

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

Gelliswick Primary School is an amalgamation of two primary schools located in a small village in Pembrokeshire. According to Estyn (2019) there are currently 549 pupils on roll aged from 3-11 years old. Child x is 4 years old and is currently in the reception class. The classroom is bright and inviting. There are many different learning areas within the classroom as well as an outdoor learning area. Child x sits in the middle row when on the carpet next to two quiet children. Child x is also a quiet individual, she enjoys playing by herself as well as with other children. She lacks communication with the class teacher and learning support assistant within the class. When she is spoken to, she usually does not respond and uses facial expressions to communicate. However, she is always engaged and shows good listening skills. She is in the middle ability groups for both literacy and mathematics.

Data collection

The data collected for this research included of observations, photographs, interviews with the child and their teacher, pupil feedback on their learning experiences, samples of their work and other formative records such as tracking, arcs and reading records. However, before the research was able to take place, child x’s class teacher and parents/guardians were given a consent form that outlined the aims of the study which they agreed to. (See appendix 1&2)

The pupil was also informed about the research study, she was told that she had the right to withdraw from the study at any time if she did not want to continue.

According to Farrell (2005) children are competent participants in everyday worlds and are capable of participating within research about themselves including being able to withdraw from research.

The Mosaic Approach was inspired when collecting the research upon child x. Clark and Moss (2011) suggest The Mosaic Approach enables children and adults take part in 'meaning making'. It is a multi-method approach where the child photographs and maps their learning. The researcher also conducts interviews and observations in order to gain a deeper understanding of the child. A range of research methods are used within the Mosaic Approach as they are designed to play to the strengths of the research participants. This enables researchers to gain a whole view of the child using a range of data collecting strategies. Clark and Moss consider collecting data by gathering pieces of evidence to form one big picture that is also known as 'individual tiles'.

Although the Mosaic Approach gathers research with young children using a variety of different methods, there are also some limitations. Lewis (2004) suggests that children enjoy their own activities, time and space. Which has been seen as a useful theoretical beginning by acknowledging that children have important perspectives to contribute about their lives in an early childhood institution such as the classroom. She suggests that Qvortrup has pointed out that this approach can often exclude the voices of the children. Clark & Moss (2011) suggest that there is some criticism of the approach as it is 'not scientific enough' and that therefore the data cannot be generalised accordingly. However, the value of the approach offers insights into peoples lives in ways that the more 'scientific' traditional ways of researching cannot.

Clark (2007) suggests that listening to children has become increasingly important in research and practice. Researchers have emphasized the children's rights to participate in decisions affecting their lives. There is also an emphasis on viewing children as citizens and active subjects as 'beings' rather than 'becoming's'.

According to Greenfield (2011) The Mosaic Approach affirmed the use of multiple research methods to children's perceptions and views. She believes that a child's perceptive can be greatly understood if the researcher actively engages with the child. Observing children in the outdoors enables the researcher to gain an insight into the child's world by using their senses in order to truly listen to the child and to

be able to capture the many ways in which they communicate. She also suggests that undertaking research with young children contributes to the dialogue around qualitative research methodology. The provocation of social constructivist theory challenges researchers to consider and explore innovative ways to position themselves so the multiple voices of children can be heard, valued, respected and listened to. It is argued that the Mosaic Approach provides an effective, flexible and authentic methodology when undertaking research with young children.

Nottingham's (2013) ASK model is also included within the collection of data and analysis. The model acknowledges the role of attitudes, skills and knowledge in learning. According to Nottingham (2013) a key aspect to learning is to be taught how to learn. He believes that outstanding learners have positive attitudes, are skilful in a number of aspects of learning, have good general knowledge, and are able to find and assess information. However, to be an expert learner the children will need to develop in at least 3 of the ASK model strands. These involve firstly attitudes; positive attitudes towards learning that involve being curious and persistent. Secondly is the skills aspect; where children possess the ability to carry out the processes necessary for gaining understanding. Finally the knowledge strand; where children are familiar with information, concepts, theories and practices. He believes to become a successful learner pupils need to develop attitudes such as mindfulness, diligence and curiosity. These attitudes develop skills such as reasoning, inquiry and collaborative thinking skills; to draw and apply an increasing store of knowledge.

Analysis of learner

Mathematics

Child x began the lesson by sitting quietly and waiting for instructions from the teacher. (see appendix 3) Child x was told once she had achieved the skill she would receive a colour co-ordinated sticker. Child x became very excited about receiving a sticker for learning as she was smiling and her body language changed as she sat forward listening to instructions. Workman & Williams (1980) undertook a study that

concluded that rewards play an essential role in the classroom and the use of rewards increase intrinsic interest in classroom activities.

The lesson was based in the outdoors. The children had to make clocks using pebbles and wooden spoons. The teacher would say, “show me 3 o’clock” and the children would work in pairs to show the time on their pebble clocks. According to Dewey (2011) the best way children learn is when they are interacted with their environments and are actively involved with the school curriculum. He argued that children retained more information by taking an active role in the process of their own learning. Giving children the opportunity to link previous knowledge to present content was an important aspect of Dewey’s theory. Another aspect of his theory involved children engaging directly with the environment by the use of natural objects that then developed into problem-based learning. According to Glassman (2001) Dewey believed the roles of everyday activities and social environment play an important part to the educational process.

Child x’s baseline assessment showed that she was at an overall outcome level 2 in mathematics. However, she is now at outcome level 3 in mathematics with an emphasis on reciting and sequencing numbers and counting. This is due to the fact that she is able to recite up to 20 and compare, order and count numbers to at least 10. Child x has a positive attitude towards learning in every area. This links to the attitudes aspect of the ASK model as she has the right attitude to learn. When learning maths she has the desire and open mindedness to succeed. This gives her the foundation of positivity towards maths where she can combine her knowledge, skills and attitude to be successful. This is evident within her learning as she challenges herself without instruction by the class teacher. (See appendix 4)

Child x also needs support with her number formations. (See appendix 5). Learning to write her number formations is an essential aspect in mathematical development. This is due to the fact that the basics must be mastered if pupils want to increase their chances of academic success in the future. On the learning she expressed that she enjoyed learning mathematics in the water tray (see appendix 6).

Literacy

Child x is a confident at reading. An observation was undertaken throughout a guided reading session. Child x was reading a stage 2 book alongside her peers. She patiently waited for her turn to read. She was able to turn the pages and to read from the left. However, it was noticed that the words that she could not decode she began to guess from looking at the pictures. She was able to answer questions about the book that shows that she had understood the content, as she was able to retain and talk about the book. She also used her finger to point to the words as she read. (see appendix 7&8)

However, it was noted that child x may have a lack in confidence when being spoken to by an adult and appears to be shy. From observations it is clear to see that she engages in conversation with her peers during her learning as well as play times. Child x's baseline assessment showed that she was at the National Curriculum outcome level 1 for literacy as a whole. Child x's first literacy task in the reception class involved re-telling the story of Goldilocks and the three bears. The collected data claims "child x moved the characters as I told the story but would not speak. The teacher then asked "can you tell me a new story?" and there was no response. (See appendix 9)

Child x's oracy skills with the class teacher is an area that needs to be developed. Linking to Nottingham's ASK model child x struggles in the social aspect. She also struggles in the knowledge aspect with concepts and ideas, as she is unable to share these ideas due to lack of confidence whilst speaking.

According to Cain, *et al* (2016) introvert children enjoy doing solitary things such as reading. However, Grainger & Tod (2013) suggest oral development that is learnt at home is not always fully sustained in school. They suggest that levels of self-initiated conversation, negotiating and decision making frequently plummet in the early years schooling. This is due to adult: child ratios. They suggest that children need to become actively involved in their own learning and to shape their views and understanding through social interaction with people.

Coplan & Rudasill (2016) suggest that the classroom can be a demanding environment that can cause potential stress for shy children. This is due to the fact that the common expectation by both teachers and peers in the classroom is that children will verbally participate in class activities. This can include answering questions in front of the class, working with peers in small groups, initiating conversations with the teacher such as asking questions and asking for instructions. Many of these expectations are difficult for shy children to meet.

According to Tryphon & Voneche (2013) Lev Vygotsky's Social Development Theory stresses the fundamental role of social interaction in the development of cognition. He states that cognitive development stems from the social interactions from guided learning with the zone of proximal development as children and their partners co-construct knowledge in order to learn. They suggest that Vygotsky believed that the most important aspect of learning occurs through social interaction with their teacher.

Since the baseline assessment, Child x's literacy skills have improved as she is now at the National Curriculum outcome level 2. It is clear to see that she has made improvements, however the lack of communication is limiting her to progressing to outcome level 3. (see appendix 10)

Plan, Do, Review

The plan, do, review process is when children make plans, carry them out and then reflect on their learning. Whilst on Child x's learning walk, she took pictures of the areas in which she enjoys learning. These included of the reading corner, the role play area, construction, and the sand tray. She said "I like this area the most." And she then took a picture of the reading corner on the Ipad. (see appendix 11-14)

Child x chose to learn in the reading corner for her plan, do, review time. (see appendix 15) She chooses the book 'twinkle twinkle little star' and sits on the chair and begins to read. Two other children also choose the reading corner. Child x sits quietly and reads the book aloud, she connects the pictures to the words and sings

the rhyme as she looks at the pages. One of the other children in the reading area becomes upset and throws one of the teddies. It distracts child x, the distressed child then joins child x on the chair and she reads the book to him where his behaviour instantly changes as they are both engaged with reading the book. Once finished, they choose another book. They then lay on the floor as she reads 'the three little pigs' to the child. This links to Nottingham's (2013) ASK model as she possesses intellectual, social and communicative skills in this area of learning in order to be successful.

According to Collins (2004) reading is an essential aspect of learning as it improves concentration, improves vocabulary and language skills, as well as developing imagination and empathy. Neuman (1999) suggests that a reading corner has a profound impact on children's literacy development. In a large-scale study, high quality books were placed in over 350 schools to enhance the language and literacy environment. The findings revealed that the time spent reading increased by 60%, literacy related activities doubled, letter knowledge and phonemic awareness developed.

Welsh

Child X takes part in Welsh lessons weekly. The lesson observed began with child x, as well as the rest of the class singing and dancing to welsh songs. (see appendix 16) She does the appropriate actions for head, shoulders, knees and toes in welsh and contributes to singing. She can recognise the welsh words for the actions. In the main activity, she works alongside four other children as they play a game of matching the animals. She chooses a card, turns it over and says the welsh word for the animal. She is able to pronounce and say the words from memory. The ones that she finds tricky she guesses rather than attempting to read the word that she also does in guided reading. She is able to play the game with other children by waiting her turn. She becomes excited when it is her turn due to her body language changing as she sits on her knees waiting for the child before her to finish their turn.

This shows that child x enjoys learning Welsh. she actively contributes to the lesson by participating with the singing and dancing, as well as the main task. She is able to

work well with other children and possesses skills in order to take turns. According to Bransford, *et al* (2000) engaging children in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. According to the Welsh Government (2011) children in the foundation phase in English-medium schools are given the opportunity through play and active learning, as well as story structured activities to acquire familiarity with the Welsh language to encourage further language learning and positive attitudes towards Welsh.

Currently Child x is on outcome level 2 according to the National Curriculum as the Welsh Government (2015) suggest that outcome level 2 is where children sometimes replace English words with Welsh when involved in activities. They follow simple instructions and increasingly want to join in with songs and nursery rhymes. The children look at books with or without an adult and show interest in the content provided. Child x's limitation to learning Welsh links with the observation of guided reading as well as listening to her read. Child x guesses the words when she is unable to read them, In regard to Nottingham's ASK model, she possesses the attitude skills when learning Welsh. She also uses some aspects of skills such as intellectual and social as she is able to play the game with the other children.

Wellbeing

Child x is a happy child, she enters school everyday with a positive attitude towards learning. She always 'checks in' where she puts a picture of her face on either a happy, sad, angry, upset or tired picture. Every morning she puts her face on the happy picture. Her health is good as she has good attendance and also takes part in daily tooth brushing. She is always eager to help and listens to instructions carefully. Child x is a very quiet child around adults, when asked direct questions she usually does not respond, she smiles and shakes her head. However, when asked questions about her friends, learning and her family she is eager to answer and enjoys engaging in conversation. In the interview she was asked, "Who are your friends?" she answered with two children's names. She was then asked "Do you like playing

with them?" and she responded with "yes". (See appendix 17) The children she plays with are also shy and quiet around adults. She was then asked "where do you like playing with them?" she points to the playground and takes a picture on the ipad. (See appendix 18) Child x does not respond with any verbal communication.

Bronfenbrenner (2009) developed the Ecological Systems Theory that explains how the inherent qualities of a child and their environment interact in order to influence how the child will grow and develop. He stressed the importance of studying a child in multiple environments. This has a clear link to The Mosaic Approach as they both involve the variety of ways of collecting data in order to understand a child's development. The interaction within the child's microsystem involves personal relationships with family member, peers and teachers. He believes that the interaction between the child and the people around her will affect how the child grows and develops.

Child x was observed in the playground when playing with her friends. (See appendix 19) Whilst in the playground, child x plays with lots of the children in her class as well as older children. One of her close friends says "you are not invited to my sleepover" she responds with "you are invited to my sleepover." This shows that she is positive, and was not upset about the child's comment.

When child x is not with her peers, she can become introvert and very shy. When asked direct questions and conversation with adults she does not respond. There could be many reasons for this, however she has improved in personal social and emotional development as her baseline assessment showed that she was at outcome 2 in the national curriculum and she is now at outcome 3. This is due to the fact that she is making positive relationships within the class. She also likes to learn in different areas of the classroom that encourages social interaction.

According to Rawoski (2008) Maslow's hierarchy of needs is a motivational theory in psychology that consists of a five-tier model of human needs. Growth needs are the desire to grow as a person, if a person obtains these needs they are able to reach the highest level called self-actualization. She suggests that every person is capable and

has the desire to move up the hierarchy of needs. However, sometimes children are unable to reach the top level.

In regard to Nottingham's ASK model (2013) she has a positive attitude towards learning. She shows signs of curiosity, desire to succeed, open-mindedness, resilience and self-regulation. She is able to appropriately reflect on her own learning. She also has the skills and intellectual ability to be able to take on new challenges within her learning. However, a limitation is that she lacks social and communicative aspects, this also links with the knowledge aspect of the model with concepts and ideas. She is unable to share and ask questions due to her being shy. This is a limitation towards child x's learning as she would benefit by sharing her ideas verbally and communicating with the class teacher.

Next steps

From undertaking the Mosaic Approach as well as Nottingham's (2013) ASK model, Child x's next steps would be to focus on the development on oracy and number formations. She is at the expected outcome for her age at outcome level 3 in mathematics. However, practising her number formations would be targeted. This would be implemented in mathematics lessons, introductions and LSA activities. Whilst the children are undertaking plan, do, review the mathematics area would be transformed into a multi-sensory area resourced with different textures and materials such as glitter, shaving foam and sand. An intervention by Beringer, et al (1977) involved phonological awareness training, letter and number formation. It was delivered to groups of three children twice a week in 20-minute sessions. They found that combining numbered arrows and memory retrieval was the most effective treatment for improving children's number formations. However, a limitation to this could be due to the fact that the study was undertaken over 30 years ago and children, society and teaching have changed since then. Another limitation would be finding the time in the day for the child to go to intervention. The main area for development is oracy. From looking at the holistic view of the child in Nottingham's ASK model, she is unable to meet the skills of communicative, social, concepts and ideas due to the lack of communication. On the learning walk

she expressed her enjoyment for the role-play area and the reading corner. Introducing Pie Corbett's talk for writing would be an effective way of developing her oracy skills. Talk for Writing consists of three stages. The Imitation stage where pupils learn texts so they can discuss and dissect them. The second stage is Innovation where the pupils adapt stories to create their own versions. The final is Intervention where teachers help pupils to create original stories.

The Talk for Writing approach enables children to read aloud and write independently for a variety of audiences and purposes. A key aspect is that children internalise the language structures needed to write through 'talking the text' as well as close reading. Talk for Writing has a profound impact upon schools as they have found that children initially double their rate of progress. Schools have increased attainment, enjoyment and engagement. Many schools have found that daily storytelling can have a dramatic influence on progress in composition. They suggest that Talk for Writing was implemented within Reception classes. At the beginning of the year only 2% of the children were able to retell a whole story. By the end of the year 76% were able to retell a whole tale in fluent Standard English. This intervention would be for the whole class, not just child x as it would also improve the rest of the children's literacy levels in all areas. This intervention would have an impact upon child x's development as it involves role-play and reading.

Talk for Writing would improve Child x's oracy in every area of the curriculum. In regard to Welsh, she is currently at the National Curriculum Outcome Level 2 which is below average for her age. To push her to level 3 they suggest "Children begin to express themselves through role play. They respond to instructions, questions and other stimuli, spoken clearly by a familiar voice. With support they repeat/memorise songs and rhymes. Children listen to stories, songs and rhymes and express some enjoyment and interest. They begin to recognise the alphabetic nature of reading and writing and understand that written symbols have sounds and meaning." Pie Corbett's Talk for Writing would enhance these skills resulting in her improving in Welsh.

However, there are some limitations to Pie Corbett's Talk for Writing. This may include not having enough time to incorporate it into literacy lessons. Dockrell, *et al* (2015) looked at the impact of Pie Corbett's Talk for Writing in a pilot study that ran for 18 months from January 2013 to July 2014. Ten schools were involved in Portsmouth. They found some limitations such as oral language may play a stronger role in supporting children's reading, writing and oracy in the early years. They suggest that the programme may benefit from targeted support of key oral language competencies to support to production of early language with children with weaker oral language skills.

Another intervention that could be implemented is 'Philosophy for Children.' According to The Sutton Trust (2014) this programme is a cross curricular intervention that involves group discussions about ethical or philosophical topics, such as fairness and truth. This links with child x's current learning in Religious Education. This intervention would also develop her skills in Personal and Social Development to challenge her to outcome 4. The discussions are designed to encourage children to ask questions, construct arguments and engage in reason debate. Philosophy for Children has been adopted in schools in over 60 different counties as a way of developing children's higher order thinking skills. The cost to deliver this project is around £16 per pupil per year. The main cost was due to the teacher training which involves a 2 day course with ongoing support throughout the year. However, a limitation to this study is that it is originally designed to develop children's oral skills in KS2. Although it can be adapted to the Foundation Phase.

Evans (1992) suggested that a show and tell activity could benefit children with shyness. 19 shy children were involved within the study between the ages of 5-6 years old. They undertook a show and tell within the class where questions were asked about an item that was personal to each child. They found that the shy children spoke more words and volunteered to talk and ask questions. This intervention would be easier to implement within the curriculum however it would not be able to be implemented as much as talk for writing.

Child x's personal and social development is at outcome level 3 which is at the expected outcome level. This is due to the fact that according to The Welsh Government (2015) she is independent with her learning and is able to cope with change to routines. She recognises increasingly sensitive needs of others and is beginning to recognise appropriate behaviour for different situations. She is able to demonstrate control over her emotions and often adopt the standards of behaviour of adults. To improve Child x's Personal and Social Development she will be encouraged to become increasingly aware of similarities and differences between herself and her peers, and recognise cultural differences and diversity. These would be implemented into the curriculum through Religious Education where they would learn about different cultures. She would also be influenced to be aware of healthy eating habits and can distinguish between foods that are healthy and those that are not. This would be implemented through Successful Futures as 'Healthy Confident Individuals' where they would learn about the importance of keeping healthy physically and mentally.

However, the national curriculum does not involve developments in social situations and communicating with others. Child x is able to communicate effectively with her peers. However in whole class situations and talking to the teacher directly she becomes very shy. According to Biemer (1983) shyness is self-perpetuating and self-intensifying causing new social situations to be avoided. Shyness involves anxiety and behavioural inhibition in social situations. They suggest that shy children can remain silent around unfamiliar others, even when they are spoken to. According to Malouff (2004) there are many ways in which teachers can help children with shyness in the classroom. This involves putting a shy child in pairs or a small group and giving them an activity that involves social interaction. Another activity she suggests is reading the class stories about shy children.

Conclusion

Overall, The Mosaic Approach was the most beneficial way of collecting a sustainable amount of data on child x. This is due to the fact that the data was not limited as there were many different ways in which it could be collected. The only

limitation towards this data collection was the time scale as collecting lots of different types of data is time consuming and some practitioners may not collect as much valid information. This is due to possibly rushing the data collection rather than using one or two methods of collection where they would be able to go into detail. The ASK model was also used to reflect on the holistic view of learning which acknowledged the attitudes, skills and knowledge. Child x possessed many of these skills throughout the curriculum but it was clear to see that she is lacking in the social, communicative, concepts and ideas within the skills and knowledge sections due to the lack of social interaction. However, she possesses the right attitude towards her learning in every area of the curriculum. The collection of data was useful as it enabled the researcher to identify limitations within Child x's learning and then finding ways in which it can be improved through the use of interventions and next steps.

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Appendices

Appendix 1

Yr Athrofa
School Development and Progress Program
October 2019

Parental Consent

I, the undersigned, hereby consent to my child/children being included in the Yr Athrofa program and to the use of my child/children's name and photograph in any material produced for the program. I understand that my child/children's participation in the program is voluntary and that I may withdraw my consent at any time.

Teacher Information

I, the undersigned, hereby consent to my child/children being included in the Yr Athrofa program and to the use of my child/children's name and photograph in any material produced for the program. I understand that my child/children's participation in the program is voluntary and that I may withdraw my consent at any time.

School Information

School Name: Ruby Goodrick

School Head: Gail Sack

Teacher: Gavin Mountcherry

Teacher's Signature: [Signature]

If you have any queries regarding this, please contact the school head, Mr. Mountcherry, at 01248 511111.

Thank you for your contribution to the program.

Yr Athrofa

Appendix 2

Yr Athrofa
School Development and Progress Program
October 2019

Parental Consent

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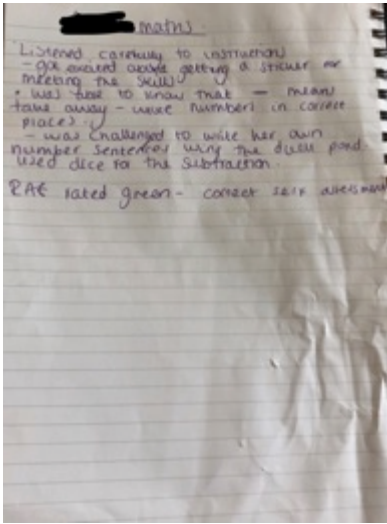
Teacher's Signature: [Signature]

If you have any queries regarding this, please contact the school head, Mr. Mountcherry, at 01248 511111.

Thank you for your contribution to the program.

Yr Athrofa

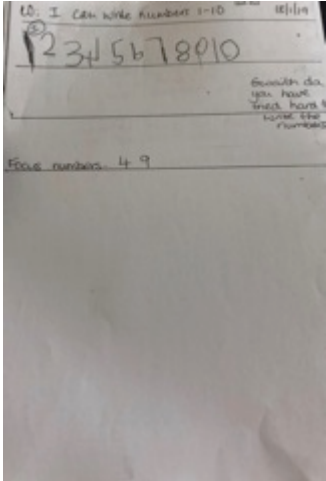
Appendix 3



Appendix 4



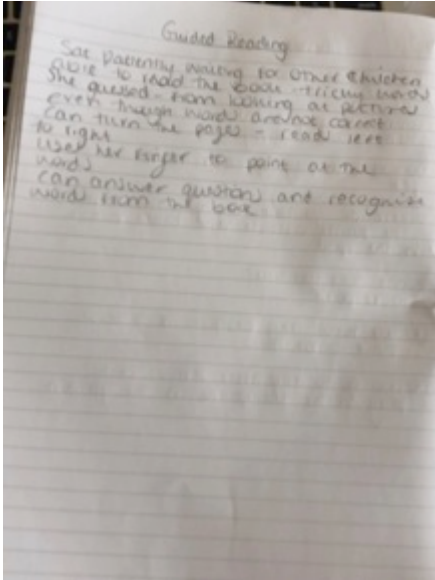
Appendix 5



Appendix 6



Appendix 7



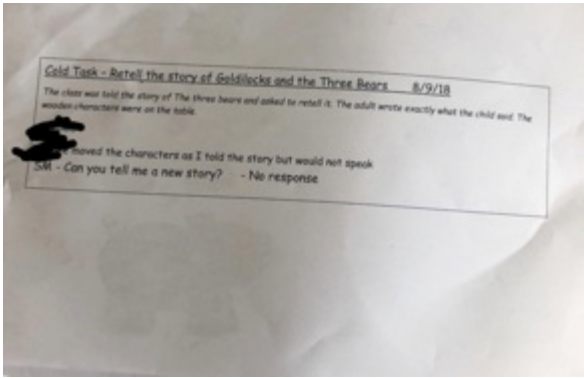
Appendix 8

APLP
PDPA
Reading record

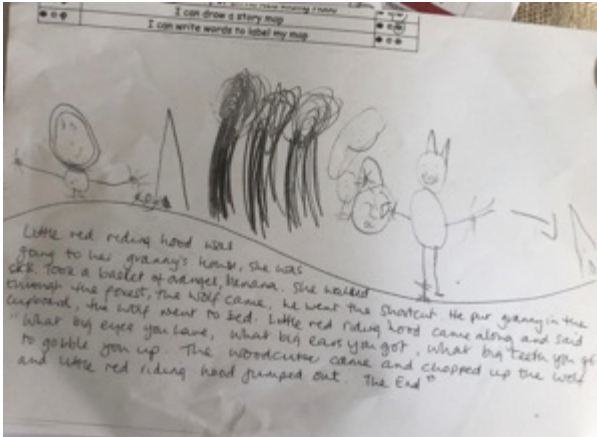
Name of student	Title of book and page numbers read	Type of book (e.g. fiction, non-fiction)	Reading age (if known)
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

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

Appendix 9



Appendix 10



Appendix 11



Appendix 12



Appendix 13



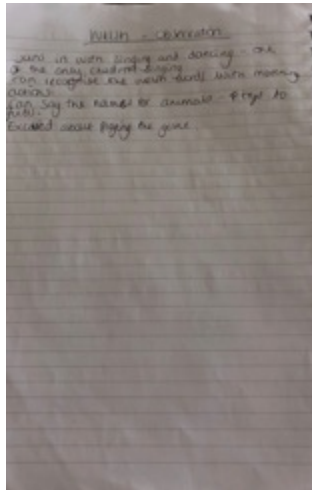
Appendix 14



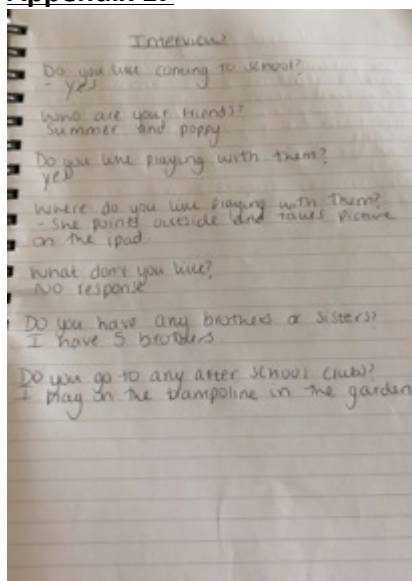
Appendix 15

~~_____~~ - 8/11/11, 8/11/11
Chloe the reading cone
was stuck in the
sand and read the book about
the boy who was different even though the
boys next to her are really happy and
like to her.
- Chloe if she wants to draw a book
but she would prefer read - she in the
chair of which she has a tent and
threw some - get up and read the book
he has chosen down.
- book - choose the book -
she - sing the book
- boy - and she told the story to him
- they chose once the book - they sit
on the floor in reading cone and she
reads the book with pig to him.

Appendix 16



Appendix 17



Appendix 18



Appendix 19

plays with [redacted] and [redacted] on playground with edie.
[redacted] and [redacted] play with [redacted] - [redacted] is
good at taking things - her and [redacted]
- [redacted] and [redacted] from [redacted] class
- pulls [redacted] - fighting over it
Not aggressive - quiet
[redacted] went to let a or [redacted]
- [redacted] told her that she is no longer
invited to her sleep over - she [redacted]
[redacted] you are invited to my sleepover
and [redacted].