

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

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My intentions for this essay are to discuss and analyse one target pupils' progress and their holistic development during my final teaching practice. The learner I have decided to focus on is a year 6 pupil with an impressive attendance record of 100% for this academic year thus far. Currently she is a level 4 pupil across all subjects which is average for her age. After carefully outlining the collected data and analysing it accordingly, I will set out the next steps in learning for that pupil which I deem best fitting and suitable for the progression of her education. In order to comply with BERA guidelines (2018), the name of the school will remain strictly confidential as will the identity of the target pupil; whose name will be redacted from the data. I will be referring to her as Pupil A for the entirety of this assignment for the purpose of anonymity.

The school is located in a small rural village near Llanelli. There are currently 181 pupils on roll aged three to eleven. The individual school budget for this school is £3,612 per pupil; which is considered average in Wales. There are six classes in total, some of which are a mixture of two year groups. The school site includes a Gypsy traveller service and a Welsh Government funded Flying Start programme. Roughly 32% of pupils are eligible for free school meals, which is above the national average. The school identifies around 44% of their students as having additional learning needs which is quite above the national average. A considerable number of pupils have a statement of additional learning needs. The number of pupils coming from an ethnic minority background or speak English as an additional language is less than 3% (Estyn, 2017).

The Mosaic Approach, which was developed by Moss and Clark affirmed the use of multiple methods to research children's perceptions and views. This method puts large emphasis on the importance of listening to the child's perspective within the research (Clark & Moss 2001). Greenfield (2006) suggests that in order to successfully utilise the Mosaic approach

you understand the three main principles that underpin it. To summarise these principles, the first is the understanding that children have many ideas, feelings and opinions that are vitally important, and should be listened to (Dahlberg et al, 1999). The second stresses the vitality of the researcher maintaining both a positive and a professional relationship with all involved in the study. In doing so, the study will do no harm and will keep the researcher mindful that working with pupils within this study is a privilege and not a right. The third principle suggests that the research procedures should not be tightly constrained around time; that it is essential in order to enhance the validity of the findings, as well as to avoid placing stress on any of the participants (Robbins, 2002).

Qualitative research requires immense responsibility on the researcher's part. It is up to the researcher to not only record and evaluate what they observe, but to also interpret it without bias (Bryman and Burgess, 1994). My approaches will consist of observations, reading records, interviews with my pupil and annotated copies of the work that child has completed. Taber (2013) states that qualitative data allows for more depth and detailed research to be gathered. Consequently, he suggests that occasionally, if there is an abundance of data collected using qualitative data research methods, it can lead to some important parts of the research being missed or overlooked. Which is why during the data collection process, I will ensure to not limit the pupil's feelings, opinion or voice and give as many opportunities as available for her to contribute to the research to the fullest extent. In addition to this I will occasionally remind Pupil A that should she no longer wish to take part in this study, she has the right to opt out at any given time (BERA 2018).

One element of data I have collected are several samples of Pupil A's work. It is recent work that she has completed, showing her current ability levels. Limitations of this are that while the work is evidenced and annotated, what isn't in the work is what was observed and

exactly how this work was completed, which is worth commenting on. To make up for this, another research tool I have decided to utilise is observation. I intend to include several observations, one of which I will amalgamate with the collected work to display a more holistic view of the child's progress. While observations are a useful tool, a downside to them is that children do not always react in the desired way, or can often succumb to the Hawthorne Effect, where as a result of knowing they are being watched may act differently than normal which can often obstruct the research (Cherry 2018). Reading records are another useful tool in gauging where exactly the child is on the school's scheme of books and to also identify how frequently the child is reading at home and at school. The fact that the record must be signed by teachers/parents makes it a reliable piece of data. It is an example of work that is completed both with adults and independently to expand the pupil's vocabulary, oracy skills and knowledge. However, this kind of book will not always include notes on how the child has read and can often lack feedback for the pupil's future provision such as if the pupil reads with pace or if sentences sound fluid or not. To make up for this I will spend time reading with Pupil A and compile a brief analysis of her current reading ability. With these research tools considered, it is vital to discuss the fact that I have indeed obtained approval from both my senior mentor and the pupil herself to allow for this research and data collection. I have ensured both parties that Pupil A has the right to withdraw at any given time and that this research will never be made public in accordance with the BERA guidelines (2018)

Ideality is not being perfect, but rather turning up every day, learning from mistakes and showing the willingness to improve. Dweck (2006) describes the idea that children who believe that intelligence is malleable learn better than children who believe intelligence is fixed and unchangeable. This is how I would describe Pupil A. It became clear through observation and from spending time with her in a classroom setting and on the yard that she

strives not for perfection but to ensure that she tries her best in every task given to her, She is highly motivated and possesses a strong sense of self-worth, which can be linked to her positive outlook on academic achievement, which will and continues to allow her to sustain her current levels of attainment (Kyriacou, 2009).

Pupil A is someone I would describe as an exemplary student. Her respectful and devoted presence in class shows me that she understands that school is important. She displays a high level of respect for adults and others around her and in addition, she displays a continuously positive attitude to all aspects of school and can be relied upon to raise her hand to offer answers and feedback in class. These attributes link to what Kyriacou (2009) says about pupils appreciating the 'seriousness' of school learning as I have yet to see Pupil A distracted by anything. In addition to this, she is highly respectful of books and knowledge which is something I believe is worth praising. While she is by no means the top achiever in the class in terms of academia, her attitude towards school and learning as a whole, her vast number of extracurricular commitments and her kind personality make her an exceptionally interesting subject for this research study. One element in particular that stood out to me was her avidness of reading, her reading record is almost completely filled with entries as she reads most days, sometimes twice daily (see appendix). Her reading ability is above average for a year 6 pupil, she has completed the reading scheme and therefore has free choice on reading material from either home or the school's library. After reading with her several times, I wrote a brief observation on her reading and oracy capabilities (see below).

May 15th 2019

Pupil A's reading and oracy capabilities

Pupil A reads aloud with expression and intonation. She varies her voice for direct and indirect speech, self-corrects when mistakes are made and has on several occasions, sought guidance from myself when faced with unfamiliar or challenging words within the books she reads with me. When questioned, she is able to recount the main events of the text and comments on what she hopes will happen further along in the book. She doesn't always understand what some sentences mean, and has on occasion questioned me as to what certain metaphors within the text mean. Generally, she reads fluently though at times lacks pace. This is usually happened when she is faced with sentences that include more than two challenging words.

In allusion to observations made of Pupil A, during such time I remained either a complete observer or a participant as an observer. My reasoning for this was to avoid encountering the Hawthorne Effect (Cherry, 2018). I wanted to do everything to avoid the chance of Pupil A experiencing reactivity wherein she may modify her behaviour in response to the knowledge that she was being watched. In the cases where I acted as a participant, my goal was to remain as neutral as possible and to limit my interaction with Pupil A.

As previously mentioned, Pupil A is currently is currently working at a level 4 in maths but is borderlining level 5 in several different criteria for this subject. She is able to use coordinates in all 4 quadrants which is a level 5 skill, whilst level 4 only requires one quadrant to be used (Welsh Government 2016). Pupil A stated during an interview that she enjoys learning new things in mathematics as she loves to be challenged, she also uses the word 'smart' to describe herself (see below).

Interview with Pupil A

15th May 2019

Interviewer: So [redacted] try not to think of this as an interview, this is just for me to get to know you a little bit more since I'll be here for a while.

Pupil A: Until June.

Interviewer: Yes, until the end of June.

Pupil A: My daddy's birthday is in June.

Interviewer: Is it?

Pupil A: Yeah, we're going to go to Blue Stone.

Interviewer: I love it there, have you been before?]

Pupil A: Yeah, I went in Easter.

Interviewer: Lovely!

Pupil A: Did you want me to tell you about me or about school?

Interviewer: You can tell me whatever you like. Whatever you'd like to talk about is fine.

Pupil A: Okay, well I'm ten and a half years old. I have a dog called Lola and a guinea pig called Aster and I really like - ummm - chicken dippers.

Interviewer: Ooh, I love animals.

Pupil A: Do you have a dog, Miss?

Interviewer: Yes I do. I have one dog called Archie.

Pupil A: Like the royal baby?

Interviewer: Exactly!

Pupil A: My mother is having a baby, she's due in December.

Interviewer: Wow! So you're going to be a big sister!

Pupil A: Yeah, I'm really excited. She doesn't know what it is yet, she wants it to be a surprise.

Interviewer: That's lovely.

-- long pause, Pupil A wasn't sure what to talk about next --

Interviewer: If I asked you to choose some words to describe yourself, what words would you pick?

Pupil A: Uhh, friendly, smart, kind and umm, happy.

Interviewer: Lovely, I would have used those words to describe you too, especially smart. You're very clever

Pupil A: I'm better at maths than anything else

Interviewer: Why do you think that is [redacted]?

Pupil A: I really like challenges and adding

Interviewer: You like adding?

Pupil A: Yeah, and I can do long division really good.

Interviewer: You can! And you did really well with plotting shapes yesterday

Pupil A: Yeah

The ASK Model would recognise this as displaying attitudes pertaining to both hard work and integrity, with it being an essential quality to learning and furthering understanding and knowledge (Nottingham 2013). During an observation undertaken during a maths lesson, the three other girls at Pupil A's table were distracted from the given task by idle chatter which proved unsuccessful in distracting Pupil A from the task, despite their close proximity to her and volume of communication (see appendix for Observation 1). Pupil A remained intently focused on her work, which is and the three girls at a table knew not to talk to her because they knew that they would not receive a response. This is a prime example of how Pupil A

demonstrates attitudes outlined in the ASK Model, which in this case are resilience and the desire to succeed by focusing on what is relevant (Nottingham, 2013). It was this lesson in which Pupil A completed all of the given work and asked for an extension task. She was the only level 4 pupil in the class to complete her work with enough time to warrant an extension task. The extension task given was within the boundaries of a level 4 piece of work, remaining in the first quadrant and pertaining to 2D shapes (Welsh Government 2016). However, this piece was slightly more challenging than the initial given task (see appendix for Work 1). I expressed to Pupil A to seek help from me should the task prove too difficult. However she completed the task independently and on completion, she proudly offered it to me, which I deduce to be an example of what Abreu (2008) says about students avidly seeking to do things that raise their confidence, leading them to relish in feeling proud of their work and efforts.

While it has been evidenced through interviews and observations that Pupil A communicates clearly with adults and other pupils during structured tasks using a wide range of vocabulary, on observation of her completing her daily task (see appendix for Observation 2), she has a tendency to speak to children younger than her in a rather demeaning and patronising tone. This was surprising considering how polite and well-behaved she is in class with her peers and with her teachers. Kennedy-Moore (2018) attributes this to having an 'empathy blindspot' where young children who are morally sound can have slips in judgement about how to address each other.

When faced with group tasks, I noticed the fact that Pupil A tends to gravitate towards the same four girls, however due to the class seating plan she does not sit with any of them. This group of friends only manifests at playtime and in group settings and does not emerge within the classroom. I would put this behaviour down to adhering to the school policy of no

talking during class as from observing them; these five girls are collectively the most well behaved pupils in the class and do not actively seek distraction during lesson times nor are they influenced by others in the class who possess such traits. I detected a gap within Pupil A's progression which was that when faced with large group settings, she becomes extremely withdrawn and does not like to fully engage in activities where the attention of the class is placed on her. Whilst observing her during a forest school activity afternoon (see appendix for Observation 3), we began with a whole-class group game. Pupil A was visibly uncomfortable speaking and participating in the activity where in which the entire class in turn performed an action pertaining to their favourite animal. It became clear to me that having little experience in group settings such as this one, the unfamiliarity and overwhelmingness of having the spotlight placed on her made it an uncomfortable situation for her. However, later on throughout this observation, the class were given free choice in forming groups. It was no surprise that Pupil A became a part of a group with her habitual friendship group. Within this dynamic, I observed as a participant, having minimal contact with the group. Pupil A was the distinguishable leader of the group for this activity, with the others following her directions and suggestions carefully. She was not overbearing, but it was clear that she had more of a leadership role. She flourished during this activity and her communication skills were highlighted profusely. Kyriacou (2009) highlights that the optimal size for a small group is five, stressing the importance that social and communication skills can be greatly improved in such settings and are educationally vital to pupil development. He gave this the term 'collaborative learning' which I believe in this case is best fitting as this activity involved all five pupils being involved in a genuine collaborative task rather than working alongside one another in a relatively independent task where they occasionally shared answers. This task saw the group create a fully functional outdoor den of which each member of the group contributed an almost equal amount, which offered an optimal opportunity for pupils to reflect on their accomplishments, promoting a spirit of cooperation

and mutual respect; something that Gillies (2004) and Kutnick (2006) both indicated in their research on effectiveness of small group work and its benefits.

The class operates on a dojo system of rewards, which from previous observations is something that seems to incentivise Pupil A. Pupil A currently has the most dojo points in the class by far, though when commended on this fact, she was noticeably pleased with the recognition though it was clear to me that she felt embarrassed to be recognised for her accomplishments. (Winter, 2011) concludes that positive reinforcement has many benefits to both learning and wellbeing. In a Friday afternoon session, I observed her whilst the class teacher awarded the weekly collected dojos for each pupil. This activity was seen as a class celebration and was something that not only lifted the levels of enthusiasm in each pupil, but also created a sense of community within the class, wherein Pupil A took part in celebrating the accomplishments of her peers (see appendix for Observation 4).

During a conversational interview which was semi-structured and maintained a natural and open-ended discussion (Patton 2002), we ventured into several topics of conversation I wouldn't have necessarily imagined would come up so naturally. I found this interview technique to allow for much more flexibility to ask key questions when appropriate but to also be both flexible and responsive to anything Pupil A wanted to talk about (Gillham 2000). What began as a conversation about favourite places at school turned into a conversation about Pupil A learning how to do gymnastics at home in her back garden (see below).

Extract from an interview with Pupil A
May 20th 2019

Interviewer: So Chloe, just like last time we're going to have a quick talk, I might ask you a few questions and if you want to ask me any questions to me you can okay?

Pupil A: Okay.

Interviewer: And if you think of something that you really want to talk about, we can

Pupil A: Cool

Interviewer: Where are your favourite places around school and why?

Pupil A: Inside?

Interviewer: They can be inside or outside

Pupil A: Okay. *long pause* Well I love my desk because I like learning. I like being in class because you and Mrs Jones teach us really interesting things. When I'm on the yard I play netball so I like the yard. *long pause, seems stuck*

Interviewer: I used to play netball when I was in school too.

Pupil A: What position did you play?

Interviewer: I played centre, goal attack and goal shooter.

Pupil A: I play centre as well. I like it because you can go in the most areas on the court

Interviewer: That's right!

Pupil A: I also really like my back garden, that's not in school though.

Interviewer: That's okay! Why do you love your back garden?

Pupil A: Its really big and I've been teaching myself gymnastics on it.

Interviewer: What are your best moves?

Pupil A: I can do a handstand, a forward walkover, cartwheels and I the splits.

Interviewer: Amazing! Is that what you want to do when you grow up?

Pupil A: Yeah, I want to be either a gymnast, a teacher or an actress.

Interviewer: Those are some really good choices.

Robbins (2002) discusses that children will often want to talk about things unrelated to what us, the adults, want to talk about. In knowing this, I was able to respect and acknowledge what Pupil A was talking about and allowed her to continue leading the conversation based on what she wanted to talk about, rather than what I had originally intended. This allowed me as a researcher to be receptive to the voice of my chosen pupil and give her the time to express herself, which supports the work of Malaguzzi (1996), who also suggests that children should be allowed to take the lead as Pupil A's opinions and thoughts contribute an invaluable amount to the research as a whole.

From careful analysis of the collected data, Pupil A proves to be an outstanding addition to the class and would benefit from several provisions tailored to her individual learning needs. Whilst her four close friends appear to be an important part of her school life, I would highly recommend she attempt to engage in group work with other pupils in the class, thus to broaden her social circle and further broaden her communication skills. Webb (1990) expresses her understanding that communication is a means of fostering collaborative work and is deemed to be of a high importance within schooling. She attributes it to enabling future learning as well as a means of monitoring pupil progress.

It is evident that Pupil A has a particular passion for mathematics and thoroughly enjoys learning and taking on board any challenges that come her way. I feel as though it is vitally important to further Pupil A's passion for mathematics. While it is evident that she is not yet eligible to be moved up to the top group of differentiation due to her being borderline level 4 and 5, as a teacher I believe that with some extra help and time she could progress to the same level as the top set of differentiation (level 5). To help her accomplish this target I will ensure that extension tasks are available to her that will challenge her and allow her to improve with confidence in her abilities. To facilitate this I would utilise contingent teaching wherein I would provide support to Pupil A when difficulties arise but gradually withdraw my input as she begins to show greater understanding and success (Skinner 2011). In addition to this, the Department for Education and Skills (2006) highly recommend promoting mathematical learning outside of the classroom. They strongly believe that "every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability and circumstances" (DFES Manifesto p.2) .I intend to utilise this advice in order to further nourish Pupil A's mathematical skills.

An aspect of learning I have identified as requiring improvement is Pupil A's oracy. Whilst her communication with teachers and other adults is strong, she sometimes lacks the ability to communicate effectively with her peers during structured activities and during group discussions. Martin (2014) corroborates my belief that drama is an integral tool in promoting self-esteem and confidence amongst young children. Utilising drama as a tool for learning has the power to vastly improve oracy as well as the ability to listen to others (Martin 2014). As a student teacher who has specialised in drama in my undergraduate degree I believe that Pupil A will benefit greatly from this subject. She has already shown signs of benefitting from drama lessons in previous drama lessons I have taught (see appendix for Observation 5). I intend to use cross curricular methods to incorporate this subject into multiple aspects of my teaching as well as planning standalone drama lessons to help improve confidence and oracy. Alternatively, if the funds are available, I should like to utilise a programme run by the National Theatre (2019) which consists of opportunities for enrichment while focusing primarily on creativity across the Nation Curriculum for Key Stage 2. I believe that Pupil A would benefit greatly from a programme such as this one. After providing these steps, should she produce work pertaining more towards a level 5 than level 4, I would move her to one of the two tables currently in the classroom consisting of level 5 pupils. Taber (2013) suggests that sitting amongst like-minded pupils with similar ability levels can have a positive impact on future learning. By moving her to this table, she will be among pupils with a similar ability level in mathematics too. This has the potential to provide additional help and support in both mathematics and other subjects across the curriculum. In keeping up with the QTS standard of maintaining a good relationship with both pupils and parents, I should like to liaise with the parents of Pupil A and keep them up to date with their child's progress and encourage them to aid in furthering her mathematical skill growth at home, as to support the Department for Education and Skills (2006) and their recommendation of promoting mathematical learning outside of the classroom. It is also important to note that Merriam

(1998) acknowledges that building relationships with parents aids in the pupil's learning and progression. She states the coaction of teachers and parents has the potential to provide pupils with higher and more successful outcomes.

Winter (2011) acknowledges that it is the enthusiasm for learning that enables children to want to achieve and reach positive outcomes. Henceforth, my methods for future provisions should ensure that the pupil has the opportunities to reach her full potential. Moreover, Winter concedes that students who are recognised for their efforts can often become more willing to make more of an effort in the future. Whilst Pupil A is already receiving positive reinforcement for her efforts and achievements, it is important to note that in the next steps of learning that this should continue. Pupil A has displayed signs that reinforcing her achievements is something that motivates her so this should definitely be something to consider when planning for the next steps in her learning.

Taking into account her desire to learn gymnastics I will provide the class with this activity during PE lessons. Gymnastics is something that the National Curriculum advises teachers should cover which provides me with the opportunity to enrich the student's physical capabilities. There are many benefits to this particular activity; many of which will greatly support Pupil A. The general health benefits that gymnastics can have are invaluable, any exercise can decrease risks of obesity and heart disease, but gymnastics also has the potential to improve core strength and wellbeing of the mind (Robertson 2019). It is believed that gymnastics is one of the most beneficial exercise programmes currently available to children. This form of exercise incorporates strength, speed, flexibility, balance, coordination as well as discipline (Taylor 2019). I believe that because this activity is something that Pupil A holds great interest in, it will encourage her to be more of a sociable participant in these lessons. I intend to utilise her gymnastics skills and incorporate her and a few other pupils

into my teaching as the more knowledgeable others. An example of this would be my asking her and other pupils to demonstrate some gymnastic moves for the class to observe and then copy. The goal of this is for her to not only enjoy the activity, but to gain confidence in demonstrating moves and give her an opportunity to communicate with the other pupils in her class. As Taylor (2019) mentions, gymnastics is proven to have a positive effect on young children as it provides for a great activity to utilise team and paired work which is one of Pupil A's next steps in learning. By facilitating the opportunities to develop their communication skills, young children will independently develop the relevant base of communication and social skills that will carry them into adulthood (Communication Trust 2011)

Since there appears to be a gap between Pupil A's mathematical ability and her reading I have made the decision to provide her with more pastoral care, providing her with a more balanced interface of pupil performance and well-being keeping in line with the *Every Child Matters* agenda (Cheminais, 2006). The goal here is to continue Pupil A's enjoyment of achieving and enabling her to continue to make good progress in her work, particularly her reading and oracy. This will boost her social wellbeing and will aid in the gaining of skills and knowledge required later in life and for future employment (Crow, 2008). I will also be introducing weekly spelling tests. Evident in Pupil A's work (see appendix for Work 2 and 3), she is sometimes spelling words correctly but the concrete knowledge of how to spell particular words is absent. Not only that, Pupil A as well as the rest of the class can greatly benefit from spelling tests. Robinson et al (2010) stresses the importance of pupils knowing how to spell as it is an essential trait among literate people. Introducing weekly spelling tests is also an excellent means for me to assess each pupil and their current attainments in spelling and word formation. Parents often view spelling as a fundamental part of their child's literacy education, hence why I firmly believe in the importance of these tests (Turbill, 2000).

Pupil A needs to work on her spelling, her oracy and fluency in reading. I believe that in having more contact time with her to read in partnership with the spelling tests she will make immeasurable progress in due course. This is also supported by Snow et al (2005) who note “Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading.”

Conclusion

This paper has highlighted the importance of using a diverse range of research tools, as advocated in the Mosaic Approach (Clark & Moss 2001). I believe that compiling my data utilising the Mosaic approach has proved to be very effective and beneficial in gathering reliable and differentiated types of evidence to encompass Pupil A’s learning. I believe I have succeeded in establishing the child’s perspective within this research and have understood the three main principles that underpin it. The qualitative data has been established and analysed accordingly and has allowed for depth and detail (Taber 2013). This research has enlightened me on the ideality that no child is ever going to be perfect, however, exemplary learning is achievable when pupils learn from the mistakes they make and show willingness to improve. Having a positive outlook on academic achievement has allowed Pupil A to sustain her current levels of attainment (Kyriacou 2009), which I have been able to utilise and build upon in creating the next steps for her future progression and achievements.

In the teaching profession it is understandable that the workload is never light meaning that this type of research study would be near impossible for one teacher to compile for an entire class of pupils. However, I fiercely believe that if each child were given the same level of investigation and exploration into a holistic approach to how they best learn as I have constructed for Pupil A, everybody would benefit immensely. While the next steps I have

outlined for Pupil A are just one opinion of a semi-professional student teacher; Having backed up all of my steps and reasonings with reliable professional resources and references it is my belief that these are the next actions to be taken for Pupil A.

Appendix

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, well-being 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): GEORGIA HOWE

SCHOOL NAME (PLEASE PRINT): YSGOL Y BYNEA

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

MR GARI STEPHENS

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

Observation 1

Tuesday 14th May 2019

Morning - Maths

Pupil A is sat with her peers completing a given task by myself. Everyone at Pupil A's table appears to be engaging in conversation whilst slowly completing the work, however Pupil A is very focused on the task. She doesn't even lift her head to look at her peers as they converse. I am very impressed by how attentive she is being to her work and how resilient she is being by not allowing herself to be distracted by the girls at her table. It is not long until she has completed the work set, she is the only one to have done so as the rest of the class (despite my continuous reminding that this must be completed before break time) have not finished. Thankfully I had prepared an extension task in the unlikely event that someone might complete their work with enough time to begin something new. This particular extension task is slightly more difficult than the first piece. It is an altered version of the level 5 main task. Instead of it consisting of half-completed shapes across four quadrants, the same shapes are sat across the first quadrant. Pupil A has taken this task and stated "don't worry Miss, I can do it". Just before break time, Pupil A completed the extension task without having to ask me for help at all. I am impressed and now know that next time I teach maths, to prepare extension tasks with a slightly higher level of difficulty for her.

Observation 2

Monday 13th May 2019

Morning - Pupil A's Daily Task

Pupil A's daily task begins daily after breakfast club has finished serving food. Her job is to manage the game and jigsaws cupboard and hand out games and such to the younger pupils when they approach her to ask for either a game or a jigsaw. Mondays, Wednesdays and Fridays are for games whilst Tuesday and Thursday are designated for jigsaws. I observed Pupil A from class as she gave a year 3 pupil a game. The child specified that he wanted a jigsaw and that today was a jigsaw day not a game day. Pupil A responded in a

rather patronising tone that today wasn't a jigsaw day, and proceeded to take the child through the days slowly and explaining that "Today is Monday, today is a *game* day. *Tomorrow* will be a jigsaw day, get it?" I was rather surprised that she had spoken to the young child in such a demeaning way. She doesn't yet have any siblings so perhaps this could contribute to the reasoning for her not understanding how to address younger children. Perhaps I'm over-analysing the situation, however I can't help but wonder if perhaps she spoke to him in this way because he tried to correct her even though she knew she was in the right.

Observation 3

Tuesday 14th May 2019

Afternoon - Forest School Activity

To begin, the entire class engaged in several warm up games, in which they had to act out and sound out notices and actions pertaining to their favourite animals. This activity made Pupil A visibly uncomfortable and shy. These sorts of group activities appear to result in her becoming introverted and embarrassed.

When it came time to split into groups, the class teacher gave pupils the opportunity to decide on their own groupings, which Pupil A was happy with as it meant that she could work with her four closest friends. From here, I saw a rapid change in Pupil A's demeanor. She became much more present within her group and I would go as far as saying that she assumed a leadership role within the group. Amongst her friends her fear of embarrassment disappeared completely and I was able to observe her flourish as the group leader.

Observation 4

Friday 17th May

Afternoon - Dojo Points

The class are calculating their dojos which have been collected throughout the week. Pupil A is currently sat at the top of the leaderboard for personal dojos. Some pupils in the class are excited for her because she has just reached 500, meaning she'll be awarded a golden pin at the next assembly. Pupil A is visibly incentivised by dojos and currently is displaying visible signs of excitement and pride at the fact that she is atop the leaderboard. However, when called upon to announce how many dojos she has received this week, she answered very timidly. While this is something Pupil A is clearly proud of, she is equally embarrassed at having to announce this to the class. Several pupils in the class have made negative comments and even gone so far as to say that she must have cheated to have achieved such a high amount of dojos. The class teacher has reprimanded them for making such negative comments and has encouraged everyone to applaud and praise Pupil A. This lifted her spirits and although still seemingly embarrassed, Pupil A seems more at ease. When it came to praising others for their accomplishments, Pupil A was seen to take part in celebrating the accomplishments of all her peers, offering smiles and applauding every pupil in the class, alluding to the kind-hearted and supportive person she is.

Observation 5

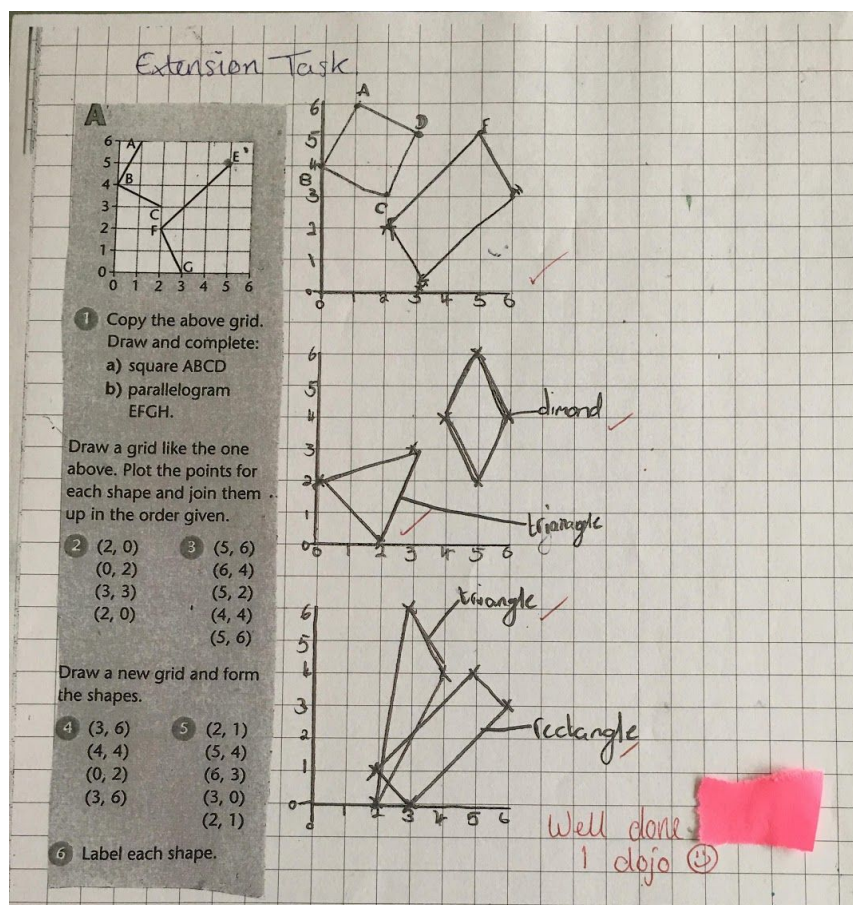
Wednesday 22nd May 2019

Afternoon - Drama lesson

From the offset of this lesson, having the knowledge that Pupil A, along with several others felt very much out of their comfort zone in activities such as this one, I made sure to vocalize the fact that the feeling of embarrassment was unnecessary in this activity, as the point of this lesson was to allow ourselves to feel silly. This seemed to settle Pupil A slightly, which I was glad of. However, since I used a randomized grouping technique, Pupil A ended up in a

group without her peers, which impacted visibly on her physicality. I continued to encourage the act of being silly in order for her and the other members of the group to attempt to release their inhibitions and let go of the worry of being laughed at. I found that it did work to a certain extent, Pupil A did commit to the activity and showed minimal levels of improvement confidence-wise, which is a win in my opinion. I believe that with more drama lessons, Pupil A will improve.

Work 1



Work 2 - a first draft of a persuasive letter

Dydd Gwener, Mai 17th

A good level 4 piece of writing.

L.O-To write a persuasive letter

writing is organized
appropriately for the
reader (level 4)

Ysgol y Bynca,
Saron Road,
Bynca,
SA14 9LT.

889 Greenford Road,
Greenford,
London.
UB6 0HE.

Date _____

Dear Mr Ferriols,

handwriting is clear and
legible

Hi, my name is [redacted] and I am asking you
to stop using palm oil in your products, especially
M&S because it has 26% of palm oil in it. In my
class I have been working on deforestation. You are
killing orangutans by cutting down trees and creating palm
oil plantations.

use of
paragraphs
(level 4)

My topic in school is called Darwin's Delights.
Also orangutans are one of the animals in the world that
are Critically Endangered. There were, 100 years ago, 315,000. Now
there are 50,000 to 60,000. Every year there are 18.7 million
acres lost per year. They live in tropical rain forests and
mostly live on the ground in trees. spelling is generally
accurate.

don't miss lines X

opinions are
stated with
good reasons
(level 4)

I would like you to help my class
save endangered and critically endangered animals. This means
you find a different product and use that instead of
palm oil. I would also like you to imagine that you are
an orangutan and I am cutting down your home and
killing your family. Would you like it to stop?

effective

mostly accurate punctuation

Dydd 1au, Mai 16^{fed}

Level 4

lively argument using researched facts. Well organised.



This is Allison. She is married with two children. She works very hard to take care of her family and also works as a nurse. When she goes shopping, many of the products that she buys contain palm oil such as ice cream, chocolate and her favourite shampoo. She doesn't have the time to check all of the labels of things she buys to see if they are palm oil-free. But she is shopping on a small budget and the palm oil-free options are usually much more expensive. She feels bad but she doesn't have much of a choice.

Write an argument for Allison in the first person. Think about:

- Trying to save money where you can
- Not having the time to check every label and why
- What you would do if the palm-oil free options were cheaper

legible handwriting

generally good spelling

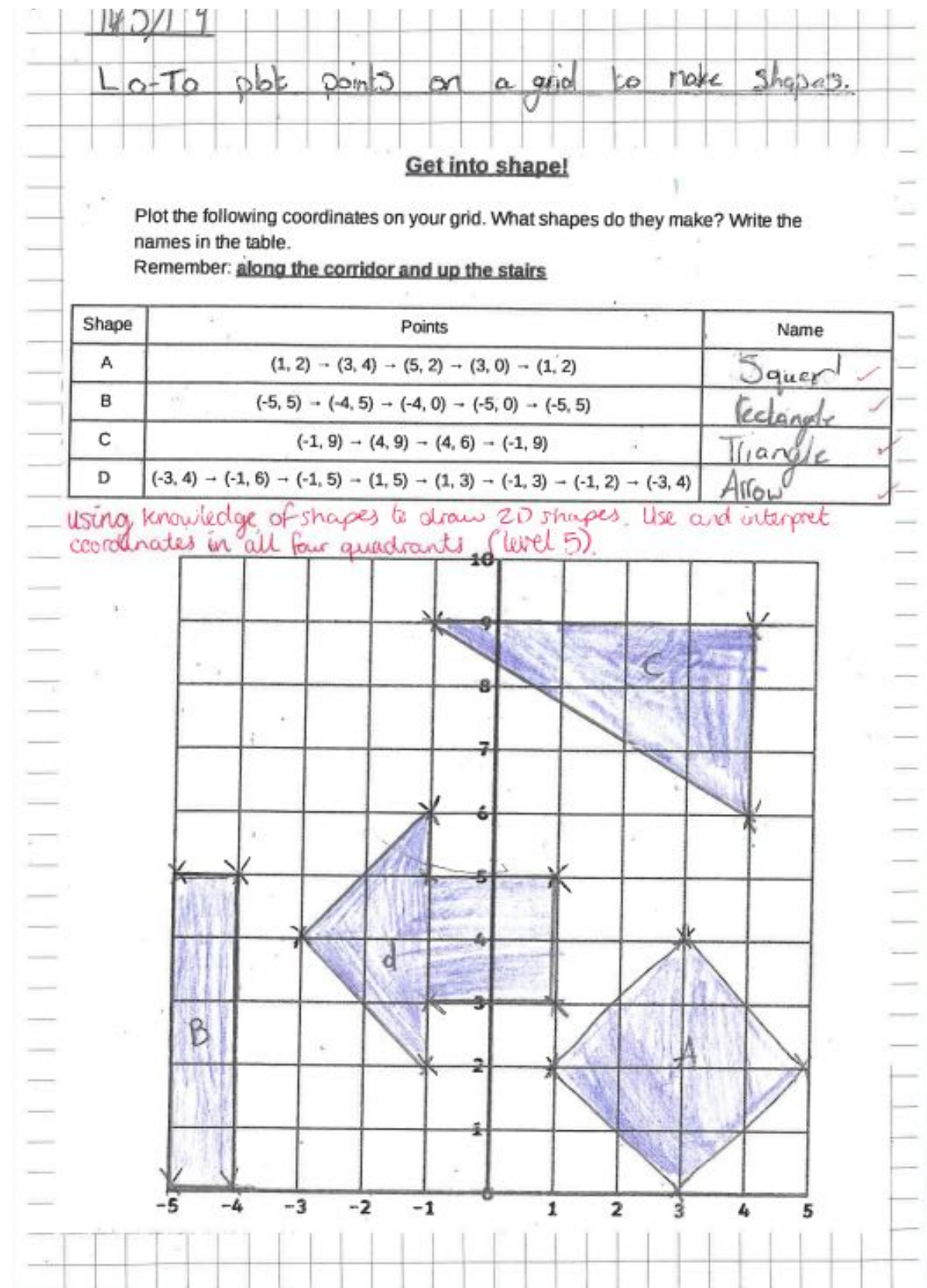
good punctuation

Hi, my name is Allison. I have 2 children and I work as a nurse. I have mixed feelings about it. When I go shopping I have no time to read all the labels to see the ingredients. I feel really^{sp} bad about how much palm oil I'm using and I feel guilty^{sp}. Also when I go shopping all my favorite^{sp} foods and favorite^{sp} shopping have palm oil. Palm oil-free are much more expensive than^{sp} products with palm oil in them. So I think you should lower the prices and raise^{sp} a^{sp} ^{sp}whoroo about deprecation.

A lovely argument

awareness x3 awareness awareness awareness

Completed by Pupil A before the extension task was given



Two recent pages of Pupil A's reading record

Date	Title	Comment	Signature
12/3/19	Moby Dick	p. 48/49 Great reading. Well done	W.
12/3/19	Moby Dick	50-end read v. well	Eles
13/3/19	Dick Turpin	hard read very well	Eles
14-15/19	Don O.	too 52 read well	W
17/3/19	"	53-end read v. well	Eles
18/3/19	Christmas Stories	1-71 read very well	Eles
19/3/19	"	72-end read v. well	Eles
20/3/19	Stick Wag	1-118 read v. well	Eles
21/3/19	"	109-end read v. well	Eles
22/3/19	Parland Tales	1-48 read v. well	Eles
23/3/19	"	49-102 read v. well	Eles
26/3/19	"	103-174 read v. well	Eles
27/3/19	"	175-205 read v. well	Eles
28/3/19	"	209-end read v. well	Eles
31-3-19	Wrinkle in time	to p. 67 read	W
1/4/19	"	68-134 read v. well	Eles
2/4/19	"	135-212 read very well	Eles

Pupil is reading almost every single day, she is reading above the expected amount.

Date	Title	Comment	Signature
3/4/19	p. 212/3	lovely clear reading - with good expressions.	HS
4/4/19	in time	Book finished	Eles
4/4/19	Journey to the Centre of the Earth		
7/4/19	"	1-41 read v. well	Eles
8/4/19	"	42-71 read v. well	Eles
9-4-19	"	72-99 read v. well	Eles
10/4/19	"	100-126 read	W
11/4/19	"	127-143 read v. well	Eles
Through Easter Holidays	"	144-183 read well	Eles
30/4/19	18 term 25 June	184-end read v. well	Eles
1/5/19	"	1-40 read v. well. Good expression, work 41-42 on page 4	Eles
1-5-19	"	41-78 read well	W
2/5/19	"	79-113 read v. well	Eles
6/5/19	"	114-end read v. well	Eles
7/5/19	Drama @ Silver Spin	1-51 read well	Eles
8/5/19	"	52-83 read well today. needs to work on punctuation	Pill...

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