



ASSIGNMENT GUIDANCE AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

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

Student P number:	1700111	Word count:	4947
Programme: *	Primary PGCE		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):	7
Module code: *	M7X02153	Contribution to Overall Module Assessment (%): *	70%
Module Lead:*	Sarah Elsey		
Assignment Title:*	Supporting pupil progress: a detailed analysis of one child's holistic development, with justification for the next steps in learning.	Assignment No (x of x):*	1 of 2
Start date:*	5/3/18	Submission deadline:*	30/5/18
Return date of provisional marks & written feedback:*	27/6/18		

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	30/5/18
Module lead to tick to indicate if a hard copy version of the assignment must be submitted. *			YES
			NO ✓

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)					B	
2. Intellectual Skills (Analysis)					B	
3. Pedagogic and Professional Applications (Practical Application and Deployment)					B	
4. Key Transferable Skills					B	

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
Subject Knowledge and Understanding – I feel that I was able to use literature to support the outlining of the data collection methods used for this work, appropriate links between the pupil's current achievement and theory, and the identified next steps for the pupil. Pedagogic and Professional Applications – I feel that I was able to demonstrate, practically, how the identified next steps could be embedded within the classroom and my own teaching practice. Key Transferable Skills – I feel that my spelling, grammar and referencing are accurate.	Intellectual Skills – I feel that I lacked criticality when analysing the learner and identifying their next steps by not fully acknowledging the limitations or challenges associated with the next steps suggested.

Introduction

The purpose of this assignment is to discuss and analyse data that is focused on the progress and holistic development of one individual learner. This will involve analysing data that has been collected using the Mosaic Approach (Clark & Moss, 2011) and is, therefore, made up of evidence that relates specifically to the pupil's knowledge, attitude and skills in different Areas of Learning, including Personal and Social Development, Well-being and Cultural Diversity, Language, Literacy and Communication Skills and Mathematical Development (Welsh Government [WG], 2015). The analysis of the data will be structured using the ASK model (Nottingham, 2013) in order to identify any 'gaps' in the child's learning and development. The assignment will then proceed to suggest next steps for the learner and how these might be achieved. This process, as a whole, will be undertaken by assessing the learner's progress against the Foundation Phase Outcome statements (WG, 2015).

The data gathered is focused on a Year 1 child who is six years old and attends a large community primary school made up of approximately five hundred and thirty pupils between the ages three and eleven. Formed in 2005, the school has identified that around 17% of its pupils have additional learning needs, 9% are eligible for free school meals and less than 5% speak English as an additional language. The chosen pupil is one of thirty-one pupils in one of the two Year 1 classes in the school, with the class comprised of fifteen males and sixteen females. In line with the data anonymity guidelines by the Data Protection Act (1998), the identities of the pupil and the primary school that they attend will remain undisclosed throughout the assignment.

The target pupil entered Year 1 as an Outcome 3 learner who, reportedly, made significant progress in their learning throughout their year in Reception. It was mentioned in their summative report that the pupil is a polite, well-mannered, friendly and popular pupil who is a fantastic role model for their fellow peers. The pupil could also pronounce many sounds and words correctly, use reading strategies with adult support, had mastered the correct pencil grip, use spaces between words in their writing, recite numbers up to twenty, and could count confidently up to ten objects.

Data collection

Methods

Data was collected using the Mosaic Approach, which is a multi-method approach that is used to gain a deep understanding of children's lives, recognising the different 'voices' of young children, and providing a framework for listening to children to explore their views and access their personal experiences (Clark & Moss, 2011). In this way, the approach was developed by making more explicit the perceptions about young children and appreciating the potential for them to express their views and experiences in ways that are not limited to the spoken word (Clark & Moss, 2011). Stated by Clark & Moss (2005: 5) is that children have the aptitude to communicate and to be listened to in other symbolic ways:

Young children as 'experts in their own lives'

Young children as skilful communicators

Young children as right holders

Young children as meaning makers.

Adhering to the structure of the Mosaic Approach (Clark & Moss, 2011) and, therefore, engaging with the target pupil as much as possible, data was gathered by conducting observations of the pupil in a wide range of contexts, conducting an informal interview, or conference, with the pupil to find out about how they like to learn best, conducting a learning walk to explore the locations that the pupil enjoys learning in, capturing photographs of learning aids and resources across the whole school environment that support the pupil most in their learning, and, finally, collecting evidence of the pupil's work and formative records, including their reading and tracking records.

Considering this, the data was collected, primarily, using qualitative methods, as gathering data involved making in-depth inquiries into the feelings, opinions and behaviours of the pupil within their learning environment (Bhattacharya, 2017; Sparkes & Smith, 2014). In support of this, Hatch (2002) suggests that using qualitative data collection methods is concerned with adopting a naturalistic approach to the relevant area of inquiry, in order to interpret and understand subject matter from the perspective of the sample being looked at. Contrary to quantitative methods, which focus on addressing hypotheses or are used to produce theories that attempt to explain human behaviours, those implementing qualitative

methods act as the key instrument for gathering data and, therefore, aim to engage with the chosen sample as closely as possible (Sparkes & Smith, 2014).

To analyse the data, the ASK model (Nottingham, 2013) was used in order to associate the evidence gathered with the pupil's attitude, skills and knowledge in different areas of the curriculum (see Figure 1). As Hatch et al. (2018) support, this helped to measure and interpret the views and opinions that the pupil shared in relation to their learning activities and other school experiences. Using the model also aided in identifying 'gaps' in the pupil's learning and progress, against the Foundation Phase Outcome statements (WG, 2015), by uncovering aspects of the pupil's learning and current achievement requiring development. It was from here, then, that the data analysis could proceed to suggest next steps for learning and how these might be achieved, justifying pedagogical approaches, resources and activities.

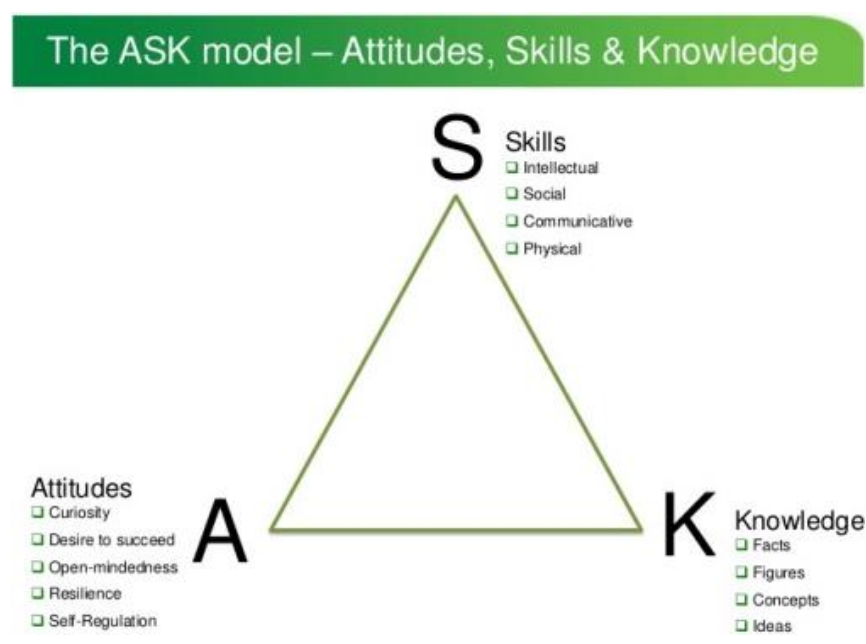


Figure 1. The ASK model (Nottingham, 2013)

Limitations

In light of these chosen data collection methods, it has been acknowledged, as suggested by Cowie et al. (2014), that there are some challenges associated with using the Mosaic Approach to gather data on a young child, particularly in relation to the skills, understanding, time and space required to elicit quality responses and material from the chosen sample involved. Therefore, it was ensured that professionalism was maintained when talking to the pupil to encourage that their feelings, opinions and experiences were valued, rather than ridiculed or

ignored (Clark, 2004). In the same way, it was consistently ensured that the learner was made to feel safe, secure and comfortable in disclosing their thoughts by providing, attentively, encouraging responses to what they talked about and showing an interest in the ideas shared (Clark, 2004).

Employing the Mosaic Approach required making sufficient time to listen to the learner across the variety of explored contexts and ensure that they were given the opportunity to share information at their own accord, without having to continually respond to direct questions and prompting. Devoting time to gathering data made it possible to explore the pupil's behaviours in and out of the classroom and in different contexts, as mentioned. Finally, it was important to maintain respect for the pupil's right to privacy when collecting data, by never placing demand on the child to provide the opportunity to be talked and listened to, and upholding that consulting with the pupil had to not be invasive of their personal space and time, but, rather, an empowering process.

Ethical considerations

Before gathering data, it was essential to acknowledge the ethical considerations attached to working with young children. This consisted of issuing a letter to the class teacher that informed them of the purpose of the work being carried out and seeking permission for it to be undertaken (see Appendix A). Before permission was gained, it was required to consult with the target child and inform them of what the work involved, as well as confirm to both the class teacher and pupil that the data gathered would remain confidential throughout the work produced, that the school's and pupil's identities would remain entirely anonymised and not be disclosed in the work produced, and that the pupil could withdraw from the work at any time and without any form of consequence. The response of the child, after consulting with them, was then recorded on the permission letter, and the letter was then signed by the class teacher to confirm that permission had been granted and that the work had taken place.

Analysis of learner

Personal and Social Development, Well-being and Cultural Diversity

Attitudes

The target pupil appears to be a learner who enjoys innovative and stimulating learning activities, learning through exploration, enquiry and curiosity, and receiving feedback from others to act upon. During the learning walk, the pupil drew attention to a wall display that, as they stated, was designed to:

“...tell us that we should never give up in our work.”

The main thought that arose from the learner keenly discussing the content of the wall display (see Appendix B) was that they, in relation to all Areas of Learning (WG, 2015), seem to have become accustomed to employing a ‘growth mindset’ (Dweck, 2006) when doing learning activities that, at times, present them with challenge and enable them to evaluate their own learning (Inman et al., 1998).

Skills

The pupil also enjoyed discussing the playground during the learning walk, stating:

“This is where I play football with all my friends.”

It appears, by the pupil choosing to discuss this outdoor area, that they place importance on playing with their friends during the school’s timetabled periods of free, independent play. This indicates, as White (2006) supports, that the child has developed an interest in social interaction and their ability to take part in cooperative play independently, Outcome 4 skills of this Area of Learning (WG, 2015).

Knowledge

In relation to a lesson that focused on the Outcome 4 skill *“they support, comfort and help others when they are sad or upset”* (WG, 2015: 50), the pupil showed awareness of how the main character, in the story read to them, should have been treated by the other characters (see Appendix C), stating, in the response to the question, *“How could the other animals have helped him at the first ‘Jungle Ball’?”*

“They should have been cheering for him” (see Appendix D).

The main conception that arose from this was that the learner indicated that they are aware of others’ feelings and understand how to care for others when they are upset (WG, 2015),

suggesting, as Inman et al. (1998) support, that the learner is able to make moral and desirable decisions.

Language, Literacy and Communication Skills

Attitudes

The learner has shown the ability to evaluate their own work and act upon feedback in relation to this Area of Learning by self-correcting their work and being able to identify improvements in their writing, as Appendix E shows. With a low level of support, the pupil demonstrates, here, that they comment on the improvements in their second draft of writing, stating:

“My tall letters are much taller now.”

This indicates, in relation to their attitude towards their written work, that they have accessed an Outcome 5 skill, by re-reading and improving their writing, and from doing so, have identified improvements in their letter formation (WG, 2015).

Skills

As Appendix F shows, in their reading, the learner has demonstrated their ability to recall the main parts of stories that they have read by drawing on new information and use a sounding out strategy to decode and access unfamiliar words (WG, 2015). Currently at Stage 5 in their reading, the pupil is, in line with their age, showing the aptitudes of a six-year-old reader, by being able to communicate to an audience what the texts that they have engaged with, are about, and tracking print with growing speed, fluency and accuracy (WG, 2015).

Knowledge

During the learning walk, the pupil drew attention to the outdoor role play area, just outside their classroom, and enjoyed recollecting the occasion when they acted out the story of the ‘Three Billy Goats Gruff’ as part of their enhanced provision, stating:

“I remember being the small goat.”

Following further discussion, the pupil then went on to say, enthusiastically:

*“*Johnny* was the troll and shouted ‘I will gobble you up!’”*

The main indication that arose from the pupil recollecting a role play activity that they enjoyed engaging with, was that they could act out specific roles from a story that the class

read together, and use appropriate language to do so, which are both Outcome 5 oracy skills (WG, 2015).

Mathematical Development

Attitudes

During a lesson that focused on the Outcome 4 skill “*make sensible estimations of larger groups of objects*” (WG, 2015: 55), the pupil responded positively to working in the outdoor area and being encouraged to make estimations, independently, in different practical contexts (see Appendix G). Exhibiting an enthusiastic attitude to the group learning activity, the child identified, after another child in the group had predicted how many of their feet would fit along the length of the animal footprint drawn on the yard, that the children’s results may all differ, stating:

“The estimations might be different because people’s feet are different sizes” (see Appendix H).

This response, not cued by any prior remarks or support, indicates that the pupil is able to, through self-regulation, show interest in and focus their attention on learning activities that require independent thinking, which, with reference to Vygotsky’s (1978) theory of social constructivism, suggests that the pupil responds well to learning activities that encourage them to learn through and interact with others.

Skills

As part of the learning walk, the pupil, in their Year 1 classroom, photographed the ‘Mathematics Area’, in particular the resources that were on the shelving unit (see Appendix I). This indicated that the pupil may enjoy using concrete materials in their numeracy lessons to support them with the skills being focused on and developed. This belief was confirmed during the conference following the learning walk, where they recalled an occasion when resources were used to find halves in practical situations, an Outcome 4 skill, stating:

“We used lots of beads and sweets to make our playdough cupcakes.” (see Appendix J)

They went on to imply how much they enjoyed this activity and were able to relate back to the skill being developed, commenting:

“It was easy to decorate half of the cupcake.”

In relation to Haylock and Cockburn's (2008) connective model of learning mathematics (see Appendix K), it appears that providing this pupil with practical and visual resources during numeracy lessons better supports them to achieve and secure an understanding of Outcome 4 skills.

Knowledge

Relating to the one-to-one conference with the learner, they revealed, in response to the question, "What else helps you in your mathematics lessons?":

"I like playing on the board."

It seems, during lesson introductions, that the pupil enjoys to play on interactive numeracy games on the interactive whiteboard, when learners are typically required to revise certain mathematical concepts by recalling facts or solving problems related to a particular skill. The pupil went on to recall how the game helped them to practise halving numbers to ten, stating:

"Do you remember when I scored loads of points on the half numbers?"

This implies that, similar to previously, the pupil is able to develop and demonstrate their knowledge of mathematical facts and concepts through the use of an interactive game, and gains enjoyment from playing the game in front of others.

Physical Development

Attitudes

From general observations, both in and out of the classroom, it is evident that the pupil has a natural competitive 'streak' by choosing, what appears to be during morning and lunch breaks, to engage in some form of competitive game with their friends. This was something that was also indicated in their 'All About Me' activity which was sent home with all pupils in the class to complete back in April, upon arrival into this placement (see Appendix L).

Skills

By observing the learner during lesson time, it seems that they have achieved the Outcome 4 skills of running to kick a ball, moving in variety of ways and directions to receive a ball from their partner, and listening to and following commands (WG, 2015). Regarding their fine motor skills in the classroom, it appears, as Appendix L shows, that they have good control over writing utensils and can form a picture of a person with "a head, legs, a body",

and facial features, which are again Outcome 4 skills (WG, 2015: 59). With an aptitude to achieve these skills, along with a positive attitude towards engaging in physical activity, it could be suggested that, as Liddle & Yorke (2004) support, that the pupil's proficient motor skills could be associated with their neurodevelopmental abilities.

Knowledge

Apparent from observing the child following Physical Development lessons, they appear to recognise what happens to their body and how it changes when they engage in physical activity, which is an Outcome 4 skill (WG, 2015). For instance, when required to, as part of the school's statutory well-being policy, provide their 'check out' well-being rating out of ten at the end of the school day, the pupil commented:

"I am still ten but I am still hot and tired."

This remark followed another child stating, in relation to their own rating and in response to the class teacher's question, *"Why are you only a four?"*

"I am so hot and tired...I think running around is hard."

This implies that the pupil, although they had been active for the whole afternoon by making up their own physical activities as the class teacher had asked them to do, they acknowledged that feeling 'hot and tired' were understandable feelings and that their perception of their overall well-being did not need to be impacted by the fact they were feeling this way.

Creative Development

Attitudes

During the learning walk, the pupil drew attention to the outdoor 'Creative Cwtch' area, where they pointed out where the paints are stored as well as the aprons. Then, in their response to the question, *"What do you enjoy doing out here?"*, the pupil said:

"I like making things out of junk."

The pupil sifted through all of the junk materials in a box to the side of the working table, before going on to say:

*"I liked making a animal and showing it to *Jonny* and *Guy*."*

The main thought that arose from hearing these comments is that the pupil gains enjoyment from using their imagination and a variety of resources to make creative models and artefacts, and communicating their work to others, which are Outcome 4 skills.

Skills

Combining their ability to construct imaginative models and artefacts, as well as demonstrate, particularly during Physical Development lessons, that they are able to create different shapes with their bodies and travel using different forms of movement, implies that the learner is currently achieving Outcome 4 skills in this area (see Appendix M).

Knowledge

During the learning walk, the pupil photographed a wall display relating to their previous class topic, ‘Scrumdiddlyumptious’. Then, when asked to explain what the content of the display was revolved around, the pupil said:

“We made our faces out of fruit.”

The pupil was then questioned further to find out if they understood and could recall where the inspiration to produce work like this, came from. Answering the question, *“Did you look at a face like this before you made yours?”*, the pupil stated:

“Yes. Miss showed us it on the board.”

This indicates that the pupil understood that the inspiration for their work came from seeing similar work produced by the artist, Giuseppe Arcimboldo.

Next steps

Personal and Social Development, Well-being and Cultural Diversity

Considering the pupil's current achievement, to move them on to reach the higher end of Outcome 4, it appears that the pupil could be provided with more learning opportunities that focus on another Outcome 4 skill focused on "caring for the environment, such as plants and pets" (WG, 2015: 50) (see Appendix N). During the learning walk, it was evident, from the locations covered in the most depth, that the pupil enjoys being outdoors and learning in the outdoor area, therefore it would seem that they could benefit from engaging in activities that focus on caring for the plants in the outdoor area and those that make them more aware of how the actions of human beings can impact upon the welfare of animals.

In this way, the pupil, perhaps as part of a class topic or by being encouraged to attend the school's 'Eco Club', could be given the opportunity to grow a plant, such as a sunflower, by planting the seed, giving it the routine nutrients it needs to grow, and being able to observe its growth by keeping it out in sunlight, in the outdoor area. Then, to expand on this activity, it could be discussed with the pupil the importance of growing plants that are safe for animals and will not be detrimental to their safety and welfare. As the school is situated in amongst housing estates, it would prove relevant to explain to the pupil how likely it is that many animals, including pets, pass through the school grounds, and therefore, come into contact with whatever resources, equipment or plants, for instance, remain outside permanently.

As an activity that meets both elements of the skill, Koch (2009) encourages that activities of this nature enable children to understand the importance of caring for living things, and that desirable human actions ensure that those living things are cared for as they deserve to be.

Language, Literacy and Communication

Oracy, Reading and Writing

Considering the pupil's current achievement in their oracy, reading and writing skills, to support them to reach the higher end of Outcome 5 in these areas, it seems, as Appendix O shows, that the learner could be provided with opportunities that expose them to rhymes, songs, poems and nonsense verse, encourage them to choose their own reading materials, giving reasons for their choice, and enable them to write for various audiences (WG, 2015). During the learning walk, the learner expressed little interest in both the indoor or outdoor literacy areas that are always accessible to them as part of continuous provision. It would,

therefore, appear that they could benefit from being more attracted to these areas within the learning environment and making use of them during independent learning opportunities to develop the skills mentioned.

This could be achieved by, as an approach seen at a different school, structuring independent learning opportunities in a way that encourages all pupils to complete each of the planned, themed activities, rather than, as can often be observed, permitting them to visit the same areas each time they are enabled to carry out independent learning. At that school, this was done by integrating a rota or checklist-like strategy into the classroom, which involved the class teacher, following each independent learning opportunity, ticking off, next to each pupil's name on the list, which activity they had undertaken, in the effort to discourage pupils from always working in the same areas. This system was then reinforced by using rewards, and so, pupils who had completed every enhanced provision activity by the end of the school week, received a prize, which in the target pupil's case, could be in the form of increased 'Golden Time', as increasing or decreasing the pupils' accessibility to a free play opportunity at the end of the school week, is the ploy used most to encourage desirable behaviours.

Skinner's (1938) behaviourist theory of operant conditioning suggests that the use of rewards can encourage desirable behaviours in children, however, considering this, pupils could still receive the option not to work towards the reward and permitted to choose whichever learning activities to take part in, as children's right to the freedom of choice should remain respected (Percy-Smith & Thomas, 2010). Perhaps by employing a strategy of this kind, though, the pupil would become more attracted to listening to or reading different rhymes, songs, poems and nonsense verse, choose books and other materials based on their own interests, and use the various text types focused on during lessons, as stimuli to write for a range of audiences.

Mathematical Development

It is visible from the analysis and evidence of the child's work and current achievement in this area (see Appendix P), that a potential next step to help them achieve more Outcome 4 skills, could be to visit the skill focused on exploring temperature (WG, 2015) (see Appendix Q). Addressing this skill could involve, initially, conducting a lesson focused on practically exploring thermometers and observing the temperature meter fluctuate according to the temperature of the liquid or other substance it has been placed in, then a subsequent lesson, in focused task form, could encourage the pupil to read, label and use describing words for

different temperatures. For instance, in relation to the latter, the pupil could, using a worksheet perhaps, undertake a task focusing on reading the temperature shown on different thermometers, labelling the thermometers by writing down the temperature shown on each, and, extending the skill, constructing some sentences about those thermometers, to describe which thermometer is the coldest and hottest, and which are hotter or colder than others. Based on the analysis, where it was discovered that the pupil currently relies on the use of concrete materials in mathematics activities, it could prove beneficial for the learner to use a number line showing both positive and negative numbers as a supportive practical resource. Sequencing the lessons in this way, by providing the pupil with a whole class practical learning experience to initially introduce the concept of temperature, before then requiring the pupil to visit the skill in a focused task, is supported by Lansdell (1999), who highlights that introducing mathematical concepts to young children is best achieved by providing them with a meaningful and stimulating learning experience to first introduce the concept, and then conducting a supporting focused activity that allows for the assessment and monitoring of learning to take place.

Physical Development

Similar to the literacy areas within their learning environment, the pupil, during the learning walk, bypassed the 'Funky Fingers' fine motor skills area that is in their classroom itself. Throughout general observations also, where the pupil is engaged in independent learning opportunities, the pupil has indicated this limited interest in completing activities requiring the use of their fine motor skills, such as using tongs to pick up objects, cutting accuracy worksheets, threading materials and using pegs. Therefore, it seems that, to move their learning on towards the highest end of Outcome 4 in this area, the pupil could benefit from having opportunities, such as during the ten-minute period prior to registration when they come into school in the morning, built into the school day, to require them to undertake an activity that develops their fine motor skills, or in particular, their ability to "tie a single knot and cut out basic shapes" (WG, 2015: 59). This would ensure that these skills are not missed out and, instead, such missed out opportunities are taken up in order to address the development of these skills.

Creative Development

Considering the pupil's current achievement in this area, to move their learning forward, it could be suggested that the pupil could receive more opportunities to engage in listening to music and developing their ability to clap or tap in rhythm with others, which is another Outcome 4 skill (WG, 2015). During the conference with the pupil, they, in response to the question, "*What would you like to learn more?*", stated:

"Music."

Therefore, providing Creative Development lessons focusing on music or opportunities to recite simple songs, would meet the interests of the pupil and enable them to develop further Outcome 4 skills in this area (WG, 2015). In relation to becoming competent at clapping or tapping in rhythm with others, this could be achieved by, again, building into the school day regular opportunities for the pupil, and the rest of the class, to sing and clap to songs collaboratively. This could be in the form of reciting daily rhymes or songs about subjects such as the days of the week, the months of the year, or the weather. In this way, acknowledging potential limitations of this intervention, providing these opportunities could be easily and simply achievable, as they could be built into normal classroom routines, without the skills having to be addressed by delivering whole lessons.

Conclusion

The purpose of this assignment has been to discuss and analyse data focused on the progress and holistic development of one individual learner. This has entailed analysing data that was collected using the Mosaic Approach (Clark & Moss, 2011) and which related specifically to the learner's knowledge, attitude and skills in the Foundation Phase curriculum areas of Personal and Social Development, Well-being and Cultural Diversity, Language, Literacy and Communication Skills, Mathematical Development, Physical Development and Creative Development (WG, 2015). In this way, the analysis of the data was structured using the ASK model (Nottingham, 2013) in order to highlight the learner's current achievement and potential 'gaps' in their learning. This was then proceeded by the suggesting next steps for the learner and how these might be achieved. This process, as a whole, was completed by assessing the learner's current achievement against the Foundation Phase Outcome statements, and it was from doing this, that realistic and achievable targets for the pupil were identified (WG, 2015).

Undertaking this assignment has given me an insight into the importance of assessing, formatively, the holistic development of learners, in order to identify the areas of their progress that require further development, their needs and interests as individual and unique pupils, and how to ensure that they achieve their full potential in all aspects of their learning. In doing so, I recognise how using the Mosaic Approach (Clark & Moss, 2011), particularly, can enable me, within my teaching practice, to gain a more comprehensive understanding of how pupils learn and achieve best.

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Appendices

Appendix A: Signed permission letter



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

Dear class/senior mentor,

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

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

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

Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): LAUREN BELL

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[REDACTED]

L. Lewis

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

Talked pupil through my task and they have given their permission for me to use them as my target learner. (16/05/18)

If you have any queries regarding this, please contact:

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

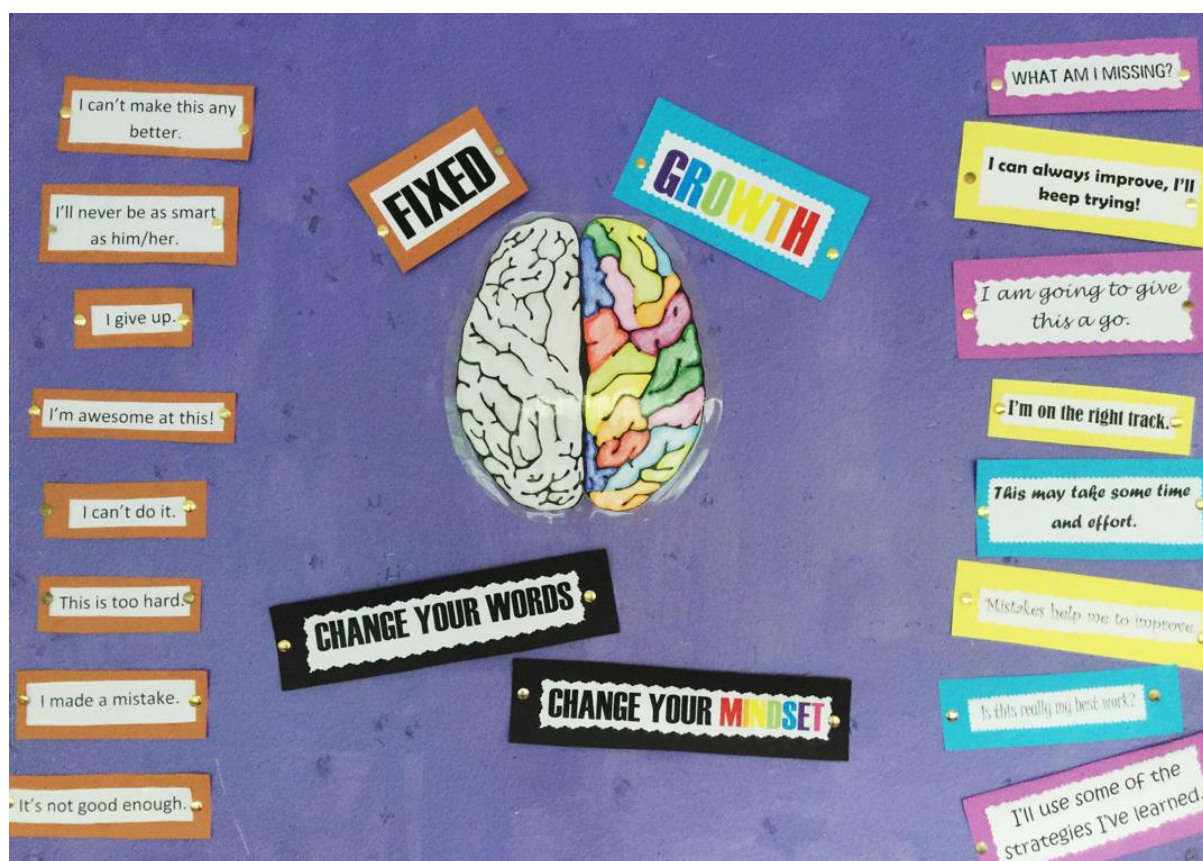
Many thanks in advance,

SDPP module team

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

Gail Parker
Rachel Wallis
Nerys Defis
Nana Ryder

Appendix B: Growth mindset wall display



Appendix C: Personal and Social Development, Well-being and Cultural Diversity lesson tracking record

Subject/area of learning: Topic		Date: 18/05/18		Success criteria: Know how to support, comfort and help others when they are sad or upset with support. (04) Know how to support, comfort and help others when they are sad or upset. (04) Show an understanding of the feelings, views and beliefs of others. (05)
Group: Green		Learning objective: To listen to and talk about the story 'Giraffes Can't Dance'.		
Names of learners	RAG rating	Observations	Next steps for learners	
██████████	Green	██████████ was able to identify the main parts of the story and show an understanding of what caused Gerald to feel sad in the story. ██████████ acknowledged that Gerald was made fun of by the other animals and this was why he felt this way. ██████████ was also able to relate Gerald's feelings to real life contexts.	Consolidate learning by revisiting an activity (or activities) of this nature in order to develop a deeper understanding of how to support, comfort and help others when they are sad and upset. That activity should aim to encourage these children to think more independently and about the views and beliefs of others.	
██████████	Amber	██████████ identified why Gerald felt upset in the story. ██████████ acknowledged that Gerald was made fun of by the other animals and this was why he felt this way. ██████████ was able to relate Gerald's feelings to real life contexts and show an understanding of how to treat others.	Consolidate learning by revisiting an activity (or activities) of this nature in order to develop a deeper understanding of how to support, comfort and help others when they are sad and upset. That activity should aim to encourage these children to think more independently and about the views and beliefs of others.	
██████████	Green	██████████ identified why Gerald felt upset in the story. ██████████ realised that Gerald was made fun of by the other animals and this was why he felt this way. ██████████ was able to relate Gerald's feelings to real life contexts and show an understanding of how to treat and care for others.	Consolidate learning by revisiting an activity (or activities) of this nature in order to develop a deeper understanding of how to support, comfort and help others when they are sad and upset. That activity should aim to encourage these children to think more independently and about the views and beliefs of others.	
██████████	Amber	██████████ was able to identify the main parts of the story and show a basic understanding of what caused Gerald to feel sad in the story. ██████████ acknowledged that Gerald was made fun of by the other animals and this was why he felt this way. ██████████ was also able to relate Gerald's feelings to real life contexts.	Consolidate learning by revisiting an activity (or activities) of this nature in order to develop a deeper understanding of how to support, comfort and help others when they are sad and upset. That activity should aim to encourage these children to think more independently and about the views and beliefs of others.	

RAG rating:

Red = significant difficulty

Amber = some difficulty

Green = no difficulty

Appendix D: Voice recording of Personal and Social Development, Well-being and Cultural Diversity lesson



Appendix E: Evidence of Language, Literacy and Communication work

4.12/17

PICK up THAT SOCK
 PICK up THAT vest
 PICK up THAT mess

vf- tall letters.
 Second draft. pick up that SOCK
 pick up that vest
 pick up that mess

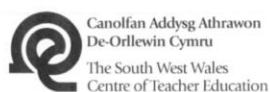
Wow, much better [REDACTED]

Are
 e

"My tall letters are much
 taller now."

On the easter holiday [REDACTED] came
 over and we had lots of fun. He
 played with me and we went
 bowling and me and [REDACTED] had a
 STRIKE! and We had a mcdonalds. [REDACTED]
 had a sleep over and we had a
 mid night feast. We went to bed inly
 becos we will super tieguat.

Appendix F: Target pupil reading record



C11b

Reading record

Name of learner: [REDACTED]

Reading age (if known): Stage 5 (5.5–6 years).

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
26.04.18	Pirate Adventure. (all).	Fiction.	Able to recall main parts of story, Well done!
09.05.18.	The Magic Key. (all).	Fiction.	Able to track text accurately and sound out words that are unfamiliar.
18.05.18.	The Dragon Tree. (all).	Fiction.	Very fluent reading and interest shown in text.
25.05.18.	The New Baby. (all).	Fiction.	Identified main parts of the story, great reading.

Appendix G: Photographic evidence of Mathematical Development lesson on estimation



Appendix H: Mathematical Development lesson tracking record

Subject/area of learning: Numeracy		Date: 08/05/18	Success criteria: Guess (estimate) using numbers up to 10. (03) Guess (estimate) using bigger numbers. Check my guess (estimations) by counting and measuring. (04) Check my guess (estimations) by measuring using standard units. (05)
Group: Green		Learning objective: To make sensible estimations.	
Names of learners	RAG rating	Observations	Next steps for learners
■■■■■	Amber	■■■■■ was confident in making sensible estimations using bigger numbers and checking his estimations by counting and measuring.	<i>Consolidate learning by estimating using bigger numbers and checking estimations by counting.</i>
■■■■■	Amber	■■■■■ was off task at times and reminded to make sensible estimations. ■■■■■ was able to check his estimations by counting and measuring.	<i>Consolidate learning by estimating using bigger numbers and checking estimations by counting.</i>
■■■■■	Amber	■■■■■ was able to make sensible estimations using bigger numbers and check his estimations by counting and measuring. ■■■■■ identified that results of estimations could differ when measuring in feet as children's feet sizes were varied – "The estimations might be different because people's feet are different sizes."	<i>Consolidate learning by estimating using bigger numbers and checking estimations by counting.</i>
■■■■■	Amber	■■■■■ was able to make sensible estimations using bigger numbers and check his estimations by counting and measuring.	<i>Consolidate learning by estimating using bigger numbers and checking estimations by counting.</i>
■■■■■	Amber	■■■■■ was reminded to make sensible estimations. ■■■■■ became confident in making sensible estimations using bigger numbers and checking his estimations by counting and measuring.	<i>Consolidate learning by estimating using bigger numbers and checking estimations by counting.</i>

RAG rating:

Red = significant difficulty

Amber = some difficulty

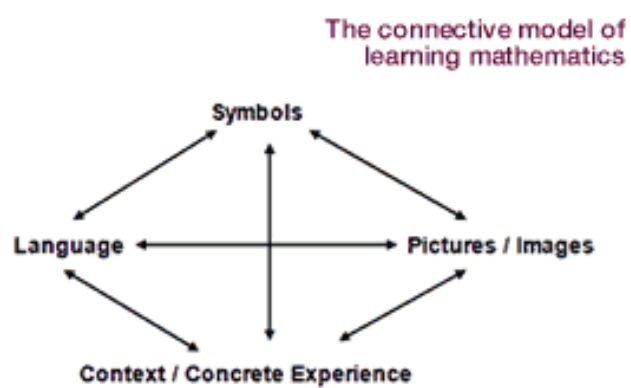
Green = no difficulty

Appendix I: **Photograph of ‘Mathematics Area’ in classroom**



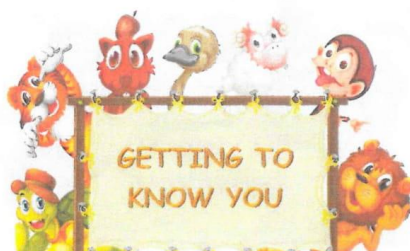
Appendix J: Photograph of target pupil during Mathematical Development lesson on halving



Appendix K: Haylock and Cockburn's (2008) connections model

(Source: Haylock & Cockburn, 2008)

Appendix L: Completed 'All About Me' activity



My name is: ~~_____~~ _____

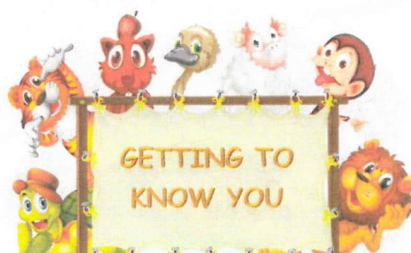
My age is: 6

My best friend is: _____

My favourite animal is: TORTOISE

My favourite place is: HANGAR 5





I like to:

read to

play football.

I would like to learn about:

History

My self-portrait:



Appendix M: **Creative Development Outcome 4 statement with achieved skills highlighted in yellow**

Foundation Phase Outcome 4

Children use materials/resources and tools to make creative images and artefacts that demonstrate increasing skill, experimenting practically and imaginatively to record their ideas and feelings from observation, experience and imagination. They begin to make connections between their own work and the work of others, and use basic communication skills to convey their understanding. They sing with clear diction, performing loudly or quietly as directed. They clap or tap a steady beat in time with others. Having explored a variety of sound sources, they choose suitable sounds in response to a given stimulus. They recognise and respond to sounds and music, in terms of elements such as dynamics, pace, duration and timbre. They express their ideas through movements that vary in shape, rhythm, form of travel using different body parts, moments of stillness and held balances. They show increasing awareness of the space away from others in which to move safely and with increasing control.

(Source: Welsh Government, 2015)

Appendix N: Personal and Social Development, Well-being and Cultural Diversity

Outcome 4 statement with achieved skills highlighted in yellow and next step highlighted in pink

Foundation Phase Outcome 4

Children will take part in cooperative play independently. They increasingly show self-control and are able to wait for their needs to be met. They are able to concentrate on a task and have definite likes and dislikes. They support, comfort and help other children when they are sad or upset. They are becoming increasingly aware of the similarities and differences between themselves and their peers, and recognise cultural differences and diversity. They enjoy caring for the environment such as plants and pets. They are aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.

(Source: Welsh Government, 2015)

Appendix O: Language, Literacy and Communication Outcome 5 statements with achieved skills highlighted in yellow and next steps highlighted in pink

Foundation Phase Outcome 5

Oracy – Children recall an expanding repertoire of rhymes, songs, poems and nonsense verse and they use rhythm and rhyme to create their own. They blend and segment polysyllabic words. They listen to other speakers or stimuli with concentration, ask more detailed questions to clarify their understanding, respond to key points and relate their understanding to their own experience. They use a growing range of appropriate vocabulary, organise what they say, use more complex sentences and include relevant details to make themselves clear, in play, structured activities and formal situations and to a wider range of audiences, with increasing confidence and fluency choosing words deliberately, using variety to add interest. They contribute to discussions and share activities and information to complete a task. They show an awareness of the needs of listeners, express opinions and talk in detail about a wide range of subjects. They act out specific real or imaginative roles, using appropriate language.

Reading – Children choose reading materials independently giving reasons for their choice and use texts as a source of information by using text features. They explain relevant details from texts and, recall and retell narratives and information drawing upon personal experiences, prior knowledge and new information to support understanding. They use a range of strategies when reading suitable unfamiliar texts to establish meaning, tracking print more quickly with growing accuracy, fluency and emphasis.

Writing – Children form upper- and lower-case letters accurately, with consistent size and orientation. They use their knowledge of syllables to spell high-frequency and polysyllabic words including some simple suffixes. They use connectives, ordering words, expressive punctuation and simple grammar accurately when writing. They use written language for different audiences, building on a form modelled by an adult, and can sequence and structure content correctly and extend their writing. They use talk to plan and re-read and improve their writing to ensure it makes sense.

(Source: Welsh Government, 2015)

Appendix P: Evidence of Mathematical Development work

Date: w/b 16/10/17

Times tables.

Success Criteria:

😊 I can colour in the 2 times table. ✓

😊 I can colour in the 5 times table.

😊 I can colour in the 10 times table.

M (AFL) I think 😊

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

My Learning Objective: To learn how to vote accurately and record results.	My success criteria: Must Learn to vote accurately and record (03) Should Learn to vote accurately and record using tally chart. (04) Challenge! Learn to vote accurately and record using tally chart. Convert chart into picture representation. (05)
Feedback: Super voting.	How I feel about my learning 😊 😐 😞
Next steps: ILC/Independent/Group/Teacher Led DT/GP/PW Support H/M/L	
Verbal Feedback: g	

ed 1 1
 1 1 1 1 1 3
 reeno
 ello 1 1 1 3

What was the most popular colour?

Green

What was the least popular colour?

cat 1 1 1 3

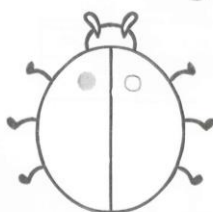
dog 1 1 1 3

fish 1 1 1 3

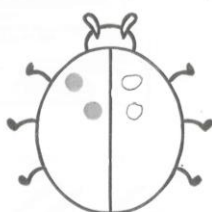
pie 0

1

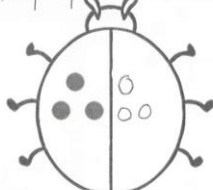
Ladybird Doubles



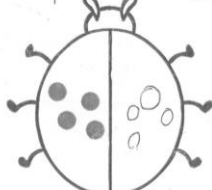
Double 1 is 2
Half of 2 is 1



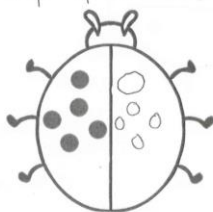
Double 2 is 4
Half of 4 is 2



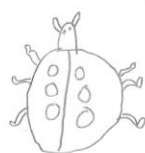
Double 3 is 6
Half of 6 is 3



Double 4 is 8
Half of 8 is 4

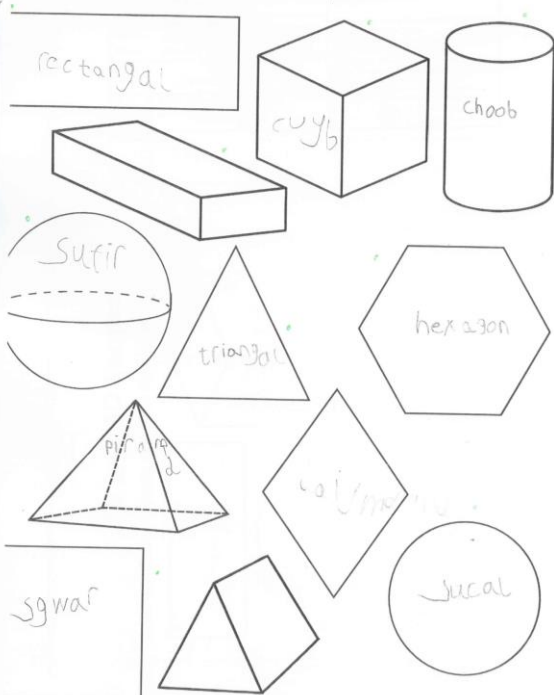


Double 5 is 10
Half of 10 is 5



2D and 3D Shapes

Colour the 3D shapes orange and the 2D shapes blue.



My Learning Objective: To pay for items in the vegetable shop.	My success criteria:
Teacher: TA	Must - Pay for items using 1p, 2p, 5p
Verbal Feedback:	Should - Pay for items up to 20p.
Next steps: change/ Totals to £1.00	Give change from 10p.
ILC/Independent/Group/Teacher Led	Challenge! Pay for items up to £1.00.
DT/GP/PW	How I feel about my learning
Support H/M/L	😊 😐 😞

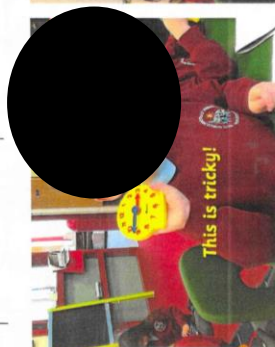
My Learning Objective: To begin to tell the time.	My success criteria:
Teacher: TA Peer Self	Must Order daily events adding times. (03)
Feedback: Well done.	Should Tell the time using o'clock. (04)
Next steps: Quarter past/to	Challenge! Tell the time using o'clock, half past, quarter past and quarter to. (05)
ILC/Independent/Group/Teacher Led	How I feel about my learning
DT/GP/PW	😊 😐 😞
Support H/M/L	

Telling the Time

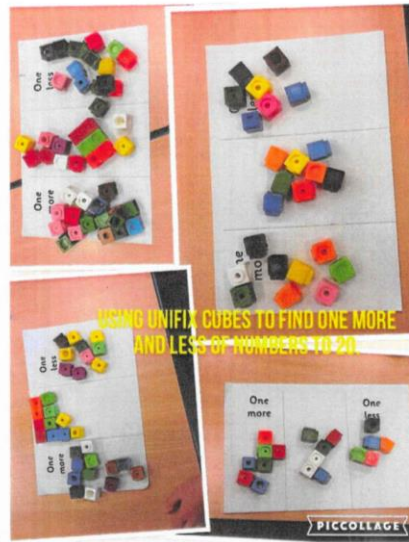
Write down the time each clock is showing on the line underneath.

12 o'clock	half past 1	3 o'clock

29/01/18



19/04/18



Appendix Q: **Mathematical Development Outcome 4 statement with achieved skills highlighted in yellow and next step highlighted in pink**

Foundation Phase Outcome 4

Children recite numbers in simple sequences to 100, including different starting points and compare and order numbers to 20. They count up to 20 objects, sometimes using small groups. They read and write numbers to 20. They understand and describe how to partition numbers below 20 into tens and units. They recall halves and doubles up to 10 and recognise and understand odd and even numbers up to 20. They can perform simple addition and subtraction using their preferred strategy and mentally recall 'one more' and 'one less' of a number within 20. They make sensible estimates of larger groups of objects, and use estimation and checking with calculations and measurements. They 'pay' for items up to 20p and find totals and give change from 10p. They use non-standard units when measuring and use descriptive words when describing temperature. They use the concept of time in daily and weekly activities and use standard units of time to read hours on a clock. They find halves in practical situations and recognise and name common regular 2D and 3D shapes and describe and experiment with how they fit together in their play. They copy, describe and extend patterns including shape and number. They can sort or match more than one criterion. They collect information by voting or sorting and represent the total in pictures, objects or lists and tables. They make whole and half turns.

(Source: Welsh Government, 2015)

Appendix R: **Physical Development Outcome 4 statement with achieved skills highlighted in yellow and next step highlighted in pink**

Foundation Phase Outcome 4

Children are able to stand and run on tiptoes. They can jump backwards and hop forwards on one foot. They can walk to or run and kick a ball. They play and move in a variety of ways, developing their performance of simple skills, first alone and then with a partner. They use the basic actions of travel, jump and land, balance and stillness in their play and gymnastic activities. They listen and respond readily to instructions. They show increasing awareness of the space away from others in which to work safely in different environments. They improve what they do, sometimes through watching others and helping them to improve. They recognise how their breathing changes when they exercise and how they look and feel. They are able to tie a single knot and can cut out basic shapes using scissors. They are able to construct models using kits. They have good control over pencils, crayons and brushes and draw a person with a head, legs, body, eyes, nose and mouth.

(Source: Welsh Government, 2015)

Appendix S: **Creative Development Outcome 4 statement with achieved skills highlighted in yellow and next step highlighted in pink**

Foundation Phase Outcome 4

Children use materials/resources and tools to make creative images and artefacts that demonstrate increasing skill, experimenting practically and imaginatively to record their ideas and feelings from observation, experience and imagination. They begin to make connections between their own work and the work of others, and use basic communication skills to convey their understanding. They sing with clear diction, performing loudly or quietly as directed. They clap or tap a steady beat in time with others. Having explored a variety of sound sources, they choose suitable sounds in response to a given stimulus. They recognise and respond to sounds and music, in terms of elements such as dynamics, pace, duration and timbre. They express their ideas through movements that vary in shape, rhythm, form of travel using different body parts, moments of stillness and held balances. They show increasing awareness of the space away from others in which to move safely and with increasing control.

(Source: Welsh Government, 2015)