

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Student name:	Eleanor Gooding	Student P number:	1700183
Programme: *	PGCE Primary		
Module: *	School Development and Pupil Progress	Module Level (6 or 7):*	7
Module code: *	M7X02153	Contribution to Overall Module Assessment (%): *	70%
Module Lead:*	Helen Lewis		
Assignment Title:*	Written assessment 4,500 words	Assignment No (x of x):*	1/2
Start date:*	5/3/17	Submission deadline:*	30 th May 2018
Return date of provisional marks & written feedback:*	27 th June 2018		
Module lead to tick to indicate if a hard copy version of the assignment must be submitted. *			YES
			NO ✓

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	30 th May 2018

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	☐	✓	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	✓	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	✓	☐	☐
4. Key Transferable Skills	☐	☐	☐	✓	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL		PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP	
I believe that I have used a wide range of literature to support my analysis. I believe that my assignment is well structured		I believe that my analysis of the limitations of the next steps could have been stronger.	
Student's Name	Eleanor Gooding	Date	30.5.2018
Student's Signature	E. Gooding		

Supporting Pupil Progress: A detailed analysis of one child's holistic development, with justification for the next steps in learning

Introduction

This assignment will analyse a target pupil's holistic development and provide justification for the next steps in learning. The analysis will follow the mosaic approach to data collection in order to gain a wide range of qualitative data. The data collection aims to use pupil perspective in addition to knowledge of the pupil's progress and attainment levels to gain an understanding of the holistic development of the target pupil.

The participating school is located in a village in Cardiff. There are approximately 700 pupils on roll from age 3 to 11 years old. The majority of the pupils are white, British and come from homes where the main language is English. Approximately 10% of the pupils are eligible for free school meals, which is significantly lower than the national average figure. Additionally, the school identifies approximately 13% of pupils as having additional learning needs which is also notably lower than the national average figure. A very few children have statements of special educational needs. The participating school is currently a leading pioneer school for curriculum development. The school is three form entry in each year group throughout the school.

The data collection and analysis took place in the summer term in a mixed ability year six classroom. The target pupil and the participating school will remain anonymous for confidentiality reasons throughout the assignment. The target pupil will be referred to as 'pupil A' and the school will be referred to as 'school X' throughout the assignment. Pupil A is an eleven year old female of average ability. The target pupil that was selected during this placement was selected due to consistent attendance, average ability and willingness to

discuss their learning. Pupil A has a current reading age of 11.6 which was tested in January 2018. The school has awarded pupil A with an overall level of 5 in English, Maths and Science. Pupil A has been awarded a level 4 in Welsh oracy and reading and a level 5 for writing in Welsh. The class teacher has described pupil A as a conscientious, polite and friendly pupil with a positive attitude to learning.

Data collection

The data collection method employed throughout this assignment was the Mosaic Approach which is a framework which was developed to embrace pupil voice within research. The Mosaic Approach utilises a wide range of data collecting tools such as conferences with target pupils, learning walks, pictures, samples of work and conversations with teaching staff. The wide range of tools available to the researcher in this approach could potentially increase the validity and reliability of findings (Greenfield, 2011). The Mosaic Approach is underpinned by the element of pupil voice which makes the method an ideal fit for the nature of this assignment as it focuses upon pupil perspectives and the holistic development of a target pupil. This approach to research allows learners to share their feelings and thoughts towards their own learning and development which presents researchers with the opportunity to collect data which is qualitative and effective in analysing pupil progress (Clark and Moss, 2011; Clark, 2007).

A data collection method that was used during this study was non-participant observations of the target pupil. Observation in primary settings provide researchers with a valuable insight into the way in which children learn and interact with their peers in addition to the role of the facilitator (Whitebread and Coltman, 2008). Although observations provide researchers with valuable data, it is important to recognise that observations alone may be

a restricting research method as it does not take learners' perceptions into account.

Therefore, observation is an effective data collection tool when used in mixed method research such as The Mosaic Approach. However, Roethlisberger and Dickson (1939) posited a possible limitation of observing learners by presenting their theory of 'The Hawthorne Effect'. 'The Hawthorne Effect' is a theory that suggests that children may behave differently during classroom observations as they are aware that they are being observed. An additional limitation to consider is that the practitioner may have preconceived ideas about how the learner will respond and interact as they have taught the target pupil (Denscombe, 2014). To eliminate this, I found it useful to discuss the learner and the lesson with the class teacher in addition to ensuring that I had time to reflect before making judgements.

In addition to target pupil observations, conferences were undertaken with the target pupil and class teacher as a means of collecting pupil A's thoughts and opinions. The interviews that took place with pupil A were of a semi-structured nature to provide flexibility as researchers have the opportunity to probe interviewees for further comment if they provided a limited response (Mathers et al, 1998; Wilson, 2009). Although conferences with the target pupil were extremely effective in gaining a valuable insight into the perceptions of pupil A, the process can be time consuming. Additionally, researchers must probe interview participants with limited responses cautiously to ensure the results are valid (Bell, 2014). Researchers such as Rabionet (2009) posited that interviews with participants should be audio recorded to ensure that researchers are not relying purely on memory during the analysis of data. Additionally, audio recordings enable researchers to listen to the interview after the event to support analysis. Unfortunately, due to the policies of the participating school, it was not a possibility to record the interviews.

An additional data collection method that was used within the mosaic approach was the 'learning walk' that took place during the beginning stage of the research process. A 'learning walk' consists of learners taking researchers on a tour of the school environment whilst commenting on areas that are of interest (Clark and Moss, 2011). During the learning walk Pupil A took photographs of displays and areas in the classroom that had meaning for her, this was an insightful way to begin the research process. Baird (2013) asserts that asking learners to take photographs is an effective method of gaining an insight into their thoughts and feelings which can result in effective discussions.

In order to ensure that the research conducted was ethical and professional, the BERA educational ethical guidelines were followed throughout the entire research process (BERA, 2011). The target pupil, class teacher and participating school are all fully entitled to privacy, confidentiality and anonymity throughout the data collection process and beyond the publication of the research. Therefore, throughout this assignment the learners and participating school involved will not be identifiable in order to abide by the guidelines. At the beginning of the data collection process, the target pupil was made aware of the research project and what it would entail. It was made clear to the learner that she has the right to decline the invitation to be part of the research without providing a reason and will be able to withdraw from taking part at any point without consequence or probing. The class teacher and learner both gave consent for data collection to be undertaken in the school (see appendix 1).

Analysis of learner

A learning walk through the school grounds was undertaken to begin the data collection process. A particular area which pupil A deemed of high importance to discuss was the outdoor environments. Pupil A commented that she enjoyed a recent outdoor maths lesson which involved measuring trees in the local common. The yard area where the pupils spend breaktime and PE sessions was covered as an area where she enjoys spending time.

Additionally, during the visit we explored the junior hall which was described as where many practical group activities take place in addition to school assemblies and productions, which pupil A showed great interest in taking part in. Pupil A described the main classroom as bright and a large space which is useful for activities that include the whole year group.

Literacy

According to the data provided by the school, pupil A has been awarded a level 5 for reading, writing and oracy. Pupil A scored 27 out of 35 in the Welsh Government reading and writing tests of summer 2018. In an assessment of reading ages in September 2017, pupil A had a reading age of 10.5. However, pupil A has shown progression in this aspect during a reading age assessment in January 2018, where the results showed a reading age of 11.6. During a conference with pupil A (see appendix 2), pupil A expressed an enjoyment for reading for pleasure which has increased drastically since September due to the silent reading sessions that the class teacher often includes during each school day. Pupil A expressed a dislike for reading non-fiction texts, particularly biographies. However, pupil A voiced her enjoyment for reading fiction texts and noted that she reads regularly outside of school. Higgins (2013) highlights that although reading scores are generally high throughout the United Kingdom, reading for pleasure is not often apparent throughout classrooms

which in turn widens the gap between strong and weak readers. Although pupil A enjoys reading, she expressed a dislike for comprehension tasks, referring to them as ‘boring and not very interesting’. Following the conference, it was noted by the class teacher that pupil A scored higher on the Welsh Government reading and writing tests in 2018 with 27 out of 35 in comparison to her score of 23 out of 35 in 2017. Therefore, one could suggest that pupil A’s increase in independent reading from September 2017 could have had a positive impact upon her test score.

Pupil A also expresses a positive attitude towards writing, commenting that she particularly enjoys creative writing tasks such as writing stories and play scripts. Whilst undertaking the learning walk, pupil A took photographs of displays which she found effective. Pupil A did not take many photographs of displays, commenting that she often does not remember to use them during lessons. However, pupil A commented that she often uses the ‘ISPACED’ display to aid her writing during literacy lessons (see appendix 3). Although Pupil A references a literacy display in the classroom as an effective learning aid, research suggests that classroom displays may have a limited impact upon learning due to the interference with children’s ability to concentrate (Barret *et al*, 2015; Hanley *et al*, 2016). In contrast, the Reggio Emilia approach to education places a heavy emphasis upon the classroom environment with the notion of “environment as the third teacher” (Gandini, 1998, p177). However, Tarr (2014) acknowledges the importance of critically evaluating classroom displays in order to ensure that they are purposeful and effective.

Additionally, during a conference pupil A expressed that she enjoys discussing her ideas with their peers prior beginning a writing task to generate and share ideas. It is evident throughout observations undertaken that pupil A is focused, very rarely deviates off task

during lessons and is often one of the first pupils to complete work. However, she often needs reminding to read through her work before completing the task as she often makes simple spelling and grammatical errors. It has come to my attention that pupil A often seeks approval for her work from teachers and peers prior to handing it in to be marked. The way in which pupil A seeks for approval for her work could be due to a lack of confidence in her own work.

Pupil A has shown the ability to produce a wide range of writing and follow structures. She is often willing to orally share her work to the whole class. Pupil A demonstrated her ability to articulate her ideas through writing and presenting a speech to the whole class on a topic of their choice. The speech was well structured, well presented and had it was clear that pupil A had spent time researching into the topic. Pupil A communicates well with her peers particularly those sat on her table. Throughout the conference and learning walk, pupil A made several comments about working with her friends. Broadhead and Burt (2012) assert that pupil friendships are essential for pupil wellbeing and should be utilised to provide learners with opportunities to share their ideas and experiences to enhance learning.

However, upon observation during a class debate, it was apparent that a few members of the class were leading the debate due to their strong opinions and confidence speaking in front of their peers (see appendix 4). The debate lesson was mentioned in a conference, pupil A voiced that she was disappointed as she felt that her peers were overpowering her during the debate which meant she felt that she could not voice her opinions confidently. Pupil A's feelings of feeling overpowered during a group task are echoed throughout educational research surrounding collaborative learning. Grugeon (2005) expresses the notion that children should be presented with opportunities to express their opinions and

ideas with a variety of peers in order to gain confidence and ensure that they are not overpowered by peers.

Numeracy

During a conference preceding a maths session, pupil A expressed a positive attitude towards the subject of mathematics in general. Pupil A showed the ability to identify her areas for improvement and her strengths in relation to maths. Pupil A identified division, decimals and fractions as areas of mathematics that she finds particularly challenging. Whilst analysing pupil A's work during the research process, it was evident that fractions, particularly equivalent fractions are areas that require further revision. Additionally, pupil A expressed an element of frustration whilst completing practice papers for the Welsh Assembly Government tests as she found memorising the 'maths facts' challenging. Pupil A scored 16 out of 20 in the reasoning paper and 24 out of 35 in the procedural Welsh Assembly Government tests of 2018. However, in 2017 pupil A scored 15 out of 20 in the reasoning paper and 27 out of 35 in the procedural paper. One could argue that pupil A's feelings towards memorising her 'maths facts' may have had implications for a drop in her scores in the 2018 procedural paper.

Pupil A expressed that she felt that her strengths in mathematics are multiplication, graphs and percentages. Whilst analysing pupil A's work, it is clear that pupil A's ability to understand place value to multiply and divide whole numbers and decimals is strong (see appendix 5). Additionally, pupil A's understanding of percentages is consistently strong which is evident from the samples of work that was collected during the research process (see appendix 5).

Although test scores are a valuable way to assess understanding, it could be argued that testing is not an effective research method. Testing can cause anxiety in learners which could have a detrimental impact upon their performance. It is possible that pupil A could have had feelings of anxiety whilst completing the Welsh Assembly Government tests which could have potentially hindered her performance and results. As a result, it is important to recognise that test results alone may not provide researchers with a true reflection of student ability. Research suggests that in addition to student anxiety, there is lacking evidence to suggest that testing improves pupils' attainment (Didau, 2011).

Contextual learning

During the conferences that were conducted and the learning walk around the school site, pupil A referenced the different contexts for learning that she had enjoyed throughout her time in key stage two. The contextual topic that pupil A stated that she enjoyed the most was the 1960s which was studied at the beginning of the summer term in year six. Hudelson (1991) posits that a topic-based approach to teaching and learning provides a multitude of opportunities for learning experiences and language development. Teaching through a topic-based approach provides a context for learning which can heighten pupil engagement and motivation. Hudelson (1991) extends this with the notion that there are four basic principles of learning that underpin a topic-based teaching approach; learners are active learners that take part in hands-on experiences, learners can discuss their ideas with peers that may possess a higher level of knowledge on the topic, learners can experiment and embark on a discovery process and learners construct meaning through collaboration and talking to peers. In light of this, it is evident that a topic-based approach has the ability to enhance learning through the promotion of experiential learning (Bourke, 2006).

Pupil A expressed that she enjoyed the 1960s emersion task which involved learners designing and making a 1960s style outfit out of recycled materials. The children then modelled their outfits in a fashion show and acted out the role of 'fashion buyers' with the task of calculating which outfits they could afford within the set budget. Pupil A was highly engaged throughout this task including the written evaluation after the activity had finished. Pupil A expressed that she thought that the task was fun and enjoyed the independent and creative aspect of the task. It is evident from discussion and observation that pupil A finds enjoyment in and engages well with practical tasks, particularly those that involve working collaboratively with peers. Pupil A expressed that she prefers working independently during art lessons as she often has contrasting ideas to her peers.

To summarise, pupil A has an overall positive attitude towards learning and enjoys coming to school. Pupil A communicates effectively with her peers, although she has been overpowered on a few occasions during whole class discussions. Pupil A engages well with both reading and writing but needs to ensure that she is consistently checking her work for errors. Pupil A has a good level of understanding of mathematics although her recognition of number facts requires improvement.

Next steps

This section will present the next steps that could be implemented in order to support pupil A's progress. In regard to literacy, pupil A requires support with proof reading her own work, engaging with comprehension tasks and fully engaging into effective group discussions. Firstly, in order for pupil A to effectively self-assess her work and have an awareness of her areas for development, one could argue that the quality and method of

feedback may need addressing. Feedback is essential in ensuring that learners have an understanding of their current progress and what they need to do to progress further onto the next skill or level (Welsh Government, 2010; Black *et al*, 2003). Pupil A may benefit from receiving both verbal and written feedback, particularly after her writing to encourage independent self-assessment. Furthermore, pupil A should be encouraged to read through her written work to check for minor errors in order to aid her progression from the level 5 skill of 'words with complex regular patterns are usually spelled correctly' to the level 6 skill of 'spelling is generally accurate, including that of irregular words'.

Although feedback is an essential element of progressing learning, it is important to recognise that factors such as the quantity, quality and delivery can have a detrimental effect upon pupil understanding, progress and motivation. Feedback that is carefully constructed in a way that explicitly states how learners can improve upon their work is deemed highly effective (Looney, 2010). Looney (2010) further asserts that if learners are presented with a high volume of feedback it is unlikely to be retained and acted upon. In addition to the amount of feedback presented to the learner, The Education Endowment Foundation (2016) claim that feedback is ineffective without providing learners the opportunity to fully engage with comments and reflect upon their progress. Therefore, if the class is provided with time to engage with their feedback, it may result in pupil A having a deeper understanding of her next steps and taking an active role in her own learning.

Although many scholars share this view, Carless (2006) highlights the importance of ensuring that the delivery of feedback is carefully considered in order to minimise demotivating learners with negative feedback.

Pupil A expressed an element of discomfort when taking part in a group discussion due to feeling overpowered by her peers. In order to eliminate discomfort for pupil A and to ensure

that all members of the class are engaging in discussions effectively, it would be beneficial for learners to be aware of success criteria for collaborative learning experiences. Alexander (2004) asserts the importance of effective classroom talk, highlighting that children “need to talk, and to experience a rich diet of spoken language, in order to think and to learn.

Reading, writing and number may be the acknowledged curriculum ‘basics’ but talk is arguably the true foundation of learning” (Alexander, 2004, p5). Mercer (1996) sustains this notion albeit identifying that talk is not always conducive to learning. Mercer (1996) posits that classroom talk can be classified into three categories; cumulative talk, disputational talk and exploratory talk. Cumulative talk is defined as discussions that involve sharing ideas with very little critical analysis and often results in learners repeating their peers’ ideas.

Disputational talk refers to discussions that are competitive in nature with contributors whom are reluctant to provide constructive feedback. The type of talk that Mercer (1996) associates with having the highest educational potential is ‘exploratory talk’. Exploratory talk is defined as interactions which consist of critical analysis and rich discussion, resulting in interactions where “knowledge is made publically accountable and reasoning is visible in the talk” (Mercer and Littleton, 2007, p58-59). In order for pupil A and the other members of the class to engage in effective collaborative discussions, it would be of high benefit for the class teacher to engage in a discussion defining effective communication. Alexander (2010) reiterates this notion claiming that in order for classroom talk to be of educational benefit, learners must have an understanding of the rules of effective conversations.

Therefore, it is within the role of the practitioner to facilitate effective communication in the classroom, with creating success criteria being a suitable first step in the process.

In addition to whole class discussions, pupil A presented a slightly negative attitude towards comprehension tasks where she referred to the tasks as “boring and dull”. In order for pupil

A to progress, she must show the ability to identify different layers of meaning in text, which is a level six skill. For pupil A to gain this skill it is of high importance that she is presented with tasks that exercise this skill and that her attitude towards comprehension tasks shifts. To support the shift in attitude towards comprehension tasks, the class teacher must find ways to heighten engagement and student motivation during comprehension sessions. Student engagement is a vital element of student motivation and academic achievement. Schlechty (2001, p64) posits that “it requires that students be attentive as well as in attendance; it requires the student to be committed to the task and find some inherent value in what he or she is being asked to do. The engaged student not only does the task assigned but also does it with enthusiasm and diligence”. Jablon and Wilkinson (2006) further reinforce this stating that young children should be presented with opportunities for ‘active investigation’ which will “promote excitement through discovery” (Jablon and Wilkinson, 2006, p4). In light of this, in order to engage learners during comprehension tasks, it may be beneficial to relate learning to the interests of those in the class, introduce comprehension skills such as inference through engaging and practical activities and provide the class with texts that engage and enthuse learners.

In order to address pupil A’s difficulty retaining mathematical facts in preparation for the Welsh Assembly Government tests, pupil A may have found a practical and experiential learning approach to mathematics. According to Friso-van den Bos *et al* (2013) there is a correlation between a pupil’s working memory and the development of mathematical skills. This notion is supported by the work of theorists Dewey and Piaget, whose theories present the idea of experiential learning. The notion of experiential learning was founded by Kolb (1984) who developed a four-stage cycle of learning that underpins the acquisition of knowledge. According to Kolb (1984) “learning is the process whereby knowledge is created

through the transformation of experience". Kolb's (1984) cycle of learning consists of concrete experience of a new experience, reflective observation of the new experience, abstract conceptualisation and active experimentation. The notion of learning through experience is echoed throughout Professor Donaldson's (2016) developments of the Welsh curriculum. The new curriculum for Wales will present learners with experiential and practical learning opportunities. In light of this, it could be argued that pupil A would benefit from a practical approach in order to retain the mathematical facts.

The next step in supporting pupil A's wellbeing could be to provide her with a responsibility in the classroom in order for pupil A to role model positive behaviour to her peers. Pupil A may benefit from being given a role in the classroom as it will promote independence and have a positive impact upon self-esteem (Ames, 1992).

Conclusion

I believe that The Mosaic Approach is an effective way of gaining pupil perspectives and a holistic view of the target pupil's progress. The element of pupil voice in this research assignment provided a greater depth to the process of data collection. Pupil A seemed genuinely positive and interested when she was invited to take part in the research. The pupil conferences were extremely valuable in gaining a student's perspective of the learning environment and pedagogical approaches. I think that the process has potentially been of benefit for pupil A as she has begun to critically evaluate her own learning and develop a deeper understanding of her next steps in learning.

To conclude, due to the multitude of data collection methods associated with The Mosaic Approach, using this approach has increased the validity of the research in addition to promoting pupil voice in education. I believe that undertaking the research has improved

my knowledge of assessment, the importance of pupil voice and ways to improve collaborative learning. To develop my practice, I will ensure that I take into account pupil perspectives in my classroom to ensure that learners are undertaking tasks that are suitable to their needs, engaging and motivating.

Word count - 4340

Appendices

Appendix 1 – Consent form

 **Prifysgol Cymru**
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

RE: PPGCE (with QTS), permission and confirmation that work has been undertaken in school for assignment Datblygiad Ysgol a Chynnydd Disgyblion - School Development and Pupil Progress (M6X02151-C) (M7X02153-C)

Dear class/senior mentor,

For the university module 'School Development and Pupil Progress', trainees are required to identify one 'average' attaining learner within the class in which they are based and, over the PTE, explore what helps the pupil to learn language and mathematics. Such exploration could involve:

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

Undertaking this work should support trainees in understanding how children learn and how they can develop their teaching to ensure effective learning. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical day-to-day 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 exploration work has taken place.

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

STUDENT NAME (PLEASE PRINT): Eleanor Gooding

SCHOOL NAME (PLEASE PRINT): [REDACTED]

Appendix 2 – Conference notes

Which activities this year have you enjoyed and learnt the most from?

PR: Fashion show, light project, science experiment, letter writing

Which part of English do you enjoy the most?

PR: Creative writing. Writing letters, scripts and speeches. Reading

Which part of Maths do you enjoy the most?

PR: multiplication, fractions, graphs, percentages

Which part of English do you find the most challenging?

PR: comprehension – finds it boring

Which part of Maths do you find the most challenging?

PR: Decimals, remembering maths facts for tests

Which context topic have you enjoyed the most?

PR: 1960s – fashion show, music

How do you feel about working with others?

PR: enjoys it particularly when discussing ideas before writing, projects, experiments, group activities

How do you feel about working independently?

PR: Prefer working alone during art and ICT

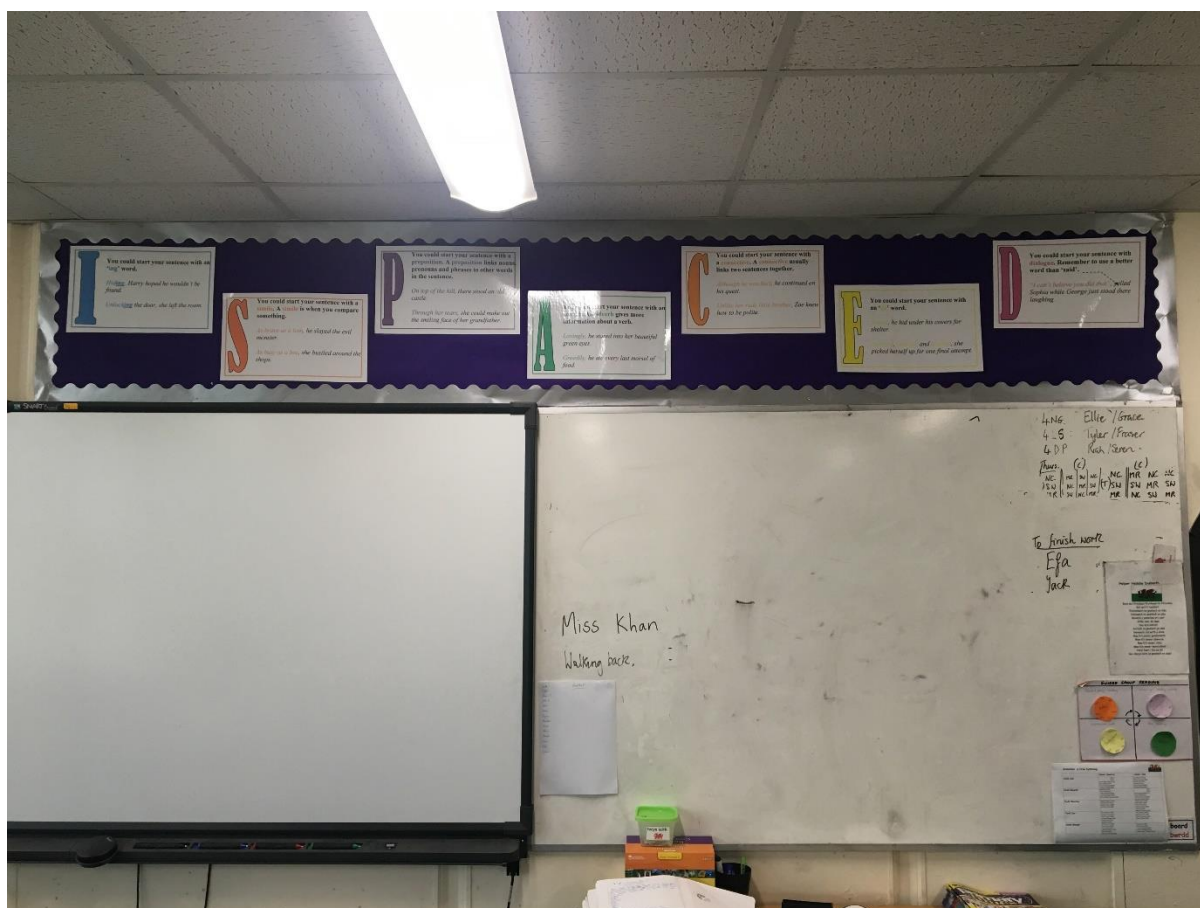
Which displays help you with your learning?

PR: Often checks ISPACED display

What do you enjoy about school?

PR: Seeing my friends, learning new things, seeing the class, working with other people

Appendix 3 – ISPACED display photograph (taken by learner)



Appendix 4 - Observation – Whole class discussion/debate task

- Pupil A took part in group discussion (10 children) prior to main debate began – shared her ideas and agreed with peers
- Shared a response x3
- Pupil A interrupted by another pupil when sharing a response – pupil A continues to complete her response
- Pupil A interrupted a second time by the same pupil – does not finish her response
- Pupil A sat back from her peers – did not verbally contribute to discussions
- Showed good listening – nodding in agreement with peers on her ‘side’
- (groups are mixed up)
- Pupil A sits towards the back of the group at the beginning of this debate (was previously in front row)
- Pupil A does not verbally contribute for the first five minutes of the debate
- Pupil A shares a limited response, but it interrupted by another pupil before she can finish her viewpoint
- Looks visibly frustrated and turns to her peer to the side of her
- Pupil A does not verbally contribute for the rest of the discussion

Appendix 5 – Samples of work

Page 59

1. $7^2 = 49$ ✓
 2. $2^2 = 4$ ✓
 3. $10^2 = 100$ ✓
 4. $3^2 = 9$ ✓
 5. $8^2 = 64$ ✓
 6. $1^2 = 1$ ✓
 7. $9^2 = 81$ ✓
 8. $5^2 = 25$ ✓
 9. $6^2 = 36$ ✓

9/9

Number	Square
10	100 ✓
20	400 ✓
30	900 ✓
40	1600 ✓
50	2500 ✓
60	3600 ✓
70	4900 ✓
80	6400 ✓
90	8100 ✓
100	10,000 ✓

10/10

Number	Square
100	100.00 ✓
200	40.000 ✓
300	90.000 ✓
400	16.0000 ✓
500	250.000 ✓
600	360.000 ✓
700	490.0000 ✓
800	640.000 ✓
900	810.000 ✓
1000	1.000.000 ✓

10/10

Percentages

1. 10% of 14 = 1.4m ✓
 2. 10% of 7 = 0.7m ✓
 3. 10% of 6 = 0.6m ✓
 4. 10% of 4 = 0.4m ✓
 5. 10% of 8 = 0.8m ✓
 6. 10% of 22 = 2.2m ✓
 7. 10% of 18 = 1.8m ✓
 8. 10% of 54 = 5.4m ✓
- 8/8

9. 1.4m = 140cm ✓
 0. 0.7m = 70cm ✓
 1. 0.6m = 60cm ✓
 2. 0.8m = 80cm ✓
 3. 2.2m = 220cm ✓
 4. 1.8m = 180cm ✓
 5. 5.4m = 540cm ✓
 6. 0.4m = 40cm ✓
- 8/8

7. 50cm = 75cm ✓
 2. 3400cm = 340cm ✓
 1. 230cm = 23cm ✓
 1. 1200cm = 120cm ✓
- 4/4

Percentages

1. 10% of 14 = £1.40 ✓
2. 10% of 11 = £1.10 ✓
3. 10% of 12 = £1.20 ✓
4. 10% of 5 = 50p ✓
5. 10% of 13 = £1.30 ✓
6. 10% of 8 = 80p ✓
7. 10% of 9 = 90p ✓
8. 10% of 15 = £1.50 ✓

9. 20% of 14 = £2.80 ✓
10. 20% of 11 = £2.20 ✓
- 20% of 12 = £2.40 ✓
- 20% of 5 = £1.00 ✓
- 20% of 13 = £2.60 ✓
- 20% of 8 = £1.60 ✓
- 20% of 9 = £1.80 ✓
- 20% of 15 = £3.00 ✓

16/16!

Percentages

1. 10% of £12 = £1.20 ✓
30% = £3.60 ✓
 2. 10% of £14 = £1.40 ✓
40% = £5.60 ✓

$$\begin{array}{r} 1.40 \times 4 \\ \hline 5.60 \end{array}$$
 3. 10% of £15 = £1.50 ✓
30% = £4.50 ✓

$$\begin{array}{r} 1.50 \times 3 \\ \hline 4.50 \end{array}$$
 4. 10% of £16 = £1.60 ✓
40% = £6.40 ✓

$$\begin{array}{r} 1.60 \times 4 \\ \hline 6.40 \end{array}$$
 5. 10% of £27 = £2.70 ✓
20% = £5.40 ✓

$$\begin{array}{r} 2.70 \times 2 \\ \hline 5.40 \end{array}$$
 6. 10% of £22 = £2.20 ✓
60% = £13.20 ✓

$$\begin{array}{r} 2.20 \times 6 \\ \hline 13.20 \end{array}$$
 7. 10% of £19 = £1.90 ✓
30% = £5.70 ✓

$$\begin{array}{r} 1.90 \times 3 \\ \hline 5.70 \end{array}$$
 8. 10% of £23 = £2.30 ✓
40% = £9.20 ✓

$$\begin{array}{r} 2.30 \times 4 \\ \hline 9.20 \end{array}$$
- 818

Probability

1. one in ten $\frac{1}{10}$ ✓

2. Six in ten $\frac{6}{10}$ ✗

3. less than even ✗

4. less than even ✗

$\frac{1}{2}$ 50% even chance ✓✓

No chance ✓

50% $\frac{1}{2}$ even chance ✓ $\frac{5}{10}$ ✓

4 and 9 less than even ✓

even chance ✗

less than even ✓

1, 3, 5, 7, 11 even chance ✗

6
7 11
11

1 2 / 2 7 1 8

Squared numbers

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Level 5

a b c

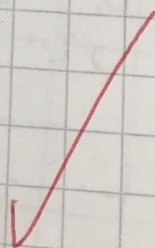
To use their understanding of place value to multiply and divide whole numbers and decimals.

- 1. $4^2 = 16$ ✓
- 2. $9^2 = 81$ ✓
- 3. $3^2 = 9$ ✓
- 4. $8^2 = 64$ ✓
- 5. $10^2 = 100$ ✓
- 6. $1^2 = 1$ ✓
- 7. $6^2 = 36$ ✓
- 8. $5^2 = 25$ ✓
- 9. $2^2 = 4$ ✓
- 0. $7^2 = 49$ ✓
- 1. $20^2 = 200$ C
- 2. $30^2 = 600$ C

- 3. $32 = 36 (6^2)$ ✓
- 4. $49 = 49 (7^2)$ ✓
- 5. $56 = 49 (7^2)$ ✓
- 12 = $9 (3^2)$ ✓
- 15 = $16 (4^2)$ ✓
- 38 = $36 (6^2)$ ✓
- 62 = $64 (8^2)$ ✓
- 85 = $81 (9^2)$ ✓
- 93 = $100 (10^2)$ ✓
- 74 = $81 (9^2)$ ✓
- 93 = $81 (9^2)$ ✓
- 07 = $100 (10^2)$ ✓

22 / 24

1.
2.
3.
4.
5.
6.
7.
8.
9.



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