

School Development and Pupil Progress**M7X02151**

A successful assessment system in primary schools is what enables us as teachers to support pupil progress and to understand comprehensively what is expected to be mastered by pupils at any given stage during their development within an educational setting. Therefore, this then allows us to assess their progress towards doing so in a meaningful and fair way (Education Endowment Foundation, 2019). This assignment details the analysis of one child's holistic development and how the progress of the child is supported with justification for the next steps within their learning.

The research was carried out in a village primary school within the Neath Port Talbot county of South Wales. The school is below the national average of pupils eligible for free school meals and identifies around 14% of pupils as having additional learning needs, which is below the national average of around 22% - no pupils have statements of special educational needs. Child R was the participant within the research, she is 6 years old and grouped within the middle ability of the Year 1/2 class. Child R has an eyesight medical condition which was taken into account during this research, however Child R has no statement due to this medical condition. Ethical considerations in line with the British Educational Research Association (BERA) Ethical Guidelines for Educational Research (2018) were regarded within this research analysis. Informed consent was given to the child and class teacher following the school's data protection policy (Permission Letter can be seen in Appendix A) identifying the anonymity of Child R and the school within the research, and Child R's right to withdraw at any time. Avar et al. (2012) emphasise the importance of ethical duty within research with children, including the obligation to protect all sensitive information from any unauthorised access, use or loss. Fulfilling the ethical duty of

confidentiality is essential to the trust between researcher and participant, which will result in a successful study.

The primary method for the data collection within the research was the Mosaic Approach (Clark and Moss, 2011) which puts emphasis on the importance of pupil voice and perspectives on themselves as learners within research. In today's society, the abilities that young children display can be made visible or hidden by the ways in which adults view them and their lives. The Mosaic Approach promotes the ways in seeing young children, such as them being experts in their own lives, as skillful communicators, active participants, meaning makers, researchers and explorers (Clark, 2007). The Mosaic Approach combines the traditional adult-directed research tools of observation and interviews of practitioners and children, with participatory tools for the child involved, including the use of cameras, learning walks and map-making. The approach by Clark and Moss considers 'individual tiles' which allows researchers to collect data through a wide range of strategies. The Mosaic Approach is made up of a number of qualitative data strategies such as observation, photographs, map-making, pupil-led feedback, and child and teacher conferencing which will be collected and analysed through numerous contexts and then be put together to gain a holistic picture of the child.

Griggs (1987) identifies the importance of analysing qualitative data as it provides researchers with the opportunity to explore the data in an in-depth and detailed way. The data is based on human experiences and observation which can be interpreted and summarised, resulting in fluid and quality conclusions being drawn. However, the quality of the data gathered in qualitative research can be highly subjective as the personal nature of data gathering can be a negative component of the process. What one researcher may feel is important and necessary to gather, can be data that another researcher feels is irrelevant

and would not spend time pursuing (Grbich, 2012). However, in this context all research gathered is provided by the child whom feels it is important to share – the child's feelings, views and voice are vital and this chosen methodology best represents the focus of the research. The evident qualitative data approaches performed within this research can be seen in Appendices B to F.

The justification of selecting the Mosaic Approach within this research is that the strategies can be creative and unique to the participant and research focus, therefore not limited to specific research methods such as questionnaires. Clark (2005) highlights how listening to young children's perspectives can become the focus for an exchange of meanings between children, practitioners, parents and researchers. This means that the Mosaic Approach is the way forward to a holistic way of listening to children, exploring their views and to support their development within teaching and learning. However, Brown (2017) indicates that a criticism of this approach may be that it is not scientific enough and that the analysis of the data gathered in these adaptable and unique ways may be more challenging as there is no specific model to follow. Nonetheless, Brown (2017) values that the Mosaic Approach can offer insights into a child's self in ways that the more 'scientific' and traditional data collection methods cannot, stating that being able to holistically research the participant in communicating their emotions, thoughts and life experiences are greatly beneficial as first hand data collection methods.

From this research, empirical evidence identifies Child R and her development in a holistic view. The research analyses five areas of Child R's learning: Language, Literacy and Communication, Mathematics, Well-being, Creative and Welsh Language. The ASK model is being used to reflect on the learning within the five subject areas observed in this research. The ASK model is a triangle that shows the three dimensions of learning within schools –

Attitudes, Skills and Knowledge. Nottingham (2013) highlights the key to recognise the value and roles of these three dimensions within the learning process is to ensure that children's education involves a development of all three.

To begin the Mosaic Approach research, myself and Child R created a map of the classroom (Seen in Appendix B), discussing the specific areas of the class and her attitudes towards them, identifying what is important to her (Clark, 2005). Following that, myself and Child R went on a learning walk (Seen in Appendix C), Child R used the class iPad to photograph areas of the school, classroom and outdoor environment which she felt were her favourite. After, a conference with Child R and her class teacher (Seen in Appendix D) was carried out to establish an overall picture of Child R and her learning. From this conference, it is apparent that Child R is a positive individual, whom is creative and artistic, and had very little negative attitudes towards her learning.

Firstly, Language, Literacy and Communication (LLC) development, this area of learning was portrayed greatly by Child R. It is seen that Child R enjoys the oracy element to LLC, she stated how she likes to speak out in front of her class and peers, taking part in 'News Report' sessions, having the opportunity to speak using different voices, accents and to experiment with new words. The class teacher conference supports this, stating that Child R's oracy skills are exemplary as she is a very well-spoken individual. Alexander (2012) highlights how children learn through talk by deepening their understanding within dialogue with teachers and peers, to understand different types of talk and how they are appropriate for different contexts. From the data collected it is evident that Child R is given a variety of opportunities to develop oracy skills – the role play area being one of them. On a learning walk with Child R, the role play area was the one space of the classroom which Child R classed as her favourite, stating how she loves to act out in there with her friends. The

Welsh Government (2019) highlights how role-play teaching and learning within the classroom allows children to develop their oracy skills and creative communication through real-life and make-believe experiences. It is apparent from the research that these opportunities greatly encourage Child R's oracy skills and knowledge.

In addition to oracy skills, an example of Child R's literacy work can be seen in Appendix F. This piece of written work displays thoughtful handwriting and literacy skills, using interesting adjectives and descriptions, taking pride in her work. A longitudinal study by Dockrell and Connelly (2009) reveals how oral language competence underpins the development of literacy skills and knowledge. It is evident that the language used within Child R's written work has benefited from her excellent language skills. However, it is apparent that even though the level of Child R's oracy skills is so high, she is grouped within the middle ability of the class. The conference with the class teacher identifies that Child R's literacy skills are not as high as her oracy skills because in some occasions Child R struggles with spelling and correct letter formations, it is stated that this may be because of her eyesight medical condition. This is taken into consideration within the data analysis, identifying that this issue is being overcome by providing Child R with larger font worksheets and reading books and always ensuring she is sat at the front closer to the whiteboard – however next steps need to be considered to progress this further. This then links to Child R's well-being and personal, social and emotional (PSE) development.

Well-being is 'the state of being comfortable, healthy or happy' (Oxford Dictionary, 2019). Due to Child R's medical condition, it is seen that the class teacher has put procedures in place in Child R's learning to minimise any feelings of low self esteem or isolation. Based on the data collected it is recognised that Child R understands the importance of well-being and social interaction. From the photographs of the learning walk

and the conference with Child R, it is apparent that Child R loves the outdoors during class time, break times and forest school activities as it makes her feel 'refreshed' (Seen in conference – Appendix D). Bilton (2010) highlights that children learning and playing outdoors provides numerous positive health benefits, in addition to social interaction skills, self-awareness and high self-esteem. From the photographs (Appendix C) taken by Child R, it is evident that the majority of her favourite areas are within the outdoor environment, such as the playground, garden and polytunnel/outdoor classroom area.

Moreover, evidence suggests that Child R is a 'bubbly' child whom most enjoys being with her friends whilst at school. From both conferences with Child R and her class teacher it reveals that Child R is very sociable amongst her peers within the classroom and on the playground. Clarke-Stewart and Parke (2014) state that social development is important for young children because relationships with other children become more important as they grow and begin to learn about positive friendship skills, it is evident that children who develop improved relationships with others benefit their mental health and well-being. However, during the conference with the teacher it is seen that Child R's self-esteem can be lowered if she feels she is 'below' her peers. For example, the Rapid Reading intervention, (Seen in conference in Appendix D) it is a scheme for the middle ability grouping of the class to enhance the children's reading skills. When Child R was chosen it could have been an issue for her self-esteem, as some of her friends are in the higher ability grouping of the class, Child R may have felt that she was not good enough so she needed further support – but that was not the case, and the Rapid Reading scheme has had a positive impact on Child R's reading skills, progressing further up the reading stages (Seen in Appendix E) and therefore boosting her confidence when reading.

As a child with a medical condition, Child R already feels 'different' compared to her peers and deep down may struggle with her confidence, and on some occasions tends to avoid aspects of learning that she may find too challenging as she combats to deal with failure (YoungMinds, 2019). This issue can sometimes be seen in Child R's mathematical development. In the conference with Child R she highlights how she likes maths but not when it is too difficult. In this discussion, it is evident there are slight negative attitudes to maths as Child R instantly said, "Not when it's too hard though!"

Again, this links to her well-being and the fear of failure. It is clear that mathematical development is Child R's inferior area of learning. However, Child R states how she enjoys the column addition method in maths and an example of this can be seen in Appendix F. But this is what she feels comfortable with, and anything 'too hard' for her, she has negative feelings towards. These negative feelings therefore have a negative impact on Child R's mathematical skills and knowledge. Syed (2018) reveals that children are scared of failure because their emotions and feelings are so strong within their learning, when they feel out of control in difficult situations it results in feelings of failure and low self-esteem – impacting negatively on children's social and emotional development in addition to their mathematical development.

From previous experience in educational settings, the fear of maths is very common amongst young children. Boaler (2009) states that that for some children working with numbers and mathematical concepts can lead to maths anxiety from the very start when the subject is introduced to them at a young age. From this anxiety children develop a fear and stress about the subject, the fear of not understanding the mathematical strategies and getting answers incorrect takes over. Based on this analysis, further data needs to be collected and observations need to take place to identify Child R's anxiety in maths and

what aspects of maths cause it, therefore strategies can be put in place to overcome the anxieties.

On the other hand, moving away from mathematical development and onto creative development, from the data collected, it is very obvious that art is Child R's favourite subject of all, she has positive attitudes, skills and knowledge towards the subject. The conference with Child R and her class teacher evidently expressed Child R's love for drawing, colouring and craft. Child R claims how she is creative at home, in addition to being creative in school with her notepad and drawings for her peers and teachers. Being creative at home is undoubtedly having a positive impact on Child R's learning, learning at home allows children to grow and develop their skills and knowledge further through everyday stimulating activities (Education Scotland, 2018).

From this analysis it is seen that Child R's creative development is above her peers within the class, which can be seen in her art work (Can be seen in Appendix F), handwriting and imagination. In addition to her artistic flair, Child R's creativity can also be seen in her spoken language, as mentioned previously, her oracy skills and language are creatively explored within her work and day-to-day social interaction with peers and teachers. Goodliff et al. (2017) highlights the importance of creativity within child development, creativity promotes cognitive development helping children to develop their attention skills and cognitive learning. A child's creative development involves their imagination and how it allows them to create new ideas and to think outside of the box, involving creative exploration and problem solving. To summarise, creative development is more than just art and drawing, even though that is what Child R loves. It involves children having opportunities to explore and imagine and this can be seen in a number of Child R's work, play, language and social interactions.

In relation to Child R's creativity and its impact on cognitive development, another area of learning which Child R discussed was Welsh Language. In today's education, the Welsh Government state that Wales is a bilingual country and it is therefore useful for children to grow up learning its native language. Teaching Welsh as part of the curriculum in Wales is important as it keeps the Welsh language thriving in Wales (Welsh Government, 2013). In the discussion with Child R, she states how she enjoys Welsh too, and loves it when it is her turn to have the daily job of 'Helpwr y Dydd' (Seen in Appendix D) carrying out the daily jobs in Welsh, asking questions in Welsh and filling out the daily weather chart for the class. From this analysis it is seen that Child R's love of Welsh is oral skills, and has an impact on her personal, social and emotional development – by being chosen as 'Helpwr y Dydd', having the opportunity to wear the badge, and the responsibilities of daily jobs for the class and her peers. Cline and Fay (2014) discuss how children being given a 'role' or 'duty' helps them to feel good about themselves and to learn to be responsible for certain jobs as a form of importance.

Consequently, is Child R's love for Welsh due to the social aspect of it or is it the learning of the language. An example of Child R's Welsh work can be seen in Appendix F, which is perfectly appropriate for her age and stage of Welsh Development, however it does not portray a full picture of Child R's skills and knowledge of the Welsh language, therefore further data is needed to answer this.

To triangulate the data and analysis of Child R's learning, next steps need to be identified to help the child make progress within her learning. It is a teacher's role to justify pedagogical approaches, resources and activities to promote the teaching and learning within all subject areas. For example, Child R's LLC development, it is evident that the area that needs support is her letter formations. Learning to form letters correctly is an

important part of efficient handwriting and should be taught correctly from the very beginning. Once a child can write letters correctly and automatically, without thinking about them they will then be able to focus more on the in-depth learning of a subject. If children struggle to do so they may have a learning difficulty such as dysgraphia, which shows symptoms of irregular handwriting and incorrect letter formations (WebMD, 2019).

However, in this research that is not relevant to Child R as her handwriting is exceptional for her age, it is believed that the incorrect letter formations are due to her eyesight medical condition, therefore strategies need to be put in place to help Child R write letters correctly without thinking about it. Research in education suggests classrooms must have the required resources in place to support children's cognitive skills such as letter stencils, dry erase whiteboards and pens, arrow cue worksheets, tracing paper and chalkboard slates (Education and Behaviour, 2016). For Child R I believe 'Handwriting Without Tears' would be a beneficial strategy to progress letter formation skills, it could work as an independent enhanced provision task during literacy lessons and also benefit number formations during maths lessons. However, for these resources' budgets would have to be considered to buy the chalkboard slates and chalk for all Foundation Phase classes within the school to allow children to use them and progress as they move up classes.

Furthermore, from analysing the data of Child R it is evident that different strategies could be put in place within the class learning to promote social and emotional development as well as the positive well-being of all pupils. Mixed-ability grouping is one strategy to consider to promote equality within the class. From the data collected, it is seen that most of Child R's friends are working in the higher ability group of the class, this causes feelings of low self-esteem for her as she sometimes does not feel as good as them. Cohen et al. (2010) identifies the advantages of mixed-ability groups, suggesting that it potentially

minimises negative labelling of students within the class therefore self-esteem and motivation are promoted. Also, it allows teachers to experiment with different teaching styles and develop new skills. This strategy is an approach to consider for the next steps for Child R's well-being.

In addition, the Social Learning Theory by Lev Vygotsky supports the approach of mixed-ability groups. Vygotsky's theory refers to the more knowledgeable other (MKO) within learning amongst children, stating that children teach each other within different subjects of their learning, the MKO has a higher ability level compared to another pupil with respect to a particular area of learning and supports the lower attaining child by sharing attitudes, skills and knowledge (Welsh Government, 2008). Likewise, the Sutton Trust Toolkit pilot study on best practice in mixed attainment grouping confirms the benefit of this pedagogical approach. The study found that this approach has a positive effect on pupil outcomes and that those with low prior attainment particularly benefitted as it allowed teachers to apply differentiation techniques in the class and communicate high expectations for all pupils (Education Endowment Foundation, 2018). From this research, mixed ability groupings would be a beneficial next step for Child R's personal, social and emotional development as well as supporting other areas of her development.

Similarly, in relation to Child R's well-being, the fear of failure within mathematics is an area of learning that needs to be addressed and next steps need to be considered to fight the anxieties of difficult maths to progress her learning further. A Guardian online article (Weale, 2019) reveals that children as young as six years old feel fear and despair as a result of 'mathematics anxiety', which is a condition that can cause physical symptoms and emotional problems. The article warns teachers and parents that personal anxieties about maths has a negative influence on children within today's society, urging them to tackle

their own anxieties as it will affect the learning of their children. From this evidence, it is apparent that schools need to put strategies in place to allow children to overcome this as it may be the cause of it at home with parents.

Growth mindset is an approach which could be acknowledged to overcome the fear of failure. The Mindset Kit (2015) was created by 'The Project for Education Research that Scales' to provide resources for schools to be translated in lessons and practices to improve pupils' mindsets and make them better learners. The approach offers teaching ideas and activities to use in the classroom to promote mistakes, encouraging children to embrace challenge and why mistakes can be a key ingredient to success. This approach is based on the theory of Carol Dweck (2012) and how teaching growth mindset in schools creates motivation and productivity and teaches children to accept failure, therefore minimise anxieties of challenging subjects – such as Child R's anxiety towards difficult maths. This next step will help Child R make challenge her new comfort zone, and understanding the downside of easy maths work and the importance of challenge within more difficult maths work.

Moreover, reflecting on the analysis of Child R's creative development it is apparent that art is her most admirable subject and a superior aspect to her development. Donaldson (2015) expresses how as teachers it is our duty to encourage children to be enterprising, creative contributors who are ready to play a full part in life and work. Writtenhouse (2017) highlights how times have changed due to the growth in technology over the years, it is rare that we see all children playing outside or using crayons in colouring books as it is evident that technology have replaced many of these ways of developing children's creativity and imagination. Therefore, as role models to children, teachers should embrace both old and new ways of encouraging childrens' creativity and to create an acceptable balance between

the both. A resource which would further benefit Child R's creative development and encourage her peers' creativity is 'The Whole Child' resource (PBS, 2019). It is a free online resource based on the research by Hendrick and Weissman (2009) which offers a range of games, activities and challenges that develop children's creative skills in addition to their digital competence. The independent activities allow children to commit themselves to an effort and make it their own, let's children to express themselves creatively and allows us as teachers to acknowledge a child's individuality.

Finally, the last area to consider for the next steps in Child R's learning, is her Welsh language development. From the data collected it is seen that Child R enjoys Welsh and the class duties of using Welsh during the opportunity of 'Helpwr y Dydd'. However, within the analysis it is apparent that Child R's love of Welsh may be due to the social aspect – which is not a bad thing, more evidence is required and observations need to be carried out during certain Welsh lessons and during the opportunity of 'Helpwr y Dydd' to compare her attitudes, skills and knowledge towards both areas of the Welsh Curriculum. As 'Helpwr y Dydd' is a fun opportunity for the children, the school could consider a fun Welsh resource to use within lessons to encourage children to enjoy learning Welsh, such as the 'Flic a Fflac' puppets (Learn. Cymru, 2018). This resource would be a beneficial next step for Child R, aiming to assist the learning and development of the Welsh language throughout the Foundation Phase. The Flic a Fflac puppets include additional reading books, music and online activities. This resource is fun and engaging and children enjoy having the puppets joining them in their lessons, as it involves the children through the progression of stories and levels, and allows teachers to assess the progression of Welsh language development amongst the children within the class. This fun resource will encourage the exciting opportunity to learn Welsh within the classroom. In addition to 'Helpwr y Dydd', the use of

puppets in lessons will allow Child R to feel a sense of social interaction and responsibility when controlling the puppets. From this, observations can be completed to acknowledge Child R's holistic view on learning Welsh.

To conclude, the data collected for this research was beneficial in terms of understanding Child R and her development in a holistic view. The Mosaic Approach was a favourable approach which put emphasis on the importance of pupil voice and their perspectives on themselves as learners within research. The approach by Clark and Moss considered 'individual tiles' which allowed myself and Child R to collect data through a wide range of qualitative strategies, such as map-making, a learning walk, photographs and conferencing between the child and class teacher. Using the ASK model, the analysis of the data revealed the areas of development in which Child R had positive and negative attitudes towards. From the evidence provided, Child R's skills and knowledge within the five areas of development identified were analysed and the next steps were justified to help Child R make progress in specific aspects of her development. Pedagogical approaches, resources and activities were discussed on how Child R could benefit from them, such as growth mindset within teaching and learning, and engaging Welsh language approaches like 'Flic a Fflac'. Possible limitations were acknowledged, such as funding and school budgets for purchasing specific resources. Also, alternative perspectives were considered such as using resources that free of charge and implementing strategies that do not require money - like mixed ability grouping.

When reflecting on the data in terms of strengths and limitations, it was evident that more research and evidence is required to develop further findings on Child R's holistic development. Observations need to be carried out based on areas of development within different contexts, and approaches need to be trailed to reflect on the advantages or

disadvantages they may have on Child R and her peers' learning and development within the classroom.

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Appendices

Appendix A- Permission Letter

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): Keene (Child R)

SCHOOL NAME (PLEASE PRINT): Blaengwrach Primary

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[Redacted Signature]

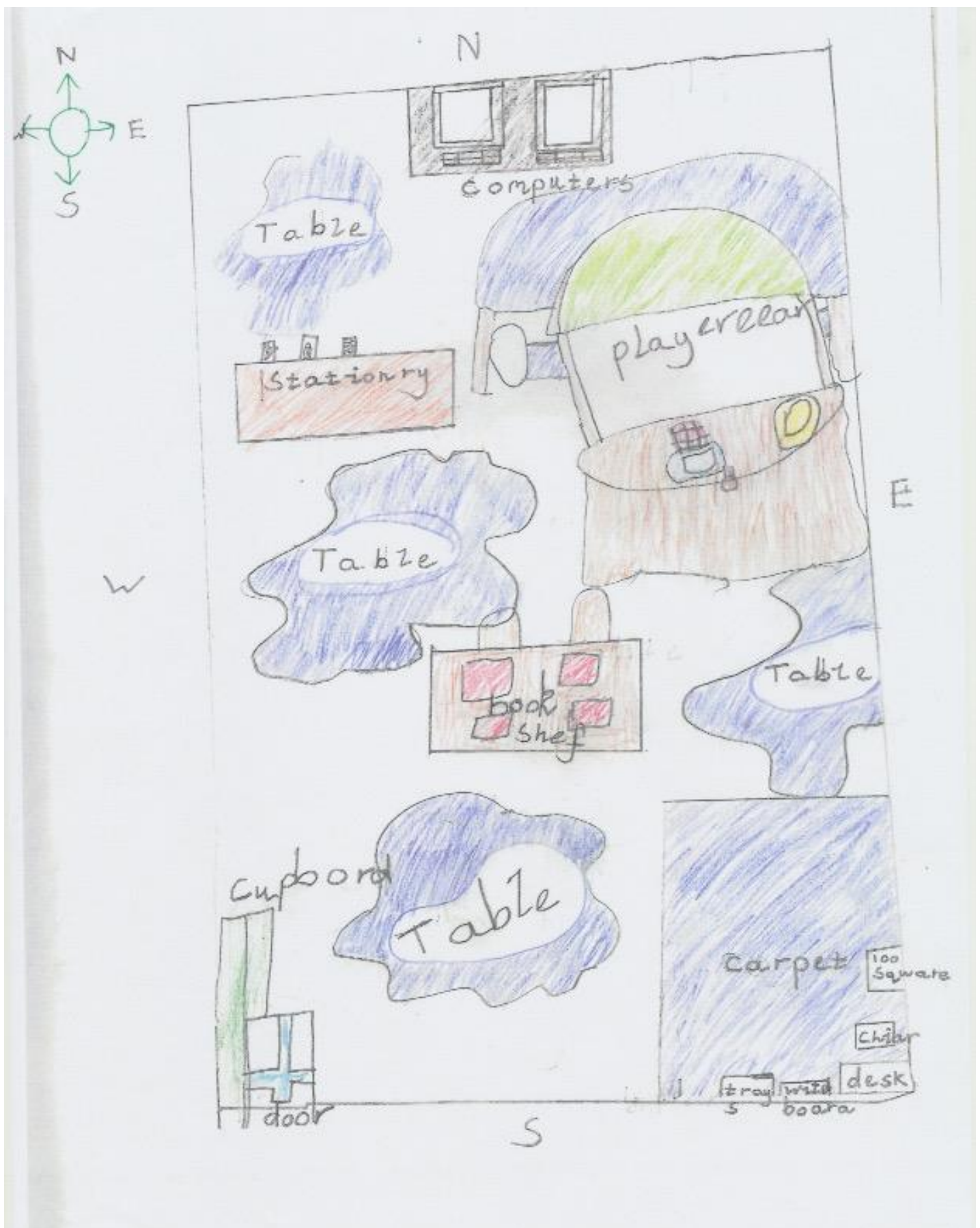
SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

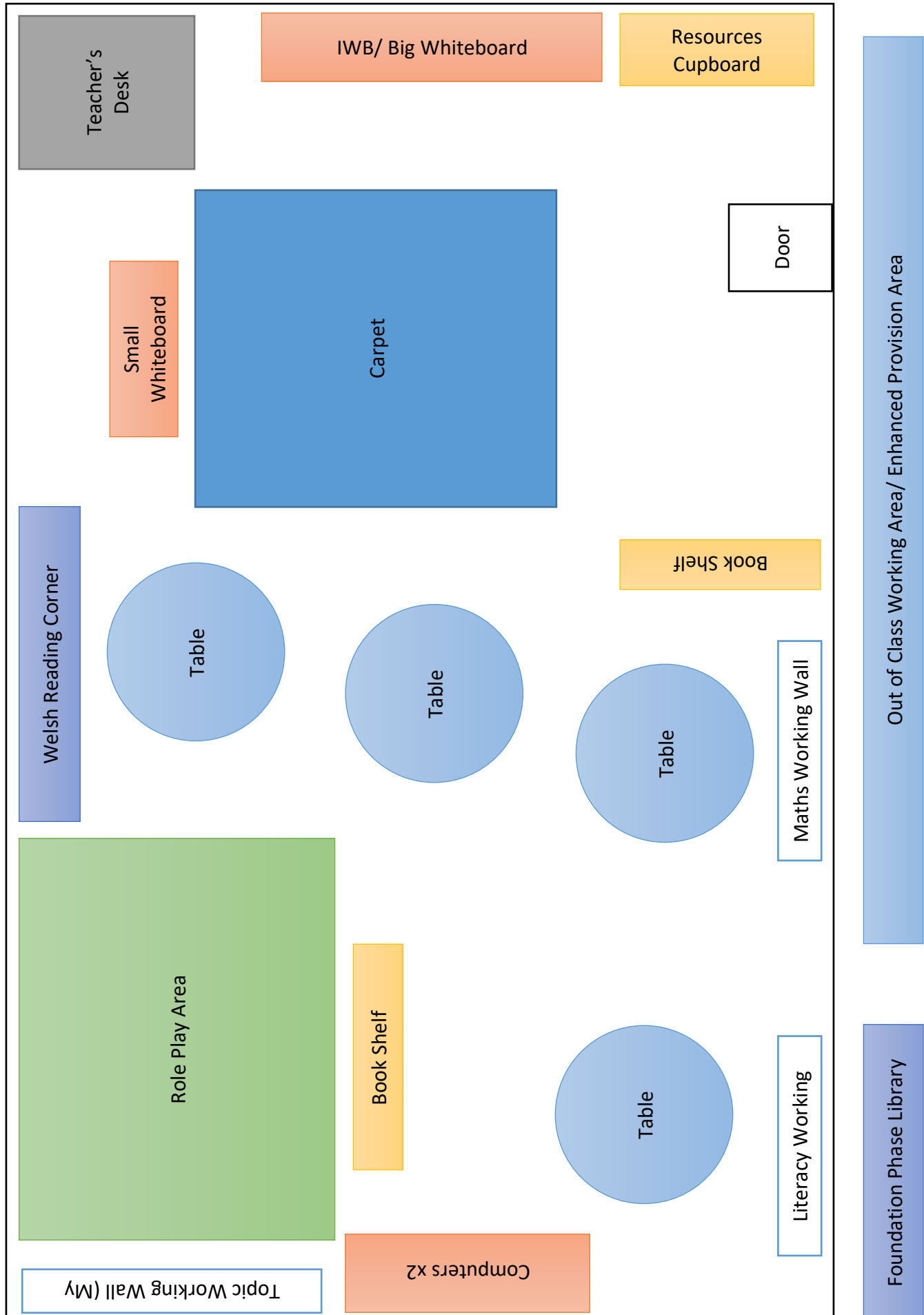
[Redacted Signature]

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 B- Map-making (Child R and Researcher)



Appendix C- Learning Walk

Child R's Favourite Areas of the School:

The Playground Climbing Frame



The Playground Stage





The School Garden

The Polytunnel/
Outdoor Classroom
Area



The Classroom Role Play Area



Appendix D- Child R and Class Teacher Conferencing**Child R**

- **What do you like about school?**

I like to play with my friends and seeing them every day in school. I like to play on the playground with them at break times and lunch times. I like being outside running around to get some fresh air with my friends, I always feel refreshed after break time! (*Laughs*) I also like going to Muddy Boots (afterschool club) with my friends, we get to play in the school garden and be creative outdoors, it's very 'wildy'. We've painted stones before and planted flowers in the polytunnel.

- **Is there anything you don't like about school?**

Nope. Umm... apart from when we have to do lots of work!

- **What's your favourite and least favourite subject/s?**

I like all of my subjects, but I love art it's my favourite subject out of everything. Drawing is my favourite thing to do that's why I bring in this notepad with me every day, to do new drawings and to show my teacher and my friends what I have done. My favourite type of art is colouring and crafts, I like knitting too I do it with my nanny when I go to her house. I don't like painting though it's too messy and you can't rub it out, I prefer to be clean!

I like English when we do news reports, I like it when we use the cardboard 'pretend' TV to be news reporters and stand up in-front of the class and share our news. It's really fun and I put on different voices and accents.

I like maths too, not when it's too hard though! Adding is my favourite part of maths, I like doing the column method. TT Rockstar's on a Friday morning is really fun as well!

Umm... I like Welsh too. I love it when it is my turn to be 'Helpwr y Dydd' we have a job to ask the class what they're having for lunch in Welsh, like 'cinio neu brechdanau?' and we do the daily 'Y Tywydd' chart, picking what day and month it is in Welsh and the weather as well. The 'Helpiwr y Dydd' gets to wear the badge too! But I also make sure I ask for my fruit at break time in Welsh too, like 'Ga i afal os gwelwch yn dda', I don't know what cucumber is in Welsh though, so when I want that I just say cucumber, but I think it's the same in Welsh though just spelt differently.

- **What are your favourite parts of the classroom/school?**

The campsite (current role-play area) is my favourite part of the classroom, I love acting out different things in there with my friends, it's really fun! The playground is my favourite though, we have a climbing frame to play on and games painted on the floor like hopscotch. I love the outside stage and pretending we're on Britain's Got Talent. When I'm in Muddy Boots I love being in the garden and polytunnel, sometimes we get to go out there in school time to read a story under the willow tree, it is so nice, only if it is sunny though!

- **Is there anything else you like about school and your learning?**

Oh... (*Gets up to go to the front desk to pick up Bonnie the bear and his diary*) I love it when it is my turn to take Bonnie home. Whoever gets 'Star of the Week' in assembly on Friday is allowed to take Bonnie home for the weekend. I took Bonnie home before Christmas; we painted Christmas decorations and watched a Christmas movie. I wish I could've had him for longer!

Teacher

- **What can you tell me about Child R?**

Child R is so kind and bubbly with their peers. Child R is very creative and loves drawing and colouring. Child R is currently part of our schools 'Rapid Reading' scheme, which is when a child is taken out of class for 30 minutes, twice a week to enhance their reading skills and their confidence. When Child R was chosen for this, we were worried that it would be an issue for their self-esteem as most of her friends are in the higher ability group of the class, and sometimes Child R feels 'below' them. However this was overcome because it is a roll over scheme and all children will take part and it is carried out confidentially. With Child R we have seen a huge improvement in their reading and it has resulted in progressing further up the reading stages.

Child R also has fantastic handwriting, however sometimes they reverse some letters and numbers. This may be due to their medical condition with their eyesight, which as the teacher I also have to take into consideration. Due to the eyesight condition I ensure Child R sits close to the front so it is easier to see the board, and also that worksheets have a reasonable size font for Child R to be able to read and understand the letter/number formations correctly. Also, Child R is so well spoken and hard-working, but not a part of the high ability group of the class, which therefore could be down to the medical issue. However, the work she produces is excellent and the effort is always 100%.

Appendix E- Child R's Reading Record

C11b

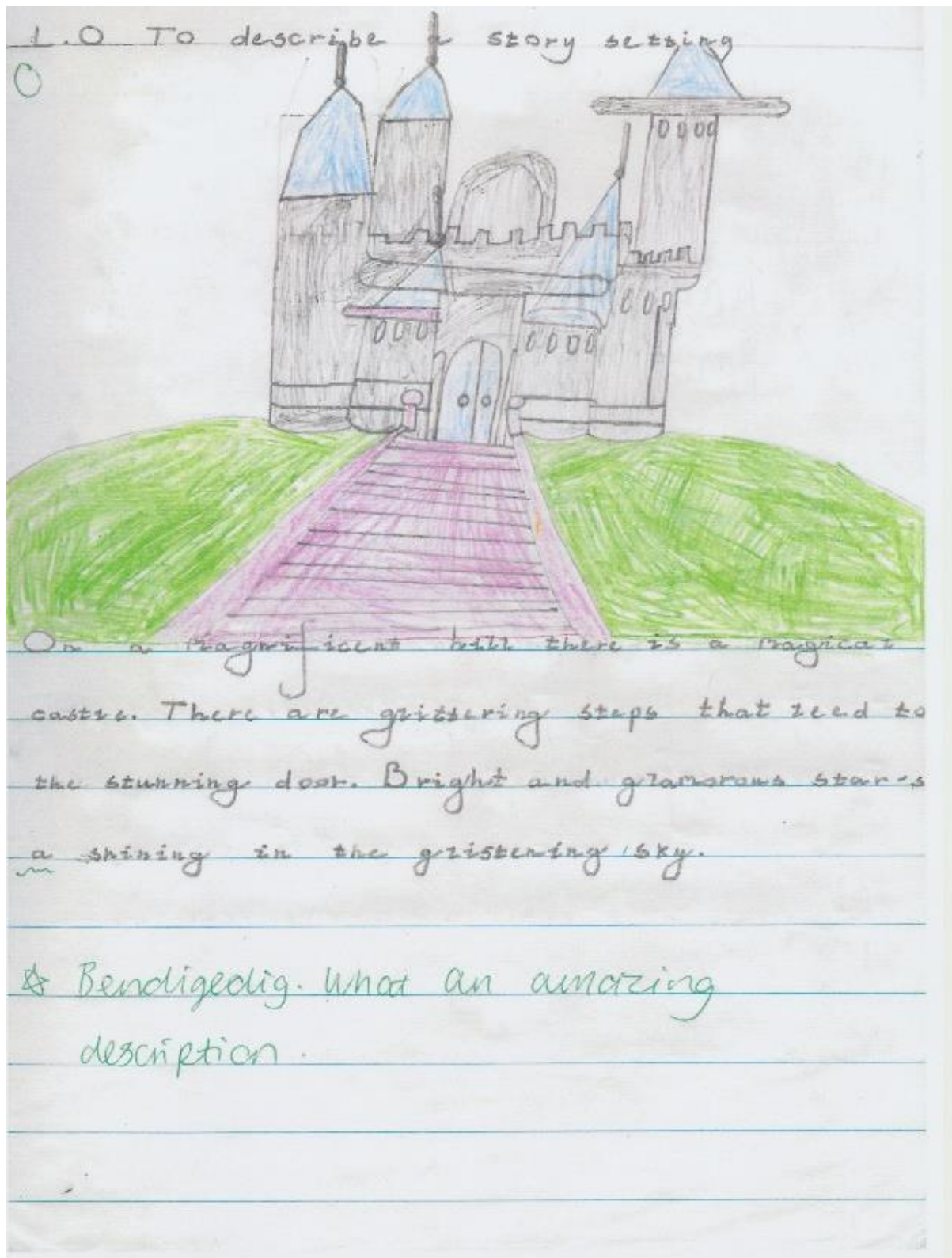
Reading record

Name of learner: **Child R**

Reading age (if known): **6 years 11 months**

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
03/05	A Fright in the Night	Stage 6 fiction pg 16-20	Great reading! understood the story and could retell what happened. Broke down the sounds of words found difficult.
09/05	Rotten Apples	Stage 6 fiction pg 20-end	Clear reading, again broke down letters and sounds of difficult words. Child R told me how she loves reading.
14/05	Christmas adventure	Stage 6 fiction pg 1-5	Fluent reading Child R! Showed enthusiasm in her reading.
22/05	The Dump	Stage 6 fiction pg 1-5	Great reading! Was happy to read a new book and could retell what had happened at the start of the story.

This form should be used after reading the school's reading policy, if available

Appendix F- Examples of WorkLiteracy

Maths

L.O. To add using column method.

* Independent maths.

$\begin{array}{r} 58 \\ + 30 \\ \hline 88 \end{array}$	$\begin{array}{r} 52 \\ + 12 \\ \hline 64 \end{array}$	$\begin{array}{r} 67 \\ + 21 \\ \hline 88 \end{array}$	$\begin{array}{r} 62 \\ + 33 \\ \hline 95 \end{array}$
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$\begin{array}{r} 40 \\ + 37 \\ \hline 77 \end{array}$	$\begin{array}{r} 35 \\ + 24 \\ \hline 59 \end{array}$	$\begin{array}{r} 23 \\ + 35 \\ \hline 58 \end{array}$	$\begin{array}{r} 34 \\ + 63 \\ \hline 97 \end{array}$
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$\begin{array}{r} 21 \\ 33 \\ \hline 54 \end{array}$	$\begin{array}{r} 28 \\ + 30 \\ \hline 58 \end{array}$	$\begin{array}{r} 24 \\ + 14 \\ \hline 38 \end{array}$	$\begin{array}{r} 31 \\ + 63 \\ \hline 94 \end{array}$
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$\begin{array}{r} 61 \\ + 12 \\ \hline 73 \end{array}$	$\begin{array}{r} 23 \\ + 11 \\ \hline 34 \end{array}$	$\begin{array}{r} 63 \\ + 14 \\ \hline 78 \end{array}$	$\begin{array}{r} 21 \\ + 76 \\ \hline 97 \end{array}$
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$\begin{array}{r} 33 \\ + 61 \\ \hline 94 \end{array}$	$\begin{array}{r} 13 \\ + 53 \\ \hline 66 \end{array}$	$\begin{array}{r} 67 \\ + 11 \\ \hline 78 \end{array}$	$\begin{array}{r} 65 \\ + 23 \\ \hline 88 \end{array}$
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Art

Welsh

L.O To write about our favourite pancake



Dwim hessi pancakes gyda strawberries
cream a sprinkles.

★ Sounds delicious