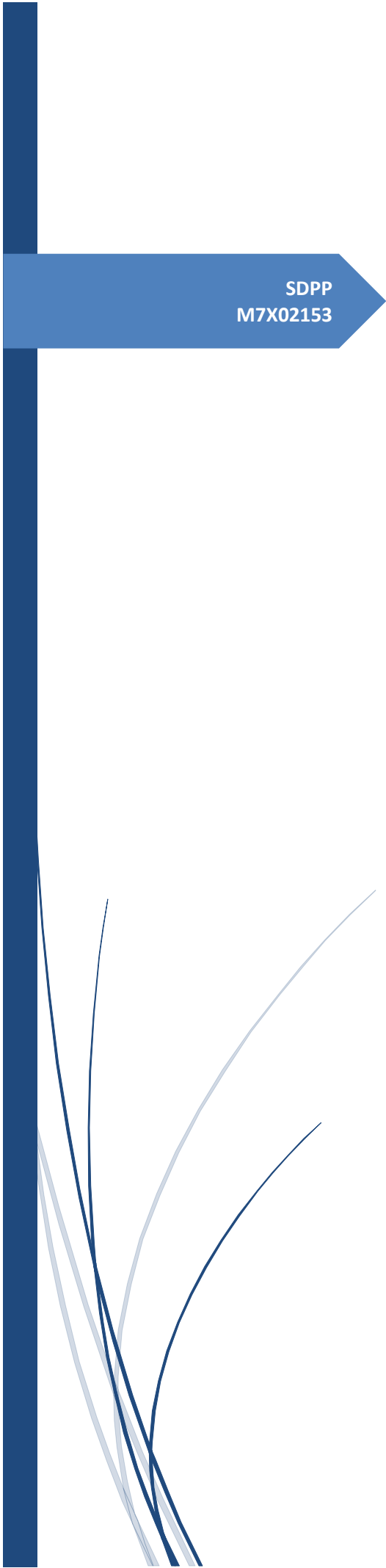


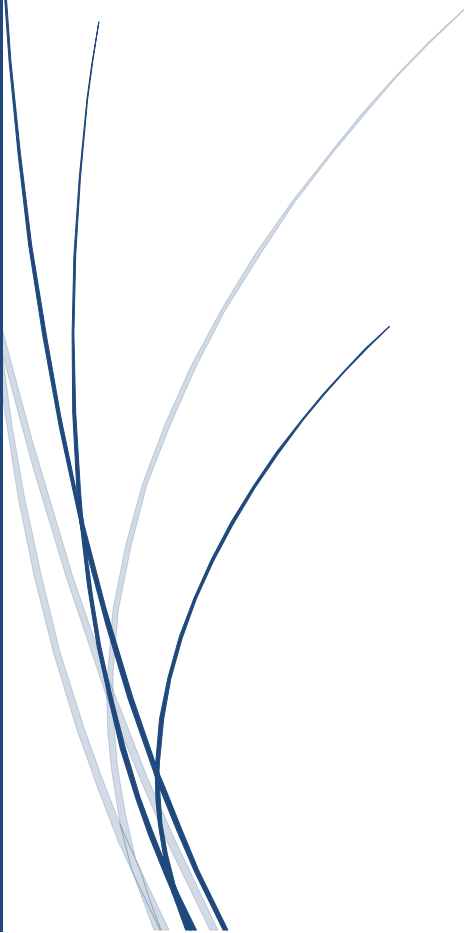
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SDPP
M7X02153

School Development and Pupil Progress

Word Count: 4850

Student Number: 1702989

Several thin, curved blue lines of varying shades originate from the bottom left and sweep upwards and to the right, creating a dynamic, abstract design.

ASSIGNMENT GUIDANCE AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	Zoe-Jade Williams	Student P number:	1702989
Programme: *	Primary PGCE		
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:*	30 th May 2018
Return date of provisional marks & written feedback:*	27 th 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, <u>title of book</u> , 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:	30 th 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)	☐	☐	☐	✓	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	✓	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	✓	☐	☐
4. Key Transferable Skills	☐	☐	☐	✓	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I believe I have suggested reasonable steps for pupil progress and have analysed the learner well to understand what the next steps would be. I have applied a lot of theoretic knowledge to support my findings and recommendations.	I need to be more concise as I found it difficult to stay within the word count. I found it challenging to analyse all the data that was collected and how to represent it systematically reflecting the methodology.

Student's Name	Zoe-Jade Williams	Date	30/05/18
Student's Signature	Z. Williams		

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

Introduction

This assignment will focus on the holistic development of one child and provide recommendations for the next steps of learning. Data will be collected and analysed using the Mosaic Approach (Clark & Moss, 2005) and analysed using the ASK Model (Nottingham, 2013), findings will then be used to provide next steps in learning before being concluded. This process will form the structure for the assignment.

Child A attends an English medium primary school, situated in the Welsh valleys in an area of deprivation. Boys and girls attend the school from the age of three to eleven and English is the predominant language with a small percentage of EAL and ALN, although there are no statemented children within the school.

Two hundred and eighty-seven children attend School X with 22.6% registered free school meals. The attendance of the school is 94.7% slightly below the Wales attendance level but the highest in its local authority and family of schools by a very small margin (Welsh Government, 2017.) The school has been named as a Green school by the Welsh Government and has recently undergone an ESTYN inspection due to being put in special measures and has been deemed as making significant improvements in the latest ESTYN report. (Estyn, 2013)

Child A is a Year six pupil, a non-free school meal child and has no additional learning needs. They have been attending the school since nursery and has been a high attaining pupil, obtaining a high baseline when leaving nursery and meeting all Core Subject Indicators, CSI,

for Foundation Phase. Child A is currently on course to achieve level four in all CSI for year Six. In last year's national tests, Child A was in the top six of the class in all test papers.

Child A is one of 25 pupils in the Year 6 class and in the middle attaining groups for all subjects. They sit at the same table and seat all day, a table shared with four others including Child A's twin. They are placed in the same groups for guided reading, literacy, numeracy and topic and have the same group of friends that they socialise with at play times and lunch time.

Data Collection

When collecting data, it is of the utmost importance that ethics are considered. As explained by the United Nation Convention on the Rights of the Child 1989, Article 3 (UNICEF, 2018) when decisions are being made that effect children they must be fully informed and considered. This is also recognised by Donaldson (2015) who highlights the importance of children being considered in their learning. This study adhered to the standards set by the British Educational Research Association (2011) who highlight that participants must understand why their participation is necessary, understanding ‘how it will be used and to whom it will be reported.’ (2011: 5) and the UWTSD Research Ethics and Integrity Code of Practice (2017-2020) This is represented in Appendix1, in which the class teacher gave consent for the data collection to be carried out and Child A gave assent and a comment was recorded. It was appropriate for the class to teacher to give consent as Child A is under the age of eighteen and as BERA (2011) highlights if the participant is of an age where full understanding may not be gained consent can be acquired from a responsible adult.

Bell (2004) highlights that when collecting data critical analysis is important to create reliable and valid results. This prevents bias, which when analysing data of a learner whose educational attainment you know well, is very important, as practitioners believe data will not represent the holistic child and sometimes can be inaccurate as learners may not perform well in tests or under pressure as they become anxious and results will not provide a true reflection of the child. This is where it was important in this study that the child knew what was happening and that they would not be named in any report and it would not affect their educational attainment in any way, giving them the option to withdraw at any time.

When collecting data, the Mosaic Approach was used, providing a collection of qualitative data. Skinner et al (2000) believes that qualitative data is appropriate as it provides a greater

depth in to understanding and gives detailed results of high quality, although Cohen (2011) believes that qualitative data does provide detailed results but can produce an overload of information to analyse, making it difficult to present and ensure that all findings are represented and time consuming.

This methodology was appropriate for this study as it was child centered and would provide honest results from the participants point of view. Clark and Moss (2011 as cited in Cremin and Arthur 2014: 636) recommend using different forms of data collection such as encouraging children to take photographs and give tours of their learning environment to piece together, like a mosaic, their learning experience and environment.

Clark and Moss (2005: 5 as cited in Clark and Moss 2011) explain that when researching, children should be seen as ‘experts in their own lives, skillful communicators, rights holders and meaning makers’ (2005: 5 as cited in Clark and Moss 2011:6) this is a concept supported by Donaldson who believes that for learners to be able to develop into ambitious learners they must observe their surroundings and identify how they can improve them to improve themselves.

By undertaking this study and using the mosaic approach to achieve a holistic view of the participant, evidence had to be gathered in two stages. Firstly, the researcher had to collect evidence using four tools; child conferencing, photographs, observation and map making.

Child conferencing entailed interviewing the child about their learning experiences. There are many strengths to this as Bell (2004) explains, they are very flexible and can be adjusted to fit the criteria, although Cohen (2011) describes that this flexibility when interviewing learners is a weakness and can be used to control an interview and to produce answers that are not valid and fit perceived concepts.

A second tile of the mosaic involved the participant taking photographs of their learning environment and highlighting the spaces that provide support for them. This is a positive way of data collection as Johnson and Christensen state is ‘one of the richest methods of data collection.’ (2008: 216) as it does not need reasoning to understand it. This type of research method is also recommended by Walker and Wiedel (1985 as cited in Nias 1988) who carried out an investigation with a methodology like the mosaic approach. In this study they asked learners to take photographs of their classroom throughout the day in situations which motivated them to learn. Although, Christensen (2008) highlights that when giving learners the responsibility for taking photographs as data collection, it may just be because they like the display and have no meaning to it thus learners taking photos just because they have the opportunity and not providing valid results.

The final tile of the mosaic that was used in this methodology was observation. Observation is an effective source of data collection, supported by Grigg (2015) who clarifies that observation is valuable tool to assess learners and take into consideration their ideas. Alternatively, Berk (2009) believes that observations in research are the most difficult to create valid results. Berk (2009) explains that observations in all forms can be difficult as important data can be missed when recording and writing down findings. In the case of this study the participant will be observed mostly during the introductions and first ten minutes of lessons as this is the time the researcher will be least interrupted and therefore impacting on findings.

Map making was an unsuitable tool to collect evidence for the study as children remained seated throughout the day and used the working walls to support their learning independently so to be more time effective it was removed from methodology as it would not enrich results or provide any more information.

Role play was also a factor of the mosaic approach but due to the child being in Key Stage Two it was not appropriate which explains a limitation to the mosaic approach is that it works better in Foundation Phase where children are more able to walk freely around the class and have the areas of learning set up for concrete learning experiences. This is not feasible in the current KS2 setting but due to the new curriculum movement, where Donaldson (2015) highlights the foundation phase ethos such as enhanced provision will be implemented across primary age range, it will be a more valid use of data collection in the future.

Analysis of the learner

When analysing the learner the ASK Model (Nottingham, 2013) was applied. Nottingham (2013) explains that the concept of this model is to scaffold learners and show them the steps it will take to learn, thus resulting in independent learning. This skill is highlighted by Donaldson (2015) who explains that in order for children to succeed as learners they must become involved in their own learning and take responsibility for it.

Nottingham's approach highlights Blooms taxonomy (1956 as cited in Cremin and Arthur 2014: 483) an approach which believed practitioners should provide more challenge to learners and make them fully aware of what they were learning and how they could develop their skills to extend their learning using a systematic approach.

Nottingham (2017) explains that when used effectively the Ask model can combine attitudes, skills and knowledge to plan lessons, develop success criteria and develop highly effective lessons that enable learners to become their own self manager, a strategy recently implemented into the study school as a whole school approach to encourage independent learning.

When analysing Child A, data and research will be specifically related to literacy, mathematics, well-being, Welsh and independent learning as these are areas that need to be developed for pupil progress. As seen in Appendix 2, Child A identified in their interview that they dislike speaking in front of the class or being recorded. This dislike of oracy can impact cross curricular and is a priority in pupil progress to support holistic development. A specific focus on literacy and Welsh oracy data will highlight what progress needs to be made and what support needs to be put in place to encourage Child A to succeed in these lessons.

Analysis of learners' well-being development

When conducting the tour and analysing Child A's attitude towards learning, the researcher asked the child to highlight any areas of the school that they thought helped them to learn better. Child A decided that they would only use the classroom to show this as they did not use any other areas of the school and was not 'voted to be in any clubs.' Maslow (1962 as cited in Daly et al 2006: 144) discusses that children need to have a sense of belonging and to fully develop and in doing so Child A may not feel they have a role in the classroom which may be affecting their confidence.

Child A is highlighted in the school as not having much confidence in them self and will not speak out in lessons, by using peer support systems in class, Child A's twin can sometimes overrule their decisions and make Child A doubt their own intellectual abilities.

This was taken into consideration when analysing findings and looking at what represents Child A's well-being. Appendix 4 shows they are keen for praise and enjoys answering back to the teachers comments in their book. Although they are reluctant to answer questions in class and have already identified that they struggle to present in front of the class. This once again relates to Maslow (1962 as cited in Daly et al 2006: 144) who explains that in order for a child to progress they must feel safe in their environment before they can have a fully developed self-esteem, meaning that Child A cannot develop holistically until they feel safe to express their opinions in the classroom.

Analysis of learner's literacy development

It is surprising that with Child A's attitude towards reading being quite negative that they are a high achiever. When I asked about the reading corner in the class they explained they did not like reading, despite reading being a strength of theirs, see Appendix 5. This was further discussed in Appendix 2, in which Child A explained they found reading boring, mainly because they did not like any of the books in the library, resulting in why they may not have taken a photo of it as they did not find it engaging.

When analysing data concerned with literacy, as shown in Appendix 6, figures 1 and 6, Child A chose the areas that provide visual support, they particularly liked the literacy board as it had the magpie section. When I asked what the magpie section is used for they replied that 'it lets you steal ideas off someone else.' this magpie system, adopted by the class teacher, is a form of scaffolding supported by Vygotsky (1978 as cited in Grigg 2015: 139) who believes that children can be supported to reach their zone of proximal development, the point between independent learning and that with support from a more experienced peer.

Overall Child A is a level 4 in literacy with high level fours in both reading and writing but struggles with Oracy. This is again down to a reluctance to present in front of others and is affecting attainment across the curriculum and possibly holding Child A back from achieving level 5 as they are only 'talking in an increasing range of contexts' not a 'wide range of contexts.' (DCELLS, 2016)

Analysis of learner's mathematical development

From the interview, see Appendix 2 Child A says that they enjoy maths and 'likes to learn new ways of working things out.' From daily observations it has been noted that Child A is

always fully engaged in the introduction of mathematical lessons and when it is used cross curricular, showing an interest and high expectations of themselves.

When in mathematical lessons, Child A can apply knowledge using their surroundings as support having full understanding but from Appendix 7 it can be seen that Child A struggles to apply facts, concepts and ideas, more so from previous learning, and applying them to their work without some type of support. This can also be seen, as previously discussed, that Child A has a significantly lower reasoning score in last year's national test compared to the procedural. This also explains why Child A chose to take photographs of the working walls, as they struggle to retain information and without the visual cue of how to solve specific problems represented on the wall then becoming a support.

From previous observations Child A is seen to highly rely on peer support throughout problem-based learning exercises and struggles to activate previous knowledge independently. This is preventing them from obtaining a level five as they need to '*identify and obtain information to solve problems.*' (DCELLS, 2016: 13)

Analysis of learners Welsh development

As discussed in the interview Child A does not enjoy Welsh. They have a negative attitude towards presenting their work in Welsh and says that they mostly enjoy the daily Welsh warm up when they are picked to answer the questions.

In Welsh lessons Child A can extend sentences when writing in Welsh and their work is of a level four standard but when visual cues are removed they struggle to answer and ask questions in Welsh. This was observed in a Welsh lesson, in which Child A had to be recorded for evidence of their own learning, talking in Welsh with a partner about the

weather. Child A refused to be recorded until they could memorise the text and was confident that they could remember it all.

Child A explains that this is because they do not like speaking in the class, but it does suggest that they rely too much on the visual cues around them to support their answers and do not retain what they have learnt.

Due to Child A only giving short answers and not developing her speaking and extending answers they are being held back at a level 4 but to progress to level 5 they need to '*initiate conversation and show more confidence and provide reasoning for her answers.*' (DCELLS, 2015)

Analysis of learners independent learning development

As seen in Appendix 6, Child A highlighted only a few select areas that helped them to be a better learner. When undertaking this activity Child A wanted to complete it quickly as they wanted to finish their work from the previous lesson, so they would be a better self-manager. Their attitude towards being an independent learner is very positive as they regularly review their work and wants to know how they can improve, once again by answering back to teachers' assessment for learning comments.

Another form of assessment for learning that increases independent learning in the class is the magpie approach, as previously discussed. When discussing this on the tour of the classroom a conversation started about who Child A asks when they need help. They replied that 'we (the class) use 'three before me' so I have to ask two other people before I ask Miss and it makes me a better self-manager,' after this they point to the display board, Appendix Figure 4.

This form of self-managing is recommended by Donaldson (2015) who believes that this type of self-assessment enhances children's learning by giving them the responsibility for their own learning and by adding this reflective cycle to their normal routine makes them identify strengths and weaknesses in their own learning, giving them the power to identify their own next steps in learning. Child A is developing their independent and thinking skills but needs to demonstrate this more freely in lessons and not when prompted by feedback or being asked.

Identified next steps in learning

Next steps for well-being

When identifying the next steps for Child A, it became apparent that to impact across the curriculum and ensure holistic development, the learners confidence had to be targeted. As Maslow (1962 as cited in Daly et al 2006: 144) explored, for a learner to develop holistically they must feel secure in their learning environment to achieve fulfillment. This means that if Child A does not develop a higher self-esteem they will never get to the stage of self-fulfillment thus impacting on their holistic development.

To address this issue with confidence and self-esteem it would be recommended that Child A partakes in SEAL sessions within the school as Cremin (2014) highlights it helps to develop social skills. SEAL, Social and Emotional Aspects of Learning, would benefit the learner as it requires a model learner that displays good behaviour, appropriate social and emotional skills and a learner who could be a positive role model, encompasses the theory of Bandura (1986 as cited in Berk 2009:19) who believed that children are most likely to copy the behaviour of others. If child A is seen as a good role model it will increase their confidence and make them feel more secure in their setting to share ideas.

Hattie (2012) believes that when developing confidence in learners the ability to be resilient must be developed. To enable Child A to become more resilient and therefore develop more confidence growth mindset can be introduced as a next step in learning.

Growth mindset is a concept supported by Dweck (1986 as cited by Cremin 2014: 46) who understood that a positive mental attitude could motivate learners when dealing with difficult tasks and that believing in themselves would enhance learning. This would benefit Child A as

believing in themselves and having a positive mental attitude could possibly be a strategy to help them overcome the fear of presenting information in front of their peers.

Next steps for literacy

Another issue that was highlighted for pupil progress was that Child A was a very capable reader, as seen previously discussed but disliked reading. For Child A to become a more accomplished reader and give more detailed and extended answers when answering questions would simply be to engage them more in reading.

As Griffiths and Burns (2015) identify, when trying to engage learners, practitioners must use their interests and provide the correct amount of challenge. This is found in Csikszentmihalyi's theory of flow. Csikszentmihalyi (1997 as cited in Grigg 2015) believed that for a learner to be completely engaged and in the flow of learning they had to have the right amount of challenge and learning attitude. By encouraging a learner's interests into their lessons their attitudes will become more positive and learning experiences more effective.

As previously discussed oracy was also a factor that needed to be developed in Child A. It has already been identified that Child A dislikes speaking to large groups and that steps need to be put in place to increase their confidence, however, when teaching oracy lessons support could be provided by creating lessons that once again engage learners by utilizing their interests. Using schemes like Oracy 21 in the classroom where all learners practice their Oracy skills can also develop presentation skills by sharing opinions with groups.

By developing Oracy skills Child A will increase their language skills and could possibly become a level 5 for literacy overall as this aspect is what is reducing their overall level, taking them from talking confidently to *'talking confidently in a wide range of contexts, including some that are of a formal nature.'* (DCELLS, 2015)

Next steps for mathematics

As discussed in the introduction, Child A was in the top twenty five percent for both reasoning and procedural national tests last year. Although, there is a distinct margin in the marks for both papers with procedural presenting itself as the most difficult for Child A.

As previously discussed, Child A relies on peer support in problem solving mathematics lessons. This support is normally given by Child A's twin. A suggestion to this may be to move Child A to a different table for Mathematic lessons as the middle attaining group is split over two tables. This may give Child A the opportunity to rely on their own knowledge and to socialise with different people in the group, prompting discussion that could help them to retain previous learning.

Maths Catch Up interventions may help Child A as it would constantly recap on what learners have looked at previously and build on this knowledge helping to retain it for longer periods of time. An aspect of Catch up maths is also problem solving and providing word-based problems would assist development in reasoning task, preparing Child A for forthcoming tests and topic lessons with a mathematical theme, consolidating learning.

By consolidating these skills, Child A would be able to access more of a level 5 to ensure best fit levelling as they could 'identify and obtain information to solve problems, and check whether their results are sensible in the context of the problem,' (DCELLS, 2015) developing their mathematical knowledge.

Next steps for Welsh

Child A expressed previously a dislike for Welsh lessons and explained that they did not enjoy presenting their work to the class. In due course, Child A's oracy and confidence will

build from other interventions being put in place which will then impact across the curriculum, including presenting to groups in Welsh.

Although, whilst this needs time for the benefits to reach cross curricular subjects in Welsh lessons can be adapted for Welsh language to be retained and not memorised. To do this language patterns could be taught through songs and games to engage learners as previously discussed using Csikszentmihalyi's theory of flow (1997 as cited in Grigg 2015.)

Short daily welsh sessions could also be an option and by pairing Child A with a Welsh buddy, they could practice their Welsh Language skills orally and in doing so help to retain sentence patterns. This buddy would also be a support that is not a visual cue helping Child A to remember Welsh language more naturally.

By recapping these lessons every day for fifteen to twenty minutes, information is more likely to be retained and used effectively in activities and by creating a Welsh star of the day and giving a reward it then uses Skinners theory of operant conditioning. As Skinner (1957 as cited in Berk 2009) found when learning gets repeated and rewarded it is more likely to be remembered. By turning lessons into a game with a reward at the end of it, it will benefit all learners and help develop Child A's confidence in Welsh and make it a more fun and interesting subject which will keep them engaged in learning.

Next steps for independent learning

Child A understands that to become a better 'self-manager' they must complete all of their work and answer the teachers feedback, although they now need to be shown how to give meaningful feedback to the teacher. By Child A giving productive feedback it will show that they have fully understood the task and what their next steps must be.

Hattie (2012) highlights that learning should be visible and for learners to be ambitious and capable, Donaldson (2015), they must have the opportunity to practice the skills required. To do this Hattie (2012) proposes they take control of their work and assess themselves. Child A is already doing this in practice and is becoming confident in developing their own independent skills, although when peer assessing they can rely on her twin to support them.

For the next steps to take place Child A must have a range of peers assessing their work which brings to the forefront once more that a possibility of furthering their development would be to move seats and work with a different table. Child A could be provided with a scaffold that showed how to understand more detailed feedback and reiterate what the board they highlighted in Appendix 6 figure 4 sets out, evidently how to be a good independent learner. Explaining clearly the steps on how to go from being on a bronze award to achieving a silver, possibly pairing them with a silver achiever to observe how they record their assessment for learning in their work and become a better independent learner and time manager.

Conclusion

In summary this assignment has evaluated the data collected via the Mosaic Model (Clark & Moss, 2005) and collated them with data from the national curriculum and school records to produce a holistic report on a learner. This information has then been used to provide the next steps in learning that will enable the learner to progress holistically.

I would implement the Mosaic Approach into my own practice as Clark & Moss (2005) highlight it is a tool that can be used with small groups to assess the learning environment and for practitioners to see what is important to the child and what is not, therefore developing the areas learners deem as insignificant to support and develop their learning further. The only weakness of this method of data collection was that there was not enough time to collect relevant information and as it was qualitative data being recorded, a great deal of information was not relevant to the areas that needed development, demonstrating that it was not time effective when analysing data.

In my practice I will be carrying forward the learning walls discussed in the study, as they present relevant information for learning that is constantly up to date. As discussed by Donaldson (2015) learning walls impact greatly on learning as they support learners on how to apply strategies cross curricular when displayed for the appropriate time scale. Although I will ensure that learners do not entirely rely upon them and use assessment for learning techniques to observe if learners have retained information effectively.

From this process I have learnt that data does not represent a learner fully and that when looking at a learner's holistic development many factors must be considered. It became clear at the beginning of the study how most subjects interlink and how development impacts on subjects across the curriculum and not one specific area. This became a problem, as previously discussed, as Child A did not like public speaking and their Oracy skills were low

due to their lack of confidence. This impacted greatly on other subjects as they would have to give presentations regularly resulting on their overall subject level being an untrue reflection of their abilities. By identifying this it enabled me to further understand how to develop confidence and resilience and which strategies to put in place to assist development in these areas.

This study will impact on my practice by making me a more effective practitioner. It has highlighted to me the importance of putting strategies in place as soon as possible for them to be the most effective and to enable value to the learner.

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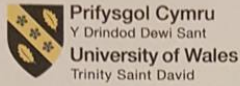
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Appendix

Appendix 1



RE: PPGCE (with QTS), permission and confirmation that work has been undertaken in school for assignment Datblygiad Ysgol a Chynnydd Disgyblion - School Development and Pupil Progress (M6X02151-C) (M7X02153-C)

Dear class/senior mentor,

For the university module 'School Development and Pupil Progress', trainees are required to identify one 'average' attaining learner within the class in which they are based and, over the PTE, explore what helps the pupil to learn language and mathematics. Such exploration could involve:

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

Undertaking this work should support trainees in understanding how children learn and how they can develop their teaching to ensure effective learning. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical day-to-day classroom practice. The trainees have been asked not to reveal the identity of the learner or the school within their assignment.

Students have been asked to:

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

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

STUDENT NAME

SCHOOL NAME

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SENIOR MENTOR/CLASS MENTOR NAME

Student to verbally ask the child: 'I have talked to (trainee's name... Miss / Mrs/ Mr) about my work, and I am happy for it to be used in their work. I know that my full name won't be used (Record their response below).

I am happy to do it.

If you have any queries regarding this, please contact:

Helen.lewis@uwtsd.ac.uk (PPGCE Lead) / sarah.elsey@uwtsd.ac.uk (Module Lead)

Many thanks in advance,

SDPP module team

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Appendix 2

Child Consultation/ Informal interview

Date: 9.5.18

Setting: Classroom

Present: 25 children 1 teacher

What is your favorite subject?

Maths is one, I like to learn new ways of working things out and Literacy, I like writing stories but I don't like reading.

Why don't you like reading?

It's boring.

Do you read any of the books in the reading corner? There are lots of different books in there.

No, they are all boring books in the library.

What books do you like reading?

(smiles and shrugs shoulders)

What is your least favorite subject?

Welsh

Why?

Because I don't like speaking in front of the class or being recorded when we do our oracy levels.

What do you find difficult?

Remembering it all.

Do you like any part of the Welsh lesson?

I like doing Helpwr Heddiw because then I get to ask the questions to other people and test them. But it's not like a proper Welsh lesson.

Why isn't it like a proper Welsh lesson?

Because we play it like a game and each table is a team and we have to beat each other's score so it's fun and the winners get to have a raffle ticket each to put in the pot.

Appendix 3

Date: 10.5.18

Setting: Classroom / Guided reading session

Present: 25 children 1 teacher

Group size: 5 including Child A

Observation:

It is Child A's turn to read in the guided reading group. They start off confidently and reads with fluency and expression. They struggle with a word and start to segment it. Child A's twin says, 'It's machinery!' with little patience and pulls an impatient face. Child A looks up and repeats, 'Machinery' and carries on reading.

Child A reads on further and reads product instead of production, once again Child A's twin says impatiently, 'It's production X!' then looks at other members of the group who just continue looking down at their books.

Child A finishes their reading section and has to ask the group questions. They seem quite happy doing this and enjoy asking each individual what their summary of the text was and was there anything that they needed clarified on the section. The group reply 'No.'

As reading continues around the group Child A helps other children to read but giving them a few seconds before they intervene to give them the answer, although when it comes to their twins turn for reading they do not give any support letting another child in the group do it instead.

Appendix 4

LO: To add, subtract, multiply and divide fractions				Level of support
Success criteria	Me	Friend	Teacher	
Must - I can add unit fractions with different denominators using bar modelling - I can use equivalence to add mixed numbers where the fractions are unit fractions with different denominators.	•	•	✓	TI Ind GA
Should - I can multiply fractions by whole numbers - I can use knowledge of equivalence between fractions and percentages, and mental strategies to solve problems involving simple percentages of amounts of money	•	•	✓	100 sq NL CA
Could - I can divide unit fractions by whole numbers - I can add, subtract, multiply and divide fractions - I can solve word problems involving fractions	•	•	✓	TC

 Gnaith da cunn  Super effort

 LO achieved

 Complete all task cards to fulfill s.c

Corrections please.

all Corrections are done

Appendix 5

Reading record

Name of learner: [REDACTED]

Reading age (if known):

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)
Monday Bank Holiday			
Tuesday 8.5.18	The Ghost of Bracken Hill (p1-5)	Fiction	Lovely reading. [REDACTED] read with fluency and expression. Read clearly with good pace but needs to extend answers.
Wednesday 9.5.18	The Ghost of Bracken Hill (p5-10)	Fiction	Good reading again today with fluency and expression but answers still need some depth. Talked about the text and what might happen next.
Thursday 10.5.18	The Ghost of Bracken Hill (p10-15)	Fiction	Much more confident reading today, using punctuation for effect.
Friday 11.5.18	The Ghost of Bracken Hill (p15-19)	Fiction	Fab reading today! Discussed what has been read so far and is starting to develop answers using prior knowledge.

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

Appendix 6



Figure 1



Figure 2

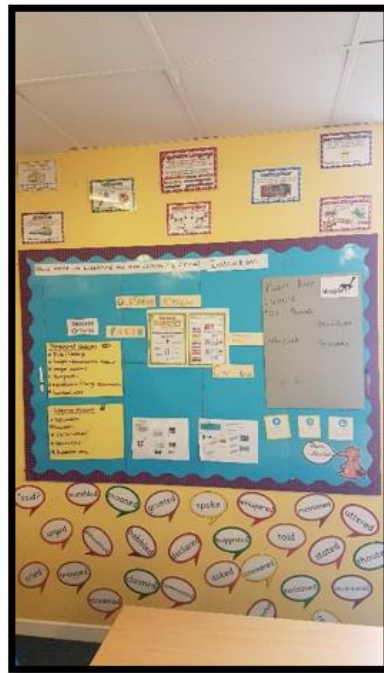
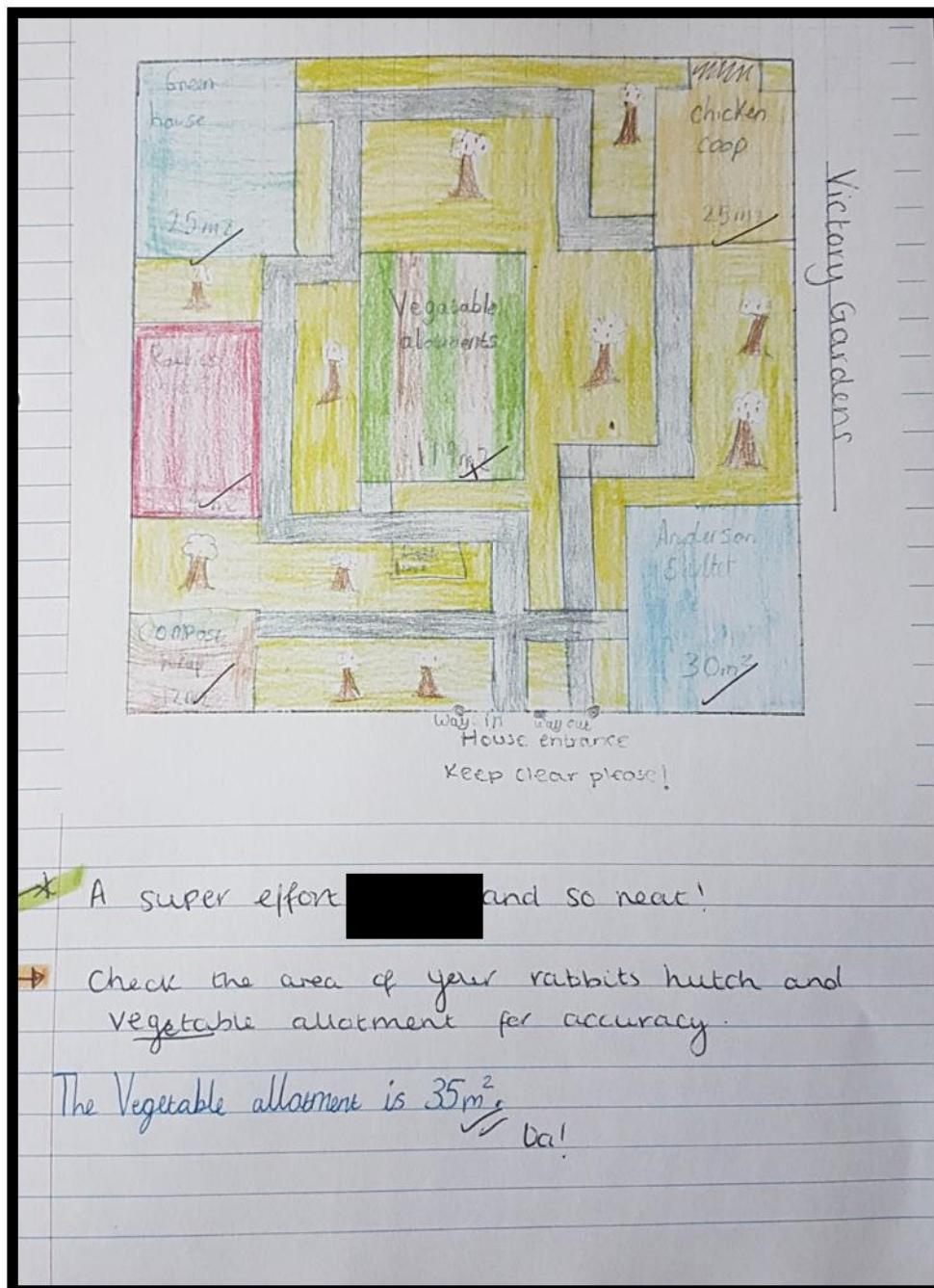


Figure 3



Figure 4

Appendix 7



- Child A had support from the Teaching Assistant during this lesson and had peer support from the children in their group, although when left to complete a question independently they miscalculate and draw the dimensions incorrectly.
- Child A corrected their work in their Assessment for Learning time during the week and with some peer support discussing the problem, could see their mistake and completed the correction independently.