

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

Introduction

The research being carried out took place within a nursery seeing that amalgamated with a primary school in 2016. The school is located in a suburban area in the Vale of Glamorgan. Poverty is an apparent factor in the catchment area with the percentage of free school meals being 34.4%, this is well above the national average for Wales, which is currently 19% (My Local School, 2019). The school is currently a pioneer school, working with the Welsh Government and other schools in order to take forward developments relating to professional learning and the curriculum (Estyn, 2019).

In order to carry out this research on a detailed analysis of one child's holistic development, it was required to choose a focus child. The focus child (referred to as Child A throughout) is a four-year-old female in one of the Nursery classes, who is due to start Reception class in the school in September.

Previous assessments of Child A carried out by the class teacher showed Child A as meeting Outcome 2 in her learning with some elements of Outcome 3. The expected Foundation Phase outcome for the end of Nursery is Outcome 2, with Outcome 3 being the expected outcome at the end of Reception (Welsh Government, 2015).

When asking the class teacher for an overview of Child A before commencing the research, Child A was described as MAT (more able and talented) in drawing and number work, starting to hear initial sounds and loves the outdoor area; in particular the obstacle course.

Data Collection

The primary method for collecting the data was the Mosaic approach which is a framework for listening to young children's perspectives of their daily lives, integrating visual and verbal perceptions from children (Clark and Moss, 2011). The Mosaic approach has been inspired by education pioneer Reggio Emilia, who supports educators including children's voice in their development whilst also looking beyond development to capture broader aspects of experience for reflection (Wien, 2010). With respect to this method, it invites us to be curious and wonder about the meaning of events to children through focusing on children's understanding of the world and becoming co-learners with the children (Wien, 2010). The Mosaic approach is made up of tools which are believed to play to the strengths of young children with being active and accessible methods of gathering data (Clark et al. 2011). The combination of drawing all the above data together allows for a holistic picture of what a certain event means to the children from their perceptions, thus leading to a new platform for listening (Clark et al. 2011). The data collected from the Mosaic approach is qualitative data which provides rich data that can show patterns, themes and regularities when analysing data (Cohen, 2007). Although, Miles and Huberman (1984) support that qualitative data provides us with data rich in detail, they highlight the significance of knowing what data you are looking for (selection and reduction) when working with qualitative data. This is due to the vast amount you may gather and is to ensure you do not overlook important data.

Let us now turn to the tools within the Mosaic approach allowing the researcher to gain visual and verbal perceptions from the child. The first method to focus on is the use of participant observation of a child in their familiar environment; in this case their Nursery school. Participant observation involves the observer taking an active role in the activity (Welsh Government, 2008) which in turn reduces the objection of children in observations (Watts, 2010, p.2). The contribution of the observation within the mosaic approach is that it can provide a narrative account of individual episodes that can then be discussed with the child if appropriate depending on age of child (Clark et al. 2011). Observation is a traditional method that enables us to understand the interests, needs and abilities of young children (Clark, McQuail and Moss, 2003).

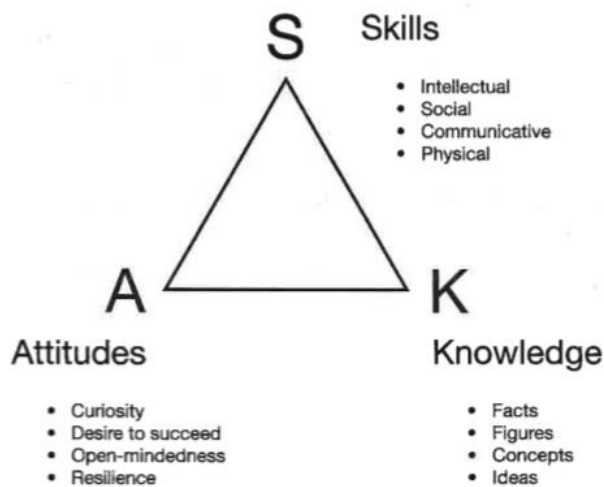
Child conferencing within the Mosaic approach is an important tool as it provides an active child-focused view on talking about favourite things in school (Clark, et al. 2011). However, Gollop (2000) poses the limitation of this tool, suggesting that children may try to provide an answer that they believe the adult is hoping they provide. Therefore, it is important that the child is aware that there are no wrong or right answers during this process (Clark, et al. 2011).

The Mosaic approach has extended and adapted on previous research that has used children's photographs (Daycare Trust, 1998) in order for young children to provide a more in-depth view of their life. This technique also links to the last tool in the Mosaic approach, which is creating a map of their favourite areas. This tool works particularly well in younger children or children who cannot speak or write (Davis and Watson, 2000, p.211) due to visual representation creating a stronger 'voice' than written or verbal (Clark et al. 2011).

Ethical Considerations

With regards to gathering data using the Mosaic approach, it is important to always consider ethical implications with BERA (2019) ethical guidelines being adhered to, the schools safeguarding policy and the University Research Ethics and integrity Code of Practice (UWTSD, 2017). A consent form was gained from Child A's parents (appendix 1) and a permission letter to allow the research to be carried out (appendix 2). All children involved will remain anonymised, with the data collected being kept confidential in accordance with the Data Protection Act 1998 (Legislation.gov.uk, 1998) and children have the right to withdraw from the research at any time. Article three of the United Nations Convention for the Rights of the Child; whereby children's rights are respected by people in power and their interests a primary consideration, will be upheld (UNICEF, 1990).

Analysis of Learner



The diagram shows the 'A.S.K model' which is used within this research when analysing learning. All three areas are imperative in children's education and portray a holistic view of learning (Nottingham, 2013).

Attitudes and Skills

Child A shows a positive attitude towards her wellbeing/what makes her happy. The first example of this was her eagerness to carry out the task of taking photographs of her favourite areas in nursery and creating a map of the order she visits these areas (appendix 3). Through the use of modelling a positive attitude and showing curiosity about Child A's favourite things in Nursery, this encouraged Child A's positive attitude. Child A showed curiosity when completing the map with her photographs thus demonstrating she possesses intellectual skills in being curious about something (Nottingham, 2013). Another factor that links to Child A's positive attitudes towards her own wellbeing is her rapport with another child (referred to as Child B for the purpose of this research), showing Child A possesses good social skills in this regard. Child A has also shown to influence and encourage Child B when talking to other children and sharing (appendix 4). Child A and Child B are always together during time for the continuous/enhanced provision. The relationship is primarily positive for Child A's wellbeing as friendships are associated with positive wellbeing and an indicator of coping skills and greater self-worth later in life (Holder and Coleman, 2015). Child A and Child B always bring in a cuddly toy to Nursery and interact with them together and when questioned they stated they were their babies (appendix 5). With regards to these cuddly toys and Child A's attitude towards her own wellbeing, this could be a coping strategy of being away from home, showing she is aware of how to regulate

her own feelings (Goldstein, 2012). Child A has stated that she likes Nursery as it is fun and her favourite thing was the climbing frame (appendix 5). The fact that Child A has the opportunity every day in Nursery to be involved in play that is fun to her, encourages positive emotions that contribute significantly to a sense of wellbeing and is known to improve the quality of life for children (Goldstein, 2012). Although it seems evident that Child A seems to have a positive attitude towards her own wellbeing, when asked how she would feel if her 'bestie' (this is how Child A refers to Child B) wasn't in Nursery to play with, Child A said she would feel 'sad' (appendix 5). Therefore, as Child A and Child B only seem to play with one another, if either child isn't in on a given day, this may have a short term negative effect on their wellbeing.

Let us now consider Child A's attitude towards physical development. All of Child A's favourite places in the Nursery were outside (physical development) (appendix 3) with the exception of the mark making table inside. Observations outdoors have shown Child A possess physical skills such as balancing, climbing and being able to ride on a scooter independently with confidence. Child A experiments with different designs of the obstacle course showing a curious attitude. During a physical development observation, Child A was able to climb to the top of the climbing frame but had to persevere when working out how to get down safely, showing she had developed courage and determination. According to Bingley and Milligan (2014) children prefer outdoor activities and engage in more explorative play as they can adapt and modify the environment to meet their needs, thus being a suggestion for Child A's positive attitude to physical development. Child A shows intellectual skills in this area whilst playing with Child B, showing she understands Child B's idea (appendix 6). During a physical development opportunity Child A displays her communication skills whilst carrying out an activity outside by responding verbally to another child's body language due to his limited language (appendix 6).

Child A seems to have a very positive attitude towards literacy, closely linking to creative development, in particular writing and mark making. The only area indoors that Child A put on their map of favourite areas was the writing table (appendix 3). Child A used the writing table mostly for drawing but carried out writing tasks within focus tasks with an adult. Child A would draw a picture most days and sometimes include letters and numbers on her picture (appendix 7). Most of Child A's drawings

are of characters from stories or animals (appendix 8), possibly indicating she is using drawing to tell stories and express an event she has heard, influencing her positive attitude to creative development (Department for children school and families 2008). Child A expresses intellectual skills as she shows an understanding and relevance of an idea through her drawing and mark making and asks relevant questions (appendix 9). During a focused task with myself, Child A was able to copywrite letters independently and wanted to keep writing as many letters as possible (appendix 10), also indicating fine manipulative skills when writing. Child A also has a positive attitude to reading at home (tricky words – appendix 11), and when asked to read with myself in school (appendix 11). Child A shows positive attitudes towards oracy with Child B but is more reserved when speaking to adults or in a group. This could be due to lack of confidence when speaking to others. A behaviour Child A shows when talking to adults or groups of children is that she speaks more softly than she does when speaking to Child B. According to Psych4Schools (2019) this behaviour may indicate anxiety when speaking (in this case in a group or with an adult).

Numeracy was the area of learning that Child A showed the least engagement in, although she still excelled in this area of learning. This could be down to the fact numeracy work generally observed was not particularly active, creative or challenging to Child A. Another factor is that the activity was carried out in a group, which as identified earlier, Child A speaks more softly and appears less confident when working in a group. Child A's attitude to numeracy improved when a numeracy task was taken outside (appendix 12). Child A was asked to create a hopscotch and fill the numbers in. Child A was instantly engaged in this activity, a few possible factors that could have influence her attitude could be that the activity was taking place outside (an area she has previously identified as a favourite area), more practical activity and Child B was also carrying out this task. With regards to intellectual skills, Child A shows she understands the relevance of an idea within a numeracy session (appendix 12).

Knowledge

Child A's knowledge on the focused areas of learning are being analysed against the 'Foundation Phase Framework -FP' for Nursery age. Refer to FP outcome information mentioned previously in the introduction.

Child A for her age seems to be aware of what makes her happy and takes part in opportunities within nursery that relates to her interests (wellbeing). Child A is aware of her own feelings and has the ability to express them in an appropriate way. Child A has shown respect and affection for other children (appendix 4) and understands what their environment (Nursery) has to offer when playing alone and with others and Child A has shown to ask for assistance when needed (appendix 5) (Welsh Government, 2015). With regards to Child A becoming an independent thinker and learner (Welsh Government, 2015), this was more difficult to gauge as a lot of the time Child A and Child B did the same things which was a positive impact on Child A's wellbeing but difficult to indicate how independent Child A was. For example, when Child A was asked to complete an 'All About Me' drawing, Child B also wanted to draw one and the outcome of the pictures were that although they drew the things slightly different their ideas were exactly the same ,e.g. both of their favourite food was pasta and both of their favourite thing to do was the climbing frame (appendix 13). Therefore, it is hard to gauge how much of an independent learner Child A is with regards to her personal development, Child A is attaining a strong outcome 2 in this area of learning with some elements of outcome 3 (Welsh government, 2015).

Child A within the Physical development area is achieving many gross motor skills as indicated in previous observation notes (appendix 6) on her play outdoors. Child A has also shown development of fine manipulative skills with regards to her control when writing and drawing and is starting to show awareness of dangers and safety issues in the outdoor environment (Welsh Government, 2015). Child A was observed adapting the obstacle course to fit her needs, thus developing her understanding of planning, designing and modifying (Welsh Government, 2015). Child A is attaining an outcome 2 in this area of learning whilst beginning to show aspects of outcome 3.

With regards to Child A's knowledge in the creative development area of learning, she has shown lots of skills in the art, craft and design section. Child A has shown within her drawings (appendix 7,8 and 9) that she has developed her understanding of colour, line, pattern, shape and form. All Child A's drawings are good representations of what she is drawing, for example; her drawing of Clara the Cookie Fairy, she has not only drawn a girl character, but she has added details onto her such as wings and the correct colour for her skin etc which makes it even easier for an onlooker to know who she has drawn. Whilst Child A drew her favourite character from 'Goldilocks and the Three Bears' (appendix 8) she was able to reflect on her own work and use different resources to create her drawings, e.g. drawing on an iPad as an alternative to drawing on paper. Child A shows an awareness of music as she joins in with nursery rhymes and responds to the music by putting actions to the songs (Welsh Government, 2015). With regards to outcomes, Child A is showing elements of outcome 3 in her drawings with regards to accuracy of creating images but with regards to other areas within that area, Child A is attaining a steady outcome 2.

Within Language, Literacy and Communication, Child A is excelling at this area of learning. As you can see from Child A's written work (appendix 10) Child A is copying and writing letters which shows she is reaching the Reception outcome for this writing strand (Welsh Government, 2015). Within the reading strand of the national curriculum, Child A is able to link objects with spoken initial sounds (outcome 2) (appendix 14) and is beginning to link spoken sounds to letters and read high frequency words (appendix 11). However, although Child A recognises the letters when shown, she is not consistent in saying the sounds, rather she is saying the letter names which the class teacher informs me a lot of the parents within nursery teach their children the letter names not the sound (phonetically). With regards to Child A's knowledge in the oracy strand of literacy, she is beginning to identify initial sounds in spoken word (appendix 14) which is outcome 3 and she is able to listen and join in with songs, rhymes and stories (outcome 2) (appendix 6). Overall Child A has an outcome of 2 for literacy and is definitely showing elements of outcome 3.

Although Child A showed the least positive attitude to the mathematical development area of learning, she still showed a good level of knowledge. Child A is able to count reliably up to 10 objects when matching 'ants' to number tile (outcome 3) and recite numbers up to 20 forwards (outcome 3) (appendix 15). Child A is also able read and write numbers to 10 which is required as a reception outcome and Child A was able to write out numbers to 10 independently into a hopscotch she had drawn outside (appendix 12). Child A is also beginning to order numbers to 10 (which is encroaching on outcome 3) and use marks to begin to record collections when completing a tally chart (outcome 2). Child A is also starting to use the terms 'first', 'second' in activities such as when choosing her first choice of book and then choosing her second choice of book and understanding what those terms mean (appendix 16) Overall Child A is achieving a strong outcome 2 in mathematical development with some elements of outcome 3.

When considering the data on Child A it is important to note that the data may be fairly limited due to time constraints, with Child A only in Nursery for the morning sessions. However, there is a range of data collected that gives a holistic view of the Child and includes the opinions of the researcher, class teacher and Child A views of which help increase validity of the data.

Next Steps

Wellbeing is an important area of learning to focus on due to the importance of it in the new curriculum (Donaldson, 2015).

Although from analysing Child A's data she is excelling in focused areas of learning, with elements of outcome 3 in her learning and her wellbeing is good, there is a need for a strategy to encourage a wider network of friends which may in turn improve Child A's confidence when working in groups and playing with other children.

Although Child A and Child B have such a good rapport with each other and according to Demir and Ozdemir (2010) quality friendships are regarded as important to children's wellbeing and adjustment, there is a need for Child A to have friendships with other children as Child A and B cannot rely on each other solely, and the opportunity for them to learn from other children is essential. Bandura's social learning theory found that children imitate and learn from one another (Gray and MacBlain, 2012). This supports the idea of the importance of a wider range of friends for Child A as she will have the opportunity to learn from others, not just Child B. A strategy that could help move Child A into working/learning with a wider range of children and increasing her confidence in doing so is the use of grouping children during lessons. Kutnick and Kington (2010) found that when children were grouped within learning, these friendship groups created showed a positive impact on activities. However, some groups inhibited the learning, therefore the groupings of children should be considered, for example, put Child A into a group where she is almost taking on the leader role to gain confidence. Teachers have the opportunity to set up situations that allow for groups of children to work collaboratively together such as physical activities that involve the use of team work, for example building a bridge together. When thinking of the group work, it could be helpful to bring in Child A's interests and abilities when putting the group together (Sandbox Learning, 2006).

With regards to Child A working with a different group of children, this is a chance of Vygotsky's Zone of Proximal Development to be apparent. This Zone of proximal development is where children can be a more knowledgeable other to another child and help them achieve learning that they couldn't have accessed without their help (Shabani, Khatib and Ebadi, 2010). This is relevant to Child A's next steps as she may be able to achieve something else in her learning if she is with another child rather than always with Child B.

Due to Child A becoming more introverted during group sessions therefore not contributing much verbally and seeming to need more challenge, it is important to consider assessment for learning strategies. The use of effective open-ended questions gives learners the opportunity for children to think independently and allows the teacher to assess what the learners bring to the lesson and what they took away from the lesson (Clarke, 2001).

A limitation to this approach is the need for verbal feedback which Child A may stay away from in group work. Another assessment for learning strategy that may indicate if the lesson was challenging enough for Child A is traffic lights used as self-assessment. This strategy requires the learners to put the red traffic light up if the work was hard, amber if it was ok and green if they found it easy. Self-assessment allows for the learner to think about their own learning and give the teacher an idea of how they found the activity (Cambridge International Education Teaching and Learning team, n.d.). However, with this strategy it is important to be aware that children need time to adapt to this and need the knowledge that no face is the correct answer.

Child A is excelling in Literacy and with regards to her reading she is achieving outcome 3, although Child A is already ahead of her other nursery peers in reading, it is important to put a strategy in place for her to continue her progression. The use of phonics has recently been implemented into the nursery and Child A is excelling in this area. During reading, it was apparent that Child A has some knowledge of the letter sounds but needs support now to make this a consistent knowledge for her. After speaking to the class teacher about this, she explained that this was due to parents not having the knowledge of phonics. Child A has begun the 'Jolly Phonics' programme in Nursery which is a synthetic phonic method that allows children to learn letter sounds, letter formation, blending, segmenting and tricky words (Jolly Learning, 2018). Child A responded well to a practical activity of going on a bug hunt and finding a bug that began with the letter sound.

The first step that could be taken, is the use of scaffolding in Child A's learning of phonics. Gibbons (2015) describes scaffolding as temporary assistance where a teacher helps a learner know how to complete a similar task independently, linking to Lev Vygotsky's theory of ZPD mentioned previously (Sabani, et al. 2010). The idea of

scaffolding challenges the learners and is used when the teacher feels the learner is ready for the next step of learning, where in this case Child A is ready for this next step in literacy (phonics) (Gibbons, 2015). Gibbons (2015) also argues that learners are only learning when they need support/scaffolding from adults. This next step of challenging in learning also links to mathematical development as identified earlier in the study. Mariani (1997) supports this idea that learners are only learning when challenged and states when learners are having high challenge and high support, they are engaged and are accessing challenge and developing learning, whereas when children are in the low support and low challenge zones, they can get bored, therefore not developing learning. According to Gibson (2015) considerable research over a number of years indicates that high support classrooms and high challenge benefits all children in the classroom. However, when using this approach, it is important that Child A isn't given a high challenge and low support as she may become frustrated and anxious in her learning.

Referring back to next steps in Literacy; although Child A has these opportunities within school, parents are the children's first teachers and therefore it is common for children to take knowledge from their parents (Kaiser and Hancock, 2003, p.2). Tricky words have been sent home for Child A to learn at home, however more resources and information should be sent out to the parents to help them with their child's learning. Kaiser et al. (2003, p. 2) found that teaching parents specific strategies to support their children's development can be effective. However, despite the positive impact parent strategies have shown Turnbull and Turnbull (1990) believe parents should not be asked to abandon their primary role as parent in order to become a teacher to their child. Conversely these limitations can be overcome by checking with Child A's parents that they are happy to continue home learning on 'phonics' and ensure sufficient support for Child A's parents is present.

Another reason that Child A showed the least amount of engagement in Mathematical Development is the opportunities she has had in maths that I have observed haven't really had a practical element to them that I know she thrives in. The use of an iPad in Child A's learning has shown engagement and lengthening concentration levels when completing tasks on an iPad. Research on the impact of technology such as iPad increases attitudes and engagements was carried out by Hilton (2018) who found from

a survey on students from year 2 to year 6 that the use of iPad in maths had a positive influence on the learner's engagement and attitudes to mathematics. However, another factor was the teacher's pedagogical approaches embedding iPad into the mathematical lessons was also a contributor to the outcomes. This may be a limitation for some teachers that do not feel confident with the use of technology in lessons such as maths, however this must be overcome as the new curriculum requires the use of DCF to be brought into learning where appropriate (Donaldson, 2015).

The last step to consider in progressing Child A's learning is to use her interests in creativity and the use of outdoors and physical development to further her development. Child A shows good knowledge, skills and attitudes in her physical development and creativity, but data shows she is only using certain areas outdoors (mainly man-made structures) and only drawing on paper and the iPad. However, a next step I believe would benefit Child A in these mentioned areas and cross curricular is the involvement in Forest Schools. Forest Schools are sessions held in woodland based learning environments that provide children with opportunities to develop self-confidence through hands on experience and can be cross curricular (Murray and O'Brien, 2005, p.11). Forest school has been shown to improve self-esteem and confidence, pupils carrying out forest schools were observed taking on new challenges without assistance and talking to new people, which could benefit Child A when developing her friendship group (National Resources Wales, 2015). Research in Forest schools showed improvements in children's ability to work with others and increased their awareness of others (National Resources Wales, 2015). Forest schools allows for creativity, for example creating dens, woodland art and creative art projects, again this creativity opportunity an interest and benefit to Child A to begin to create art with unfamiliar materials. A limitation of this next step that must be addressed is the need for qualified Forest school practitioner to take the session, although this is addressed by a teaching assistant within child A's nursery being qualified in forest schools.

Conclusions

To conclude; this research has helped gain a holistic view of Child A with regards to the areas of learning discussed and the next steps that could be implemented to help progress this child in her learning. The overall view of Child A is that she is excelling in her learning and her wellbeing is in a positive state. The use of the Mosaic approach when gathering data on the child has shown to be effective in complying a varied range of qualitative data, from different perspectives; the researchers, the class teacher and Child A. The 'ASK' model has also shown its effectiveness when analysing a child's attitudes, skills and knowledge with regards to their learning. The child's view and the teachers view of Child A's learning is consistent with the findings of the researcher that shows reliability in findings. The holistic view of the child's learning using the data collection method and analysing method helped, when thinking of the next steps for the learner's progression in the areas of learning discussed. The next step strategies are usual for future assessments being carried out on learner's holistic development.

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Appendices

Appendix 1 – example of consent form

Appendix 2 - permission letter from class teacher

Appendix 3 – photographs/map of areas important to Child A in Nursery

Appendix 4 – dialogue

Appendix 5 – conferencing notes

Appendix 6 – dialogue

Appendix 7 – creative

Appendix 8 – creative

Appendix 9 – writing

Appendix 10 – writing

Appendix 11 – reading

Appendix 12 – maths

Appendix 13 – assistance

Appendix 14 – all about me (Child A)

Appendix 15 – Literacy

Appendix 16 - Maths



Appendix 1

Dear Parent/Guardian,

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

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

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

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

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

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

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

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

Appendix 2



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

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

Dear class/senior mentor,

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

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

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

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

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

STUDENT NAME (PLEASE PRINT): EVIE BOARD

SCHOOL NAME (PLEASE PRINT): CADOXTON PRIMARY SCHOOL

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

ELLE PEATE

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

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

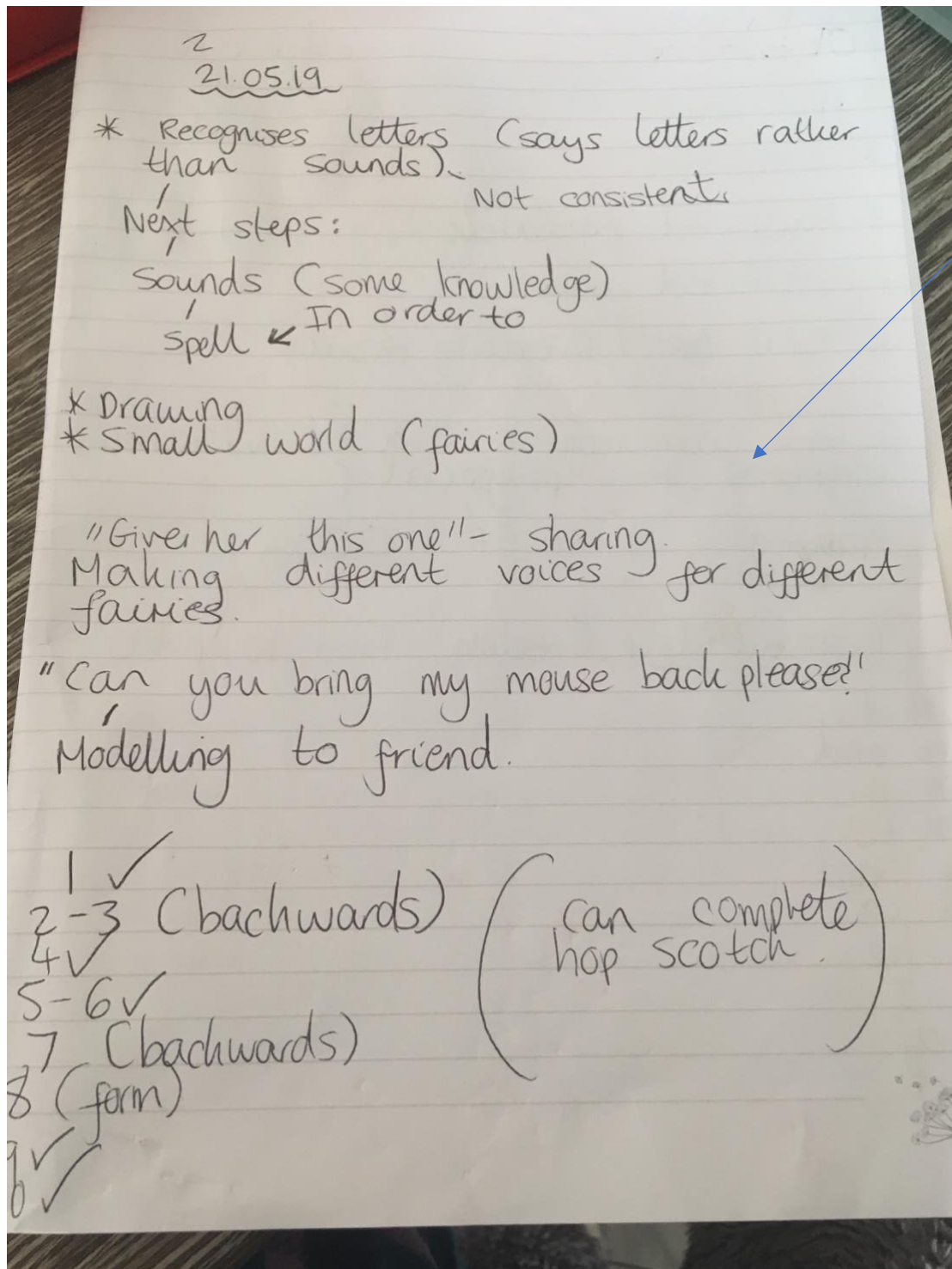
Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 3



Appendix 4



Appendix 5

wellbeing (someone shouted at them)
left house (told myself what
was wrong) when asked.

CF - climb to top
and got off (I)

Slide, ipads, £

Do you like Nursery - ✓

CF (fun)

Sandpit

Like costumes

special
SW - ok
writing.

'Besties'.

Sad (when friend wasn't in)

Cuddlies (Their babies)

Appendix 6

Child A

~~Wine~~ - Joined in with rhymes/songs
doing actions - enjoyed
climbing frame. - Top of

Taking turns - saying 'Wow' ^{To friends' pose}

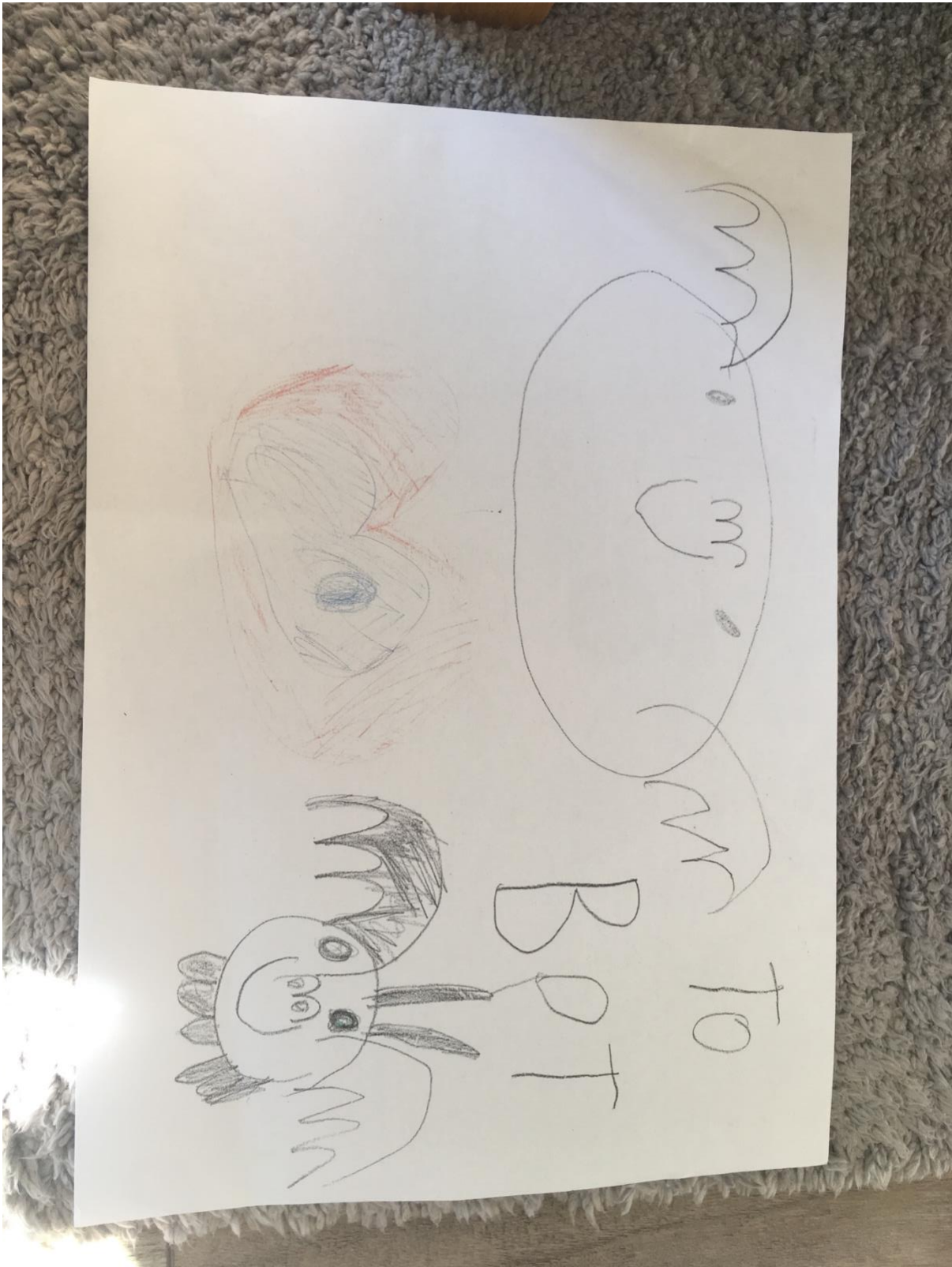
(closing eyes - open to see gymnastics)

Same gym class (Besties)

climb, hang off pole and
hand ropes. Walk on thin rope

'We need to do it by ourselves
sorry' - when someone else tried to
join in.

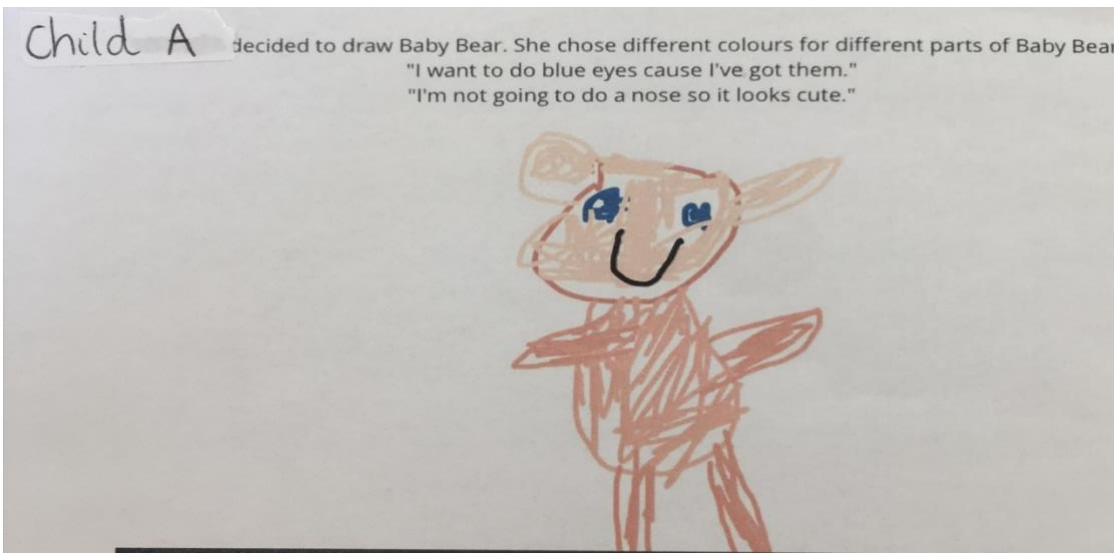
Appendix 7



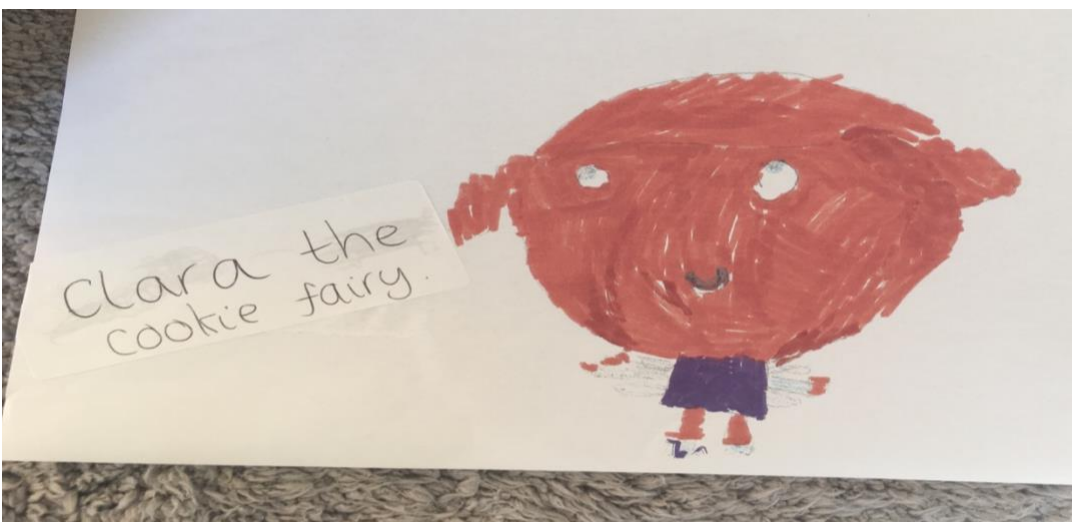
Appendix 8



Created on
'seesaw' app



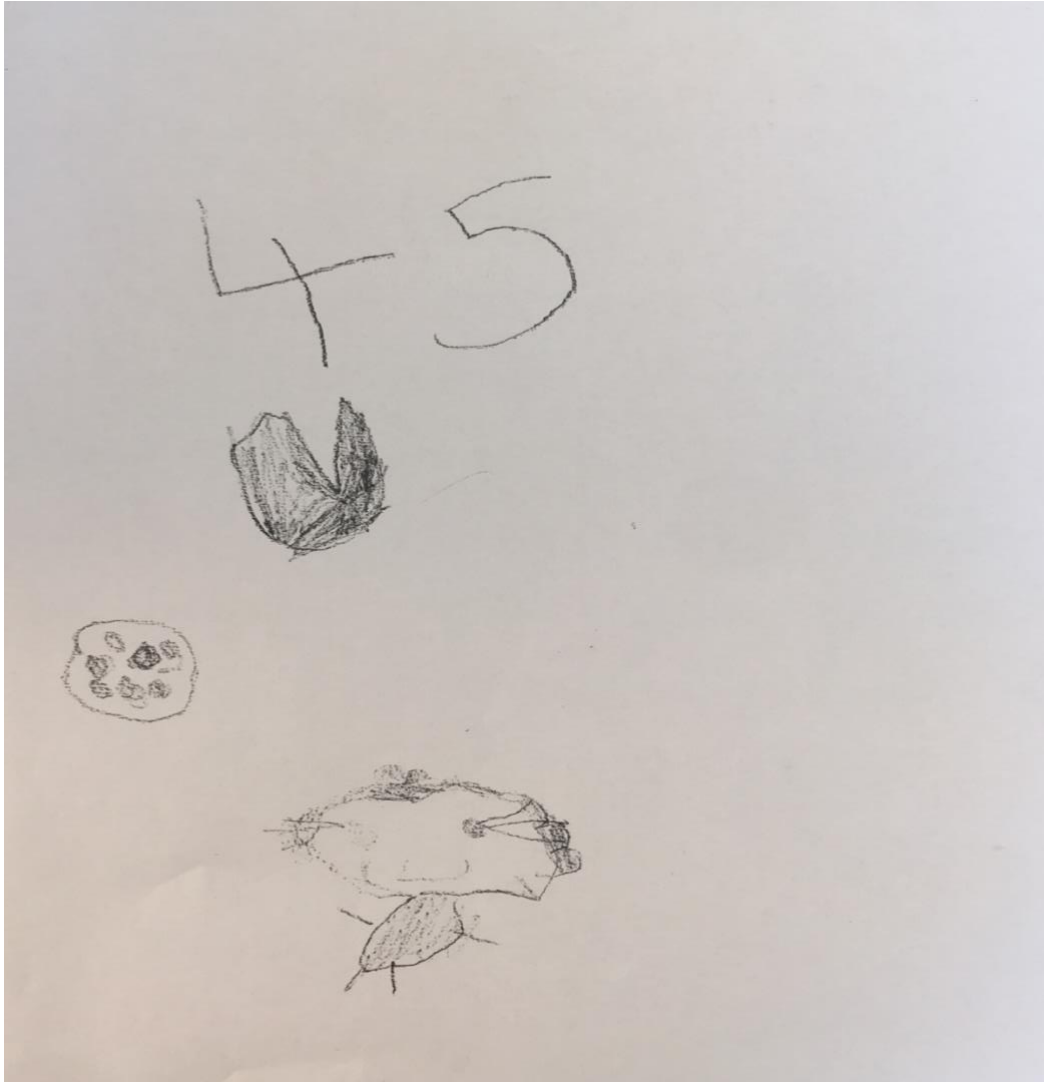
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'seesaw' app



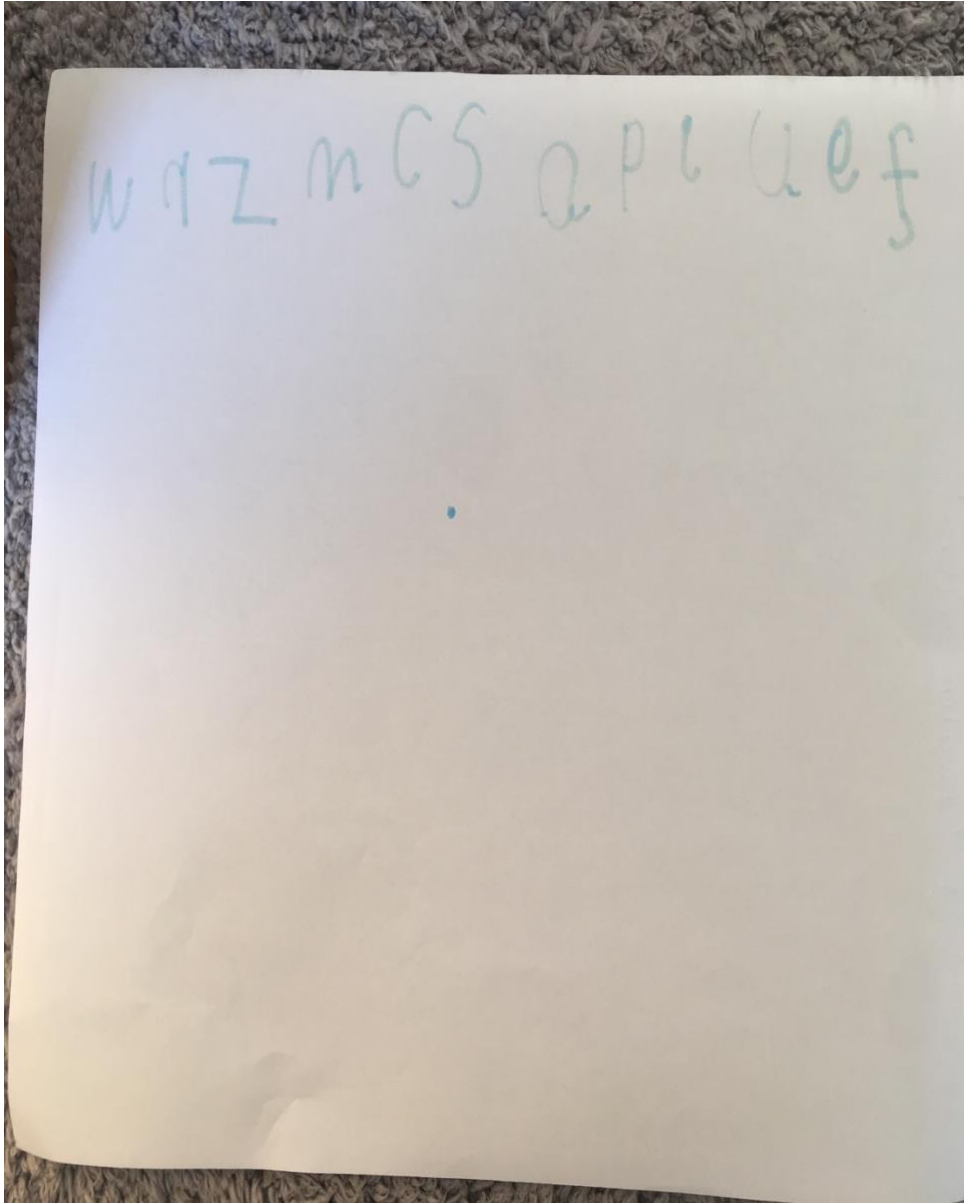
Completed at
writing table

Appendix 9

Child A "I love you cookie fairy, I hope you have 5 pets or 4 pets."



Appendix 10



Child A could copywrite these letters independently.

Child A recognised letters and said letter names rather than the sound.

Appendix 11

Canolfan Addysg Athrawon
De-Orllewin Cymru
The South West Wales
Centre of Teacher Education

C11b

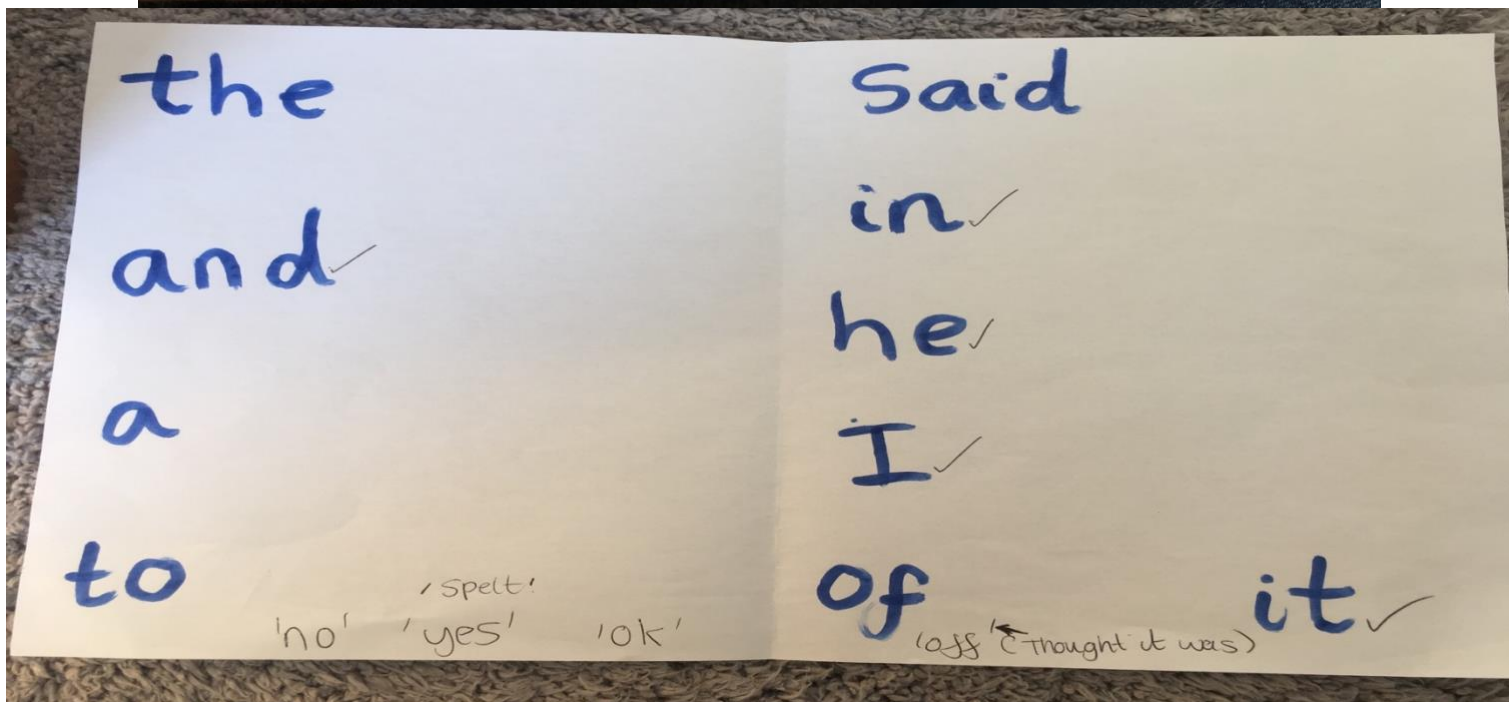
Reading record

Name of learner: child A

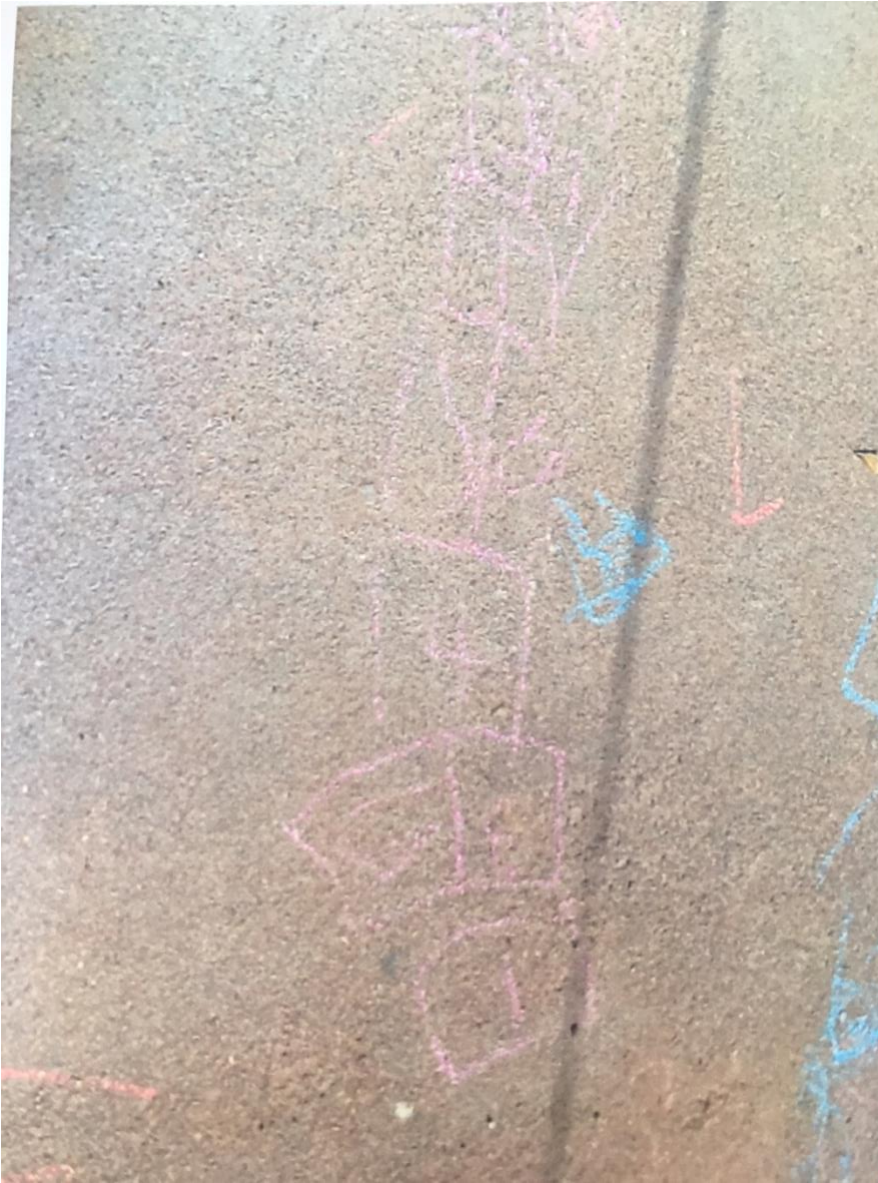
Reading age (if known):

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)
16.05.19	'That's not my pirate!'	Fiction.	child A chose this book to take home to read.
17.05.19	'Fat cat on a mat!'	Rhyming book.	Sounded out 'fat', 'cat', 'hat' and 'mat'. Responded to pictures. knew what was coming next. said she had read it before.
21.05.19	Tricky words (First 10)	Tricky words (First 10)	could read 'and', 'in', 'I' and 'it'.

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



Appendix 12



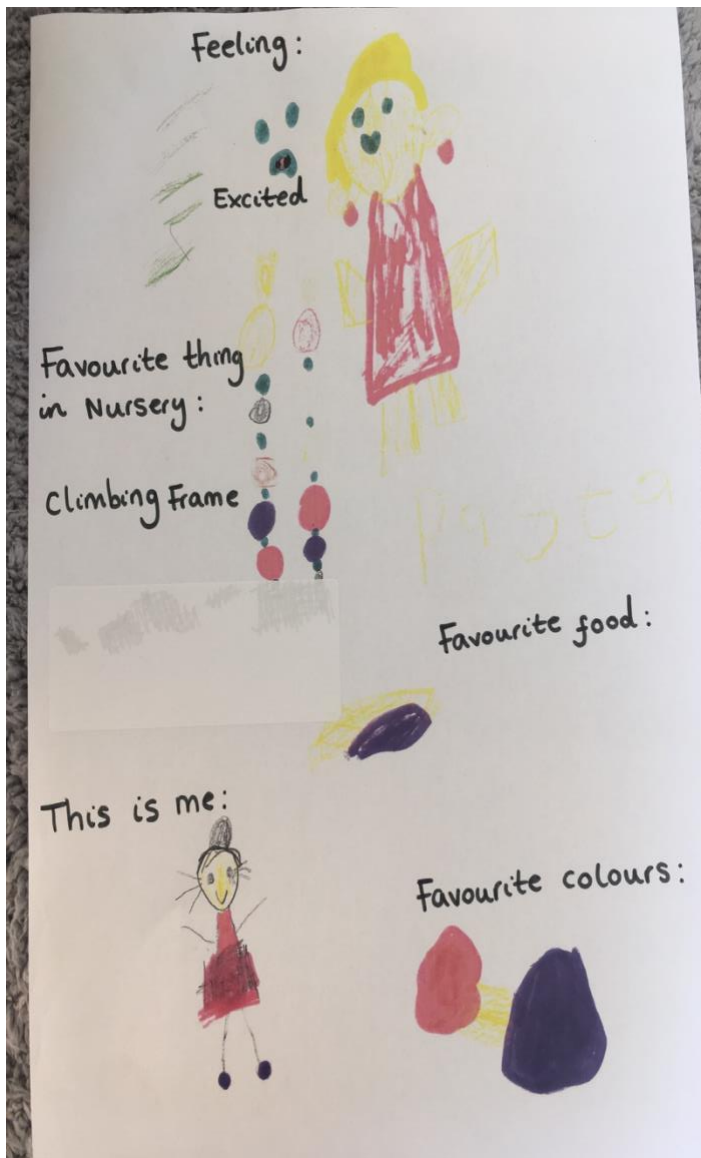
Child A drew this hopscotch independently and was able to write all numbers into the hopscotch.

Child A wrote 2,3 and 7 backwards and shows help is needed when forming '8'.

Child A was able to complete the hopscotch physically, hoping from one leg to two etc.

Appendix 13

Child A



Child B



Appendix 14

Achieved	Comments
RAG* 	Confident with 'a'.
RAG* ✓	confident with 'a'.
RAG*	—
RAG* 	Becoming familiar with 'a'.
RAG*	—
RAG*	—
RAG*	—
RAG* 	Becoming familiar with 'a'.
RAG* 	Becoming familiar 'a' with

L.O: Phonics 'a'	Next steps for learners	L.O:
Appropriate? Yes/No		Appropri Yes/No
RAG rating		RAG rati
G		
G	✓	
—	—	
A		
—	—	
—	—	
—	—	
A		
A		
A		
—	—	
—	—	
—	—	
—	—	
A		
G		
—	—	
Next steps: Introduce 't' + revisit 's' and 'a'. Ensure confident in 's' and 'a' before moving onto 't'		
Difficulty		

Appendix 15

Achieved	Comments
RAG*	counted to 20. counted out 4 ants.
RAG* ←	counted up to 20. couldn't recognise '13' matched 9 ants
RAG*	Recognised 11 + counted 11 (I)
RAG*	counted to 5 matched 3 ants
RAG*	out of group.
RAG*	matched + recognised 8 with (I)
RAG*	Absent
RAG*	10 with (I) ~~can~~ matched
RAG*	Absent
RAG*	12 matched counted to 10.

match numbers/objects	learners
Appropriate? (Yes/No)	
RAG rating	
G	●
*	*
*	*
G	●
—	—
A	●
—	—
G	●
—	—
A	●
A	●
G	●
A	●
A	●
—	—
A	●
A	●
A	●

bers past '10'.
● count up to 10 objects.
● count up to 5 objects (I)
icant difficulty Amber = some



Appendix 16

Child A used the pink pen when selecting her first and second choice book

