



APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	1800129
Programme:	Primary PGCE		
Module:	School Development and Pupil Progress		
Module code:	M7X02151	Contribution to Overall Module Assessment (%):	70%
Lecturer:	Libby Chancer, Mathew Jones, Rachel Wallis	Internal Verifier:	Mathew Jones
Assignment Title:	Supporting pupil progress: a detailed analysis of one child's holistic development, with justification for the next steps in learning.	Word count (or equivalent):	4, 500
Submission deadline:	30/5/19	Return date of provisional marks & written feedback:	4/7/19
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of D. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

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

Introduction

████████ Primary School in the Cynon Valley has 134 pupils on roll aged 3-11. All pupils live in the local designated Communities First Area. The number of pupils entitled to free school meals is rising yearly, with 40% of pupils entitled to free school meals in 2013, well above the local and national averages (Estyn, 2013). The predominant language spoken in school and at home is English, with no students having English as an additional language. Around 20% of pupils have additional learning needs in the school, and the school has additional classrooms designated for supporting those with hearing impairments and those with speech and language difficulties.

Child A is in a Year 1 class of 19 children and is greatly excelling in mathematics, working well above his age. Additionally, he is a More Able and Talented (MAT) pupil in mathematics. Child A has Autistic Spectrum Condition (ASC). He has outstanding intellectual abilities, placing him at one end of the Autism Spectrum where individuals with average to outstanding intellectual abilities reside, with the opposite end being those with minimal intellectual and verbal abilities (Dunlap, 2019:1). Child A is a School Action Plus pupil, receiving support from external agencies. His Individualised Education Programme (IEP) goals focus on extending personal and social development and writing. His personal and social target focuses on Child A being able to withdraw from a self-chosen repetitive activity when asked, which is using the computer, without fuss or upset and to reapply his energy to an alternative activity. His writing target focuses on being able to write more neatly, focusing on correct letter formation and to take pride in his work.

Data collection

The data collection method used for this research was the Mosaic Approach that is centred on the child’s perspective. The approach supports the notion that children are ‘experts in their own lives’ (Langstead, 1994 as referenced in Clark, 2007:76). Clark has outlined how children should and are capable of playing active roles in research that influences them, a notion supported by Article 12 of the U.N. Convention on the Rights of the Child (United Nations, 1990 as referenced in Clark, 2007:76). The Mosaic Approach combines data collection methods considered more traditional such as observation and conferencing with tools that allow children’s direct participation in research, such as the use of cameras and creation of maps by the children (Greenfield, 2011:110; Clark, 2007:77).

As a researcher, the Mosaic Approach allows us to understand how the child views the world around them when combined with other forms of data, which in turn helps to understand their actions, an idea fostered by the interpretivist approach (Clark, 2007:76; MacNaughton, 2003:171; Greenfield, 2011:110). The methodological triangulation of the data in this

qualitative research project allows a holistic view of the learner to be formed (Lewis-Beck et al, 2004:1142). This holistic view has a level of reliability in that more than one method to collect data has been used to form it. Additionally, that said data has been cross-examined to find consistencies that have contributed to this holistic view. However, triangulation has faced criticisms by constructivists, in that proposed findings are just one outcome amongst many other possible outcomes (Lewis-Beck et al, 2004:1142).

Child A was observed during lessons in focused tasks and while exploring enhancements, and in other contexts such as during playtimes and lunch times. Observation allows for data to be gathered on behaviour, personal characteristics and how the learner socialises. However, this can also be seen as a disadvantage, as observation does not allow for an insight into pupils' attitudes, aims, motivations, or feelings. Additionally, observation is always subjective to our own beliefs and is an inference of our own interpretation of events. The theory of cognitive dissonance highlights how we interpret data based on our inner drive to uphold our own beliefs in order to maintain a state of mental equilibrium (Festinger, 1975). In order to gather data on Child A's attitudes, aims, motivations, and feelings, child conferencing was carried out in a semi-structured fashion. This was carried out with this great degree of sensitivity, to avoid stress on the child (Greenfield, 2007:111). If Child A expressed that he did not want to have a flexible conversation with me, it was important that I respected his wishes (Greenfield, 2007). The degree of flexibility needed did pose some difficulties since there was a time-restraint in which all data needed to be collected for this assignment.

The style of this research assignment means that the researcher plays many roles and has a great deal of data to gather (Greenfield, 2007:113). Greenfield has highlighted that the researcher should remain detached from the child/children being observed while building positive and trusting relationships with the child (2007:113). The difficulty of remaining detached as a researcher, in this case, was being the teacher of the child as well as the researcher. Additionally, Greenfield has highlighted how another key role of the researcher is that of a 'reactive participant' when other children wished to share their views during conferencing and take photos with the iPads as Child A was (Corsaro & Miller, 1992 as referenced in Greenfield, 2007:114). This could be time-consuming and therefore slowed down the process of gathering data within the given time-restraint.

Carrying out research in a classroom with children has important ethical considerations. Before collecting data, it was explained to Child A that his participation was voluntary and that he could withdraw his assent at any given time, which would not influence his treatment or education. Additionally, it was explained to Child A and his class teacher that all data would be handled with confidentiality and that Child A would remain anonymous, an expected conduct with completing such research (BERA, 2018:21). Additionally, the class teacher signed a consent letter that confirms that a discussion of this assignment took place and that

permission was gained to gather data in their classroom on Child A (Appendix A). All raw data gathered for this assignment was stored at school premises and was later destroyed. Furthermore, all data was backed-up on my University One Drive, which upholds a high level of security. These measures are all in accordance with the University Research Data Management Policy and the Data Protection Policy (2017). Finally, it was important to consider the potential risks to the pupil involved, to myself as a researcher and to the University.

Analysis of Learner

Child A is five years old, and his interests include football and computers. He thoroughly enjoys discussing football matches he has watched. His parents are heavily involved in his school life, having weekly meetings with the class teacher and Special Educational Needs Coordinator (SENCO). The connections between teacher and parents within Child A's Mesosystem are positive. The more nurturing such relationships are in their interactions with the child, allow the child to grow (Hayes, O'Toole and Halpenny, 2017:14). As a result, Child A has shown some progress in developing his social skills since September.

Child A was asked to take photographs of areas in classroom that support his learning. He took four photographs inside and none outdoors. These include the computer station, role-play area, geographical area and the class football (Appendix B). When discussing these images, Child A said he enjoyed using the computers to create football presentations and looking at different countries in the geography area. Discussing the role-play area, Child A said that he simply took a picture, and empirical evidence suggests Child A has not spent time in this area, spending all of his time at the computer station (Appendix F). Upon discussion of the image of the football, Child A expressed his love for football and empirical evidence tells us how he regularly engages in football games with his peers during break times (Appendix C).

Child A is working at Outcome 3 in Personal and Social Development, Well-being and Cultural Diversity (Welsh Government, 2015: 50). He is socially isolated in the classroom, often excluding himself spending little time with his peers. Child A spends the school day at one of the two classroom computers, rarely engaging in other areas of the classroom despite encouragement and instruction to do so. Reed, an Autism Specialist teacher and SENCO has pointed out that some children with ASC do not naturally know what to do in social situations and often avoid them (2019). Additionally, his repetitive behaviour can be explained because one of the core symptoms of ASC includes restricted interests and involvement (Dzauk et al, 2007; Bo et al, 2015:52).

Child A struggles to socialise and form relationships with his peers within his microsystem. Vygotsky emphasised how children learn from the behaviour of those around them, mirroring

social cues and how to behave (Nottingham, 2013:5). With Child A socially excluding himself in the classroom, it is easy to comprehend why he has made little progress socially (Reed, 2019). Although Child A does not socialise with his peers in class, he does socialise with some of the other males in his class during break times playing football (Appendix C). Empirical evidence suggests he struggles to share and take turns. He becomes frustrated with his peers and is sometimes involved in physical altercations with them over the football (Appendix C). His frustrations can manifest when he struggles to communicate with the other children, and this difficulty with initiating speech during practical activities demonstrates how sensory issues and movement disturbance in those with ASC can influence their social interactions (Bo et al, 2015:52). Empirical evidence tells us that the resulting frustrations often lead to Child A behaving negatively, on one occasion throwing stones at a member of staff (Appendix C). Children with ASC can struggle to understand emotions and resultantly how to regulate their emotions (Reed, 2019).

Empirical evidence suggests that working with a teacher during focus tasks causes Child A to feel distressed, which often leads to emotional outbursts (Appendix D & E). Child A finds it difficult to control his emotions in situations that anger him, relating to his inability to regulate his emotions (Reed, 2019). This distress he feels is a result of Child A's urge to stay on the computer. Reed has highlighted how behaviour always has a function, and how children with ASC are sometimes triggered by tangibles, being the computer in Child A's case, and not wanting to be removed from the computer triggers his emotional outbursts (2019). Therefore, Child A often works 1:1 with a teacher as it can take a great deal of time to encourage him to complete focused tasks.

Child A is working at Outcome 6+ in Mathematical Development and is a MAT pupil in mathematics (Welsh Government, 2015:54-56). Mathematics is his favourite subject, and he enjoys being challenged in lessons and often does work that is above his age range. When introduced to concepts such as area, and perimeter, he is able to work independently on these concepts after he has worked with a supporting adult (Appendix M & N). He is eager to work on concepts that are difficult for a child of his age and attempts to properly understand them, displaying a level of curiosity and persistence (Nottingham, 2013:2). Additionally, Child A's father often introduces him to mathematical concepts at home with the advice of the class teacher, suggesting that adults within Child A's Microsystem working together as part of the Mesosystem are supporting his academic growth (Hayes et al, 2017:13-14).

His attitude towards working with others in mathematics and joining the daily input is negative. He often shouts 'it's too easy' before the lesson has begun without knowing what the focus is (Nottingham, 2013:1-5; Appendix E). Reed has highlighted how such behaviour could be triggered by avoidance, and an urge to escape the situation (2019). His behaviour can disrupt maths sessions, and he often refuses to work on focused tasks with his group.

Nottingham has highlighted how attitudes to learning, combined with skills and knowledge go hand in hand in children's progression (2013:13). Despite displaying some curiosity towards new concepts and persistence in improving his understanding of these concepts, his attitude towards learning with others is largely negative. His attitude along with his difficulties socialising are acting as barriers to his learning (Nottingham, 2013:2). This makes it difficult to get started on any focused tasks and getting him to openly engage with inputs on the carpet with the other children. Child A often works 1:1 with an adult in mathematics sessions due to this refusal to partake in group activities. On one occasion, Child A threw himself on to the floor in refusal to work with a group on a task (Appendix E). This indicates that his difficulties in regulating emotions and understanding how to socialise permeate through his behaviour (Reed, 2019). Once he calmed down and joined his group, he worked well in his group (Appendix E).

Child A is working at Outcome 6- in Language, Literacy, and Communication, achieving the majority of requirements for this outcome (Welsh Government, 2015:51-53). His reading age is above his peers, currently reading Level 11 Oxford Treetops Time Chronicles. He has good expression when reading, and shows interest in discussing the meanings of new words, enjoying the glossary sections. The Attitudes, Skills, and Knowledge (ASK) Model would suggest that his intellectual skills are outstanding and his attitude positive in that he displays curiosity to widen his vocabulary (Nottingham, 2013:2-5). However, his reading record is sparse (Appendix I). It can be difficult to encourage Child A to sit down and read, often due to him not wanting to leave the computer, emphasising how his attachment to this tangible object can act as a barrier to his learning and development (Reed, 2019). Child A confidently shows interest and asks questions about the information presented to him during lessons, and is able to make connections about things he already knows. He is able to deliberately choose words and use complex sentences when conveying information. However, the clarity of his speech can be poor at times, as he does not always speak clearly and audibly. Child A sometimes encounters difficulties communicating clearly because of this and becomes frustrated (Appendix C).

Child A has poor fine and gross motor skills, and struggles with correct letter formation (Appendix D, K, and L). Child A spends little time in various areas of the classroom that could support his fine motor development, such as the dough table and the threading table. Additionally, delays and difficulties in developing fine and gross motor skills are common in children with ASC, and according to Bo et al, is a very common but very under-estimated deficit in children with ASC (2016:51). Often, Child A rushes work during focused tasks in order to return to the computer, and as a result his work is often not neat, emphasising how this tangible object is a barrier to his development (Reed, 2019). He needs little to no support when spelling high-frequency, polysyllabic and plural words and can adapt his writing for an audience.

Child A is working at Outcome 3 in Physical Development (Welsh Government, 2015:59). He has some control moving around, but struggles to maintain balance while running (Appendix G). He finds it challenging to listen and respond to instructions, sometimes struggling to control his excitement, again relating to his difficulty in regulating his emotions (Reed, 2019). Child A spends little time in the outdoor areas of the classroom, spending a large part of his day inactive at the computer. He has poor fine motor skills, and struggles with correct letter and number formation, often starting at the incorrect position (Appendix J and L). His pencil grip is at an Outcome 1 and is inefficient and should be actively discouraged (2017:87; Appendix S). His writing is not always legible and sometimes his number sentences and handwriting can be difficult to read (Appendix O). The stereotyped indicators of motor dysfunction of children with ASC are repetitive movements such as rocking and hand flapping (American Psychiatric Association, 2000). However, it is extremely common for children with ASC to have a range of motor problems and delays in hitting fine and gross motor milestones (Bo et al, 2015:51; Lloyd, Macdonald & Lord, 2013). These problems usually occur with a range of tasks including writing, speaking, postural control and poor limb coordination, all of which are issues for Child A (Bo et al, 2015:51-52).

Child A is working at Outcome 5- in Welsh Language Development (Welsh Government, 2015:56-57). Child A's mother is a Welsh speaker and uses the language at home. This has a clear influence on Child A's understanding and attitude towards learning Welsh. He is curious and open to learning when being introduced to new sentence patterns, which suggests he has a positive attitude to learning (Nottingham, 2013:2). Child A's mother is informed by the class teacher of the varying language patterns being explored in each upcoming week and occasionally introduces these at home. Child A's academic growth is being enhanced by the adults within his Microsystem creating positive connections as part of his Mesosystem (Hayes et al, 2017:13-14). Child A's attachment to the computer can make it difficult to encourage him to sit on the carpet with the other pupils in his class, however, singing Welsh songs provides motivation for Child A.

Next Steps

The barriers to Child A's holistic development include his attitudes to learning, social skills, attachment to tangibles and fine and gross motor skills. With appropriate next steps to support him in overcoming these barriers, he has room to develop holistically and become an ambitious and capable, healthy and confident, enterprising and creative, ethically informed learner (Donaldson, 2015:31). In relation to the ASK Model, his intellectual skills are strong, however his social, physical and communication skills are weaker than his knowledge base and to the skills of his peers (Nottingham, 2013:10-11). He does display some curiosity, but he lacks motivation and his attitude towards working with others and engaging during lesson inputs is largely negative (Nottingham, 2013:12-13). As previously mentioned, having ASC

influences Child A's ability to socialise and communicate effectively (Reed, 2019; Bo et al, 2015). Dunlap has outlined how early intervention for a child with ASC is absolutely fundamental (2019:1). The brain is at its most pliable to change at an early age and therefore maximises the impact of interventions (Dunlap, 2019:1). Early intervention can prevent pathologic behaviours from becoming rooted in the norms of a child's behaviour (Dunlap, 2019:1). Using the Thrive-Online Assessment, it was identified that Child A's development would be supported best with activities and resources that support his social development and regulation of emotions. The Thrive approach is an intervention programme that supports pupils with their social and emotional well being, recognising the fundamental relationship between well being, learning, and development (Thrive-Online, 2019).

Supporting Child A in developing his social skills will support his development holistically by supporting him in all areas of learning and experience. This will allow him to form positive relationships and have the skills to manage in everyday life (Donaldson, 2015:30). As previously mentioned, children with ASC struggle in their social development because they do not understand what to do and how to behave, and therefore avoid socialising (Reed, 2019). As a result, Child A has no strong relationships with the other pupils in his class and spends the majority of his time at the computer, which represents the tangible object he has become attached to and acts as his zone of comfort (Appendix F; Reed, 2019). Introducing timers of 15 minutes at the computer station could support Child A's social development. His attachment to the computer is something that is a barrier to his development in all areas of learning and negatively influences his wellbeing (Reed, 2019). When initially introduced, the timers may cause some distress for Child A. In time, having a set amount of time to use the computer may encourage Child A to value his time at the computer and get into a routine of using the computer once or twice a day. Additionally, this will allow other children in the classroom to also access the computers. Thrive-Online recommended introducing non-negotiable rules such as this for Child A and emphasise the importance of sticking to them (Thrive-Online, 2019). The timers are already available in school and used in other areas of the classroom, and are a cost-free resource. In turn, this will hopefully encourage Child A to use other areas of the classroom, thereby socialising with other pupils on a regular basis. Providing Child A with the tools to allow him to socialise with other children in the class is fundamental to his holistic development. Social constructivist and psychologist Vygotsky has emphasised how social relations and interactions are a fundamental element of childhood development, as children develop (Gray and MacBlain, 2015:93). Additionally, Wertsch has highlighted how children learn forms of behaviour from those around them (Wertsch, 1981: 164).

In order to encourage Child A to use different areas of the classroom, it would be of benefit to him to witness an adult modelling how to play and use the different areas with his peers. This may support Child A in developing his social skills by building his confidence in venturing to

other areas of the classroom and place some distance between him and the computer. Child A could also benefit from having an adult on yard duty to model how to take turns while playing football. This could further be enhanced by visual support; such as a spinning dial with pictures of the children to show whose turn it is next (Reed, 2019). This visual tool could be used in class when playing games and having discussions. Additionally, Reed recommends the use of social stories as a way of teaching social situations in the form of an engaging story that will support the child in accessing various social situations and what steps to take in different situations (Reed, 2019). In addition to these social stories, Twinkl have a variety of booklets that focus on developing children's social skills in a variety of different social situations, such as 'Good Choices', 'Staying Calm', 'Good Friend', and 'When I am Upset' (Twinkl, 2019; Appendix P). The booklets are colourful and child-friendly with engaging cartoons and become personal to the child as they fill in the pages.

Child A's attitude towards learning and working in groups is largely negative, and therefore he has little motivation and puts little effort into completing work (Nottingham, 2013:12). As well as working to improve Child A's social skills in the classroom, introducing rewards to encourage positive behaviour could support the development of his attitude and motivation. However, this has to be managed carefully, as carried out insensitively, rewards can weaken intrinsic motivation (Gray and MacBlain, 2015:58). Additionally, research has demonstrated that verbal rewards rather than tangible rewards such as certificates or stickers have more influence in developing children's intrinsic motivation (Gray and MacBlain, 2015:58). Tangible rewards will be introduced, but only on special occasions to ensure that they are being used sensitively. I will largely focus on using verbal rewards, praising Child A for working hard and for engaging with lesson inputs, making him feel valued and important (Thrive-Online, 2019).

Child A regularly becomes upset and frustrated during the school day, triggered by a variety of situations previously explored. For children with ASC, understanding how to identify and regulate their emotions can be challenging (Reed, 2019). If a child is not well regulated, they may not be able to access lesson content and social situations as well as others. In supporting Child A to understand his emotions, it is important to discuss emotions and model the language of these emotions in the correct context (Reed, 2019). If Child A or another child is displaying a particular emotion such as happiness, discussing this enables the child to understand the emotions and provides them with the correct contextual language (Reed, 2019). This could be enhanced by a story that explores a character and their emotions. One book that could be of particular benefit is Lucy's Blue Day by Chris Duke (2019; Appendix Q). The book explores the life of a child named Lucy, who has colour changing hair that changes in reflection of her mood. The book explores various moods and how the character responds to these moods, which could help Child A understand what his feelings mean and how to respond to different feelings. The book costs £10 and for an extra £5 comes with a resource pack that includes mood bands and a letter from 'Lucy'. Although the book does incur this

small fee, it would be a worthwhile investment that would greatly benefit Child A as well as all of his peers in class.

Upon returning to school, an activity that could benefit Child A would be completing a worksheet that gives the child autonomy over deciding what strategies and resources help them to calm down when feeling unregulated (Appendix R). Once the worksheet is complete, whenever Child A feels like he is struggling with his emotions, he could select an activity or a resource that would support him. Reed has argued that such visual supports are extremely beneficial as they can be used at any time during the school day and help children understand that certain emotions can be challenging to deal with and how to deal with them (Reed, 2019). In addition to this worksheet that could be used as a practical everyday resource in class, a small area of the classroom could be dedicated as a safe space in which Child A and any other children who may need to utilise the resources provided, can use to relax and re-regulate their emotions (Thrive-Online, 2019). Thrive-Online recommend using a small open fronted tent in an area that is visible to adults in the classroom, filled with soft lighting, soft cushions, soft toys and blankets (2019).

On occasions, Child A encounters challenges with his oracy skills, not always being able to communicate how he is feeling and sometimes struggling to speak clearly when becoming frustrated which can escalate his frustration (Appendix C). Children with ASC can encounter such challenges with speech when actively moving around due to sensory issues and movement disturbance (Bo et al, 2015:52). Since Child A spends the majority of the day at the computer, it is hoped that by supporting his social development and his understanding and regulation of his feelings, he will be more confident in socialising with peers and that expressing how he is feeling will become easier. In addition, I aim to support Child A's development of speech and vocabulary along with his peers by creating a dialogic learning environment that encourages communication (Gray and MacBlain, 2015). This will be achieved through using a combination of collaborative pupil talk and teacher-led discussions during lessons with a set of ground rules to allow Child A to solve problems and communicate with his peers effectively. Vygotsky has argued that the development of language, as a tool by which children communicate, listening to and responding to each other's ideas, is key to their cognitive development (Gray and MacBlain, 2015:96). Vygotsky's influences can be seen in the development of the new curriculum, which aims to create 'ambitious, capable learners' and 'enterprising creative contributors' who can communicate with their peers using Welsh and English and work collaboratively (Donaldson, 2015:29).

Having ASC has resulted in Child A experiencing delays in hitting motor milestones (Bo et al, 2015:51; Lloyd, Macdonald & Lord, 2013). Child A's ability to correctly grip a pencil is something of a challenge to him, and results in very un-neat work and letters and numbers that are not accurately formed. By supporting Child A with his social skills and encouraging

his use of all of the areas in the classroom, it is hoped that his fine-motor skills will begin to improve as he spends more time at the play dough table, the threading table, the cutting station and at the 'tuff tray' using tweezers to move objects. As well as developing his fine motor skills, it is hoped that Child A will develop his gross motor skills, including his postural control and poor limb coordination as he spends less time sat at the computer station, and more time moving around the classroom and utilising the outdoor space.

Conclusions

Overall, the data collection method has been appropriate for the purposes of the research. Centred on the child's perspective and having the child play an active role has allowed for a holistic picture of the child to be formed and for areas of development to be identified (Langstead, 1994 as referenced in Clark, 2007:76). The use of multiple forms of data has allowed for data triangulation, giving the interpretations a strong level of reliability (Lewis-Beck et al, 2004:1142). However, the use of observation as a form of data collection does have its limitations, as human beings we cannot remain entirely objective (Festinger, 1975). Additionally, the role as researcher was complicated, in that many roles were being played, and it is difficult to remain at a distance to the child when you are teaching the child, actively involved in their school life (Greenfield, 2007:111).

Having only four weeks to gather data was restrictive. Child A was often preoccupied and did not always want to participate in discussions. Having a more time to gather data would substantially improve the quality of the research. Nevertheless, this research has allowed areas of development to be identified, and create ways forward to support Child A's holistic development. This research project has demonstrated that supporting childhood development in the classroom goes beyond supporting their intellectual and cognitive abilities. It means supporting the whole child, and in the case of Child A, this meant first and foremost, focusing on strategies to support his social development.

Appendices

Appendix A:



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 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): _____

SCHOOL NAME (PLEASE PRINT): _____ *Primary School*

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN): _____

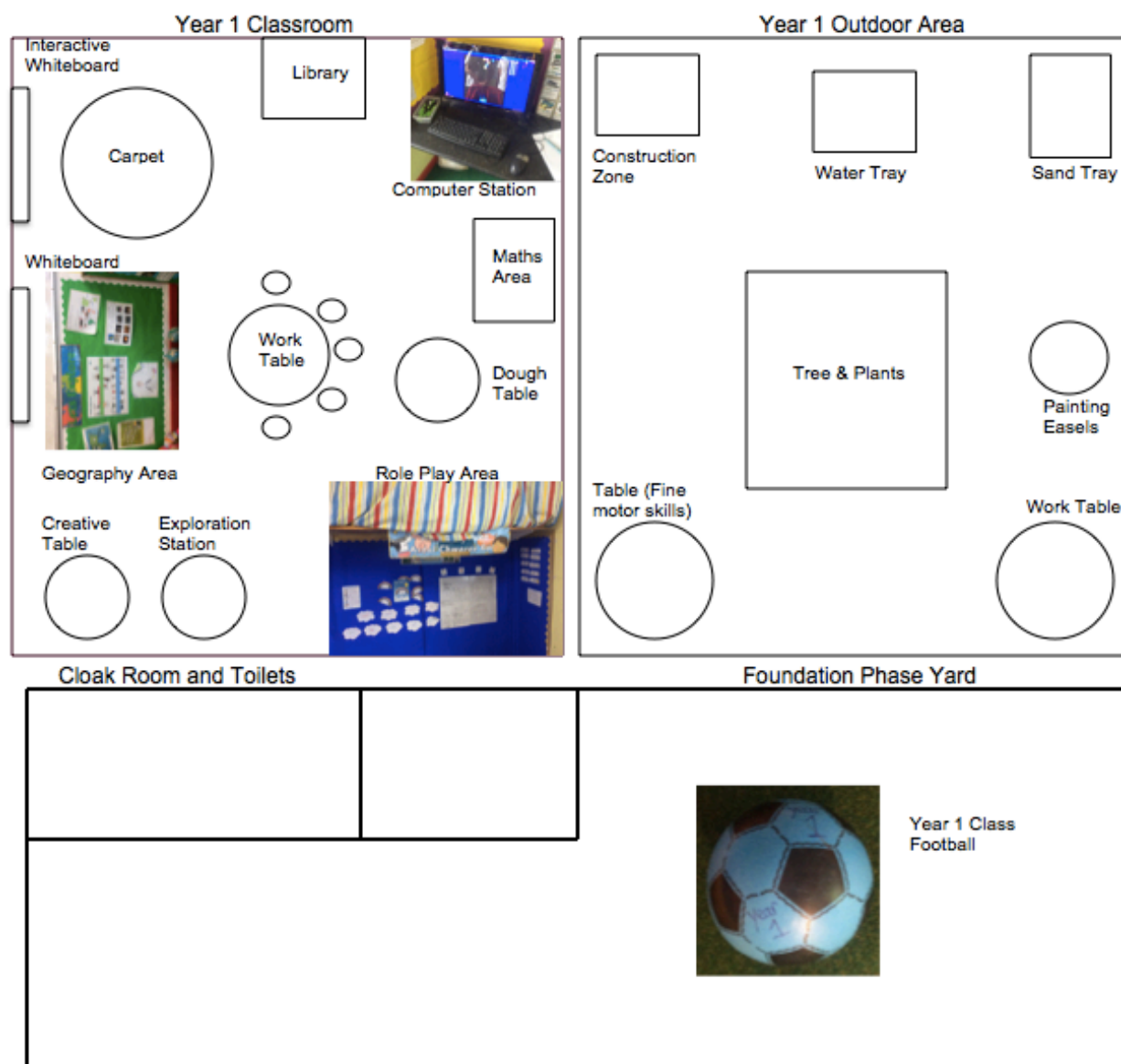
If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix B:

Classroom Map created with assistance of Child A including images taken by Child A



Appendix C:

Learner Observation Form

Name of learner: Child A
Time: Playtime – 10:40 – 11am
Class: Year 1
Date: 29/04/2019

Activity: Observing Child A during playtime.

Comments:

Upon leaving the classroom, Child A was eager to take the classroom football outside to play.

Upon entering the yard, he began playing football with the other children in the Foundation Phase. He very much took on the role of 'leader' and took charge of the football and of the games being played.

On occasions, Child A found it difficult to express himself to the other children, and got extremely frustrated with other children when they did not follow his instructions, attempting to take away the football.

This building frustration eventually led to Child A lashing out at another child, and the football being removed by the member of staff on yard duty. The removal of the football greatly upset Child A, who pleaded with the member of staff to give the football back.

Child A sat down on the wall in the yard for a little while looking upset. Child A began throwing stones at the member of staff on the yard.

Upon returning to class, Child A did not want to participate in classroom activities, refusing to sit down on the carpet for the lesson input. He sat down at the computer and refused to participate for the entirety of the lesson.

Moving on:

- Social stories: taking turns
- Focus on understanding emotions and how to regulate them

Appendix D:

Learner Observation Form

Name of learner: Child A

Time: Playtime – 09:15 – 10.15am

Class: Year 1

Date: 09/05/2019

Activity: Literacy

Learning Objective 'To compare our lives in school now with children's lives when they worked in the past'

Comments:

Activity: Learning Objective 'To compare our lives in school now with children's lives when they worked in the past'

Comments:

It took a lot of persuasion to get Child A to sit on the carpet, which is the case in most lessons. He often prefers to walk around the top end of the classroom, and usually refuses to participate.

After a great deal of encouragement, he did sit down and engage with the information in the input. He already had some prior knowledge of the jobs children did in the past, such as working in the mills. He thoroughly enjoys history and geography, so I knew the lesson ahead would be of interest to him. I ensured to praise him for raising his hand and answering questions, and giving him high fives, which gave him some satisfaction.

During the main activity, when it was Child A's turn to partake and work with his group he became deeply frustrated and began lashing out. This reaction was largely in due part to the fact he was using the computer when he was called and did not want to leave the computer, fearing another child would use it. This is a consistent issue in lessons, and often leads to Child A becoming frustrated. However, after a discussion with Child A about the fact that the computers were free for all pupils to use, and that he had to complete his class activities, he came over to the table to complete his work.

Child A began filling in the worksheet and joining in with the oral discussion with the rest of the pupils in the group. However, his urgency to return to the computer lead to a negative attitude towards working, and an attempt to rush his work leading to very poor presentation and writing that was not legible.

He began scribbling over the page and drawing shapes, rather than writing the down the ideas we had discussed in the oracy session.

Child A got back to work, rubbing out his scribbles and tidying up his answers. After praising him for completing his work to a good standard, he was urgent in his return to the computer, becoming upset that another child was using the computer he regularly uses. He attempted to pull the child away from the computer before I had to intervene.

During the plenary, Child A was reluctant to leave the computer but did sit down and engage with the reflection on the sessions learning.

What needs to be done to move the learning on?

The main hurdle that needs to be overcome in order to move Child A's learning on is resolving the attachment to the computer.

Introducing 10-minute timers at the computer stations could be a solution to this. This not only means Child A's time will be limited on the computers, but that it will give other children an opportunity to use the computers who do not regularly get to use the computers. This may be difficult for Child A to comprehend at first, as he is used to sitting at the computer for the majority of the day. However, I hope in time he will get used to the timer and engage with other parts of the classroom and find enjoyment in working in groups and with staff.

Appendix E:

Learner Observation Form

Name of learner: Child A

Time: Playtime – 09:15 – 10.30am

Class: Year 1

Date: Week beginning 13/05/2019

Activity: Numeracy

Learning Objective 'To learn our number bonds to 10, 20 and 30'

Comments:

When all children were sat on the carpet for the input, Child A initially refused to join his classmates for the input. He began shouting out 'It's too easy' and trying to avoid sitting on the carpet.

After a discussion with Child A of the importance of sitting on the carpet, he eventually did as asked and joined in with the input, where we passed around a hanger with 20 pegs on to practice our number bonds.

When working in a group for the main activity, before we began the activity, Child A refused to participate, eager to sit at the computer instead, shouting that 'it's not fair' and that 'it's too easy'. On his way over to the work table, he threw himself on to the floor and did not want to get up to complete the focused task.

After a long discussion, Child A eventually sat down and worked with his group. He worked well with the other members in his group, using the multi-link to create a variation of number bonds from 10 to 30, using two and three numbers. He also supported some of the members in his group who found some of the number bonds challenging.

After the other members of his group left, he enjoyed being challenged further by multiplying some of the number bonds we had created.

He was rewarded for working hard, with the option of choosing a special sticker. He selected the 'Ironman' superhero sticker.

Moving on:

In order to support Child A, I think a focus on building his social skills and working with others in class will support him in working with them in focused tasks.

This could be achieved through:

- Having adults modelling how to play in different areas of the classroom – socialising with other children
- Having a rota for the different areas in the classroom so that all children visit the different areas
- Having timers at the computers to limit usage
- Social stories to explore appropriate and inappropriate behaviour
- Focus on understanding feelings and strategies to support the regulation of emotions

Appendix F:

Learner Observation Form

Name of learner: Child A

Time: 1pm – 3pm

Class: Year 1

Date: 20/05/2019

Activity: Observing Child A in the classroom.

Comments:

Child A has spent the majority of the afternoon at the computer station with another male in the classroom who also has ASC.

They have not engaged in any conversation with one another and Child A has only left the computer station for break time and to engage in a focused task with an adult.

Leaving the computer to work on a focused task was a big deal for Child A. He did not want to leave the computer and became extremely frustrated.

Over the course of the afternoon, Child A has not engaged in any other areas of the classroom despite being encouraged and instructed multiple times to do so.

Moving on:

- Timers on the computers
- Classroom rota for different areas
- Additional Adults on different areas in the classroom – modelling how to play and socialise

Appendix G:

Learner Observation Form

Name of learner: Child A

Time: 11-12pm

Class: Year 1

Date: 23/05/2019

Activity: Physical Development

Class split into two teams – collecting beanbags one by one from centre of room to place into their own hoop. Using different ways of moving – running, hopping, skipping, balancing beanbag on head. Counting beanbags each time to find out who the winning team was.

Comments:

Child A wanted to be at the beginning of the line in his team, pushing in front of the other children. He was extremely excited to take part in the activity and found it difficult to control his emotions.

During the activity, Child A struggled to maintain balance when running and skipping. He could not hop but tried his best to do so.

On occasions, he became overly excited and began pushing to the front of the line. Despite repeated warnings to stay in his place, he continued to do so and had a five-minute time out as a consequence.

Moving on:

- Social stories: Taking turns
- Focus on emotions and regulating emotions

Appendix H:

Learner Observation Form

Name of learner: Child A

Time: 13:00-14:00pm

Class: Year 1

Date: 21/05/2019

Activity: Welsh Lesson

Learning Objective: To identify mini beasts and answer the question 'beth sydd yn yr ardd?'
The lesson was a carpet-based session, where we played games and sang songs.

Comments:

Initially, Child A refused to join his peers on the carpet after returning from his lunch break. However, after a great deal of persuasion, he eventually joined us on the carpet and was looking forward to singing Welsh songs.

Child A was able to recall many of the mini beasts we looked at in the session, and sang passionately when we listened to the National Anthem.

He did find it difficult to put his hand up to be selected to answer questions, often shouting them out in stead.

However, Welsh sessions are usually the sessions in which Child A is at his most engaged and enthused!

Moving on:

- Continuing to develop Child A's Welsh by focusing on sentence patterns 'Mae... yn yr ardd'
- Focus on turn taking
- Attitudes – joining peers on the carpet – this may be achieved through supporting Child A in socialising with his peers

Appendix I:

Reading Record

Date	Book and Page Number	Remarks
10/5/19	The Strange box P17-23	Da iawn [redacted] you read well today and enjoyed the story so far. SE
14/5/19	P24-end	Well done [redacted] you really enjoyed this story. SE
14/5/19	Beyond the door. 1-11	Good job [redacted] Da iawn SE
20+	Chapter 2. " 3.	resourceful - ✓ we discussed meaning. ✓ (KA)
	Chapter 4 (p.20) .	

Appendix J:

Literacy work: To compare our lives in school to the children in the past who had to work.
Child A struggles with letter formation and his writing is not always legible.

Thursday 9th April

WALT: To compare our lives in school to children in the past who had to go to work.

Children at work in the past:



Can you remember the names of some of the jobs the children did in the past?

Mr. D. D. far m'n and oh mine y sweep

How do you think the children felt?

I think they felt sad

On 10000 1.4 I HE

Would you have liked to do any of these jobs?

no the face the way the way the way

Year 1 at Capcoch Primary School:



How do you feel when you are in school?

happy and zing

Can you think of three words to describe your school?

big, bright and nice

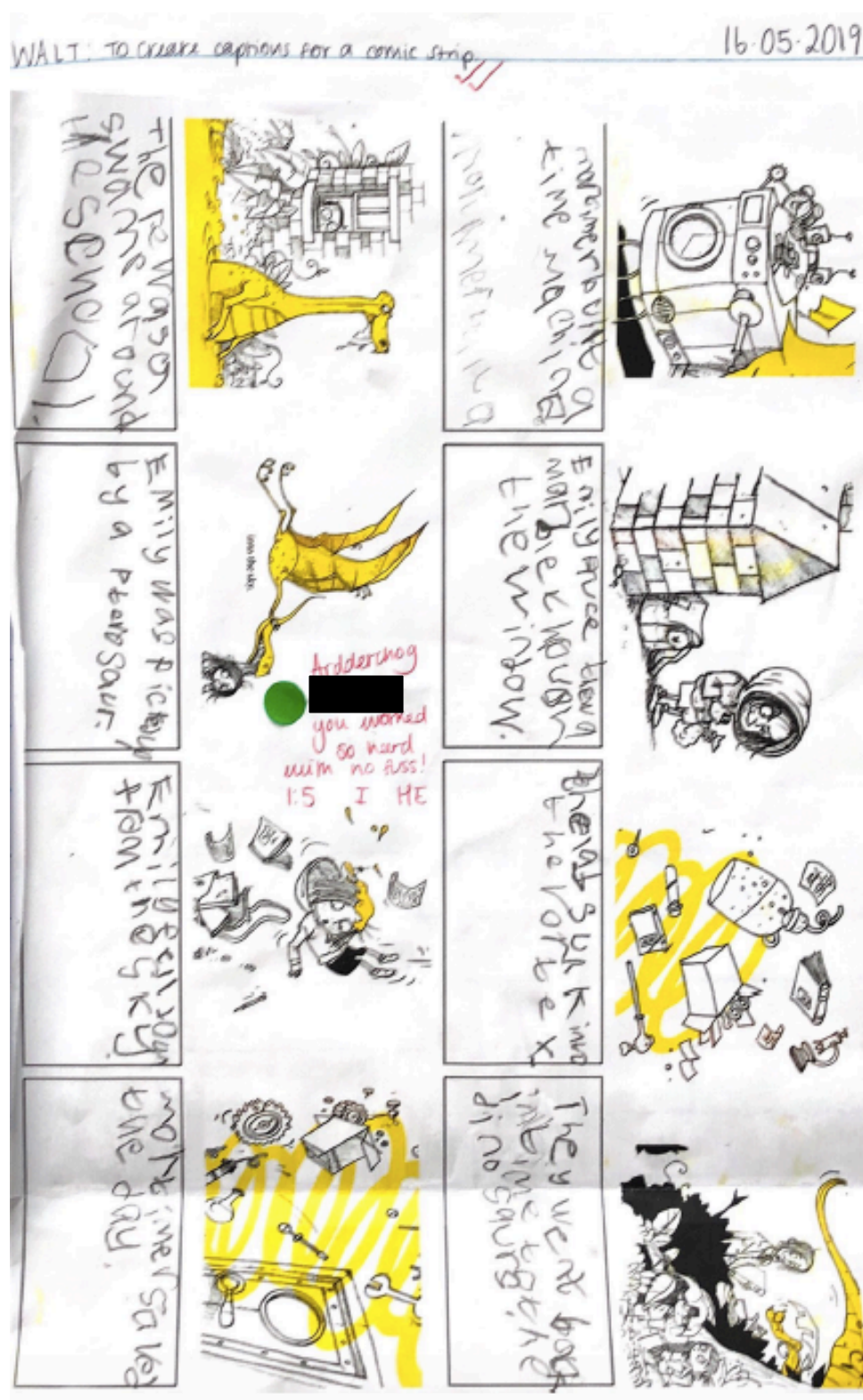
What do you enjoy doing most when you are at school?

playing on the computer

Appendix K:

Literacy work: Creating captions for a comic strip.

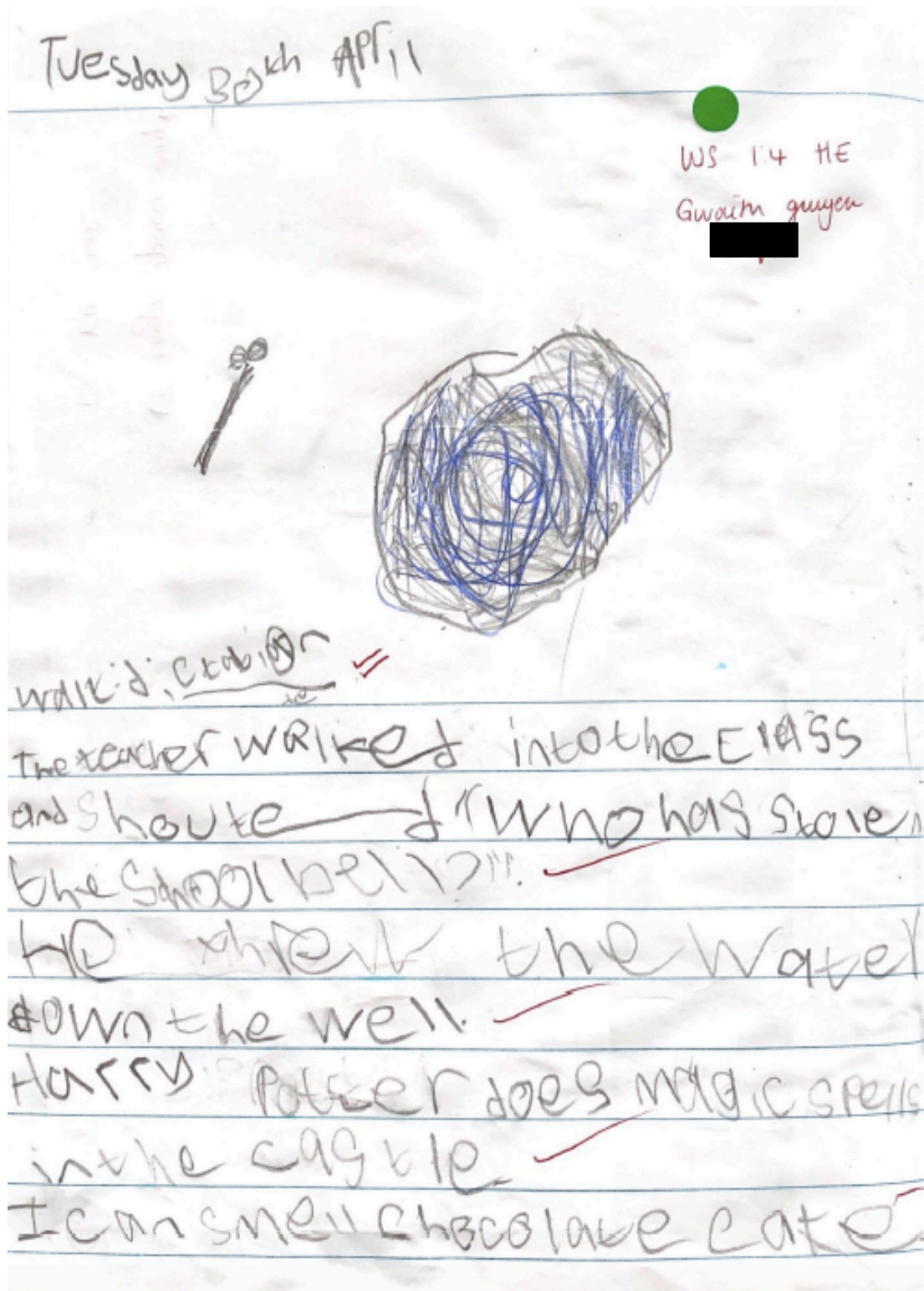
Child A struggles with letter formation and his writing is not always legible.



Appendix L:

Literacy work: Dictation.

Child A struggles with letter formation and his writing is not always legible.

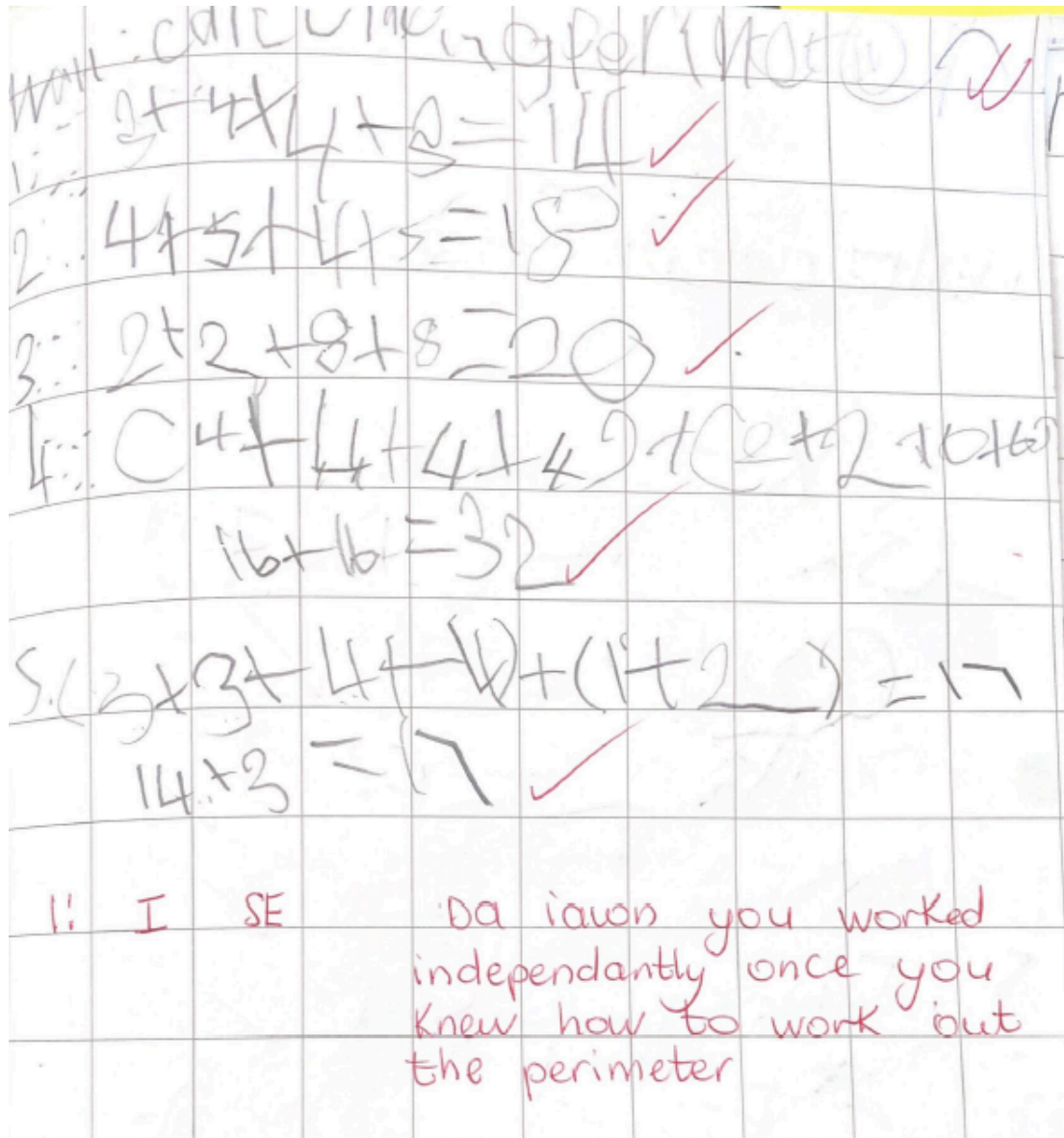


Appendix M:

Numeracy work: Calculating perimeter.

Child A is able to work on mathematical concepts that are above his age range independently after working with an adult.

Child A struggles with number formation.



Appendix N:

Numeracy work: Calculating area.

Child A is able to work on mathematical concepts that are above his age range independently after working with an adult.

Child A struggles with number formation.

Walt, calculating area

1. $3 \times 6 = 18^2$ ✓
2. $(5 \times 2) + (2 \times 4) = 9$
 $15 + 8 = 23^2$ ✓
3. $11 \times 2 = 22m^2$ ✓
4. $8m \times 4m = 32m^2$ ✓
5. $5m \times 5m = 25m^2$ ✓
6. $(2 \times 6m) + (3m \times 3m) = 9$
 $12m + 9m = 21m^2$ ✓
7. $(4m \times 8m) + (3m \times 4m) = 32m + 12m = 44m$

111 I SE

Appendix O:

Numeracy work:

Child A struggles with number formation.

WALT: To learn our number bonds.

1.	7	+	1	+	2	=	10	✓
2.	4	x	4	x	2	=	10	✓
3.	5	+	3	+	2	=	10	✓
4.	11	+	4	+	5	=	20	✓
5.	9	+	3	+	8	=	20	✓
6.	5	+	14	+	11	=	30	✓
7.	13	+	12	+	5	=	30	✓
8.	4	x	4	x	2	=	32	✓
9.	5	x	3	x	2	=	30	✓
10.	11	x	4	x	5	=	220	✓


 Pardon to [redacted],
 you worked so well!
 HE I 1:2

Appendix P

Twinkl Social Situations

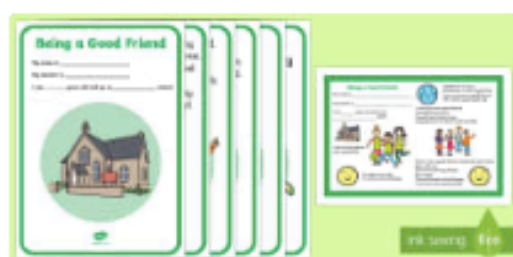
Available at www.twinkl.co.uk



It's OK Not to Win Social Situation



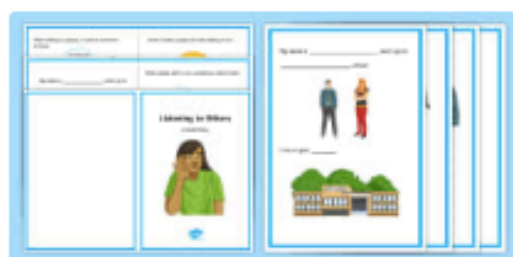
Good Choices Social Situation



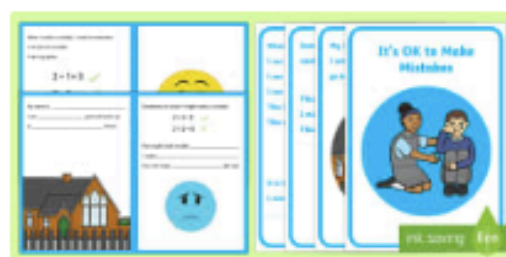
Being a Good Friend Social Situation



We Do Our Work First Social Situation



Listening to Others Social Situation



It's OK to Make Mistakes (Maths) Social Situation



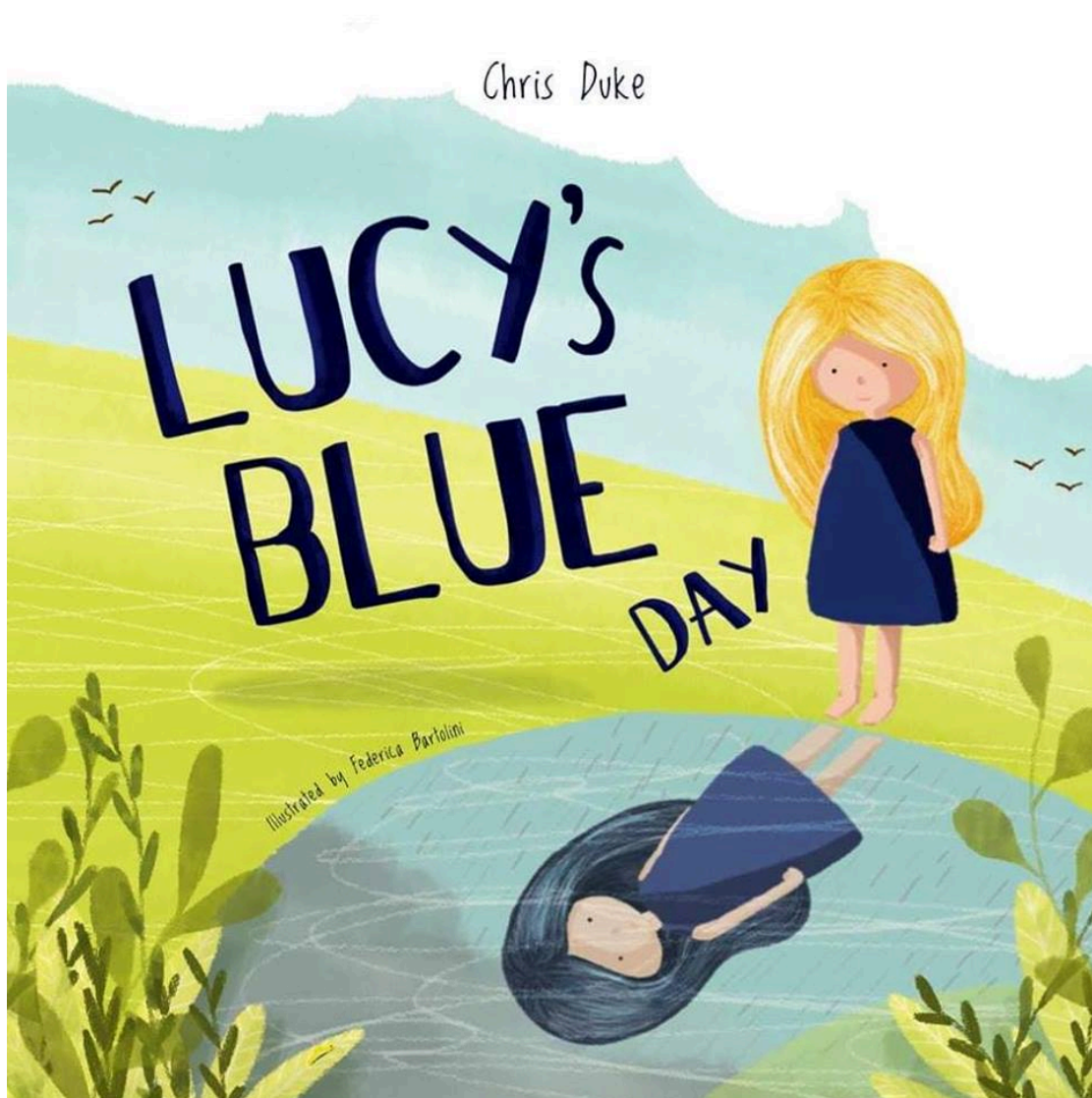
Taking Turns to Talk Social Situation



Sometimes I Feel Angry Social Situation

Appendix Q:

Lucy's Blue Day by Chris Duke.



Appendix R:

Twinkl Emotional Regulation Worksheet

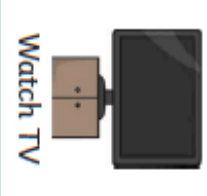
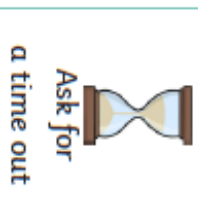
Available at www.twinkl.co.uk

When I'm angry I can...

It's okay to be angry

--	--	--	--	--

This will make me feel calm again.



Appendix S:
Foundation Phase Profile Handbook (2017:87).
Pencil grip outcomes.

Outcome 1: Grips to discourage		These grips are inefficient and should be discouraged.
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