

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

Introduction

The data collected for the analysis of an individual pupil, took place in a primary school within the Bridgend area. The average percentage of pupils eligible for free school meals is 44%, which is significantly higher than the national average of 19%. The school identifies around 42% of pupils as having additional learning needs which is also above the national average of 21% (Estyn, 2017).

The focus pupil chosen for detailed analysis is a female in Year 4. To keep the child's identity anonymous, she will be referred to as 'Child A' throughout. Child A is currently in the top ability group within her class and is achieving a Level -4 in all curriculum subjects, which is higher than the average of her classmates. When discussing with the class teacher for recommendations of a focus child, Child A was suggested as she was described by her teacher as a very intelligent pupil that tends to isolate herself from her peers. Child A is currently in a class where challenging behaviour is an issue but does not display any challenging behaviours herself or react or encourage others' challenging behaviours.

Data collection

The core method used for data collection was The Mosaic Approach (Clark, 2007). The Mosaic Approach collects different types of data from different context to provide the most holistic view of the child. The approach allows data to be gathered using a variety of methods such as the traditional, adult-directed approaches of observation and interviews but also, child-led approaches such as map making and tours (Clark, 2007). This method is beneficial for data collection on an individual child as it puts emphasis on the views and opinions of the child (Greenfield, 2011). All methods used for this approach are qualitative, according to research, qualitative methods with young participants are more likely to gather information that reflects their perspectives more accurately (Singh, Keenan and Mears, 2007). As this research will be reflecting a holistic view of the child, it will be considering the elements from Nottingham's (2013) ASK model, which includes the role of attitudes, skills and knowledge the child displays in school.

Before collecting any data, a discussion with the potential focus child took place to gain their verbal assent. It was explained in a child-friendly way that I was gathering information about how pupils learn and asked if the child was willing to help. The child understood that she did not have to agree to help and that she was able to stop helping at any point. Signed consent was then gained from the class teacher (Appendix 1) to ensure that any data collecting was done ethically and in accordance with BERA (2018) and the UWTSD Research Ethics and Integrity Code of Practice (2017).

The first method used to collect data from Child A was a tour of the school, or a 'walking interview' (Greenfield, 2011, p.112), where the child was asked to take photographs of the areas or things that she viewed as important to her learning (Appendix 2). This method was extremely useful as it provided an initial overview of Child A's views and opinions of

learning and Child A spoke the whole way through the tour, justifying every area she was photographing, see Appendix 2.1 for the transcript. Not only was Child A in charge of the tour, but she was also in charge in the way in which it was documented through the photographs (Clark and Moss, 2011). The discussion throughout the tour provided child-led thoughts without an adults' interpretation or questioning and therefore, was considered as useful data to go alongside the photographs. The tour and photographs were followed up by Child A completing a drawing of the school and she coloured the areas she perceived as important (Appendix 2.1).

Specific observations were collected during playtime, group work and 'free choice' lessons as I was eager to gather information about Child A during times where she may be socialising with others (Appendix 3). These moments were chosen as the class teacher had claimed that Child A tends to isolate herself from her peers. The class works in a rotation system therefore, when Child A's group was doing class work with myself, it would have been inappropriate to only observe her however, teachers are always observing their pupils which helps gain an accurate view of the child. It was a priority to observe Child A during moments beyond a focused task. The Welsh Government (2008) state that the data and information collected from observation are essential in creating a complete picture of a child. Observations can help to gather information about an individuals' strengths, areas for progress, personal preferences and needs (Welsh Government, 2008). Although observation is an established method of listening to and monitoring children, it only truly provides the perspective of an adult (Clark and Moss, 2011). Therefore, it is important to consider the use of other methods to provide a more accurate, holistic view of a child (Clark and Moss, 2011).

Child A's current 'annual progress report' (Appendix 4) and examples of Child A's work (Appendix 5) were gathered to complete the holistic view of Child A in school. These work in conjunction with one another as the report highlights the areas of the Level 4 standards that Child A is currently working at. The examples of work provided for this research were aimed to reflect these areas. However, Child A's ability in different areas of learning is evident from observations and in other evidence such as recordings and tests. Combining the evidence from the report, that would have been moderated with more than one teacher, and aspects of work provides sufficient evidence of Child A being a more able and talented pupil which provides an example of her skills and knowledge intellectually.

Analysis of learner

After an initial discussion with Child A's class teacher, I was informed that she was classed as a 'more able and talented' (MAT) pupil. This is because she is currently achieving a Level -4 in each subject. Child A demonstrates many aspects of Level 4 in her work, which are highlighted in Appendix 4, but is not yet a solid Level 4. In Wales, it is expected that the majority of pupils will leave primary school on a Level 4 (Welsh Government, 2018). Since Child A is currently on a Level -4, and is in Year 4, she is considered a MAT pupil. The school reports provide information about the pupils' progress during each term in school, therefore, Appendix 4 provides information about Child A's progress so far in this academic year, the areas highlighted are examples of Level 4 abilities. Appendix 5 are examples of Child A's work that demonstrate some of these Level 4 standards. The report in Appendix 4 include; Language, Literacy and Communication; Welsh Second Language; Mathematical Development; Science and Religious Education. The examples of work in Appendix 5 include; Language, Literacy and Communication; Mathematics; Science; and independent work which is often without any adult instruction from her Challenge Book. These pieces of data; the school report and examples of work; separately, may have been insufficient in providing evidence of Child A's levelling. However, combining the two and with highlighted statements directly from the Level 4 standard from the Welsh Government statements are useful and reliable forms of data about Child A. A limitation could be that the summer term report has not yet been completed as the term is ongoing. However, through continuous observation and analysis of Child A's work, these will be appropriate methods for informing the summer report on Child A's progress this term.

As it was clear that Child A was of high ability in academic work, the observations focused on the social aspects of Child A's school life. Appendix 3 shows three occasions where observations were specifically carried out on Child A, rather than spontaneous observational notes that were also taken. According to the Welsh Government (2008), observation is essential in understanding the development of a child and their needs. This includes observing the child's progress, involvement and enjoyment. For these specific observations (Appendix 3) involvement and enjoyment were observed. However, an aspect of progress was also observed, as the observations took place in different social situations, it enabled me to observe if there were any differences in Child A's social skills dependent on the environment.

The first observation (Appendix 3.1) was during a 'free choice' lesson, or 'Golden Time'. In this session, pupils could choose what they wanted to do for the session, and they could sit next to whoever they wanted in the classroom. Whilst most pupils chose to play on the iPads and share them with friends, some chose to draw and colour, Child A chose to write a song in her 'Challenge Book'. Child A sat at an area of a table where she was not sat next to any other pupils and from the observation it would appear that this was by choice as she did not ask or attempt to sit next to any of her classmates nor did any stop her from sitting next to them. According to Child A, the song that she was writing was already an established song, but she was changing some of the words, see Appendix 5 (Challenge Book) for the song. It could be perceived that Child A sat by herself as she may have been experiencing some feelings of embarrassment as she was participating in an activity that was different from all her classmates. Händel, Vialle and Ziegler (2013) suggest that peers can experience feelings of ambivalence towards pupils of high abilities and this can often make those high

ability pupils hide away in order to “fit in”. However, during this observation, when I asked Child A what kind of song she was writing, she sang it to me with confidence and loud enough for all her peers to hear her. Child A expresses resilience as she said how she would sing this song to the older pupils of the school who were being mean to her, to scare them away and when I suggested she should tell an adult on the yard, she expressed that she could handle the situation herself. This corresponds with literature that suggests that more able and talented pupils’ can often experience most of their school difficulties socially (Johnson, Johnson and Taylor, 1993; McQueen, 2011; Händel, Vialle and Ziegler, 2013).

During the second observation (Appendix 3.2), Child A did not try to engage with other pupils and only did when another pupil called her to do a dance together and once that was over, Child A walked away. This contradicts what much of the literature has found about the way that high ability pupils are perceived by their peers. McQueen (2011) suggests that the negative aspects of being a more able and talented pupil includes being labelled with unflattering stereotypical names, being targeted with jealousy and animosity, and social exclusion. However, McQueen’s (2011) study focused on adolescents and this may reflect the difference in views between secondary school pupils and primary school pupils. This could also suggest why Child A expressed that older pupils were mean to her on the yard during the first observation (Appendix 3.1). It may appear that a limitation of this play time observation is that it was only conducted once, however, having seen Child A at play time on several occasions, this written observation is an accurate overview of Child A’s participation and engagement during play. However, it is not to disregard that Child A has or does experience social peer rejection which can cause low self-esteem (Johnson, Johnson and Taylor, 1993), but these experiences were not observed.

During the third observation (Appendix 3.3), Child A demonstrated her open-mindedness as she was grouped in a mixed ability group, did not complain about the grouping, lead the group and respected each member equally. The day before this lesson, pupils were required to research the human sense they had been given during their independent task, Child A collected lots of information (Appendix 5, Challenge Book) and had done more research at home. This could be a reflection of Child A’s desire to succeed, her curiosity or both. During the group task Child A thrived and took on the role of organising her group of mixed ability pupils. A study by Kanevsky (2015) found that more able and talented pupils in primary school enjoyed teaching their peers during group work. As observed, Child A took on this role very maturely and did not seek praise or attention from the teacher either. She organised, encouraged and motivated her group members and allowed them to take credit for their contribution even when she had provided them with the information required.

Having considered these observations, it could be suggested that Child A may be experiencing low self-esteem in social environments and therefore withdraws herself. However, during the third observation (Appendix 3.3), Child A thrived, suggesting that she is using her academic strengths to feel more confident whilst participating in group work. Johnson, Johnson and Taylor (1993) found that high ability students that engaged in cooperative learning not only made more academic gains than the individualistic condition, but also displayed higher levels of self-esteem.

Appendix 2 show the photographs that Child A took during the tour of the school, Appendix 2.1 is Child A's dialogue whilst taking me around the school. It was done extremely maturely as she justified why she was taking pictures of the areas and why she felt they were important. It was interesting that she wanted to start outside the classroom and only came back to classroom at the very end, with very little to say about the class itself. It may be considered significant that this tour happened during lesson time, therefore, participating in this tour may have been perceived as a chance for her to leave the classroom. This could be due to a variety of reasons such as, the task not being stimulating to her, not being challenged enough or she is relieved to leave the pressure of being a high ability pupil. McQueen (2011) states that high ability pupils have expressed feelings of stress over high expectations and intense emotions related to their working environment. This could suggest why Child A took me on a tour of many places outside the classroom and spoke of them all in positive ways. Peterson (2009) suggests that high achievers are often stressed due to overinvolvement in activities and the pressures put on themselves and by others. A possible limitation of this method of data collection is that it is only conducted once, and at that particular moment, Child A may have been experiencing alternative reasons of why she may have wanted to leave the classroom. However, it is possible that Child A is experiencing feelings of exhaustion from the pressure put on herself in the classroom and this could be why she chooses to sit down for the most of play time by herself, it may be her way of coping and de-stressing.

Peterson (2009) suggests that it is likely for more able and talented pupils to have no peers with similar intellect or interests and social and emotional discomfort can increase through the school years. As stated beforehand, Child A is in a class where challenging behaviour is an issue and it could be suggested that Child A, being a mature pupil of Year 4, may socially withdraw herself from classmates due to not having anything in common with them. However, in Child A's 'Challenge Book', Appendix 5, she wrote kind descriptions of two members of her class. The peers she wrote about would be considered more mature than others in the class but are not high achievers, this is an example of Child A's acceptance of others and open-mindedness. It could also suggest that Child A wants to make those social interactions and friendships but may not know how initiate those interactions.

Next steps

Having considered the data collected, the next steps for Child A will not be focussed on academic achievement as she demonstrates the attitudes, skills and knowledge to attain levels beyond what is expected of her age. If there were moments where Child A plateaued, then further steps will need to be taken, however, these have not been evident. As suggested previously, it is possible that Child A could be experiencing levels of stress and high expectations that may be affecting her socially. Therefore, the suggested steps forward for Child A will be those that will benefit her most, which aim to aid her personally, socially and emotionally. Research from the Donaldson (2015) report found that children and young people wanted to see more of a focus on general social competencies in school such as life skills, personal confidence and personal and social education; all of which I believe that Child A would benefit from. The children and young people emphasised the social significance of attending school and one word mentioned the most was ‘friendship’ (Donaldson, 2015). Evidence from the data suggests that Child A is not experiencing or benefitting from the social aspect of school life yet. However, although the approaches will be focusing on her personal, social and emotional development, the nature of the methods will still be based around school subjects. Young people are expected to develop literacy, numeracy, critical thinking, creativity and problem-solving skills which puts greater emphasis on the new curriculum to focus the development of skills within a traditional subject (Donaldson, 2015). The methods will focus on Child A’s academic strengths and extend them to other context, with other pupils so that her personal, social and emotional skills are being extended. As Donaldson (2015) argues, learning is shaped by a lot more than subjects and syllables, to be able to fulfil the purpose of a curriculum, it needs approaches that are relevant to a learner’s personal, social and economic needs.

Estyn (2018) suggests the whole-school approach of ‘learning together’ weeks, however, it may not be appropriate to facilitate this as a whole school method, but, as a teacher, it would be possible to facilitate as a class project. The class will be given a theme and a pupil-friendly statement of the skills that the class need to develop. The class will need to work together to decide what they will learn and how they will present their learning. More able and talented pupils, like Child A, will take on leadership roles designed to motivate and stimulate all learners. As Child A thrived during the observed group work (Appendix 3.3) this will be an opportunity for her to engage with her classmates whilst still being intellectually stimulated. Händel, Vialle and Ziegler (2013) found that peers perceived pupil leadership as a positive attribute in friends. Being respected and being listened to were identified as the socially positive aspects of being a more able and talented pupil (Händel, Vialle and Ziegler, 2013). Johnson, Johnson and Taylor (1993) found that cooperative learning resulted in higher levels of self-esteem amongst high achievers. However, some researchers identify issues with more able and talented pupils being grouped with pupils of mixed ability such as unequal or unfair workloads or the more able and talented not benefitting (Robinson 2003; French, Walker and Shore, 2011). As it is the role of the teacher to constantly observe the dynamics of a classroom, any unfair workloads would be addressed appropriately if the pupils feel uncomfortable addressing the issue with their groups. Unequal workloads are perceived differently, as the amount of work would be differentiated, as Child A clearly identified this issue during the observation (Appendix 3.3) and designated appropriate workloads to each member of her group. This method would benefit the more

able and talented pupils as Estyn (2018) suggests that the flexibility of groups and tasks provides MAT pupils with the opportunity to deepen their knowledge and extend their learning, skills and experiences.

Estyn (2018, p.11) recommend a 'cross-phase buddy system to support more able and talented pupils in secondary schools'. This concept could be adapted to be used across year groups in Key Stage 2 and will require the agreement of other teachers in Key Stage 2. During the weekly sessions, pupils can focus on their priority areas of work and seek the advice of other MAT pupils in areas they may be struggling. Estyn (2018) suggest that 'leaders', a teacher, will provide the buddies with a workbook with various important skills to work through together which provides younger pupils with challenge and older pupils with the opportunity to develop communication, thinking and explaining skills. However, having considered the data collected from Child A, this could be the opportunity for MAT pupils to meet and socialise with other like-minded pupils and to build friendships on common interests. This could be an opportunity for the pupils to combine their strengths to create projects, that they have particular interests or talents in. They could display these projects in the school, present them at assemblies or to their classes, if they wished to do so. There is a whole range of possible opportunities that the MAT pupils could participate in together. These possibilities would reflect important recommendations made by Donaldson (2015) for the new curriculum. Donaldson (2015) suggests that good teaching and learning combines a variety of approaches that promote problem solving, critical and creative thinking. It could also provide an opportunity to practice their talent or skills that they may not get to do often in class e.g. music. Considering observations of Child A (Appendix 3.1), this will give her the opportunity to build friendships with pupils beyond her classroom and could allow her to be creative as she expresses elements of this when given the opportunity, such as writing songs. Some may argue that it would be an opportunity for the pupils to do nothing for a session, however, it would be argued that these particular pupils have a unique desire to succeed and they would still need to provide evidence of things that were done during the session. Peterson (2009) claims that females of high ability are more likely to reject achievement for peer acceptance. Therefore, it is intended that this strategy will decrease the likelihood of Child A rejecting academic achievement for peers as she will gain peers with similar academic abilities.

The final method I would implement is peer-tutoring. As a result of observing Child A during the group work (Appendix 3.3), not only did she take the role of the leader, but she done it in a way where she encouraged and motivated her group. If Child A and other high achieving pupils were to have 30-minute session twice or three times a week of tutoring those in the class of lower abilities, the average positive effects on those pupils are equivalent to approximately five months progress (Education Endowment Foundation, 2011). This may increase the educational attainment of those in Child A's class and thus, close the large attainment gap between her and her peers and the social dynamics of the class may change. However, evidence has shown that peer-tutoring has a positive impact on both tutors and tutees (EEF, 2011). The Education Endowment Foundation (2011) recommend the use of questioning frames in tutoring sessions and for the tutors to have training and feedback. By providing these resources and approaches, I think this would help Child A's self-esteem in thinking that she was fulfilling her tutor roles to a high standard. Some may argue that this would be a method of making pupils into 'junior teachers' (Kanevsky, 2015). However, this

approach would not be replacing normal teaching, neither would it be to introduce new concepts, it would be used to consolidate learning (EEF, 2011). It would also be an opportunity for Child A to develop her communication, thinking and explaining skills (Estyn, 2018). Franca and Kerr (1990) found that peer-tutoring had a significant impact on positive social interactions between the tutor and tutee, which would be extremely beneficial for Child A's social development and self-esteem.

Conclusions

Having reflected upon this process, it is evident that the Mosaic Approach is extremely beneficial in order to gain a holistic view of a child's development. If only one method was used for data collection, the steps forward may have been inappropriate and of no benefit to the learner. Child A in particular, would have reflected an all-around high achieving pupil if only the annual progress report and examples of her work were collected. However, it became evident through observations that Child A's personal, social and emotional development was a concern. The tour of the school also provided significant data to analyse reasons why she may have been avoiding the classroom. Considering the emphasis, the literature revealed about the importance of personal, social and emotional well-being and the possible affects of the lack of these, alongside the pressures of being a high ability pupil, helped to analyse the data collected to influence the next steps.

Having then considered the evidence, it was important that steps were put in place that would continue to intellectually stimulate Child A but in order to make progress, approaches to develop her personal, social and emotional skills were essential. If Child A was to continue school life without the social interactions and the self-esteem that she needs, it may have resulted in her declining in her academic abilities to gain peer acceptance. The suggested steps forward would not only benefit Child A, but they would benefit other pupils, including MAT pupils, to progress, therefore they would be extremely valuable to consider in schools. Since the inspiration for the steps forward are taken from Estyn, the Donaldson report and the Education Endowment Foundation, it means they are research-based and an example of good practice that works with the new curriculum.

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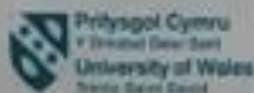
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Appendix 1



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): [REDACTED]

SCHOOL NAME (PLEASE PRINT): [REDACTED] PRIMARY SCHOOL

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[REDACTED]

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

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2



Outside the classroom:

Class library for reading records
and the theme library.





Outside the classroom:

A board celebrating the class' work.

Laptop cupboard that is shared between year 3 and 4.





Outside the classroom:

Table and chairs for the group that are working on a task here during rotation (not specified subjects).

Music area used by whole school.





Inside the classroom.

Appendix 2.1

Dialogue during the tour of the school

I asked Child A to take me on a tour of the school and to show me the areas that she felt were important to her learning and to take photographs of these areas.

Child A:

I think we should start outside the classroom, in the heart ['the heart' is the centre of the school and all classes use areas of the heart that are outside their classrooms for group work or interventions etc.]. Let's go to the library, here are the books some of the class are reading for their reading records, these are all staged and once they've read a whole stage with confidence, they get to move onto the next stage. I'm not on a stage anymore, I get to choose novels because I've read all of the stages now.

This is the other library that we sort every term for a new theme, so us and year 3 have the same themes so we sort out a section of the library so it's easier to find books related to that theme.

This is our 'Bravo Board', it's outside the class because it's like a way of showing visitors or something how well our class is doing, it's showing off good work. I have some work on there!

Here is where we keep our laptops because we share with year 3, they're handy cupboards because all the chargers are there for you and you don't have to fuss to find them. Sometimes though, we go to use them and year 3 already have them, they should set some sort of timetable really. I love going on the laptops for researching, you can literally find out anything on the internet. Books are good too, I love books but sometimes they don't always have what you're looking for, like some websites, I guess.

This is our class' section to do work when we're on rotation. We have 3 different things to do in the morning and one of them will be out here, so it's usually maths, English and an independent session so one of those will happen out here. Sometimes it's nice because it means you're not stuck in the class where it can be loud but sometimes if lots of other classes are using the heart, it's loud out here too. You just have to try I suppose.

Here's our music section, I made one of these instruments! I seen that another class were making instruments so I wanted to as well, so when I went home, I tried to make one and then I brought it to school so it could be used here. All the classes use this section, the little ones really love making a noise here.

How about we go down to the hall? Because we do P.E. there, we have food, breakfast club and assemblies and stuff. I really like P.E., well some things anyway, I go to a gymnastics club so I like doing things like that but I don't like doing some of the other sports.

Can we go outside? The outside area is important because sometimes P.E. happens outside if there's nice weather and we have break out there. This is like a basketball court, but you could play any sport here really, I like to sit on that bench. This is the astro, I don't come

down here a lot during play because there's always loads of people here and there's usually balls being kicked everywhere.

I suppose we should probably take a picture of the actual classroom since that's where we are most of the time in school.

At the end of the tour I asked Child A if she could draw a map and highlight the important areas:



Child A – Observations

Appendix 3.1

03/05/19

Context: Pupils were told that for the last session they were allowed to have ‘free choice’ and stressed that the class must share the iPads and will be timed for when it’s time to swap over. Most of the class went to the iPads, those who didn’t get iPads, shared with others and some were colouring.

Child A went straight to the book drawers and rummaged through her groups books until she got to hers, she took her ‘Challenge Book’ and went and sat on a chair at a table where there would be empty chairs next to her. She turned to the back of her book and began writing, mouthing words as she wrote. Girls on the same table as her, but not next to her, were talking amongst each other and Child A did not lift her head from the book or engage in any conversation.

(Although it was not planned that I would engage with her during this session, I wanted to see and have a better idea of what she had chosen to do).

I went to the table and asked 3 of the girls that were drawing what they were doing, before turning to Child A. The conversation went as follows:

Me: What have you chosen to do then?

Child A: I’m writing a song.

Me: Waw, really? That’s interesting, what sort of song is it?

Child A: It goes like this... (Child A begins to sing the song confidently, see Appendix 5 for song).

Me: Did you write that yourself? (Some of the lyrics seemed overly mature for a pupil in year 4, I wanted to know if she had heard these words in a different context or from the song).

Child A: Not all of them, I’ve just changed parts of it. I sing it to people on the yard to scare them away.

Me: Why do you want to scare them away?

Child A: Well, only to the ones that are mean to me. I sing it in a really creepy voice, they think I’m weird and then they go away, it’s so funny.

Me: Who’s being mean to you? You need to tell the adults on the yard if people are being mean to you.

Child A: Just silly people in year 6, I don’t need to tell an adult, I can get them away from me myself. It’s way funnier to do it myself, they think I’m crazy or something.

Child A continued to write the lyrics of her song in her Challenge Book.

Appendix 3.2

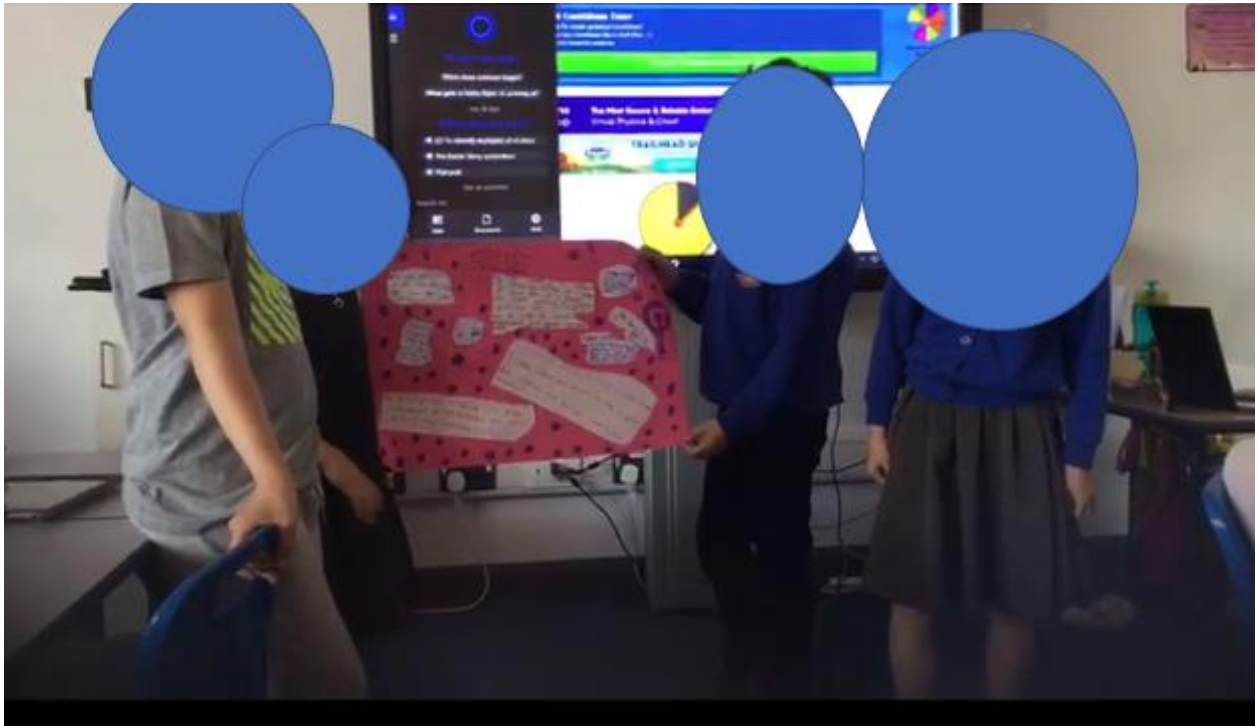
07/05/19

Context: playtime, Child A is on the basketball court area of the yard.

Child A was sitting on the bench on the yard on her own, looking up to the sky a lot, swinging her legs. She occasionally got up to walk around the bench as though she was dancing, she held onto the bench and swung her body. She did not engage with any other children or any adults for around 15 minutes. A pupil in her class (Child B) called her from the other side of the court to come over to her. Child A looked over at Child B who was waving her arms to get Child A to come over and Child A walked slowly across the court swinging her arms, looking up at the sky. Child B asked Child A to show another member of the class a dance they had made up. Child A did not react enthusiastically, she just began to dance and to sing the song from the observation on the 03/05. Child B's role in the dance was mostly laying on the floor while Child A danced around her, she danced and sang with expression. The lyrics of the song are mostly negative (as seen in Appendix 5), and Child A acted as though she was in a music video for that song. For example, a section of the song asks 'Are you in pain like me? Are you insane like me?' and Child A's facial expressions were as though she was in pain and she held her head for the word 'insane'. Once the song and dance had finished, Child A walked away from her classmates and went back to sit on the bench, whilst Child B was still on the floor, unaware that Child A had left. Once Child B had realised that Child A had left, she tried to call her back over and Child A responded with 'that was the dance' and looked away.

Appendix 3.3

21/05/19



Context: mixed ability group work for science. Pupils were assigned one of the five senses that they were required to research the previous day in their independent task. Then, the ones who had researched the same sense came together as a group to create some sort of information poster to present and teach the rest of the class who had other senses.

In this group there was Child A who is considered higher ability, Child B who is also higher ability, Child C who is middle ability and Child D who is lower ability. Child A collected about a page and a half of information about their sense 'Touch' from the previous day (Appendix 5) and also researched more when she went home. It was clear that the rest of the group had very little or no facts or information to contribute themselves. Child A reacted extremely maturely to this and took the role as the leader of the group. She used the facts and information that she had collected and distributed them between the group so that they each could contribute something to the poster. She was extremely patient and encouraged her group to keep going and praised them. She did not tell any adult that the information from the poster all came from the information that she had gathered. When asked by me who was doing what in the group, she simply responded by saying the information that each member was writing about. When the group presented in front of the class, they each took turns to speak, reading the information that they had written. When Child D struggled to read some words he had written, Child A whispered to him to help him. Other members of the class were given the opportunity at the end to ask each group questions and when Child A was asked a challenging question about touch that had not been included in the poster, she gave a logical suggestion of what the answer may be having reflected upon her research.

Appendix 4

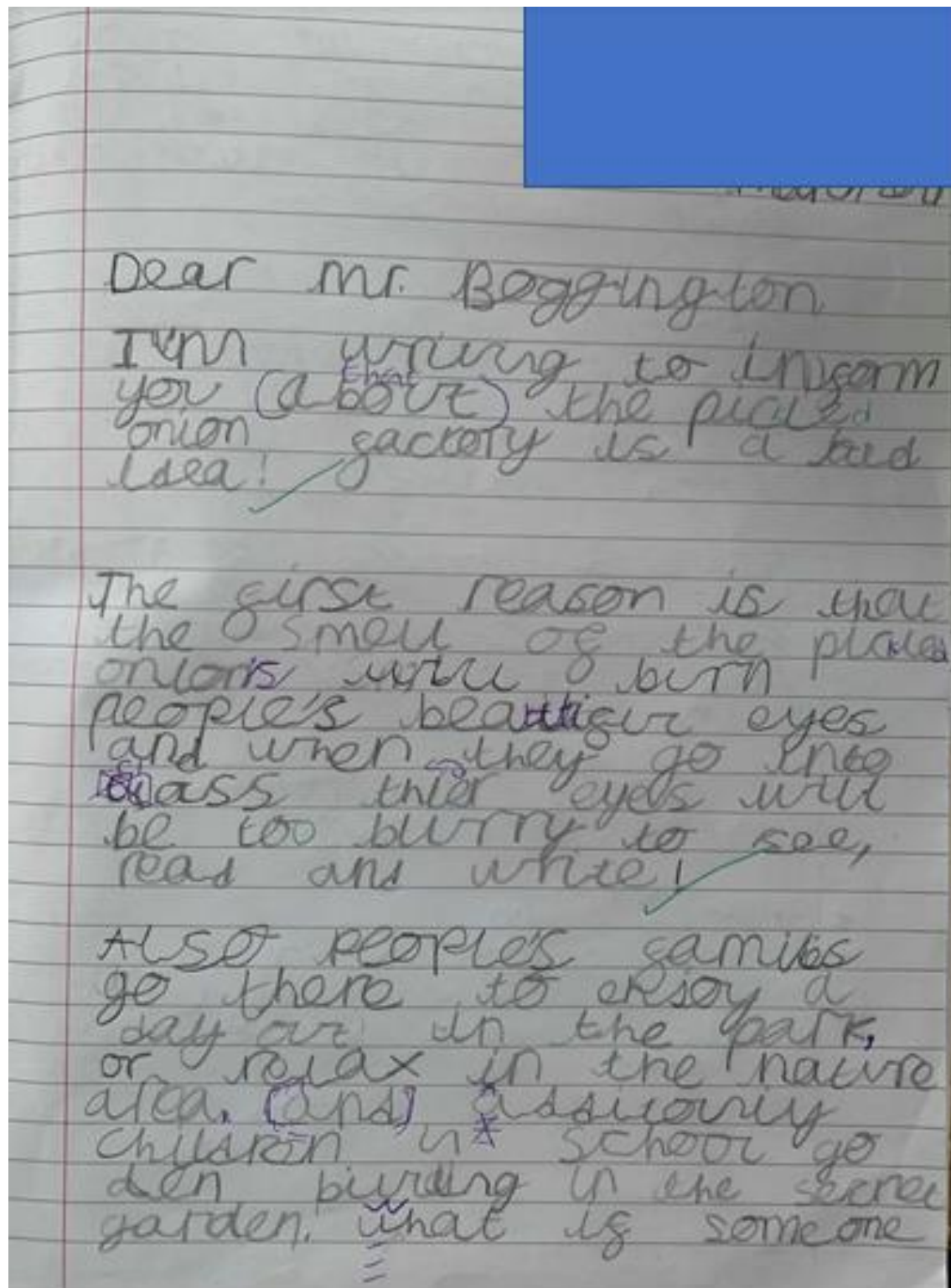
Language, Literacy and Communication Skills 	<u>Autumn</u> • [redacted] listens carefully to presentations, showing understanding of the main points and supporting information and responding appropriately to the speaker. She works confidently in small groups, helping others to reach agreement. • [redacted] is a confident, fluent, avid reader and is a pleasure to listen to. She demonstrates clear understanding of both continuous and non-continuous texts and is now beginning to use inference and deduction when responding to ideas and information in the text. ? Next term, [redacted] can extend her variety of connectives and punctuation to further improve her sentences when writing. <u>Spring</u> • [redacted] has used more complex time connectives in her writing and is continuing to work on her use of commas. • Her love of reading has supported her understanding of story structures and other genres and she is able to adapt her writing effectively to the purpose and reader. ? Next term, [redacted] needs to continue to develop her proof reading and editing skills in order to ensure accuracy in her writing. <u>Summer</u> • • ?
Welsh 2nd Language 	• In Welsh, [redacted] participated willingly and confidently in Helpwr Heddiw sessions, asking and answering basic questions with increasing independence. She is beginning to adapt sentence patterns in order to discuss a variety of topics, including food, home and health. • [redacted] is able to write short basic sentences with correct punctuation in order to communicate facts and opinions. She is continuing to develop knowledge and understanding of welsh spelling patterns. ? Next year, [redacted] could continue to extend her use of incidental Welsh in and around the school to help to further develop her vocabulary and frequency in using the Welsh language.

Mathematical Development 	<u>Autumn</u> * [redacted] has a sound understanding of place value and was able to order and compare 4 digit numbers confidently. She also used her understanding of place value to learn the column addition method and is able to successfully add larger numbers. * [redacted] is able to choose and use suitable units and instruments of measure. She accurately measured objects around the school and applied her learning in different contexts. ? Next term, [redacted] needs to learn the x4, x6 tables to support her development of other mathematical concepts. <u>Spring</u> * [redacted] now knows a variety of multiplication tables by heart and she has used this learning to assist her in finding fractions of numbers and also to solve multiplication and division problems when exploring function machines. * [redacted] worked hard when learning to read and calculate time on both analogue and 24hr digital clocks. She has been very resilient in tackling a difficult skill. ? Next term [redacted] needs to develop her range of problem solving and checking strategies. <u>Summer</u> * * ?
Science 	In Science this year, our main topics of investigation have been Forces, Our Sustainable World and How My Body Works. * During lessons, [redacted] has used her scientific knowledge and skills to plan enquiries and predict outcomes. She clearly understands the concept of a fair test and is able to independently identify the variables to change and measure during an investigation. * [redacted] is also able to gather findings independently and record them in tables and line graphs. She is able to interpret her results and evaluate the success of her method by referring to success criteria. ? Next year, [redacted] can continue to develop her use of scientific language and begin to investigate patterns and trends in her results.
Religious Education 	* In RE, we explored the many different religions and learned that all religions are groups of people that share the same beliefs and practises. We compared this to the different types of groups that we belong to, identifying the similarities and differences. * We also compared and contrasted the similarities and differences between Christianity and Judaism. We researched using reference books and the internet and were able to begin to explain some of the religious beliefs, teachings and practises of both religions. We used our learning to create a Christianity factfile and also to participate in a Judaism Day. ? Next year we will aim to continue to develop our understanding and respect of different religions.

Appendix 5

Examples of Child A's work

Language, Literacy and Communication:



destroys your favourite
park?

Also meanwhile you're
getting rid of absolutely
everything! Rabbits, moles,
mice, bears are attacking
inter houses!

Finally when you're
chopping down trees your
machines are giving less
chance of ^{us} surviving
because we won't have
enough oxygen!

Now I have told you
some cons I hope you
have reconsidered ~~not~~ making
will put your factory somewhere
else.

Yours sincerely

- * Great (I) writing.
- * Fantastic joined handwriting.
- (M) Great self evaluation during (IF). Use it
to edit your work.

14th December 1916

Dear Piary,
Today I woke up to a
Bomb I didn't know what
to do! I was scared and
startled so I got up
ready to fight.

Firstly I loaded my gun
with smooth, shiny and fierce
looking bullets. Next I
made a ^{secret} code to
send to the chief on where
our new trench should be.
I made it a code so
the Germans couldn't
figure out what we
were saying.

Then suddenly a shiny,
smooth bullet skimmed
across my shoulder and
going straight into the
middle.

Following that I tried
to aim at a German and
shoot him ^{because} I was mad at the German.
bullet hit a German soldier
(or should I say dead on) in the heart.

After that I asked
the boss when ^{we} were
deciding to choose

these brackets
don't mean
they mean
↓ brackets

who^s was going to go on
night duty. Then the chief
said sweetly "I was just
about to call the troops in
for that. You're on the wall
today ain't ya?" I blushed
a bit.

Then I began to feel
anxious and as scared as an
elephant meeting a mouse.
Me, John and Billy were
chosen to go on.

Finally I left the trench
and went for night duty.

A few minutes later a
bullet shot at Billy. He thought
that he was going to die
so he fell to the ground
and made his face look as
white as snow. LUCKILY doing
that saved his life! We all
almost got trench foot.
Now I'm as hungry as a
lion with no prey around
it.

I'm really afraid of
the day ahead of me!

Will I survive this war, I'm not
OK? I hope this war ends
soon. // Bendigedig!! Pro for 2* (M)

- * An amazingly descriptive diary entry
with lots of diary features.
- * You used paragraphs to organise your
ideas logically.
- (M) Use the editor's code to make the minor
improvements needed before redrafting.

1 3/0 5/10

Factors and multiples

key factors = yellow
multiples = pink

$1 \times 4 = 4$ ✓	$1 \times 6 = 6$ ✓
$2 \times 4 = 8$ ✓	$2 \times 6 = 12$ ✓
$3 \times 4 = 12$ ✓	$3 \times 6 = 18$ ✓
$4 \times 4 = 16$ ✓	$4 \times 6 = 24$ ✓
$5 \times 4 = 20$ ✓	$5 \times 6 = 30$ ✓
$6 \times 4 = 24$ ✓	$6 \times 6 = 36$ ✓
$7 \times 4 = 28$ ✓	$7 \times 6 = 42$ ✓
$8 \times 4 = 32$ ✓	$8 \times 6 = 48$ ✓
$9 \times 4 = 36$ ✓	$9 \times 6 = 54$ ✓
$10 \times 4 = 40$ ✓	$10 \times 6 = 60$ ✓
$11 \times 4 = 44$ ✓	$11 \times 6 = 66$ ✓
$12 \times 4 = 48$ ✓	$12 \times 6 = 72$ ✓

Factors.

A factor is a number you use to create a multiple
 eg: $5 \times 5 = 25$. the 5s in 5×5 are the factors //

multiples

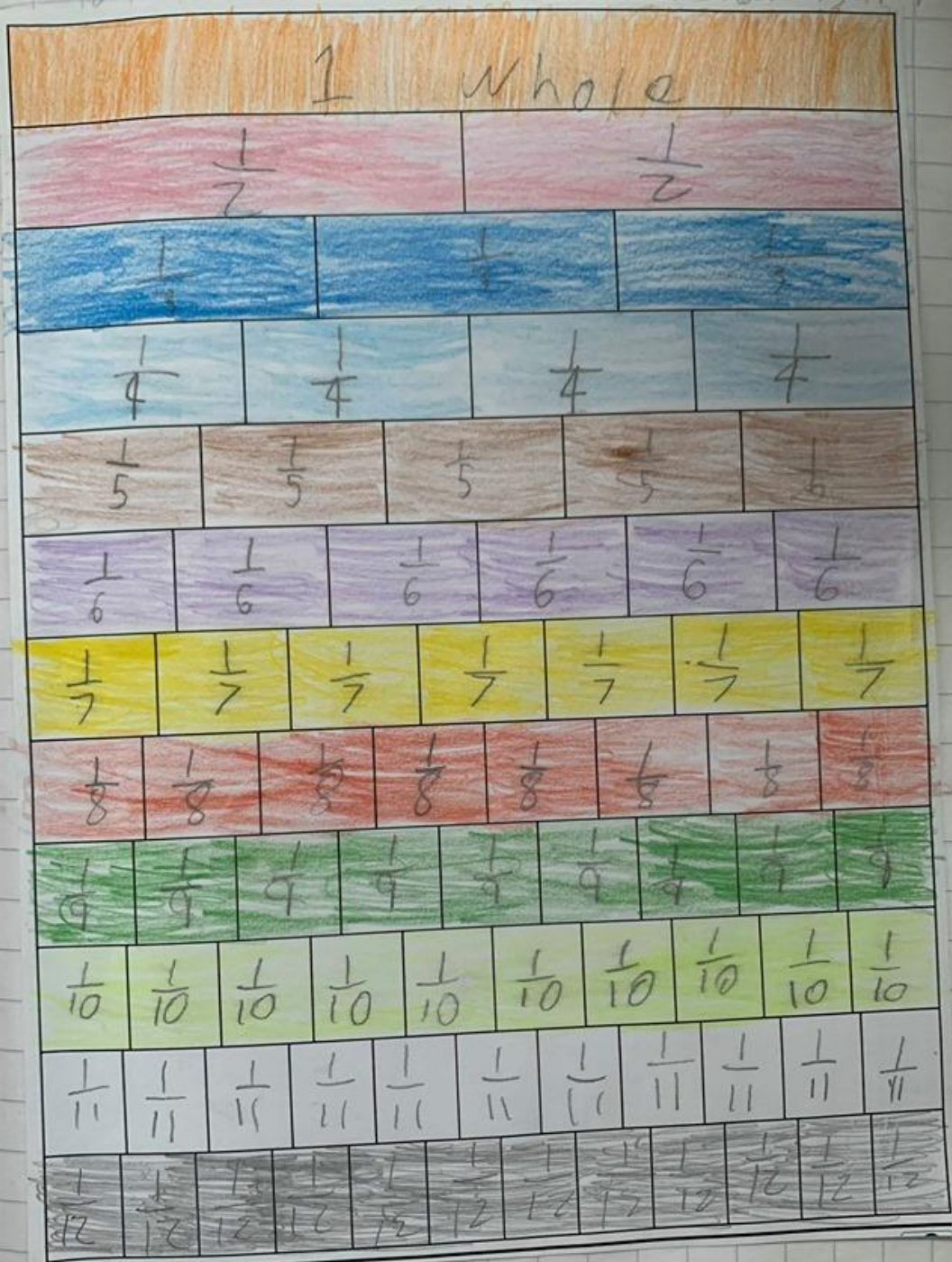
A multiple is a ~~answer~~ answer to a times e.g. $8 \times 8 = 64$, in this equation 64 is the multiple.

Because I know my tables

✓ (I)
10/13/5/19

you could identify the factor and multiples.
Very clear explanation of each term

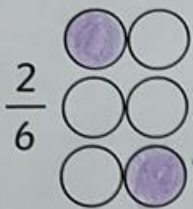




because fractions
are easy

LQ Can I find and label fractions?

Colour the shapes and label the shaded and unshaded fractions.



$\frac{6}{10}$



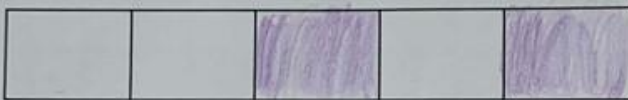
$\frac{2}{7}$



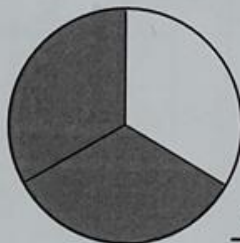
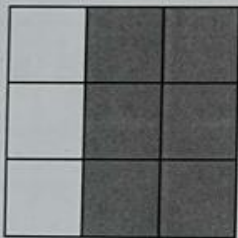
$\frac{2}{6}$



$\frac{2}{5}$



$\frac{6}{9}$



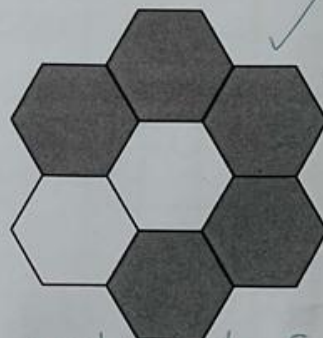
$\frac{4}{8}$



$\frac{4}{8}$



$\frac{4}{6}$



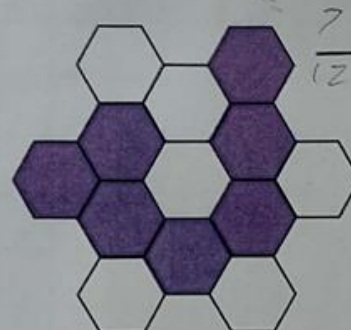
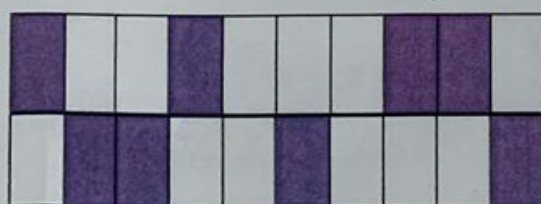
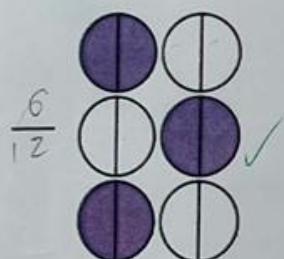
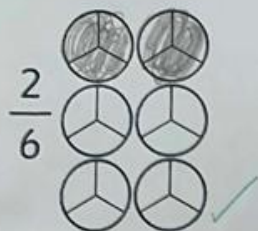
$\frac{6}{7}$

① You worked hard to find and label fractions because it was easy

(m)

Colour and Label Fractions

Colour and label correctly:



⊕
 (m) You tried to complete a very tricky mission,
 BECAUSE WE WAS
 CASEY

Date _____

Name _____

Equivalent Fractions $\frac{1}{4}$

Shade $\frac{1}{4}$ of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.



$$1. \frac{1}{4}$$



$$2. \frac{4}{9}$$



$$3. \frac{1}{4}$$



$$4. \frac{4}{9}$$



$$5. \frac{4}{9}$$



$$6. \frac{4}{9}$$



$$7. \frac{4}{9}$$



$$8. \frac{4}{9}$$

⑦

* You tried hard to work out equivalent fractions!

because 14 was easy

Date _____

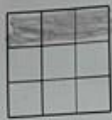
Name _____

Equivalent Fractions $\frac{1}{3}$

Shade $\frac{1}{3}$ of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.



$$1. \frac{2}{6}$$



$$2. \frac{2}{6}$$



$$3. \frac{2}{6}$$



$$4. \frac{3}{9}$$



$$5. \frac{3}{9}$$



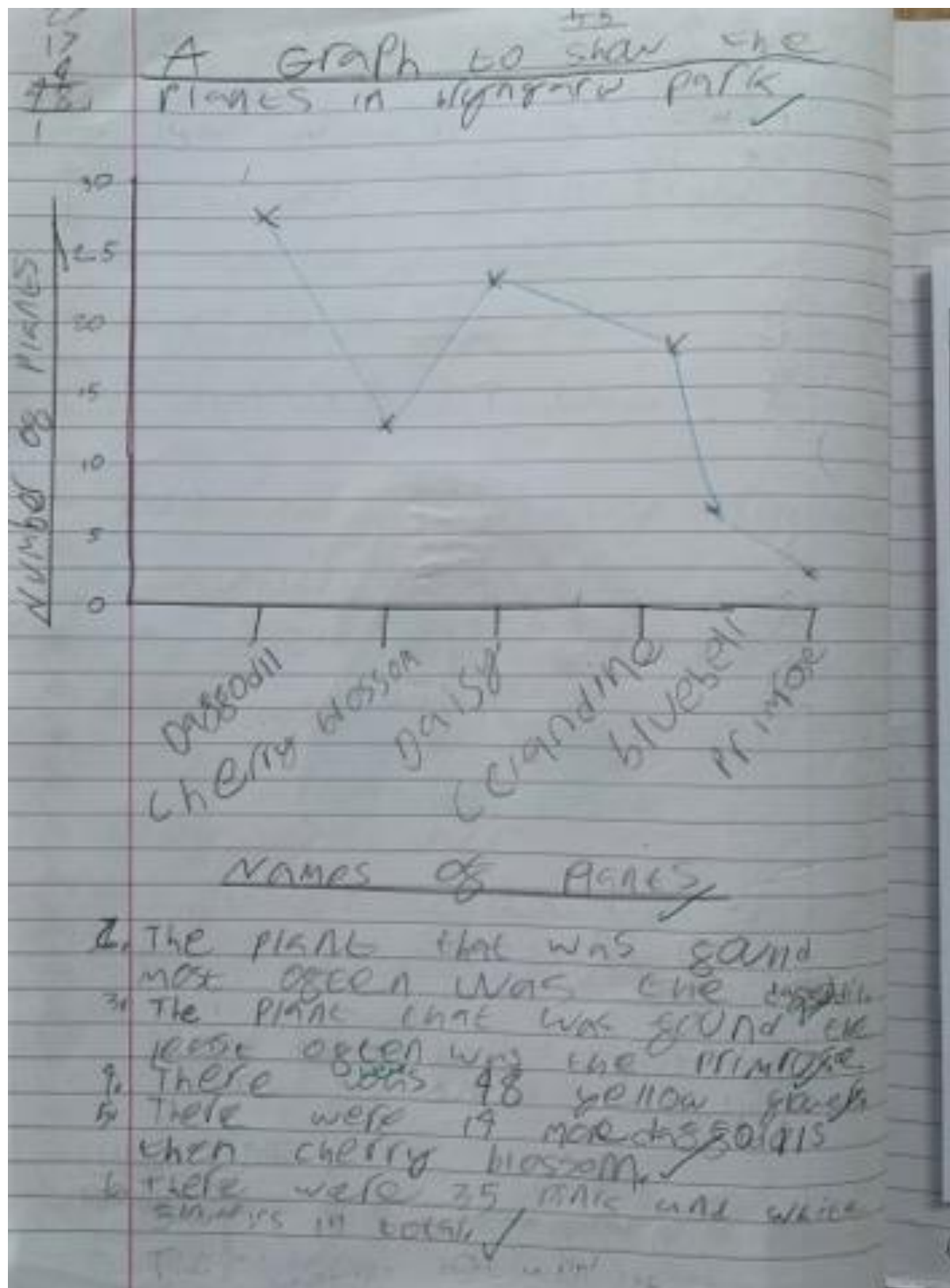
$$6. \frac{3}{9}$$



$$7. \frac{3}{9}$$



$$8. \frac{3}{9}$$



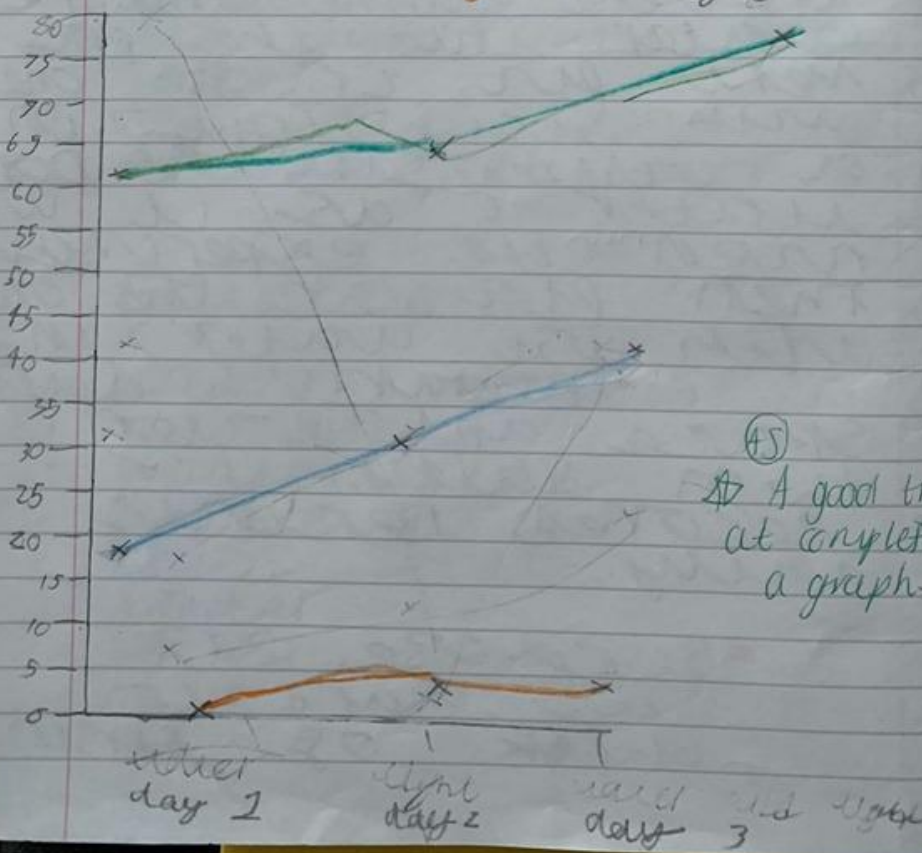
A graph to show cross growth

I have three plants which are all the same age and have been growing in the same conditions for 12 days.

because

Key

- P012 - Light and water
- P012 - water
- P013 - Light



(45)
A good try at completing a graph.

OUR FOR RESULTS

I predicted that that the ~~water~~ and light would grow the healthiest and I was right. I knew it would be successful because we did the same experiment in year three. I predicted that the ~~plant with~~ light wouldn't grow at all but it grew ~~cm~~. The one with just water grew too long and it wasn't healthy. Just like I thought.

On my graph it ~~also~~ showed that the ones with just water grow the biggest but the graph doesn't say it's the healthiest which is not. The graph doesn't tell you that. The graph ^{doesn't} says the most healthy plant is the second biggest, which is a ~~bad~~ problem.

The ~~experiment~~ experiment was successful because we found out that the ~~healthiest~~ healthiest was the water and light ^{plant}. We now know that a plant needs water and light to grow.

experience
If I ~~re~~ record the experience
* I need ^{record} ~~say~~ what the healthiest
plans ~~were~~ on the graph. *

* Fantastic (F) analysis.

* Excellent understanding of results.

(M) Check you are explaining yourself
clearly. Can you rewrite your last
sentence? [REDACTED]

I need record ~~the~~ the
healthiest healthiness of all
tables ✓

Growing Cress. 22/09/19

My question: Does the cress need water and light to grow?

My prediction:

I predict that the one with no light will die because although it will have water ~~it~~ it won't live because plants need light. I also predict that the one that doesn't have water will die quickly because the stem won't be able to make food. But the one that has light and water will be able to grow because there will have enough food.

I will keep the same
The pots,
The seeds,
The soil,

I will change
The water,
The light.

Thursday 2nd April
Growing cress

My results

	Monday	Wednesday	Friday	Saturday
Pot 1				
water	18 mm	31 mm	42 mm	
light				
Pot 2				
water	52 mm	65 mm	78 mm	
Pot 3				
light	0 mm	2 mm	2 mm	

26/03/19

LA: can we agree
success criteria and plan
an experiment? ✓

success criteria:

1. make sure you keep the
same amount of water,
seeds and cotton wool
make it a fair test.
2. Read the instructions
carefully.
3. Feed the light and
water cross the same
amount of water as
no light and just
water.
4. We will also need
to record our results.

Equipment:

- cotton wool.
- measuring cup/ing.
- window sill
- cupboard
- cross seeds.
- water
- pots ✓

Method:

1. Firstly label pots 1, 2, 3 so you know what each pots are.
2. Secondly put the equal amount of cotton wool in each pot.
3. Now place and sprinkle the equal amount of cross seeds in each pot.
4. Following that put 1 C (which is the one with light and water) in the light and put water into the pots.
5. Next put 2 C (the one with just light) in a window sill and don't water 2 as it will ruin the experiment.
6. Then put 3 C (the one with just water) in a cupboard / a dark space and water them daily.
7. Record results daily.

• Because it was hard to think of insurance

Challenge book

The song discussed in one of the observations:

Gasoline

Are insane like me?
Been in pain like me?
Bought a hundred
bottle of star brand
bottle of champagne
like me?
Just to pour that
pour that down me
down me drain like
me?

Now you use your
water bill to dry the
stain like me?
and all people say...
you can't wake up
this is not a
dream you are part
of machine. you are not
a human being with
your face all made
up living on a
screen, low on self
esteem so you run
on gasoline. ohhhhh.
I think there's a flaw in
my code. ohhh These voices

wont leave me alone

well my heart is
gold and my hands
are cold. Are you
deranges like me. Are
you strange like me.
~~shallowing~~ up do you
light up all markers
just to shallow up the
game like me? pointing
fingers cause you'll
never be the blame like
me? and all the people
say... you can't wake
up while it's too a dream
you're part of a machine
with your face all
made up living on a
screen. Low on self
esteem. So you

Research collected for the group work in Science:

TOUCH

1 TOUCH IS the most overlooked sense.

Everyone of us receives tactile information about the world around us every second of the day. Right now if you're sitting, your butt is being squished into your chair. You might think you're probably not noticing a mouse or sniffing the glass of your phone. All of this information is so compressed in fact, the only way to make sense of it is to use the most of it out - you probably won't be paying attention to these sensations until you read these notes.

65 Area

Touch

We can experience the softness of velvet, the warmth of a hot shower, or the pain of a paper cut because the largest sense organ, the skin, within the skin, an array of touch receptors send signals to the sensory area of the brain to give us a "touch picture" of our surroundings.

You have ticklish places on your skin such as the bottom of your feet. When some someone knows you giggle. Most people do not like to be tickled but almost always laugh.

There are over a million points spread over your whole body, and detect different types of touch.

Child A wrote her times tables in her Challenge Book to remember them:

Times table		
$\times 2$	$\times 4$	$\times 6$
1. $1 \times 2 = 2$	$1 \times 4 = 4$	$1 \times 6 = 6$
$2 \times 2 = 4$	$2 \times 4 = 8$	$2 \times 6 = 12$
$3 \times 2 = 6$	$3 \times 4 = 12$	$3 \times 6 = 18$
$4 \times 2 = 8$	$4 \times 4 = 16$	$4 \times 6 = 24$
$5 \times 2 = 10$	$5 \times 4 = 20$	$5 \times 6 = 30$
$6 \times 2 = 12$	$6 \times 4 = 24$	$6 \times 6 = 36$
$7 \times 2 = 14$	$7 \times 4 = 28$	$7 \times 6 = 42$
$8 \times 2 = 16$	$8 \times 4 = 32$	$8 \times 6 = 48$
$9 \times 2 = 18$	$9 \times 4 = 36$	$9 \times 6 = 54$
$10 \times 2 = 20$	$10 \times 4 = 40$	$10 \times 6 = 60$
$11 \times 2 = 22$	$11 \times 4 = 44$	$11 \times 6 = 66$
$12 \times 2 = 24$	$12 \times 4 = 48$	$12 \times 6 = 72$
$\times 3$	$\times 5$	$\times 7$
$1 \times 3 = 3$	$1 \times 5 = 5$	$1 \times 7 = 7$
$2 \times 3 = 6$	$2 \times 5 = 10$	$2 \times 7 = 14$
$3 \times 3 = 9$	$3 \times 5 = 15$	$3 \times 7 = 21$
$4 \times 3 = 12$	$4 \times 5 = 20$	$4 \times 7 = 28$
$5 \times 3 = 15$	$5 \times 5 = 25$	$5 \times 7 = 35$
$6 \times 3 = 18$	$6 \times 5 = 30$	$6 \times 7 = 42$
$7 \times 3 = 21$	$7 \times 5 = 35$	$7 \times 7 = 49$
$8 \times 3 = 24$	$8 \times 5 = 40$	$8 \times 7 = 56$
$9 \times 3 = 27$	$9 \times 5 = 45$	$9 \times 7 = 63$
$10 \times 3 = 30$	$10 \times 5 = 50$	$10 \times 7 = 70$
$11 \times 3 = 33$	$11 \times 5 = 55$	$11 \times 7 = 77$
$12 \times 3 = 36$	$12 \times 5 = 60$	$12 \times 7 = 84$

$$\begin{array}{l}
1. 1 \times 4 = 4 \\
2. 2 \times 4 = 8 \\
3. 3 \times 4 = 12 \\
4. 4 \times 4 = 16 \\
5. 5 \times 4 = 20 \\
6. 6 \times 4 = 24 \\
7. 7 \times 4 = 28 \\
8. 8 \times 4 = 32 \\
9. 9 \times 4 = 36 \\
10. 10 \times 4 = 40 \\
11. 11 \times 4 = 44 \\
12. 12 \times 4 = 48 \\
13. 13 \times 4 = 52 \\
14. 14 \times 4 = 56 \\
15. 15 \times 4 = 60 \\
16. 16 \times 4 = 64 \\
17. 17 \times 4 = 68 \\
18. 18 \times 4 = 72 \\
19. 19 \times 4 = 76 \\
20. 20 \times 4 = 80 \\
21. 21 \times 4 = 84 \\
22. 22 \times 4 = 88 \\
23. 23 \times 4 = 92 \\
24. 24 \times 4 = 96 \\
25. 25 \times 4 = 100 \\
26. 26 \times 4 = 104 \\
27. 27 \times 4 = 108 \\
28. 28 \times 4 = 112 \\
29. 29 \times 4 = 116 \\
30. 30 \times 4 = 120 \\
31. 31 \times 4 = 124 \\
32. 32 \times 4 = 128 \\
33. 33 \times 4 = 132 \\
34. 34 \times 4 = 136
\end{array}$$

$$\begin{array}{l}
35. 35 \times 4 = 140 \\
36. 36 \times 4 = 144 \\
37. 37 \times 4 = 148 \\
38. 38 \times 4 = 152 \\
39. 39 \times 4 = 156 \\
40. 40 \times 4 = 160 \\
41. 41 \times 4 = 164 \\
42. 42 \times 4 = 168 \\
43. 43 \times 4 = 172 \\
44. 44 \times 4 = 176 \\
45. 45 \times 4 = 180 \\
46. 46 \times 4 = 184 \\
47. 47 \times 4 = 188 \\
48. 48 \times 4 = 192 \\
49. 49 \times 4 = 196 \\
50. 50 \times 4 = 200 \\
51. 51 \times 4 = 204 \\
52. 52 \times 4 = 208 \\
53. 53 \times 4 = 212 \\
54. 54 \times 4 = 216 \\
55. 55 \times 4 = 220 \\
56. 56 \times 4 = 224 \\
57. 57 \times 4 = 228 \\
58. 58 \times 4 = 232 \\
59. 59 \times 4 = 236 \\
60. 60 \times 4 = 240 \\
61. 61 \times 4 = 244 \\
62. 62 \times 4 = 248 \\
63. 63 \times 4 = 252 \\
64. 64 \times 4 = 256 \\
65. 65 \times 4 = 260 \\
66. 66 \times 4 = 264 \\
67. 67 \times 4 = 268 \\
68. 68 \times 4 = 272 \\
69. 69 \times 4 = 276
\end{array}$$

Child A wrote descriptions of classmates in her challenge book:

