

**Essay Title: A detail analysis of one child's holistic development,
with justification for the next steps in learning**

Introduction

Children are unique individuals who work at different paces and have different opinions. It is essential that practitioners working with children have an understanding of child development and the needs of children (WAG, 2008). This defines the importance of the teacher's responsibilities to ensure that the children become ambitious and capable learners. In relation to this assignment, I will monitor one child's holistic development within my PTE 2 (professional teaching experience) in an educational setting and gather data through a variety of observational techniques supported by the Mosaic Approach. I will observe the child's literacy, numeracy, wellbeing and two other areas of learning and reflecting upon them using the ASK model strands (attitudes, skills and knowledge). It was evident that children's wellbeing and social skills are key to a successful education (Donaldson, 2015). By using the Mosaic Approach, it aims to encourage us to listen to the pupil's voice and gather a perspective on themselves as learners. From the supported evidence, I will identify, apply and evaluate appropriate formative and summative assessment strategies to indicate the next steps for that particular child.

The data collection will be located in a community primary school in Wales with approximately 500 pupils. According to BERA (2018: 6) "educational researchers should operate within an ethic of respect for any person." In relation to this, the school will be identified as School X for confidentiality reasons and to ensure that the school policies are adhered to at all times. For this assignment, the focused pupil will be from a reception class which ranges from 4-5 years old. Child A will remain anonymous to follow the safeguarding procedures. School X is a pioneer school for the new curriculum for teaching and learning which is changing in 2020. In the classroom, there are no structured seating arrangements and the focused groups are in mixed abilities to allow the children to reach their full potential. During the focused tasks, they are differentiated through questioning instead of the challenge itself.

Data collection

The methodology used to collect the data was supported by Clarke and Moss (2011), who designed the Mosaic Approach. The aim for this approach is to find practical ways to develop services that are responsive to the 'voice of the child' and to recognise young children's competencies (Clark and Moss, 2011). It is initially used to research children's perceptions and views from multiple research methods. The data collection will be represented in a qualitative way to allow us to piece together and understand how the children learn as individuals. It has been a framework for number of case studies which indicates that it can support teachers to monitor the pupil's progress.

The advantages to the Mosaic Approach are that it allows us as researchers to acknowledge how the children learn best and gather verbal support to help indicate the next steps. The ever-changing society, such as the new curriculum by Donaldson (2015), illustrated the four purposes. Children should become ambitious capable learners, creative contributors, healthy confident individuals and ethical informed citizens. This supports the Mosaic Approach by emphasising the importance of allowing the children to develop their metacognition skills and to have a greater control of their own learning through pupil's voice. In addition, article 12 from the United Nations Convention on the Rights of the Child (UNCRC) in 2009 states that "every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously." This signifies that the children's feelings need to be taken into consideration throughout the whole process and the research should be done in a professional manner to provide accurate results.

In contrast, there are many disadvantages when using the Mosaic Approach which needs to be taken into account. For instance, it is not the easiest or simplest way to research when having multiple data-collections. It can add complexity of the task which indicates that when gathering data, relevant information needs to be used to support the children's holistic development. WAG (2008) agrees with this stating that "it is not necessary to record all that is observed." Another limitation is that the research methods may be unsuitable for younger children such as interviews which may be too intense for the child. This shows that ethical issues need to be

addressed to ensure that the research is carried out appropriately, following the policies and that the children's well-being are acknowledged throughout the process.

According to empirical evidence by Greenfield (2011), the effectiveness of the Mosaic Approach was monitored in 2004 through a case study in an early childhood centre. Greenfield (2011: 110) mentioned that it was "conducted one day a week over 14 weeks, with 14 children aged between two years-nine months and four years-nine months." The results stated the voice of the children was beginning to be heard. However, the research was observed mainly outside which shows that further research needs to be implemented. WAG (2008) agrees stating that "observing children is equally informative whether the observation takes place indoors or outdoors". The children's perspectives should be considered through a wider context and should not be based on isolated views.

The Mosaic Approach consists of many different types of research methods such as map- making, interviews from teachers or pupils and written observations. By collecting effective evidence through the use of these techniques, it can provide different perspectives and ensure that the child plays an active rather than passive role in the research process. Within the reception class in School X, the teacher does not always use written methods as evidence for their books. This indicates that the appropriate observation methods to use for this assignment will be to monitor Child A's learning through written accounts in the classroom and outdoor area.

The learning environment is a factor that affects children's learning. It allows the children to experiment the surroundings and identify what areas specifically helps them to learn. In relation to this, Child A will go on a walk around the school as an observation technique. This is initially known as map- making. Child A will be given an iPad and they will have the responsibility to take photographs of any areas within the school that helps them to learn. Field notes will be made alongside and a discussion through an interview will be conducted with Child A in order for them to elaborate on their chosen photographs. By doing this, it promotes pupil voice when creating their own evidence and increases the validity within the results. Estyn (2016) states in their report that pupil's participation can allow the school to "make more informed decisions on wellbeing, learning experiences and the quality of teaching." This supports this approach by emphasising that children have the right to

voice their opinion about what helps them to learn and it is important as teachers to acknowledge and listen to the children to build a positive relationship.

In addition, semi-structured interviews will take place at the end of the observations. There will be one from Child A and one from the class teacher. An interview with the class teacher can provide informative evidence such as; identifying what academic level Child A is working at and their perspectives on the child's current wellbeing. Klenke (2008: 127) argues that "the interview must express curiosity and openness towards contradictions and disagreements which may be at work during the interview process". This emphasises that the researcher should be mindful of the different perspectives that could occur from the class teacher or Child A and maintain a professional manner by not making any assumptions.

Ethical consideration is crucial when conducting any research and it is important to abide by them at all times throughout the observation process. Following the British Educational Research Association (BERA) guidelines in 2018, researchers should "bring these guidelines to the attention of those with whom they work." Before undertaking any observations, the class teacher will be informed of the requirements for this assignment and will be given a consent letter to sign as an agreement that they have given permission for the process to take place (see appendix A). Parents are also deeply involved in the development and learning of their children and have the right to be aware that their child is a participant within the research. As evidence, a parental consent letter (see appendix B) will be given to allow them to ask any questions if needed. When parents and professional workers join together, they make a powerful and constructive partnership (Bruce, Louis and McCall, 2014). By doing this, it demonstrates the importance of communication and can gain trust for positive relationships. Child A will also be informed that the focus of this assignment will be to monitor the way they learn and have the right to withdraw if they feel uncomfortable at any point during the observations. The data collection will be stored away safely to ensure that safeguarding policies are followed appropriately.

Analysis of learner

To reflect on the Mosaic Approach, the ASK model designed by Nottingham (2013) was used to support the findings. The key is to recognise the value and role that attitudes, skills and knowledge play in the learning process and then to ensure that children's education involves a development of all three (Nottingham, 2013). He highlights the importance of using these strands to understand the relationship the child has for particular subject areas. For the results, the analysis of the learner will be split up into the different areas of the curriculum.

Personal and Social Development, Well-being and Cultural Diversity

Child A is a very happy child and loves to share ideas with others in the classroom. This was evident (see appendix F) where Child A was able to express what she did on the weekend during circle time. Even though Child A was able to communicate with others, the teacher had to use her behaviour management strategies to reinforce the child on the importance of taking turns with others. Child A is confident to talk and has shown that she has a positive relationship with the members of staff. It was evident throughout her participation in the interview (see appendix D) that she is helpful and is not afraid to share her ideas with others. During the map-making observation (see appendix C), she took a picture of the sofa and elaborated on her answer during the interview (see appendix D) by mentioning that "we use that sofa if you aren't happy and it's really comfy." This highlights that Child A is aware of the importance of well-being and understands that there are areas accessible if needed. Healthy relationships are fundamental to our sense of belonging and well-being from the what matters statement (Donaldson, 2015). By monitoring Child A's well-being, I have noticed that her communication skills with others has developed and she is starting to understand the importance of decision-making to ensure that she is making the right choices.

During the interview (see appendix D), Child A hesitated using "umm..." when I asked her about who she enjoys playing with in school. This suggests that she may have difficulties building friendships which is something that should be addressed.

From an educational perspective, Abraham Maslow (1962) devised a hierarchy of needs pyramid starting from the bottom being physiological or basic needs, safety

needs, belongingness and love needs, esteem needs and self-actualisation needs. Riddall-Leech (2003: 39) agrees with his theory stating that “Maslow is regarded by many as being one of the greatest thinkers of the twentieth century.” It emphasises in his theory that one level of the hierarchy of needs must be met such as the physiological or basic needs before progressing to the other needs in the pyramid. Referring to this, I have noticed that Child A has a healthy well-being within School X and with the change in the current curriculum by Donaldson (2015), this should help Child A to thrive more in terms of well-being.

Literacy, Language and Communication

Child A has shown her feelings towards different areas of learning, for instance literacy. She took a photograph of the reading corner as one of the places that helps her to learn and during the interview (see appendix D), I asked Child A if she enjoys reading and her response was “Yeah, I have loads of books I like but I can’t read them, so I just look at the pictures.” This suggests that she is willing to try her best even though she finds it difficult to understand the words. Bruner (1957) supports this by stating that students are active learners who construct their own knowledge (McLeod, 2018). From this, Child A can use her previous knowledge by using pictures as a stimulus to support her and develop her problem solving skills independently.

In relation to the Foundation Phase Framework curriculum (2015), the class teacher stated in the interview (see appendix E) that Child A is currently working on outcome 2 for literacy. After discussing with the teacher about the reading, writing and oracy strands in the interview, it was apparent that Child A is hitting most aspects of outcome 2. Therefore, Child A needs to be promoted during challenges to further her development for the next outcome. The teacher also emphasised in the interview (see appendix E) that “working with others benefits her to understand better.” Two educational psychologists Jean Piaget (1936) and Lev Vygotsky (1934) agrees by stating that human activities take place in cultural settings and cannot be understood outside these settings (Woolfolk, 2004). This was shown through the written account (see appendix G) where Child A was participating with others during the phonics lesson. By using “beth sy yn y box?” as a stimulus to motivate the learners, she had a smile on her face and was singing along with others getting them to join in. From

the evidence provided, Child A has shown that she has a desire to thrive in terms of her literacy, language and communication development through challenging herself to become independent.

Mathematical Development

Child A believes the importance of maths and recognises that it is a key skill in life. This was supported through the map-making observation (see appendix C) where Child A took a photograph of a maths activity as an area that helps her to learn. She mentions that she enjoys playing “those particular games” which indicates that suitable learning materials can develop her mathematical skills. Learning materials are importance because they can significantly increase student achievement by supporting student learning (Ministry of Education, 2017). Child A felt that practical resources aided her to develop in maths. However, during the maths written account observation (see appendix H), Child A was shy when she could not problem solve the question independently. This may have affected Child A which prevented pushing her abilities. She responded to the challenge with “I can’t do it.” Donaldson (2015) converses that a child should know how to overcome problems. This illustrates that Child A needs to understand the different mental strategies to help support her and build her confidence. Due to the mixed ability groups within the classroom, it minimises the ability to acknowledge whether the activity is differentiated appropriately. In addition, the discrete lesson was fifteen minutes long which questions around the assessing the learning process and therefore affects her levels. According to Black and Wiliam (1998:6) “the ultimate user of assessment information that is elicited in order to improve learning is the pupil.” This indicates the importance of assessment for learning and acknowledging how it could affect a child’s learning.

Creative Development

An area of the curriculum that Child A has a passion for is creative development. Evidence from the map-making observation (see appendix C) shows that she thoroughly enjoys painting by mentioning “I painted a picture of a dinosaur earlier and I’m going to show it to mummy later, she’s going to love it.” She expressed during the interview that this is a particular area of interest and she enjoys music.

Donaldson (2015:28) mentions in his report that “creativity and enterprise are central features of modern life that should be developed and extended throughout a school career”. This highlights the importance for Child A to embrace this area of expertise as it can develop thinking skills through problem solving. During singing practice, Child A sang out loud to others and memorised the lyrics independently. Within the classroom, Child A experimented with the different equipment associated with creative development such as paint brushes and musical instruments. This shows curiosity throughout the whole process.

Physical Development

In addition, another area of the curriculum that Child A enjoys is physical development. It was apparent that Child A knew the importance of physical development from the interview (see appendix D) and how it could affect the way we learn. During free play, Child A tries to promote the other children to exercise through social interaction by doing a small workout class to promote pupil's voice within the school. Child A can make connection from personal experiences which suggests that Child A is comfortable because she understands the concept of it. She is willing to develop her communication skills and build positive relationships. Doyle (2008: 15) states that by “creating learner-centered environments is the most important thing faculty can do to optimise student learning”. This emphasises that by having areas accessible for children to experiment, it allows them to develop their social skills through playing with others.

Overall, Child A's attitude towards the areas of learning and school life is that she wants to thrive as an individual. It has been acknowledged that the social aspects can hold her back, however it was interesting to see how Child A ran a workout class for the other children to develop her cognitive skills.

Next Steps

According to Nottingham (2013: 2) “learning strategies can be taught, attitudes can be encouraged, motivation can be strengthened”. This highlights that by adapting suitable learning strategies, it could move Child A's learning process forward. By ensuring that the children have a secure and healthy well-being, it allows them to

develop and achieve their attainment within their experiences in school. This could be monitored through reflecting on Child A's performance. Assessment for learning is an effective strategy to help inform future planning. Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement (Black and Wiliam, 1998). This shows that it can provide teachers with knowledge to understand how to implement new strategies and to improve learning. As a result, it could potentially increase the child's motivation and self-esteem. I have acknowledged that Child A is a visual learner and therefore needs ways of learning visually throughout the curriculum.

In terms of Child A's well-being, Child A needs to develop her communication skills with other children to develop positive relationships. A strategy that could be implemented is cooperative learning.

They need to be ready to enter the adult world with the 'softer' skills, dispositions and attitudes that will be essential in their future lives, including the desire and the capacity to contribute, individually or as a member of a team. Donaldson (2015: 28)

This justifies that it could influence Child A's further learning when working with others. It can support the child to make new friends through social interaction and reinforce the importance of taking turns. By having positive relationships with others, it can impact on Child A's learning and develop her confidence during other areas of learning.

During the focused tasks, Child A is willing to participate with any activity. However, she has a lack of confidence and mentions "I can't do it" if she finds a particular activity difficult and needs further support. In terms of understanding how to learn, Child A needs to understand that learning is a process and it may take time to master a skill. Another strategy that could be implemented to support this is social and emotional learning strategies. Examples of this could be linked with the cooperative learning, self- reflection and a peace place. The purpose of social and emotional learning strategies are to cultivate the children to develop holistically, through cognitive thinking and social interaction. By providing the children with a new word to say for instance; "i'm not good at this" to "how can I improve", it can motivate

the learners to achieve their outcomes and focus on the positive aspects to learning. According to the Sutton Trust (2019) “on average, children who follow SEL interventions make around three additional months’ progress.” This highlights that it could improve the Child A’s attainment for the areas of learning. From an educational perspective, Albert Bandura (1961) acknowledged that there are two factors within social learning that are important such as imitation and identification. Gray and MacBlain (2012: 94) discusses that during Bandura’s theory, “children imitate behaviours of others whilst, with the second, new learning is assimilated into existing concepts that have already been internalized by the child.” This indicates that children learn through imitating and develop decision making when acting upon new situations.

In terms of Child A’s literacy, she finds it difficult to identify letters when reading which affects her when writing during focused tasks. Language is important as it can increase the ability to deal with abstract concepts. Nottingham (2013: 9) highlights that “as well as helping children develop learning attitudes, you should think about the skills children need for learning.” This emphasises the importance of the teacher when demonstrating the suitable methods to overcome the barriers. A strategy that could be used to develop the child’s reading and writing strands within literacy is personalised learning. This intervention should be characterised by flexibility in approach and responsiveness to emerging needs. I have acknowledged that Child A has a passion for creative development and has shown that she can hold a paint brush independently. During focused tasks, a stimulating way to engage Child A to develop her literacy skills could be to link creative aspects. It can strengthen the child’s fine manipulative skills to write the letter formations with supporting materials and allow Child A to practise identifying the letters, promoting her confidence. This support’s Donaldson’s (2015) new curriculum as he believes that pupils should learn through cross-curricular.

Within Vygotsky’s (1978) theory on the Zone of Proximal Development (ZPD), he emphasised the level of development attained when children engage in social behaviour. The range of skills could be developed through adult guidance or peer collaboration. It allows us as teachers to acknowledge the child’s individual needs and adapt the activity in order for the child to process the information effectively. One

to one interventions can allow the children to have additional support when understanding information and can develop the children to practise their skills independently. It is important to take consideration that the information taught is accurate to avoid confusion for the child.

In terms of Child A's mathematical development, by splitting the children into their ability groups it can allow the teacher to focus on the specific children and ensure that their individual needs are met. By doing this, it prevents Child A from feeling pressured and it monitors the child's wellbeing. A strategy that could be implemented to develop her mathematical skills is active learning. It is a pedagogical strategy that develops children's cognitive skills and positive attitudes within a lesson. As previously discussed in the findings, Child A enjoys physical development. By cross-linking these areas of learning, it could make the activity more engaging for Child A and help her understand the concept better. It is evident that students should be active participants in the monitoring of their own learning. It can minimise misconceptions and allow the children to understand alternative strategies to support their mathematical skills. Within the Donaldson (2015) report, active learning can have a positive effect on children's motivation, problem solving and achievement. Estyn (2007) agrees mentioning that schools should understand the pedagogy effectively when imbedding the new curriculum. To implement active learning, appropriate learning resources could impact on Child A's learning. Clarke, Flanherty and Yankey (2006) agrees stating that "the key to memory lies to providing a visual depiction of the material because visual learners learn best through sight, pictorial depictions of the materials becomes central to memory." This highlights the importance of resources and how it can promote the children to process the information.

In addition, by monitoring Child A's progress through the assessment for learning, it can identify whether these strategies impact on the child's learning holistically. The new curriculum for Wales will comprise of six Areas of Learning and Experiences (AoLE) which will have a what matters statement. It is apparent that the world is diverse and it is influenced by physical processes and human actions. Through the use of formative and summative assessments, it can provide progression steps for the children in relation to their levels.

Conclusion

To conclude, the overall purpose of the Mosaic Approach was to analyse one child's holistic development with justification for the next steps in their learning. The approach was an element of good practice to understand the child's learning and to listen through pupil's voice. The importance of the dialogue between pupils and teachers are to help reflect, explore and understand the pupils' feelings (Black and Wiliam, 1998). This assignment allowed me to acknowledge the child's perspective and understand what helps her to learn. The advantages to the Mosaic approach were that the observational methods allowed me to gather the information in a range of content and to consider possible strategies to further the child's learning. In relation to the new curriculum by Donaldson (2015), teachers have the responsibility cultivate the children through pedagogical strategies and ensure that they can achieve their outcomes to become independent learners.

Within the Mosaic Approach, Child A was informed of the assignment which was a limitation. This held a validity issue and made it difficult to monitor the reliability within the map-making process, ensuring that Child A was being honest about the chosen pictures. When reflecting on the findings, I felt that the ASK model which was supported by Nottingham (2013) was useful when considering the three aspects for example; attitudes, skills and knowledge towards the specific areas of learning. To minimise the issues for future practice, more discussions about the approach needs to be addressed to ensure that they are consistent to create sustainable results.

Overall, the children's individual needs should not be ignored and appropriate strategies should be implemented to support the children to develop their learning further holistically. I have acknowledged the importance of assessment for learning and will implement both types of assessment to ensure that I have a clear image of where the pupil's learning is currently at. As a trainee teacher, it has helped me to consider the importance of pupil voice and understand how they could influence their own learning. In addition, we should thrive to support this and ensure that they become active thinkers.

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Appendix A



Prifysgol Cymru
 Y Ddwydd Ddeud Sant
 University of Wales
 Ddwy Sant 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 an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identity of the learner or the school within their assignment. Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

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

STUDENT NAME (PLEASE PRINT): JESSICA CHAU

SCHOOL NAME (PLEASE PRINT): CADOXTON PRIMARY

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

Hannah Cogbill

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

H Cogbill

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 B



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

Yr Athrofa
Institute of Education
Adhyg I Cysters Education for Wales

Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones
Module lead – School Development and Pupil Progress

As Parent/Guardian of..... (pupil name),
I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

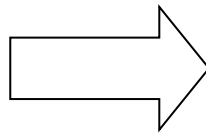
Signed.....*Jm Maskell*.....(Parent/Guardian).

Date.....*30/4/19*.....

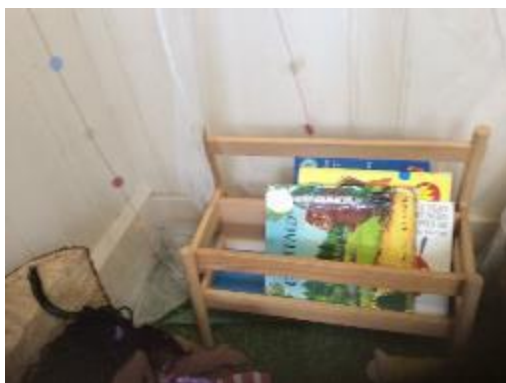
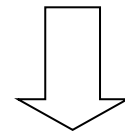
Appendix C



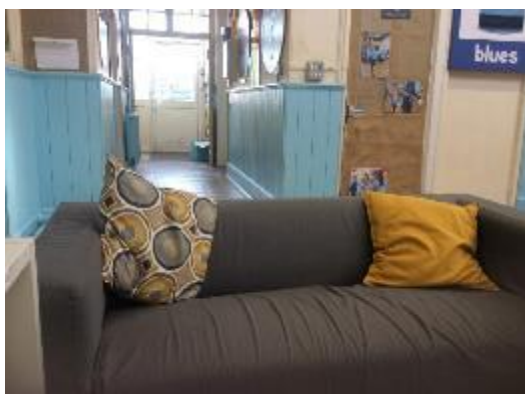
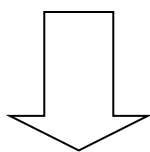
Painting
area



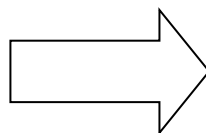
Maths area



Reading corner



Sofa area



School singing hall

Appendix D

Interview with Child A

C = Child A
I = Interviewer

I = "What do you like doing in school?"

C = "I like colouring and painting."

I = "Is that why you took a picture of the painting area as your first place that helps you to learn?"

C = "Yeah, I painted a picture of a dinosaur earlier and I'm going to show to mummy later, she's going to love it."

I = "Ohh, very nice! I see you took a picture of the reading corner, do you like reading?"

C = "Yeah, I have loads of books I like but I can't read them, so I just look at the pictures."

I = "Yeah, the pictures help to know the story. Why did you take a picture of the sofa after it, is that where you read your books?"

C = "No, we use that sofa if you aren't happy and it's really comfy."

I = "Ah right, that's good that you have somewhere to go. So, what else do you like doing?"

C = "Well... I like to run around outside, and I am very good at swinging"

I = "Ohh, so you like to exercise, do you know why we exercise?"

C = "Of course, because it helps me to learn and it makes me healthy."

I = "That's right! Do you play with your friends when you're outside?"

C = "yeah"

I = "Ah right, who are your friends?"

C = "Umm... *points at a child* her ... umm... *points at another child* and her."

I = "Ok, well you have been amazing, thanks for showing me what makes you learn."

C = "You're welcome, I like you."

Appendix E

Interview with class teacher

T = Class teacher

I = Interviewer

I = "Is it ok if I ask you a few questions about Child A?"

T = "Of course, what would you like to know?"

I = "What is Child A like in the classroom?"

T = "She is caring, very enthusiastic and is willing to try her best".

I = "N'aww, that's nice! Does she work well with others?"

T = "Well... sometimes she needs reminding of how to take in turns with others but other than that I think working with others benefits her to understand better".

I = "Ah right, what level is she currently working at for literacy and numeracy?"

T = "She is working at level 2."

I = "Ah right, can she form letter formations independently?"

T = "She can write her name independently however, some letters she needs reinforcement with."

I = "How about reading? Can she blend out the words in a book?"

T = "She can recognise certain letters but finds it difficult to blend the words. That's why I make sure she has plenty of practise in guided reading for her to develop this skill."

I = "Yeah, fair enough. How about numeracy? Can she recognise or write the number formations independently?"

T = "She can recognise and write them up to 5 on her own. When it comes to focused tasks, I make sure the activities are practical to help her understand the concept because she's a visual learner."

I = "Ok, thank you".

T = "You're welcome."

Appendix F**Observation – Written account 1****Date:** 6/5/19**Time:** 10:30a.m.**Activity:** Circle Time**Notes:**

All the children sat in a circle and the teacher asked the children to pass on a face to express how they were feeling today. Child A waved her arm in the air to express that she was feeling fantastic today. The teacher explained that whoever has Cadox (Teddy) can talk about what they did on the weekend. Child A called out “I want a turn” and the teacher reinforced the rules to her calmly. The other children waited patiently and had their legs crossed. She looked at them and followed them. Once Child A was selected, she expressed what she did, showing facial expressions and wide body movements to the others.

- Child A had a smile on her face but when it wasn't her turn, she got frustrated.
- Child A was very enthusiastic when it was her turn to speak.
- Child A stood up to tell the others what she did.

Appendix G**Observation – Written account 2****Date:** 7/5/19**Time:** 10:00a.m.**Activity:** Phonics discrete lesson - ch**Notes:**

All the children sat in a circle and the teacher asked the children to pass on a gentle squeeze to see if the children were ready to learn and to monitor their well-being. The teacher used Beth sy yn y box as a stimulus for the children to identify the word. Child A looked confused to begin with and wanted the box to land on her. Then she understood the concept and was smiling and singing with the others. She participated throughout the whole activity and when the teacher asked the children to have a go at writing 'sh' on the whiteboard, Child A kept on saying "I can't do it". After the teacher demonstrated it slower, she then tried it herself.

- Child A was talking to others, asking them questions.
- Child A could not identify what the word began with.
- Child A could not recognise any words beginning with 'sh'.

Appendix H**Observation – Written account 3****Date:** 7/5/19**Time:** 1:00p.m.**Activity:** Maths discrete lesson – recognising and ordering number from 1 to 10**Notes:**

All the children sat in a circle and the teacher asked the children to pass on a gentle high five to see whether the children are ready to learn and to monitor their well-being. The teacher scattered the numbers on the floor and asked the child to hop to the number. Child A had a massive smile on her face and was laughing during this task. When the teacher asked if Child A recognised 6, Child A went shy. When the teacher asked Child A to write 4, she was able to do it confidently.

- Child A kept on saying “I can’t do it, I don’t know” when she found something difficult.
- Child A looked at others when she did not know the answer.