

School Development and Pupil Progress Module

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

Introduction

This essay focusses on the development of Child A and analyses the current learning, progression and future development in relation to the Mosaic approach with justifications being made with links to literature.

The school where Child A attends is a small primary school situated in a village within the valleys. Approximately 33% of children attending the school are eligible for free school meals, which is significantly greater than the national average of 19%. In addition, the school identifies around 43% of pupils as having additional learning needs, which is also significantly greater than the national average of 21%.

Currently, there are 180 pupils on roll between the ages of 3 and 11, including 22 full time nursery children and 19 part-time pre-nursery children who are arranged into morning and afternoon sessions. The children are allocated into six mainstream classes of mixed year groups.

Within the school, very few pupils are looked after by the local authority. Most pupils attending the school are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupil speaks Welsh as a first language at home and a minor percentage of children have English as an additional language with only 2 foreign languages being children’s first language within the English as additional language families.

Child A is a current full-time nursery pupil, who is 4 years and 6 months of age. Child A has been attending the Nursery provision for 1 year, initially attending for a morning session as pre-nursery before progressing onto full-time as a Nursery class member. Child A works within the higher ability group, alongside 6 other members of the Nursery class.

Data collection

The Mosaic approach was the primary data collection method used, as it acknowledges numerous child-friendly techniques to gain children’s views and

perspectives within the research data (Clark and Moss, 2011). Using this approach allows the researcher to obtain qualitative data through observations, map making, photographs and child conferences and then use the information gathered through these individual tiles to combine together and create a complete big picture of child's perspectives. Gaining data directly from the child accumulates invaluable data as Langsted (1994, as cited in Clark, 2010) highlights that children are viewed as experts of their own lives, with the ability to see differently to an adult's perspective. Through child conference, children have the opportunity to freely express their own views, opinions and perceptions to contribute to the research data. Additionally, the Mosaic approach places great emphasis on the use of pupil's voice to gain the child's perspective of their learning and development, which has become a key focus within practice. In particular, United Nations Conventions on the Rights of the Child published children's rights with articles 12 and 13 specifically noting that children have the right to express their opinions and have their views listened to and respected (UNICEF, 2010), which is key within the Mosaic model. Moreover, research conducted by Welsh Government (2011) indicated that consulting learners and engaging them as co-researchers will increase their well-being and children will be more likely to commit themselves to learning as they feel that their views are respected.

Conversely, as identified by Clark (2011) the Mosaic approach has criticism regarding data collected through the individual tiles as not being scientific enough to be generalised due to individual opinions and viewpoints. Furthermore, it is noted by Grbich (2012) that limitations of qualitative data can be detrimental to research, with the time consuming element of collecting and analysing qualitative data in particular having an effect on the amount of information collected. Additionally, this leads to possibilities of key information being missed or overlooked during the analysis of qualitative data. Nevertheless, Brown (2011) emphasises that the value of the qualitative data obtained through this approach cannot be discounted as it offers visions into the children's lives through ways that scientific and systematic data would not be able to. As Child A is of a young age, the Mosaic approach was best suited for this project, as it primarily focusses on gaining qualitative data from young children whilst being participant researchers, through a range of contexts. (Clark, 2017).

Within any research project, ethical considerations are fundamental. Resnik (2015) upholds ethics as a vital component within research. Moreover, Resnik (2015) explains that all research projects have potential ethical issues but addressing the ethical risks that could arise during the research process beforehand and being aware of ethical and non-ethical rules is a key element for the role of the researcher. As a result, considerations of the implications and preventions were addressed prior to the data collection. Firstly, written permission was obtained from the school to gain authorisation of completing a research study within the setting (as seen in Appendix 1). As the child is under the age of 18, written consent was obtained from the child's parent (Appendix 2). Additionally, permission from the child was gained to willingly partake within the study, with details of the data being collected and what this data would be used for being explained clearly for Child A to be aware of the research process. In addition, Child A was also made aware that if she wished to withdraw from the research at any time, then it was within her right to do so without any judgement being made on her. Verbal permission from the child was obtained to ensure Child A agreed to participate as NHS (2018) highlight that children have a right to be aware of and understand the nature of the research that they are participating in, regardless of their age. Guidance from the Data Protection Act (2018) was adhered to consistently, with confidentiality remaining throughout the research information and anonymity of the setting also being maintained throughout within all data and findings (HM Government, 2018). Equally, BERA (2018) advises that confidentiality and anonymity of participants data within research is vital to ensure any risks to participants and ethical considerations are eliminated. Therefore, no information of the school or participants have been included to ensure neither can be identified within the study.

Analysis of learner

Beginning with a tour of the school, Child A identified 3 external areas out of the classroom, then areas in and around the Nursery classroom. Details were limited during the tour, with questions being answered shortly. This may be due to the age of the child as communication skills are still developing to be able to hold a full detailed conversation (National Research Council. 2015). However, Child A did point out another teacher's classroom, the school hall and role play area when describing

the school during the child's tour, giving brief descriptions of the hall being used for assembly and the role play room being her favourite zone.

Descriptions when in the role play area identified this as a particular area in which Child A enjoys learning through the context of dressing up, stating "My favourite zone is Role play. I like to dress up and pretend to be something." This was supported in the photographs taken by Child A of the areas that were significant to her, as a photo of the Role Play zone was within the pictures of importance to her learning (See Appendix 3). Furthermore, it was clarified in an observation that Child A had a strong preference to the Role Play zone as she spent the most proportion of free choice time within this zone acting out the visual literacy story, Room on the Broom (Appendix 5). Through this free-play experience, Child A was able to build on prior knowledge where the story was previously used within focus group work, to support her creative development through "developing responses to different stimuli such as pictures, words and ideas" in order to "explore and express a range of moods and feelings through a variety of movements" (WG, 2015). In addition, outcome "work on their own and with others to pretend, improvise and think imaginatively" was also met within the activity with Child A and her peers all working together to creatively perform the literacy visual in their own perception of the story.

With Nursery not being a compulsory school age, Christakis (2016) notes that pre-educational skills are detrimental to three and four year olds learning. Opportunities to learn through play experiences are prime environments for children of this age to engage with in order to develop successfully and progress into educational pathways in later school years. Rogers and Evans (2008) reported that education in Wales advocates a play-based, informal curriculum and pedagogy that is supportive of children's physical and social needs at this developmental stage. Furthermore, based on the ideas of Piaget's discovery learning, children learn best through actively exploring and developing by doing. These factors can also be seen within the new primary school curriculum, Donaldson curriculum, being introduced with the report suggesting that teaching and learning should focus on creating real-life opportunities for children's learning experiences (Donaldson, 2015). However, although role-play experiences provides endless opportunities for Nursery children to develop and progress across all areas of learning experiences, other activities and specific skill area zones such as mathematical and literacy cannot be undervalued.

Within findings from the Mosaic tiles data collection of Child A, a common theme identified was Language, Literacy and Communication. In addition to the role play activity, within the photographs taken by Child A was a picture of the mark-making provision (As seen in Appendix 4). Furthermore, she expressed her enjoyment of colouring in the tour as she captivated attention to the mark-making area within in the classroom. Additionally, Child A listed language activities including elements of writing, reading and oracy within the child conference which highlighted a predominant interest within Language, Literacy and Communication area for her. This could also be identified within a written task, where Child A was participating within an emergent writing activity and remained focussed and engaged for the duration of the activity. Martin, Lovat and Purnell (2012) suggests that children will remain focussed within an activity when it is related to a topic of interest that they enjoy. The evidence collected of Child A's written work (Appendix 6) suggests that she is working at the suggested level for Nursery, displaying confirmation for the ability to "write letters, numbers and/or symbols randomly" (WG, 2015). Despite Child A's writing skills being on target for her age, this area is not identified as the strongest area within her Language, Literacy and Communication skills as the oracy and literacy aspects, with the speaking elements in particular, are reaching outcomes for Reception age, within the Foundation Phase profile, which is a year group higher than Child A's current age and class.

Although it is apparent from the findings that Child A's language, literacy and communication skills were promoted, through the role play activity of acting out the story other areas of learning are also promoted with Mathematical skills, social skills and creativity all being developed through the activity. During the re-enactment of the story, Child A could be heard using most of the language from within the story and vocabulary that was relevant to the story. Therefore, it was noted that Child A is working above the expected outcomes for oracy within Language, Literacy and Communication skills, meeting the speaking aspects of the Foundation Phase profile for Reception, in particular 'Contribute to role-play activities using relevant language' (Welsh Government, 2015).

Furthermore, within the role play activity Child A positioned herself and her peers in the correct order on the broomstick to match how they appeared within the story. A similar activity was carried out in focus groups, in the prior week, where children

were learning about ordering the characters and being introduced to ordinal numbers. Evidence from the language used during the observation identified that Child A is working towards the Foundation Phase outcome, "Use the terms 'first', 'second', 'third' and 'last' in daily activities and play.", as it could be heard within the dialogue between Child A and a peer, "No I'm first, then Child B, then Child C then you're last." When questioned about the positions of the children, Child A was unsure about second and third. Therefore, she does not meet this outcome yet but with using some of the Mathematical vocabulary, the outcome is being worked towards.

Despite Mathematics/Numeracy being developed within the role play activity, Child A disregarded Maths and Numeracy placing no importance on the subject area to her learning throughout the Mosaic data collection methods. However, within current framework Numeracy is a cross-curricular subject with focus being placed on embedding literacy and numeracy across the curriculum. Children's ability to acquire and apply the skills they have learned to complete tasks can be seen to be the prime focus for Numeracy and Literacy within the Foundation Phase profile (WG, 2015).

On the other hand, there is limited evidence to strongly uphold the belief that Child A disregarded Maths as important within her learning, as during the conference Child A exclaimed that she liked Maths but could not give a valid reason regarding her opinion or discuss Maths/Numeracy within her learning experiences and perspectives. Based on the findings by Einarsdottir (2009) it can be argued that conferences are not always a reliable source of research findings for children of such a young age, due to the limited understanding and lack of valid reasoning skills in such questions and explanations during discussion. Therefore, to validate the results from the child conference, other methods such as map-making, observations and photographs have been analysed and collaborated to ensure the evidence supports the findings reported. Using data collected, Child A's mathematical skills can be identified as achieving some Reception level outcomes particularly within the number skills strand of the Framework. Within Appendix 7, the work completed by Child A shows counting of objects up to 10 items, with teacher feedback confirming the task was completed independently. When asked during the child conference about the work completed, she explained the activity and authorised that the skill of counting

10 objects reliably was achieved confidently and correctly without any support or guidance, as she recounted each set again.

However, it is apparent that Child A is not currently working at Reception level in all aspects of Mathematical development as evidence from a Science experiment (Appendix 8) demonstrates that Child A is working towards the skill of being able to write numbers to 10, as although number 1 and 4 is written correctly, numbers 2 and 6 are difficultly recognisable. Therefore, Child A has not yet achieved this skill in her Mathematical development stage. However, based on the findings from Nottingham's 2013 ASK model, it can be argued that Child A needs to develop expertise in the domains of attitude, skills and knowledge in order to be able to grow into an expert learner (Nottingham and Nottingham, 2017). Nottingham (2015) goes on to suggest children need to develop attitudes such as curiosity and diligence along with skills including reasoning and collaborative thinking to have the ability to apply an increasing bank of knowledge and skills to their learning. This said, Child A needs to acquire the preconditions for learning new skills prior to the factual learning. Therefore, as Child A is in the first year of school education gaining a positive attitude with good general knowledge and becoming skilful in a number of areas of learning places greater importance, at this stage, than the skills for singular subject knowledge (Nottingham, 2015).

Foundational to the ASK model is Vygotsky's theory, where emphasis is placed on attitudes such as curiosity. It is believed that such attitudes support children to progress through a social interaction culture, whereby skills and knowledge are developed by actively being involved in their own learning, through means of discovery. Likewise, the theory of Piaget also acknowledges development through self-initiated discovery. Subsequently, opportunities and experiences to enhance Personal, social, well-being and cultural development within early stages of learning are presented as fundamental to children's progression, which is also supported within the Foundation Phase Profile with WG (2015) acknowledging that children are provided with the opportunity to show curiosity and develop positive attitudes to new experiences and learning, within Personal development.

While this is the case, limited evidence could be collected regarding Child A's personal, social, well-being and cultural development as the majority of activities in setting focussed on literacy, numeracy and creative development. More importantly,

this area of development presents itself within most of the activities within school through the daily routines. Having said that, within a checklist method observation (Appendix 10), Child A achieved 5 out of the 10 outcomes for well-being development. These outcomes are for all children within the Foundation Phase, aged 3-7 years old, and as Child A is only 4 years of age this highlights that her well-being development is progressing sufficiently with 50% of the outcomes already achieved within her 1st year of education.

An illustration of personal, social, well-being and cultural development evidence is also revealed within a Knowledge and Understanding of the world activity (Appendix 9), whereby Child A experimented with a new ICT learning opportunity. Additionally, this ICT activity also supported Child A's physical development by developing fine motor skills and also supporting the cross-curricular digital competence framework. After repetition of the activity, Child A achieved the outcome to click an icon to save their own work, using Hwb website program JIT5. Child A is beginning to use this software with very little guidance and is able to save her work correctly. Child A confidently selects characters and places them on the picture, however, guidance is required to select a scenery and change the characters. Having said that, this skill is not predominant within the DCF framework for Nursery children. Nevertheless, Child A is achieving the Nursery stage outcome and is therefore ready to progress onto another skill within the ICT scheme of work. Moreover, Child A's physical development is on target with excellent fine manipulative skills displayed with further hand-eye coordination and control over body movements enabling Child A to successfully carry out tasks on the school laptops.

From all the data collected, it can be further identified that Child A is progressing through a holistic approach to learning where development is not neatly confined into singular subject compartments, but instead interlinks through cross-curricular themes with a range of learning opportunities being accessed across the provision, through a variety of focussed tasks and enhanced provision activities.

Next steps

In order to support children's next steps and develop learning, 'The learning Challenge' was designed by Nottingham (2017). The concept of The Learning Challenge is to support educators into guiding their children to holistically develop

critical skills and collaborative thinking. Nottingham (2017) explains that it benefits children's resilience, wisdom and self-efficacy. In addition, when used as a structure for learning, it can also improve teacher clarity and promote potentials of achievement. To elaborate, Verenikina (2010) compares The Learning Challenge to a child-friendly representation of Vygotsky's (1978) theory in that it describes the move from actual to further potential understanding. Additionally, Dweck (2006) suggests that it can help develop a growth mindset, whilst encouraging learners to willingly step outside their comfort zone (Haimovitz and Dweck, 2017). For future reference, I will use The Learning Challenge as guidance to planning and preparing with a simplified version available for the children's reference to support their thinking and learning in practice as it facilitates children to think about and discuss their learning, which effectively supports assessment for learning which has gained a large focus within current practice. Robin (2012) highlights that when children are actively involved within decisions involving their education, understanding of their learning, improvements in achievement and an increase in self-esteem levels are promoted. Additionally, adults working with the children gain new insights into views and ideas that may not have been noted from adult perspectives. Therefore, a key focus on evaluating and planning for Child A's next steps will involve her within the future planning process. Opportunity for her to express her thoughts and input ideas will be given. However, taking into consideration that Child A is part of a large class with many more individuals also having the right to participate within their education pathways, a class discussion would be best suited to collaborate all individuals' philosophies. With children of Nursery age, the ability to write has not yet developed so for that reason, the most effective method for pupil participation is through dialogue. With a large number of participants, a mind map of collective ideas will be collated from the children and used to inform future planning for Child A's class. At the beginning of each half term, an introductory session will be delivered with children interactively discussing ideas about areas within the topic that they would like to learn about. As children need time to process and think about their thinking, a letter will be sent home to inform parents of the upcoming topic and encourage parents to have a discussion with their child about the topic, gathering any ideas that initiate particular interest for their child. Selwyn et al. (2011) claims that engaging parents in homework creates a positive home-school partnership and provides

parents with a basis to assist children's learning in supporting their overall development.

Equally important, using the data gathered through the Mosaic approach, it can be clearly recognised that play is very important to a child's development. Family Lives (2018) emphasises that play is an integral part of a child's early years foundational stage and supports their learning journey. Through the power of play, young children can develop many skills with opportunities to develop language and numeracy skills, emotions, imagination, creativity and social skills. Through this, children can then develop crucial skills such as problem solving, working with others, sharing and in turn, this helps the development of the ability to concentrate. Subsequently, activities within the Nursery provision will be play-based to encourage Child A's participation in tasks that further development, as seen within activities through play such as the Role Play enhancement. Featherstone (2014) defined that continuous and enhanced provisions are critical within Foundation Phase classrooms as this is the zone where children consolidate prior learning. Consequently, as a facilitator of Child A's learning, a minimum of 4 areas within the provision will be enhanced, by myself as the class teacher, each week to ensure all children have opportunities to regularly revisit and practise the required skills and master these through independent exploration, to take the learning forward. These activities and resources will be in connection with the focus group tasks from the prior week, where the children would have been undertaken tasks that introduce the learning intentions. However, as Child A and her peers will be the individuals accessing the provision, I will involve and consult with the class at the end of each week to gain ideas of activities for the provision and arrange the tasks to suit their needs and perspectives, as they are the learners who need to be able to access and understand the environment around them. This practice creates an inclusive environment and also incorporates their rights, as discussed previously.

In addition to continuous and enhanced activities, focus group tasks are also important for children's learning as this is the main area in a school setting in which new skills are modelled and learnt initially (Callanan et al. 2017). To further Child A's language literacy and communication development, introducing a phonics scheme would be highly beneficial. Child A is already displaying her ability of mark-making,

experimenting with print and retelling stories. However, without knowledge of sounds and letters, Child A will be unable to make meaning of text or record words within her work. With this focus, it would be in Child A's best interest to partake in the school's current scheme of Read, Write, Inc (RWI). Although this scheme is usually costly to settings, this scheme is already established within practice from Reception, so no expenses for implementation throughout the school would need to be considered. Despite this, staffing and arrangements would need to be well-thought-out and discussed within Nursery, to organise learning environments for all children within Child A's class, as not all children are at the stage of accessing the Phonics scheme which is advertised as being suitable for children from 4-11. However, a Phonics programme appropriate for Nursery children of 3-4 years of age is available, with focus being on developing children's love of reading through fascinating story and rhyme time. Miskin (2019) describes that Phonics for Nursery encourages the use of children's vocabulary through role-play, and promotes discussion, building sentences and the use of productive questioning to extend children's speech, language and understanding. Using additional adults, to support each current ability groups, group tasks based on RWI will be delivered where children access different focus language and literacy tasks.

Rotation activities will be set up where 3 ability groups are working in sync with an adult leading. Activities will be based on rich vocabulary being modelled by the adult and key focus being placed on children using their language and literacy skills to partake through differentiated activities. Group 1, which Child A will be part of, are all of similar ability and are at the stage to focus on learning speed sounds using RWI flashcards and activity games that familiarise themselves in recognising and identifying the letter shapes and sounds. The remainder of the class, who are already separated into 2 differing ability groups, will rotate between role play activities, stories, songs and rhymes to establish and promote language and literacy skills in order to achieve the Nursery Foundation Phase outcomes before progressing onto a Phonics scheme. Although this set up has great potential to work, staffing issues has to be considered as this rotation uses all staff members within leading activities. Therefore, when staff members are absent this rotation would not be possible due to the demand of adult numbers needed to lead within each group. Despite this being a limitation, the probability of being short staffed due to ratios is

unlikely to be a regular occurrence and if this should arise, alternative arrangements for the short-term could be fostered.

In order to improve Child A's mathematical development, I aim to provide further revision of ordinal numbers. Within summer term, sports day practise will be included as part of Physical Education lessons where ordinal numbers can be used to describe finishing positions. Therefore, during sports races I will place a focus on the finishing positions and create positional medals for each participant. During the activity, I will encourage children to actively order themselves in their finishing positions and describe their finishing position when obtaining their medal to encourage their use of the ordinal vocabulary. Through this activity, Child A will use the ordinal numbers and hear peers using the language which in turn can support her development, as demonstrated through Vygotsky's zone of proximal development theory whereby children learn through social interaction with peers (Powell and Kalina, 2009). Furthermore, to encourage Child A's number skills, an activity will be planned for prior to the sports races where the children can each make a medal for the ordinal medals to nurture other areas of development including creative, physical and literacy to foster a holistic learning environment and promote development in all areas of Child A's learning.

Conclusion

In short, Child A is working on target for her age in accordance with WG (2015) guidance, and data collected through the Mosaic approach confirms this. Using the individual tiles of collection methods, Child A portrayed substantial evidence to identify and analyse her development and progression steps. Having said that, it has been shown through Child A's data collection, gaps were evident within certain areas of development as Child A had ownership over the information collected, which led to areas of enjoyment being more prominent and other areas of development being missed out. Although, this type of data collection can also inform educators of the areas within Child A's learning that have less engagement from her and need to be included in future planning.

Having said that, in practice, this research method would be difficult to be successfully implemented as the results are individual and cannot be generalised. Therefore, a

significant limitation of time restriction would prevent all children gathering individual data through the Mosaic tiles method. On the other hand, data collected from selected number of children could be collated and analysed to identify any common themes and be used to inform future planning. Furthermore, next steps in relation to Child A's progression include her peers in activities and implementations, including phonics schemes and ordinal number activities, which evidence that using one child's data can also impact other children's learning and development.

Additionally, children are prime facilitators to their own learning and evaluations with the fact being previously noted that children have differing perceptions to adults that are of equal importance to their development. Therefore, including children in the planning, and evaluating process is valuable in practice.

In conclusion, communication and involvement from the children has been clearly highlighted as a crucial importance within children's progression to ensure they have impact on their learning pathways. Children participation influences purposeful interaction within the learning environment and in turn promotes independent learning, which is fundamental to securing knowledge, skills and understanding within children's development.

Reference List

- BERA (2018) *Ethical Guidelines for Educational Research, fourth edition (2018)*.
[Online] Available at: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018> (Accessed: 24.05.19)
- 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: 24.05.19)
- Callanan, M. Anderson, M. Haywood, S. Hudson, R. and Speight, S. (2017) *Good Practice in Early Education: Research Report*. [Online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/586242/SEED__Good_Practice_in_Early_Education_-_RR553.pdf (Accessed: 29.05.19)
- Christakis, E. (2016) *The Importance of Being Little: What Children Really Need from Grownups*. New York: Penguin
- Clark, A. (2010) *Transforming Children's Spaces: Children's and Adult's Participation in Designing Learning Environments*. Oxon: Routledge
- Clark, A. (2011) Ways of seeing: using the Mosaic approach to listen to young children's perspectives [Online] Available at: <https://learningaway.org.uk/wp-content/uploads/RL56-Extract-the-Mosaic-Approach-EARLY-YEARS.pdf> (Accessed: 24.05.19)
- Clark, A. (2017) *Listening to Young Children, Expanded Third Edition: A Guide to Understanding and Using the Mosaic Approach*. London: Jessica King Publishing.
- Clark, A. and Moss, P. (2011) *Listening to Young Children: The Mosaic Approach*. 2nd Edition. London: NCB.
- Donaldson, G. (2015) *Successful Futures. Looking at the Curriculum and Assessment Arrangements in Wales*. [Online] Available at <https://gov.wales/sites/default/files/publications/2018-03/succesful-futures-a-summary-of-professor-graham-donaldsons-report.pdf>. (Accessed: 24.05.19)
- Einarsdottir, J. (2009) Making Meaning: Children's Perspectives Expressed through Drawings. *Early Child Development and Care*. 179 (2), p217-232.

Family Lives (2018) *Why Play Matters*. [Online] Available at: <https://www.familylives.org.uk/advice/early-years-development/learning-and-play/why-play-matters/> (Accessed: 29.05.19)

Featherstone, S. (2014) *Learning to Learn*. London: A&C Black.

Grbich, C. (2012) *Qualitative Data Analysis: An Introduction*. 2nd Edition. London: SAGE.

Haimovitz, K. and Dweck, C. (2017) The Origins of Children's Growth and Fixed Mindsets: New Research and a New Proposal. *Child Development*. 88 (6), p. 1849-1859.

HM Government (2018) *Data Protection Act 2018*. [Online] Available at: http://www.legislation.gov.uk/ukpga/2018/12/pdfs/ukpga_20180012_en.pdf (Accessed: 24.05.19)

Merriam, S. and Grenier, R. (2019) *Qualitative Research in Practice: Examples for Discussion and Analysis*. 2nd Edition. San Francisco: John Wiley and Sons

Miskin, R. (2019) *Read, Write, Inc. Phonics for Nursery: Right from the start*. [Online] Available at: <https://www.ruthmiskin.com/en/programmes/phonics-nursery/> (Accessed: 29.05.19)

National Research Council (2015) *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Washington: National Academy Press.

NHS (2018) *Research Involving Children*. [Online] Available at: <https://www.hra.nhs.uk/planning-and-improving-research/policies-standards-legislation/research-involving-children/> (Accessed: 24.05.19)

Nottingham, J. (2015) *Challenging Learning: Theory, effective practice and lesson ideas to create optimal learning in the classroom*. Oxon: Routledge.

Nottingham, J. (2017) *The Learning Challenge: How to Guide Your Students Through the Learning Pit to Achieve Deeper Understanding*. California: Corwin Press

Nottingham, J. and Nottingham, J. (2017) *Challenging Learning Through Feedback: How to get the type, tone and quality of feedback right every time*. California: Corwin Press.

Powell, K. and Kalina, C. (2009) Cognitive and social constructivism: Developing tools for an effective classroom. *Education*, 130(2), p. 241-250.

Resnik, D. (2015) *What is Ethics in Research and Why is it Important?* [Online] Available at:

<https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm> (Accessed: 24.05.19).

Robin, S. (2012) *Children as Decision Makers in Education: Sharing Experiences Across Cultures*. London: A&C Black.

Rogers, S. and Evans, J. (2008) *Inside Role-play in Early Childhood Education: Researching Young Children's Perspectives*. Oxon: Routledge.

Selwyn, N. Banaji, S. Hadjithoma-Garstka, C. and Clark, W. (2011) Providing a Platform for Parents? Exploring the Nature of Parental Engagement with School Learning Platforms. *Journal of Computer Assisted Learning*. 27(4), p. 314-323.

UNICEF (2010) *A summary of the UN Convention on the Rights of the Child* [Online] Available at: https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.202695185.1604220606.1558611047-1504869325.1518976228 (Accessed: 23.05.19)

Verenikina, I. (2010) Vygotsky in Twenty-First-Century Research. *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications* (pp. 16-25)

Welsh Government (2011) *Pupil Participation: Good Practice Guide*. Cardiff: WG.

Welsh Government (2015) *Foundation Phase Framework*. Cardiff: WG.

Appendices

Appendix 1:

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

 Yr Athrofa
Institute of Education
Addysg i Gymru 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): Bethan Morris

SCHOOL NAME (PLEASE PRINT): [Redacted] Primary

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

JOANNE DAVIES

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

J. Davies

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

Appendix 2:



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 she can consider how 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

As Parent/Guardian of. (pupil name),

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

Signed C. J. M. Jones (Parent/Guardian).

Date 9/5/19

Appendix 3:



Appendix 4:



Appendix 5:

Child A enters the role play zone at 9:20am, 10 minutes into free choice activity time. She walks straight to the dressing up box and pulls out a witch's costume. She attempts to put the witches costume on, it gets stuck on her ponytail. "Miss, can you help me, please?" Teacher comes to assist and child A thanks the teacher. She heads into the corner where props are placed from Room on the Broom story. 4 other peers are also in the area.

Child A asks another child "Shall we play witches on the broomstick?" They both go to look in the dressing up props box and find 'Room on the Broom' story. Child B says to Child A "Lets pretend we are on this broom!" Teaching assistant intervenes and asks the children "Are you going to act out the story again like we did last week?"

Child A instantly replies "Yes. I'm the witch and she's my cat."

Teacher offers the two other children to join in to which both agree to the proposal.

Child A and Child B put the broomstick in between their legs (with a little guidance from an adult). They walk around the broom making zooming and whooshing noises. Child A shouts "Oh no! My bow." They walk around the perimeter of the role play zone, then return to the other children, who have now become 3 with another child wanting to join in.

Child A tells Child C to jump on but Child C replies "No! It's the dog next." So, Child D (who is wearing the dog mask) positions himself with the broomstick between his legs, behind Child B. They walk around the perimeter of the room again and return to the 2 children waiting dressed up. Child C now positions herself behind Child D on the broom and they set off around the perimeter again making zooming and whooshing noises. By the time the children come back the remaining child has left the role play zone.

Child A says "Oh no! We can't play now. Nobody can be the frog or beast." Teaching assistant responds with "It doesn't matter, you can still play without them. Pretend they are with you instead."

The teaching assistant asks the children "Who got on the broomstick first?" Child D answers "Me."

Child A instantly replies "No! I'm first. Then Child B, then Child C, then you're last."

T.A replies "Well done, Child A. That's right. Good try, Child D. You are at the back, so you are last, aren't you?"

Child D "Yeah, me last."

Tidy up music goes on and all children help to take off costumes and tidy the role play zone.

Appendix 6: (written work)

Messy Play Rules

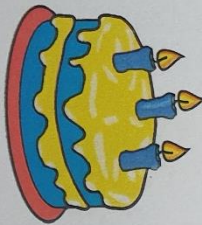
L.O - Can you write a set of rules for messy play activities?



1. Wear an apron.
2. Walk around.
3. No eating.

Wash your hands.

You are invited to my party!



To: 6 JNO

On: CEA Friday

At: _____

From: The Witch



Appendix 7:

1.05.19

The Witch's Shop

Count out the correct number of coins to match the prices.

 **8p**

 **6p**

 **10p**

shop.

30.04.19

Problem solving

The witch needs to put the correct number of insects into her cauldron to make her magic spell work. Can you put 10 insects in? Don't forget to say the magic spell!

Independent work.

Appendix 8:

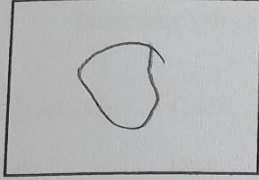
Skittles Experiment

L.O: Can I make a prediction and discuss what happens if..... as part of an experiment?

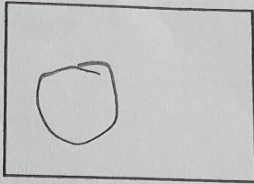
what we need:



Skittles



Water



White plate

prediction:

I think that:

The skittles will melt ☐

The colour will dissolve ☐

Nothing will happen ☐

The water will wash the skittles away ☒

Results:

The skittles melted ☐

The colour dissolved ☒

Nothing happened ☐

The water washed the skittles away ☐

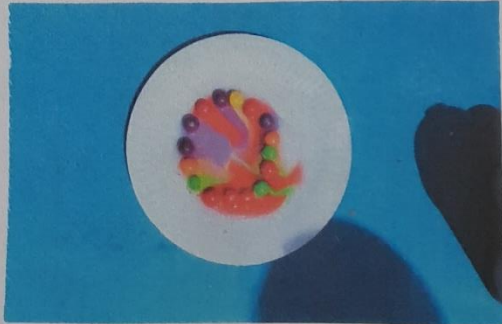
Hot water time 2 5 4 Cold water 6 1 9

The colour dissolved quicker in the:

Hot water ☒

Cold water ☐

This is my experiment result:

work! A good prediction and investigation to find out what happens when skittles mix with water. 15.5.19

Appendix 9:

6

A lovely picture! you remembered how to select and use characters on your picture and correctly saved your work.



With support used jits program to select animals to use within her picture. she saved her work, with guidance.



Appendix 10:

Observation of Foundation Phase Well-Being Outcomes

Outcome:	Achieved	Not achieved	Not seen within observation
Value and contribute to their own well-being and to the well-being of others	✓		
Be aware of their own feelings and develop the ability to express them in an appropriate way	✓		
Understand the relationship between feelings and actions and that other people have feelings	✓		
Demonstrate care, respect and affection for other children, adults and their environment	✓		
Develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others		✓	
Understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings		✓	
Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies		✓	
Ask for assistance when needed	✓		
develop an understanding about dangers in the home and outside environment			✓
understand that medicines are taken to make them feel better and that some drugs are dangerous.			✓