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

Pupil progress is going to be the main focus in this assignment. This assignment consists of a detailed analysis of one girl’s holistic development (child A), with a justification of the next steps in the learning. There were numerous data collected for this research assignment such as observations, photographs, interviews with the child and the teacher, pupil-led feedback on learning experiences and annotated samples of work. The data collected was qualitative. When I put all of these views together, I could review the holistic development of the learner. The primary method for the data collection was the Mosaic Approach. I will also talk about Nottingham’s (2013) ASK model. The areas that I focused on with child A was Language Development, Mathematics Development, Well-being, Creative Development and Physical Development. Therefore, my conclusions about progress will make appropriate reference to the curriculum expectation. This assignment will involve the discussion of next steps for the learner which I, as a teacher, would take to influence the learner's progress. In accordance with the BERA (2018) guidelines, I am not going to mention the school’s name, the child’s name or the staff’s names due to ethical issues and confidentiality. Therefore, I will identify the school as School X. School X is situated outside the City of Swansea with a capacity of 222 children. They scored ‘good’ in the ESTYN report (2014), with ‘excellent features’. School X has adopted the Leonardo Effect in their classrooms which gives them an understanding of the potential of synchronising Art and Science.

The Mosaic Approach was introduced by Alison Clark and Peter Moss in 2011. It encourages individuals to listen to pupil voice and perspectives on themselves as learners. The Mosaic Approach combines research conducted by adults such as interviews and observations, and by children such as the use of cameras, tours and map-making which will be outlined further on. There are three stages. Stage 1 gathers children’s information and then adults and children will discuss this further. For example, children can have the responsibility of taking pictures of places around the school that are important to them. ‘Young children can play active roles as researchers, explorers and designers of their outdoor environment’ (Clark, 2007, p.1). Clark suggests that children can have an impact on what happens in their outdoor environment through active learning. Children can be the leader of the school tour and decide the routes which will be the overall making of the map-making. Stage 2 is where children and adults discuss the meaning of the gathered information like photographs, maps and interview responses can be discussed. Interviews

can take place to develop an insight into the lives of young children. Stage 3 is where children and adults discuss what is going to change and what is going to stay the same. Children can expand on their thoughts of a particular area that they like and they will elaborate on what they want to expand, change and keep. 'The Mosaic Approach allows children to not only research through a variety of tools, but also to adopt different learning styles' (Gardner, 1983, p.18). Gardner suggests that research is not only observations and questioning, but it can also be adapted through different learning styles to collect different evidence. It opens children up to different ways of learning and this supports what Langsted says. 'Young children are experts in their own life' (Langsted, 1994, p.72). There have been many influencers for this trend such as the United Nations Convention on the Rights of the Child (United Nations, 1990). Following on from the Children's Rights, the Mosaic Approach is an example of listening to young children. Young children are active participants and they should continue to do so. This is linked to Article 12 of the UNCRC as it promotes the rights of children to express themselves on what is important to them. 'Trustworthiness or validity stems from ensuring that the perceptions of the participants rather than those of the researcher take precedence' (Siraj-Blatchford, 2001, p.12). He suggests that combining visual aspects with participant observations, lets the children express what is important to them which provides triangulation. Criticisms of this approach are that it only helps young research participants as it is through photographs and more. However, this approach can still be used for adults as it is focusing on the research participants experiences. Another criticism is that it may be that it is not scientific enough so the data cannot be generalised. However, some may argue and say the Mosaic Approach can offer an insight into young people's lives, in many ways that the scientific way cannot.

The ASK model reflects a holistic view of learning which acknowledges the role of attitudes, skills and knowledge in learning. It is all about having positive attitudes towards learning, persistence and curiosity. It is having the ability to carry out actions to gain understanding. 'The quality of questioning is vital in helping children to become independent thinkers and learners to extend their learning' (Welsh Assembly Government, 2008, p.11). It is familiarising with information and practices. Some teachers plan their lessons, set personalised goals for each pupil, and review learning with the help of the ASK model. For example, pupils explore the curiosity of their topic, then they gain understanding by questioning, then they will familiarise themselves and gain knowledge of the topic. 'The view of children is in keeping with a constructive model of learning in which children play an active role in the search for meanings' (Vygotsky, 1993, p.91). Lee

Vygotsky emphasises that children pick up manual and physical habits from adults and he argues that the way we react to things is more influential on children than the knowledge we share. Bandura supports this as she suggests 'children not only observe physical behaviours but that they also observe the verbal behaviours of others'. Criticisms of this theory are that children can be wasting time on their own personal and social skills. 'National Curriculum documents identify the subject knowledge that a country wishes its young people to learn. However, topics are taught because it is in the curriculum, rather than because they are of interest to pupils' (Nottingham, 2013, p.5). Nottingham suggests that even though personal and social skills are vital, is not education more important?

I had to consider many ethical considerations. Firstly, I had to ask the child if she was willing to take part in this research and explain in depth, that I wanted to know what helps her learn in order for me to improve my teaching. I explained to her that I want her to take part in a variety of activities such as taking photographs, interviews and more, making sure that she knew she did not have to agree or participate if she did not want to. I explained that her name would not be on any piece of work that I have for evidence. Children under the age of 18 are not legally allowed to give consent, they have to give assent which is then passed on to the parents for their consent which is why I had to send out a consent letter. I also had to give a consent letter to my mentor for her to sign to make sure that I was allowed to do my research within the school which can be seen in Appendix 1.

After carefully analysing the learner throughout the last couple of weeks, following the Mosaic approach and the ASK model by collecting data, I can now critically reflect on what this data is telling myself about the learner. I believe throughout this process, I was able to definitely focus on pupil voice and perspectives from the learner. The data that I have collected from the learner is from a range of contexts. Firstly, I thought it was very important to get to know my learner first. I spent time getting to know a bit more about herself, what her favourite subjects is if she has siblings and many more. 'Children's perspectives are much better understood if the researcher spends time in the setting with the participant children' (Greenfield, 2011, p.1). Greenfield suggests that the research you carry out on a child can be easier, trustworthy and reliable if you build trusting relationships with the child.

I followed the Mosaic approach step by step; starting off with observations. I made a 'Learner Observation Form' in my observation week which can be found in Appendix 2. I observed my learner in a Mathematics lesson and during a Physical Education lesson that week. From the data I collected from the Learner Observation Form,

I was able to see that Child A is a kinaesthetic and visual learner. ‘Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid’ (Einstein, 1920, p.81). This quote sums up the importance of giving students a chance to learn in ways that suit them. Child A engaged more with a lesson and is able to learn better if she can she has props and if she has real-life experiences to do the lesson. Child A benefits from having items or objects to do a task, as she can visualise what it is she has to do, instead of working from instructions on a worksheet. During Physical Education, this is when I saw Child A excel in this lesson as she was able to learn from doing. ‘By observing children whilst they are involved in activities, practitioners will find out how the children’s skills are developing and what they are able to do’ (Welsh Assembly Government, 2008, p.4). I observed child A at free time on Fridays. I noticed that the learner would always be in the creative area, either making something, colouring or painting. She would often be on the computers, challenging her friends at Times Table Rock Star. However, she would never want to go in the role play area, even if her friends were in there. Referring back to the ASK model, child A’s attitude towards the role play area is poor. She does not enjoy dressing up or pretending to play in the kitchen. However, child A does have the skills to use the role play area as she loves acting, singing and performing. Child A, therefore, needs to change her knowledge or her view of the role play area and change it to suit her style. For example, the role play area could be turned into a singing competition stage or a dancing competition. This would let the learner experience the role play area in a style that suits her. The ASK model is all about having positive attitudes towards learning, persistence and curiosity. ‘Classroom observation is effective in improving teaching and learning when it is combined with other activities, such as book scrutiny, listening to learners’ ESTYN (2017, p.3). ESTYN suggests that observing the child in a range of different contexts is vitally important including listening to learners.

I got my learner to draw a map of the school before we went on a tour. This can be found in Appendix 3. During the tour of the school, the learner took me to all the different places around the school at stopped at places which she classed as her favourite. All of the pictures taken can be seen in Appendix 4. The sand pit was one of her favourite places because can play with different material and build sand castles with her friends. The rabbit hutch was another place because she was able to see the rabbits every day as she does not have a pet of her own. In the Foundation Phase Framework (2015) it says that children should be given opportunities to ‘demonstrate care, respect and affection for other children, adults and their environment’ and this links to having affection for the animals. ‘When a child is given the responsibility to help care for a living creature, they are

given the opportunity to grow into a responsible, social and confident adult. It builds on their respect, empathy and self-esteem' (Think Fun, 2016, p.3). The library is another place because she loves reading and she has excelled in her reading every time she reads. Refer to Appendix 8 for reading record. 'If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales' (Einstein, 1920, p.77). Einstein knew how important reading is and how essential it is in life. It improves concentration, memory, brain exercise and it boosts critical thinking. The P.E apparatus is another place because she loves being able to learn from doing. The creative table is another place as she loves drawing pictures, making posters and creating things. She took a photo of 'Our Rights' poster because she thought that it is important that every child knows their rights in school and what everyone is entitled too.

Another way of collecting data from the Mosaic Approach was to have a child-centred interview with the child and the teacher. I asked numerous amount of questions which can be seen in Appendix 5. 'Students must be encouraged to use their problem-solving, reasoning, and communication skills to make conjectures, explore their own ideas and approaches' (Kersaint, 2016, p.3). Kersaint suggests that students should use their different range of skills and explore them with their own mindset. Overall, from the child's interview, I gathered that she loves to be outside. Her responses to the questions matched up with what I observed as the said that her favourite subject is creativity and that she loves to draw with different colours. 'Speech and communication lie at the heart of classroom practice. It is the predominant way in which teachers provide instruction and support to their students' (Millard, 2018, p.2). Millard states that communicating with your learners is the most important and beneficial thing to do. She also expressed her love to play with play dough, and if she could, she would play with it in every lesson. 'There are so many different ways children learn comprehension, listening, and communication skills through playing with playdough' (Ranson, 2012, p.6). I also interviewed the class teacher who knows the child's best interests, their strengths and their weaknesses. This can be found in Appendix 6. I found interviewing the class teacher very beneficial for my research as she gave me a lot of ideas about what works best for the child, which I can adopt in my next steps. I questioned her on if my thoughts and gathered information was correct, and she agreed that the learner's favourite areas are anything creative, physical and visual.

For the next steps for Language Development, following on from the map of the school, this enabled me to see how I could improve the learners learning and my teaching. As one of child A's favourite place in the school is the sand pit area, I could plan for enhanced activity in the classroom where they have to practice their CVC words using

sand that I could have brought in. ‘Writing words in the sand offers a chance to develop language skills. Parents can ask questions to capitalise on the language play that can occur in the sand’ (Pathways, 2019, p.4). Pathways argues that sand is an interesting and beneficial way to develop language skills. The learner would find this activity exciting, and she would not even know that she is developing her language and literacy skills. Referring back to the ASK model, I am aware that her attitude towards the sand pit is very positive. This is where her Language Development skills can be addressed as she can experience it in a style that she likes. This will then help her to understand her knowledge of the activity which will lead her to feel confident whilst taking part. However, the limitations to this enhanced activity could be that the sand would not be the best material to practice the CVC words as it may not be clear enough and it could cause a mess. As an alternative perspective, I could use shaving foam instead as the learning likes different materials. As the learner excessed her interest in play dough, I could do the same activity for the CVC words, but get her to use play dough to make the letters. ‘When given play dough, children are instinctively motivated to explore its soft and responsive sensory qualities and it helps children develop self-esteem’ (Ranson, 2012, p.5). Another next step would be to develop her reading, as she loves to read. Therefore, I would possibly buddy her up with the early years and allow her to go to them once a week in the mornings to read a story to them; this would build her confidence at reading out loud and to also build on her reading voice using different tones and volumes. ‘It is also important to note that, whatever the age of your students, reading fluency will only come with practice’ (Kinney, 2018, p.3). Kinney argues how important reading is and how it needs to be a regular activity. In the Foundation Phase Framework (2015) it says that children should be able to ‘communicate in a range of contexts for a variety of purposes and audiences’. However, the limitations for this idea could be that the early years would not sit through a Year 2 reading them a story and they might misbehave. As an alternative perspective, the learner could read to her fellow classmates one afternoon a week, and this could alter between the class. As the learner has a positive attitude and mindset for reading, she would benefit from using the ASK model guidelines with her teacher as she has the right attitude towards reading which will influence others, the skills for reading and she has knowledge and understanding of the words.

For the next steps in Mathematics Development, as I am aware of the interview and the photographs on the tour, the learner loves the outdoors. Referring back to the ASK model, she has a very positive attitude to working outdoors. She can incorporate her skills into Maths activities and then this will enable her to gain knowledge of the topic. ‘Children

and young people should have opportunities to learn from expertise and experience from outside' (Donaldson, 2015, p.38). Donaldson emphasises the importance on outdoor play in his report. Having the right attitude for something is so important. 'Without positive attitudes and perceptions, students have little chance of learning proficiently, if at all' (Marzano, 2019, p.1). She can develop her skills on the topics and she can develop her knowledge of the topics we are studying by doing it outside. As we were learning about symmetry, it would have been a perfect idea for the learner to engage in an activity outside. In the Foundation Phase Framework (2015) it says that children should have opportunities to 'explore, investigate and use the indoor and outdoor learning environments'. A variety of the learners symmetry work can be seen in Appendix 7. 'It is important for educators to see that outdoor learning is an integral part of the curriculum' (Cullen, p.72, 1993). Cullen supports Donaldson as he agrees that outdoor learning is essential. I would use P.E hoops and split it in half with masking tape. Partner 1 has to go and find natural objects and make a pattern in the first half of the hoop, and then partner 2 has to mirror the pattern to make it symmetrical. 'Students as partners' principles and approaches are pertinent to many aspects of enhancement and innovation in curriculum and pedagogy' (Healey, et al, 2014, p.3). Healey suggests that learners working in partners is really beneficial for the way they learn through pedagogy. In the Foundation Phase Framework (2015) it says that children should be 'involved in physical activities that allow them to work as individuals, with a partner and in small groups, sharing ideas and helping each other to improve their work'. Referring back to the ASK model, the learner has a really positive attitude towards working in teams, therefore she would use her skills in the most beneficial way in her team, which would then increase and help her build her knowledge on the subject. I would also have it cross-curricular as I would get them to be influenced by the likes of Andy Goldsworthy who is a land artist who bases his work on symmetry. 'A curriculum defined largely in terms of discrete subjects can become directly translated into a timetable within which important cross-curricular learning can be marginalised' (Donaldson, 2015, p.35). Donaldson suggests how important cross-curricular is in his report. Andy Goldsworthy would link in with the Leonardo Effect in the school. Another next step for symmetry could be to have pictures of different shapes and animals, and three laminated sub-headings saying symmetrical, non-symmetrical and rotational symmetry. As the learner is a visual learner, she would be able to physically hold the pictures and shapes and move them into the correct category. 'Visuals help learners grasp concepts easily by stimulating imagination and affecting their cognitive capabilities which comprise absorbing, comprehending and analysing new information' (Jandhyala, 2017, p.

21). Jandhyala suggests how important visuals are for some learners as they can grasp the concepts more. Another topic we studied was shape, I could have done the same idea and taken the learner outside to do a shape hunt. I could have used questioning techniques to describe a shape e.g ‘I have four corners, four equal sides, what am I?’. Another topic we did was doubling and halving, so I could have got the learner to play a game of splat on a grid drawn by chalk outside using doubling and halving. However, the limitations to this lesson could be that there may not be enough resources to make a good symmetrical pattern and you cannot always guarantee good weather. As an alternative perspective, there are arches in the school for when it is raining, so these lessons could always be done outside under the arches.

For the next steps for Wellbeing, as the learner loves the rabbits, I would make sure that at play times and lunch times, the learner gets a chance to see the rabbits and see what they have been up to. I would make sure that she got to see what they sleep on, what they eat and where they go after school closes so she was able to have more interest in them. ‘A study showed that kids turn to their pets for emotional well-being, with 40% of children choosing pet companionship when feeling down. Kids were also found to see their pets when feeling tired, upset, scared or lonely’ (PITC, 2019, p.5). PICT back up my argument that animals at school are so beneficial to learners health and wellbeing. However, the limitations for this could be that most children probably have an interest in the rabbits, and there just would not be enough time to do that for every pupil. One child gets a certificate every Friday for good sportsmanship, this is for things like respecting others, being kind, helping others and trying their best. In the well-being section on the Foundation Phase Framework (2015) it says that children should be given opportunities to ‘demonstrate care, respect and affection for other children, adults and their environment’. This benefits wellbeing as they are able to see what is acceptable, and what is not. For the next steps for this, I could have a chart where if I see who is helping in the class, respecting others and being kind I could put a tick next to their name which would allow me to see who is continuing to develop wellbeing and who is not. However, limitations to this idea could be that some people may not have a tick by their name for many reasons, which could leave them feeling upset or have low self-esteem. As an alternative perspective, there could be a lesson once a week in the afternoons to reflect on wellbeing and the learner's feelings which would be really beneficial for everyone to hear and take part in.

For the next steps for Physical Development, as I know the learner is a kinaesthetic and visual learner Physical Education is perfect for this. I would always make

sure that my Physical Education lessons are outside. As the learner loves the outdoors and animals, I could do a lesson outside focusing on balancing and jumping where the learner has to think of an animal that jumps, and then model it. For example, a frog crouches down small and then leaps using all of their legs so it would allow the learner to balance and jump like a frog. In the Foundation Phase Framework (2015) it says that children should be given opportunity to 'develop gross motor skills and control body movements'. However, limitations to this lesson could be that again we cannot guarantee the weather and the learner may find it difficult to think and model an animal that jumps. However, I could model it for the learner. 'The key is to find creative ways to reinforce the core material while keeping true to the goal of teaching the skills and concepts related to developing lifelong movers' (Triolet, 2015, p.4). This is so important for each and every child, despite them having different learning styles, if you can make Physical Education creative, you have hooked the learners in. I could have also got the children to create human size shapes in small groups to create a square or a circle. This will get them to all work as a team, being physical, but also focusing on their topic in Maths. However, limitations to this lesson may be that it may be difficult to create human size shapes in small groups or even large groups. The learner was not that familiar with the 3D shapes that were introduced, consequently, she lacked confidence. Referring back to the ASK model, she did not have a positive mindset towards shapes, therefore, if you have a bad attitude towards something, your skills and knowledge cannot develop. Having a negative attitude towards something can have an effect on how you build your skills on a specific subject and then when a learner is lacking knowledge in a particular subject they will not have a positive attitude.

For the next steps for Creative Development, as I know the new curriculum in Wales is focusing on cross-curricular activities, I could do a symmetry lesson with Creativity. I could get them to cut leaves in half from their forest school trees, stick them on a piece of paper and then the learners have to complete the symmetrical pattern by using felt tip pens or play dough. In the Foundation Phase Framework (2015) it says that children should be able to 'create their own images and objects that communicate and express their ideas'. 'Contact with nature can enhance creativity, bolster mood, lower stress, improve mental acuity, well-being and productivity, cultivate social connectedness, and promote physical activity' (Gray, 2008, p.23). Gray states the importance of having contact with nature in lessons and shows that it is beneficial with the well-being of the child. This activity would be covering aspects of Creative Development and Maths. However, limitations to this lesson could be that you would have to go out and pick fresh

leaves every morning as the leaves would go dry the following day. Another idea could be for the learner to draw posters for the topics we do in class because in the Foundation Phase Framework it says that children should ‘design and make simple products’. Another next step could be doing symmetrical paintings. As their overall topic for the term is flight, they could draw half an animal that could fly on half an A3 sheet and then fold it in half to make a symmetrical pattern. However, limitations to this lesson could be that it is difficult to draw an animal without the paint drying too fast, so when they go to fold it, it would not have printed properly.

In conclusion, I found out by my results that my learner is a kinaesthetic and visual learner. I have carefully considered the next steps that I, as a teacher, would take to influence the learner's progress. I have made reference to the Donaldson’s Successful Futures report in my next steps. Referring back to the ASK model, I would carefully analyse how I can change her attitudes to specific subjects, by enhancing them with activities that she likes. I would then see what skills she can incorporate into the subjects she does not like. I would then question her knowledge about that particular subject to see how we can develop her learning in these areas. Overall, this assignment has really helped me to see how I can help learners in the future by adopting the Mosaic approach and the ASK model. Kersaint (2015, p.6) suggests ‘teachers can use this information to determine areas of confusion or frustration in order to decide when intervention might be needed’. He is stating that teachers should focus on content knowledge by developing the learner's confidence and interests just like the ASK model. The Mosaic Approach is a good way to collect data from the child because the learner was at the right age to have a conversation about her likes, dislikes and her favourite places. I could then focus on ways to improve the learners progress in the next steps.

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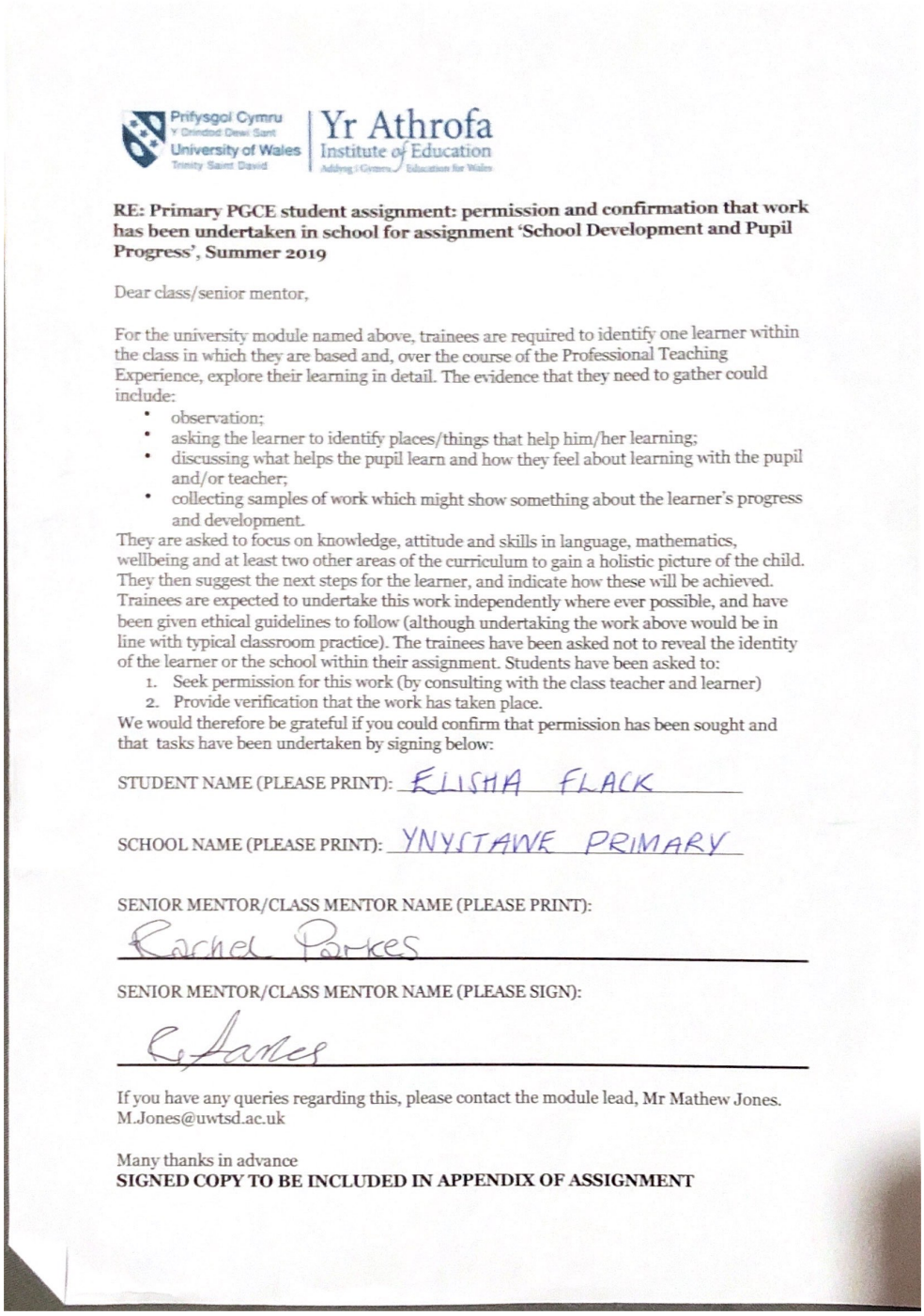
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Appendices:

Appendix 1:



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

Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

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 a 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 where ever 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): ELISHA FLACK

SCHOOL NAME (PLEASE PRINT): YNYSTAWE PRIMARY

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

Rachel Parkes

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

R Parkes

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

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2:

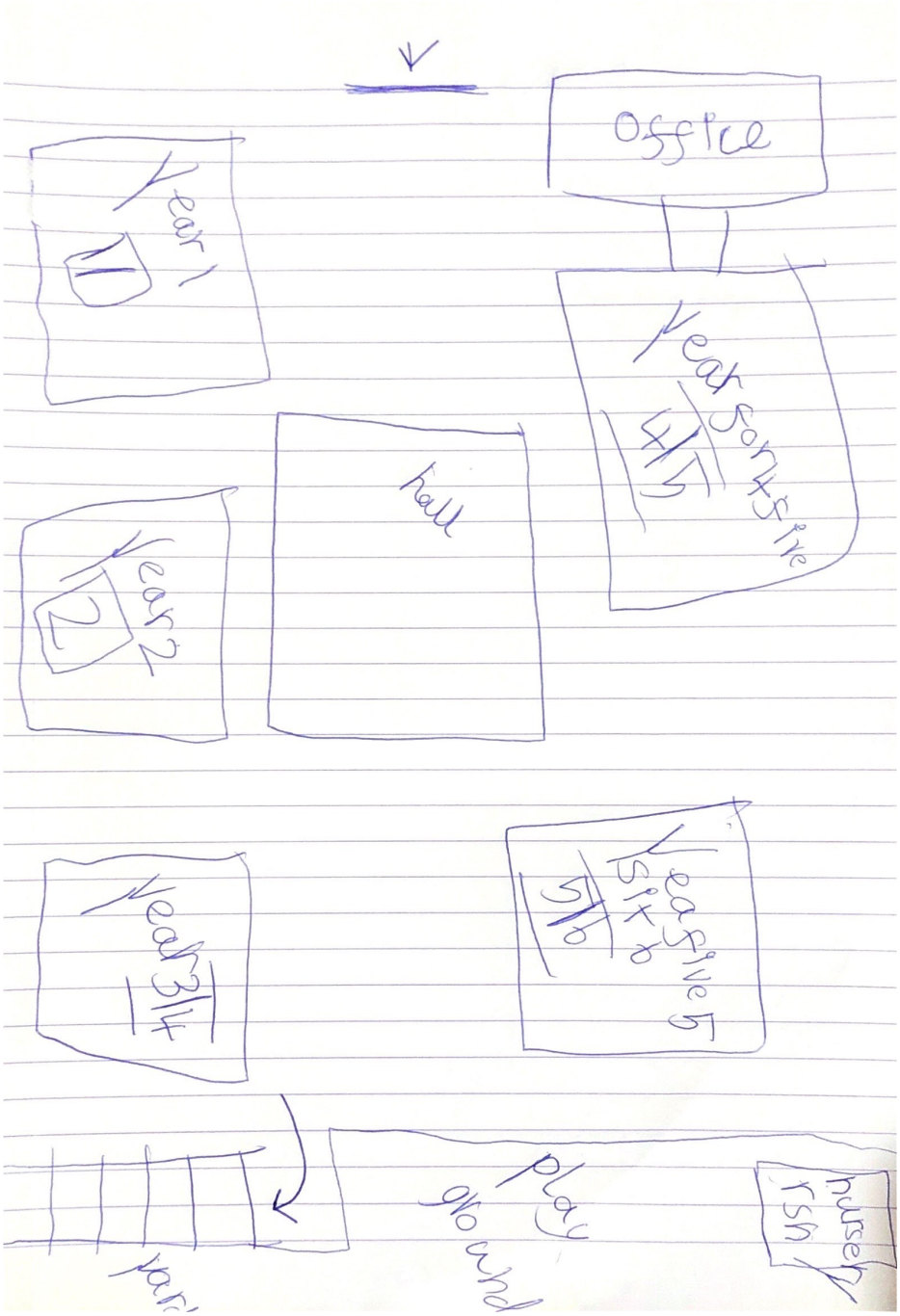
Canolfan Addysg Athrawon De-Orllewin Cymru
The South West Wales Centre of Teacher Education

Learner Observation Form

Name of learner:	**Class:** Year 2
Time: 10:00	**Date:** 7/05/2019
Activity: Co-ordinates.	
Comments: Child 1 found this activity easy. She is very intelligent and loves maths. [redacted] was aware that there are ways of doing co-ordinates. For example, the way you write co-ordinates. She was able to visualise it on the whiteboard and then she was able to have a go at it herself. She was working through the co-ordinates worksheet nicely. [redacted] concentrates really well and her work is always to the best of her ability. She was confident when helping others on her table and she was able to explain to them why that was the right answer [redacted] needed a little support when introduced to the next part of the co-ordinates task when drawing the key for the map. She needed a bit more support on this as it was something new and a little bit tricky.	
What needs to be done to move the learning on? There could be many activity sheets for the learners to compete to develop their learning further, e.g more co-ordinate sheets where they are more difficult and challenging questions. Where [redacted] was struggling, there could have been a separate lesson on that to go through exactly what to do. This would have helped her to overcome her fear of not knowing what to do.	

Name of learner: [redacted]	**Class:** Year 2
Time: 13:00	**Date:** 29/05/2019
Activity: Physical Education	
Comments: [redacted] was confident doing physical education and she showed no signs of uncomfortableness. She loves the apparatus in physical education. [redacted] had excellent hand and eye co-ordination when practising her rolling ball skills. [redacted] is able to listen carefully to instructions and work well as a team member. She also enjoyed the warm up part of the activity which was line dancing. She expressed her interest and love for physical education as she likes to challenge herself. She was excellent at rolling the ball t her partner across the room, listening carefully to instructions to bend her left knee and aim straight ahead where her arm was pointing.	
What needs to be done to move the learning on? Instead of having instructions to follow and doing a specific physical education routine, maybe the learners use their imagination and their physical education skills to come up with different ways of rolling the ball. This would allow them to use their thinking skills and their creative development skills and it also gives them a sense of independence to self-assess.	

Appendix 3:


Office
Year 1
1
Year 3 & 4
4/3
hall
Year 2
2
Year 5 & 6
5/6
Year 3/4
Play ground
nursery rsh

Appendix 4:

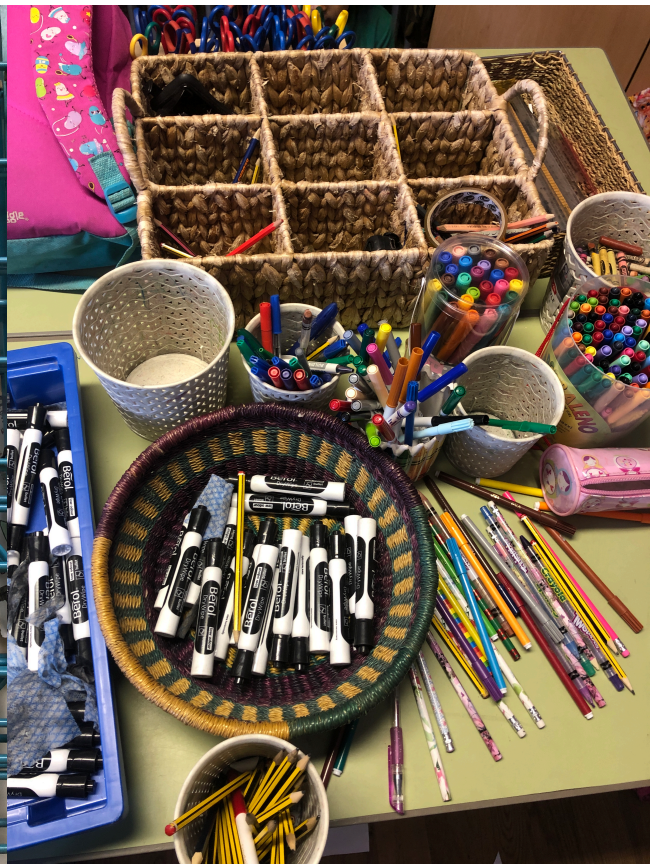

We love working together!
RRSA Rights
Our Rights
We are working towards Level 2!


Sand Pit
Ardal Tywod




FIRST ATLAS
MUSIC BOOK





Appendix 5: Child conference

1. What do you like about school?
- *I like playing with my friends in the classroom and outside in the yard at play time.*
2. What is your favourite subject and why?
- *My favourite subject is art and creativity because I am a good drawer and I like to use loads of different colours and pens.*
3. What do teachers do at play time?
- *At play times, teachers talk to children in the yard and talk to other teachers and they always look to see if we are playing kindly with each other.*
4. Which part of school do you not like?
- *I do not like the role play area in the class because I do not really like dressing up.*
5. What do you think makes a good teacher?
- *I think you have to be a bit strict as a teacher, but nice and friendly too. I think that a good teacher needs to know everything about anything to be able to teach us.*
6. As this school is a Leonardo school, what do you think makes it different from other schools?
- *I think we learn a lot about Leonardo because we learned about when he died not so long ago. We do some drawings on him, and we do our overall topics on his work.*
7. What would make your lessons better?
- *I think having more time to do fun things in school would make the lessons better, like playing with play dough more and colouring in.*

By interviewing the child, it gave me an insight into what she likes to do in her spare time which is creativity. However, she expressed her interest and excitement for play dough, which gave me ideas on how I could incorporate play dough into many of my lessons.

Appendix 6: Teacher interview

What are child A's strengths?

Child A is a very creative person. She loves anything to do with creativity, give her the hardest Maths puzzle for her age and tell her to find the answer by using creativity she will do it. She is also an excellent reader, she has matured so much since she started this school and her reading is coming along superbly.

What are child A's weaknesses?

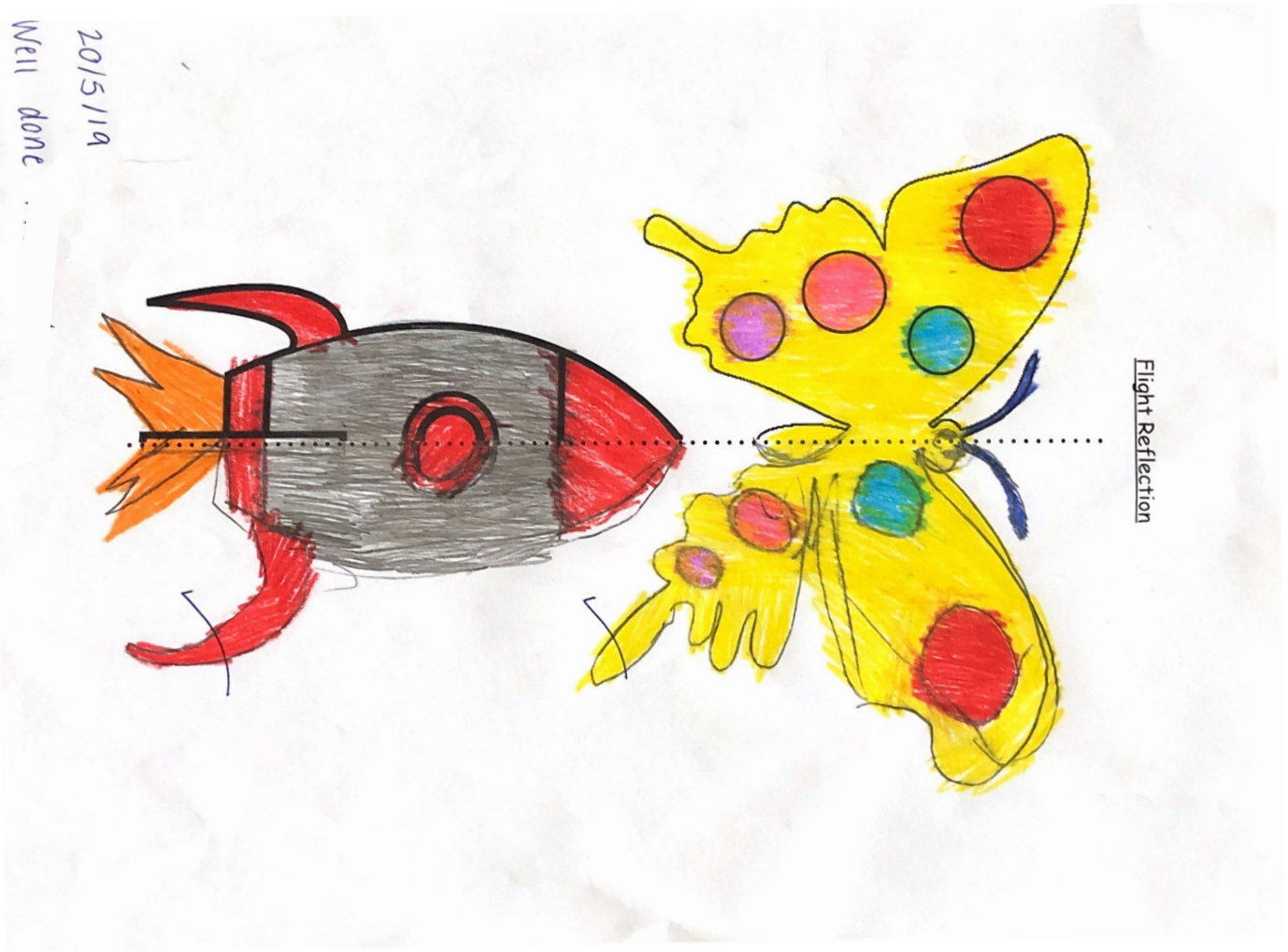
Child A does not really have any weaknesses as such. She just loves to help you as a teacher and she will always try her best, but sometimes she does not like being told no as she only wants to help. You will never find her in the role play area, she has never liked the role play area since she started in Nursery which is strange because she is a right actress.

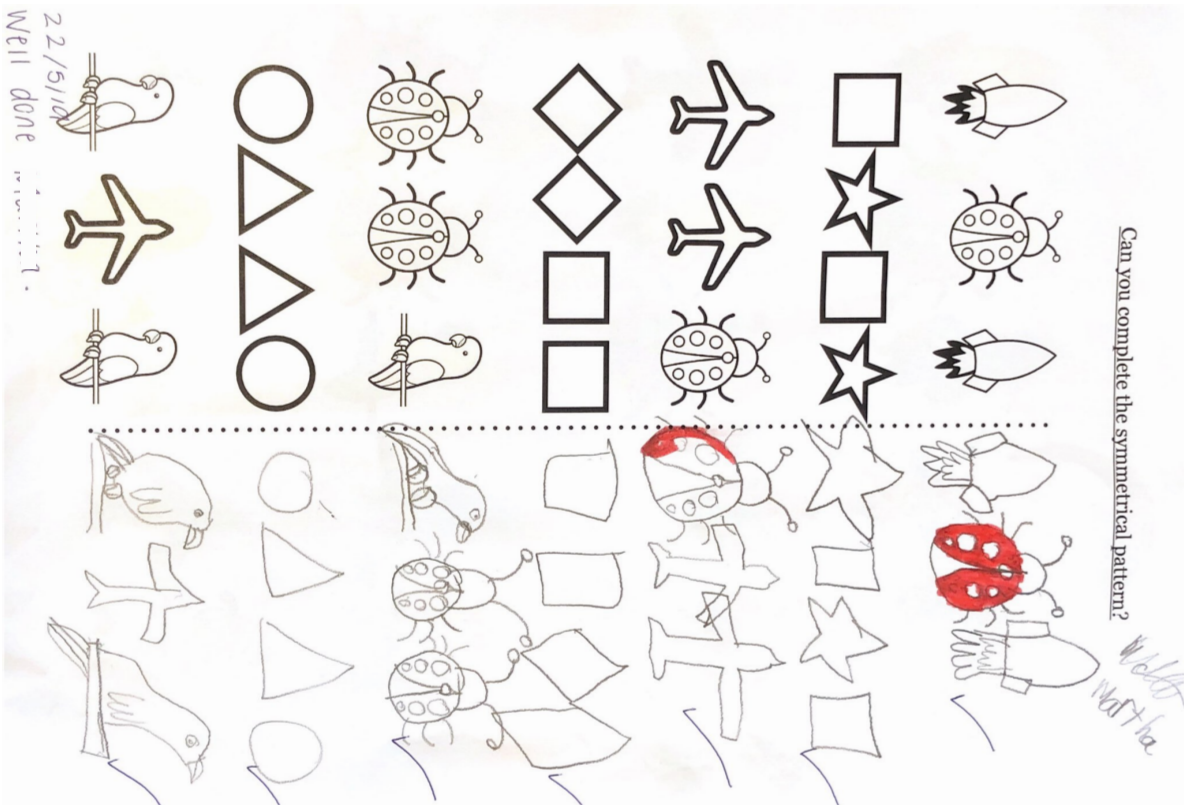
What would you suggest to engage her in learning all the time?

I would definitely link in creativity, or something physical for her to do in any activity. Possibly take her outside for the majority of some lessons. If you have an English lesson or a Maths lesson, make sure that you have something for her to complete or physically hold.

Appendix 7:




Flight Reflection
20/5/19
Well done


Can you complete the symmetrical pattern?
22/5/19
Well done

Appendix 8:

PDPA APLP
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Reading record

Name of learner:

Reading age (if known):

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 of text, interpretation, range of reading)
29/05/2019	Princess Party	Play	_____ was able to read the text fluently. She was able to sound out words which she wasn't familiar with. Well done!
01/05/2019	Princess Party	Play	Excellent reading! _____ was able to refer to the pictures that were shown in the story to show what she thinks would happen next.
08/05/2019	Princess Party	Play	Fabulous reading. ____ was able to finish the whole book and she can now move onto the next level of books. She always practices at home and that has shown.
17/05/2019	Dinosaur Disco	Play	Excellent reading to start off the book. _____ was able to sound unfamiliar words out and then repeat them until she was sure how to pronounce them.
18/05/2019	Dinosaur Disco	Play	Well done! You are reading well at home, and really well in school. Keep up the good work!