

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 feel that I have approached this assignment from a teacher's perspective. I have established where my target child is at and what they do to next to develop and enhance their learning.	To think outside the box to develop new activities to support the children in their learning. To continue to develop my academic writing.

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

**STUDENT NUMBER: 1701011
GROUP 3
M7X02153: SCHOOL DEVELOPMENT AND PUPIL
PROGRESS**

Word Count - 4742

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Introduction

In this essay, I will collect data on a selected target pupil to give an overview of the pupil's holistic development. Holistic development is the notion of understanding the pupil "physically, intellectually, emotionally, socially, culturally, morally and spiritually" (Robinson and Aronica, 2016: 5). Using the 'Mosaic Approach' (Clark and Moss, 2011) I will analyse the data to establish their current attainment and identify strategies to enable them to achieve the next learning outcome.

For my Professional Teaching Experience 2 (PTE2), I am based in a two-form entry primary school situated in Barry in the Vale of Glamorgan. Currently, there are 471 pupils on roll, aged from 3 to 11, which includes 65 pupils in the part-time nursery. The school has 14 single-year classes and four nursery classes. With around 36% of pupils eligible for free school meals, this places the school well above the 19% average for Wales. About 31% of pupils have been identified as having additional learning needs, which like the free school meals is above the national average of 21%. There are no pupils with statements for additional learning needs. A small minority of pupils are in the care of the local authority and nearly all pupils are of white British ethnicity and come from homes where English is the first language. No pupils speak Welsh at home and only a few have English as an additional language. The school is currently a pioneer school, working with the Welsh Government and other schools to develop the new curriculum and professional learning (Estyn, 2017a).

I have been placed in a mixed gender Year 2 class with 29 pupils. The day is structured on a carousel basis, where the children engage in two focused activities a day. The rest of the pupils' time is spent in the enhanced provision areas, where they complete challenges to practise a skill and develop their understanding from the focused activities.

The pupil that I have chosen to base this essay on is female and has been a pupil in the school since nursery. She has recently turned seven and lives at home with mum. She has an older sister, who is in her late teens. She is a hard-working individual and an active member of the class. She has built positive relationships with her peers in and outside school and always strives to be the best she can be.

Ethical Considerations

In order to carry out this research, ethical issues were considered. Before commencing with the research, a conversation outlining the aims of the project took place between myself and my class teacher. During this conversation, I requested consent from my class teacher to collect data on my target pupil, which can be found in Appendix A (British Education Research Association (BERA), 2011). To adhere to BERA (2011) and University of Wales Trinity Saint David (UWTSD) Research Ethics and Integrity Code of Practice (2017), it was vital to gain assent from the target pupil. This was gained by explaining the aims of the project, her rights to withdraw and what I required from her. As illustrated in Appendix B, the pupil's response has been recorded. Throughout the research, Article 12 of The United Nations Convention of the Rights of the Child (Unicef, 1989) was adhered to as the target

pupil was given the opportunity to express her opinion and have to seriously considered. This played an important role in the collection of data.

Confidentiality and anonymity was another aspect to be considered within the research. To adhere to the guidelines set out in Section 19.6 Anonymity and Confidentiality of the UWTSD Research Ethics and Integrity Code of Practice (2017), the school's name, teacher and pupil's name will not be disclosed. For the purpose of this assignment, the pupil will be referred to as Pupil A and she was also made aware of this, before she gave assent.

Data Collection

The method used for data collection was the 'Mosaic Approach', which was developed to include the voice of the child, providing them with the opportunity to express and reflect on their views and experiences (Clark and Moss, 2011). The approach aims to gather qualitative data through different methods, such as observations, interviews, photographs, learning walks and so on. Qualitative data was collected to allow the pupil to express their views and experiences with detail and without being restricted. Qualitative data also allows the researcher to look at settings and people holistically to build an overview of the whole (Taylor, Bogdan and DeVault, 2015). Due to the nature of qualitative data being rich, detailed and potentially unstructured, it could open the opportunity for significant details to be missed (Denscombe, 2014).

Throughout the data collection, observations played a key role. Pupil A was observed during a learning walk around the school as well during structured activities, active breaks and independent times. Learning walks aim to focus on a specific area (Estyn, 2017b). In this case, the learning walk allowed Pupil A to communicate the areas within the school that have meaning to her. She was encouraged to take photographs of the areas that she liked, and a transcript was also scribed by myself. The observations were recorded in a written format with some accompaniment of photographs. This observational method allowed me to adopt a participant and non-participant observer role depending on what was appropriate for the specific activity. During the observations, I was able to collect a great amount of detail and I did not require a huge amount of resources for me to do so. Therefore, this provided a great insight and made my notes successful and effective.

However, this method does have its criticisms. Whilst recording the detailed observations, it did open up the opportunity for other significant details to be missed. The observation details were required to be recorded relatively quickly, often making it difficult to keep up. Subsequently, during the recording of one note, others may have been missed, which impacts the reliability and credibility (Hobart and Frankel, 2004).

Another criticism of this written method of observation is that it has the potential to influence Pupil A's behaviour. Due to ethical considerations, Pupil A was aware that she would be observed as a method of obtaining data and consequently she may have adapted her natural behaviour to conform to what she thought I may have

wanted to see. This is referred to as the 'Hawthorne Effect', which is a term used by researchers to account for unexpected results that may have been impacted by this factor (Merrett, 2006).

Interviews with the teacher and Pupil A were also used as a method to collect data. The ongoing interviews with Pupil A provided the opportunity to listen to the pupil's views and experiences of their learning and school life. Davie and Galloway (1996) express that a fundamental component of good pedagogy is listening to the children. Talking to the children provides a valuable perspective on what the children deem as important to their learning and is an important aspect within the Mosaic Approach (Clark and Moss, 2011). Having only been on PTE2 for about four weeks, conversations with the class teacher were important, as they have known Pupil A for a lot longer and could provide more in-depth information. Similarly, to other research methodologies, this method has its criticisms as well. One limitation is the influence of the "interviewer effect", which causes the interviewees to respond differently depending on how they perceive the interviewer (Denscombe, 2014). As the data was collected over a four-week period, this allowed for it to be gradually collected, thus allowing for an informal, child led and effective approach. It provided ample of opportunity for Pupil A to express their opinions about their learning, demonstrate and highlight the key aspects important to them. It is important to recognise that there is no definite way of validating what someone tells you about their thoughts and feelings (Denscombe, 2014).

Data collection also took place through annotation of Pupil A's book work. These documents demonstrate concrete evidence of Pupil A's skills and knowledge and will enable a best fit judgement of attainment to be made. However, judgements can only be made on what is evident in their work and will not provide a whole overview of the pupil or the context in which the work was carried out in. However, by connecting all of the data collection methods together, it will convey an overall picture of Pupil A. A limitation to the documentation method is the credibility of the source of which it comes from. However, in this particular case, it can be confirmed that the annotated documentation derives from the original source, which makes it a credible source (Denscombe, 2014).

The Mosaic Approach has many strengths and limitations. Firstly, it is an approach that takes time and requires time to be given to it to be successful. Particularly when listening and talking to younger children, it is important to not rush the conversation and shortcuts cannot be taken. Gathering the data is also a time-consuming element that may impact teachers. However, whilst it is a time-consuming approach, it does not restrict the researcher to one single form of data or communication (Clark and Moss, 2011). This suggests that it is worth giving the time to as it can provide a valuable insight and experience into the holistic development of the child.

Secondly, the approach is based on listening to the child and gaining their perspectives and Clark and Moss (2011) suggest that it is a skilful activity which requires awareness and training. Nutbrown (1996) highlights that training in child development is essential for understanding how young children communicate and that the value of this training is enhanced when adults have the training behind them to be openminded. Thus, this conveys the relevant training and understanding of child development can transform the communication and the Mosaic Approach.

Thirdly, a strength to the Mosaic Approach is its flexibility in the methods it uses to collect the data. This makes it accessible and inclusive to all children. It also makes each project unique to the child it is profiling; suiting their individual needs and interests (Clark and Moss, 2011). On the other hand, this could also be a criticism, resulting in the data and findings not being able to be generalised to other studies.

To analyse the data, I will use Nottingham's (2013) ASK model. The ASK model is broken down into three elements; attitudes, skills and knowledge and is a development from Bloom's Taxonomy of Educational Objectives (1956). Attitudes refers to the way the child approaches their learning, their curiosity and resilience. Skills denotes their abilities to carry out and succeed in an activity and knowledge refers to their familiarity to the information and concepts (Nottingham, 2013).

Analysis of the Learner

Pupil A is strong personality in the class. She is a likeable character with her peers and has established many mutual friendships. She has a close relationship with one boy in the class and acts as a great support for him, often helping him when he is struggling or appears confused or disorientated. Pupil A has a positive attitude to learning; engaging and completing tasks on time, which is evident in her work and school life. During carpet time and teacher input, she is always keen to offer her thoughts and opinions, when asked to share and this portrays her confidence.

During a learning walk, Pupil A showed me around the whole of the Foundation Phase area and school communal areas such as the playground, hall, Sports Hall and Community Centre. She was keen to begin the tour in the 'Village', see Appendix C, which suggested that this area plays a fundamental role within her development. She went onto inform me how she enjoyed role playing in the Village with her friends, pretending to buy items from the stalls. This area alone seemed to provide many opportunities for the children to develop their social and oracy skills as well as support their mathematical development. This suggests that she enjoys playing with a group and that her communication skills are strong.

The idea of group work continued when we visited the numeracy and literacy classrooms, see Appendix D. She was keen to share that the tables move around depending on how the teacher wanted the pupils to work. If they were working in the co-operative learning groups they would have three or four children around a single table and if they were working in their ocean groups, the tables would be pushed together. She then went on to tell me how she enjoyed working in the group. This idea of knowledge being developed through social interaction and in particular communication with others forms a connection with Vygotsky's (1978) theory of social constructivism (Jones and Brader-Araje, 2002).

Throughout many observations, it has been clear that Pupil A is a competent individual, who strives to be the best that she can be. On the whole, she is confident in sharing her opinions and answers and is normally correct. However, on the odd occasion where she is wrong or struggles to grasp a concept, you can physically see her world fall apart and her self-esteem disappears. She appears to get upset and

disheartened by the fact that she is not correct or is finding a particular area challenging. This is not always reflected in her written work but observed whilst watching her complete it. It also influences how she will rate a task. Lawrence (2006) suggests that increasing a pupil's self-esteem will lead them to achieving a higher attainment and lower behavioural issues. Whilst Pupil A does not present behaviour issues, the low self-esteem does impact her positive attitude to the work and simply responds with "I can't do it".

The best fit judgement I would give Pupil A for her mathematical work is an Outcome 4. I have selected three pieces of work. The first one, which can be found in Appendix E, demonstrates that Pupil A can write numbers 1 – 20. The formation of her numbers is correct, and they are a consistent size and shape, however, the orientation of the numbers is not always correct. Whilst her orientation is not always consistent, she has demonstrated a good understanding of the teen numbers, showing the correct structure of the tens and units. This can sometimes cause confusion and lead to misconceptions (Haylock and Cockburn, 2015). This piece of work also portrays her capabilities of basic addition and subtraction number sentences. The last element of the work was doubling two-digit numbers, and this appeared to be challenging and did not show a successful outcome. Having observed Pupil A in this lesson, it was clear the struggle she faced with the doubling and this caused her to become upset and influenced her attitude to learning.

To help her overcome this, it was reflected on by Pupil A in the Feedback Friday session with support from me as the teacher. As soon as doubling two-digit numbers was approached, Pupil A's attitude to the session was negative, as she was aware that this was an area she struggled with. However, the partitioning strategy was shared with Pupil A, which immediately saw her negative attitude change to positive and her enthusiasm returned. As soon as she had grasped the concept of using the partitioning strategy her learning was transformed and she was more successful with the activity (see Appendix E). This shows her willingness to learning and her positive response to feedback.

The second sample of maths work is based on the topic of time, see Appendix F. Whilst it may not be directly obvious in her written maths work of time, this is an area that was observed to be a huge challenge for Pupil A. As already mentioned, Pupil A does not like making mistakes and when she finds an area she struggles with, her confidence decreases, and she becomes quite adamant and upset that she cannot complete it. Looking at the work in Appendix F, it is evident that she completed it with support and was unable to identify the steps to complete the task. Pupil A was able to read and draw the clock that represented two o'clock but required support recognising and drawing the clock that showed half past, quarter past and quarter to. Therefore, the best fit judgement would be Outcome 4, where she is expected to "use standard units of time to read hours on a clock" (Department for Education and Skills, 2015).

The third sample of maths work is based on budgets as seen in Appendix G. This is a topic that Pupil A thrived in, showing a good foundation of addition of two-digit numbers and working within a budget. She showed confidence when explaining what a budget was and had a good input when the addition was being modelled. At times, she forgot to put her pennies in, but once reminded, she was able to add them in and

continued to do so. This piece of work is working towards an Outcome 5 as she has demonstrated that she can find totals.

The samples of maths work in appendices E, F, G demonstrate the skills that Pupil A has to be successful in completing the activity, however, it also highlights the influence her attitude to learning has. When she is confident about an area and knows that she is capable of completing the activity, her attitude is positive, but if this is not the case, her world falls apart and her attitude to learning becomes a barrier and she lacks self-esteem. This lack of self-esteem could impact her work, if she was not supported by the teacher. Lawrence (2006) suggests that there is plenty of research which shows a positive correlation between good self-esteem and academic achievement. Therefore, this research is suggestive that if there is low self-esteem then it is likely to affect the academic achievement, which shows elements within Pupil A's work.

Pupil A shows a vast amount of knowledge throughout her literacy work. The first piece of sample work is an example of Pupil A's explanation text about active breaks, see Appendix H. Here she has extended her sentences and provided substantial reasons as to why active breaks should be part of the school day. She is beginning to improve her writing by incorporating connectives, such as, 'unfortunately', 'because' and 'therefore'. Throughout this piece of work, she has consistently used capital letters, full stops and exclamation marks. The best fit judgement for this piece of work would be an Outcome 4, working towards an Outcome 5.

The second sample of literacy work is a persuasive letter, see Appendix I. Again, Pupil A has demonstrated her knowledge of connectives and included them within her letter. Whilst she has shown consistency with her capital letters and full stops, she has not incorporated her knowledge of expressive punctuation such as exclamation marks. In this piece of work, she has shown her knowledge of a letter format and has demonstrated that she can write for different purposes. During a Feedback Friday session, Pupil A reflected on her work and identified that she could have extended her sentences, so she attempted to write the letter content again. In her second attempt, see Appendix J, she has shown that she can act on her feedback and reflection and extend her sentences further. In this attempt, she has also adopted a more formal language and tone to her letter. The best fit judgement for this piece of work is an Outcome 5, she has displayed that she can read her work and improve her writing and use written language for different audiences (Department for Education and Skills, 2015).

The third sample of work is a broadcast about the class wedding, see Appendix K. She has adopted her writing style into a news broadcast format but has not demonstrated her knowledge of punctuation and grammar. This piece of work lacks capital letters and only includes full stops for punctuation, but there is consistency with the full stops. Observing this lesson, Pupil A can read her report out loud in front of her peers audibly and clearly. This piece of work shows elements of Outcome 4, but to attain this, she would need to make some improvements, such as add in capital letters, like demonstrated in previous work.

The data discussed so far does provide an insight into the work ethic of Pupil A. It highlights her attitudes, skills and knowledge and portrays her as a conscientious individual who aims to be the best she can be. However, it does have its limitations. Firstly, this is a small selection of her work and has only be considered by the one researcher, so could be criticised for being subjective and biased. To improve this and reduce the subjectivity, more researchers could be included. The research period could also be extended to produce a better insight and more substantial evidence over time. Other methods of data collection could be included, such as videos of practical activities, which could evidence the oracy and group work of Pupil A.

Next Steps

Currently, Pupil A has appeared to show strong aspects of an Outcome 4 attainment and so her next steps would be for her to gain an Outcome 5 attainment. 78.7% of pupils achieve an Outcome 5 attainment at the end of Year 2 in the school (Welsh Government, 2017). This shows that she is heading in the correct direction with her learning. A fundamental area that needs developing is her growth mindset. Having observed Pupil A it could be suggested that she has a fixed mindset, as most of the time she has the skill set to allow her to be successful in the activity, however, as soon as she is faced with a challenge that feels she cannot accomplish, she becomes upset and loses her self-esteem (Dweck, 1999; 2007).

Blackwell, Trzesniewski and Dweck (2007); Dweck (1999; 2007) state that people with a fixed mindset believe that they are born with their intelligence and that people who have growth mindset believe that their intelligence can be developed with time. Dweck (2010) also suggests that pupils with a fixed mindset, value looking smart. This could be evident through Pupil A's involvement during carpet time and focused input sessions, where she is always wanting to the opportunity to give her opinion. Also, Pupil A does not like to make mistakes, and this can be seen in her work in Appendix F, where the target has been set to not be afraid to make mistakes. Dweck (2010) informs us that she has seen pupils with a growth mindset face a challenging problem that they could not necessarily solve, but relish with the challenge and are open to the fact that they might make a mistake.

Therefore, Pupil A needs to develop a growth mindset, so when she is faced with a challenging activity, she sees it as an opportunity to learn a new skill, rather than a barrier. The first strategy would be for me, the teacher, to adopt my praise and encouragement to make it more growth mindset focused. Dweck (2010) has found that teachers giving feedback, such as "you're so smart" can have a huge influence on the mindset of the pupils. Whilst this may not be the feedback specifically used towards Pupil A and her peers, but it is important to be aware of what is being said and how that can impact their mindset. Feedback commenting on the effort they have given, strategies they have implemented, choices they have made and the persistence and resilience they have demonstrated is shown more benefits on enhancing the growth mindset; creating more motivated individuals (Dweck, 2007).

Adopting a positive language that incorporates optimistic talk is also a strategy to develop mindset, as it enables teachers to model resilience when faced and

responding to challenges (Seligman, 2006). This would convey to the pupils that it is good to make mistakes and that's how we learn (Grigg, 2015).

Pupil A has demonstrated elements of Outcome 4 in her maths works. To move to Outcome 5, she would need to demonstrate consistency in the orientation of numbers. The third piece of work provides better evidence for her orientation consistency, so improvements are already beginning to show. To enhance this further, activities could be included in the enhanced provision areas. Activities would offer pupils the opportunity to write their numbers using different resources, such as paint, water, sand, creating the numbers out of Lego, building blocks and so on. Almon (2003: 20) says that "children engaged in healthy play display a depth of concentration that can be characterized by flow".

Pupil A has demonstrated that she can find totals up to £1, to increase her attainment outcome, she would now need to demonstrate that she can give change from multiples of 10 (Department for Education and Skills, 2015). Pedagogical approaches would need to identify what the word 'change' means in a money mathematical context and make a connection with subtraction operation. A secure knowledge in place value would need to be in place and understanding that £1 is the same as 100p. Moving on from here, Pupil A could use the Village to practise her money skills, using real coins to buy items to support understanding. This could be modelled by an adult and commence as a focused activity. The children would be learning through play, which is supporting their mathematical development. Haylock and Cockburn (2015) highlight the importance of providing pupils with the opportunity and freedom to discuss the constraints and realities of a real-life problem to enhance their mathematical development. Playing in the Village was also recorded whilst on a learning walk with Pupil A. Therefore, by taking this activity out into the Village, Pupil A will have fun and enjoyment whilst enhancing her mathematical development. Donaldson (2015: 61) states that "choice is important in helping engaging children and young people in their learning". This could then be transformed into a learning activity in a real shop context, where the children have to buy certain items and pay at the till, calculating how much it will cost them and how much change they will receive.

The next steps for the work on time and to move her onto attaining outcome 5 elements, see Appendix F, would be to strengthen Pupil A's understanding and knowledge of the minute hand. She was able to read the hour hand, but required support with half past, quarter to and quarter past. Connections and relationships could be made to the fractions: whole, half, quarter and three quarters. A physical activity could be created, where children represent the numbers on the clock and then have to create specified times using string for the hands. This could then transfer into an independent task where the children create their own clock using materials available to them, such as hoops. This would allow for the individual child to be assessed on their knowledge of clocks and time. "Children learn best in an environment that permits discovery, curiosity, exploration, imagination and play" (Saracho and Spodek, 2013: 269).

The next steps for Pupil A's literacy would be to use capital letters and punctuation such as full stops, exclamation marks, commas and question marks more consistently throughout all of her work. There are elements within some pieces, but

not all. To develop the knowledge of punctuation and grammar, it could be modelled through reading and storytelling, by removing the punctuation from the text and holding a discussion about the impact it has on the reading. It could also be developed through shared writing, exploring the influence it has on a meaning when the punctuation mark is changed (Grigg, 2015). These strategies would provide the pupils with a deeper understanding about punctuation marks and when they should or should not be used.

Conclusion

The information within this assignment has enabled me to gain a perspective on the holistic development of my target pupil. I have had the opportunity to analyse a pupil's work in detail and identify their next steps to achieve the next outcome. Completing this assignment has allowed me to engage with a suitable approach that can be used when assessing, analysing and evaluating a pupil's work. The Mosaic approach has demonstrated the way that different data can be collected and how it can be used to provide a valuable insight on a specific pupil. This is an approach that I will continue to use within my future teaching to inform the next steps for my pupils.

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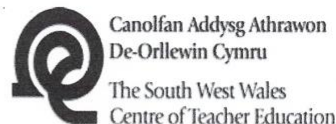
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Appendices

Appendix A

Consent form from class teacher.



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

Dear class/senior mentor,

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

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

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently 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 identify of the learner or the school within their assignment. Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT):

[Redacted]

SCHOOL NAME (PLEASE PRINT):

[Redacted]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[Redacted]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[Redacted]

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

Many thanks in advance,

Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix B

Assent from Pupil A



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 (PLEASE PRINT): [REDACTED]

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[REDACTED]

Student to verbally ask the child: 'I have talked to [REDACTED] 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).

[REDACTED]

"Yes you can use my work"

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,

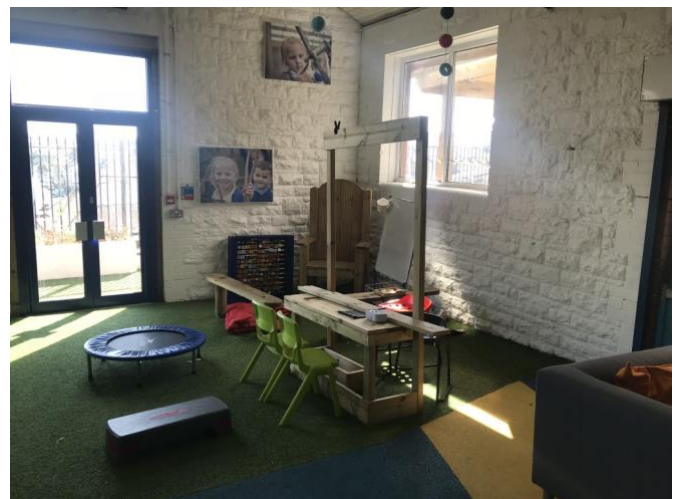
SDPP module team

Sarah Elsey
Dr. Helen Lewis
Linda Davies
Jayne Morgan
Heddwyn Davies

Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder

Appendix C

Photographs taken by Pupil A of the Village



Appendix D

Transcript from the Learning Walk

Pupil A: Let's begin in the Village. It's my favourite.

Researcher: Why is it your favourite?

Pupil A: I like playing with my friends. We buy things from the stalls. We get to use real money.

Shall I show you all the stalls we have?

Researcher: Yes, I'd like that

Pupil A: Here is the Village shop.

Researcher: what can you buy here?

Pupil A: So here you can buy food like crisps and crackers

Researcher: Ah okay!

Pupil A: Then we have the Wedding shop.

Researcher: Why is there a wedding shop?

Pupil A: Because in a few weeks time, there is going to be a Royal Wedding. It used to be a flower shop, but Mrs M changed it.

Researcher: Oh, I see

Pupil A: Then we have the pet shop. Here we were measuring out dog food and giving it a price.

Researcher: How did you know how much food to weigh?

Pupil A: We had to read the fact file for the dog...see....now we can create our own fact files.

Researcher: That's cool. Have you created one?

Pupil A: No, not yet! Then we have the building garage. Look we have a phone and a laptop.

Researcher: What do you need those for?

Pupil A: so, we can call our customers. Then over there we have our food court...it has a bakery, cake shop and benches to sit at. When we come out here to work, we put our snack table over there and we can help ourselves.

Then there's the gym, Mrs M had to be the gym instructor.

Researcher: Did she make a good gym instructor? Could you be the gym instructor?

Pupil A: Yes...maybe. Then OUTSIDE! (pupil goes running out) WE HAVE THE CASTLE. We sometimes get to play on the castle. It's so cool!

Pupil A then leads us to the Discovery Den and Creative Room

Pupil A: This is the Discovery Den. We complete challenges in here and play with Lego and in here [Creative Room] we do our junk modelling, drawing and painting.

Pupil A Then leads on the Numeracy and Literacy classrooms.

Pupil A: The tables move around.

Researcher: What do you mean?

Pupil A: Well sometimes they are together and sometimes they are separate. Depends What we are doing.

Researcher: So, when they are apart, what do you do?

Pupil A: We do group work, sometimes in our co-operative learning groups. Each group has their own table.

Researcher: Do you like working in a group?

Pupil A: Yes, I do. I get to work with my friends.

Learning walk then continued to the Hall and outside playground.

Pupil A: Then we have the Sports Hall. This is where we do our PE.

Researcher: What are you doing in your PE lessons at the moment?

Pupil A: We are doing tennis and racket skills, but I'm not very good at that.

Researcher: I'm sure you are, maybe just need some more practise?

Pupil A: No, I don't really like it and I can't do it.

Observed the enthusiasm deflate and attitude towards learning face a barrier and low self-esteem.

Appendix E

Sample of Maths Work 1 – Numbers, Doubling

Learning Objective: I can solve number questions within 100
Greater Depth Challenge: I can use checking strategies to decide if answers are reasonable and explain what I did

 Double bigger numbers

Steps to Success	Self-Assessment	Teacher Assessment	Effort Rating Notes
I know the Fact Families for 1d + 1d facts	✓	✓	
I can double 2d numbers	✓	✓	
I can double 2d multiples of 10	✓	✓	
I know half of 30, 50, 70, 90	✓	✓	
I can take 1 from a number to 20	✓	✓	
I can add 2 or 3 to a number up to 20	✓	✓	
I can add a 1d number to a number to 20	✓	✓	
I can take 2 or 3 from a number up to 20	✓	✓	
I can take a 1d number from a number to 20	✓	✓	

1 5 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Numbers to 20 ordered correctly

Orientation of numbers is not always correct.

Best fit judgement Outcome 3 with elements of 4

** Challenge Time*

double	25	is	50
double	42	is	84
double	36	is	72
double	90	is	180
double	65	is	130
double	134	is	268

Try this strategy.

double	25	is	50 ✓
double	42	is	84 ✓
double	36	is	72 ✓
double	90	is	
double	65	is	
double	134	is	

Took feedback on board and attempted the suggested strategy which made her more successful in doubling two-digit numbers

Double 25.

$$\begin{aligned} 20 + 20 &= 40 \\ 5 + 5 &= 10 \\ 40 + 10 &= 50 \quad \checkmark \end{aligned}$$

Double 42.

$$\begin{aligned} 40 + 40 &= 80 \\ 2 + 2 &= 4 \quad \checkmark \end{aligned}$$

Double 36.

$$\begin{aligned} 30 + 30 &= 60 \\ 6 + 6 &= 12 \quad \checkmark \end{aligned}$$

Feedback Friday



Appendix F

Sample of Maths Work 2 - Time

Learning Objective: To use their knowledge of telling the time to solve a problem. Greater Depth Challenge: Explain the steps you took using the appropriate language.  <i>Not be afraid to make mistakes</i>		Effort Rating 
Steps to success: I can read hours and minutes on a 12-hour digital clock I can read 'half past', 'quarter past' and 'quarter to' on an analogue clock I can identify steps to complete the task or reach a solution	Teacher Assessment ✓✓ ✓⑤ 9	Question What time would you get to sch if you were 2 hours late? <i>"11 o'clock."</i>

Best fit judgement ^{Outcome 4} ~~level 4~~ showing some awareness for Outcome 5 (half past, quarter past/to)

Use the clocks to draw the route that you took. Where does the route end?



Struggled with time and required support from teacher.

Now draw the times in order on the clocks both on the analogue and digital clocks.

 School 2 : 00	 Town Hall 2 : 30	 Church 2 : 45
		

Appendix G

Sample of Maths Work 3 - Budgets

Learning Objective: To find totals of food items and to work within a budget. Greater Depth Challenge: To pay for food items up to £2.		Effort Rating
		
Steps to success:	Teacher Assessment	Question
I can say what a budget is.	✓	What is a budget?
I can add two numbers together.	✓	
I can say if I am in budget.	✓✓	

How much do apples and strawberries cost altogether?

Apples	24p
Strawberries	20p
Total	44p ✓

Your budget is 50p, are you within your budget?

☒ Yes ☐ No ✓

What is the total cost of Jammie Dodgers and Chocolate Digestives?

Jammie Dodgers	50p
Chocolate Digestives	42p
Total	92p ✓

Your budget is 90p, are you within your budget?

☐ Yes ☒ No ✓

Find the total of Iced Fairy Cakes and Angel Cake:

Iced Fairy Cakes	25p
Angel Cake	15p
Total	40p ✓

Your budget is £1, are you within your budget?

☒ Yes ☐ No ✓

You have a budget of £1, what crisps would you buy?

2 Hoola	50p	Is there a different pack of crisps you could have picked?
1 Hoola	50p	
100p Total	£1 ✓	

Appendix H

Sample of Literacy Work 1 – Active Breaks

Active Breaks

Unfortunately the Welsh government are trying to take a way are active breaks from the children of Cadroxton School.

It's not FAIR!

Active breaks are fun because we get to play Outside. Also we get healthier by snack shack therefore we can think! We can play with our friends and that makes us feel good.

Experts say that we need 1 hour of exercise every day to keep us healthy.

Active breaks are important because we need active breaks because it's the most fun part of the classes day!

Capital letters

Punctuation - exclamation marks, full stops,

Elements of Outcome 6 for punctuation and grammar.
Connectives - because/after/also
Full stops, exclamation marks

Handwriting
Best fit judgement Outcome 4
• Forming single upper- and lower case letters - clearly and correctly formed
• Letters may not show correct sizing between upper and lower case letters, but will mostly follow a baseline and be correctly orientated.

Connective

Genre
Outcome 4 - best fit judgement.
Independently using formats modelled by an adult. They will write in response to a variety of stimuli, develop their use of storyline and communication meaningfully.

Appendix I

Sample of Literacy Work 2 – Persuasive Letter

<u>Learning Objective:</u> I can write a persuasive letter. <u>Greater Depth Challenge:</u> I can use different connectives.  Extend sentences		Effort Rating
Steps to success:	Teacher Assessment	Notes
I can follow a letter structure.	✓	
I can use persuasive words.	✓	
I can give reasons.	✓	

Punctuation and Grammar
Best fit - Outcome 4

Start using connectives.

Use capital letters and full stops with some degree of consistency.

Cardigan Primary
Victoria Park Road
Bary

Could add exclamation marks.

Valle of Glamorgan
CF63 2JS

Correct format for a letter.

Howdens
Cardiff Road Business Park
United Kingdom
CF63 2PQ

19th April 2018

Dear Sir

Capital letters

We need a kitchen for ^{our} are village.
We have to pretend it isn't
nice. Surely ^{you} make so many
kitchens. Just ^{please} give us a
Free kitchen.

Punctuation - full stops

Appendix J

Sample of Literacy Work 2 – Improvement of Letter

We could make food for
the Homeless because the
haven't got much food.
Yours sincerely [redacted]

Handwriting
Best fit Outcome 5
forming letters correctly and with
consistent size & orientation the
majority of the time.

Good development from
feedback.

Feedback Friday-Extend sentences

I am writing to you because
we really need a kitchen.
we have to pretend at the
moment if we had a real
kitchen we could make
real food and we could
have that good at snack
shack. surely you make so
many kitchens that you
might have a spare
kitchen you could give us
kitchen for free.

more formal
language
used.

A lovely persuasive
sentence.

Genre
Best fit judgement Outcome 4
independently use formats modelled
by an adult
write in response to a variety of
stimuli, communicate response and
meaning

Appendix K

Sample of Literacy Work 3 – Broadcast about Class Wedding

Learning Objective: To write a broadcast account of the class wedding. Greater Depth Challenge: To use connectives for causation and consequence like because and after.		Effort Rating
Steps to success:	Teacher Assessment	Question
I can extend their ideas or accounts by sequencing what they say and including relevant details.	✓	Who will your audience be?
I can use writing to plan my talk and add relevant details including subject related words.	✓	
I can use written language for different purposes and audiences.	✓	

HELLO WELCOME to Barry News
 I'm [REDACTED] I am reporting a wedding that recently took place on the 17th of May 2018. Lacey and Elenor got married at St Cadoc's church, Barry by Father Dylan Leek. The bride wore a amazing Dress and a long veil with a tiara. The bridesmaids were her school friends and wore pretty pink dresses.

The reception was at Cadokton Community Hall the two cakes looked yummy and fantastic and there were lots of guests to celebrate the big day. Tune in later to find out more

News report format, good language used (appropriate)
 Could use capital letters and punctuation more consistently.