

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

Student Number: 1803357
Group Number: 1
Module Number: M7X02153-
C
Word Count: 4,938

Introduction

This research provides a detailed analysis of a chosen pupil's holistic development whilst identify next steps for future learning. The research is based within school A, which is a mixed gender community school located in an urban area of high deprivation. School A, consists of 598 pupils, 25% of whom have ALN and 33% are eligible for free school meals (FSM) (Schools Guide, 2019). Despite the FSM percentage being significantly higher than the national average of 13.6% (D.O.E, 2018), the Welsh Government has presented the school with a green support category, which labels it a highly effective school with high pupil performance rates. Statistics reflect this, showing that 82.2% of pupils are meeting the desired outcomes/levels that have been set by the Welsh government (Schools Guide, 2019). School A is a pioneering and a visible learning school which ensures all lessons are structured around the four purposes proposed by Donaldson (2015).

For the purpose of this research and due to ethical considerations, I shall be referring to my chosen pupil as 'pupil A'. Pupil A is a 5 year old girl in a mixed gender reception class of 4-5 year olds, all of whom come from a variety of backgrounds. Despite being in a class where mixed ability grouping is implemented across all subjects, pupil A is recognised as a higher ability pupil in both numeracy and literacy. Pupil A is not currently enrolled on any intervention programmes and does not opt for FSM.

Data collection

My primary method for data collection was the Mosaic Approach (2011), a framework devised by Clark and Moss, which has been acknowledged for raising the expectations for what young children can contribute (Clark & Moss, 2005). Through creating a 'living picture' (Clark & Moss,

2005) of children's lives researchers are able to use all their senses to observe and capture participants ways of communicating and expressing themselves within their natural environment (Greenfield, 2011). The researcher is required to situate themselves within the participants setting and use a variety of participatory methods and traditional research tools which allow researchers to listen to and value the experiences and views of young children. Subsequently, the amalgamation of data allows dialogue reflection and action (Clark & Moss, 2005). The approach enables qualitative data collection and analysis to happen simultaneously whilst providing a gateway to a triangulation of data (Richards, 2005).

The multiple methods of qualitative data collection that used consisted of: observation, photographs, discussions with class teacher and child conferencing, all of which allowed me to explore the different 'voices' of pupil A. The form of observation I used is participant observation as I feel this unstructured form allowed for the most relevant and comprehensive data. Observation has been described as a superior method of data collection (Cohen and Manion, 2003) particularly when it comes to behavioural patterns. However, there are many limitations to consider when observing: one which is of particular importance is the ability to remain objective. Palaiologu (2008, cited in Grigg, 2010) believed that objectivity and the ability to avoid emotional bias are key to becoming a skilful observer.

In addition, I asked pupil A to take photographs of what is important to her within the educational environment along with verbal justifications. Doing so has allowed me to gain an insight and reflect upon pupil A's priorities as well as promoting a collaborative discussion. Finally, an informal 'interview' (child conferencing) with pupil A has encouraged internal listening and discussion of collected data as well as highlighting any occurring patterns and styles of learning. During the interview I was conscious that theories such as Piaget's (1932) cognitive development have presented a linear pathway between maturity and competency. Therefore, it has often been

argued that conferencing with young children is unreliable as the child's immaturity prevents any reliable form of communication. Thus, analyse of data often relies on a personal interpretation of what we believe children feel and think.

Nonetheless, there are many proven benefits surrounding the Mosaic Approach, such as, the recognition of children as active participants. This supports the U.N. Convention on Rights of the Child (United Nations 1990), article 12, which states that, *'Every child has the right to express their views, feelings and wishes in all matters affecting them.'* (UNCRC, 2019). Furthermore, this inclusive approach promotes 'pupil voice', which creates a positive classroom climate and results in educational gains (Hay McBer, 2013).

I have referred to the ASK model (2015) (see figure 1) to support analyse and identification of 'next steps for' for pupil A. The framework enables the teaching of 'Attitudes, Skills and Knowledge' within the curriculum and has a prime purpose of increasing positive attitudes towards learning (Nottingham, 2009).

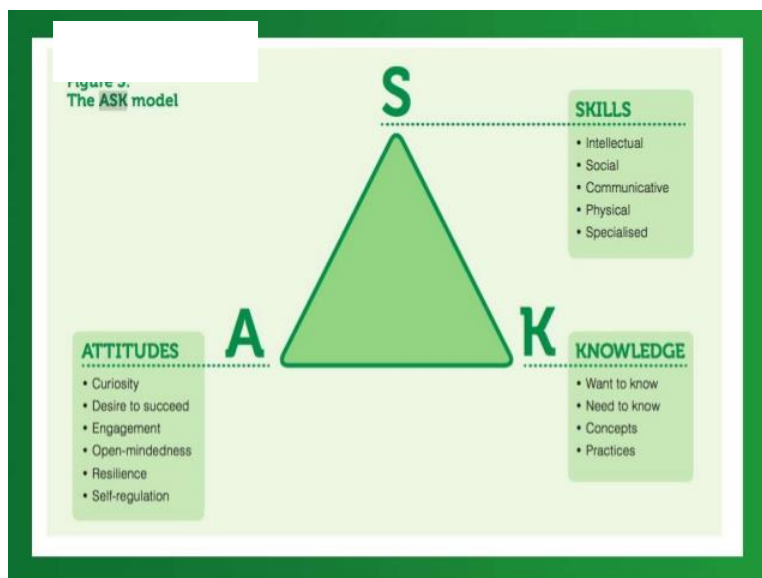


Figure 1- The ASK Model.

A theorist who I feel was of particular importance is the psychologist Bandura, the pioneer of the social learning theory (1961). Bandura was famously known for his Bobo doll experiment that ultimately challenged early behaviourists theories of stimulus-response. Bandura believed that imitation and identification were prime influencers of accelerated social learning and explained that children model verbal behaviours from adults (Gray and Macblain, 2012).

I was aware of the ethical issues surrounding my research and remained compliant with the University's Research Ethics and Integrity Code of Practice (2019) alongside the British Educational Research Association (B.E.R.A, 2018). Thus, ensured that consent had been received from the participants parent/guardian before any forms of data collection took place. I ensured the anonymity of data and at all times upheld the right of pupil A to withdraw from the research (See Appendix A). In addition to this I received consent from my class mentor (see appendix B), including photographic consent (see appendix C).

Analysis of learner

As part of my study, I felt it was important to understand aspects of pupil A's wellbeing in order to gain an emotional understanding when identifying how best to help her intellectual development. With reference to the attitudes section of the ASK model (2015), empirical evidence suggests that pupil A finds large group situations very daunting, explaining that she prefers to work alone because *'On my own because it's quieter an then I might get really good. If I feel a bit nervous, I like being on my own'* (See appendix H, line 7). This suggests a sign of introversion, a term created by phycologists carl Jung (2016) to describe individuals who often favour solitude over social activities and work best in quiet environments (Butler, 2016).

It soon became apparent that pupil A's attitudes towards whole class discussions are reflected within her class presence. Unless directly targeted, she seldom put up her hand or partook in whole class discussions (see appendix). There have been numerous studies concerning the congruency of discussion participation and educational achievement. Bruner and Haste (1987) argued that classroom discussion was a prerequisite for learning and children who participated in discussions were the same children who had the highest levels of intellectual ability. To the contrary, a case study that took place in Iceland (2006) suggests that despite not being active in class discussion, children who were classed as 'active listeners', facilitated learning without *'direct personal participation in a dialogue'* (Chi et al, 2001, cited in Óskarsdóttir and Jónasson, 2015, p.246). This theory is evident through pupil A's notable intelligence (see appendix D, line 14 and 15) and conspicuous concentration within lessons. Furthermore, when engaged in one to one conversation with pupil A, she speaks clearly and with significant confidence. When studying the foundation phase framework, it is evident that her oral skills place her at an outcome 5 as she is able to express opinions and include relevant detail (Learning. Gov. Wales, 2015). The expected outcome for reception pupils is outcome 3, so this places pupil A at a considerably high standard. However, it does suggest that a strategy needs to be implemented to improve pupil A's self-esteem and to practice her language skills within group discussions and peer interactions.

By contrast, when outside, pupil A interacts with her peers, her confidence visibly improves. Data reflects this: when asked where her favourite area of learning was, she immediately replied, *'outside! Because it's fun and lots of people like to play with me!'* (see appendix). This suggests that's that her confidence is greater outside as she feels more connected with her peers in this environment. May (2011) explains that the outdoors has a positive impact on self-esteem as it is an inclusive environment that provides opportunities and interactions that are often hard to stimulate indoors. Furthermore, it suggests that when outside, pupil A displays characteristics of an extrovert. This supports Cain's (2013) theory that humans cannot be defined to one category and that labels are simply pointers along a continuum.

When outside, pupil A involves herself in a variety of activities, most of which aid her creative development. For example, painting pictures of the different planets to coincide with the current topic of space. I was particularly impressed with her independent choice to use the planet poster for support when copying the planet names, most of which were correctly formed and orientated. According to the foundation phase framework, the formation of upper and lower case letter is a Year 1 skill, therefore suggesting that pupil A is making sufficient progress. However, Bronfenbrenner's *Ecological Systems Theory* (1979), stresses the importance of studying a child within a variety of contexts in order to formulate valid conclusions. Consequently, I felt it was important to observe pupil A's writing ability inside the classroom, also.

Empirical evidence suggests that over time pupil A has made significant improvements with her writing. At the start of term, pupil A was in the late stages of mark making, with some formations beginning to appear but with a degree of uncertainty (see appendix E). Recent pieces of writing

demonstrate that pupil A's writing development has transformed and displays some skills that are required for outcome 4 (see appendix F). Letters are mostly formed and orientated correctly, however, there are some letter formations that she continuously struggles with. Evidence of pupil tracking also supports with this analysis (see appendix O). Interestingly, the letter 'a' is often formed incorrectly during classroom work, yet when writing the planet names outdoors, every 'a', except for one, was formed correctly. Therefore supporting May's (2011) theory that the outdoors has a positive effect on confidence as this is reflected within pupil A's letter formations.

Slightly concerning is that evidence suggest that some of pupil A's writing skills have declined. Previous work provides confirmation that pupil A was displaying an understanding of finger spacing within her writing (see appendix P). However, during our most recent literacy activity (see appendix F) I had to constantly remind pupil A about finger spacing and the 'Mr Marker' assessment tool and this can be seen within the second half of her writing. (see appendix F). In order to create a triangulation of data I asked pupil A how she felt about her writing and what she struggles with, to which she replied, '*finger spacing sometimes*' (see appendix M). When I asked her if she enjoyed writing, she avoided the question and instead told me that she likes reading her books. Therefore, it is evident that changing pupil A's attitude towards literacy within the classroom will help her development as she has proven her writing ability in the outdoors.

When observing pupil A's attitudes towards mathematics it became evident that she often seemed disengaged and this is reflected within her mathematical understanding. I would currently place pupil A at a level 3 due to her tendency to incorrectly form and orientate some numbers up to 10 (see appendix L). During the topic of place value, pupil A showed signs of confusion and anxiety when chosen to answer a question. Pupil A continuously reversed the positioning of numbers despite previously modelled examples. During the interview I asked pupil A about her attitudes towards mathematics, to which she replied, '*numbers are confusing*' (See appendix H, line 2).

Academics inform us that this common misconception comes down to a lack of understanding about the value of numbers and a perception that digits as abstract entities (Hiebert, 1984). This is displayed clearly in pupil A's inability to answer when questioned on the value numbers.

Pupil A's attitude towards mathematics was also demonstrated through choices during independent learning time. It soon became apparent that she would avoid any of the enhanced areas which involved distinguishable mathematical skills and would instead choose a creative development activity (see appendix N). This observation could suggest that pupil A is reluctant to engage with mathematics outside of focused lessons due to a lack of confidence and uncertainty towards the subject. However, it is important to remember that my observations are only an inference and interpretation of what I believe is being portrayed or said. Curtis (1996) acknowledged that listening to children is a skill which involves training and a high level of awareness. Furthermore, he believed that in order for participatory methods to be reliable, practitioners need to be engaged in specific workshops and training courses in order to fully understand and listen to children (Clark and Moss, 2011). An example of this occurred during a discussion with pupil A regarding pursuing help during mathematics, to which she responded, '*I ask someone like I ask my teacher*' (See appendix H, line 3). I then enquired whether she often asks for help, to which she replied, 'not much I only ask my friends'. It is due to contradictory answers like this that socio-cultural psychologists have argued against traditional approaches, such as Bronfenbrenner (1979), for researching children (Hogan, 2005). They argue that subjection to interviews affects children's competency to provide valid answers. In agreement, Bruner and Vygotsky argue that there is a correspondence between environmental stimuli and individual response meaning that children will often try providing the appropriate answer, rather than the sincere one (Ireland, 2007). However, Clark and Moss (2011) argue that children who have been involved within a mosaic style approach displayed signs of increased confidence when expressing their opinions, particularly those who displayed intrinsic characteristics to begin with.

To ensure reliable analysis, I felt it was important to collect evidence from other areas of learning, therefore, I chose to observe pupil A during sports day practise (See appendix G). I immediately noticed how able pupil A was within physical development. When comparing pupil A's movement ability against the physical development skills in the foundation phase framework (2015), I would confidently place her at an outcome 4. Pupil A moves with considerable confidence and control whilst being aware of her surrounding space.

Due to empirical evidence displaying signs of introversion, I expected to see aspects of apprehension on the playing field. Nonetheless, pupil A displayed competitiveness and determination. I even noted that pupil A was always looking around at the others during races(see appendix G), which suggests that she possesses more dopamine activation when she is within an environment that involves human contact and a competition (Cohen et al. 2005). However, observations showed pupil A was still very shy and reluctant to engage in conversations with peers. This analysis would therefore support Cain's (2013) claim that humans are not confined to one criterion. Pupil A's teacher informed me that pupil A has exceptionally high physical control, particularly when linking actions together. This was evident during skilled races such as the egg and spoon race, where pupil A remained focused and resolute. However, on the one occasion that she dropped her egg, she immediately looked around, suggesting she was afraid of being judged by her peers. Within her literature Cain (2013) explains that introverts are often extremely nervous about their peers' reactions (Cain, 2013, cited in Jacobs, 2014). I recognise that my data for pupil A's physical development is limited as I only observed her during one P.E lesson: as a result, I do not have substantial evidence to make a valid analysis. Therefore, it needs to be acknowledged that I am making an unreliable generalisation. Lincoln and Guba (1985), recognised that qualitative data poses limitations on making generalisation, particularly when it is gathered from

educational lessons as every lesson is different. Consequently, it is important to refer to the analysis of my data as a 'working hypothesis' (quoted in Arthur et al, 2012).

Finally, empirical evidence, in the form of photographs, supports my previous analysis that the outdoors is a place that pupil A enjoys and feels confident within. When asked to take photographs of the places and objects that help her to learn and are of particular importance, she immediately went outside (See appendix I). Photographs included the mud kitchen, the water tray and the area she described as her, '*most favourite*', the Wendy house, where she likes to play 'mummies and daddies'.

Significantly, there were only two indoor areas that pupil A took photos of, one of which was the role play area (See appendix J). Psychologist Dewey, credits role play for its ability to improve self-esteem and confidence subconsciously. He explains that often, shy characters thrive on role play, as it allows them to express emotions through an imaginary form (Rollins, 2017). This would therefore explain why pupil A chooses to spend a lot of her time engaged in roleplay. The second indoor area photographed was the rewards wall, (see appendix K) which could be a sign that pupil A's self-esteem is enhanced through praise and recognition. This would support Skinners theory of operant conditioning and the constructive effect that happens as a result of positive reinforcement (MacBlain, 2014).

I sat down with pupil A to discuss the meaning behind her photography. This stage of the approach proved particularly difficult as pupil A could not provide me with any functional feedback other than, '*because I like it*'. This is why critics argue that the mosaic approach is unreliable with young children given that they are too young to provide trustworthy feedback. However, Christensen and Prout claim that competency within children is based upon experience and relationships, rather than age (Christensen and Prout, 2002, cited in Farrel, 2005). In agreement,

Hart (1979) shared that asking children to position their photos in order of importance, proved more effective than discussion, particularly with younger children. Thus, if I were to carry out this approach again, I would consider Hart's (1979) strategy.

Next steps

In order to support pupil A's educational development, it is important to reflect upon my data and identify next steps for learning. As previously mentioned, it is very rare that pupil A will involve herself in whole class discussions. Therefore, I believe that a strategy to help improve pupil A's confidence and pupil interaction within the classroom will be hugely beneficial. Currently, pupil A is taught through a collaborative learning approach; a style of learning which maximises peer interaction and collaborative group work. Susan Cain (2013) criticises the approach as she believes it puts introvert students at a disadvantage, particularly when they are grouped with extrovert peers. Cain discusses the importance of teachers learning collaborative skills in order to help introvert students feel more confident when taking part in group discussions and activities. One skill I feel will benefit pupil A is '*appraisal and recognition of discussion contribution*', which will in turn help to diminish '*evaluation apprehension*' (Cain, 2013, cited in Jacobs, 2014). Empirical evidence suggests that pupil A values praise and positive reinforcement as she photographed the class' rewards wall. Therefore, if a strategy is implemented which uses sincere praising, it may help to diminish any anxiety pupil A has about answering incorrectly or being judged by her peers. Thus, improved self-esteem and increased participation in group situations will gradually happen as time progresses.

Against this positive reinforcement strategy, Skinner recognised that the approach can also have negative effects. Within his book, *Beyond dignity and freedom* (1971), Skinner speaks openly

about how positive reinforcement can generate behaviour that has delayed aversive consequences if it is used too often (Skinner, 1971, cited in Perone, 2003). For example, Cain (2013) explains the importance of disagreeing politely when teaching collaborative skills in order to create a less stimulating atmosphere (cited in Jacobs, 2014). However, Skinner may argue that by excluding children of any criticism we are leading them to believe that they are always correct. In the absence of honesty, false evaluation occurs and disappointment in adult life is inevitable (Maglio, 2005). Therefore, when increasing pupil A's confidence through positive reinforcements, it is also vital that she is provided with targets and areas for development, so that she does not become complacent.

The recognition of outdoor learning and its benefits within education has been included with many policy and curricular documentation across Wales such as 'Department for Children Education Lifelong Learning and Skills' (2009) and Estyn (2011). However, it has often been queried as to whether teachers are implementing it enough. MacQuarrie (2018) discusses how many schools offer outdoor learning as a 'privilege' when really it should be a necessity, and this is an issue that needs addressing within pupil A's school.

A triangulation of data demonstrates that pupil A's confidence and peer interaction flourishes in the outdoor environment. Therefore, I feel that effective outdoor learning opportunities need to be increased. Whilst observing pupil A outside, it has at times become apparent that the learning is happening in isolation from the focus task and wider school context. Instead, the activities on offer need to support the curriculum and class topic, whilst offering opportunities for pupils to acquire and practice new skills.

I feel that pupil A would benefit from more numeracy-based activities to help improve her attitudes towards mathematics. Particularly activities that address number reversal and place value. For example, filling the water tray (an area that pupil A identified within her photographs (see appendix I)) with pebbles that have two and three-digit numbers printed on them. Pupil A will engage with her senses as she hunts in the sand for number pebbles and will then need to identify each numbers place value. This could be done by using a box of unmarked pebbles and correctly placing the amount into three hoops marks 'hundreds, tens, units'. This activity would allow pupil A to make a connection between the form of numbers, and equally important, the understanding of the concept behind the number- a process which is described as the '*semantics of the system*' (Hiebert, 1984, p.498) and recognised as being congruent to mathematical success. In addition to this, the activity would encourage pupil A to engage with problem solving whilst working alongside another pupil, therefore, promoting peer interaction. Research often acknowledges the vast improvement in pupil interaction, particularly with shy students, as a result of involvement in outdoor learning activities (MacQuarrie, 2018).

Whilst reflecting upon the need for an increase in outdoor learning opportunities, it became apparent that programmes such a forest school may be beneficial. Forest School is currently taking place at school A; however, it is only offered to certain students and unfortunately pupil A is not one of them due to educational ability. Yet, I feel that engagement with this programme will present both holistic and educational advantages. Forest school is the result of inspiration from kindergarten schools in Scandinavia (Knight, 2009, cited in Harris, 2017) and is a programme that normally takes place for a minimum of six weeks. One of the primary purposes of the programme is to allow children opportunities to explore the outdoors with a degree of freedom. Often described as 'constructivist education' (O'Brien 2009, cited in Harris, 2017, p275), case studies have highlighted the effect the programme has on pupils social and citizenship skills (Knight, 2009,

cited in Harris). Therefore, if pupil A is given the opportunity to enhance these skills then it is more likely that she will transfer them to the classroom environment. Finally, not only does outdoor learning improve self-esteem, but it provides countless opportunities for knowledge and understanding of the world, therefore, complying with the foundation phase curriculum.

Nevertheless, critics argue that there is limited evidence to suggest that after forest school students continue to show progression within their education. It is claimed that forest school poses difficulties when trying to

to accommodate outdoor learning without sacrificing the quality of classroom-based learning.

Whether pupils are still gaining curricular skills and working towards desired outcomes also needs to be regarded (Harris, 2017). Consequently, when planning, it is crucial to consider whether pupil A is benefiting from the lesson being outdoors and whether it holds a purpose. I will make sure that learning objectives are continuously being addressed and are relevant to the current curriculum so that I can guide the learning at all times. I also feel it is important to show willingness to integrate pupil A's ideas and requests to help shape her learning experience in order for her to feel connected and engaged. This will then ensure that pupil A is confident to involve herself within the activities, which in turn, will continue to improve her interaction with peers, both inside and outside of the classroom.

In order to encourage this classroom-based progression, I would introduce literacy and numeracy activities that involve role play. As discussed previously, the role play area is the one learning area within the classroom that pupil A chose to photograph. This suggests that when involved in pretend play she feels more assured and open to integrating with her peers. Therefore, I would introduce enhanced activities in the role play area that encourage pupil A to practise her mathematical and literacy skills through the form of role play. For example, setting up a shop so

that counting, money, number formations and many more mathematical skills can be practiced. In doing so, I think we will be enabling pupil A to start to develop certain skills within the outcome 4 area for mathematics, particularly if she can develop her understanding of reading and writing numbers 1 – 20 (learning.gov.wales, 2015). In addition to mathematics, a shop can provide endless opportunities for pupil A's literacy skills to be developed. For example, she can practise her letter formations and finger spacing by writing shopping lists. Reading skills can be used by providing food labels with prices on, and finally, the opportunities for developing language and conversational skills with peers will be endless.

In addition to the shop, I think more writing activities that focus on improving pupil A's letter formation should be implemented. However, whilst Bruner recognises the importance of encouraging children to engage with written and reading activities, he explained that linguistics also needs to be considered. He believed that children who continuously chose to engage in non-linguistic activities, such as drawing, have limited thought patterns compared to children who engaged with both speech and writing tasks (Bruner, 1975, cited in MacBlain 2014). When considering this theory, it became evident that the only time pupil A voluntarily demonstrates her linguistic ability during lessons is when involved in role play. Therefore, I feel it is important to encourage her to engage with activities that encourage a combination of both speech and writing.

With this in mind, an activity that I would implement involves having a range of photographs (topic related) scattered around the table. The children would be required to pick a photo that interests them and share one related word with the rest of the group. After sharing their words, pupil A, with the support of an adult, would attempt to start writing her word on a piece of paper, focusing on letter formations and orientations. Practicing her letter formations would enable pupil A to move onto skills that are listed within outcome 4, such as *'form upper- and lower-case letters which are*

usually clearly shaped and correctly orientated' (learning.gov.wales, 2015). During the activity, the children will be encouraged to continue discussions whilst they are writing and at the end of the task all the words will be displayed on the wall as an enhanced word bank. The children can then refer to these words during future writing tasks, conversations with peers, or be used as a way for children to learn a new word each day. Not only will this strategy help to improve pupil A's writing ability, but it will also encourage her involvement in group discussions, therefore improving her confidence and self-esteem.

Conclusions

This paper has drawn upon a collection of data with the aim of analysing pupil A's holistic approach to learning and identify next steps in order to provide a pathway for educational success.

It is evident that the mosaic approach supported me in collecting a range of data from different perspectives, however, it is important to consider the context in which my data has been collected. At times, I felt the approach was environmentally confined which as a result posed some limitations. The Ecological Systems Theory (1979) discusses the importance of observing a child in their domain environments and the affect this has on the understanding of a child's development. Therefore, I feel that in order to truly help pupil A's development a combination of school and home environments would need to be considered.

It is of equal importance to consider Brauner's social cognitive theory (2001) and the argument that personality traits, such as introversion are often learnt behaviours. Again, due to restricted

data surrounding pupil A's background and family characteristics, I have been unable to assess the impact of these influences.

Despite limitations, I feel I have a substantial amount of data to implement appropriate strategies that support pupil A both educationally and holistically. If correctly implemented, I am confident that I will be successful in providing a pathway of progression to help support pupil A's educational development.

Bibliography

Arthur, J. et al. (2012) *Research Methods and Methodologies in Education*. London: Sage.

Brookfield, S & Preskill, S. (2005) *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. Second Edition. San Francisco: Jossey Bass.

Bruner, J & Haste, H. (1987) *Making sense: The child's construction of the world*. London: Methuen.

Butler, G. (2016) *Overcoming social anxiety and shyness*. Second Edition. Great Britain: Robinson.

Cain, S. (2013) *Quiet: The power of introverts in a world that can't stop talking*. New York: Penguin.

Clark, A & Moss, P. (2005) *Spaces to Play: More listening to young children using the Mosaic approach*. London: National Children's Bureau.

Clark, A. (2011) *Ways of seeing: using the Mosaic approach to listen to young children's perspectives*. Available at: <https://learningaway.org.uk/wp-content/uploads/RL56-Extract-the-Mosaic-Approach-EARLY-YEARS.pdf> (Accessed 16th April 2019).

Clark, A & Moss, P. (2011) *Listening to Young Children: The Mosaic Approach*. Second Edition. Available at: <https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/readonline/9781907969423> (Accessed 6th May 2019).

Cohen, Y. et al. (2005) 'Individual differences in extraversion and dopamine genetics reflect reactivity of neural reward circuitry.' *Cognitive Brain Research*, 25 (3). p.851- 861. Available at: <https://www.sciencedirect.com/science/article/pii/S0926641005002880> (Accessed 17th May 2019).

D.O.E (2018) *Policy & Guidance on Attendance*. Available at: https://www.caerphilly.gov.uk/CaerphillyDocs/Schools/Attendance_Policy_Guidance_2018.aspx?fbclid=IwAR3hvJsD6rte8QONq6nQEvl_GgAL4tUtJypXSgcMML_vZA3adiFGpWxymMA (Accessed: 27th March 2019).

Farrell, A. (2005) *Ethical issues in Research with Children*. Maidenhead: Open University Press.

Gray, C & Macblain, S. (2012) *Learning Theories in Childhood*. London: Sage Publications.

Grbich, C. (2007) *Qualitative Data Analysis: An Introduction*. London: Sage Publications.

Greenfield, C. (2011) 'Personal reflection on research process and tools: Effectiveness, highlights and challenges in using the Mosaic Approach', *Australasian Journal of Early Childhood*, 36 (3). p.109-115.

Available at:

[file:///C:/Users/Naomi/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/MosaicApproachReading%20\(1\).pdf](file:///C:/Users/Naomi/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/MosaicApproachReading%20(1).pdf) (Accessed 28th March 2019).

Grigg, R. (2010) *Becoming an Outstanding Primary School Teacher*. Essex: Pearson Education Limited.

Gunnhildur, Ó & Jónasson, J. (2015) Quiet pupils can be effective learners. Nordina: Nordic Studies in Science Education, 11(3), p.238-248

Harris, F. (2017) The nature of learning at forest school: practitioners' perspective. *Education 3-13*. 45 (2) p. 272–291. Available at: <https://www-tandfonline-com.ezproxy.uwtsd.ac.uk/doi/pdf/10.1080/03004279.2015.1078833?needAccess=true> (Accessed 25th May 2019).

Hiebert, J. (1984) Children's Mathematics Learning: The Struggle to Link Form and Understanding. *The Elementary School Journal*. 84 (5). p 496-513. Available at: https://www-jstor-org.ezproxy.uwtsd.ac.uk/stable/1001233?seq=10#metadata_info_tab_contents (Accessed 25th May 2019).

Hogan, D. (2005) *Researching Children's Experience: Methods and Approaches*. London: Sage Publications.

Ireland, T. (2007) *Psychological theory of learning*. Available at:

<https://asaolusam.wordpress.com/2017/07/16/psychological-theory-of-learning/> (Accessed 28th May 2019).

Jacobs, G. (2014) 'Introverts can succeed with co-operative learning', *Parole: Journal of Linguistics and Education*, (4). p.83-91. Available at:

<https://ejournal.undip.ac.id/index.php/parole/article/view/6281/6260> (Accessed 20th May 2019).

Learning. Gov. Wales (2015) Foundation Phase Framework. Available at:

<https://learning.gov.wales/docs/learningwales/publications/150803-fp-framework-en.pdf> (Accessed 23rd May 2019).

MacQuarrie, S. (2018) Everyday teaching and outdoor learning: developing an integrated approach to support school-based provision. *Education 3-13 International Journal of Primary, Elementary and Early Years Education*. 46 (3). p. 345- 361. Available at: <https://www-tandfonline-com.ezproxy.uwtsd.ac.uk/doi/pdf/10.1080/03004279.2016.1263968?needAccess=true> (Accessed 26th May 2019).

Maglio, D. (2005) *The dangers of positive reinforcement in children*. Available at: <https://cyc-net.org/features/viewpoints/c-posreinforce.html> (Accessed 25th May 2019)

MacBlain, S. (2014) *How Children Learn*. London: Sage

May, P. (2011) *Child development in practice*. Oxon: Routledge.

Nottingham, J. (2009) 'Teaching Attitudes'. *James Nottinghams Blog* [blog]. 18 April.
Available at: <https://sustainedsuccess.wordpress.com/tag/ask-model/> (Accessed 24th April 2019).

Nottingham, J. (2013) *Encouraging Learning: How you can help children learn*. Oxon: Routledge.

Perone, M. (2003) Negative effects of positive reinforcement. *Association for Behaviour Analysis International*. (26) 1, p.1-14. Available at:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2731445/?page=6> (Accessed 25th May 2019).

Richards, L. (2005) *Handling Qualitative Data*. London: Sage Publications.

Rollins, S. (2017) *Theories About Play in Early Childhood Education*. Available at:
<https://howtoadult.com/theories-play-early-childhood-education-5444159.html> (Accessed 15th May 2019).

Schools Guide (2019) *Pembroke Dock Community School*. Available at:
<https://www.schoolguide.co.uk/primary-schools/?search=SA72%206LQ&urn=106682386> (Accessed 28th March 2019).

UNCRC (2019) *A summary of the UN convention on the rights of the child*. Available at:
https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.228744282.711385508.1556387845-1130261734.1537470966 (Accessed 27th April 2019).

Appendices

Appendix A- Parental consent letter

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).

Date 1.5.19

Appendix B- Class mentor consent letter

Prifysgol Cymru
Yr Athrofa
Institute of Education
 University of Wales
 Trinity Saint David
 Address: Gwynedd, Gwynedd, Gwynedd

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): NADOMI PATTISON

SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): _____

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 C- Consent form for taking photographs and filming.


University of Wales
 Trinity Saint David

Consent form for taking photographs and filming

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to NAOMI PATTINSON as a representative of SWWCTE to:

Take photographs ☒

Take video ☒

Tape-record ☒ (Tick accordingly)

Name of Head teacher [REDACTED] Signed [REDACTED]

Name of school [REDACTED]

To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the GTCW Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of trainee: NAOMI PATTINSON

Signed: [Signature]

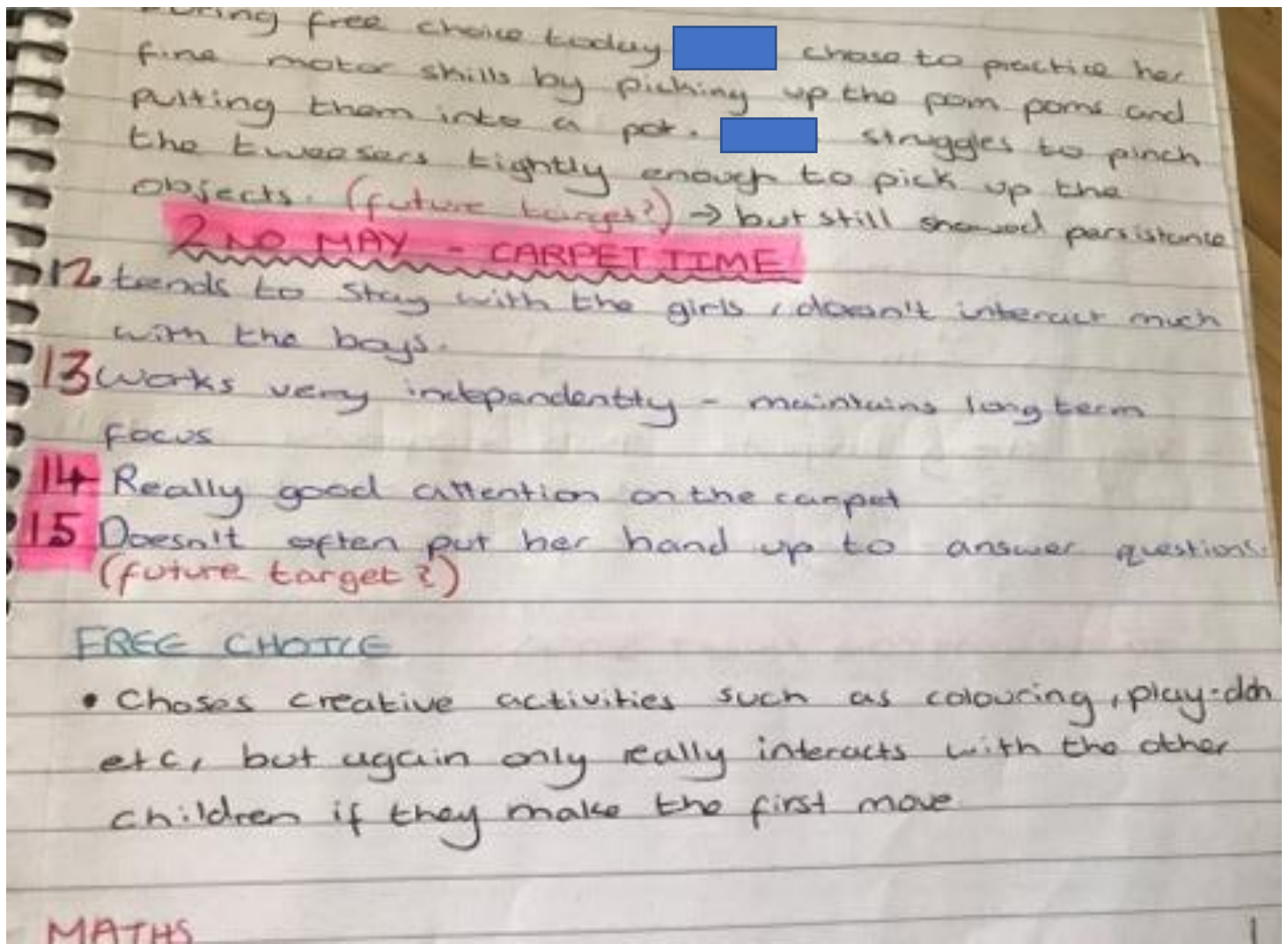
Telephone number: 07592 735192

Email address: naomi.pattinson92@hotmail.com

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary):

Date: 1/5/19

Appendix D- Observational notes from whole class discussions (See last line 14 & 15)



Appendix E- literacy example from the start of term.

Appendix E

swim

jump

dive

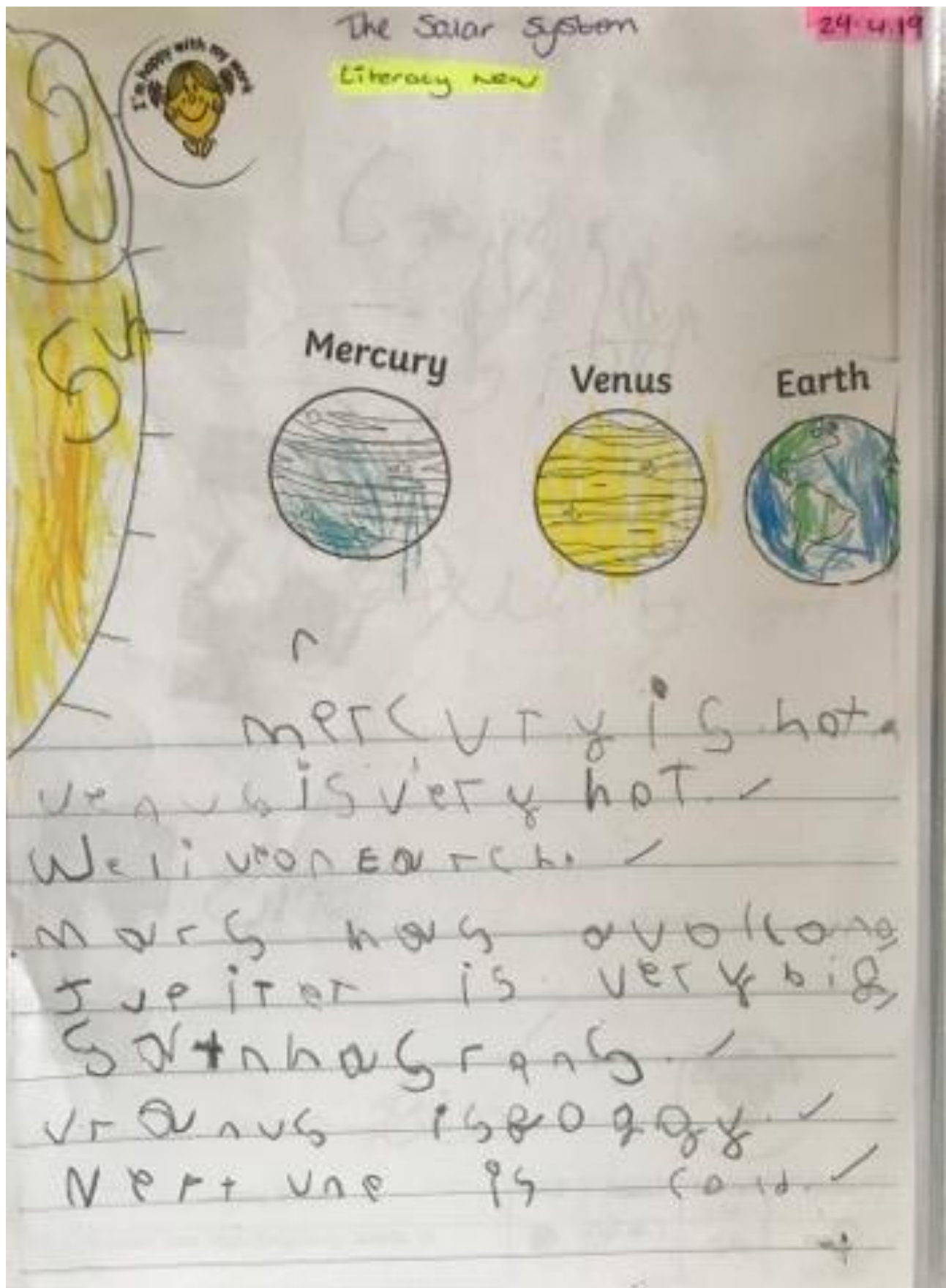
swim swim

Learning Intention

Use familiar and high-frequency words in writing.

RAG	Support	Teacher/LSA	PA/SA
●	(H) M I	SG	PA ○

Let's happy with you



Appendix G- Observational notes from P.EBELLA - P.E

17TH MAY - Sports day practice

- Strong runner
- Grouped high ability
- very competitive - always looking around her at the others during races.
- Still very quiet - no conversation.
- Still does not put her hand up to answer any questions.
- During skilled activities such as the egg and spoon her concentration and focus was a 100%, and she was very determined. When ever she dropped the egg, the first thing she would do was look around quickly to see if anybody had see - almost as if she was afraid of being judged.
- Still did not interact with the other children very much.
- Strong hand-eye co-ordination - accurate throw on the bean bag race.
- Would never volunteer to demonstrate even though she is very good at athletics.

Appendix H- Interview notes (maths)INTERVIEW #3 - MATHS10th MAY

- 1) How do you feel about Maths?
I find it hard.
- 2) Why is that?
I find numbers confusing sometimes.
- 3) What do you do if you are stuck?
I ask somebody, like, I ask my teacher.
- 4) Do you ask for help much?
Not much. I only ask my friends sitting by me.
- 5) What other things in the classroom help you?
My friends.
- 6) ~~What things~~ Do you talk to your teachers a lot?
No because I get shy.
- 7) Do you prefer to work on your own or with your friends?
On my own because it's quieter and then I might get really good. If I feel a bit nervous I like being on my own.

Appendix I- Pupil A's outside photographs



Water Tray



Mud Kitchen



The Wendy House

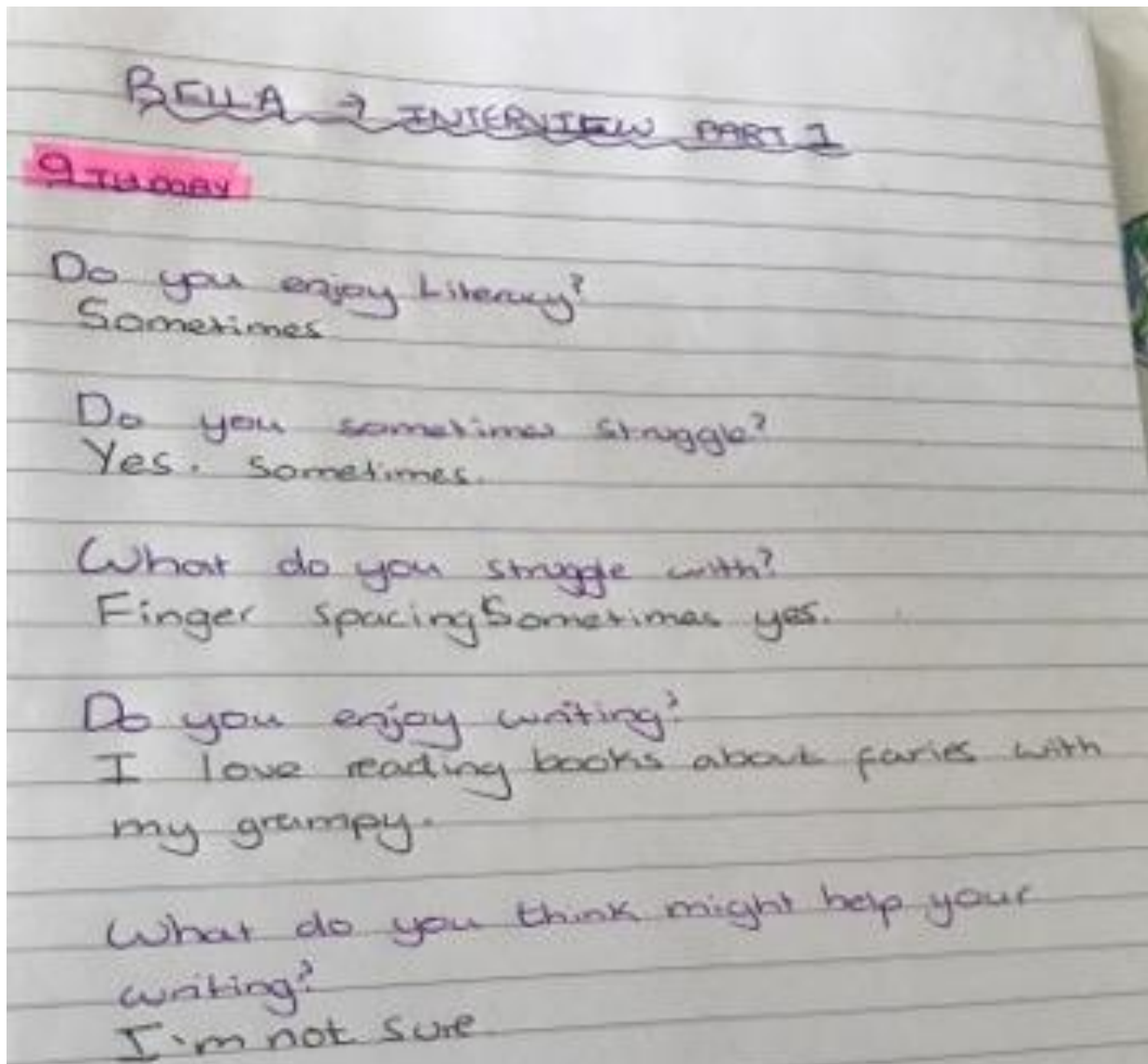
Appendix J- The role play area

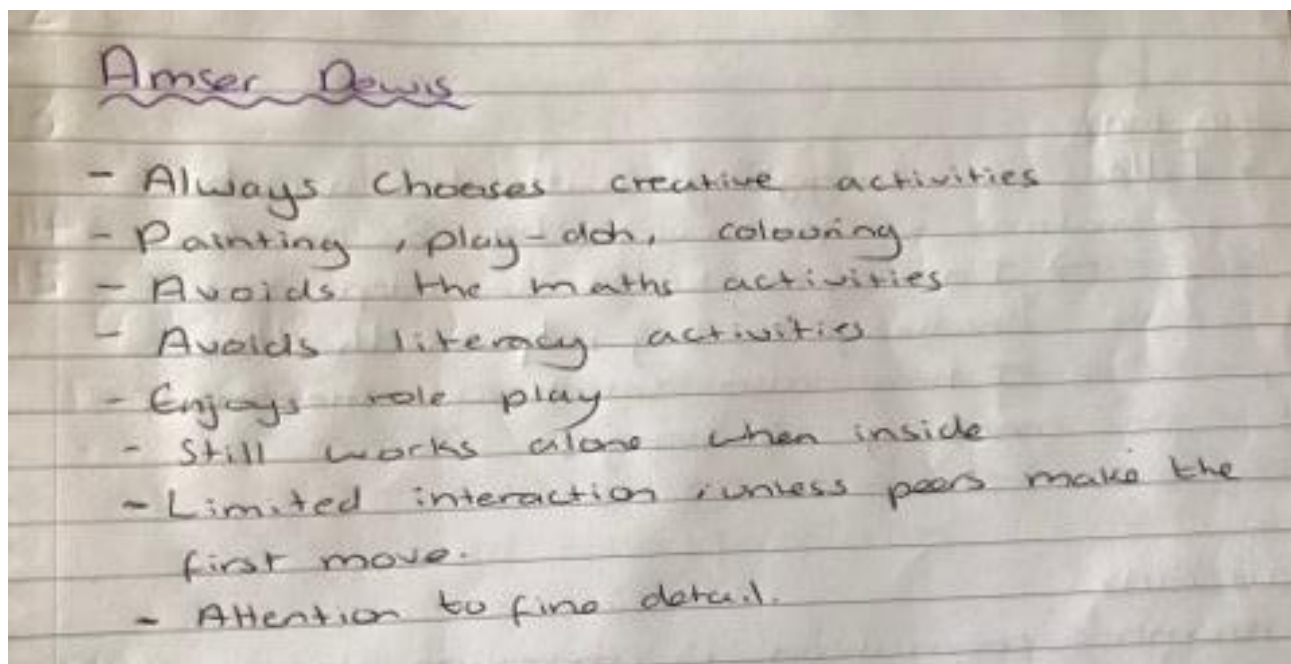


Appendix K- The rewards wall

Appendix L- Number formation (Recent Maths)

Name of Planet	Length (cubes)
mercury	12
venus	3 ✓
Earth	3 ✓
mars	3 ✓
jupiter	0
saturn	15
uranus	9
a a a a a	
6 6 6 6	
2 2 2 2 ✓ Great improvement	

Appendix M- Literacy interview notes

Appendix N- Amser DewisAppendix O- Literacy Tracking record

Subjects/areas of learning:	Date: 7 th May	
	L.O: To successfully order and label planets, measure their width and record results onto a table.	Next steps for learners
Knowledge and Understanding of the World	Appropriate? Yes/No	
Names of Learners	RAG rating	
		To practice the formation of letter 'a' and 'y'. Also needs to make sure her writing stays neat and on the line.

See appendix P- Literacy Mid Term (Evident finger spacing)

LITERACY MID The Easter Story 3.4.19



Literacy - WM6 Improve the quality of our language enables us to communicate meaning with clarity, accuracy and appropriateness.
 Humanities WM2 - Society has been shaped and influenced by human behaviour and beliefs.

Learning Intention	RAG	Support	PA	SA
W1 - Use capital letters and full stops with some degree of consistency. MR MARKER	●	HM	☐	☐
W2 - Use language associated with writing, e.g. letter, word, sentence.	○			☒
W3 - Begin to recognise the alphabetic nature of writing, and understand that written symbols have meaning.	○			

We saw Hodge on a
 donkey.
 He had his last
 supper.
 He was arrested.
 He died on the cross.
 He was put in a tomb.
 He came back to life.