

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

Introduction

This research focused upon a pupil's progress and their holistic development. In order to write a detailed analysis of a particular learner, a target pupil needed to be chosen within the current teaching placement school. School B is a high intake school situated in Newport, South Wales. At School B there are approximately five hundred and twenty pupils on roll between the ages of 3 and 11 years old. Due to the high intake of pupils there are sixteen different classes including four mixed ability year group classes. There are also outside agencies, such as GEMs which support families and learners as there are many language barriers which are faced on a daily basis. Due to 90% of pupils are from an ethnic minority background. Evidence from Estyn (2016) state that there 16% of the school are ALN including eleven pupils with statements. Furthermore, 25% of the whole school are FSM.

The target pupil was chosen from a straight year five classroom. This class has twenty-six pupils including five pupils who are on IDPs. The target pupil (Child A) is a ten-year-old, Bangladeshi female. Child A does not have any significant needs and is chosen for class models and representative for 'learning'. Through discussion with the class teacher and observations it is apparent that Child A is a more able pupil within this class and is secured at level 5 in English and Level 4 for mathematics. Despite there not being set ability groups, Child A is encouraged to complete the three-star success criteria as it is more challenging. Furthermore, Child A has a passion for English and enjoys writing and expanding on her current knowledge.

Data collection

The data collected focuses on Child A and will be collected using different methods such as: The Mosaic Approach and Nottingham's (2013) ASK model. The ASK model will concentrate on three aspects of learning; attitude, skills and knowledge and evidence will suggest that the three aspects are implemented in the teaching and learning (Nottingham, 2013). This model links effectively with The Mosaic Approach (Clark and Moss, 2011). This approach is an effective tool to reinforce pupil voice, ensuring that the pupil has a 'voice' and addressing the importance of listening to the pupil's opinions and views (Clark and Moss, 2011). Rice (2019) supports this as they argue that children should be active participants in their own learning as they will see and view things differently. Additionally, young people should have the opportunities to learn from first - hand experiences. Supporting the work of Piaget (1936) as cited in O'Hara (2008) who states that children benefit learning from first - hand experiences. Therefore, providing opportunities to communicate and identify different resources which supports them in their learning is important. This has been proven to work effectively with young people with language difficulties and/or have English as an additional language (Clark and Moss, 2011), which is the case within the case study of Child A who speak English as an additional language.

On the other hand, some researchers have argued that there are limitations regarding The Mosaic Approach, such as children with differing learning needs and disabilities. Bragg (2017) argues that children with profound learning difficulties may have a limited understanding of the language and vocabulary. Therefore, having the ability to express their views may be challenging. In spite of this, Gordon-Burns *et.al* (2012) suggest that all young people regardless their ethnicity, family history,

language ability and any learning difficulties, they are capable and independent learners, who are able to communicate in a diverse range of ways.

The Mosaic Approach has different elements which can be merged together to gain an inclusive picture of the learning of an individual. The following elements of this approach are: observations, map making, photographs of items which support the child's learning, journals and conversations between the child and practitioners (Greenfield, 2011). Each element aims to display an overall outlook on the holistic development of an individual and to provide a strong basis for qualitative data.

Qualitative research data does not require numerical data, such as graphs and tables, its primary focus is the behaviour and the development of an individual (Ragin, 2015 -TET). This definition is similar to that found by Pope, Mays and Popay (2007) who explains that qualitative research data can focus upon the behaviour and learning of an individual therefore it does not require only one method, it includes a wide range of methods. Such as: interviews, observations, analysis documents and auditory resources. With regards to this data approach the influence of triangulation needed to be noted. As there will be more than two methods used triangulation is apparent throughout (Cohen, Manion and Morrison, 2000). On the other hand, Greene (2007) argues that having more than one method to collect data can hinder the results due to the uncertainty of a learner's behaviour in each situation. However, the observations delivered were over a series of weeks and lessons and The Mosaic Approach (2011) focused primarily upon the voice of Child A, therefore, the implications of triangulation would be deemed invalid.

Prior to this study and the selection of the target pupil an ethics form needed to be signed as an 'approval' of this for study to take place by the parents/guardians of the learners and the class teacher. This is linking closely to NICE (2012) recommendations that young individuals are classed as vulnerable, therefore consent forms are essential. Consequently, parents and pupils needed to be aware of what was required of them which ensured that any misconceptions were acknowledged immediately, so this did not have a negative impact on Child A (Seidman, 2006). However, due to the language barrier of the parent's verbal communication was provided to both the pupils to translate and to the parent involved. Resulting in to both verbal and written consent being given. Throughout this study it is important to note that both the pupil and the school will be kept anonymous (BERA, 2018).

Analysis of learner

Child A is able to communicate effectively in English and requires no additional support for language. Evidence suggests that she is able to produce a high standard of work and is achieving the expected levels for her age in the main subjects. Upon asking Child A to take photographs of resources and key learning areas which support her learning and where she enjoys being in the class was a challenge for her. This could be as a result of being unsure of what resources support her learning as the conversation with Child A (See Appendix 2) indicates that that they find all resources helpful. Yet, through effective questioning Child A was able to narrow down to different resources.

Child A has taken photographs of the television, reading area and a laptop (See Appendix 1). As evidence shows Child A states that these different resources are vital regarding their learning as they have expressed that the use of ICT is something which they enjoy using; not only as an educational resource but for personal satisfaction such as playing games and watching videos. OLE Nepal (2019) specifies that ICT is an enriched initiative which can promote and encourage pupils to learn through a diverse range of different software, applications and sources, such as: using internet search engines, videos, images and animation. This is apparent with regards to Child A's learning as they prefer learning with the use of ICT, and she is able to produce impressive work. Currently Child A is reading the book 'The Street Child' and over a series of English lessons. Child A thoroughly enjoys reading, this is another reason why she took photographs of the reading area.

Observations (See Appendix 3) shows that when reading the story, Child A regularly volunteers to read the story in front of the class. As a result of this her reading development is increasing immensely, as she shows eagerness to learn new vocabulary and has a strong desire to produce a high standard of work as she has a passion for English. This indicates Child A has a positive attitude for learning (Nottingham, 2013). Furthermore, through her passion to learn during a continual focus task, Child A was able to write a paragraph developing her intellectual skills (Nottingham, 2013) by comparing and contrasting two characters of the story. Using key reading skills such as; skimming and scanning she was able to produce an effective paragraph using comparative connectives from a work sheet provided for her for support. Linking closely to the English Programme of study, Child A is achieving her expected level 5. However, this could limit effective teaching time and opportunities to create fun and stimulating lessons (Walczyk et al., 1999). Such as

implementing ICT and interactive group work. Alternatively, Loveless (2003) mentions that the use of ICT can limit children's oracy skills. This could be the case for Child A, as she regularly enjoys using ICT in her learning. However, this could have a negative impact on her communication and oracy skills, due to the lack of peer work in the future.

Fortunately, Child A's social skills are not negatively impacted as a result of using ICT. Child A will only use ICT during group and research lessons, which she is enthused to research more information regarding a new theme/topic. In each lesson there are differentiated success criteria which provides all pupils with the choice of three different star ratings (one star being suitable for low achievers). This is an effective approach which enables Child A to demonstrate her ability to take control of her own learning; offering opportunities to assess and identify what she is capable of achieving. This promotes independence and confidence (Donaldson, 2015) throughout all aspects of her learning and something Child A will seek reassurance from after choosing her own criteria. The benefit of independence and pupil voice on learning and the holistic development is vast and very similar to those views of Nicol and Macfarlane-Dick (2006). They note that pupils who have the ability to monitor their own learning by assessing their own performance, should be able to identify their next steps of learning, in order for them to progress. This is something Child A is capable of achieving through discussions with peers and adults within the classroom.

Nevertheless, evidence from observations suggest that Child A is reluctant to work with others during most group sessions; unless encouraged to do so. This could be seen as her preferring independently to complete work in the given time, or not

willing to share the workload with her peers. However, Maths sessions require pupils to work in teams. This gives Child A opportunities to work in a small group to develop her mathematical knowledge. Unfortunately, maths is a challenging subject for Child A. Although Child A demonstrates the ability to transfer the skills she has learnt, into real life situations (Welsh Government, 2016b). Child A can have difficulties in understanding mathematical concepts during some of the lessons. Although, by providing a preview of the lesson as a warmup activity this has proven to be beneficial for Child A. This provides her with the opportunity to practise the content of the lesson prior to the main session; providing opportunities to identify any difficulties.

Within maths Child A's social skills are improving when she is receiving support from her peers. Evidence from observations (See Appendix 3) suggests that on occasions Child A requires additional support. Peer support is encouraged to support learning. This is known as scaffolding according to Vygotsky as cited in Brain (2000). It is a strong teaching method which enables Child A to learn more effectively when working with a teacher or a peer. It develops collaborative working which has, on times reinvigorated Child A's enthusiasm for learning mathematics. Therefore, as observations have identified, scaffolding Child A's learning has helped to identify her zone of proximal development (Brian, 2000), it enables both the student and the adults to identify what she is capable of achieving independently and with support of others.

Bell Foundation (2019) suggest that EAL pupils need some understanding of literacy prior to learning mathematics. This will improve their understanding of the

terminology being used. This could have a positive impact awareness in maths. However, Child A has a strong understanding of literacy, yet maths is still challenging in some areas for her. Child A struggled with the concept of finding a missing coordinate in simple 2D shapes within the first quadrant. This was something which the more able pupils should be able to achieve. However, through further discussion and modelling the different ways of working out the missing coordinate, Child A gained further understanding.

During topic sessions, which link in History and Geography subjects, Child A demonstrates a passion to learn the topic about 'Victorians'. Child A was curious regarding to the lifestyle during the Victorian Era. Child A's positive attitude towards learning about the Victorians through her curiosity and excitement to explore and research key questions and facts about the Victorians. This lesson consisted of a literacy and DCF cross curricular research lesson. Child A was eager to use ICT in order to research her answers. This was due to her having a strong interest in ICT as it stimulates her learning. However, Higgins *et.al* (2014) argues that the use of ICT has reasonable impact upon the learning of individuals with a Primary School but there are other forms of effective research tools which could benefit individuals more.

Linking closely with the DCF (Digital Competency Framework) it was clear that Child A had a strong understanding of the DCF skills; predominately the 'Interacting and collaborating' strand and focusing upon collaboration and storing and sharing (Welsh Government, 2019). Child A demonstrated her wide range of knowledge and skills by creating a Google slide document to present her findings and share with the class teacher. Topic lessons increases Child A's motivation to learn about the different

Victorian lifestyles and encourages her to prioritise what she wants to learn. Through pupil voice which is essential with regards to 'A Curriculum for Wales' (Welsh Government, 2015). Child A was able to express and identify how she will present her findings. By using comparative connectives and using key facts from the Victorian period about rich/poor people compared to life within today's society. This was a key interest of Child A. Evidence suggests that Child A had no significant issues in demonstrating her ability to achieve the 'Historical knowledge and understanding - identify differences between ways of life at different times' skill (Welsh Government, 2008, p. 12).

Through a class discussion, partnership work and positive attitude for learning about the chosen subject, Child A was able to communicate effectively, both written and orally producing a high standard of work (See Appendix 4). Child A's desire to learn and achieve the best possible outcome has a strong impact upon the presentation of her work. Her passion of English and History was evident through her work as she was able to achieve the highest star rating.

These series of Topic lessons focusing on the Victorian period developed not only Child A's oracy skills but her physical, intellectual and social skills too. Child A is able to communicate clearly with adults and with her peers, when given the role of supporting her peers. Child A thoroughly enjoys being the 'class learning model' and supporting her peers to achieve the expected success criteria. This can have a positive effect upon the wellbeing and learning of Child A. By participating in pupil to pupil work support. observations have proven that Child A has developed a sense of belonging which has resulted in her having a positive mindset and wellbeing. Young Minds (2015) statistics suggest that mental health issues occur mostly within primary

aged children. Therefore, by providing a secure and safe environment and giving pupils a sense of belonging is essential. This is something which adults are doing in regards with Child A who is supporting others and will regularly have their work displayed as a success example for other pupils to follow.

Next steps

It is evident from the data collected that Child A has a strong positive attitude to the majority of areas of learning, predominately English and History (Topic). On occasions, Child A has associated real life situations to the theme of our learning. An example of this would be linking 'Shillings' to 'Pounds' within maths and topic. Child A was able to work out using conversion, such as 'how many pounds was equivalent to a specific number of shillings', as multiplication is a strength of Child A. Therefore, to ensure that Child A's knowledge of multiplication remains at a high standard, reinforcing mental maths strategies and warm up sessions is an important next step. This will develop Child A's mathematical knowledge throughout and reinforce her ability to use mental math strategies in real life situations (Benjamin and Shermer, 2008). Another key step which could be used in order to support Child A's mathematical knowledge and to ensure she can progress onto the next level, would be providing practical situations and mathematical problems for her to solve.

Evidence shows that children can benefit from practical situations and using ICT throughout their learning (Hobart and Frankel, 2009). Therefore, reinforcing ICT interactive games as a whole class input would ensure that Child A could progress and gain further understanding of a given area. An example could be, introducing coordinate game online and asking learners to plot, read and write coordinates. This

will reinforce and link to previous learning and provide opportunities for Child A to gain a solid understanding of the key learning objectives within the lesson. The use of practical resources would also be an important next step for Child A, as it will provide a kinaesthetic style of learning. This could be through the use of multi links and interactive flashcards within a small group to explore different areas of a shape. This will improve Child A's fine motor skills, by encouraging her to manipulate the resources provided in order to gain some understanding of the topic within Maths. Furthermore, this will have a positive effect on Child A's social skills and will encourage her to communicate effectively throughout all lessons. Which will support her oracy development.

Within School B implementing oracy skills throughout all aspects of learning is important because this will support all pupils with language barriers. Therefore, by providing Child A with different opportunities to encourage and develop oracy skills is an essential part of her learning. Researchers, Slattery and Willis (2001) state that pupils who are bilingual or multilingual will have a strong passion for a language lessons and/or learning new languages. Evidence has shown that Child A thrives during English and Topic lessons as she is completing the highest level of the success criteria. Although, in order to progress further, Child A should be given the opportunity to develop her answers, using connectives and justify her reasons too, with opportunity to think of her answers first. To achieve this, the use of effective questions is essential. By providing effective questions it provides an opportunity for Child A to critically think and develop a discussion with others around her. It enables Child A to expand on her knowledge of a subject and encourages them ask questions themselves which also promotes effective engagement (Walsh and

Dankert, Sattes, 2015). This could be implemented through a range of literacy, topic, mathematics and science lessons. Not only will effective questions enable Child A to engage effectively with a topic, it will allow the teachers to assess and monitor her progress and understanding of the subject. Identifying what she understands or needs further scaffolding with and encourages teachers to implement the next steps. Additionally, providing opportunities for Child A to peer teach within the class will be a positive experience for her too. It will improve her wellbeing by giving her a sense of belonging and achievement, knowing that she is a 'more knowledgeable other'. Also, through praise and celebrating her successes she will be encouraged to be a risk taker and know that she is able to achieve more.

In addition to this, there are other activities which could be a beneficial next step for Child A. An example of this would be, 'hot seating' and reading stories prior to the main activity. Slattery and Willis (2001) further explain that the use of reading stories and linking to the theme of English lessons will further develop pupil's passion and understanding of the subject. Also, it provides opportunities for young children to progress their understanding more through obtaining the different vocabulary unconsciously. Hot seating will encourage Child A to develop her oracy skills, through asking questions. It can also further her understanding on a topic through improving her oracy and communication skills. Communication and oracy skills are essential with pupils who speak English as an additional language (Sams, 2017). It will enhance their thinking skills across the curriculum and provide additional opportunities for Child A to communicate effectively through role play activities. This is a key element within the English Programme of Study (Welsh Government, 2016a). In future practise this will be a positive and stimulating activity which can

encourage Child A to gain further information about a specific character or take on the role of a person from centuries ago. This will ensure that Child A's passion and enthusiasm for her favourite subjects will continue but there are next steps put in place to improve her academic attainment.

Child A will also benefit through the support of DCF. If DCF is implemented in the different subjects, it can encourage Child A to develop not only her knowledge of the subject but the different skills within the DCF. These include storing and saving documents and using different applications which can be embedded effectively throughout her learning. Furthermore, using additional applications which can improve Child A's DCF awareness and use of oracy skills throughout such as Do Ink (Green screen), iMovie and stop motion. It will encourage Child A to develop her social skills by working with peers to create a story or interview. Additionally, it will improve her understanding of the different elements within each framework; promoting cross curricular learning. As Barnes (2015) suggests that cross curricular approaches offer a range of experiences which enables individuals to manipulate the physical world around us. Therefore, it will benefit the learning of Child A as she will be given opportunities to manipulate the world around her, using different resources, skills and links to previous learning to develop her understanding.

Finally, parental involvement would be beneficial in facilitating the learning of Child A. Surveys have shown that only 32% of parents are actively engaged with supporting their child with homework (Peters *et al.*, 2008). Furthermore, it is suggested that many parents are not confident with supporting their child(ren) with their homework, as they do not fully understand the way their children are taught

within today's society. Therefore, this is a clear implication of lack of parental support with homework. In order to address this situation providing parental workshops to not only educate but support parents would be beneficial. Providing workshops such as: English (reading, writing and oracy) and basic math workshops. This could not only benefit Child A's understanding of certain subjects but will benefit parents too. This will enable parents to work effectively with their child in order to support their understanding of a given subject. Additionally, Child A would benefit from having homework set for her to reinforce what she has learnt that week during, maths, English or any subject. It can reinforce and encourage Child A to gain a solid foundation within the subject.

Conclusion

This research was set out to explore and track a target pupil's progress and their holistic development whilst using The Mosaic Approach and addressing Child A's attitude, skills and knowledge in regard to learning (Nottingham, 2013). Using this approach provided the opportunity for Child A to use pupil voice freely and take an active role within her learning and the way she would like to learn. On the other hand, Bragg (2017) argues that children with learning or disabilities could have difficulty in understanding the concept of taking an active role within their own learning. Therefore, this approach may not always be as effective. However, this was not an issue regarding the research taken from today.

Evidence (See Appendix 3 and 4) from the data collected shows that Child A had a strong passion for English and as a result of this it has played a significant role within Child A's learning of English and other subjects. This enabled the teacher to observe and assess her reading ability and identify any vocabulary which she found

difficult. This then provided the opportunities for scaffolding to occur, for Child A to support peers in their understanding of English. Evidently, this supported her well-being and gave her a sense of achievement and belonging. Which is essential in promoting positive mindset within schools.

Furthermore, the research has identified that although Child A had some challenges with some aspects of Maths, through perseverance and her passion of learning benefited her greatly. This was also evident through the support she had from her peer group too. Child A's social and oracy skills were improved by answering and asking questions. Finally, in order to progress Child A learning on to the next step there are many initiatives which could be offered to support her learning. Such as: parental workshops, DCF cross curricular lessons and encouraging oracy skills to be utilised throughout all lessons. These will enable Child A to have a positive support network around her, and ensure that all lessons are fun, interactive and stimulating throughout.

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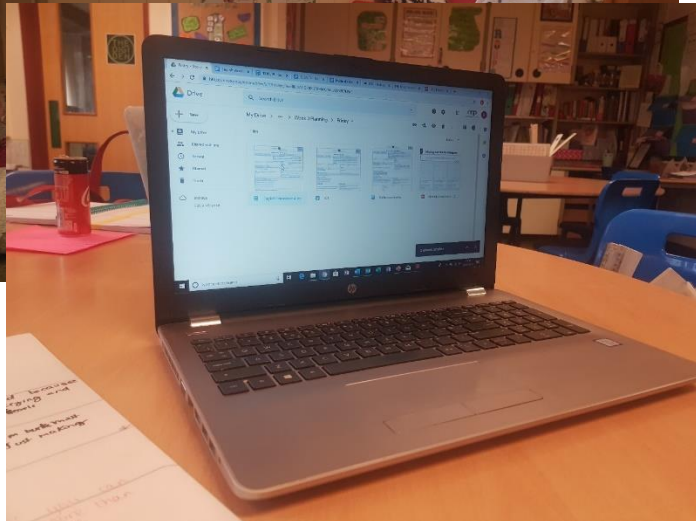
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Appendix 1

Television which connect to laptops. This is used instead of an interactive white board.



This is the reading corner, with a sofa and stools which books in the corner.



A laptop which Child A has used on a regular basis or a chrome book for her learning.

Appendix 2

Transcript 1

T: What things or resources help you learn?

Child A: Help me learn?

T: Yes, is there anything from the lessons I have taught you or Mrs W have taught you which you have thought, this really helps me?

Child A: I don't know. Lots.

T: Can you explain more?

Child A: The sheets you give us with different words on there which can make our writing better. Like when we compared Mr Spink and Rosie, you gave us those to help us get three stars.

T: Okay, anything else?

Child A: Erm... doing things and using chrome books and iPads and working with my friends.

T: Why do you think chrome books and working with your friends help you learn?

Child A: Because we can talk and share ideas, and I enjoy researching, like we did about the Victorians and then it helps me write more.

Child A

15/05/19

English

Very excited to read the story of The street Child today. Eagerly wanted to read in front of class. Difficulty on some vocabulary but very good attempt.

16/05/19

Need further encouragement with maths. Sat with peer to help her understand the concept of coordinates today. Need further encouragement.

Appendix 4 Work

