

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

Module number: M7X02151

Student number: 1700331

Word count = 4828

INTRODUCTION

My placement school is an English medium school, located in a small village in Pembrokeshire. Currently, there are 136 pupils on roll, aged between 3-11. In their latest Estyn report in the year 2015, the school received 'good' for their current performance and 'good' for their prospects for improvement. Approximately 4% of pupils are eligible for free school meals, this figure is considerably lower than the average in Wales. Placement A primary school identifies approximately 12% of pupils as having ALN, again this figure is lower than the average in Wales. During my time in Placement A I was based in the Year 4 and 5 classroom with 29 pupils. Overall, the classroom is of a higher ability with the majority of the pupils completing work at a higher level. All pupils are continuously being stretched to progress their learning whilst being supported in the areas needed. However, not all pupils are completing work of a higher level, 8/29 pupils are completing Year 4 level work, one pupil being my target pupil. My target pupil is an outgoing, 9 year old girl in Year 4 who thoroughly enjoys being in the outdoors. Her hobbies include gymnastics; cheerleading; creating slime; gardening and playing outside with her friends. Considering the behaviour and attention problems my target pupil encounters, she therefore finds it difficult to stay friends with the other pupils in the classroom.

DATA COLLECTON

The aim of the data collection will be to adopt Clark and Moss (2011) 'Mosaic Approach' whilst reflecting on a holistic view of learning as identified by Nottingham (2013) in the 'ASK model'. The 'ASK model' recognises the role of skills, knowledge and attitudes in learning.

The 'Mosaic Approach' was developed by Clark and Moss (2011) by supporting the use of several different methods of researching into children's perceptions and views, through the use of observation and interviews. Clark (2005) clarifies that this approach allows children to use cameras to capture images of what / where is important to them within the school setting, conducting a tour of the school with the researcher and creating a map using their own photographs and pictures. Each of these different aspects, including the observation from the researcher and the child conferencing forms one piece of the mosaic, allowing me the opportunity to collect qualitative data. The 'Mosaic Approach' was developed to emphasise the voice of

the child within education, allowing them to become more involved in their learning. James and Prout (1997) supports the 'Mosaic Approach' as they state that practitioners and researchers emphasize children's rights by involving them in their learning which could affect their lives, identifying children as "active subjects" and "citizens" as an alternative to "becomings". However, in order for the 'Mosaic Approach' to work effectively, Greenfield (2011) states that children's perspectives are better understood as the researcher devotes time with the participant children within the school environment.

Cowie et al. (2014) explains that the 'Mosaic Approach' has many strengths as researchers adapt this approach within research studies. Clark and Moss (2001) supports Cowie et al. (2014) as they clarify that one of the main strengths of the 'Mosaic Approach' is the numerous participatory tools where the children can select from, explaining that:

"By piecing the mosaic from the range of divers data collection tools, the researchers increase the quality of their interpretation. However, the researcher should not underestimate the time-consuming process of data interpretation and complexity using such a multi-method approach." (Clark and Moss, 2001, cited in Cowie et al., 2014 : 6)

Furthermore, Gray and Winter (2011) believes that one additional strength of the 'Mosaic Approach' is the creative expression through the use of the map making, pupil-led tour of the school and photographs to capture images of what is important to the pupils. Gray and Winter (2011) explain that the use of the different mosaic tiles allows the pupils creativity to expand, encouraging them to express their feelings in a variety of ways, alongside verbal communication. Clark and Moss (2011) supports Gray and Winters (2011) feelings regarding the mosaic tiles as they explain that the use of the mosaic tiles provides researchers with an insight into additional information as we are able to place ourselves in the pupils' shoes whilst having the opportunity to communicate with their emotions, views and life experiences. Whereas, the use of questionnaires throughout research can be a limitation and weakness within the study.

However, researchers can also experience limitations as they are adopting the 'Mosaic Approach' during research studies. According to Clark and Moss (2011) one limitation may be that the data collected cannot be generalised due to the 'Mosaic

Approach' not being 'scientific'. Nevertheless, the 'Mosaic Approach' provides researches with more of an insight into children's feelings and emotions in more ways than the 'scientific' approaches accomplish. In the opinion of Huser (2010) one other limitation regarding the 'Mosaic Approach' is the child conferencing. Reasons against the pupil conference specified by Huser (2010) included the statement that the pupils may act unnaturally towards the adults, whilst implying that researchers may have an impact on the pupils' behaviour and answers due to the pupils wanting to please the researchers by providing the 'correct' answer. However, Cowie et al. (2014) explains that the 'Mosaic Approach' suggests ideas to avoid the limitations regarding the pupil conference, which are related closely to children's creativity and the non-verbal expressive approaches.

Throughout this assignment the name of my primary school has been taken away to ensure anonymity and will be referred to as 'Placement A'. Names of the teachers and pupil will all remain confidential throughout my assignment and will be referred to as 'Pupil A'. Before the commencement of this assignment I gained written consent from the class teacher, parents of my target pupil and verbal assent from the pupil (see figure 3.8 and 3.9). Pupil A was made aware of the expectations and what was involved, whilst assuring her that she was able to withdraw from the interview and research at any point.

ANALYSIS OF LEARNER

During my time in the Year 4 and 5 class in Placement A it became apparent to me that Pupil A required a vast amount of teacher support and guidance in order to progress her learning and current learning levels. Considering the amount of support and guidance Pupil A requires for her learning to progress, I decided to implement the 'Zone of Proximal Development' into my observations, which was developed by Lev Vygotsky in the year 1978. The ZPD allowed me to gain an insight into what Pupil A can achieve individually and with the support of a teacher. My target pupil was also evidencing signs of 'attention deficit disorder'. Nevertheless, I am not diagnosing her with this disorder, however, the signs of this disorder are currently affecting her learning performance and attitude towards work extensively. Duncan et al. (2007) explains that pupils who have attention disorders are likely to achieve

lower performance grades in comparison to the pupils who don't. Furthermore, no matter how much support and guidance Pupil A receives from teachers, her behaviour problems play a vital role throughout her education, as well as her peers'. However, Skinner (1974) believes that behaviourism is an act of all consequences, explaining that all pupils will repeat the specific behaviour if positive reinforcement is awarded at the correct time. Therefore, as I delivered my lessons, I was aware of any positive behaviour and reinforced positive comments immediately. However, Kohn (2006) argues that positive enforcement will only encourage the pupils to behave positively to receive more positive enforcement, instead of learning from their behaviour.

Throughout the observation week in Placement A I took the opportunity to study my target pupil's workbooks and identify her areas of weaknesses in previous lessons, this provided me with an opportunity to outline the areas needed in order to progress her learning. In preparation for each lesson delivered by myself, I decided to set Pupil A targets specific for each subject using a post-it-note. At the commencement of each lesson I provided her with the post-it-note and explained my reasons for them.

The interview with Pupil A (see figure 1.1) and the photographs captured by Pupil A (see figure 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7) reveals the significant importance of the outdoor environment to her, highlighting her enjoyment for gardening club (see figure 1.6) and eco club during dinner time and after school clubs. Pupil A emphasized the importance of the outdoor environment and explained how she believes she works better outside compared to in the classroom. Constable (2017) explains that:

"The more restrictive indoor settings are often less likely to provide such freedom of exploration and such an opportunity for perseverance and determination" (Constable, 2017 : 15)

Providing more opportunities to work in the outdoor environment will hopefully encourage Pupil A to use her outdoor determination within the classroom, demonstrating the ability to succeed in all aspects of learning. The map of the school drawn by Pupil A (see figure 1.0) reveals her passion for the outdoors through the oversized picture of the outdoor area, in comparison to the small emphasized picture

of the school. Pupil A explained during the interview that “I like to work in the roundhouse outside because it is quiet and no one is talking. I can’t concentrate when the other children are talking, it distracts me” (Pupil A, 2019). The importance of working in a quiet working environment became evident during the interview (see figure 1.1) as she was voicing her concerns over being easily distracted.

MATHEMATICS

The outcome of the National numeracy test revealed the significantly low results, demonstrating the importance of teacher support and guidance throughout her education. By the end of KS2 all pupils are expected to achieve level 4, however, Pupil A is working towards level 2. The maths lesson delivered by the classroom teacher (see figure 1.8) explains through the marking that Pupil A needs to read over her questions carefully as she is completing her work, however, this limitation could be seen as a “reading comprehension impairment” (Rand, 2002) or due to Pupil A having a negative attitude towards her learning, therefore, affecting her overall achievement level. The results of her work from the maths lesson delivered by myself (see figure 1.9) supports the classroom teacher’s lesson as Pupil A had only answered half of the questions correct due to misreading questions. However, during the interview with the classroom teacher she explained that Pupil A is more than capable of achieving higher grades, and has been known to explain methods and offer her prior knowledge to her peers through the use of ideas and concepts as identified by Nottingham (2013). Nevertheless, during my maths lesson (see figure 2.0) in the following week, Pupil A demonstrated her ability to succeed and progress in mathematics without the support of teachers, due to me modelling how to complete the activity. Berek & Winsler (1995) supports this as they explain that Vygotsky believes that the role of education involves supplying pupils with experiences that are linked with their ZPD, promoting individual learning. Furthermore, after modelling how to complete the activity Pupil A had figured out a different method in which she understood in order to complete the activity. In addition to this success, Pupil A had demonstrated her method to her peers’, allowing them to also successfully understand multiplying decimals by 10, 100 and 1000. Modelling

the method to her peers' allowed Pupil A to successfully achieve a vast amount of the attributes as identified by Nottingham's (2013) ASK model.

LANGUAGE

In relation to the subject mathematics, the outcome of the National reading test revealed the significantly low results, displaying that Pupil A is working towards level 2 in all three strands. The language lesson delivered by the classroom teacher (see figure 2.6, 2.7 and 2.8) explains through the marking that Pupil A needs to remember to use capital letters at the beginning of each sentence, whilst also remembering to read through her work to make sure it makes sense. However, this limitation could also be seen as a "reading comprehension impairment" (Rand, 2002). Pupil A is more than capable of achieving higher grades and has been known to be successful throughout her education, however, the effect of her behaviour and attitude towards each subject unfortunately disrupts her learning as well as her peers'. DeFrance (1997) explains that pupils who disrupt the learning environment, even with the smallest of disruptions, can create problems for their peers' education, as well as their own. DeFrance (1997) carries on explaining that teachers need to be aware of these disruptions and deal with them immediately. The classroom teacher made it clear during the interview that Pupil A will succeed in any lesson that she has an interest in, this was noticeable in my first language lesson (see figure 2.9 and 3.0). Unfortunately, Pupil A did not successfully complete all of the success criteria, however, she did manage to complete the lesson with very little support and guidance by using her own curiosity, open-mindedness and desire to succeed, as identified by Nottingham (2013). In relation to the classroom teacher's marking in the previous language lesson (see figure 2.6), Pupil A had not yet successfully progressed her learning by using capital letters at the beginning of each sentence (see figure 3.0, 3.1 and 3.2), even with the post-it-note targets. Nevertheless, during the final language lesson of that week delivered by myself (see figure 3.3) Pupil A had successfully managed to use capital letters at the beginning of every sentence for the majority of her mythical story.

WELLBEING

According to Barreau et al. (2008) pupils' behavioural wellbeing has been proven to have a significant connection with their learning progress throughout education. In connection with Barreau et al. (2008) are Goodman and Gregg (2010) as they explain that pupils who experience attention difficulties contribute to the gap in the academic performance. This is evident in Pupil A's learning progress as she achieves higher grades with the support of a teacher, guiding her in the correct direction. However, as she attempts to complete her work independently, Pupil A is unable to put all her focus into the activity, resulting in lower achieving levels. During my time in Placement A it became apparent to me that depending how Pupil A and her friends were during break and dinner time, affected her learning performance during the following lesson. For example, if an argument had occurred during break time, Pupil A's attitude towards her work would be very negative, effecting her learning and her peers' learning. Morrison and Vorhaus (2012) support my statement as they explain that pupils' experiences during school time with their friends and peers play a vital role in their academic performance and achievement. During the interview (see figure 1.1), Pupil A explained that she prefers working independently rather than in a group, clarifying that the "group I work with are selfish because they don't let me speak and always say that I am wrong when I know I am not" (Pupil A, 2019). In connection to Pupil A's statement is Bronfenbrenner's (1979) 'Microsystem' theory as he states that depending how the classroom pupils interact with Pupil A will affect how she engages during her education. However, depending on how Pupil A interacts with her peers' will also affect how they will treat her in return.

HISTORY

The history lessons (see figure 2.1, 2.2 and 2.3) delivered by myself encouraged my target pupil to be actively engaged throughout the lesson through the use of research and partner work. Elgort et al. (2008) states that providing pupils with group work opportunities allows them to gain higher learning performances if completed successfully, hopefully achieving a positive outcome of Bronfenbrenner's (1979) 'Microsystem' theory. Furthermore, Vygotsky (1962) strongly believes that providing pupils with opportunities to develop their linguistic skills will encourage them to learn

more effectively. Nevertheless, some pupils believe that they are able to achieve higher learning performances through completing the work independently, however, Elgort et al. (2008) explain that group work allows pupils to apply their prior knowledge whilst stretching their knowledge also. The outcome of both lessons provided myself with a clearer understanding of her ability to succeed in the subject. Encouraging the use of the iPad provided Pupil A with a vast amount of curiosity as she researched into a variety of facts about the River Nile, whilst also exploring the River Nile using google earth (see figure 2.1). The progression from my first history lesson (see figure 2.1) to my second history lesson (see figure 2.2 and 2.3) demonstrates Pupil A's ability to expand her research and knowledge even further through presenting her facts and understandings about the topic to her peers' during the plenary. The use of the mini plenary allowed Pupil A to develop her social and communication skills whilst also supporting her peers' in the completion of their research.

WELSH

During my first Welsh lesson (see figure 3.6 and 3.7), Pupil A's desire to succeed was significant, displaying determination and the need to want to learn and progress her Welsh oral language. Vygotsky (1962) believed that enabling pupils to develop their linguistic skills provides them with a stronger ability to learn more effectively, whilst developing their understanding through speech. Reflecting back to previous lessons involving negative group work experiences, demonstrates the significant effort in which Pupil A delivered during this lesson as they were completing their Welsh discussion in front of the whole class, reasons for this positive behaviour was due to the video based QR code being displayed on my Welsh learning display. The outcome of this lesson allowed Pupil A to successfully achieve a positive outcome of Bronfenbrenner's (1979) 'Microsystem' theory whilst enabling her to progress her learning performance. Overall, Pupil A demonstrated a positive attitude and behaviour towards the Welsh lessons delivered by myself. Written feedback from the classroom teacher following her lesson (see figure 3.4) suggested that Pupil A needs to take her time when completing her work. However, during my second Welsh lesson (see figure 3.5) the progression displays how Pupil A has successfully

completed her work with her best handwriting, including all correct punctuation and capital letters. The Welsh lessons have allowed Pupil A to successfully achieve a vast amount of the attributes as identified by Nottingham's (2013) ASK model.

NEXT STEPS

The limitations throughout Pupil A's mathematical and literacy based work displayed evidence of her unfortunately misreading questions or completing pieces of work which do not make sense. The attention deficit disorder however has been proven to affect pupils concentration as they are reading due to needing the ability to concentrate long enough to process what they are reading. If Pupil A is working with the "reading comprehension impairment" (Rand, 2002), my role as a teacher in order for her to progress her learning will be to implement a variety of strategies into her daily routine. These strategies may include encouraging Pupil A to use her finger or a ruler to read, as it will allow her to follow the right words and not lose her place; encourage Pupil A to read the question / text several times as it will provide her with a better understanding of what is being asked / said through the enhanced fluency of repeating the text; pre-teach vocabulary specific to the lesson, this could be completed as a whole-class activity during the introduction, hopefully engaging all pupils throughout the game; guide Pupil A in the right direction of reading the question or text at a steady pace as Pupil A has been known to rush through her work to be the first one to 'finish', however, if she had guidance on how to read a text properly the outcome of this strategy will hopefully result in higher achievements. Nevertheless, due to the number of pupils in the classroom, as a teacher I would find it difficult to support Pupil A to the extent in which she needs in order to progress her learning on a daily basis. However, Ofsted (2002) state that teaching assistants play a vital role within the classroom alongside the teacher, as they promote the social and personal development of the pupils whilst increasing academic performances.

Considering how successful the History and Welsh lessons have been for Pupil A, I have decided as a teacher to implement the 'Thinking Together' programme which was developed in the 1990's after Vygotsky's (1978) 'Zone of Proximal Development' was greatly influential throughout pupils' education. The effects of this programme will hopefully provide a positive experience of Bronfenbrenner's (1979) 'Microsystem'

theory for Pupil A. Monaghan (2005) explains that the 'Thinking Together' programme provides opportunities for pupils to be active learners during lessons by effectively working as a group to solve problems, increasing their use of exploratory talk as identified by Pollard (2008). This will be achieved through providing opportunities for Pupil A to take part in group discussions; group work activities; mini plenaries and plenaries where she will have to conclude on what Pupil A and her group have learned within the lesson and how successful their discussions have been. Bruner (2006) states that pupils' learning is continuously being scaffolded, permitting them to achieve greater performance levels as they are in the company of teachers. As a teacher, my role in order for Pupil A to progress her learning would be to guide her in the right direction of using appropriate language, whilst modelling ways of how this language can be used within group work. Bandura (1986) states that the use of modelling will engage pupils whilst encouraging effective learning. Yet on the other hand, Haston (2007) explains that when modelling is used improperly, it can have a negative effect on pupils learning through hindering their education.

Ensuring outdoor learning is being implemented into her education more frequently will play an important factor in progressing her achievement levels. Pupil A revealed in the interview and on the photographs captured by herself that the outdoor environment is significantly important to her as she believes she works better outside in comparison to in the classroom. This was evident during the mathematical lessons as Pupil A found it difficult to concentrate and complete the maths work within the classroom. As a teacher, in order to progress her learning in mathematics I will incorporate more outdoor and practical learning into her education, providing her with a vast amount of opportunities to practically test out different methods as an individual and within a group. Piaget cited in Donaldson (1978) explains that pupils produce their own knowledge and understanding through experimenting with their own environment, labelling this statement as a constructivist theory. Therefore, I would plan a vast amount of Pupil A's subjects to be completed in the outdoor environment. However, depending on the amount of time spent in the outdoor environment, it then needs to be matched with the amount of time spend in the classroom setting. Nevertheless, this can be done through completing the introductions and plenaries within the classroom, whilst encouraging the main activity to be completed in the outdoor environment. However, not all subjects will have the

practicality of being able to study outdoors, depending on the type of lesson and the resources needed during the lesson. A large amount of evidence suggests that outdoor learning can positively improve pupils' welfare, academic performance at school and their motivation to learn. Educationalist Sir Ken Robinson strongly supports outdoor learning as he explains that:

“Play helps children to learn and experiment, to focus and concentrate, be more self-directed, and to build social confidence. Getting out and breathing—that’s what Outdoor Classroom Day is about.” (Educationalist Sir Ken Robinson)

To progress Pupil A's learning performance, I will provide opportunities for her personal and learning skills to develop using the outdoors, hopefully encouraging her outdoor determination to succeed within the classroom. Outdoor learning will encourage Pupil A to develop her social, communication, working with others, thinking and problem solving skills all in one lesson. To develop these skills further and encourage her enjoyment for eco and gardening club to expand further, I would incorporate the intervention 'forest school' as Murray and O'Brien (2005) state it will allow pupils to develop more confidence through hands-on-learning and active learning whilst enhancing their emotional well-being and resilience. Vygotsky's (1978) 'Zone of Proximal Development' works closely alongside forest school as pupils are being introduced to complex tasks, prompting them to work within their ZPD. As a teacher I will be able to 'scaffold' the process through demonstrating instructions; setting the pupils a variety of activities; modelling how to complete activities; encouraging the pupils to expand on their prior knowledge whilst developing new ideas.

The effect of Pupil A's disruptive behaviour and negative attitude towards her learning plays a vital role throughout her education, as well as her peers'. On the assumption that Pupil A is suffering with 'attention deficit disorder', however, I am not diagnosing her with the disorder, as a teacher I would need to plan the curriculum as stimulating and relevant to Pupil A's own life experiences in order to move her learning forward. Furthermore, research has identified pupils with ADD are more likely to cause disruptive behaviour within the classroom, as well as achieve poor academic performances if the curriculum is irrelevant to their personal interests, due to the difficulty of not having the capability to remain engaged during the lessons

which they do not find interesting. The effect of her behaviour works closely alongside Glasser's (1997) theories on 'reality and choice' as he explains that pupils need to take responsibility of their own actions regarding their learning and behaviour throughout their education. If successfully achieved by the teachers, this approach will create a safe and effective working environment. My role as a teacher in order for her to progress will be to implement a variety of strategies into her daily routine. These strategies may include shortening the length of Pupil A's 'work time', if she is unable to tolerate the demands of the work without an outburst or disrupting the class, as a teacher I will look into asking Pupil A to complete 10 minutes of work, followed by reinforcing her, hopefully then progressing her learning time to last the duration of the lesson. During the process of this build-up and as Pupil A is demonstrating attempts at self-regulation, she will be rewarded; I will teach positive behaviour instead of eliminating unwanted behaviour, promoting the expected behaviour needed throughout the school and classroom environment. This will be done through discussions between the pupils and involving the pupils in positive behaviour based activities; I will model the positive behaviour expected within the classroom by being a positive role model; I will recognise and reward good behaviour within the classroom and school setting. The recognising and rewarding positive behaviour strategy works closely alongside Skinner's (1938) 'operant conditioning' principle as he believed that positive behaviour which is recognised and awarded will be repeated from the pupils, whereas, negative behaviour resulting in unpleasant consequences will less likely occur again.

CONCLUSION

The outcome of the data collected has positively changed my outlook on the way constructivist learners work within the classroom. Having the ability to work alongside my target pupil has provided me with a vast amount of knowledge and understanding into the way she works and the reasons behind them. In relation to my previous statement, Vygotsky cited in Atherton (2011) supports my findings as he explains that constructivist learners require the support and guidance from more knowledgeable others, thus explaining as to why Pupil A required the amount of support and guidance she received.

My choice of target pupil provided me with a considerable amount of opportunities to research further into certain disorders and impairments and their effects on pupils learning achievements, behaviour and attitudes within the classroom. The effective use of Clark and Moss (2011) 'Mosaic Approach' allowed me to gain a range of data, increasing the quality of my interpretation in supporting my target pupils' progress.

However, one of the limitations throughout the research was how time-consuming the multi-method was as I was collecting the data. Nevertheless, I was fortunate as to collect effective and reliable data. One other limitation during the data analysis was regarding the lack of literature surrounding certain written feedback comments. As I was completing my analysis, I was able to research and support my findings and understandings as to why Pupil A behaves in certain ways, rather than about the written comments regarding ways to progress her learning throughout the duration of her education. Nevertheless, my time in Placement A has provided me with confidence in the challenges which the new curriculum brings as it will allow us teachers to create successful and exciting learning futures for all pupils in Wales, whilst intending to create pupils who are ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens of Wales and the world; and healthy, confident individuals.

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APPENDICIES Figure 1.0 (map of the school)



Figure 1.1

Interview questions

1) Can you draw me a map of the school?

2) Where do you believe you learn best in the school?

- Outside
- In the round house because it is nice and quiet. The class is noisy.

3) Can you describe the place where you learn best?

- It is colourful, well the chairs are
- There is a fish net ceiling
- It is medium size, not big and not small.

4) Why do you think you learn best in this particular place?

- because it is quiet
- I can't concentrate in class when it is noisy.

5) Do you think you learn better as an individual or in a group?

- on my own, normally the group are selfish and don't let me speak.

6) What type of environment do you like to work in? / think you work best in?

- I like it quiet.
- I don't like people crowding around me because it distracts me.

7) What helps you learn?

- blue tack sometimes helps me learn because I can fiddle with it.
- maths - target books.

8) Can you explain and talk about the photos you have taken?

- I like them because I like playing on them. I feel much happier when I am outside.
- no one is on top of me, I have more room for myself.

Figure 1.2



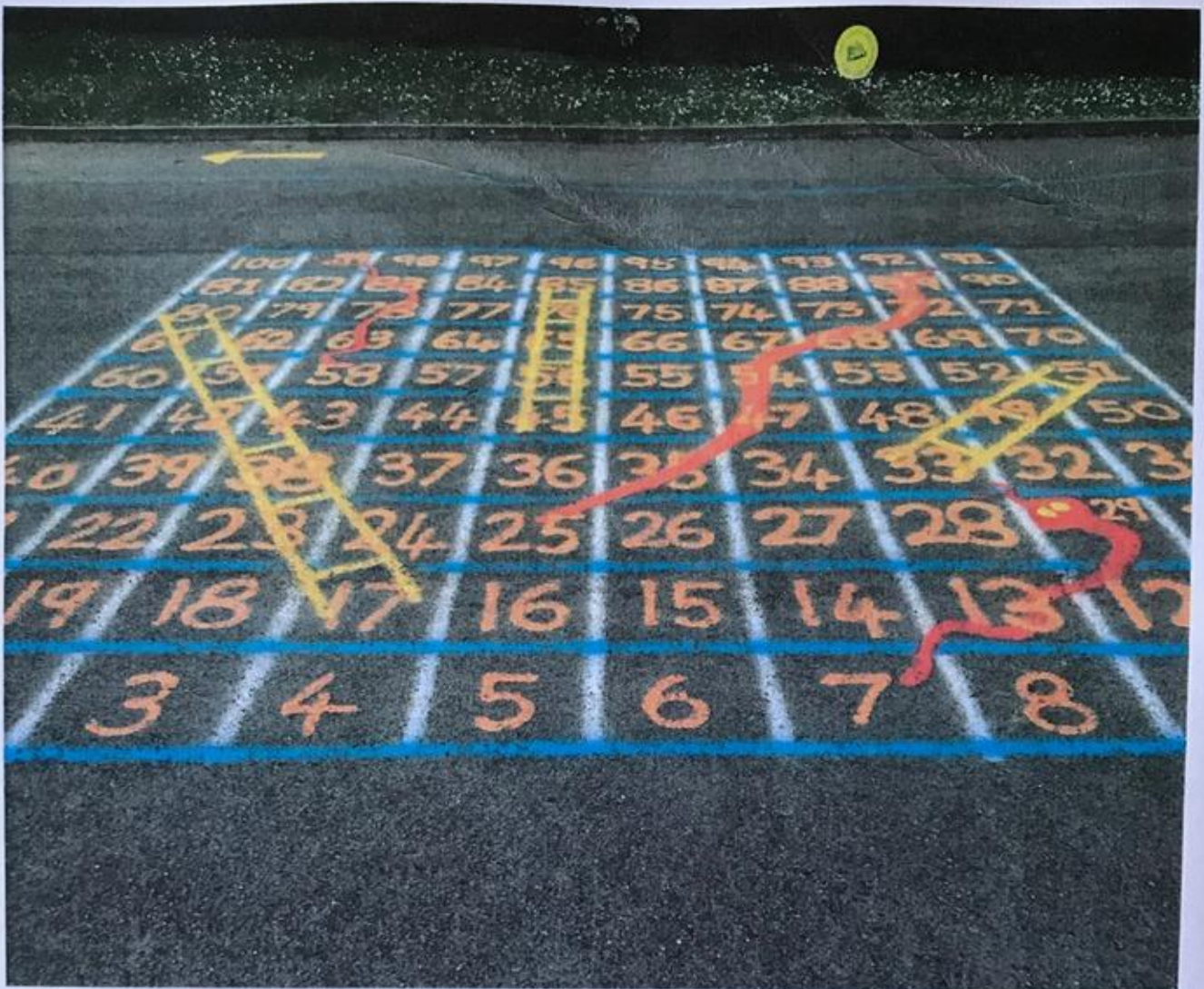
"This climbing frame is one of my favourite places to go, when we are allowed on the field at dinner time. I like to climb over it and see how quick I can do it. I also can do back flips off the ropes. It is good practice for my cheerleading classes."

Figure 1.3



"This is the best part of school. I can practice my gymnastic routines all over dinner time. And I also put on concerts for the children who want to watch me perform."

Figure 1.4



"I like this part of the playground because me and my friends can play together and see who gets to the top first. I can also cheat in this game: One, two, miss a few, ninety nine, one hundred."

Figure 1.5



"This is where I go if I want to have some quiet time. I can also swing and run all the way around it, lots and lots of times."

Figure 1.6



"This part of school is like one big den. We can sneak in here and hide from everyone. There is a long trail from the climbing frame which leads to this den. It is like a maze, it is so cool!"

Figure 1.7



"I like this part of school, but we are not allowed in here much as we don't always get to play on the field. But when we are allowed, this is where I come and hide from my friends. I pretend I am having dinner here sometimes and run around all of them, one by one."

Figure 1.8 (Maths lesson delivered by classroom teacher)

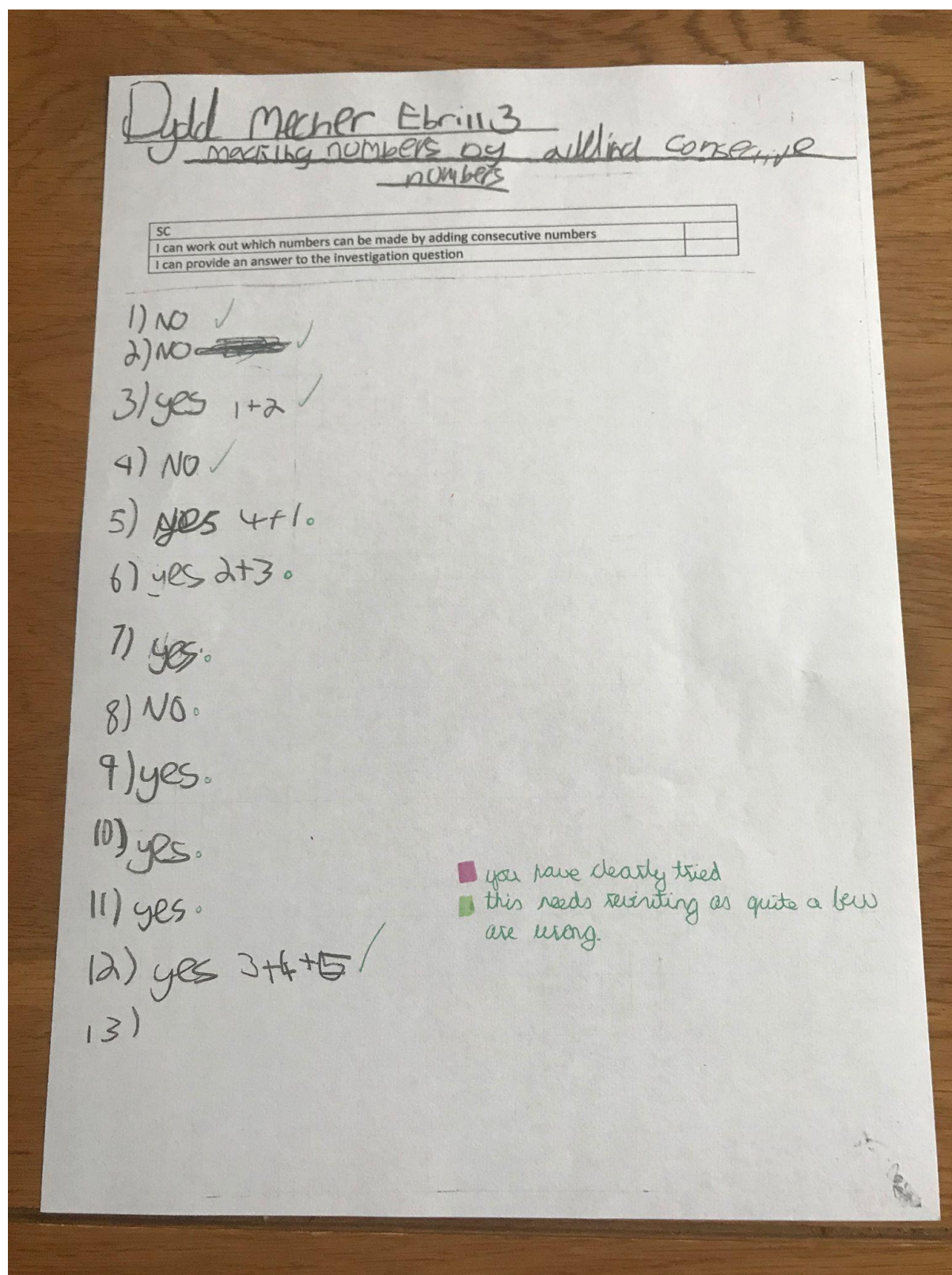


Figure 1.9 (Maths lesson delivered by myself)

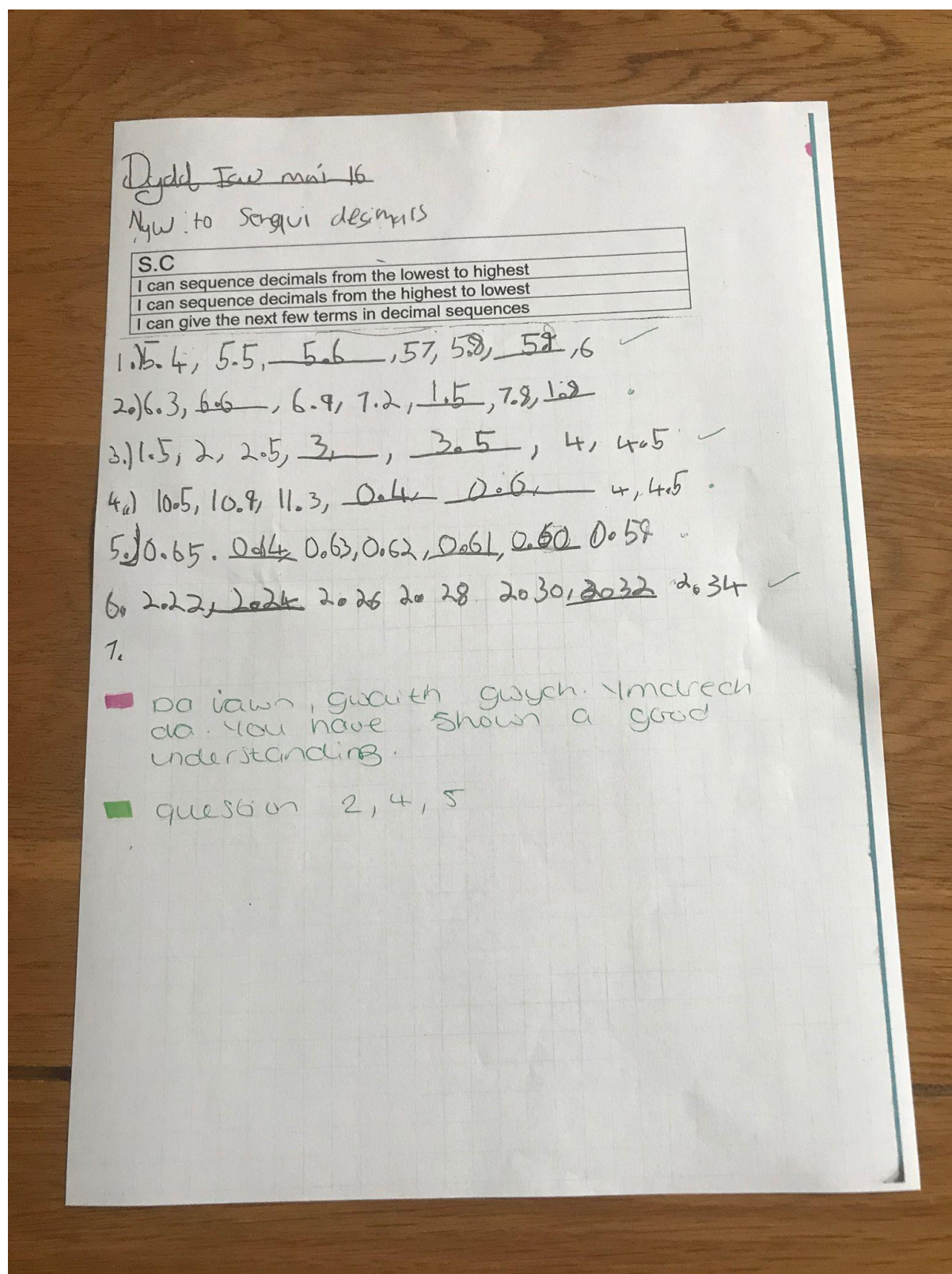


Figure 2.0 (maths lesson delivered by myself)

Mecher 22th Mai

To Subtract decimals with the same number of decimal places

Strategies

Numbers in the correct place value
 Decimal point in the correct place
 Each place value
 Use numbers if needed

Pink/Green

9.034
 -0.47
8.564

10.77
 -0.54
10.23

11.034
 -0.25
10.784

12.094
 -0.42
11.674

13.034
 -0.12
12.914

14.042
 -0.63
13.412

15.097
 -0.37
14.727

Dydd Iau, Mai 23rd

Goal: To multiply decimals by 10, 100 and 1000

Multiplying by 10, 100 and 1000

I can multiply decimals by 10, 100 and 1000
 I can understand why the decimal needs to be lined up correctly
 I can understand why the place value needs to be lined up correctly

$1.314 \times 10 = 13.14 \checkmark$ $13.084 \times 100 = 1308.4 \checkmark$
 $2.6212 \times 10 = 26.212 \checkmark$ $14.008 \times 100 = 1400.8 \checkmark$
 $3.002 \times 100 = 300.2 \checkmark$
 $40.9 \times 100 = 4090 \checkmark$
 $5.510 \times 10 = 55.1 \checkmark$
 $6.830 \times 10 = 68.3 \checkmark$
 $7.162 \times 100 = 716.2 \checkmark$
 $8.556 \times 1000 = 8556 \checkmark$
 $9.967 \times 10 = 99.67 \checkmark$
 $10.28 \times 1000 = 10280 \checkmark$
 $11.42 \times 10 = 114.2 \checkmark$

Gwaith gych
 Da iawn, ydych
 newt shown a
 good understanding
 holding.

Question

Figure 2.1 (History lesson delivered by myself – River Nile)

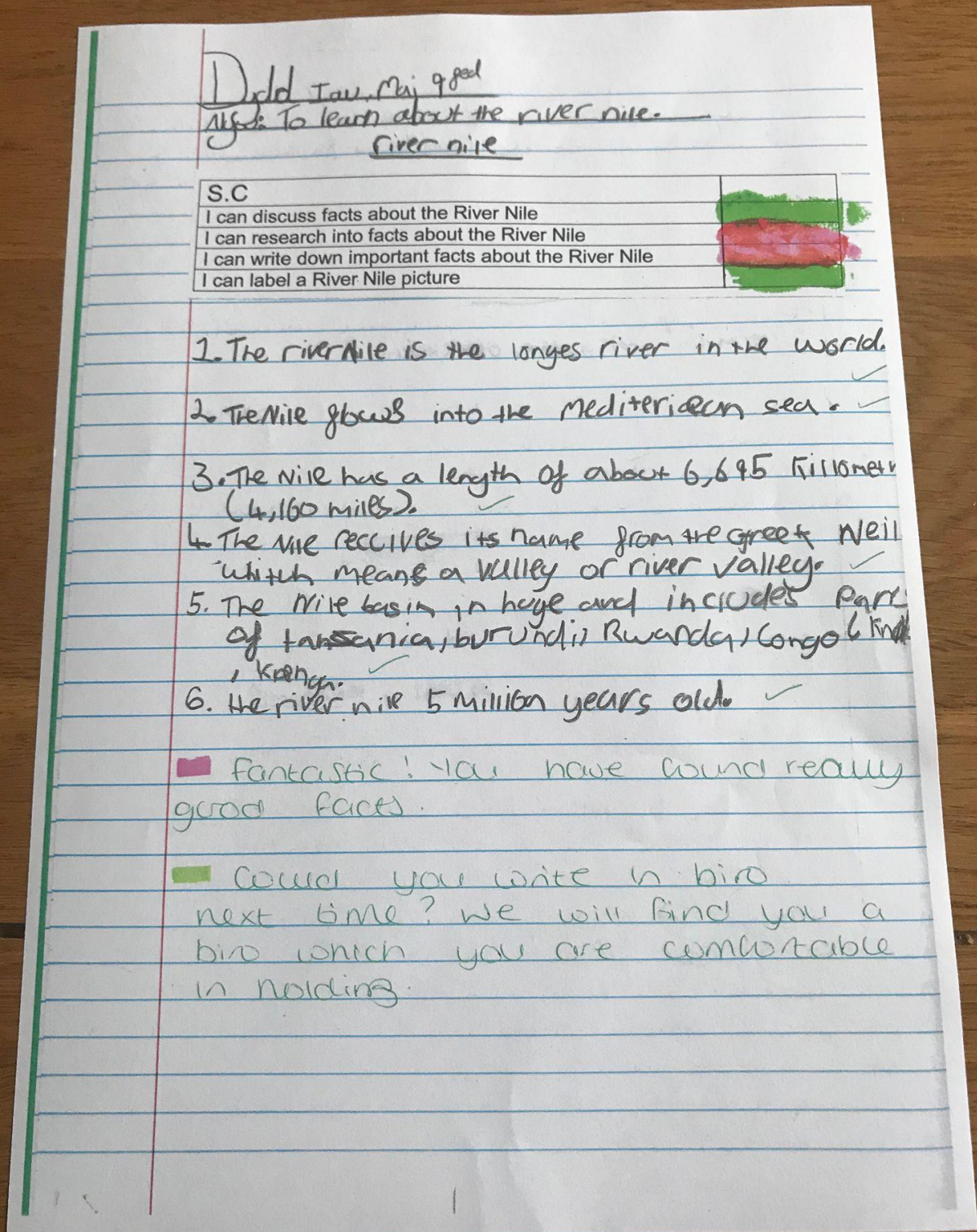


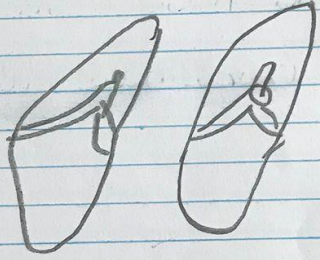
Figure 2.2 (History lesson delivered by myself – Ancient Egyptians clothing part #1)

Dylan Mablain
Not To Know about the ancient Egyptian clothing
Ancient Egyptian clothes

S.C	
I can discuss the Ancient Egyptians clothing	
I can research into the Ancient Egyptians clothing	
I can write down information regarding 4 different items of Ancient Egyptians clothing	
I can draw the items of clothing in my book after writing down the information	

Shoe → Picture

Ancient Egyptians were barefooted most of the time but wore sandals for special occasions or if there feet were most likely to hurt them.



Skirts → Picture

The men wore wrap around skirts known as the shend which were belted at the waist. Sometimes pleated or gathered in front. During this time men's skirts were shorter as the middle kingdom of Egypt.

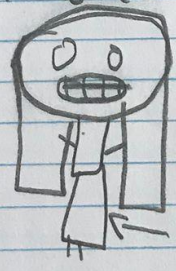


Figure 2.3 (History lesson delivered by myself – Ancient Egyptians clothing part #2)

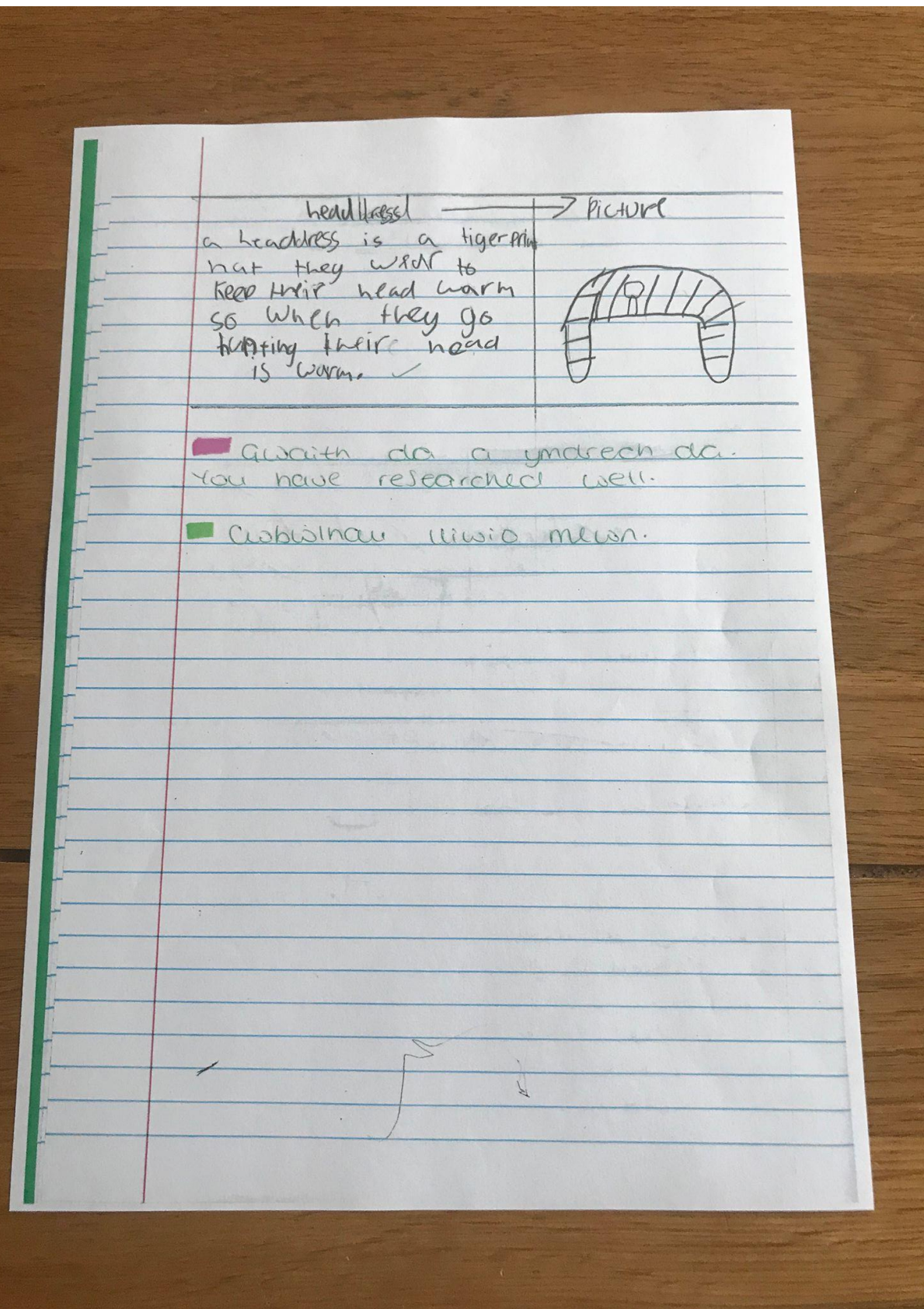


Figure 2.4 (R.E. lesson delivered by myself – The seven sacraments part #1)

Dydd Mecher 8^{fed} Mai
sgw to know about the seven sacraments

S.C
I can identify the seven sacraments
I can discuss the seven sacraments with my partner
I can write about the seven sacraments
I can identify the picture and match it to the correct paragraph

■ Good understanding of the Sacraments

■ go back over your work, make sure it makes sense.

baptism



baptism is when the priest puts water on the baby's head ✓

1 wedding



wedding is when a boy and a girl get married because they love each other and you be a couple forever. ✓

holy communion



holy communion is when you go up to the priest and he gives you bread and wine ✓

Figure 2.5 (R.E. lesson delivered by myself – The seven sacraments part #2)

conformation



conformation is
when the priest
puts his hand on
your head and
they say the Holy
Spirit is given on you for
marriage.

holy orders



holy orders is
when the
priest says
"I bless you"
and some things
like conformation.

reconciliation



reconciliation
when you say
"I'm sorry" and
you go to
Church and you
pray to God saying
"sorry".

Sacrament of the Sick



sacrament of the
Sick is when
you're sick and
they help you
get better.

Figure 2.6 (language lesson delivered by the classroom teacher)

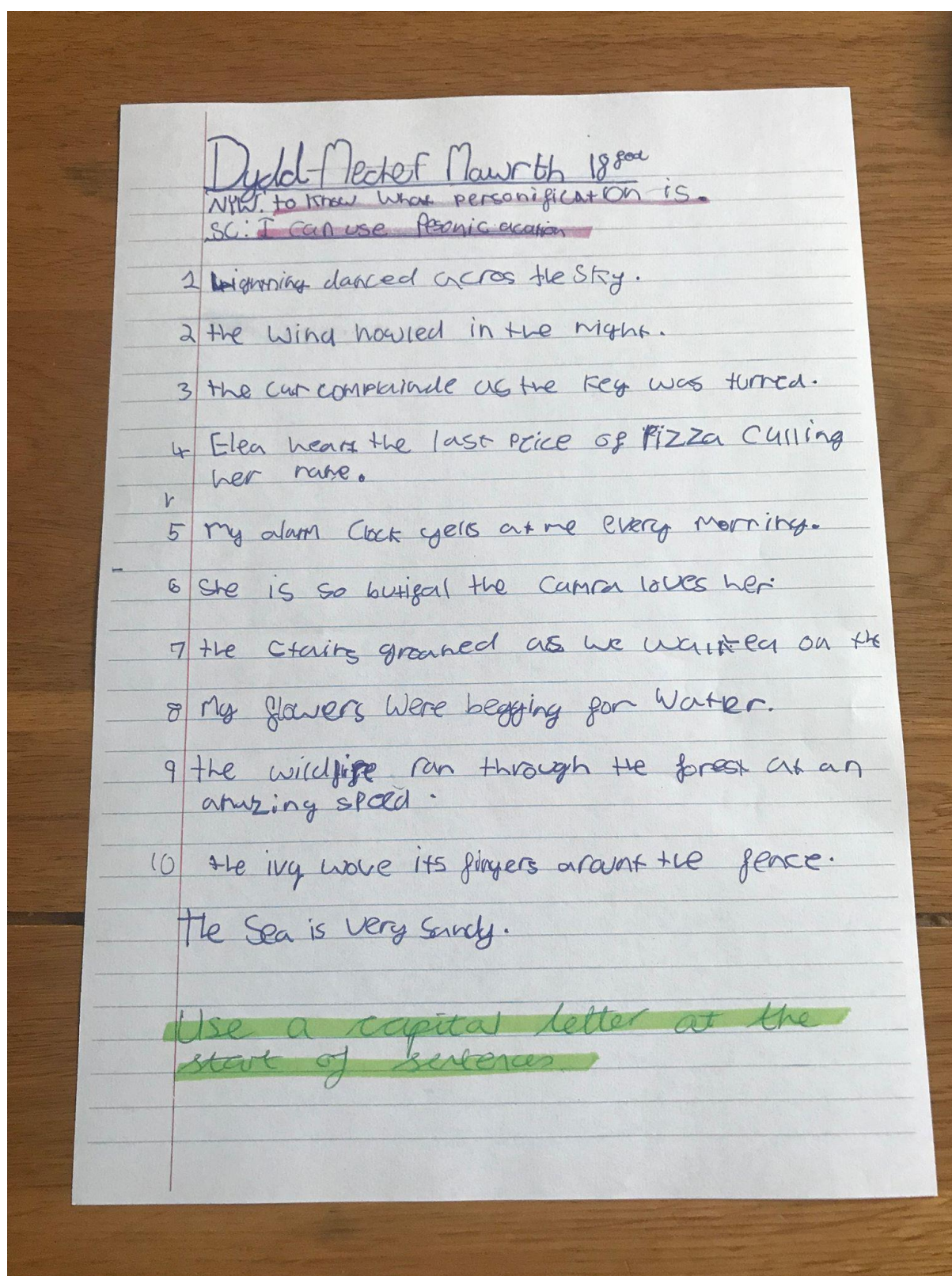


Figure 2.7 (language lesson delivered by the classroom teacher part #1)

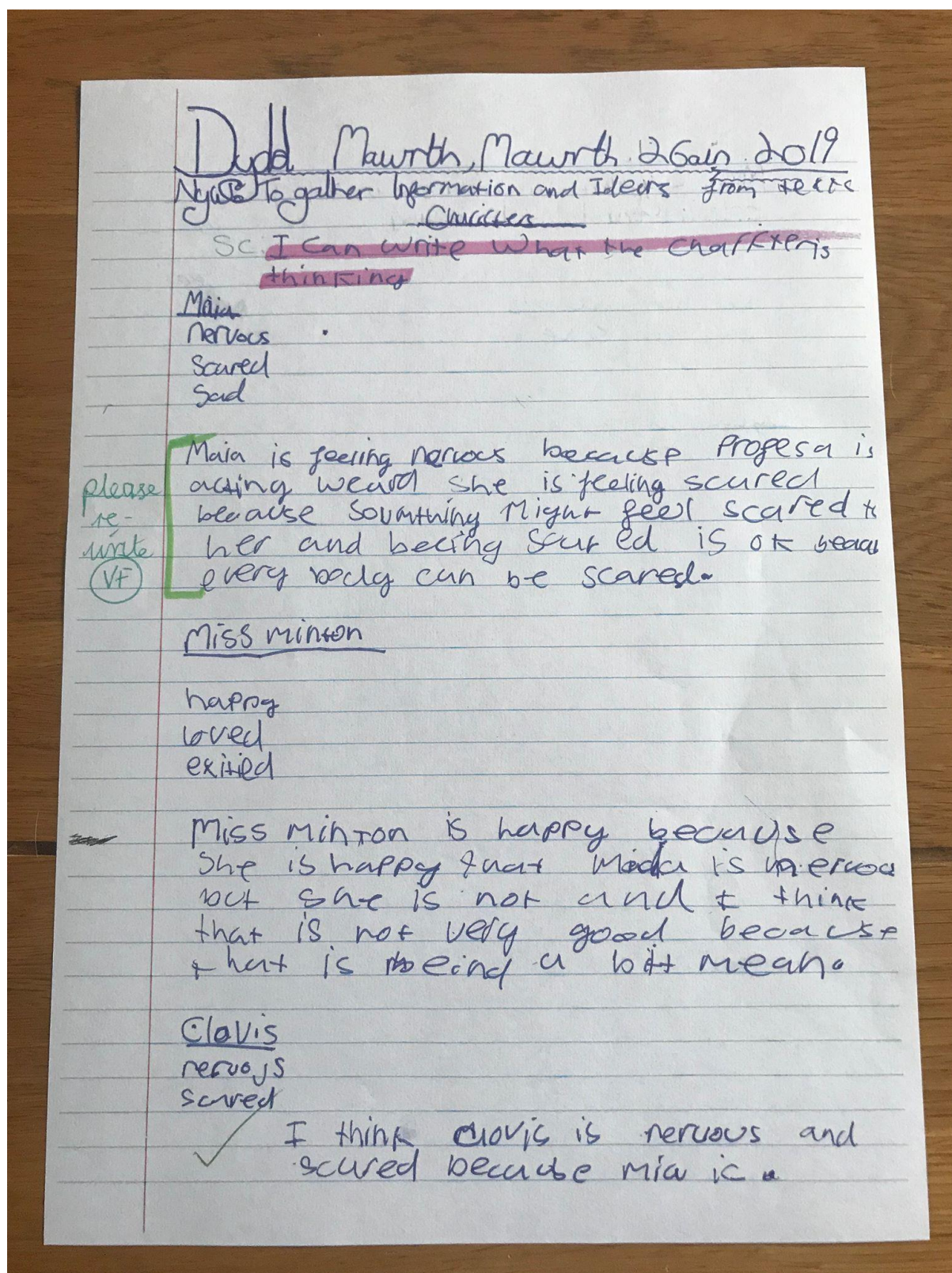
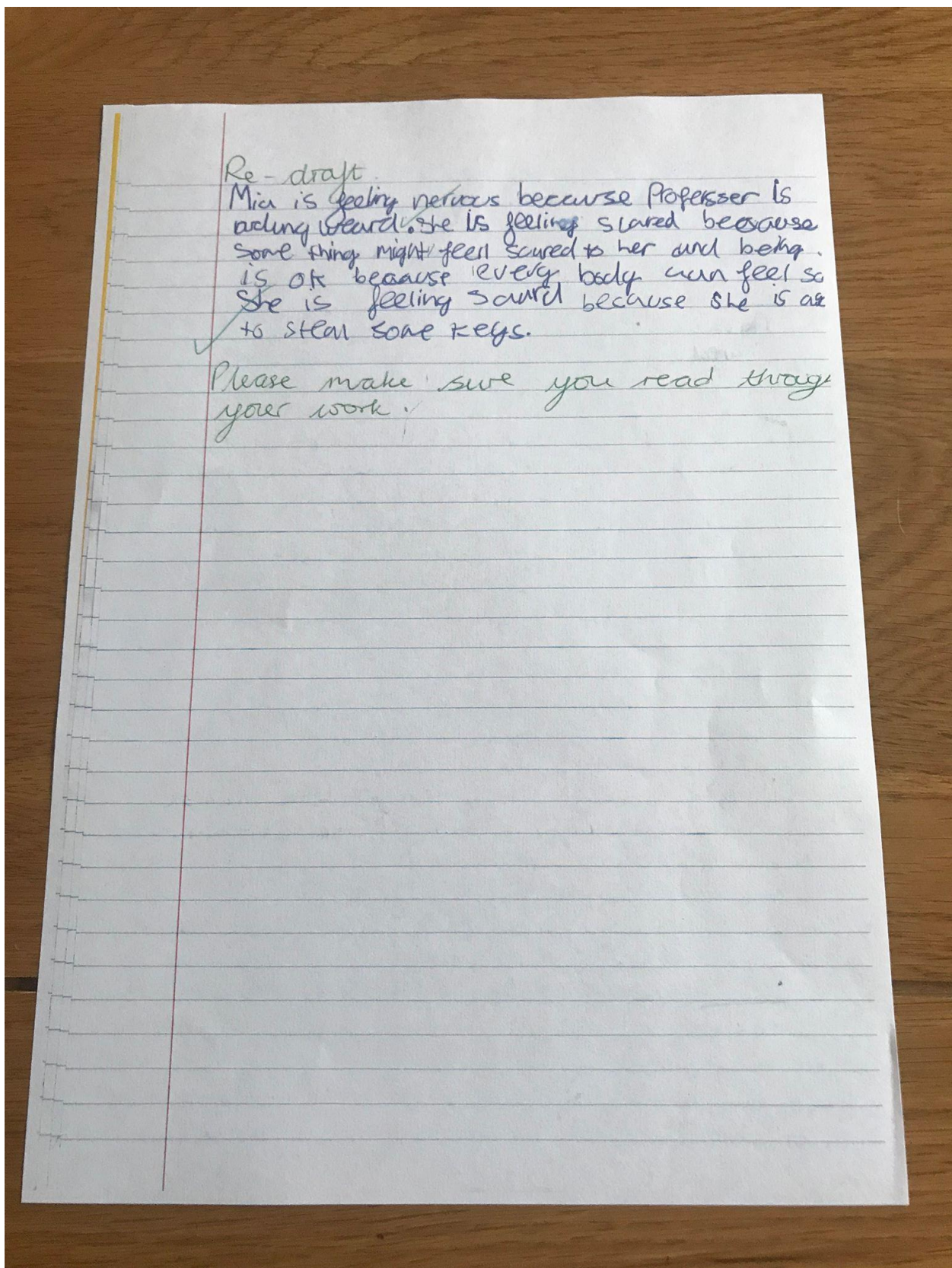


Figure 2.8 (language lesson delivered by the classroom teacher part #2)



Re-draft.

Mia is feeling nervous because Professor is
making weird. He is feeling scared because
some thing might feel scared to her and being.
is ok because every body can feel so
She is feeling scared because she is
to steal some keys.

✓ Please make sure you read through
your work.

Figure 2.9 (language lesson delivered by myself part #1)

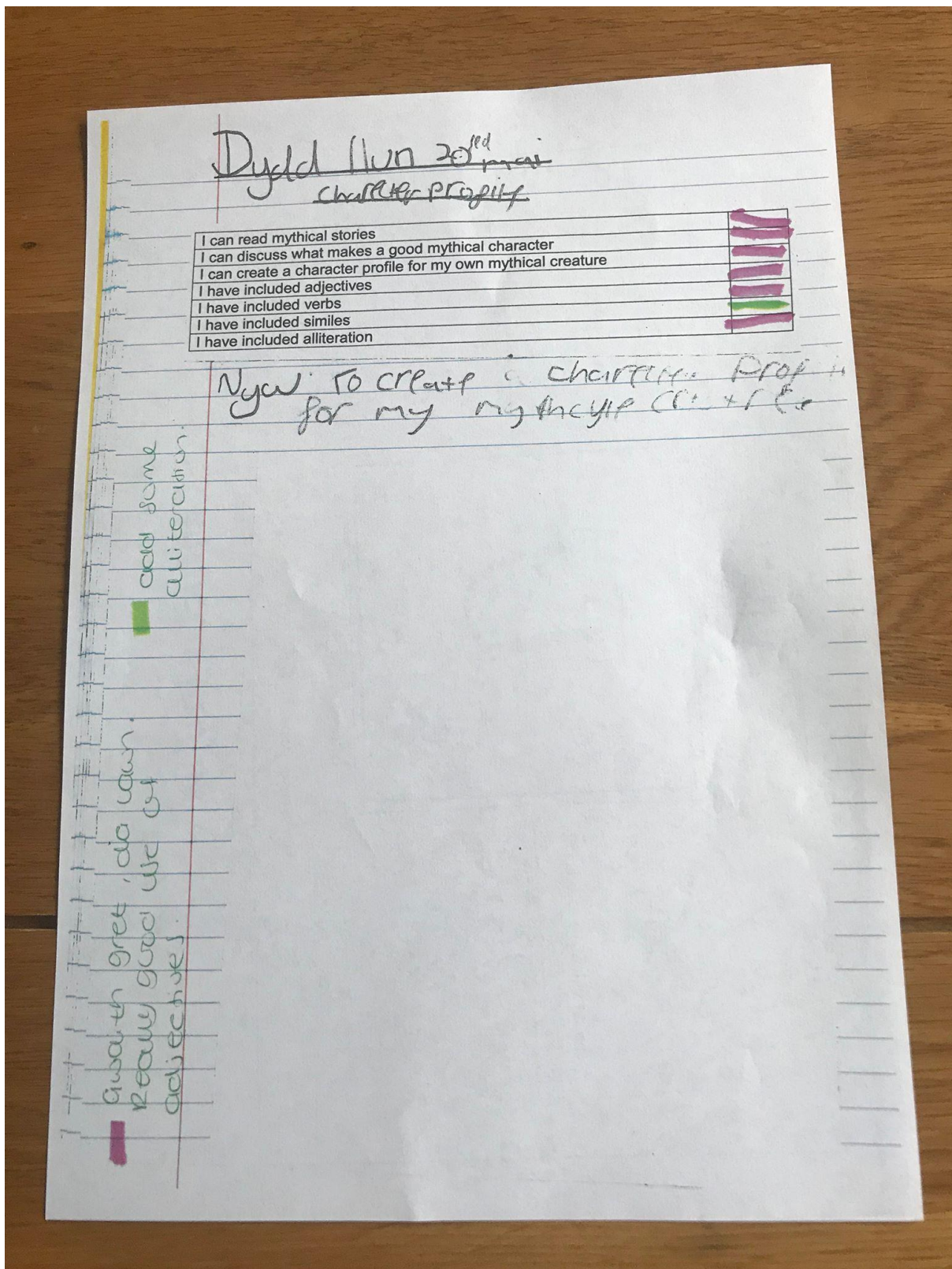


Figure 3.0 (language lesson delivered by myself part #2)

Character Profile

My character looks like... She has black hair white skin and wings ✓	My character's actions are... Being silent and asmr ✓ and she has magic wand
	
My character's personality is... making silent her personality is making silent and turning into a fairy ✓	My character changes because... at night time she turns into a fairy because the light was gone down

Figure 3.1 (language lesson delivered by myself part #1)

Dydd Mawrth 21^{af}

I can read mythical stories	
I can discuss what makes a good mythical story	
I can plan my own mythical story	
I have included adjectives	
I have included verbs	
I have included similes	
I have included alliteration	

Nghw: to create a plan for my mythical

Story Mapping Boxes

Beginning What happens at the beginning? Who are the main characters? Where is it set?	a girl is making slime Karina Garcia and a witch in her house on a weekend
Build up What happens next? How does the story hint at a problem?	the problem is she doesn't want to make slime

da lawr, ymdreoh da. You have planned your story well.

add more description into your planning.

Figure 3.2 (language lesson delivered by myself part #2)

MyW: to create a plan for my my throat

Story Mapping Boxes

Beginning What happens at the beginning? Who are the main characters? Where is it set?	a girl is making slime Karina Garcia and a witch in her house
Build up What happens next? How does the story hint at a problem?	the problem is she doesn't want to make slime
Problem What is the problem within the story?	the problem is she has ran out of glue and activator.
Resolution How is this problem resolved/sorted out?	She goes to the shops and gets more supplies to make slime
Ending How does the story end? Does it end happily? Is there a twist to the plot?	the story will end with the witch giving Karina and giving her glue and activator.

Figure 3.3 (language lesson delivered by myself)

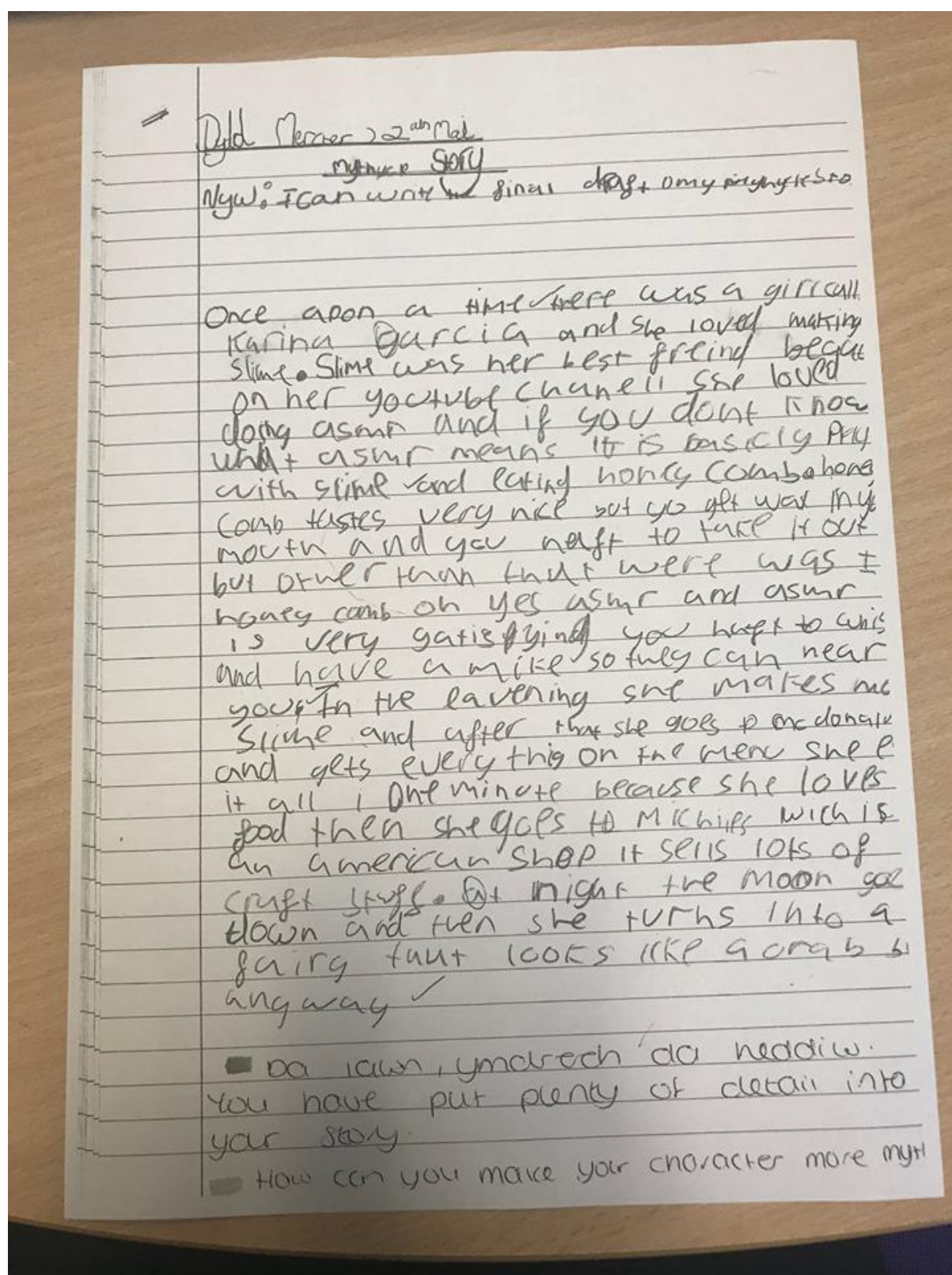


Figure 3.4 (Welsh lesson delivered by the classroom teacher)

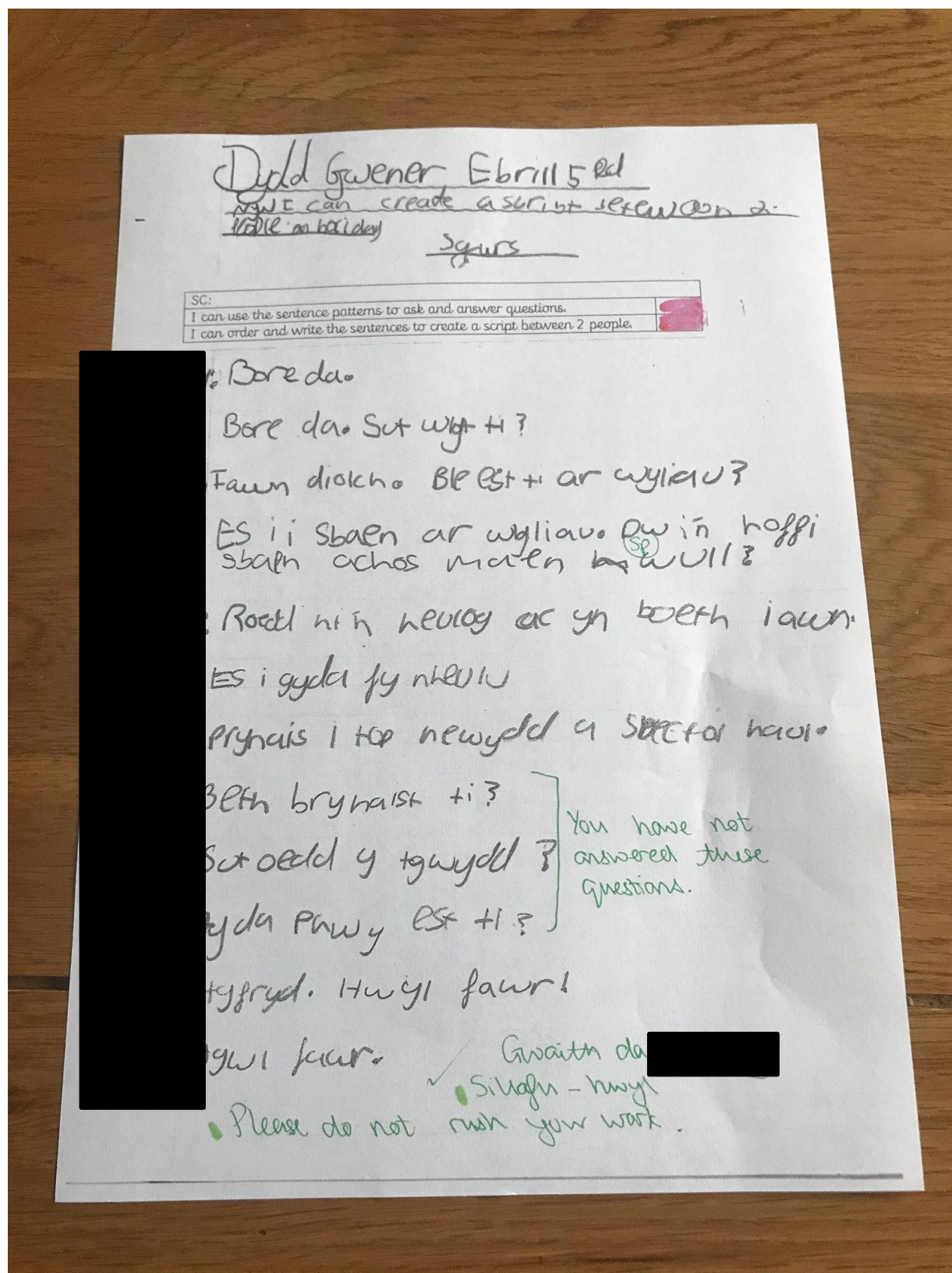


Figure 3.5 (Welsh lesson delivered by myself)

Dydd Gwener, Mai 24^{ain}
Welsh Saturdays

1. Mae gen I wallt melyn a llygaid brown.
2. Dwi'n hoffi gwisgo Cys. T melyn, Siwnlwr a leggings.
3. Ar dydd Sadwrn dwi'n hoffi chwarae ar Cef trampoline gyda ff brawd a chos mewn hwyli.

I spoke clearly using the correct Welsh vocabulary	
I am able to understand the Welsh questions	
I am able to answer questions using the Welsh language	
I am able to write a paragraph about what I do on Saturdays and about my hobbies.	

- Take your time when writing. You have missed out letters in some words.
- Da iawn, ymdrech gwych heddiw. You have completed all three sentences.

Figure 3.6 (Welsh lesson delivered by myself #1)

		1B	
Session Plan – Key Stage 2			
Name of trainee: Bryonie Alsworth		Session ref: 17/05/2019 1 st Welsh lesson	
Personal target(s) in relation to QT8: 88.8.4			
Year group: Year 4 and 5	No. of learners: 29	ALN: Provide English translations for all of the Welsh PowerPoints.	
Additional Adults:		1	
Learning objective(s): View and listen carefully responding orally, in writing and non-verbally		Success criteria: - I can understand the modelled text - I spoke clearly using the correct Welsh vocabulary - I am able to understand the Welsh questions - I am able to answer using the Welsh language	
Links to previous learning: The children started the topic 'Dydd Sadwrn' last week, this will be their second lesson on this topic.			
Curriculum coverage (range, skills) 1) View and listen carefully responding orally, in writing and non-verbally. 2) Respond by asking questions and offering comments. 3) Evaluate their own talk and that of others and consider ways of improving. 4) Look for information by using all kinds of information organising systems including ICT, e.g. the alphabet, Indexes, catalogues.			
Literacy (LWP) - Listen to and carry out instructions given in the introduction and main activities. - Provide appropriate answers to questions. - Follow up points in group discussions, showing agreement or disagreement giving reasons.		Numeracy (LWP) - What are you doing at ____ o'clock? - What time did you get up? - What time did you have breakfast? - What time did you have lunch? - What time did you have dinner?	
ICT - Photograph the two activities using the class iPad. - Powerpoint with modelled text on - Powerpoint with 'drillo' on - QR codes	Thinking - Terminology in Welsh - The meaning of the Welsh words - How to pronounce the Welsh words - What are the questions asking	ESDGC	YCC Dydd Sadwrn, amser, drillo, codi, bwyta, parh, brecwast, dinio, iâ, Chwarae, brwydr dannedd, rhedeg, nollu.
Key vocabulary(English/Welsh): Saturday, Time, Drilling, Wake up, Eating, Breakfast, Lunch, Dinner, Park, Playing, Brushing my teeth, Running, Swimming. Dydd Sadwrn, Amser, Drillo, Codi, Bwyta, Parh, Brecwast, Dinio, Tâ, Chwarae, Brwydr dannedd, Rhedeg, Nollu.			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities
15mins	<u>Introduction</u> Remind the children of the topic 'Dydd Sadwrn'. Can the children remember anything from last week's lesson? What vocabulary do they remember? 1) Introduce the modelled text 'Dydd Sadwrn': - Guide read this text as a whole class - Ask for volunteers to read out individual parts After every sentence, translate it into English and make sure the children understand what is being read. Ask the children what has happened, do they understand what is going on before it is translated? 2) Go over the 'drillo' powerpoint as a whole class and get them to do in in their pairs. - Go through the Welsh vocabulary		🔍 Assess the children's understanding in the introduction through questions and answers.

Figure 3.7 (Welsh lesson delivered by myself #2)

	- Translate the English words into Welsh - I say it, you say it activity	
45mins	Main activities After going through the 'drillo' set: 1) Cardiau trafod: - In their pairs ask the children to take in turns going through the 'cardiau trafod' - One child asks the questions - The other child has to find the answers and answer back in Welsh. - The children need to then swap roles. After a few minutes, ask the tables to swap their 'cardiau trafod' and to repeat the activity (all four cards have different questions / answers) 2) Cardiau clonc: (What do they do on Saturday) - In their pairs ask the children to take in turns going through the 'cardiau clonc' - One child asks the questions - The other child has to read the answer and orally say it in Welsh *The 'drillo' powerpoint will be left on the Interactive board to help with answers for the 'cardiau clonc'* *Video the children as they are having their conversation in Welsh – Create a QR code to put on my Welsh display*	🌈 Assess the children's understanding in the main activity through questions and answers. Questions: 1) Cardiau trafod questions 2) Cardiau clonc questions
5mins	Plenary Go back over the Welsh vocabulary learnt in last weeks lesson and today's lesson. Using the lollipop strategy, ask random children the questions from the 'cardiau trafod' and 'cardiau clonc' activities. - If the children are struggling, ask them to phone a friend for support - Explain that they can use their cards to help them if needed - After they have answered the question, they may then go on to ask their friend another question from the card.	🌈 The use of the activity in the plenary will allow assessment for understanding. 🌈 AFL: Lollipop stick strategy

Figure 3.8 (consent letter from classroom teacher)

 Prifysgol Cymru
Y Ddoddi Dderi Sant
University of Wales
Yn Nhy Sant David

 Yr Athrofa
Institute of Education
Addysg i Gymro, 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:

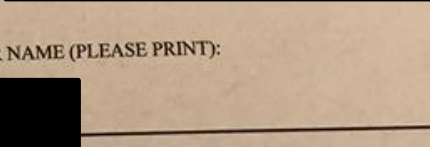
- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

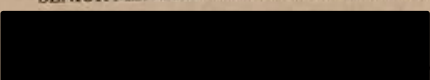
They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake 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 identify of the learner or the school within their assignment. Students have been asked to:

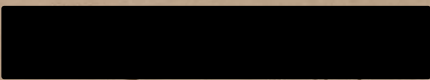
1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

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): 

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

Figure 3.9 (consent letter from the parent of my target pupil)

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

Signed.....
..... (Parent/Guardian).

Date..... 2/5/19