

Student Self Evaluation Form

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 show knowledge and understanding of how to identify where a learner is at in terms of their development - I have used a selection of sources to support and how my understanding - I feel my work is coherent and structured appropriately		Time limit has restricted me a lot in my writing. The time leading to this assignment was focused on the teaching itself, so feel I did not utilize my time effectively to show full understanding. I feel this is disappointed as throughout this course, I feel time management and organization has been one of my strong areas, so to complete my last assignment which what felt like little time was disappointing.	
Student's Name	LAUREN GAZE	Date	29 TH MAY 2018
Student's Signature	L.GAZE		

P:1603386
Group 5

Word Count:
4510
excluding self evaluation,
appendices and references

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

Introduction

The aim of this assignment is to show an understanding of how I can support the learning progress of one pupil from my Professional Teaching Experience (PTE), taking an analytical perspective on the holistic development of a learner through numeracy and literacy.

By taking a holistic approach enables the teacher to take into account the skills, attitudes and perceptions of their pupils along with their knowledge and understanding, forming an awareness of the physical, personal, social and emotional development of the child.

Effectively, understanding how the development of these aspects interlink is supported with the use of the Attitudes, Skills and Knowledge (ASK) Model. Nottingham (2013) believes that all children can learn, and will learn through the education process however, it is *how* a child learns validates their learning development. He argues this is formed as the Attitudes, Skills and Knowledge of a child, all of which are developed through the responsibilities of the class teacher. Incorporating the ASK model into pedagogical practice enables teachers to give the best possible opportunity of development for their pupils by decomposing the key aspects of ASK; how can we encourage positive attitudes towards wanting to learn new skills which will build upon knowledge and understanding? In terms of methodology, using this model along with the Mosaic approach will support the process of providing a detailed analysis of one child's holistic development, with justification for the next steps in their learning.

Introduction to learner:

- Female (1 of 22 out of whole class, 1 of 14 of females in class)
- Age 7 (Year 2)
- Predicted Outcome 5 in Numeracy and Literacy at the end of FPh
- Latest SALFORD Test (March 2018) shows reading age of 10.5years, a 2.4year progression from the beginning of the academic year (September 2017).
- Spelling age of 8years
- Non FSM
- Non ALN

Data Collection

The leading methodology used for the process of the collection of data was the Mosaic approach, which inclusively enables every child to participate in the process of a teacher's understanding of them as individual young learners (Clark, 2011). Through a multi-method approach, practitioners can gain a depth in understanding on the perspectives of their learners on their own learning journey, acknowledging them as "experts in their own lives". Through the use of child-led learning walks, photographic evidence of areas in which the child learns best and map making as well as using the conventional research tools such as interviews and observations, involves the child in the teacher's perception of a child's holistic development, giving the learner every opportunity to express their feelings and interpretations, holistically, on their own learning.

In terms of the methodology, otherwise known as the 'Tools of the Mosaic' was used during the data collection process, enabling teachers to gain a full understanding of how a child's learning is developing in all learning aspects. As already mentioned, using conventional research methods such as observations and simply interviewing the child are just as necessary methods to ensure we scaffold the learner in understanding his or her process of development. Firstly, it allows a chance for teaching to take a second role, allowing the teacher an opportunity to fully explore and essentially learn how we can meet the needs of every learner.

Simply and effectively, Johnson and Christenson (2008:211) define the use of observations as the process of "watching behavioural patterns of people in certain situations". In this context, teachers can identify the strengths and weaknesses of a child, allowing them to focus on progress, highlighting reasons to make adjustments to the child's learning environment to facilitate the progression in learning. With that being said, observations also highlight any behavioural and social patterns a child may indicate, for example, being in Foundation Phase;

identifying what area of learning they show they are learning through play best, how they communicate with other learners in these specific areas therefore essentially, where are they in terms of social development along with identifying how their language, physical, cognitive and emotional skills are being developed in these areas also. In terms of this situation, observing in a structured and systematic way as opposed to conducting an unstructured observation, enables the teacher to passively witness the child's behaviour in the continuous areas of learning, whilst not stimulating the process, allowing the child to be fully in control of their own learning. In addition, by observing systematically, enables the teacher to make a quicker discovery of a child's strengths or weaknesses in certain areas through the reflection process, allowing them to address the issues and make improvements or conversely, set further goals to move the learning forward. Nevertheless, using observations allows teachers to make objective interpretations through the collection of qualitative data within the learning environment, in a natural, non-stimulated situation. However, Kumar (2011) highlights further implications to making observations. It is suggested that there could be no consistency between observations as generalisations are made differently between different teachers. He adds that if a child is aware that they are being observed, it may not give a true representation of their behaviour, in this instance. It is imperative that it is conducted in the most natural way possible, in order to gain more valid findings.

The development of the Mosaic approach has been influenced by numerous theoretical perspectives, for example, Reggio Emilia, a pedagogy with a comparable philosophy alike the mosaic approach (Valentine 1999). Its pedagogical features include 'student centred' approaches to learning, using participatory methods of research, placing emphasis on the child playing an active role in their learning development. Therefore, giving the child a lead role in their learning and development as opposed to being passive, with the teacher as the facilitator to learning (Woods 2013). This approach has close relations with that of learning

theorist, Jean Piaget, who theorised that children construct their own knowledge and interpretation of the world through experiences, actively and independently (Barrouillet, 2015). Albiert dated, Qvortrup (1994) similarly highlights that children are not passive objects and places emphasis on the importance of exploring the perspectives of children through their child-led construction of new knowledge. However, Qvortrup (1994) also disputes that young children are often seen as incompetent to contribute to the judgement of their own learning process, which can be viewed in other research models that promote a non-constructivist view on learning. With that being said, Clarke (2005) acknowledges the notion of competency with key theoretical aspects that support the argument, such as the perspectives of a child regarding his or her own life should be heard and subsequently used to support their learning development as well as acknowledging the active role the child plays.

With an understanding that the Mosaic approach is predominantly used with young children, it carries essential concern for the ethical issues and rights of the child. With the key feature of the Mosaic approach; promoting the idea of making a child's voice heard for example, through the use of interviews and child conferencing as a method of collecting data, complies with Article 12 of the United Nations Convention on the Rights of the Child (UNCRC 2014). Gaining the assent of a child to allow their voice to become heard is essential, therefore, careful consideration of how to adopt this approach into pedagogy can be complex (Gray 2009).

Ethical considerations control any form of research or work involving children in an educational setting (Shaw 2011). Researchers must acknowledge and adhere to core ethical guidance documents such as the British Education Research Association (BERA, 2011) which supports teaching practitioners, in this instance, to ensure the safety and wellbeing of the young participants are a fundamental priority. Furthermore, Punch (2009) articulates that consideration of how the research may have an affect on the child participant, represents

successfully considered ethics, which correlates with BERA guidelines that were adhered to rigorously in this process;

Anonymity of the school as well as all children and practitioners, during the analysis and reflection of the observation
(Guideline 28)

The importance of treating all learners with equality - having an ethic of respect with sensitivity and fairness at all times
(Guideline 9)

Allowing participant to withdraw from any activity, at any time, for any or no reason at all
(Guideline 15)

In depth, prior to obtaining any data from the child, a procedure was carried out to ensure ethics were complied with. In addition to making reference to BERA, the wellbeing and safeguarding policy of the participating school was acknowledged, understood and respected throughout the process to support myself as a professional. Furthermore, complying with guideline 15, the child participant of this analysis was made fully aware that she had the right to withdraw from participation for any or no reason at all, at any point of the data collection process. With that being said, it was also made clear that no incentive would be offered to the child that could be misunderstood as pressure to participate. Equally, a clear implication was given to show there would be no consequence if the child chose not to cooperate. To assist this process, confidentiality and anonymity of the child along with the educational setting was respected throughout this process, ensuring all participants are unidentifiable in any documents used to support this analysis. Furthermore, ensuring names as well as information that could be seen as a potential jeopardy to the identity of all participants are not disclosed in the collected data.

Analysis of Learner

This section of the assignment aims to show understanding of one learner in depth, taken from the PTE experience. Through the data collection process, it aims to critically analyse the collected data through the suggested methodology, allowing identification of what it is

revealing about the learner as an individual, considering the strengths and limitations through evaluation with an outcome of a coherent understanding of the child's current achievement and attitude towards learning.

The use of Nottingham's (2013) Attitudes, Skills and Knowledge (ASK) model will aid the process of decomposing the physical, personal, social and emotional development, providing a holistic perception of the learner, who in this section, is referred to as Child A. However, with the word limit acting as a limitation along with the little time allocated to spend with the child since the beginning of the PTE, it has been made aware that it restrains the achievement of a complete and detailed analysis through exploration of further areas of learning.

Development in literacy and numeracy have taken a main focus in this analysis under Literacy Language and Communication (LLC) and Mathematical Development (MD) with the addition of relevant other areas of learning including Personal and Social Development (PSD) which has also been considered during the data collection process which all combine to provide an understanding of child A's holistic development. Through this structure, key themes have been identified throughout, and have been analysed throughout each area of learning.

Key themes

identified through the data collection process in all areas of learning

- Promoting a variety of teaching and learning styles:
- i.e Independent Learning
- Collaborative learning

As part of the mosaic approach, a child-led learning walk was organised to directly seek the perspective of child A of their school setting, where they believe they naturally use their environment to help them learn. It is an effective way of understanding what is in their areas that is important to them. It is also understood that interpretation of areas or contexts of the school may be different between both children and their teachers, therefore child-led learning

walks are an effective strategy to use to support the attitudinal factors of the child, as well as comprehending the knowledge and skills they have acquired.

Complying with the standard procedure of the school, more than one child accompanied the teacher on the learning walk around the school setting, and for the purpose of this section, is referred to as child B. Child A and B are currently in the same attainment group, both children are suggested to leave FPh with an expected Outcome 5 in PSD, LLC and MD.

Socially, child A and B show similarities with the way they use their communicative skills to interact and with their peers and showing similar levels of engagement, referring to the O5 statement of the Welsh Government Curriculum for Wales ,FPh framework (2015:50) under PSD, “children associate, cooperate and communicate appropriately with peers”. It is noticeable that child A and child B are independent learners and like to take control of situations. Both children are forthcoming with information and compete with each other in who can give the most information. From this point, it is clear that competitiveness shown by child A is a key theme that arises through all areas of learning. During the learning walk, both children actively try to take the lead role in leading the group around the school, freely discussing and both contributing to the group. From the evidence collected during both child and teacher conferences, shows child A’s ability of being an independent, overly-confident learner. From the data collection, it is suggested that she is working towards an O5 in reading under LLC development, which can be seen in the notes made during reading sessions (Appendix 4). She shows understanding of what is needed to progress in her learning, for example, she is currently reading at a level 9 of the Oxford reading scheme and is aware that for her to move forward, she needs to begin to use more expression in her reading tone, along with reading with more confidence to increase fluency, showing that she is aware of her current targets. It could be suggested that moving up reading stages is more important to her than actually acquiring the reading skills needed to progress, which acts as a limitation to the

progress of the child. Although this is highlighted as an aspect of her LLC development, this evidently shows her capabilities of being an independent learner, indicating her personal development across this area of learning. Even though she shows an understanding of her progress, she believes and discusses in the child conference that her weakness lie within reading but only by that of comparison with child B, and seeks to actively use and develop her reading skills through different areas of the setting. However, it is important to note that according to her latest SALFORD test in March of this year, she showed a reading age of 10.5 years, well above what she is expected to achieve. What is interesting is that although this is the case, child B is currently reading books at a higher level. The reading age of this child is unknown, however during the PTE experience and listening to both children read, it is evident that the fluency of child B's reading is of a higher standard than that of child A. She has identified that she wants to 'get better' at reading and is aware that if she wants to do so, then she needs to continue to practice her reading skills using the provisions provided in the learning areas. With reference to the Welsh Government FPh Framework (2015:53), and the notes made during reading sessions with child A, it could be suggested that she is reading at an O5 level. She shows the ability to 'choose reading materials independently, giving reasons for their choice', however for the child to progress to Outcome 6, she needs to read with fluency and expression. From the notes taken during reading sessions, she is aware of her personal targets and acts upon this by choosing to access areas such as the reading corner or the ICT area where she works actively on BugClub (a reading enhancement supplied through ActivLearn) independently (Appendix 2). When questioning this, her consistent response is, 'I like to read' and 'I want to get better reading and read at the same level as Child B', which she states herself during the conference. Chamberlin et al, 2005) states the importance of encouraging strong attitudes towards reading within the classroom and evidence of this can be witnessed in the class teacher's pedagogical practice.

The collected evidence highlights the factor of competitiveness, not only between child A and B but within the whole class and is a consistent theme throughout all areas of learning. The class teacher is aware of the class situation and tries to promote a friendly, collaborative learning environment and develops an ethos of making mistakes together and learning from one another. It is argued by Slavin (2013) that having a competitive classroom can have an impact on a child's social development, as negativity is portrayed, and arguments occur. The social factor of forming friendships can be devalued through competitiveness which can impact on the personal, social and wellbeing development of the child.

With regards to child A as an individual learner, her competitive attitude towards her work became evident during the data collection process. Her work is rushed, and does not show her best ability, for reasons such as, she wants to finish the task at hand first, before any other learner in her class so she can access the provisions as quickly as possible. This is further evident in a writing activity, where child A is writing a story, Pie Corbett style. From the work sample, it is suggested that she writes at an O5 level for writing as a best-fit judgement however, there is lack of evidence that she consistently uses capital letters and full stops, along with forming letters with consistent size and orientation (Appendix 6). There is evidence of her ability to do this in previous work along with assessment notes made previously by the class teacher to support this. It is noticeable that the child is extrinsically motivated, responding well to rewards such as stickers and merits, which could suggest that the teaching style within this classroom relates to Skinner's behaviourism learning theory (Shaffer, D.R, 2008). To support child A, it could be suggested that a reward system is put in place and consistently used to ensure she writes at her best ability at all times, ensuring her work is neat and organised, with letters and words formed correctly. From this understanding, it could be suggested that attitudinal factors are the main cause for the lack of consistency. Marzano, (1992) believes that a child's attitude towards their learning is a contributing factor

towards their own development which is also reiterated in more recent literature (Dean 2013, Heinzmann, 2013 and Schreiner, 2018), whether child A shows a positive or negative attitude towards the tasks designed to promote the learning can all have an impact on her development.

In order to support the child in making progress by behaving in a less competitive style of persona, it could be suggested that a more cooperative classroom should be promoted.

Adopting this pedagogical practice will allow child A to practise skills such as communication, decision making and teamwork skills. This will promote collaborative learning, a social constructivism view of learning and thinking where learners are discussing, negotiating and justifying their opinions amongst peers as well as utilising communication skills through dialogue and discussions (Faulkner & Coates, 2011). This is supported by learning theorist, Vygotsky who believed that it is essential for a learner to collaborate with peers, sharing ideas and knowledge as it allows them to construct new understandings and reflect on other opinions (Lee and Smagorinsky 2000). This aids the process of de-emphasising competitiveness and focuses on the skills needed to become cooperative and collaborative learners.

Having said that, there is still a need to continue to promote independent learning, where learners, as identified with child A, is able to recognise their position in their learning and acquire the skills to identify what they can do to enable them to move forward. It could be suggested that children should have more of a responsibility for their learning by gaining a sound understanding of their progress. However, for this to be successful, children should acquire the skills that mould an independent learner, skills such as thinking cognitively and metacognitively. This relates to the beliefs of learning theorist, Jean Piaget, who theorised that cognitive development occurs through a process of four stages in a child's life (Jones and Idol, 2013). In this instance, theoretically and with regards to her age, child A, who is 6 years

old is in the process of moving out of the preoperational stage and into the concrete operational stage. According to Piaget, a child shows progress of moving out of the preoperational state and into the concrete operation stage if for example, the child is showing ability to classify objects according to shape, colour and quantity (Piaget and Inhelder, 2008). Examples of her ability of this can be seen in appendix (3). To highlight this process and to ensure she acquires the essential skills to move into this cognitive stage of development, it is argued by Ambrose et al (2010) that teachers should consistently be activating prior knowledge to aid understanding, allowing them to relay what they already know and encourage them to make connections with past events or known objects with new learning and supporting the children during ‘operational tasks’ with visual, concrete resources to name a few.

Moving forward to understanding the mathematical development of child A, the collected data suggests that child A is currently working towards a solid O5 and will achieve this by the end of FPh. It is important to mention that due to time limit and duration of the PTE, not all topics have been taught therefore it is difficult to justify the reasoning for every statement. However, the voice of the child has been considered, along with current teacher knowledge and evidence built upon from the beginning of PTE2 to support the justification.

During the learning walk, child A was asked to use an iPad to capture her perceptions on the learning areas that support her in mathematical development. By taking a participatory approach of the mosaic approach in this area supported the idea of allowing the child to become an ‘expert’ in her life, taking control of the situation and aiding her development of being an independent learner. It was interesting to see that child A did not take pictures of the allocated numeracy provision as such, although photographed the “Time Telling” display which is constantly referred to throughout the school day (appendix 5). During the conference, when questioned, child A stated how the teacher refers to the time telling wall on

a daily basis and calls on individuals using a variety of Assessment for Learning strategies to tell her the time. The child who could correctly tell her the time was rewarded. This evidently activated the extrinsic motivation in the learning, again, adopting a behaviourism teaching style to support the learners in progressing. Child A expressed how she found telling the time difficult, however her positive attitude towards this area of numeracy could suggest her dedication and hard work to achieve a full understanding. This relates to the growth mindset which Dweck (2017) suggests is the power of believing of improvement. This is something that is embedded within the class teacher's pedagogy, where the majority of learners are perceived to have positive attitudes towards learning. This corresponds with the Attitude element of the ASK model, where the child shows a desire to achieve (Nottingham, 2013). It could be argued here that child A is showing a high level of an Outcome 4, sometimes recognised as an Outcome 4A, which suggests learners are able to "use the concept of time in daily and weekly activities and use standards of time to read hours on the clock". Child A does this verbally, consistently on a daily basis, however, it is difficult to justify that she is working within an Outcome 5 as it suggests the child should be using and understanding the minutes in addition to the hour. It could be argued that child A is not showing this understanding at this moment in time, however it is identified that support should be put in place to develop these skills and an area of the next step in her development.

It was then questioned why child A had not taken photos of the numeracy area within her classroom environment. She expressed how she does not enjoy playing in this area, as the "toys in there aren't fun" and are only used when she does maths. She stated, "It is boring and don't know what to play here". Additionally, she then went on to heavily reference the 'wet area' which was captured during a conference with the child and supported with her photographs following the discussion of the numeracy area. There was little reference here to mathematical concepts however it could be suggested that child A was not fully aware that

she was practising her mathematical skills in other areas of learning within her classroom. She highlighted the use of playing with playdough, creating a recipe using different colours and textures of dough for the farmer, relating to the class theme. It is here she showed a sound understanding of weight, measuring and weighing the balls of dough to correlate with the recipe on the card. Based on the O5 description, child A is able to “use standard units to measure and show an awareness of different scales of units”. In an alternative provision, using her creative skills to carefully cut out a selection of animals for Farmer Joe and share them out equally between him and his family (Appendix 2). It is in this area she is ‘beginning to understand the link between multiplication and division, and use 2, 5 and 10 multiplication tables to solve problems’. Her independent learning is also evident here, where the task is differentiated through the use of ‘chilli cards’ starting with mild (easy), medium (moderate) and spicy (advance). The learner is given the opportunity to choose the level of task however it was evident that over the course of the week, child A continuously chose a moderate to advance task. The implication of this strategy is that it can be difficult to monitor the learner’s choice in tasks, ensuring they are pushing themselves to their greatest potential however for this particular child, she consistently chooses the level that corresponds with her mathematical development. This relates to Vygotsky’s views of understanding what a child can do independently followed by what they might be able to do with the role of an adult (Berk and Winsler, 1995). It could be argued that the child has fully conceptualised the use of the 2, 5 and 10 times table to solve problems therefore acquires the scaffolding to push her learning further which additionally involves the use of the 3 and 4 times table. This corresponds with a statement taken from Outcome 6 which is one out of numerous statements that child A can provide evidence for that she has achieved, however her best fit judgement in Mathematical Development still lies within Outcome 5.

For the learner to progress in these areas of learning, it would be beneficial for the class teacher to continue to centre her daily routines around time. Incorporating this on a daily basis, with the use of extrinsic motivation strategies provides the learners with an incentive to succeed. In relation to child A, it could be suggested that she works on and highlights the support given from the 5 times table. Make this link known that the hours on the clock goes up in 5 minutes, allowing the child the opportunity to conceptualise facts in relation to time (Haylock and Cockburn, 2008). Furthermore, it is evident to see her enjoyment of numeracy based activities in other provisions, therefore it could be suggested that her numeracy skills be further utilised and incorporated into the numeracy area herself, where she has access to resources such as times table squares for example, that will aid her progression with the concept of time. Furthermore, it has been recognised that she enjoys using ICT to aid her self-target of improving her fluency in reading within LLC development therefore it could be suggested that the use of interactive maths resources be offered here to aid this process.

Conclusion

Studying the holistic development of one child in particular has developed necessary skills that I will take with me throughout my teaching career. Skills such as thinking critically, importance of reflection and the ability to recognise learners' needs have been practised in this process and will contribute to my professional practice.

All children should have an opportunity to achieve the best possible outcome and have their educational needs met. This is recognised through an understanding of where a child is at currently, in terms of educational outcomes and levels, followed by the knowledge of what can be put in place to push the learning further.

I have learned the importance of using a clear and consistent methodology to identify and support the needs of my learners. Firstly, the use of the Mosaic approach has supported my understanding of the importance of child-centred learning, offering the child every

opportunity to participate in the process of how I should understand them as young, individual learners. This process has allowed me to recognise that my pedagogical practice will include allowing learners to explore their learning independently, with the focus on them being 'experts in their own lives', an approach adopted from the data collection process used in this assignment. Furthermore, using the mosaic approach has also allowed me to recognise the importance of carrying out regular observations and engaging in discussions with the learner to support the justification of the next steps in their learning as it has helped build upon my understanding that situations may be perceived differently through the eyes of the child. For example, the use of child conferencing in this instance, has supported evidence throughout the process, which has aided not only the justification but also the process of putting in place next steps for the learner to progress.

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Appendix 1 – Acknowledgment Letter

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	 Canolfan Addysg Athrawon De-Orllewin Cymru The South West Wales Centre of Teacher Education
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RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2018.

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 identify 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): Lauren Gaze

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

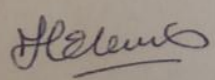
[REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[REDACTED]

If you have any queries regarding this, please contact the Programme Lead Helen Lewis : h.e.lewis@uwtsd.ac.uk

Many thanks in advance,


Helen Lewis, 5.3.18

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

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Appendix 2 Photographs taken from child-led learning walk identified in assignment

Numeracy area

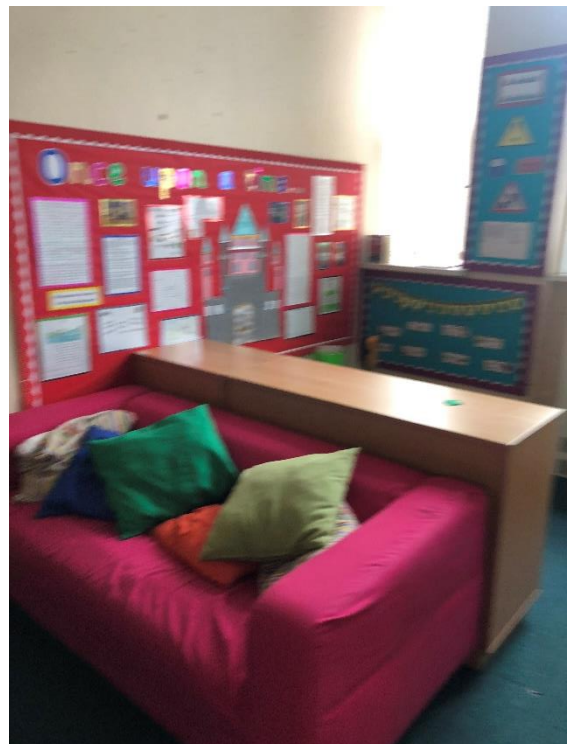


Creative area
where numeracy
skills are applied

Pupil voice area



Reading corner



Appendix 3 – Classifying shapes, quantity and colour task



Appendix 4 – Reading record

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding, interpretation, range of reading)
29.04.18	Moggy <i>Read to Page 6</i>	Fiction text	SB read well, however needs to work on her confidence. She needs to sound out the tricky words. We discussed the type of book and text, e.g title and chapters. We will continue to work on confidence and
1.05.18	Moggy <i>Read whole book</i>	Fiction text	SB read really well. Tried extremely hard to sound out all words. Asks questions regarding the text, and answered questions which were asked to her with expression during fiction texts, and emphasising the use of punctuation. She wants extra practice
12.05.18	The Weather Man <i>Read to page 5</i>	Non-fiction text	Discussed fiction and non-fiction texts. This is something that we work on throughout our reading sessions. We discussed the contents page and confidence is growing and the flow to the story is recognisable. Some words sound e.g idiot.
24.05.18	The Weather Man Page 5 – End of book	Non-fiction text	Discussed fiction and non-fiction texts with S and looked at different texts to compare the difference. We again, looked at the contents page and various bits of information. Tried different expressions, discussed t

Appendix 5 – Time display



Appendix 6 – element of written piece showing inconstant letter size

