

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

Introduction

This assignment will focus on the analysis of data collected using the Mosaic approach in order to identify the current learning outcome of a pupil. The analysis will allow for next steps to be identified with an explanation of how they will be completed.

In accordance with BERA (2018) guidelines I have chosen to anonymise the school, teachers and pupils. The pupil discussed will be named as child A. Due to the age of the participant, legal requirements state that parental consent is to be obtained (BERA, 2018), in this case consent from the class teacher (see appendix 1).

The school where the observations took place is a town school in the centre of Bridgend, although 70% of the pupils live outside of catchment. The school caters for pupils aged 3-11 year olds with two form entry. Due to the area in which the school is based, 11.5% of pupils use English as an additional language, which is significantly higher than the average for the local authority with it being 2.8% (My Local School, 2018). The percentage of pupils eligible for free school meals is 23.6%, which is marginally higher than the average for the local authority being 18.4% (My Local School, 2018). However, the current percentage is a result of a continuing decrease in percentage of pupils eligible for free school meals in past 5 years (My Local School, 2018).

Child A is a female aged 5 years old. Child A's home language is English and she is not eligible for free school meals. Child A joined the school at the age of 3.5 in Nursery and is local to the school and walks there daily. Child A is an only child and grandchild; both her parents are only children, resulting in her being the only child in

her immediate family. Child A is in the higher ability group within the class and this has been consistent since starting at the school in Nursery.

Data Collection Methods

In recent years, in the area of education and early years' experiences there has been an increase in the importance of including child voice in research and decision making within education settings (Baird, 2013). Researchers and educational professionals have recently respected the views of the child along with their right to make informed decisions surrounding events or actions that effect themselves; in line with the United Nations (UN) Conventions on the Rights of the Child (1989). As a result, researchers have assessed the child's ability to communicate their thoughts and feelings in educational and research contexts. They concluded that children are able to express their thoughts and feeling, and found their views consistently differing from those who historically represent them (O'Kane, 2008). Researchers are also aware that in order to be dedicated in learning about children's first-hand experiences and thoughts they need to gain the information directly from the child (Kirk, 2007). Nevertheless, in order to capture children's first-hand experiences and thoughts, appropriate methodologies need to be used to gain valid information (Graue & Walsh, 1995).

There are vast amounts of methodologies that could be used to gain valid information from children's experiences including drawings, interviews and observations. The Mosaic approach uses a multi method framework, which combines traditional observations and interviews with child lead photography and tours, giving young children the opportunity to express their experiences in various and creative ways (Fraser 2006) whilst creating the holistic view of the child from their viewpoint (Clark & Moss, 2001).

Observations are used daily within a classroom for teachers to gain valuable information about their pupils personal and social development alongside their oracy skills. Nonparticipation observations are used to document the behaviours of the pupils (Rolfe et al, 2001). However, unlike the complete observer (Christensen, 2005), the pupils are still aware of the teacher's presence in the classroom. Although it could be argued that with the observer being present it may have an influence on the pupil's behaviour. The observation method chosen was a running record observation. Although this created a considerable amount of evidence to analyse, it did not restrict the observer, hence allowing the observer to document all behaviours in the order they occur.

A semi-structured interview method was used as it gave the interviewer a series of open and closed questions to ensure the interview went smoothly. Unlike structured interviews, it also allows the interviewer flexibility to adapt the questions according to abilities of the pupils (Fielding and Thomas, 2008). The flexibility allowed the interview to ask additional questions to probe for more detail from the answer the pupil gave (Mukherji et al, 2010). Although, a limitation of using open questions is there can be considerable amounts of data being collected and reviewed (Simmons, 2008).

A benefit of the Mosaic Approach is that it allows the researcher to use a range of tools such as photography, drawings and mapping to gain a greater understanding of a child's experience (Clarke & Moss, 2011). This allows the child to express their perceptions in a way that is appropriate for themselves. In 1983 Gardner described seven multiple intelligences that children use to think and learn. By using this theory,

we can tailor the methods used to collect data to the individual child, therefore not restricting a child to the verbal communication of an interview when their speech is poor, as this would not provide rich data. Whereas giving a child a camera and asking them to take photographs of areas of the classroom that helps them learn could prove more valuable, as the child could later explain why those photographs were taken (Clark & Moss, 2011).

However, as the Mosaic approach doesn't have a single method of communication to gather information, it was time consuming to collect the data. Clark & Moss (2011) emphasise the importance of patience when collecting data using the Mosaic approach. They state that it is important that each child collects the information at their own pace to ensure the information collected is valid and relevant. The analysis of the information collected is also time consuming due to the complexities of comparing visual and written pieces of evidence (Clark & Moss, 2011). However, each activity contributes to the overall mosaic of the child's experiences and views and therefore provides an opportunity to triangulate the findings, thus providing reliable results (Baird, 2013).

Analysis of Learner

Language, Literacy and Communication Development

Whilst interviewing Child A she expressed an interest in reading and writing (see appendix 2) both at home and at school. This is evident from the observations collected as the majority of the observations found Child A reading or writing in various areas of the continuous provision within the classroom (see appendix 3).

This was also included on the map created by Child A who drew herself writing in the florist role play (see appendix 5). When asked, Child A explained that she enjoyed reading, writing and drawing because “it makes people happy” (see appendix 2). The enjoyment Child A has regarding writing is having a clear effect on her progress.

Child A forms upper and lowercase letters which are clearly formed and orientated (see appendix 4) whilst frequently using spelling strategies to spell consonant-vowel-consonant words correctly. Alongside this, Child A is beginning to spell high frequency words such as ‘came’, without adult support during her writing (see appendix 4). During the activity, Child A was asked how she could spell ‘came’ to which she explained “I’ve read it in a book and sounded it out”. By sounding out the word Child A was able to identify what grapheme came with the phoneme to solidify her understanding of phonological awareness. Research suggests that children who have a concrete phonological awareness can read and spell successfully as traditionally when learning to spell, children will orally segment words as they would when reading (Centre of Improvement for Early Reading Achievement, 2001). This therefore demonstrates the critical importance of phonological awareness to develop reading and spelling further (Varnhagen et al, 1999). Child A has good phonological recognition for all her basic graphemes and certain digraphs (see appendix 6) although the application of some digraphs are inconsistent (see appendix 7).

To conclude, it is evident from the data collected that literacy is an area of strength for Child A which she enjoys. From the information discussed, Child A is working at an outcome 4 for writing in accordance with the Foundation Phase profile (Welsh Government, 2015); although there are strands in which Child A has not yet met including full stops and consistent capital letters. Despite this, Child A is working above her expected age outcome of outcome 3 for the end of reception.

Nevertheless, it must be noted that the evidence provided does not discuss the child's oracy or reading skills in great depth; however, discussions with the class teacher relieve that Child A is currently working at outcome 4 across all areas of literacy (see appendix 8).

Mathematical Development

With regards to mathematical development Child A is confidently working at her expected outcome of outcome 3 and is starting to achieve strands in outcome 4 (Welsh Government, 2015). When completing activities, Child A confidently recognises, reads and forms numbers up to 10 without adult support and recognises that zero means none (see appendix 9). Whilst in continuous provision, Child A independently wrote numbers up to 56 and when asked what she was doing, Child A responded "writing my numbers, I want to go all the way to 100". Child A has clear ambitions for herself which drives her to complete activities independently to improve her own skills as she wants to learn. The outcome of these activities is having a clear effect on Child A's abilities. All numbers are formed correctly with majority achieving the correct orientation. Following the foundation phase outcomes (Welsh Government, 2015) this would suggest that Child A is working on strands in outcome

5, although it is unclear if Child A could give a justification of the positioning and value of each digit, therefore it would not be advisable to make this judgement on one piece of work. Nonetheless, it is clear that Child A is working towards this skill.

When Child A completed the map of her favourite areas of the classroom, she drew an image of the role-play area: florist. During the interview Child A explained she enjoyed going into the florist so that she can buy flowers. The observations concur the information provided in the interview as they show Child A taking on the role of a customer and using money to pay for flowers (see appendix 3a). Child A could confidently identify different values of coins; however, when asked to use different combinations to pay for items Child A used 2p, 5p & 10p to pay for a 3p item. Nevertheless, Child A is confidently achieving the skill for outcome 3.

Child A can also make sensible estimates up to 10 confidently without adult support (see appendix 11) and uses direct comparisons for measurements (see appendix 12) both during focus tasks and independently in continuous provision. Alongside these, Child A can confidently move in different directions when following instructions from peers (see appendix 12). The data collected justifies the given outcome of 3 for Child A.

Personal, Social Development, Well-being and Cultural Diversity

Child A is a kind and caring member of the class who regularly supports, comforts and helps her peers who are upset or struggling, whilst taking on a motherly role for certain members of the class (see appendix 3c). Child A also shows great concern and love for the environment including plants and animals. An observation taken at playtime showed Child A carefully moving a worm out of harm from the children running around on the playground. When asked what she was doing, Child A replied “I’m moving the worm to his home, where is mud in school? Oh wait, the garden, can you take me please?” (see appendix 3b). The garden is an area in the school dedicated to animals and a place in which Child A took a photograph as one of her favourite places, demonstrating her love and care for the environment and living things.

Alongside looking after the environment, Child A also has a good understanding of how to look after herself including being aware of healthy eating habits and being able to distinguish between healthy and unhealthy foods (see appendix 13). As well as being able to identify the various types of food, Child A is able to state how many pieces of fruit or vegetables should be consumed in a day and uses this information practically by identifying what food in her lunchbox she should or shouldn’t be eating (see appendix 3d).

An area that Child A is continually developing is showing increasing self-control. From the interview with the class teacher (see appendix 14), it is clear that this is a target for Child A as she would previously scream and shout when a song or video was placed on the interactive whiteboard that she didn’t want to watch, hence not

understanding the importance of taking turns and letting everybody have a turn to watch what they wanted. Studies suggest that by the age of 3 children employ social strategies to share with peers and understand the importance of waiting (Warneken et al, 2012). However, as Child A did not attend school till the age of 3.5 years, she did not have the opportunity to take turns with another child as she is an only child, hence the development of her social strategies of 'turn taking' developing at a slower rate.

To conclude, from the data collected it is evident that Child A is currently working at outcome 4 and is expected to achieve this at the end of reception, demonstrating that Child A is working above with the expected outcome for her age (Welsh Government, 2015).

Physical Development

When Child A completed the map of her favourite places in the classroom, she selected areas that she could write or draw demonstrating her interest in these activities. From this we can see that the interest Child A has with drawing has an influence on her fine motor development. Child A holds the pencil correctly using a pincer grip and can adapt this grip to different pieces of writing equipment such as pens, pencils and crayons. When using the pincer grip, Child A had good control over the equipment and was able to draw a person with head, body, legs, eyes, mouth and nose (see appendix 15 & 5). From the data collected it is evident that Child A consistently adds all the features required to a human figure in order to achieve outcome 4. Child A can also confidently use scissors with increasing control

to cut out basic shapes (see appendix 13) and can string beans onto lace with ease (see appendix 16).

With regards to gross motor skills, Child A was able to stand on tiptoes and run with increasing control. This was demonstrated through physical activities such as jumping beans and yoga. During these activities Child A was also able to balance and began developing stillness and an increasing awareness of space within the classroom. Although when discussing the activity with Child A, she expressed a disappointment in her performance in the yoga activity (see appendix 14b) which contradicted the observations made by the teacher who believed that Child A showed good balance and co-ordination (see appendix 3e). When later asked to elaborate Child A explained that she didn't believe she was as good as the lady on the screen, to which the teacher had to explain that the lady was a professional. This raised well-being concerns as it demonstrates that even though Child A has high expectations for herself, some of the expectations are unrealistic. Research has shown that children who strive for perfection are prone to negative effects such as sadness and anxiety when something goes wrong (Stornelli et al, 2009). This is mainly due to the child not developing coping mechanisms to regulate failure. Despite this originating during a physical development activity, it is likely to appear across all areas of the curriculum, therefore careful monitoring and support should be given to the child.

From analysis of the data collected Child A is currently working at outcome 4 for physical development, according to the Foundation Phase profile (Welsh

Government, 2015). As previously stated, Child A is again working above her expected age outcome.

Welsh Language Development

Within the classroom Welsh is an area that has been identified as needing improvement (see appendix 8). Due to this the children are currently having the opportunity to use Welsh during focused tasks, whole class tasks and independently. Child A joins in eagerly when learning new songs or rhymes in Welsh and memorises them quickly. This was clear when learning the song 'golchi dwylo' as she would sing the song independently when washing her hands (see appendix 3f). This was completed on numerous occasions with Child A expressing clear enjoyment when doing so. Child A would also join in with daily weather songs and days of the week songs in Welsh; however, when asked Child A declared that she did not enjoy Welsh (see appendix 2), despite teacher observations that show she is expressing enjoyment. Following further discussion, Child A explained that it was because "it is hard, I don't know all the words", therefore returning to the previous statement regarding Child A aiming for perfection.

Despite this Child A would contribute to whole class Welsh sessions by being 'helper heddiw'. During these sessions Child A would take on the role of a doctor and ask patients 'beth sy'n bod?' and give instructions to peers while modelling the language spoken by a familiar adult. Child A would also participate in this activity independently with peers, taking on different roles.

From the data collected, it can be concluded that Child A is currently working at outcome 3, in accordance with the Foundation Phase profile (Welsh Government, 2015), although there are areas such as reading and writing Welsh that need to be addressed.

Next Steps for Development

Literacy

It has been identified that Child A has good phonological awareness which has contributed to her ability to spell words correctly. However, when writing, Child A does not use capital letters consistently and does not use full stops. Therefore, for her to progress, activities surrounding the use of capital letters and full stops need to be implemented. Using the constructivist's view, when building on Child A's previous knowledge on what a sentence is, Child A is more likely to understand and remember the importance of capital letters and full stops (Pritchard, 2009). However, Child A will not begin to use capital letters and full stops if not shown and therefore, modelling sentence structures with Child A is an appropriate starting point. By modelling the expected outcome, it engages students and encourages them to learn (Bandura, 1986). However, modelling a sentence structure alone will not be enough. Building sentences with Child A allows her to work through the sentence with support prior to creating her own and thus scaffolding her learning. Using scaffolding allows the child to reach their full potential with the support from the teacher (Bruner, 1978). Alongside modelling and building sentences, it is important to remind the child to use capital letters and full stops as part of their success criteria allowing them to know what is expected of them prior to completing the work. Another method could be to

add visual aids to the board or table that would be visible to Child A during her writing to remind her to use them.

Mathematical Development

Within in the field of mathematical development, an area for development for Child A is to use 1p, 2p, 5p and 10p coins to pay for items. As previously mentioned, Child A can recognise and name 1p, 2p, 5p and 10p coins; however, when she goes to use them to pay, she does not have a connection between the digits and the value they represent. This is common amongst young children as they would usually come across objects having a one to one correspondence; such as the number of dots on a dice equals the steps on a board game (Bond, 2011). Traditionally, young children would go to the newsagents with a small amount of money to buy sweets but unfortunately this no longer happens, therefore creating a shop role-play within the classroom is an effective way for pupils to pay for items. Nevertheless, unless the shop is supervised by a member of staff it is likely that the accuracy of exchanges is to be nil (Bond, 2011). Due to this, it is important that focused activities clearly show the value of the coins. An effective resource for this is Numicon. By attaching a 5p coin to a 5-piece Numicon, the children can see that the coin represents how many holes (pennies) there are in the Numicon (see appendix 18). This works well, especially for children who are already familiar with Numicon and can recognise the shapes without counting the holes. The Numicon pieces can also be added into continuous provision to scaffold the children's development. It is important to be patient when teaching children money as they do traditionally find it a difficult concept to comprehend.

Personal and Social Development, Well-being and Cultural Diversity

The main area for Child A to develop with regards to personal and social development is turn taking. As previously mentioned, when Child A doesn't like something on the interactive whiteboard she screams and shouts and does not understand the concept of taking turns and letting somebody else watch something they want to. However, taking turns and sharing are vital life skills to teach children about compromise and fairness. It also teaches children how to negotiate with other pupils and how to manage disappointment, which is something Child A also needs to develop. A traditional activity to support children with regards to taking turns is to play a game. A board game could be used with a group or pairs of pupils with explicit rules explained prior to the game. During the game, a puppet could be used as a participant and the pupils need to explain what the puppet needs to do. By using a puppet, children often feel more comfortable to express new behaviours as they understand that the puppet is not alive, as opposed to a person, especially a person of authority such as teacher. Alongside using puppets, modelling appropriate behaviours (Bandura, 1986) and using positive reinforcement to reward the child for the appropriate behaviour (Watson, 1913), Maton et al (1991) found that using role play and instructions also reinforces the target behaviour. Results from their social skills program found marked improvements in positive interactions such as turn taking increasing, with inappropriate behaviours such as grabbing toys and tantrums decreasing.

As well as games and role play, there are numerous social stories that can support pupils who have difficulties in managing failure. It is also important to remind not just Child A, but the class that everybody fails at some point. The Charlie Waller

Memorial Trust (2019) believe it is important to share your own failures or disappointments with pupils for them to understand that it happens to everyone. This is something that is very important for Child A.

Physical Development

Physical development is an area where Child A is strong in her abilities, however, she did display concerning characteristics of being too critical about herself. Due to this, it may be beneficial for Child A to collaborate in a performance of simple skills with a partner. This will give Child A the opportunity to learn new skills from her partner and share her own knowledge and expertise. By performing as a pair, it also takes the pressure off Child A's individual performance as it will be a collaborative performance, therefore relieving some of the pressures she puts on herself to achieve perfection. Whilst collaborating in a group or partnership, children also need to develop appropriate negotiation skills and compromise which Child A will be working on and developing during personal, social and well-being sessions. Therefore, it is important that she can adapt them to fit the situation where she needs them. Collaborating also supports the development of Child A's taking turns skill as well as her physical development.

Child A also needs to begin to tie her shoelaces. To start, she needs to be able to tie a single knot independently. In order to achieve this, activities such as tying a coat onto a teddy bear or threading and tying string would help. However, prior to completing the activities the teacher must ensure to model the activity, showing the child step by step instructions. To scaffold the child's learning, instructions or videos could be left for the child to follow independently (Bruner, 1978).

Welsh Language Development

An area for Child A to develop in her Welsh language is to begin to recognise words and phrases in Welsh and use these words in her writing. Even though she suggests she is not, Child A is confident in her ability to ask and answer questions appropriate to her age, although does not understand that these Welsh words can be written. Activities such as reading flashcards with adult support and attaching them to the correct object will support this. Reading storybooks in small groups or simply following the written text as a member of staff reads will support Child A in recognising simple Welsh vocabulary.

Although it is important for Child A to progress in her skills, it is also important that she has positive attitudes surrounding the Welsh language as this will make her feel motivated to learn. This is especially important in learning a new language as the content is usually limited due to the vocabulary the pupils can access (Rumley, 1999). By using songs which Child A enjoys and accesses quickly, it gives her new vocabulary that she can access to develop her Welsh language further. Practical games are another source of activities that can support children's vocabulary when learning a new language. Games such as fruit salad which encourages the children to listen and identify vocabulary work extremely well (Rumley, 1999). These activities also increase the enjoyment in learning a new language and help motivate learners.

Conclusion

The data collected using the Mosaic approach provided a strong in-depth analysis on the learner's current achievement levels. By using a combination of interviews, observations, photographs and pieces of work, I was able to gain different perspectives of the learner's abilities, likes and dislikes which will prove invaluable in identifying activities going forward. The process allowed myself to take a step back and look at the child as a whole as opposed to ticking off a skill for the child to achieve a particular level. In this instance, I was able to identify that Child A places a significant amount of pressure on herself to achieve and finds it difficult to handle failure. This was very important, as for a child to succeed in school, they need to be physically and mentally healthy, whereas this child may not always be mentally healthy. As a result, further observations can be conducted to ensure the welfare of the child alongside supportive activities to help the child gain appropriate coping strategies for failure within a nurturing environment.

Although the Mosaic approach can be time consuming to complete on every child within the classroom, along with analysis of the data, I believe it is important for all staff within the classroom to take the time to sit with the children and gain a greater understanding of them and what they like, as this assignment has demonstrated that not all children are displaying their true self at all times.

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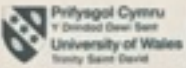
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Appendices

Appendix 1- Consent Form

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

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

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

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identity of the learner or the school within their assignment. Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): Gemma Lewis - Cole

SCHOOL NAME (PLEASE PRINT): Fon - Y - Bone Primary

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):
Sarah James

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):
[Signature]

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

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2- Interview with Child A

Time: 09:50

Date: 06.06.19

Location: Classroom

GL- I am going to ask you a few questions about your school and your learning and what you like to do. Is that okay?

A- Yeah that's ok.

G- If at any time you would like to stop or don't want to answer a question that is fine. You can just turn the card over in front of you and walk away. You don't need to say anything to me.

A- Ok.

G- You took photos of different places in the classroom, let's have a look. Why did you take a picture of the garden?

A- I like the garden. There are lots of plants. Lots of animals. The bug house helps bugs stay safe. It is their home.

G- Do you like animals?

A- Yes, I have a dog called Alfie. He makes me happy, we play with his toys.

G- Is there any other animals you like?

A- All animals are nice. We can't be mean to them.

G- Why did you take a photo of the fairy garden?

A- I like fairies. They look very pretty and they can fly. They are friends with the bugs and play with them.

G- You drew a picture of the florist. What do you like to do in there?

A- I like to be the customer and buy my mummy flowers. I like to have a bag with money in. I do like making the flowers too, I can write a card and put it in the flowers.

G- Do you enjoy writing?

A- Yes, I like drawing pictures too. I give them to my mummy.

G- Why do you like drawing and writing?

A- It makes people happy when they have a pictures.

G- Brilliant, is there anything you don't like in school?

A- Welsh, I don't like welsh. It's hard, I don't know all the words.

G- But you do sing the welsh songs we sing everyday; do you like them?

A- Yes, I like them. I enjoy singing. Can I go now?

G- Yes of course.

Appendix 3- Observations

3a

11:10 08.06.19

- Florist - Role Play

- * A walks into the florist and waits in line behind G.
- * A looks at pictures of flowers on the wall and says to T "I want some like that with pink flowers." - pointing to the picture.
- * G moves out of the way and A walks up to the desk and says - "Hi, I want some flowers please"
- * B replies "What type do you want?"
A "These ones," walking over to the pictures of flowers pointing "I want pink flowers"
B - "Okay great. That will be 3p."
A - "Okay" A goes into bag pulls out 2p, 5p + 10p and counts 1, 2, 3 when putting them on top of the desk.
- * A - "Thank You, I will wait for them"

(later on : I asked A to show the money and tell me what coin is what)

1p ✓ 2p ✓ 5p ✓ 10p ✓

3b

1:40 17.06.19

playground

A "what are you doing?"

A holding a worm in her hand.
"I'm moving the worm to his new home.
Where is mud in school? Oh wait, the
garden, can you take me please?"

"yes of course"

A followed myself to the garden holding the
worm.

"Why do you want to take the worm
here?"

A "worms like mud, there is lots of mud there
and a minibeast house."

A puts the worm in the mud and says.
"here you go, home and safe."

3c

9:30 23.06.19

Carpet

A comes over and says "Miss G has fallen
over and cut her knee. Come on quick."

A directed me to G who was sat on the
floor with a grazed knee.

A Sat next to G (who was crying), put her
arm around her and said "It's okay, Miss
will make it better." "Maybe you can
have a sticker."

A sat with G till she felt better.

3d

11:45 14.06.19

lunchroom.

"This is healthy" - pointing to an apple.

"This is unhealthy" - pointing to the cake.

"This is healthy" - pointing to pasta.

I have, 1, 2, 3 bits of fruit in here.

Pointing to someones drink. "that's unhealthy, it has lots of sugar. I have water. Water is healthy"

3e

W.B 20.05.19

LO: to develop muscle tone, appropriate tension and balance whilst controlling body movements.

- To follow simple instructions.
- To move your body whilst keeping balance.

Observations

Blue		Yellow	
[redacted]	G	[redacted]	G
[redacted]	G	[redacted]	A
[redacted]	G	[redacted]	Atos
[redacted]	G	[redacted]	G
[redacted]	G	[redacted]	G
[redacted]	G	[redacted]	A
[redacted]	G	[redacted]	A

Green		Red	
[redacted]	A R (balance)	[redacted]	R
[redacted]	A R (balance)	[redacted]	R
[redacted]	A R (balance)	[redacted]	A (balance)
[redacted]	G	[redacted]	A (balance)
[redacted]	G	[redacted]	A R (balance)
[redacted]	G	[redacted]	R R (balance)

3f

11:35

09.06.15

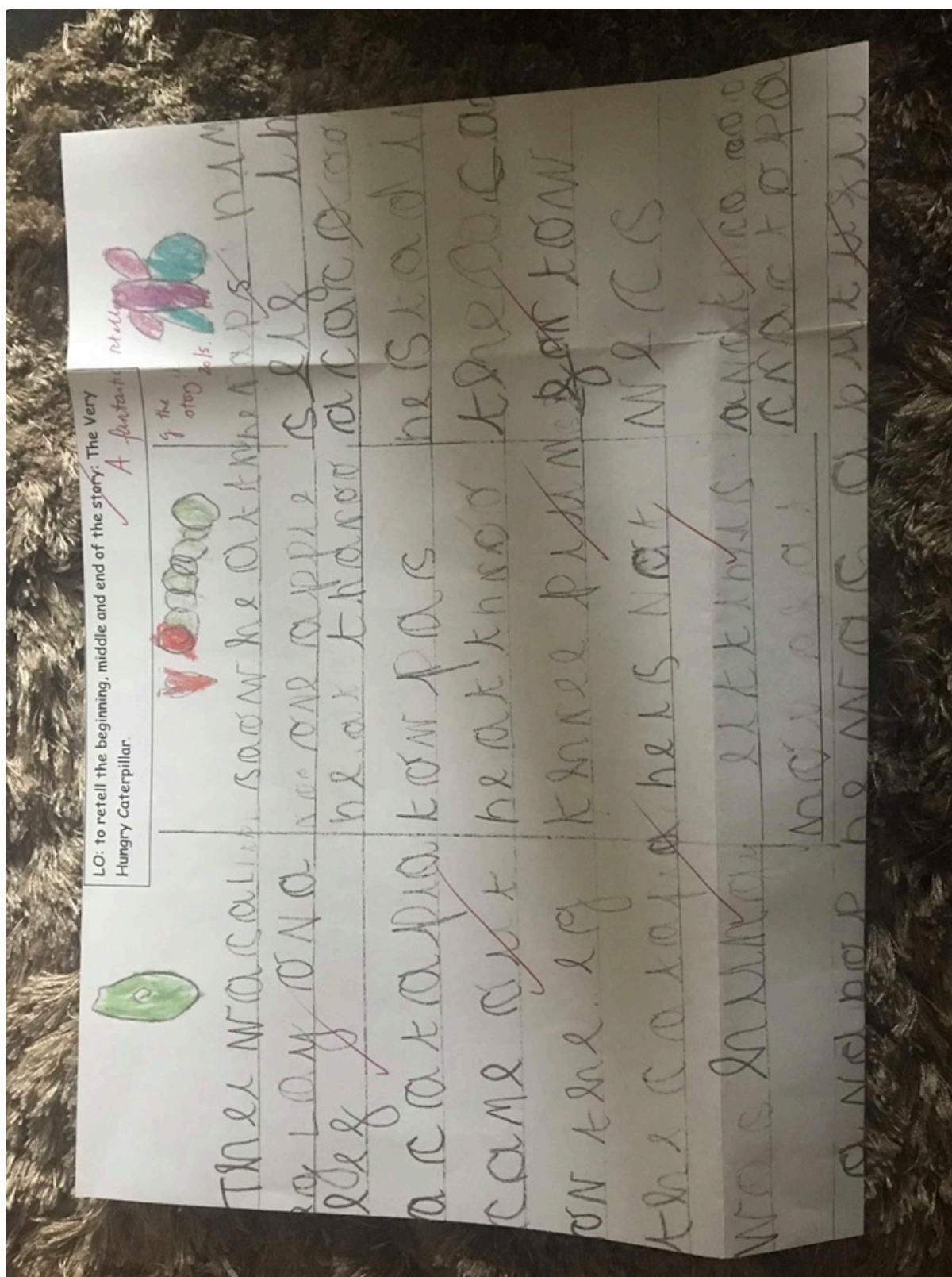
singing golchi dwylo when washing her
hands for lunch.

10:30

14.06.15

Sang golchi dwylo when washing her
hands when they were covered in
paint.

Appendix 4- Story Telling



Appendix 5- Child A's Map



Photo 1



Photo 2



Photo 3

Appendix 6- Phonological Awareness Assessment

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z	sh	th
ch	ck	nk	ng			

Appendix 7- Planting

LO - to record your observations over time
- to care for plants




we PLANTING ARE NOT
A BEN ON IS A GROWING
COATAM MORG

Inconsistent

Growth da! you sounded out the words independently.
→ to use full steps.

Appendix 8- Chat with Teacher

Time- 8:30

Date- 08.06.19

Location- Classroom

G- What can you tell me about Child A?

S- she's a brilliant child in the class. She's always so lovely to her friends and is never a bother. Most of the time you may not even know she is here. Her reading is brilliant, she's currently on set 20 key words and reads them so well. Her writing is brilliant as well, she sounds out most of her words by herself and keeps on trying.

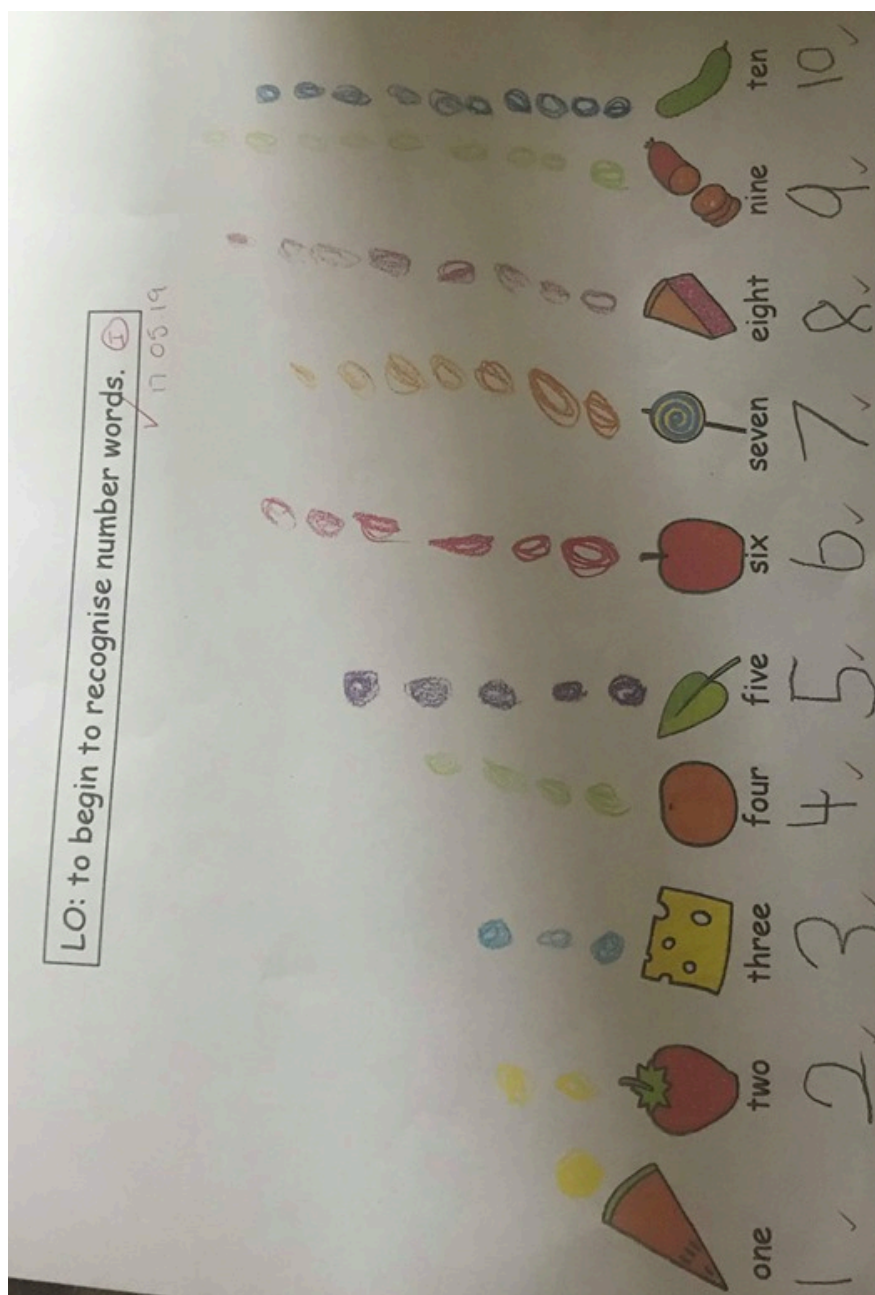
G- Is there anything I should know about in regards to her time in your class?

S- Well when she first started when we put anything on the interactive whiteboard that she didn't want to watch she would scream and shout. Which was a surprise as she is normally such a quiet girl. When we talked with mum she said she doesn't have that issue at home. She doesn't do it anymore, but she still finds things difficult to handle when they don't go her own way.

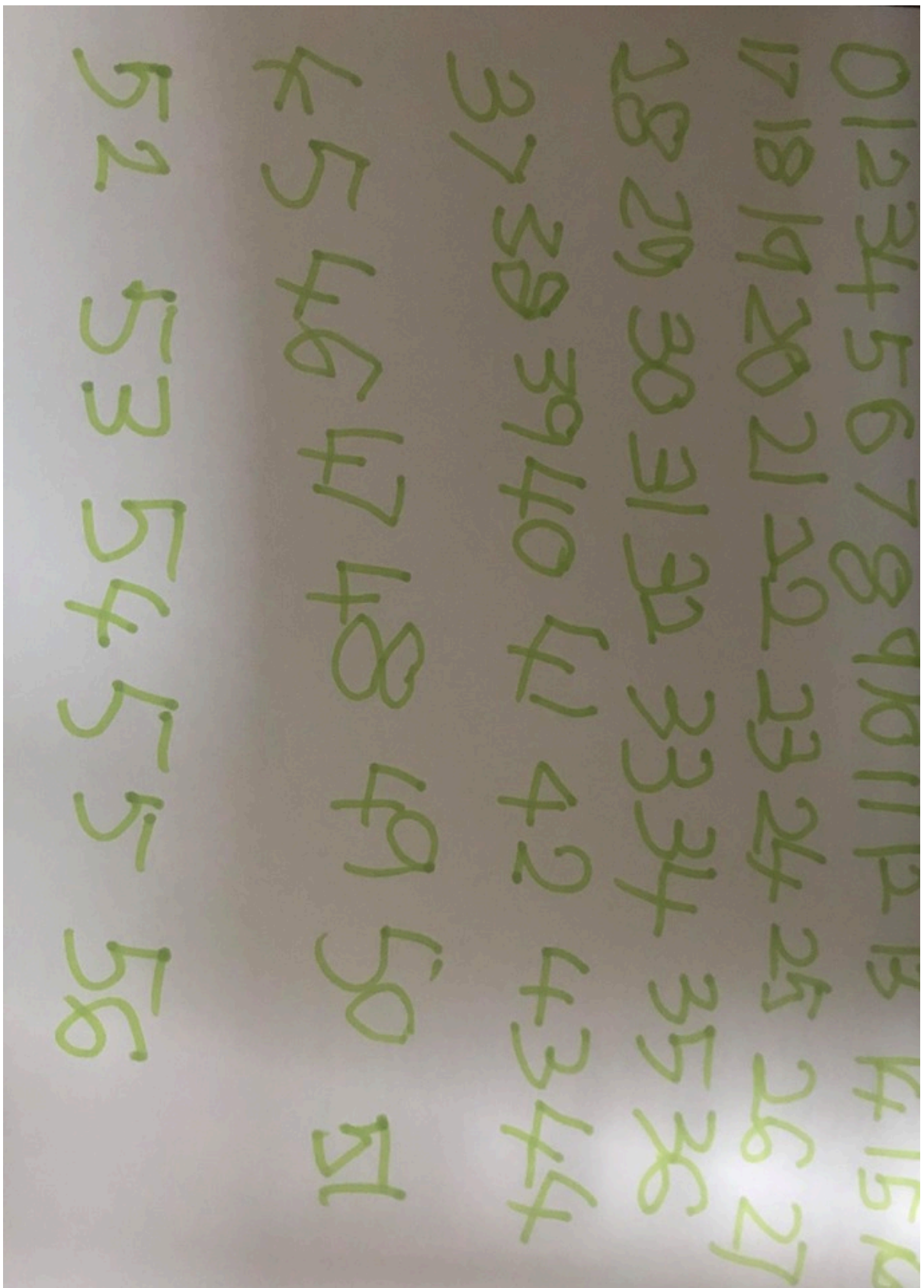
G- Are there any areas in the classroom that the children need more work on?

S- Welsh is something we are working on, we need to make sure we do the helper heddiw sessions every day and we need to train the children to use it correctly. Handwriting is another whole class area that needs work and that is the target for this term, but Child A's handwriting is brilliant.

Appendix 9- Number Words



Appendix 10- Numbers to 56



Appendix 11- Estimations

LO: to make a sensible estimate for the amount of giant feet, Jack's feet and cow hooves it will take to get to the top of the beanstalk. ✓ (I) 09.05.19

How many Giant feet will it take to get to the top of the beanstalk?

My estimate: 3 feet

Actual Answer: 3 ✓ feet



How many Jack feet will it take to get to the top of the beanstalk?

My estimate: 6 feet

Actual Answer: 6 ✓ feet



How many cow hooves will it take to get to the top of the beanstalk?

My estimate: 11 hooves

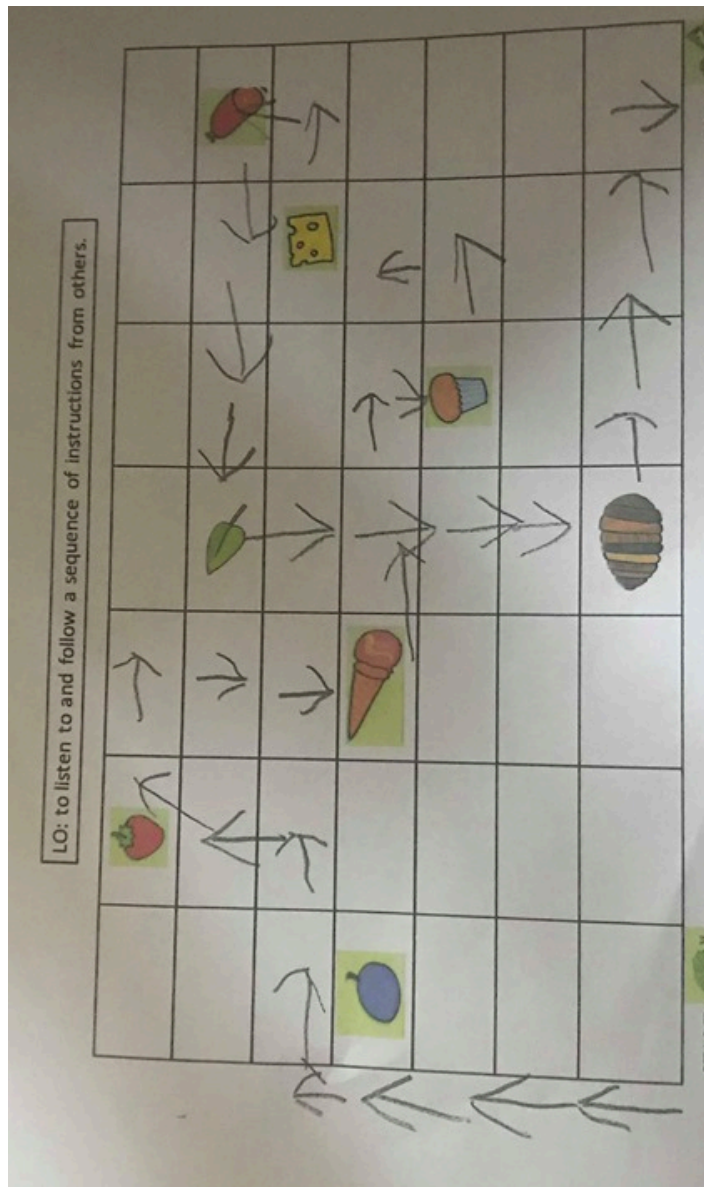
Actual Answer: 11 ✓ hooves



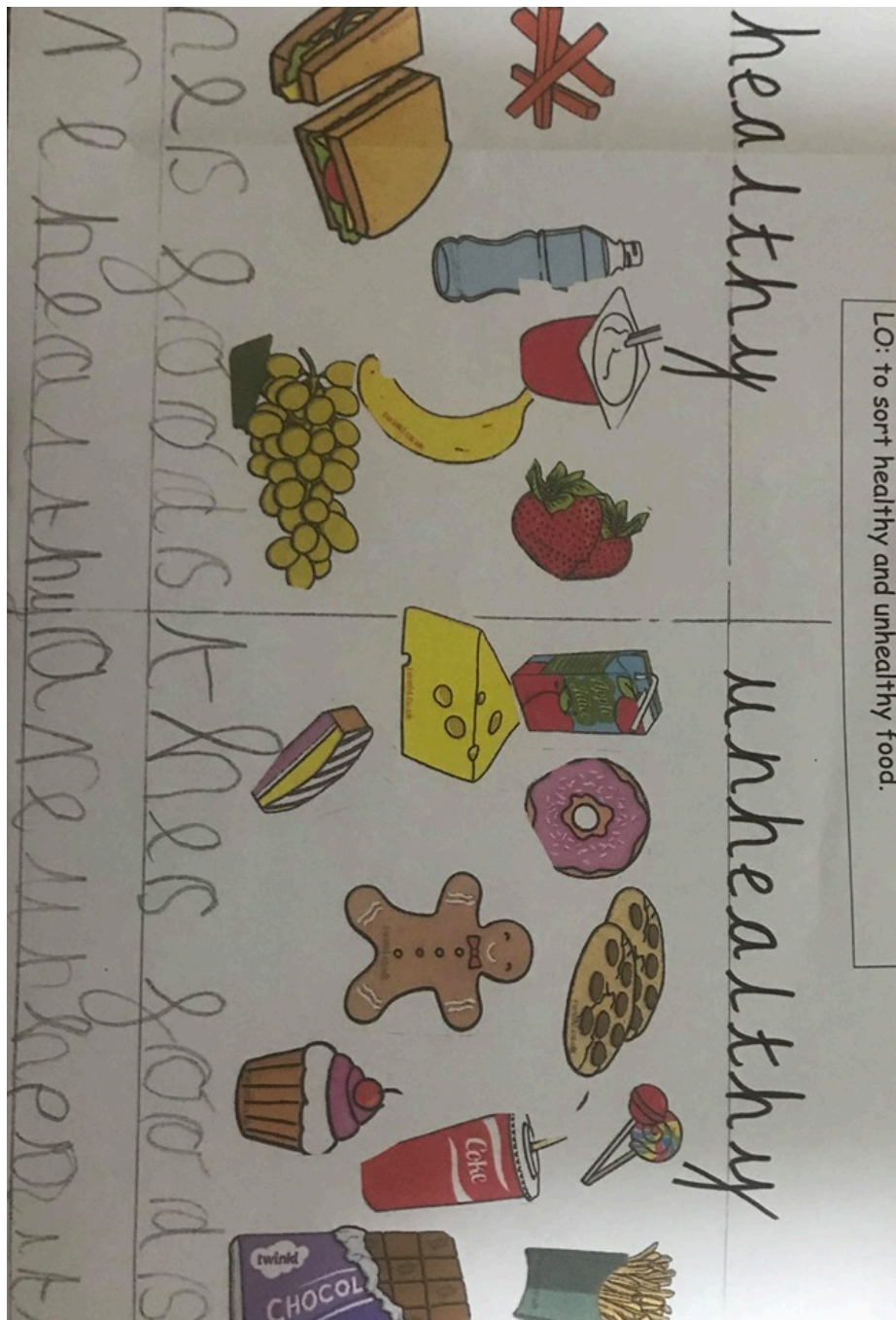
twinkl www.twinkl.co.uk

With da! you made sensible estimates.

Appendix 12- Directions

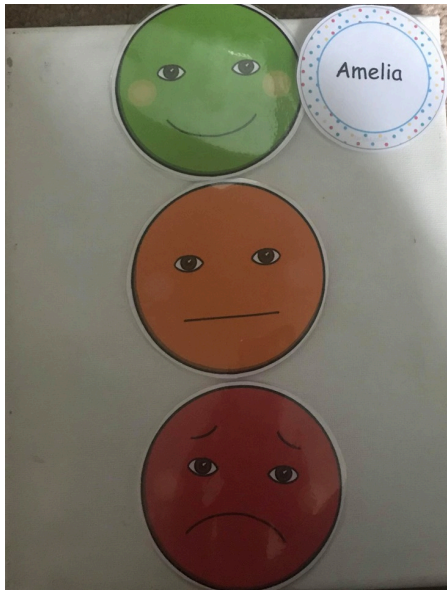


Appendix 13- Healthy & Unhealthy

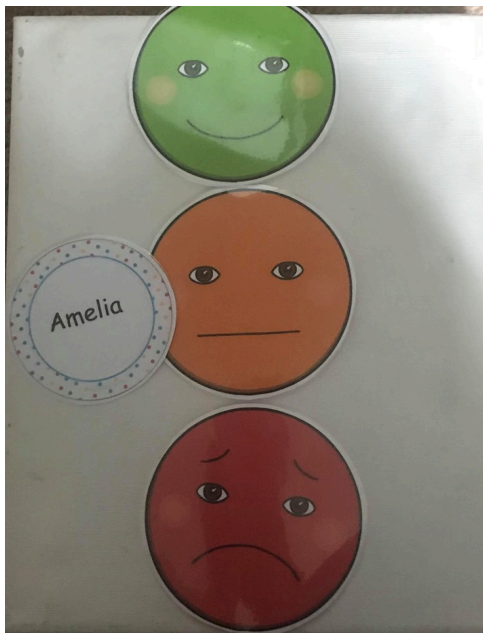


Appendix 14

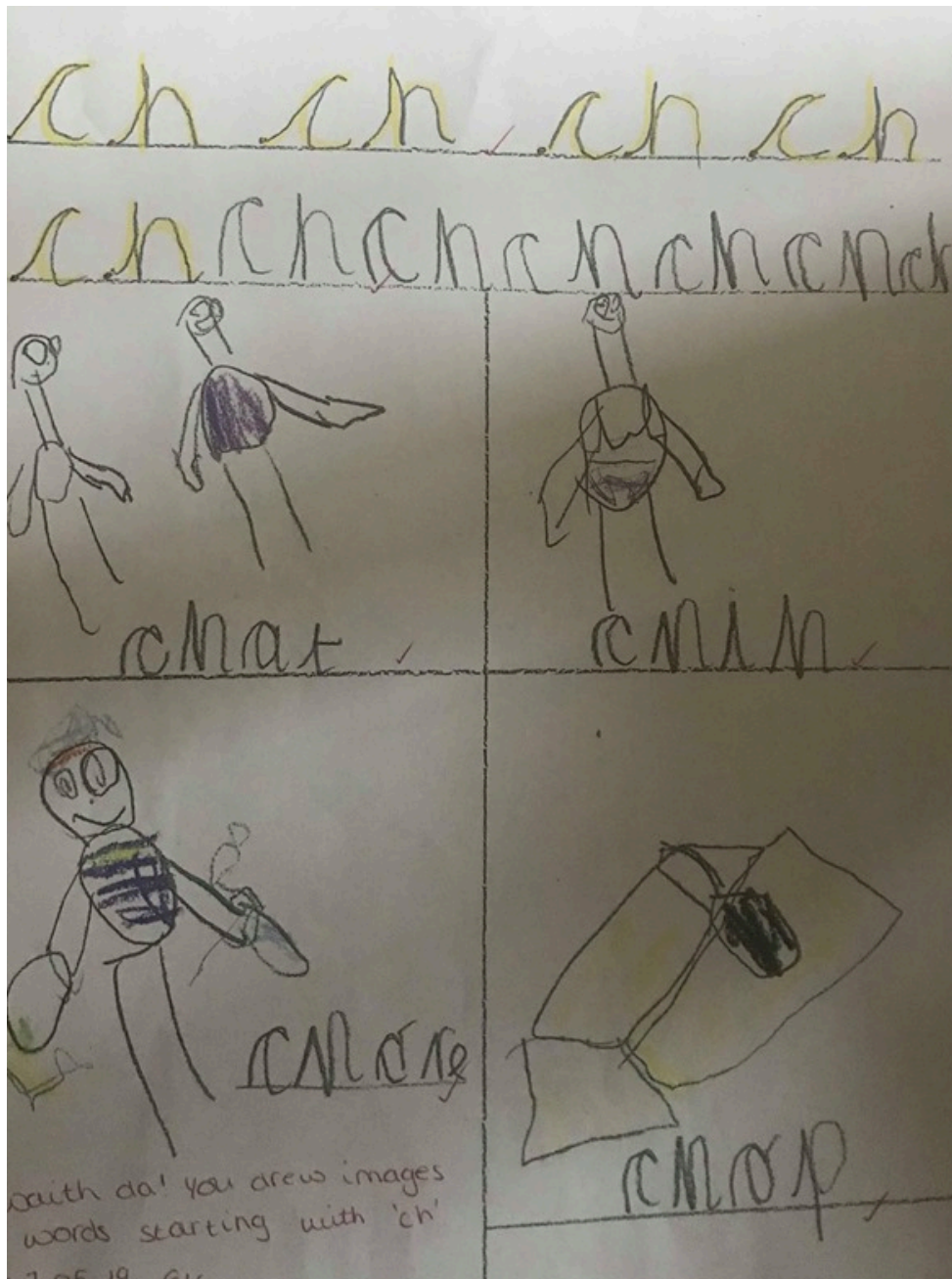
14a



14b



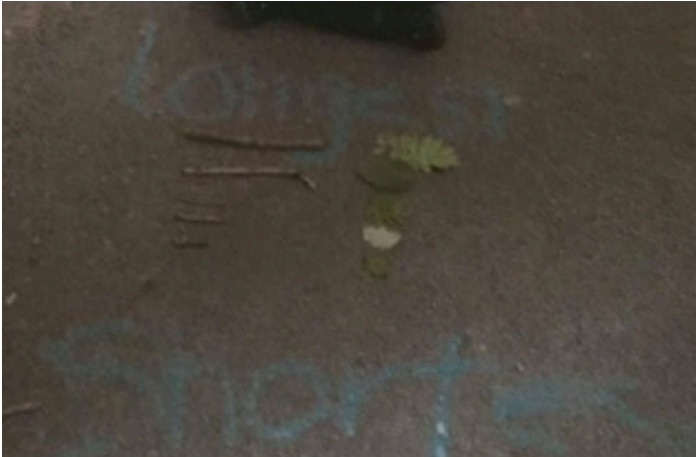
Appendix 15- Ch



Appendix 16 – Threading Beads



Appendix 17- Measurements



Appendix 18- Numcion & Money

