

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

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Introduction

This analysis draws upon unique elements of different sources which piece together to gain a complete picture of a learners' own perspectives, rather than the adults. The pupil analysed in this study is a female, reception aged pupil who is part of a Church of Wales Voluntary controlled primary school in a rural area of West Wales. The school is currently in the Green category for support. There are 224 pupils on roll at the school, with 7.2% of these pupils receiving free school meals, which is significantly lower than the Welsh average of 17% (My Local School, 2018). The participant is in a mixed year group class consisting of twenty-six reception pupils and eight nursery pupils and only quarter of the class are female, the adults in the class are the class teacher and two Learning Support Assistants. The organisation of the class works in mixed ability groups for all Areas of Learning Experiences (AoLE). Although not a pioneer school, the school is endeavouring to incorporate the new Welsh curriculum (Donaldson, 2015) throughout the school environment, teaching and its ethos, largely focusing on the development in the Key Stage Two phase. The participant works in the higher ability group across all AoLE's and this group is the largest out of the four groups within the class, consisting of ten pupils. The participant has some Speech, Language and Communication Needs (SLCN) and has a current Individual Development Plan (IDP) for this need. It is not the purpose of this study to diagnose difficulties or assess the learner's academic achievements against curriculum attainments, but rather to focus on the strategies that can be implemented to support and maintain the development of the learner holistically.

Data collection

All ethical considerations were taken into account during the study. The University of Wales Trinity Saint David's (UWTSD) *Research Ethics and Integrity Code of Practice* (2017) was followed, alongside The British Educational Research Association (BERA) and their *Ethical Guidelines for Education Research* (2019). Verbal consent by the learner, class teacher and learner's mother were given to be involved (appendix 1). The implications of the observations, such as bias and mis-representation, to both the researcher, and the learner were considered prior to the research proceeding. In regard to personal details concerning the school, its staff and the pupil being analysed, all information will remain confidential throughout this analysis. To avoid judgement or bias, initial observations were captured of

the child during the first observational week of the professional teaching experience, this was prior to any teacher-pupil relationship being developed.

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) (1989) states that throughout all aspects of the child's life they have the right to voice their opinions, views and feelings on matters and decisions that directly affect them as a child, they also have the right for these views to be taken seriously and considered by others. Schools have an obligation to respect these rights and must develop the child's personality, talents and abilities to the full (Article 29, UNCRC, 1989). Therefore, it can be said that education and teaching professionals have a duty to develop the child holistically, rather than purely academically.

The Mosaic Approach, devised by Clark and Moss (2001) was the principal data collection method used within this analysis, whereby children are participatory researchers. The framework involved a triangulation of data methods which plays to the children's strengths rather than the adults (Clark, 2007). The qualities of this approach enable's the researcher or practitioner to listen to the learner and their meanings of the environments around them leading to a greater understanding of the factors which can have an influence on the development of the learner (Clark, 2007). It is the child's perspective on their daily life which becomes the research findings, rather than simply the adult's perspective. The framework combines participatory methods such as child-conferencing, photo-taking and map-making/child-led tours with traditional methods such as interviewing and observation. It can be argued that a limitation of participatory research is the possibility of bias from the research subjects level of involvement, however Baumfield et al (2013) would suggest that limitations such as this would depend on the intent of the research enquiry and the type of questions to be asked. Piaget (1959) became the first psychologist to adopt a mixed method approach to his observations by interviewing each child to secure the accuracy of his observations (Harcourt et al, 2011). This developed from his interests to understand the cognitive development of a child and how they learn, rather than what they learn (Grigg, 2010). As this particular analysis proposes to study the child and their development holistically with the intent centred on improving learning, then Baumfield et al (2013) support that participatory approaches may be regarded a sensible approach.

The various qualitative research methods of The Mosaic Approach combine both visual and verbal together to build a co-constructed perspective of the learning and its environment, the approach 'listens to the learner' across several mediums not just that of spoken word (Clark and Moss, 2011). It can be argued that the barriers to using The Mosaic Approach is the acceptance of the quality of the child's perspectives (Clark and Moss, 2011). Clark (2011) states that if children are to be listened to effectively within their early childhood then it is more likely that healthy relationships and communities will be built where adults and children respect one another.

Vygotsky argued that social interaction, cultural and ecological context plays a central role in the child's cognitive development (cited in Grigg, 2010). The notable work of Bronfenbrenner (cited in Gray and MacBlain, 2012) on the social learning theory asserts the importance of the wider environment and influences being taken into consideration when exploring the development of a child. A child has their most direct communication with those that sit within the microsystem layer which surrounds the child, it will be this microsystem that The Mosaic Approach will explore (Gray and MacBlain, 2012). Some comparisons may be explored between the child's microsystem and mesosystem as the relationship between school and their peers are observed. It can be argued that unlike the significant work of another social-learning theorist Bandura (cited in Gray and MacBlain, 2012), Bronfenbrenner (cited in Gray and MacBlain, 2012) does not consider the child's cognitive development.

This analysis utilises the ASK model (Nottingham, 2013) when reflecting on the learner holistically, which concentrates on the Attitudes, Skills and Knowledge of the child, and how these three fields combine to craft the individual (Nottingham, 2013).

Analysis of learner

The research participant has been a pupil at the school for just under two years, first joining the school as a nursery pupil. The learner has some SLCN difficulties and for this she is visited regularly throughout the term by an external Speech and Language therapist (SALT). Currently, the learner is supported by the school through the use of in-class support, and with the guidance of targets from the SALT the learner currently has an IDP which includes two current targets to support her SCLN's (appendix 18). The SALT identifies Pupil's areas of concern to be speech and language and aural sound formation, she also identifies her areas of strength to be very good numeracy skills.

It can be said that allowing the child to use a camera to record aspects of the environment and their learning experiences encourages a mode of communication beyond that of the written or oral word (Harcourt et al, 2011). Although the learner can hold a fluent conversation with the adult, she was able to record her most enjoyable and supportive AoLE's without the apprehension of searching for the correct vocabulary. Piaget's (cited in Grigg, 2010) influence on cognitive development is evident within the Foundation Phase classroom with the growing use of continuous and enhanced provision areas, where learners are provided with areas and resources to construct their learning for themselves (Grigg, 2010). It can be seen in appendices 2 to 10 that many of the photos taken by the learner consisted of the continuous and enhanced areas of the classroom.

Nottingham (2013) argues that more reserved learners can often be confused for reflective children due to both these types of learners demonstrating strong characteristics of self-control. Pupil A demonstrated effective reflection skills over her own learning, she regularly reflects on what she can and cannot do, comparing herself to Pupil B's abilities. She is a member of a busy reception class which also includes children of nursery age, the range of young ages within the class means that the attitudes (ASK, 2013) towards self-control are still being developed within the class. The pupils dialogue recorded in appendix 7 highlights the pupil's own recognition of her self-control, discussing the reward she received for her behaviour during the "statues" game. She refers to the other children in the game as "whiney" and this is the reason why she won, implying that she herself is not "whiney" when involved in competitive games. It can be said that she has made a clear link between self-control and self-discipline and the rewards that can be achieved from this.

It can be argued from the evidence of observations in appendix 11 that the SLCN's of the learner does not hinder her ability in Language, Literacy and Communication (LLC) or other AoLE's. Pupil A has been placed in the higher ability group for LLC and Knowledge and Understanding of the World and when asked, performs co-operatively however mainly independently in this group. It was observed (appendix 11) that Pupil A strives to succeed in all challenges that are presented to her and demonstrates a mindset of perseverance. It has been explored by motivation theorists how motivation can stimulate a learner's choices, persistence and performance in their actions of an activity (Wigfield and Eccles, 2000). To expand, it can be said that the level of effort which the learner puts in is influenced directly

by how much they want to achieve the learning outcome, and how much they believe that they can achieve (Eccles cited in Nottingham, 2013). An occasion where such perseverance was observed was when writing a letter of persuasion (appendix 17), she wrote the letter over the course of two sessions, frequently using key word mats to support her writing and was reluctant to ask for adult support. Pupil A was able to hold a sentence in her head but struggled to find the correct sounds to put this sentence down on paper, it was during this incident where Pupil A's SLCN's were slightly prevalent. The National Health Service (NHS) (2015) defines SLCN as an extensive range of needs related to all aspects of communication within children. The needs range from understanding others to forming sounds, words and sentences to expressing ideas and emotions and using language socially (NHS, 2015). It is evident in appendix 17 that Pupil A is able to identify in self-reflection that she found the level of challenge difficult and is honest in her own self-assessment of her work. A more detailed annotation of this activity can be found in appendix 17.

It cannot be disputed that Pupil A is a capable higher ability pupil who often does not rely on support from a peer or a supporting adult, however, within class and group discussions she was often reluctant to voice her opinions and ideas on the topic of discussion. If questioned by an adult under these circumstances, Pupil A regularly showed a sound understanding of the learning at hand although the dialogue would often be less fluent than when engaging in a one-to-one conversation with an adult or peer. When speaking in a larger group situation in front of her peers, there is a significant change in the volume and tone of her voice. Listening to the oracy evidence in appendix 16, it cannot be disregarded that Pupil A was confident to recall prior experiences and knowledge to explain instructions on how to plant a bean using the success criteria which was to include time connectives, whilst speaking clear and audibly to deliver four-step instructions. This oracy activity was performed independently with Pupil B and no other pupils involved, demonstrating Pupil A's natural abilities to speak clearly and with confidence around individuals she is comfortable with. The SALT discusses Pupil A's current progress to be working on saying consonant clusters at the beginning of words, it could be reasoned that due to her current difficulties with initial clusters, this is having an impact on Pupil A's reluctance to voice her opinions and ideas in front of larger groups as she finds it difficult to find the initial sounds in words and use her vocabulary.

A study by Lindsay and Dockrell (2000) identified that children with SLCN are considered likely to have a negative self-perception of themselves academically and socially, this is not a

behaviour that Pupil A has demonstrated. On the other hand, Lindsay and Dockrell (2000) continue to explore the concept that these negative self-perceptions are influenced by the behaviour of others towards their performance due to the SLCN difficulties. Having observed Pupil A surrounded by her peers, there has been no evidence that Pupil A is treated otherwise due to her mild SLCN difficulties. Furthermore, though generally Pupil A does not present a negative self-perception of herself, she does lack the confidence in her own abilities on occasions and she often needs reassurance from an adult.

Constructivist Bruner (cited in Gray and MacBlain, 2012) explored the belief that the cognitive development of children who engaged themselves with both reading and writing were typically those children who would engage themselves with talking with others (Gray and MacBlain, 2012). Although it can be said that Pupil A was an able pupil in both LLC and Mathematics, when engaging with the continuous provision of the classroom (appendices 2 to 11), there was no occasion where it was observed that she would choose to independently and unreservedly engage herself within the Mathematics and Literacy areas.

In response to Nottingham's (2013) suggestion that involving pupils in the planning of topics can motivate and prepare pupils for the learning, a pupil voice session was delivered by the class teacher which encouraged the class to have their own input and discussions to what they would like to see enhanced into the continuous provision areas for the forthcoming topic "pirates". This was carried out in a carpet led discussion with learners using the "think, pair, share" approach and then feeding ideas back to the remainder of the class. Learners were incredibly engaged and came up with planning ideas for the majority of the areas within the class, however, Pupil A did not provide any input into the discussion or share her own ideas.

Observations of Pupil A's social behaviours (appendix 11) would suggest that she is working towards elements of outcome four within the Personal and Social Development, Well-being and Cultural Diversity AoLE (Foundation Phase Framework, 2015), she has demonstrated abilities of self-control and waiting for her needs to be met. To contrast, a conversation with her class teacher (appendix 13) revealed some behaviours that she had displayed prior to the research study which exhibited actions for attention. The class teacher linked these behaviours to the introduction of the Nursery pupils into the class. Bruner (cited in Gray and MacBlain, 2012) explored the view that the development of a child's thinking and learning can be a subsequent result from the level and manner of support which the learner receives

from an adult. It could be argued that Pupil A's behaviour differed when the structure of pupils changed in the classroom because she felt that she was not receiving the typical level of support she was once used to, from the class teacher.

Pupil A has been identified as being a more able and talented (MAT) pupil in Mathematical development. Welsh Government (p.g. 6, 2008) define MAT pupils as those who require *enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas*. It argues that research has shown that by schools supporting their MAT pupils, this will consequently raise the standards of achievement for all pupils.

Within Mathematical development, Pupil A is currently showing strong evidence of working towards elements of outcome 4 (appendix 15), an outcome above the expected attainment by a reception aged pupil (Foundation Phase Framework, 2015).

Pupil A, and the rest of her peers, were introduced to a new Assessment for Learning (AfL) strategy being integrated into the classroom. This strategy was developed by the researcher and known as the "Lego challenge" (appendix 19) and provided the learners with skilled challenges that learners would need to achieve within the focus-activity, when they had demonstrated the particular skill, they would receive a Lego block. Pupil A was significantly engaged with this method of AfL and relied on it largely as her learning goal. Within group plenaries she was able to independently reflect the skills she was challenged with in order to achieve the Lego block. By setting three levels of challenge this was beneficial in supporting the learners in moving forward in their learning as they had a clear individual step of where the learning needed to move next. The Lego challenge provides an opportunity for all learners to successfully achieve something during the focus task at the level of challenge, which is most appropriate to them, regardless of where their peers are. Pupil A was able to use these challenges when reflecting on her own learning, this can be established in appendix 14 where she completed a "hot and cold" task in building a 2D and 3D shape castle. Estyn (2018) suggests that MAT pupils often reflect on their own learning robustly and are able to identify what they need to do in order to improve their own work. Pupil A spent an initial lesson building the shape castle with no adult support or examples of a successful shape castle. During the hot task she chose to work with Pupil B and was able to discuss the improvements she wished to make through following the success criteria. During the focus activity she made no interaction with the rest of the group or looking at others' models to

support her own learning, nor did she share her ideas with the rest of the group. Donaldson (2015) discusses the importance of metacognition to play a significant role in learners taking ownership and control of their own learning. It could be debated whether the structure of the Lego challenge had a positive impact on Pupil A being a capable learner who could observe her own learning and identify the ways forward. Reflecting on Eccles' (cited in Nottingham, 2013) expectancy value theory, it can also be debated that using the Lego blocks as a challenge, benchmarked the expected outcome that was anticipated from her, this motivated the level of effort that she put into completing the challenge.

An impromptu conversation with Pupil A led to reveal her enthusiasm for the use of Information Communication Technology (ICT) (appendix 12). She demonstrated a good recall and understanding of the functions and features that JIT provides. It can be said that she is demonstrating a strong Digital Competence for her age, she can log onto HWB confidently and independently and is able to recall and find any previous work that she has completed on the computer. Again, this conversation reinforced the relationship she has with Pupil B, making reference to the fact that he would know how to use 'chart'. Interestingly, she was able to refer to other AoLE's in reference to particular features of JIT (appendix 12). This demonstrates that she is making connections between her learning and the valuableness of cross-curricular opportunities. It can be said that appendix 12 demonstrates that her oracy strengths lie in AoLE's that she is most comfortable with.

It can be concluded from the analysis that Pupil A is a highly able and motivated learner who lacks in communicating with the majority of her peers, both socially and academically. Bandura (cited in Gray and MacBlain, 2012) places emphasis on self-efficacy within children. Pupil A has demonstrated strong self-efficacy, that is the self-belief in her competence (Akhtar, 2008), within the role of independent work, however her self-efficacy can be seen to be poorer when working with other children.

Next steps

Estyn (2018) reports that in around a third of schools in Wales, MAT pupils do not use their skills which match their ability almost as much as they could be. The ASK model (Nottingham, 2013) encourages education professionals to enhance the skills and attitudes of learners and a combination of these skills can be used by learners to support their fellow peers. Nottingham (2013) fosters the notion that a teacher's role should be to enhance

attitudes and skills as well as their knowledge, this involves constant thinking and looking for ways forward to enhance these skills within the classroom.

Taking into consideration the development of Pupil A within;

- Mathematical Development,
- Language, Literacy and Communication,
- Information and Communication Technology (ICT), and
- Personal and Social Development, Well-being and Cultural Diversity,

there are a number of interventions and strategies which could be integrated to support the development of the learner's oracy skills and abilities across all AoLE's. These were found to be;

- 1) Metacognition and self-regulation;
- 2) Mastery learning and;
- 3) Collaborative learning (Education Endowment Foundation (EEF), 2019).

EEF (2019) recommend that these strategies can be intertwined within one another.

Doherty and Hughes (2009) explain that teachers can understand the children in their class more holistically if they recognise some of the temperament traits, understanding the temperament traits of a child can help interpret the behaviours of children. Nottingham (2013) explores skills for learning within the ASK model. A component of these set of skills are social skills that children need in order to effectively learn. It can be said that in the observations made (appendix 11) Pupil A rarely interacts with other pupils in her class, aside from Pupil B. Although she respects other people's viewpoints, she is yet to have demonstrated the ability to encourage and influence others within her peer group (Nottingham, 2013). As Pupil A is an able pupil who exhibits many of the intellectual social skills which Nottingham (2013) discusses, she has the potential to share these intellectual skills with her less able peers, however it can be said that she currently chooses not to interact with her peers in this means.

It has been identified that although Pupil A has been observed using appropriate language skills with Pupil B and adults, she lacks confidence or is reluctant to speak in front of a larger group of her peers. Donaldson (2015) recommends that successful learning will develop

through collaboration, he also supports the belief that collaboration can develop metacognitive skills. Doherty and Hughes (2009) define collaborative tasks that take place within the classroom as co-operative learning, whereby children of different levels of ability bring their strengths together to work on a common goal as a small group. This approach would be beneficial to Pupil A as it enables a broader scope on Vygotsky's (McLeod, 2019) Zone of Proximal Development to occur, her strengths and expertise in Mathematics, LLC and ICT can provide a scaffolding to her less able peers. It can be said that this strategy may in turn have an influential effect in her SLCN's, as co-operative learning will engage her in developing her language and social skills with peers she otherwise may have not interacted with. Effective co-operative learning provides each child in the group with an individual personal role, having her own role will encourage Pupil A to have to compel with her peers in order for her role to contribute the intended learning outcome. In support of this strategy, the EEF (2019) found collaborative learning to have a low cost with a moderate impact, with learners making an improvement of at least five months.

It must be taken into consideration that the implications of co-operative learning are that, in order for it to be effective, children will need to be skilled in operating co-operatively, requiring teachers to hold the relevant training (Doherty and Hughes, 2009). The EEF (2019) identified that collaborative learning can lead to competitiveness between peer groups resulting in the focus becoming on a competition rather than the learning. However, if structured appropriately and exercised with attention to promoting talk and interaction between peers (EEF, 2019) then collaborative learning can have a positive impact on the development of the learners. With hands on learning taking a predominant role in the Foundation Phase, it can be said that there are more opportunities for co-operative learning structured activities to take place.

Fostering on from Vygotsky's (cited in Mercer, 2005) sociocultural approach whereby language influences individual learning and cognitive development (Mercer, 2005), a co-operative learning approach which promotes learners not only to talk together but to 'interthink', is the Thinking Together (Dawes et al, 2004) approach, a programme which increases the use of exploratory talk between learners. A report by Mercer (2005) found that working in such a manner develops the reasoning skills of the learner and are listening to each other rather than just hearing their peers. An approach such as Thinking Together

(Dawes, et al, 2004) may support the development of Pupil A communicating more often and more effectively with her peers.

The EEF (2019) also suggest that collaborative learning can have a positive impact on other approaches such as mastery learning and digital technologies. Arguments would suggest that Pupil A's competencies in ICT could be used to support her peers in mastering digital competency skills. Cornist Park Community Primary School (Estyn, cited 2019) discovered that by introducing pupils as digital leaders who supported peers and staff in developing digital competence skills, standards have increased for all pupils due to experiences across the curriculum being enhanced through ICT.

A further strategy which has one of the greatest impacts on pupil development, by an increase of seven months, is that of metacognition and self-regulation, which makes talk about learning explicit in the classroom (EEF, 2019). These approaches are also said to be more effective when working collectively with collaborative learning. In saying this, it can be said that metacognition and self-regulation are most effective to low attaining learners and older pupils (EEF, 2019), with Pupil A engaging with neither of these factors it is questionable how effective this approach would be on the pupil as she is already relatively pro-active in her efforts to learn.

Doherty and Hughes (2009) illustrate conscientiousness as one of the Big Five personality traits of children and adults, to put it more simply, a child with the conscientious personality type possesses the ability to control impulses. Given this, they go on to consider that a child with such a personality type would act responsibly whilst in the classroom and that conscientious children approach school life and their work seriously (Doherty and Hughes, 2009). In many elements of her school life and work, Pupil A has demonstrated this trait. In consideration of this, a more pro-active role should be taken in enhancing Pupil A's abilities and conscientiousness traits as a MAT pupil in Mathematics. Watson (2017) states that activities which incorporate planning, monitoring and evaluating develop the metacognitive skills of pupils. Pupil A's metacognition and self-regulation in Mathematics could be enhanced through the employment of the "Lego challenges" (appendix 16) specifically tailored to her Mathematical needs and abilities, such an approach would encourage her to consciously plan, monitor and evaluate her own learning independently through concrete rewards such as the lego blocks (EEF, 2019). Stripp (2014) deliberates that extension

activities in Mathematics for the more able pupils can often result in ‘superficial learning’ and that for progress to be made, a deeper learning must be developed. These challenges could be skills that Pupil A is already familiar with which would employ the mastery learning approach ensuring that she has a solid, concrete understanding of the subject knowledge and skills, providing her with a range of situations to apply these knowledge and skills to. A strategy such as mastery compliments her current personal learning approaches as she has demonstrated a formidable attribute to the Growth Mindset (Dweck, 2006), Pupil A has demonstrated perseverance and recognition that achievement is associated with effort in previous learning activities. Bandura (cited in Gray and MacBlain, 2012) identifies mastery learning as a key influence in developing a stronger sense of self-efficacy and declares it to be the early-years practitioners’ role to provide learners with mastery learning opportunities.

Conclusion

In particular, the multi-method process of The Mosaic Approach is a creative form that enables those who are pre-verbal, or with Speech, Language and Communication difficulties to share their opinions and ideas through processes other than conversation. This was a successful method in gathering information alongside Pupil A as the digital competency skills she possesses are strong, and in particular she enjoyed using the iPad to take photos of her learning environment.

Moving forward with using The Mosaic Approach, it may have been effective to have had a child-teacher conference where the participant, the class teacher and the researcher came together to discuss behaviours and events that had been observed. In doing this it may have narrowed the gap of understanding between behaviours and the causes for them.

Due to the nature of a Foundation Phase classroom and its structure, and the length of time to conduct the analysis, it could be said that the evidence obtained within this analysis did not capture a fair variety of evidence of Pupil A’s abilities and skills across the AoLE’s.

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Appendices

Appendix 1 – Letters of consent.



Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian of..... (pupil name),

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

Signed..... (Parent/Guardian).

Date 2-5-19.....



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 a 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):

SCHOOL NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2 – Child photo – Maths lesson

“My friends and my teachers help me to learn by telling us what to do, helping us hold scissors and helping us hold a pencil properly, and sticking and gluing.”

Appendix 3 – Child photo – Maths enhanced area

“The Maths area, we learn Maths but she (*class teacher*) sort of muddled them up and now it's the playdough area, it can only be the Maths area a tiny bit now, we need to measure beanstalks using playdough.”

Appendix 4 – Child photo – Outdoor playground

“Outside in the playground. My favourite area and we get to run around in it. I can climb up the pole, I have a slide in my garden, but I don't have a pole, and the schools is bigger! I like to play with Pupil B, he is my friend. He plays games with me, I'm funnier than him! I have a joke. We play games together, police, firefighters, running around, going down the pole, obstacle course. Pupil B helps me with my work, and I help him colour

in his door handle.”

Appendix 5 – Child photo – Class 2 outdoor area

“Outside in our play bit. We don’t do any learning in this area, but I like the gardening shop because they sell flowers and it has a big box of gardening stuff.”

Appendix 6 – Child photo – Room used for kids club

“I like kids club because we can watch films and cbeebies, we watched Doctor Ouch once. You can watch films at home, but we watch them there too and I like them toys. We can sit on chairs and beanbags.”

Appendix 7 – Child photo – Star board in kids club

“If you be good you get put on the star board, if you get put on the star board, you’re a star. I got put on the star board when I played the statues game because I didn’t whine and I’m the youngest one, all the big kids whined. And I got a bouncy ball from the prize box and a (*certificate – struggled to find this vocabulary*). This is in kids club.”



Appendix 8 – Child photo – School hall

“The dinner hall, I like eating dinner. I get to talk to my friends, sometimes I don’t sit by the same people. I feel like a year 1 when I sit on the class three table.”



Appendix 9 – Child photo – School library

“The little library, once we needed to do a chart and the chart was about books about bears, books about ducks and books about princesses and we had to write what the books were called. I enjoyed it; I like reading. We found the books.”



Appendix 10 – Child photo – Small world area

“I like the castles in the small world, I play in the small world and get to have fun. I like the little figure which I think is the guard. Jack is a piece of paper printed out.”

Appendix 11 – Observational notes

30/04/2019 – Can write ‘oa’ words independently using correct letter formation and cursive writing.

01/05/2019 – Entered school upset and quiet today. When taking her seat for the register I asked her if she was ok, she shook her head and stood up to speak to me. She wanted comforting and buried her head in my shoulder saying she wanted her mum. When I said she would be home again before she knew it she said her mum had gone to Cardiff for work. As a means to distract, I asked her if she would be able to help me with my own work later and go on a walk around the school to take photos of the school herself, she was happy to do this but still didn’t want to leave my side.

07/05/2019 – Pupil A was given a cold task of painting her own castle, during the large group input she was able to talk fairly in depth about the shapes she felt were needed to paint a successful castle. Whilst painting she could identify that she needed to use different colours to be successful, she could also identify that different sized paintbrushes would create a different effect and she wanted to get her own from the drawer, rather than the selection that had been provided to her. Although focused with the activity and she felt confident to work independently, once Pupil B had finished his work and moved on, she decided that she was finished as she wanted to follow Pupil B and go outside. I feel if Pupil B had not gone outside, Pupil A would have further developed and improved her work to a greater standard.

15/05/2019 – The class shares the playground with the year one class and the nursery class. Whilst on duty during playtime this morning I observed Pupil A spend the majority of her play eating her snack and drinking her milk in a quiet corner of the playground with Pupil B and Pupil E. Pupil A did not engage with other children whilst on the playground, the children did not appear to be playing a game but appeared to be having an in-depth discussion whilst they ate and drank. At no point during the playtime did Pupil A engage with physical activity.

16/05/2019 – Writing a letter to the giant persuading him how he can be a good friend. Pupil A showed that she had good recall of her phonics knowledge but lacked confidence in herself to write these down. Pupil A tended to be a perfectionist in her handwriting, she used cursive

handwriting and was continuously rubbing her work out as she felt her letters were not formed correctly. Upon studying Pupil A's work I did not see errors in the formation of her letters.

Pupil A's understands the steps to success within her learning and often does not need prompting to make changes to her work, she does this independently. Pupil A's does not like to hand in a piece of work unless she has achieved all of the steps to success.

Pupil A engages with the letters and sounds word wall regularly when she is completing a writing task, she will independently stand up and go to find the word or sound that she needs, she will ask the adult as a last resort.

17/05/2019 – Pupil A is under the Speech and Language therapist, when she wishes to speak out in front of the class, during whole class carpet input, she becomes quite reserved and speaks in a quiet, soft tone. It could be argued that this is because she is aware of her difficulties without certain sounds and vocabulary and she is self-conscious of this.

17/05/2019 – Pupil A enjoys doing any activity that involves working with Pupil B. She recognises that they are of a similar ability and often given further challenges.

20/05/2019 – Pupil A read to me this morning. She perseveres with her reading and doesn't try to ask the adult for support. Pupil A is undeterred by unfamiliar sounds. However, this does mean that her reading is not as fluent as it could be, in saying this Pupil A is able to recall what has happened in the story and predict what she thinks is going to happen next, showing a good understanding of what she has read. "Floppy the dog will help pull up the stump." Pupil A is sight reading nearly all words which have familiar sounds in them and when she comes across a word for the first time, she tends to recall it straight away, by sight-reading when she comes across the word again. Pupil A is able to tell me who the characters are within the story. "th" sounds still come out as a "v" sound.

20/05/2019 – Today the Foundation Phase pupils were provided with pieces of new playground equipment to enjoy during the playtimes. Pupil A showed no signs of engagement with the new equipment and continued to walk around the playground with Pupil B.

21/05/2019 – Whilst sitting on the carpet during registration, Pupil A could recognise my difficulties in trying to gain another child's attention about wearing his hat, she was able to tell him he needed to take his hat off on my behalf.

When asked to turn and talk to talk partners, Pupil A will always turn to talk to Pupil B who sits in front of her and is therefore not her allocated talk partner. Pupil A will engage with other pupils when they speak to her but often will not instigate the conversation herself. She allows others to have their turn to talk and listens well, she uses eye contact when speaking and listening to others. Pupil A will always listen to instructions given by the adult.

Often, Pupil A is not phased or interested by the actions or social conversations of the rest of her peers within the class, apart from Pupil B. If Pupil A has achieved something, she will instantly find Pupil B to tell him about her achievements, sometimes a small essence of gloating can also be felt.

Today, Pupil A received a sticker for her efforts in her reading, after receiving the sticker she instantly found Pupil B to tell him that if he came to read to me then he would be able to receive a sticker as well.

22/05/2019 – I have recognised on a few occasions that Pupil A is always happy when entering school in the mornings and has no problems with leaving mum at the door.

Appendix 12 – Impromptu child conferencing – Informal conversation between the learner and researcher discussing the technologies used in the classroom

Researcher: Pupil A, are you able to show me how you can log into your own hwb?

Pupil A: Yes.

Pupil types in Hwb into the search bar of the internet browser and is able to select Hwb from the drop-down menu, she clicks on the log in button in the top right-hand corner.

Pupil A: I need to find my password.

Pupil identifies which basket she will find her password card in and independently searches for her own card.

Pupil A: I need to type this in first.

Pupil points to the username on the card. She is able to independently control the mouse to click in the first box of the log in credentials and begin typing in the username. She perseveres when making a mistake and does not feel defeated.

Pupil A: Oh no, I can't type it, I can't let Pupil C see my password.

Researcher: What do you mean?

Pupil A: Pupil C is next to me; she can't look, or she will know my password. Passwords are a secret.

Without asking for any support the pupil then controls the mouse and moves the cursor into the password credentials box.

Pupil A: Is that a capital?

Pupil points to a letter within her password.

Researcher: Yes, it is.

Pupil continues to type in her password, recognising the differences between a capital letter and lower-case letter on the keyboard, before clicking on the enter button.

Researcher: Are you able to show me how to get onto J2E?

Pupil A: Yep.

Pupil directs herself around the navigation options on the hwb home page and finds J2E. She does not explain what she is doing.

Researcher: Now, I wonder, are you able to show me some of the work you have done on the computers before?

Pupil A: Yes.

Without hesitation pupil clicks on the file's icon on the J2E dashboard. She starts browsing through pieces of work that she has done.

She clicks on the mix tab along the top of the JIT programme.

Pupil A: And then you click on this.

The pupil is able to locate another method of opening up saved files when within JIT.

Pupil A: Nope, ok. Can't be there. Oh, I must not have saved it. Hmm.

Researcher: What are you trying to look for?

Pupil A: Well there was this piece of work I did, but I didn't save it because it's not there. This is just what you can see.

Researcher: Was this a piece of work you did recently in school?

Pupil A: No, I did it at home but I didn't save it.

Researcher: Do you use JIT a lot?

Pupil A: Well yeah, we use it a little bit in school, so I know a lot about it.

Researcher: Do you think you would be able to talk me through some of the tools on here?

Pupil A: Yeah, so along the top you have paint, turtle...

Pupil runs her finger along the top of the screen and points to all the features and their names.

Researcher: Would you be able to explain what you do on each of these parts?

Pupil A: This is paint, you can paint something..uh a fruit bowl.

Pupil opens up a saved piece of work of a fruit bowl she had painted.

Pupil A: Turtle, you can make things move. Giving it instructions, I forgot to press the green thing, but I don't know what it is does. Chart..not been on it before.

Pupil starts exploring some of the features of chart.

Pupil A: Pupil B knows what to do.

Pupil A: Pictogram, you can go around the classroom and ask what do you like, Beth wyt ti'n hoffi?

Pupil A: Animal, I haven't done. My group have done it, but I was on holiday skiing and I miss a week of school.

Researcher: Do you think you miss anything important in school when you are on holiday?

Pupil A: No nothing important.

Pupil A: Branch..never heard of it. Mix. I'm not sure if you can make a picture or not, because there are pictures on it. And you can write sentences.

Pupil starts typing a sentence on mix. "I pet meafs."

Researcher: What would you say are your favourite things to use on JIT? Or the ones you find most helpful in your learning?

Pupil A: My favourite is pictogram, paint and turtle because you get to do fun things on it. Pictogram helps you to talk Welsh a bit by saying beth wyt ti'n hoffi? Paint helps you paint a picture without drawing it. Turtle helps you do a course and it links to our topic in class. Like when we were doing three little pigs, we used turtle.

Pupil goes on to click on the feature of turtle involving the three little pigs, the houses and the wolf.

Pupil A: JIT helps me with my learning because you do writing on it and writing helps you learn.

Researcher: Is it only writing you can do on JIT? Are there any other areas of your learning you can use JIT for? Such as Maths?

Pupil A: Can't really do Maths on there, not sure if we can do Maths or not because I've never really done maths on there before.

Researcher: What about pictogram? Is that using Maths skills?

Pupil A: No that's not Maths.

Pupil starts using turtle again.

Pupil A: That's what planet we were talking about on Friday.

Pupil is making reference to "green day" during the previous week and the work the class did on recycling.

Pupil A: The world. The world is in the sky.

Pupil was able to programme the rockets using turtle to travel around the planet independently with no mistakes.

Appendix 13 – Impromptu conversation with class teacher

Researcher: I've noticed that Pupil A can have a fluent conversation with an adult or Pupil B on a one to one basis but when it comes to speaking in front of the class or within group activities she is very reserved.

Class teacher: But she hasn't always been like that.

Researcher: Oh really, when did that change?

Class teacher: I think it was when the Nursery pupils joined us.

Researcher: That's interesting.

Class teacher: I know, before the nursery pupils joined us, she was always very vocal and the first to answer questions on the carpet. Now she's gone quite reserved.

Researcher: Why do you think that is?

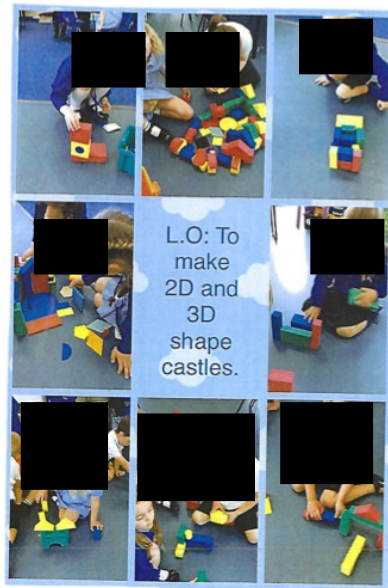
Class teacher: I don't know, but I actually had to have a word with her mother about it because then she started to go through a phase of talking over me on the carpet and talking to other children.

Researcher: She doesn't seem to do that recently.

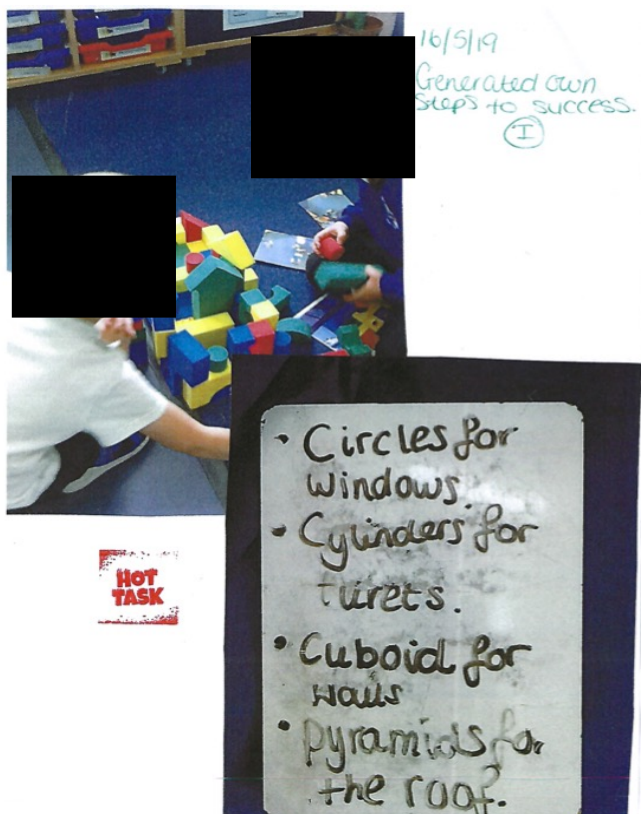
Class teacher: No, but I think it's for attention. I used to have a close relationship with Pupil A before the Nursery children joined the class but now I feel like she doesn't like have to share my attention with more children.

Appendix 14 – Hot and Cold Maths challenge.

O: To make a shape castle.	
Feedback * Benchedig, you have explored the shapes and built a shape castle. * Discuss how the shapes fit together, using shape names.	self-assessment 13/5/19 I T LSA



COLD TASK



HOT TASK

- Circles for windows.
- Cylinders for turrets.
- Cuboid for walls.
- Pyramids for the roof.

Appendix 15 – Evidence of outcome 5 in Mathematical Development (Based on Foundation Phase Framework, 2015 outcomes)

Pupil A was introduced to the lego challenge and completed a hot and cold task over a period of two lessons. In the first session Pupil A completed a cold task, she was able to build a shape castle and talk about it in some detail earning both the red and yellow lego blocks. When it came to naming the 3D shapes when discussing the shape castle she was unable to recall many of the shapes using their names, she was able to name the 2D shapes seen on the faces on the 3D shapes. During the second session Pupil A was able to contribute to a success criteria for building a successful shape castle with the support of a WAGOLL and comparing this WAGOLL with a photo of her model. By using the WAGOLL she was able to identify what shapes best fitted parts of the castle, and by doing this she was able to practise and recall the names of 3D shapes. Pupil A then went on to improving her first attempt using both the success criteria and WAGOLL and support and through doing this she was then able to name the 3D shapes she had used and for the purposes she had used it for.

Mathematical Development – Using geometry skills - Shape

Red Lego challenge - use 2D and 3D shapes to make models and pictures – Can you create a 2D and 3D shape castle?

Yellow Lego challenge - use 2D and 3D shapes and describe how they fit together – Can you discuss/describe your 2D and 3D shape castle?

Green Lego challenge - make increasingly more complex or accurate models with 3D shapes and tessellate 2D shapes – Can you improve your shape castle?

Working towards; Outcome 4

They are able to recognise and name the common regular 2D and 3D shapes and describe and experiment with how they fit together in her play.

Appendix 16 – Oracy evidence – Instructions (Based on Foundation Phase Framework, 2015 outcomes)

Higher ability pupil worked in pairs using jars, paper, beans and water to record videos on the iPads to send to Jack explaining the instructions of how to plant a bean. Was able to hold the iPad up in the correct place to independently record a clear, plausible video. Engaged with using the connectives “First, next, then and finally” within their video to Jack.

Oracy – Developing and presenting information and ideas – Speaking

Reception – Talk about things from their experience and share information.

Year 1 – Include some detail and some relevant vocabulary to extend their ideas or accounts.

Outcome 3

Oracy - They demonstrate they have listened to others and understand three-step instructions and basic concepts.

Reading - They retell familiar stories in a simple way and identify information from texts using words and visual features, making links to personal experiences.



Appendix 17 – Language, Literacy and Communication evidence – A letter to the giant explaining how to be a good friend (Based on Foundation Phase Framework, 2015 outcomes)

aching an adult or a peer for support. Some capital letters could be found within the id sentences but this was mainly I and L. [redacted] was able to identify within the self- : was not completely confident in completing this activity on her and recognised that she rt, RAG rating her work amber.

and Communication.

curriculum – Organising ideas and information – Meaning, purposes, readers
use and dictate a sentence describing events, experiences and pictures to communicate
it what they are going to write.

curriculum – Writing accurately – Handwriting, grammar, punctuation and spelling
orrect initial consonant by beginning to apply phonic knowledge.
miliar and high-frequency words in writing.

Outcome 4 – Writing
r- and lower-case letters which are usually clearly shaped and correctly orientated. They
ies to spell longer consonant-vowel-consonant and high-frequency words conventionally
their phonemic awareness. They begin to use connectives and some orderine words

ersuading [redacted]

7/9/19

T LSA

↑ include punctuation
digraphs within your writing

Dear Giant
I am going to
to be a good
friend. First
a good friend
is kind. Next
be helpful
Finally you
can play

other

Appendix 18 – Individual Development Plan (Names removed for anonymity)

Area of need	Target	Desired outcome	Strategies & Provisions	Key staff
SLT	Use the 'tw' sound at the start of words.	To produce consonant clusters correctly in isolation and in words.	To model the correct pronunciation of initial clusters. Play 'tw' picture games.	
SLT	To say the 'cw' sounds in words.	To produce consonant clusters correctly in isolation and in words.	To model the correct pronunciation.	

Reasons for decisions made

Responsibility for IDP

People involved in this plan

1/2

Appendix 19 – The Lego Challenge (Based on Foundation Phase Framework, 2015 outcomes)

Can you create a shape castle?



Red Lego: Use 2D and 3D shapes to make models and pictures. Can you create a 2D and 3D shape castle?



Yellow Lego: Use 2D and 3D shapes and describe how they fit together. Can you discuss/describe your 2D and 2D shape castle?



Green Lego: Make increasingly more complex or accurate models with 3D shapes and tessellate 2D shapes. Can you improve your shape castle?

