to recognise a few areas in the KS2 area of the school as a place to learn; tuck shop; school hall; wellbeing room; library and welsh display boards. Majority of these areas are based around the situation a child usually talks in. This is an interesting fact to explore because it closely links with Vygotsky's theory (1978) of social constructivism. Social constructivism describes the learner as able to engage in learning in social activities (Vygotsky, 1978). Normally, a child would 'separate learning from its social context' (Cremin and Arthur, 2014 p.77; Piaget, 1962), which is what constructivists such as Piaget (1962) deem. Yet, Child A was able to lead us to a social area and link it to an area to develop his learning. Conversely, Child A was not able to recognise the main area to socialise in the school as somewhere to learn, the playground. Even though, its where Child A attends P.E. twice a

week. This would suggest Piaget (1962) theory, 'of separating learning from its social context' (Cremin and Arthur, 2014 p.77; Piaget, 1962).

Staying on the social constructivism (Vygotsky, 1978) theme, Child A took a picture of his learning 'emerald' table (appendix 4), where he sits for all subjects. From observing Child A at playtimes (appendix 5), he usually plays with a small group who sits at his table. This links with the reply of *'my friends'*, when asked in the child conference, *'who do you rely on in school?'* (appendix 6). This links with what Aschermann (2001, p5) identified about 'children revaluating and reconstructing their understanding of the world in a social manner through their collaborative processes with peers'. In any case, you may question whether Child A said this because the school reinforce the importance of SNOT (self, neighbour, other and then teacher) within lessons constantly. The importance of this acronym for the child's development in learning, shows a clear link with Vygotsky (1978) work and clearly shows the child is possibly a social constructivist learner. There is a limitation to this possibility as it has been observed (appendix 5) that Child A, can often argue or irritate peers on purposes, this may show that he is not a social constructivist learner because its observed that this only happens on the carpet or at playtimes; which is separating the learning for socialising (constructivist) (Cremin and Arthur, 2014; Paiget, 1962). Although, Sidorowicz and Hair (2009) would argue that a natural peer conflict is important to the understanding of peer relations especially to the child's social and emotional development. Which for the scope of this assignment, needs to be analysed as part of Child A holistic development.

Pictures of the wellbeing room and class charter created discussion with Child A about the importance of wellbeing in school (Appendix 4). Cowburn and Blow (2018 p.4) state that 'evidence shows that across the UK, mental health issues in children are increasing while child wellbeing is deteriorating'. With the introduction of Successful Futures (Donaldson, 2015), its vital for a school support the wellbeing of every child. Child A saw these two areas where he was able to learn, he used sentences such as '*a place we learn to calm down, we learn how to be a good friend and we learn how to be respectful'.* When in discussion about the room, I wondered whether this child has ever been in the room for a time out session, he actually never has but still knows it as the calming classroom. He responded, *'I don't kick off in the classroom like Child B, C and D'.* This moved us on to the discussion of our class charter, Child A understood that there was basic classroom needs to follow for all members of the classroom. Child A reminded me that he follows all classroom needs; one of the needs is that *'we have the responsibility to play nicely and leave people have a rest'*. It's interesting to observe that Child A can often be seen outside the classroom and on the carpet purposely annoying the children that do have behavioural issues. This could be linked to what Jones and Walker (2015) discuss, that children sometimes have a different relationship with their

rights depending on the setting. From observation (appendix 5) Child A can be seen as a happy content child who is always socialising, however, sometimes due to a late night or a conflict with friends can often be tearful.

'Schools remove children from their real world and offer them a constrained environment in, which to learn, which regularly fails to make connections with their experiences of what constitutes real life' (Austin, 2007 p.1). Although, the data from the child conference would argue against this because it was apparent the child was most comfortable in the classroom environment. From all the photos taken by the child, majority of the photos were taken in the classroom. This possibly shows that the child relies on the classroom often for wellbeing, socialising, and education. The learning environment is clearly an important aspect to the child's learning; however, you could argue that the classroom limits the child's learning if you agree with Austin (2007). Nevertheless, practitioners need to know that evidence shows that the quality of the learning environment is a key influence on their emotional wellbeing (Tharani, Husain and Warwick, 2017).

Observing Child A in different contexts, showed that he enjoyed learning. To support this when discussing why he comes to school, he said one reason why, was to learn. It's clear in the collection of evidence gathered in the child's work, that he does enjoy some subjects more than others. For example, Child A English/literacy work shows the child has great imagination and the love for writing, whereas, maths the child prefers to work in groups to solve the problems. To support this, the child discusses that he does not like ''*maths because of the workings out*'. A limitation to this data collected, it is over a short period of time. However, every maths lesson in this short period of time has been taught by myself. Referring to my RAG rating from the maths, shows that the child is not the only who work prefers to work in partners or groups (appendix 7). This connects to the study Lannie (2015) conducted on MAT pupils, that majority of the students who took part enjoyed working or teaching with their peers and it was increasingly unpopular with students to sit alone. A limitation to this study, is can we compare this pupil to a MAT child? However, it shows in the collection of work, observations, and discussion that the child makes the clear connection of enjoyment in learning with friends (social constructivism) (Vygotsky 1978). It's a considerable intervention to think of to recommend, that when designing lesson, will partner work improved the level of work.

From observing parents evening, Child A parents were told his expected outcomes for his summer report; providing he stayed on track to the expected target.

Oracy

Comparing his verbal skills to the National Curriculum (WAG, 2016), he is starting to listen and talk in different contexts and is not afraid to give his opinion. Where, Child A needs adult support to achieve a comfortable level 3 in his oracy, is that he does not listen carefully in discussion which stops him asking relevant questions (appendix 5).

Reading

Child A is a 'free reader' which means he has the choice of reading materials and does not have to follow the Oxford Reading Tree scheme (ORT, 2018). Addition, like the National Curriculum (WAG, 2016), Child A is able to read a range of texts. The National Curriculum (WAG, 2016 p.17) describes level 3 readers as being 'able to use their knowledge of the alphabet to locate books and information'. Child A can confidently do this, as seen by an example of work (appendix 8) and also has completed the Read Write Inc (RWI, 2018) scheme; RWI (2018) being a scheme to help children understand the rules of reading to develop and support their reading and writing.

Writing

Child A, as were the rest of the class were asked to write a story (cold write) (appendix 9) without any support or preparation, to allow the practitioners to level their work. Child A showed some elements of level 3 but needs support in some areas to achieve a comfortable level 3. The National Curriculum (WAG, 2018) describes the writing of a level 3 child to be imaginative and clear, which Child A does by using adjectives and phrases to set the scene. Where limits the child for achieving this, is where the National Curriculum (WAG, 2018) describes the writer being able to use accurate punctuation, which from the cold write you can see the child does not use. A limitation to this data is that Child A has been observed over a short period of time and the cold write may have been too much pressure.

Maths.

Child A is predicted a level 3 outcome for maths. Maths assessing is limited for this data because not all areas of the level descriptors have been observed. However, for the scope of this assignment, the child's work has been assessed and compared to a level 3 outcome (WAG, 2016). It is interesting to note that child a took a picture (appendix 4) of the maths display, which encourages his subject knowledge and use of mathematical talk (WAG, 2016). From the current maths work (appendix 10), Child A is able to 'use mental recall of the 2, 3, 4, 5 and 10 multiplication tables in solving whole-number problems involving multiplication and division, including those giving rise to remainders' (WAG, 2016 p.13) and also able to use 'mental strategies for adding and subtracting numbers with at least two digits' (WAG, 2016 p.13). However, one day Child A was feeling tired and did not complete his work to his usual ability (appendix 11). This could possibly be the reason why he stated he didn't like maths (appendix 6).

If you evaluate and compare Child A to Nottingham (2013) ASK (Attitudes, Skills and Knowledge) module, Child A has some elements of the triangle in his responses to the study. For example, Child A has a good attitude and subject knowledge towards literacy/English, however, lacks the skills to be awarded a comfortable level 3 (reasons why stated above). As well, Child A has shown good subject knowledge and skills in maths but has a negative attitude. You could also argue, that Child A does not have the skills to use the learning environments around the school effectively but has the knowledge about them and a good attitude towards them. This could also be the same when socialising. These are some examples to think about when introducing recommendations or next steps. Overall, there is a huge limitation to this approach and that is time. However, the data that has been collected has been analysed.

Next Steps.

A major factor that has been brought up a few times in the analysis of learner chapter, is the effect of the learning environment has on the child. Relating back to Seidman and Brown (2006) stating that children sometimes only recognise their classroom as somewhere to learn. To follow on from this, a recommendation of the child being involved in planning his learning environment, as well as, the rest of the class. Using the theory based around Gardner (2011) multi intelligence, I would suggest for the children to design each area of their classroom. It's important to involve KS2 children in their learning environment to build upon self-esteem and belonging

Following on from the environment theme, I have started to create a learning wall within the classroom based upon the children recently studying how to create food chains. Relating this back again to Child A recognising the importance of display and the classroom as places to develop his subject knowledge (appendix 4). When designing the learning wall I needed to remember to incorporate bright, relatable welcoming walls that children can use to enhance their learning (Hanely *et al.,* 2017). Creating a maths working about the current topic or methods, may encourage the practical learning side the child may need to discourage his negative attitude towards maths. Comparing this recommendation to the ASK module, may give the child a complete development triangle about maths. This can also be considered for the other subjects stated previously Nottingham (2013).

As stated previously, Child A seems to be a social constructivist learner (Vygotsky, 1978). To use this to his advantage, I would recommend using the areas listed by the child as places to base the upcoming lessons in; giving the children the skills to use there (Nottingham, 2013). This is an important recommendation with the introduction of Successful Futures (Donaldson, 2015) because it allows Child A and the children to develop their skills that they can use in the 'real' world. Again, I could use the tuck shop to assess the child's money skills which will give me a clear indication of the level the child is at. On the other hand, to

improve the attitude of the wellbeing room (Nottingham, 2013), I will request small group work to take place inside there, which may discourage the child's negative attitude of the place.

I described the child as being energetic and enjoys swimming and playing outside. As stated previously, I was quite surprised that Child A could not recognise the outdoors as being somewhere to learn. I discussed that this may be because Child A is a constructivist learner. Yet, to use the child's love for playing and being practical, I recommend for Child A skills, subject knowledge, and attitude (Nottingham, 2013) to develop, as well as the rest of the class, we explore learning outdoors. This recommendation comes from the idea that 'out-of-class experiences can contribute significantly to the achievement of commonly held aims of primary education' (Grigg and Lewis, 2016 p.12). An implication to this approach, could be the practicality of using the outdoors in a large pupil ratio school. Bratton *et al.,* (2016) also describe the importance of using the outdoors to encourage learning and development but also how using natural materials in lessons, brings the outdoor learning inside. This could possibly a solution to the outdoor learning limitation.

Throughout the data shared it has mentioned the effect group/partner work had on Child A. Underpinning what Aschermann (2001) discusses about the positive effect collaborating with peers has on developing children's learning. I recommend that practitioners continue to promote collaborating with peers, in fact, encourage more. This will hopefully continue to develop Child A as a social constructivist learner (Vygotsky, 1978). To promote the collaborating learning, a recommendation to encourage SWOT being used in the classroom across the curriculum. It is a fun acronym that reminds and encourages children to talk to each other. Having a fun acronym allows children who struggles to talk and communicate with peers, the chance to communicate without the pressure of communication skills (Cremin and Arthur, 2014). To continue to encourage peer collaboration, a recommendation of using Think Pair Share (TPS) throughout lessons and carpet time. TPS (Cremin and Arthur, 2014) allows practitioners to engage with children about issues that matter with them, this encourages children to talk, build self-esteem and develop confidence, which is also supported by Grigg (2014). Cremin and Arthur (2014) also states that having talk partners in the classroom, allows fast response feedback on the ideas shared. This supports the idea of Jelly *et al.* (2000) which gives the children a sense of feeling belonging to a community. A limitation to this recommendation, is that it takes a lot of time to organise and embedded into the lesson.

It's important to state that even though, Child A has a positive attitude towards some subjects and is predicted an average level for a year 3 pupil we need to consider the importance of continuing and challenging the child to reach the expected outcome if not even higher.

Conclusion.

Returning to the opening statement, 'Reviewing the progress of individual children throughout their schooling and using those reviews to inform how best to support children's further development, is a key priority for all local authorities and schools' (The National Strategies Early Years, 2009 p.2). In which, I hope this assignment has shown the importance of. Even though, time is a limitation to this approach, the Mosaic approach has allowed me as a practitioner to understand how vital children's involvement is to develop their education (Clark and Moss, 2011) and institution.

The attitude of the child seemed to change when I showed interest in his education life. From collecting the data, I have learnt how vital it is to collect different aspects of the child's learning. It showed me how Gardner (2011) theory of multi intelligence works in practice, the Mosaic approach (Clark and Moss, 2011) has also showed me this. When planning and reflecting in the upcoming future I shall try and involve how the children felt about what they have learnt or where they have learnt it. It has developed me to be aware of how important Assessment for Learning (AfL) and fast response feedback is to a child's learning.

A main limitation to the data collected is it is over a short period of time, however, being able to devote concentration into the data, allowed me to explore different learning areas. From this, I was allowed to recommend approaches and targets, which I believe has developed me into a reflective practitioner with the introduction of Successful Futures (Donaldson, 2015).

Word count

4305

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Welsh Assembly Government (WAG) (2016). *Programme of Study for English Key Stages 2–4*. Cardiff: Department for Education and Skills, pp.14 -16.

Welsh Assembly Government (WAG) (2016). *Programme of Study for Mathematics Key Stages 2–4*. Cardiff: Department for Education and Skills, pp.13

Appendices

1. Questions that are going to be asked.
2. Picture of PTE consent for photos to be taken.
3. Consent to collect data.
4. Pictures that the child has taken.
5. Observation notes.
6. Child conference response.
7. RAG rating from maths.
8. Example of work LI: plan information text.
9. Example of work LI: to write a story (cold write).
10. Example of maths work.
11. Example of maths work.

1. Questions that are going to be asked.

Why do you come to school?

What do you like best about school?

What don't you like about school?

Who do you rely on in school to help you?

What do you think adults do in school?

Wheres your favourite place to learn?

What areas in the school help you learn?

What areas don't you like to learn in?

Anything else you like to tell me…

2. Picture of PTE consent for photos to be taken.

Consent form for taking photographs and filming

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I ~~agree~~ to dont agree. as a representative of SWWCTE to:

Take photographs

Take video

Tape-record (Tick accordingly)

Name of Head ~~teacher~~ Mentor K Howells ~~Signed~~

Name of school [redacted]

To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the GTCW Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of traine [redacted]

Signed:

Telephone number: [redacted]

Email address: 1300377@student.uwtsd.ac.uk.

Programme (~~e.g. BA Ed~~/ PGCE Primary/~~PGCE Secondary~~):

Date: 25.4.18

3. Consent to collect data.

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

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

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

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

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

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

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

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

STUDENT NAME (PLEASE PRINT): STEPHANIE COLWILL

SCHOOL NAME (PLEASE PRINT [redacted]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[redacted]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

CAJethney

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

Many thanks in advance,

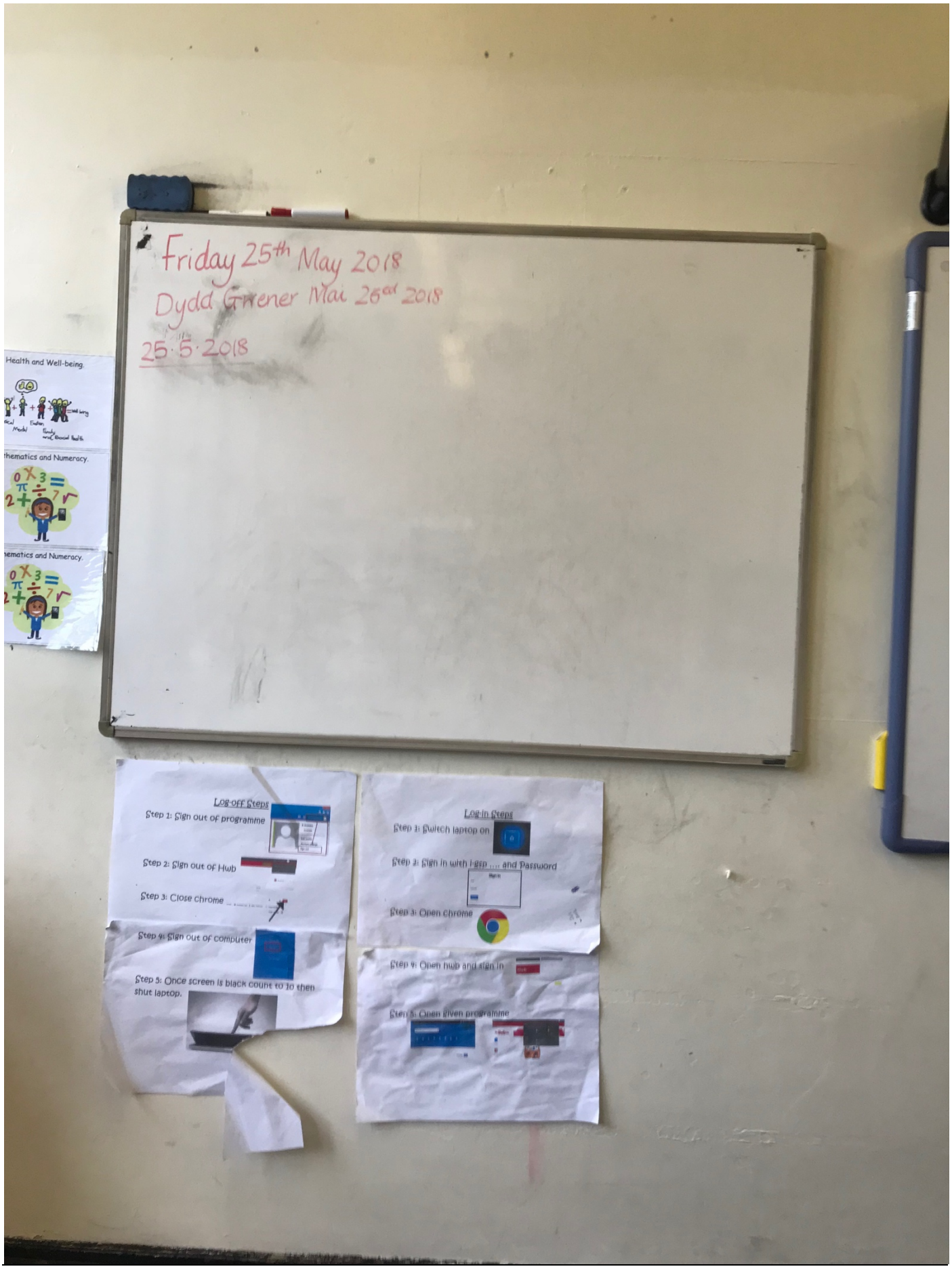
Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

4. <u>Pictures that the child has taken.</u>



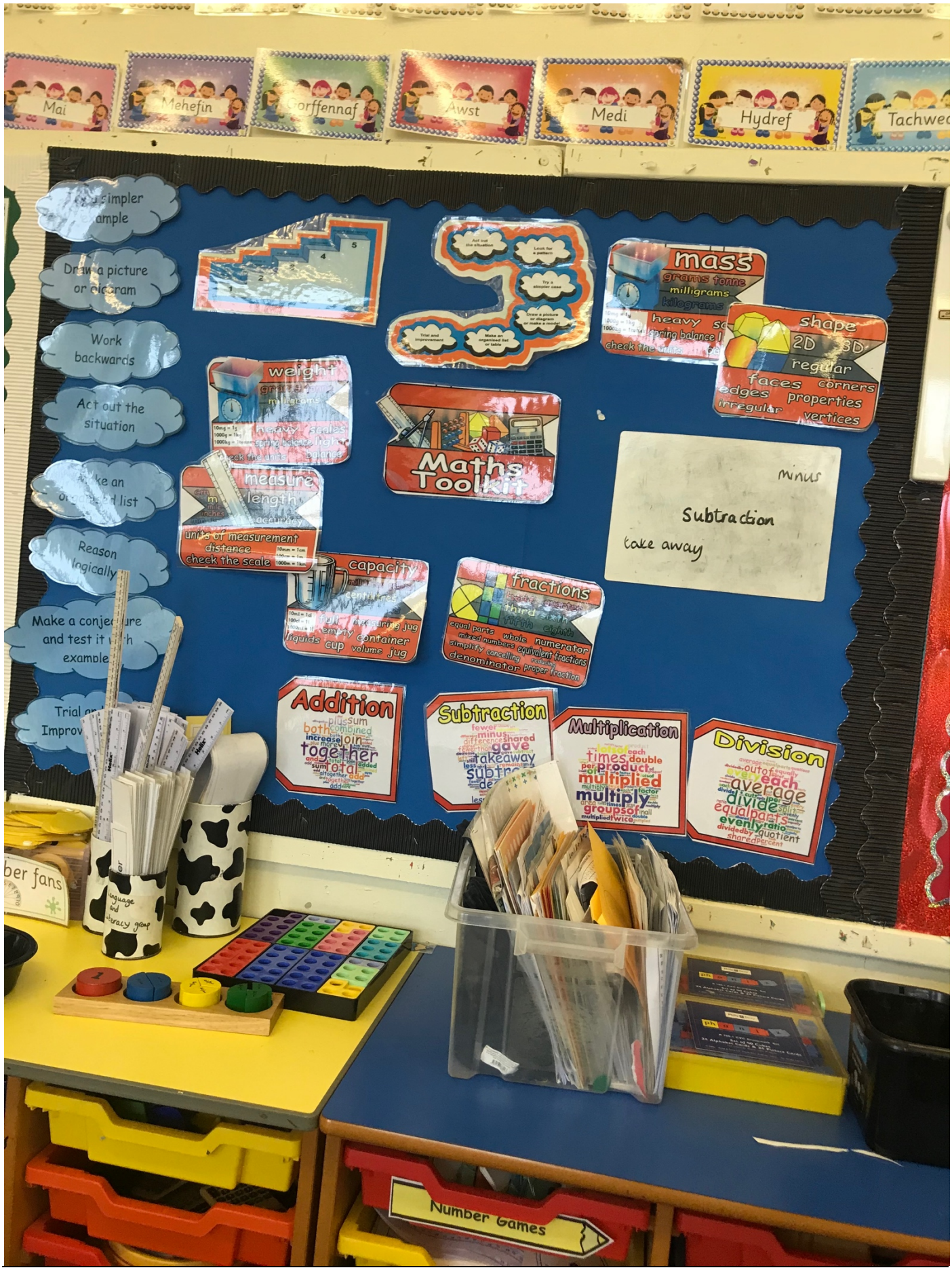

Life in a ROCK
Rocking Rolling Riding
A pictorial tribute to the Rumbles Railway
The Drop Goes Plop
A first look at the water cycle
Sam Godwin
Little Bees
Water
Science Activities
The Clue Books
Oxford
Seashore Animals
DK eye know
water
The Water Cycle
Chalks
Art Resources

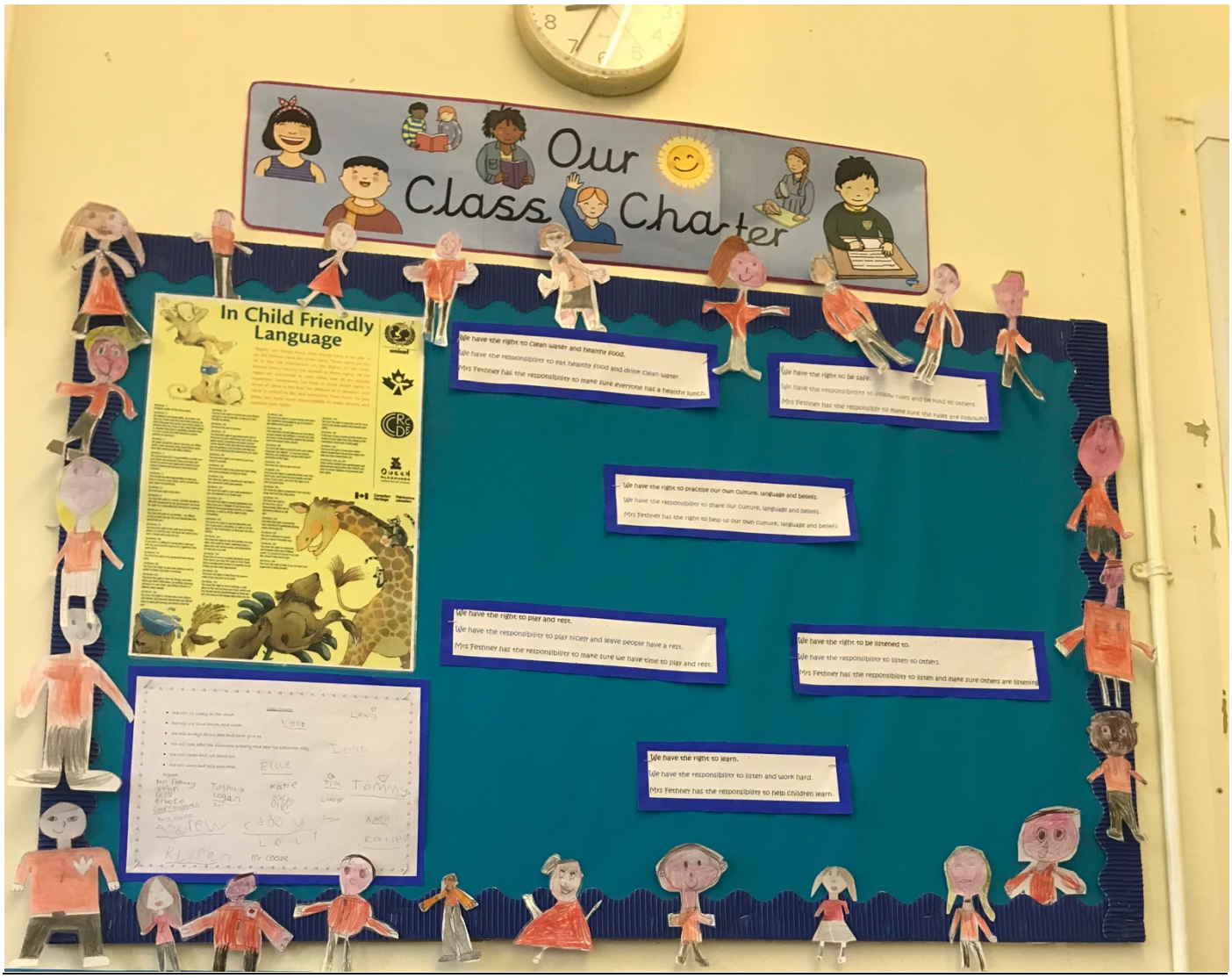

Health and Well-being.
thematics and Numeracy.
hematics and Numeracy.
Friday 25th May 2018
Dydd Gwener Mai 25ed 2018
25.5.2018
Log-off Steps
Step 1: Sign out of programme
Step 2: Sign out of Hub
Step 3: Close chrome
Step 4: Sign out of computer
Step 5: Once screen is black count to 10 then shut laptop.
Log-in Steps
Step 1: Switch laptop on
Step 2: Sign in with i-gsp .... and Password
Step 3: Open chrome
Step 4: Open hub and sign in
Step 5: Open given programme


Ydy hi'n gymylog?


Lliwiau
glas
coch
gwyn
gwyrdd
pinc
du
brown
llwyd
oren
melyn


Mae yna fyfyrwyr yn fy nosbarth sydd yn teimlo ar draws tro ar ol tro ac sydd â sgiliau sylw a gwrando gwael.
Mae yna fyfyrwyr yn fy nosbarth sydd arwahan i'r grwp neu sydd â pherthynas gwael gyda u cyfoedion
Mae yna fyfyrwyr sydd yn aml yn hwyr yn cyrraedd y dosbarth neu sydd yn anghofio offer neu sydd ddim yn cwblhau gwaith cartref
Mae yna fyfyrwyr sydd yn camddehongli cyfathrebu di-eiriol
GRIFFIN


Mai
Mehefin
Gorffennaf
Awst
Medi
Hydref
Tachwed
Draw a picture or diagram
Work backwards
Act out the situation
Reason logically
Trial and Improv
mass
grams tonne
milligrams
kilograms
heavy
spring balance
check the units
shape
2D
3D
regular
faces corners
edges properties
irregular vertices
weight
grams
milligrams
heavy scales
spring balance
Maths Toolkit
measure
length
units of measurement
distance
check the scale
capacity
full measuring jug
empty container
liquids cup volume jug
fractions
third fourth eighth
equal parts whole numerator
mixed numbers equivalent fractions
simplify cancelling
denominator proper fraction
minus
Subtraction
take away
Addition
plus sum
both combined
increased join
together
sum total
Subtraction
fewer
minus
difference shared
gave
takeaway
Multiplication
lots of each
times double
per product
multiplied
multiply
groups of
Division
out of
each
average
divide
equal parts
evenly ratio
divided by quotient
shared Percent
Number Games


Our Class Charter
In Child Friendly Language
We have the right to clean water and healthy food.
We have the responsibility to eat healthy food and drink clean water.
Mrs Fethney has the responsibility to make sure everyone has a healthy lunch.
We have the right to be safe.
We have the responsibility to follow rules and be kind to others.
Mrs Fethney has the responsibility to make sure the rules are followed.
We have the right to practise our own culture, language and beliefs.
We have the responsibility to share our culture, language and beliefs.
Mrs Fethney has the right to help us our own culture, language and beliefs.
We have the right to play and rest.
We have the responsibility to play nicely and leave people have a rest.
Mrs Fethney has the responsibility to make sure we have time to play and rest.
We have the right to be listened to.
We have the responsibility to listen to others.
Mrs Fethney has the responsibility to listen and make sure others are listening.
We have the right to learn.
We have the responsibility to listen and work hard.
Mrs Fethney has the responsibility to help children learn.


NATURE
DK Readers
Pirates
SUPERWORM
THE TRUE STORY OF
The Enormous Turnip
AMAZING BOOK OF FACTS
Night Animals






TAN
TAN
TAN
FIRE

5. Observation notes.

very fussy

again cant sit on the carpet without fussing.

cant sit still.

gets on with the girls better but plays with people on emerald table

9/5 keen to get involved in group work.

10/5 said hes had a late night - upset because hes tired

15/5 very friendly with [redacted]

17/5 doesn't sit still
wind[redacted] up.

18/5 dropped food all over him.
Mum works in the school

21/5 upset over his nose hurting.

22/5 still complaining about his nose
talked all the way through assembly

23/5 in peoples faces a lot

25/5 screaming loud on the bus.

6. Child conference response.

Why do you come to school?

To learn and to see my friends.

What do you like best about school?

I love my literacy lessons.

What don't you like about school?

I don't like maths – its to hard with all the workings out.

Who do you rely on in school to help you?

My friends.

What do you think adults do in school?

Teach children.

Wheres your favourite place to learn?

In the classroom.
Observation note: unaware what I meant by this, confused that I meant it could have been anywhere around the school.

What areas in the school help you learn?

Everywhere in the school.
Observation note: Again, unaware what I meant by this, confused I meant anywhere in the school.

What areas don't you like to learn in?

None.

Anything else you like to tell me…

N/A

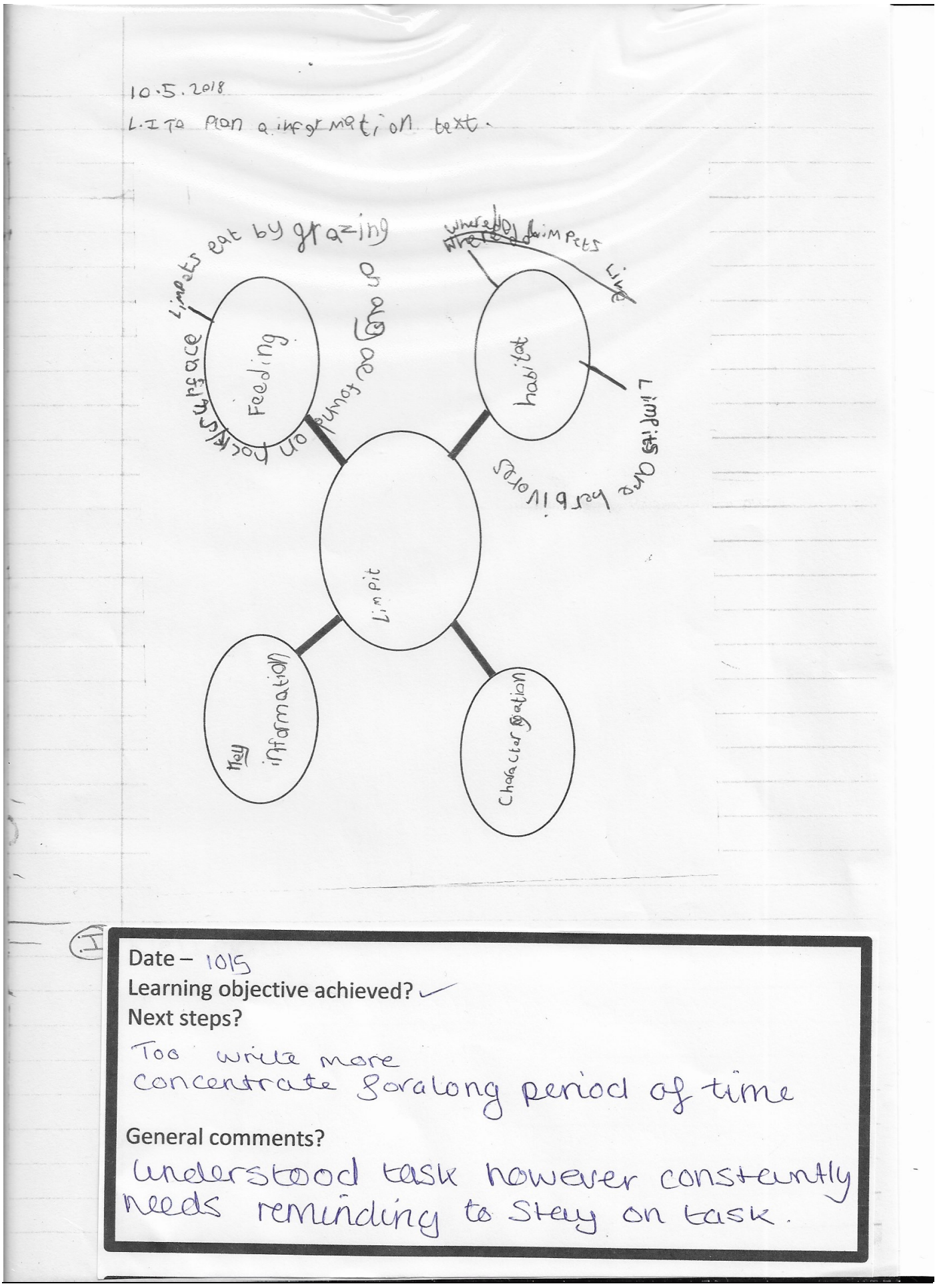
7. RAG rating from maths.

Exceeded expectations
LP,TS and H - LP is working very hard and concentrating a lot ore. TS and H worked well together, correcting each other errors. May try partner work again with them.

Exceeded expectations
IM, JL, EC, A and CH. CH and A worked together on this activity - which really helped their confidence to complete this task and the extras.

Exceeded expectations
LW + IM - worked well partnered up, IM guided LW.

8.Example of work LI: plan information text.



Date – 10/5
Learning objective achieved? ✓
Next steps?
Too write more
concentrate foralong period of time

General comments?
understood task however constantly needs reminding to stay on task.

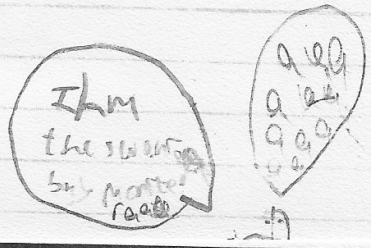
9. Example of work LI: to write a story (cold write).

03.5.2018

L.= to write a story.

~~once~~ swansea bay monsters

once apon a time a monster he was big and one ~~day~~ night the swanse ~~bay~~ bay monster picked up a boat and threw it to the deep w every night the swan sea monster picked up a ~~boat~~ again and again and again until ~~dun dun dun~~ another boat and She picked up the boat the survivor swam to shore and the swansea ba monster pulled him into the ocean and killed the survivor and his family cryed and cody the fish was the o ~~fish on the sea~~ the fish on the sea one night cody family found and brooke was the swansea bay monster and josh were a fisher man and dan was he and brooke ~~played~~ played ~~fortnite and she loved it she played every day she was on~~ ~~computer~~ that night it was lonely until ~~one~~ a human came to brooke and said ~~imlookingatyou~~ please dont kill me that day the strange man again she said my name is jess. and they were friends forever. ~~the end~~ they lived happily ever after. The end



Date – 2/5/18

Learning objective achieved? ✓

Next steps?

- write more
- add paragraphs and sections
- Set the scene

General comments?

This was a good attempt of a cold write

10. Example of maths work.

11.5.2018

I To multiply by numbers using the grid method

1. 4 x 16 = 64 ✓

x	10	6
4	40	24

2. 6 x 3 = 78 ✓

x	10	6
6	60	18

3. 3x 24= 72 ✓

x	10	6
3	30	18

4. 17 x 5 = 81

x	10	~~7~~
5	50	31

5. 7 x ~~13~~ = 90

x	10	~~3~~
~~7~~	~~70~~	~~21~~

I check 4 and well done!

Date – 11/5

Learning objective achieved? ✓

Next steps?

be more 'speedy' with his working outs

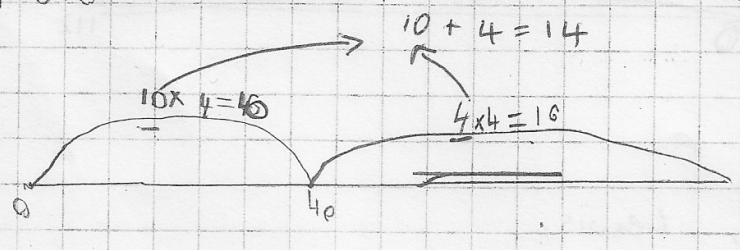
General comments?

had a good understanding.

14.5.2018

Learning to divide by 4 and other numbers using Multiplication.

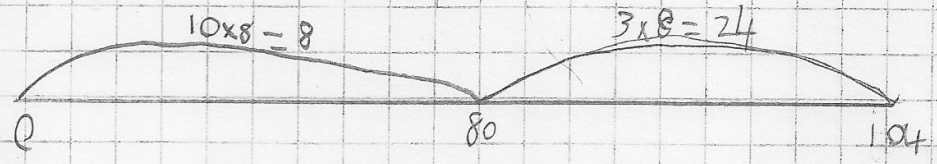
① 56 ÷ 4 = 16. the answer is 14



④

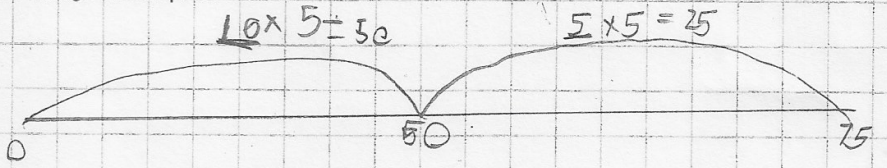
4 x 4 = 16

② 104 ÷ 8 = 13 ✓

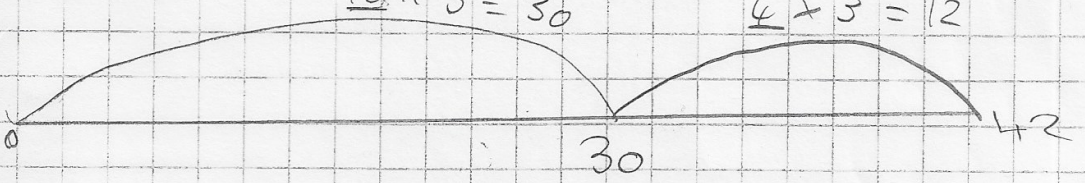


3 + 10 = 13

③ 75 ÷ 5 = 15 ✓



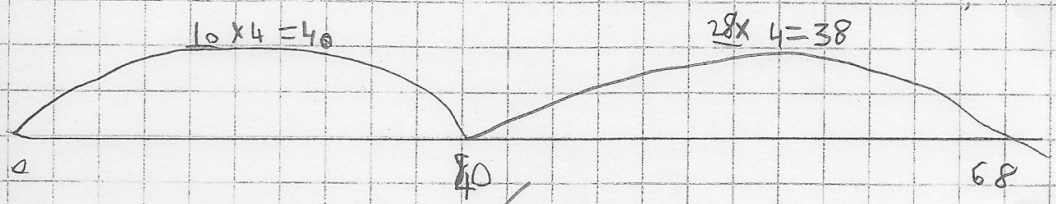
④ 42 ÷ 3 = 14 ✓



⑤ 68 ÷ 4 = 38

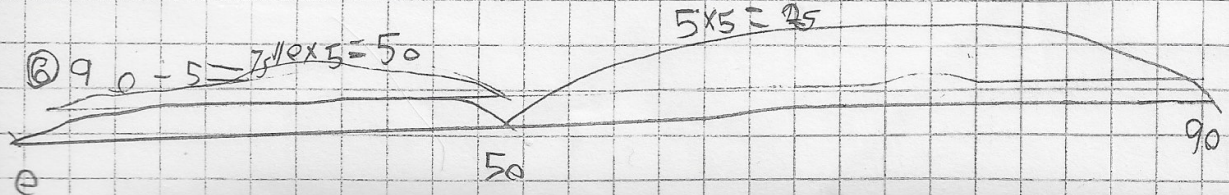
17

then 7 x 4 = 28, so add 10 + 7 = 17



✓

⑥ 90 ÷ 5 = 10 x 5 = 50



22.5.18

LI to add 3 digit numbers using mental maths

① 652 + 207 = 859 ✓

② 426 + 119 = 595 ✓

③ 348 + 325 = 673 ✓

④ 624 + 239 = 863 ✓

⑤ 375 + 204 = 579 ✓

⑥ 128 + 246 = 374 ✓

⑦ 362 + 229 = 591 ✓

⑧ 516 + 350 = 866 ✓

Extra

Well done! Super ☺ I

Date – 22.5.18

Learning objective achieved? ✓

Next steps?

To choose mental or column addition.

General comments?

Worked hard with partner.

23.5.2018

L.I To 3-digit numbers using column edition.

1. 643 + 283 = 926 ✓

2. 428 + 347 = 775 ✓

3. 578 + 237 = 815 ✓

4. 573 + 259 = 832 ✓

5. 643 + 278 = 921 ✓

6. 345 + 176 = 521

7. 573 + 481 = 1054

8. 573 + 481 = 1820

9. 534 + 386 = 911 ✓

Check your workings

Date – 23.5.18

Learning objective achieved? ✓

Next steps?

To choose mental or column addition.

General comments?

Worked hard today, although relys on others.

11. Example of maths work.

