

## **Supporting Pupil Progress: A detailed analysis of one child's holistic development, with justification for the next steps in learning.**

***Word Count: 4, 993***

### **Introduction**

Analysing the holistic development of a child is more than simply tracking their academic attainment. In fact, this all-encompassing means of mapping progression utilises a range of summative indicators, such as students "intellectual, emotional, social, physical, creative and intuitive" development in various arenas of learning (Hare, 2006:3). As such, this form of auditing focuses on almost all observable progression steps a pupil displays, in a manner that is child-centred and comprehensive (Franc and Martin, 2004). This enables educational practitioners, like myself, to formulate an in depth insight into a particular pupil's personal growth and develop professional aims linked to these findings.

In accordance with these principles, my target child was identified and analysed. Child X, as she will be referred to as, is a seven year-old female of a white, British ethnicity. She is very anxious and shy in nature, but blossoms socially when she feels comfortable with an established adult or peer. Child X fluctuates academically, particularly in relation to the expected national curriculum outcomes for year two pupils. In this way, developing her next steps for learning is crucial to ensuring she is not underachieving in certain areas of learning and will boost her confidence in her own ability.

On a contextual front, the institution I have investigated Child X's progress within will be referred to as School X for purposes of anonymity. School X is geographically situated just west of Swansea city centre in a designated 'community first' area. Despite this, the financial background of the 535 students on roll is mixed, with only eleven per cent of pupils entitled to free school meals (Estyn, 2017). This is below the Welsh national average of 20% (Stats Wales, 2018). This low ratio is mirrored in terms of additional learning needs, with only 9% classified as requiring support. Nevertheless, a significant proportion of children (31%) speak English as an additional language, with 18 different first languages apparent (Estyn, 2017). In this sense, School X is blended socially, economically and culturally in a very unique way.

## **Data Collection**

In terms of data extraction, I have utilised a multi-method approach as endorsed by the ‘Mosaic Approach’ founders Peter Moss and Alison Clark (Greenfield, 2011). Structurally, the Mosaic Approach compliments my desire for a holistic investigation of Child X’s development nicely, as it frames children as “experts in their own lives” and positions them as active participants in research (Langsted, 1994:29). Essentially, the process works by combining traditional tools, such as researcher observations and semi-structured interviews, with more contemporary methods of investigation including child-led tours, pupil mapmaking, use of camera equipment and student bookmaking (Clark and Moss, 2001). This honours the ‘1989 UN Convention on the Rights of the Child’ in a meaningful way by embodying, ‘Article 12: respect for the views of the child,’ and allowing children to illustrate their thoughts on issues that affect them (UNICEF, 2019). This does not equate to adult voices being dismissed in any sense, but rather, maintains the stance that children can guide discussions about their own learning without domineering adult intervention (Clark, 2007).

In my own personal research I utilised the following methods: participant observation, child conferencing, semi-structured interviews, pupil photography, child led touring and student drawing. This overarching framework for investigation was adapted from Greenfield’s (2011) use of the Mosaic Approach, to suit the needs of Child X and her preferred means of expression. Whilst I believe there were numerous benefits to employing this structure, due in part to the breadth of tools exploited, there are limitations apparent. Namely, through the use of participant observation it is clear that my deductions may not be deemed as scientifically rigorous enough or ecologically valid in a universal manner. This is due to differing social and cultural outlooks on situations between individuals, which arguably can form ‘provisional truths’ and risks being influenced by prior researcher presumptions on what might occur (MacNaughton, 2005). To combat this, I attempted to use ‘reflexivity’ to remind myself that individuals construct meaning differently and that I should also be mindful not to ‘cherry pick’ my observational and interview notes to validate my own personal theories (Lofland and Lofland, 1995). This helps extenuate the positive effects of using participant observation, such as limiting the power of the researcher and interpreting behaviour in a contextually relevant way (Clark et al, 2003).

Moreover, a number of limitations arose from the use of child conferencing and semi-structured interviews with a School X teacher. One of central concern was my professional

positioning during the recorded conversations in which I tried to inaugurate myself as an ‘outsider’ looking into the situation (Lofland and Lofland, 1995). Nevertheless, this was an unrealistic aim due to the familiarity I have with Pupil X and my invested commitment to her holistic development within School X. In this way, my personal connection could be viewed as a weakness of the research, as it can be difficult to remain neutral in such situations and to avoid leading question based on existing knowledge of the situation. Conversely, however, my established ‘rapport’ with Child X and her teacher could also be seen as favourable in many respects (Lofland and Lofland, 1959). This is as I am already well acquainted with both interviewees and may be able to induce a more elaborate, truthful and eloquent account of the pupil’s progression than a true ‘outsider’ could. This heightened the validity of my data and allowed a level of fluency in each conversation.

Lastly, the use of pupil photography, child-led tours and student drawings also creates a catalyst for debate over the effectiveness of such methods. Despite the rich depictions students may reveal through these means of expression, children are still reliant on the adult, researcher perspective to translate their efforts into meaning. Therefore, as critical and postmodern approaches may argue, the perspective voiced through my evaluation is still “inferential, partial and partisan” (Maconochie, 2008:10) and “represents multiple and conflicting voices, rather than a singular expert” (Clifford, 1988:32). This completely contradicts the whole basis of the Mosaic Approach, which endorses pupils to become ‘meaning makers’ through a constructivist model and to play a central role in researching their own learning (Vygostky, 1933; Bruner, 1985). Nonetheless, this approach could be praised for its flexibility and inclusion of a child as a researcher, which allowed Child X to contribute to the discussion on her progression and become an independent thinker with a desire to extend her own learning (Greenfield, 2011).

Finally, in terms of ethical considerations, this analytical account has adhered to the UWTSD’s code of ethics, as well as BERA (2018) and EWC (2019) guidelines for professional conduct. Prior to any data collection, approval was sought from School X’s deputy head teacher (attached in the appendices) through a form outlining the objectives of the study, the materials that I wished to collect and the corresponding school’s rights in accordance with recent GDPR guidelines (UK Government, 2018). This ensured that the danger of issues, such as ‘reputational harm,’ were eliminated through anonymity clauses and requirements to carry out stringent procedures, including saving interview recordings under

pseudonyms on password protected devices and reporting any child protection/ prevent duty issues imminently to a child protection officer were cemented (UK Government, 2018). Following this, the ‘gatekeeper’ granted approval for this research, with no additional restrictions put into place (Punch, 2014).

Additionally, ‘assent’ was requested from the target child to ensure that she understood the aim of the study and could express her desire to withdraw if she wished (Punch, 2014). This information was passed on through a verbal overview during a designated break time with the teacher and I present. Simultaneously, the pupil’s rights regarding confidentiality, anonymity and withdrawal were clearly expressed and an opportunity for questions was given (BERA, 2018). Following this, Child X gave informed ‘assent’ to take part in analysing her own holistic development.

### Data Analysis

To begin, I decided I wanted to assess Child X’s progression in four out of seven Welsh Government (2015) areas of learning: Language, literacy and communication skills; mathematical development; personal and social development, wellbeing and cultural diversity and Welsh language development. This was done by utilising the Mosaic Approach’s multi disciplinary recommendations (outlined above) and by incorporating the ASK Model into my analysis. To be clear, the ASK model is an acronym for attitudes, skills and knowledge and takes into account these factors when investigating pupil progress (Nottingham, 2013). A diagram illustrating the ASK model can be seen below for reference.

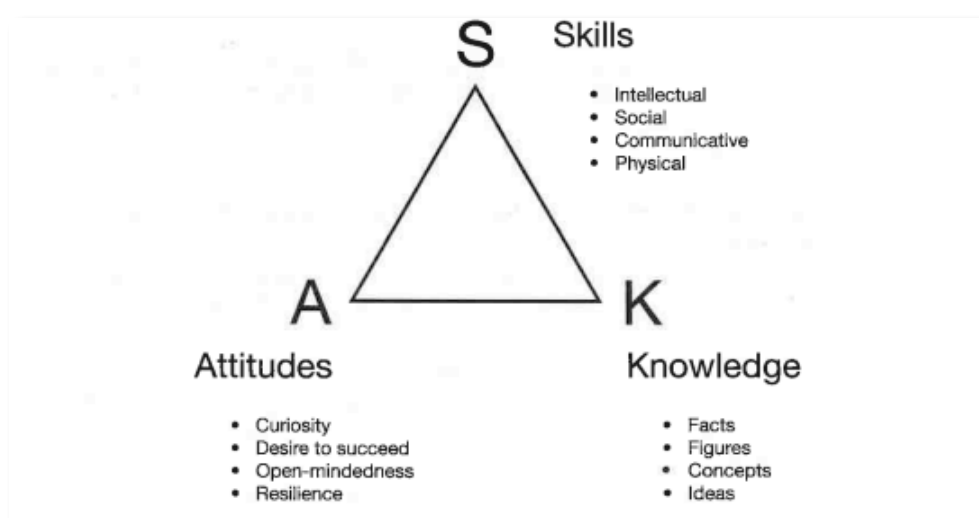


Figure 1: Sourced from Nottingham (2013)

## **Language, Literacy and Communication Skills**

### ***ASK Model Feedback***

From observing Child X in Language, Literacy and Communication lessons, it is clear that she is driven and persistent in her approach to meet lesson objectives with a reading and writing focus. However, Child X struggles to mirror this dedication to oracy based tasks. This is something that is of central concern with regard to her holistic development, as her progression in this field does not replicate the standards she produces in reading and writing tasks.

In fact, in situations where Child A is expected to be able to contribute to a group discussion or share information to complete a task, she shies away from offering her input and relies on other students to guide her learning. As an introverted child, it is not completely surprising that this aspect of her personality impacts this area. However, this issue is something that affects her progression in the ‘collaboration and discussion’ aspect of the oracy strand and clearly reflects her severe social reservation in group situations (Welsh Government, 2015).

This timidity further engulfs her development in the ‘listening’ aspect of the oracy strand to a point in which she will often insist she cannot answer a question. A clear example of this was during a lesson where the year two pupil’s were recounting their experiences in St Fagan’s Museum the week prior. To develop the ‘area of learning a skill,’ in which children should answer more complex questions relating to their own experiences (Welsh Government, 2015), I used a randomisation technique to choose pupils to answer open-ended questions about the trip. Prior to the question being posed, all pupils were given the opportunity to discuss the events with their learning partner to activate their prior knowledge. When Child X was asked for her input, she responded that she “didn’t know” and became visibly uncomfortable and nervous. After a few moments, she responded with a single word answer stating what activity she enjoyed the most. This was frustrating, as in a written account produced the following day, Child X retold information about the trip very clearly and exemplified a comprehensive, critical understanding of the day’s events, particularly in regard to the ‘Betti Bwt workshop.’ From this, I was aware that her listening skills are at the expected level for her age, however, her verbal articulation of information and opinions is severely underdeveloped.

Finally, in terms of more incidental oracy, Child X is willing to ask for support from established educational practitioners, but will only seek similar support from a limited number of close peers. In this way, she does engage with the year two skill of ‘asking relevant questions to find out specific information,’ but only utilises it with a select number of individuals (Welsh Government, 2015:16). These individuals belong to her friendship group and she rarely engages with other students outside of this clique during recreational time or as part of her learning. Interestingly, her three other associates are also female.

### ***Mosaic Approach Contribution***

Taking into account Child X’s reticence in oracy, I decided it would be useful to expand upon this issue through a one-to-one child conference (Greenfield, 2011). Practically, I felt this might help me understand why Child X is so reluctant to contribute verbally during learning activities and could guide me as to what steps forwards would be appropriate to her individual circumstances.

To introduce the topic, I asked Child X to explain why she often enjoys staying in at break times to help the teachers organise their resources. I felt this way a subtle way to unpack her social wariness and could lead to some clear reasons as to why she doesn’t engage in collaborative conversations and day-to-day oracy. Below is a transcript of the conversation we had whilst pottering around the classroom and doing a tour of the school. As the tour of the school took place simultaneously, I was able to establish the ‘safe places’ she pointed out and the reasons why she likes them. This was crucial for establishing the crux of her oracy issues.

**Researcher:** Child X, why do you like staying inside to help me at break time?

**Child X:** Well, I like doing jobs. It keeps me busy and distracted.

**Researcher:** Distracted from what? Is there anything that is bothering you?

**Child X:** No. I just sometimes get nervous and I don’t know why.

**Researcher** [*walking down the corridor*]: Where do you like going in the school when you feel nervous? Have you got a special place?

**Child X** [*Points to the library*]: Sometimes I go in there because it is nice and quiet. Oh... and also the wood outside by the bendy tree is nice. It's calm there. I hate noise.

**Researcher:** Is that why you sometimes don't like asking and answering questions in my lessons? Is it too noisy?

**Child X:** No. It's not that. I just get scared. I don't know – I always think I am wrong or I forget what to say.

**Researcher:** Does it matter if you get the answer wrong or need more time?

**Child X:** No...but yes because people will laugh at me.

From this discussion, it is clear that Child X has anxiety surrounding answering questions incorrectly, needing additional time to organise her verbal responses and general confidence issues with regard to oracy. This suggests that any planned, progressive steps forward needs to take these factors into consideration in order to have the greatest impact on Child X. Moreover, the target child stated that she enjoyed visiting the library opposite the classroom and woods just outside the school gate, as they are "nice and quiet." This is interesting to note, as it indicates that Child X may work better in calm, outdoor environments.

### ***Overall Outcome***

Despite issues with elements of oracy, Child X is working at 'outcome five' in terms of her overall language, literacy and communication skills (Welsh Government, 2015). To break it down, Child X has exemplified an ability to use upper and lower letters correctly within her book and pays particular attention to the sizing and orientation of her marks. Moreover, she spells high frequency and polysyllabic words well and incorporates the use of connectives, punctuation and grammar to a good standard. Child X has written sequenced pieces for a range of audience types, with some structural help from a teacher. She has also re-read prior

work to an additional adult for the purpose of proof reading and has offered some indication as to how it could be improved. Therefore, she is a firm outcome five in writing.

Moving forward, Child X also displays the credentials of an ‘outcome five’ in reading as she chooses reading materials independently, uses sources to find key information by searching for text features, establishes understanding from unfamiliar texts in a structured way and can retell information in written form, blending this with new information on the topic (Welsh Government, 2015).

However, much of the ‘outcome five skills’ Child X has met in oracy have only been with a single adult listening or questioning. This includes asking for clarification on details, using complex sentences, choosing words deliberately to add interest and expressing opinions on subjects (Welsh Government, 2015). In this sense, Child X would be considered a weak ‘outcome 5’ in this area as she is not illustrating these skills to a wide range of people, despite being perfectly able to do them.

## **Mathematical Development**

### ***ASK Model Feedback***

Through observations of Child X in mathematics and numeracy lessons, I am thrilled with how enthusiastic and dedicated she is to this area of learning. In fact, in one particular lesson on ‘fractions’ she illustrated brilliant perseverance to the extent she was rewarded by the class teacher and had her work displayed as a ‘good example’ of how the task should be completed.

Essentially, in this particular lesson, students were asked to create ‘fractions pizzas’ with different toppings on either  $\frac{1}{2}$ ,  $\frac{1}{4}$  or  $\frac{1}{8}$  of the whole. Child X was very focused on the relevance of the task and did not get distracted by material objects, such as the range of toppings for the pizza, that other pupils did. Interestingly, she self-regulated herself to sit quietly in the corner and meticulously ensured that every  $\frac{1}{8}$  of her pizza was equal sizes. The very fact that she opted for the ‘three chilli challenge’ exemplified her fantastic progression in topic, as it used a year three skill that many in the class had not grasped (Welsh Government, 2015).

Perhaps more impressively, Child X then went on to volunteer herself as a ‘learning ambassador’ for her friends and guided them on how to ensure their slices were of equal sizes and met the success criteria for the lesson. This level of precision is something that I have witnessed her enact on numerous occasions in mathematical tasks, but this particular activity was very impressive.

Finally, Child X then expressed her desire to further her skills by completing an extension task. In accordance, the target child then proceeded to complete work where she joined fractions, such as  $\frac{1}{4}$  add  $\frac{1}{2}$  and also subtracted similar sums. Once again, this is a skill beyond her expected expertise range for her age and indicated to me as an educational practitioner that she is a more able or talented pupil in mathematics (Welsh Government, 2015).

### ***Mosaic Approach Contribution***

Due to Pupil X’s acceleration in her mathematics, I felt it would be useful to talk to her class teacher first about her progression in this area of learning through a semi-structured interview. This is as the class teacher has a wealth of expertise as an established pedagogue and has educated a number of more able and talented pupils throughout her career in School X. Prior to this conversation, I mapped out 8 core questions to ensure I gathered relevant information that would be useful for establishing Child X’s next steps as a learner (Lofland and Lofland, 1995). An extract of this interview can be seen below.

**Researcher:** How would you describe pupil X’s development in mathematics?

**Teacher:** Pupil X is a typical MAT pupil in maths. I find that I really need to extend her through her work to ensure she doesn’t become disengaged during lessons. However, she is working to the year three and sometimes year four skills in some areas so it can be challenging.

**Researcher:** Is there any particular area of mathematics or numeracy that she struggles with?

**Teacher:** Interestingly enough, yes. Pupil X sometimes struggles to apply her understanding to real life situations. I think that working on application to a realistic problem-solving task,

rather than just an abstract robotic task, would benefit her hugely. I don't get to do enough of that with this class unfortunately.

From this, it is clear that Pupil X's teacher agrees with my professional judgement that she is a MAT pupil and needs higher ability work. In addition, the teacher revealed that Pupil X has struggled to apply her mathematical subject knowledge to real life situations in her previous learning and needs to practice this. This is extremely insightful and provides a basis for developing her next progression steps.

Further supporting this revelation, pupil X provided me a drawing about two days later of her 'perfect learning environment.' As detailed in the picture, Pupil X is working in a pretend pharmacy dispensing medicine to customers. When I saw the image, I decided it would be sensible to question her motives for depicting this. Below is a snippet of the feedback received and a copy of the illustration (Figure 2).



**Figure 2: Child X's drawing of a pharmacy role-play area**

**Researcher:** Why did you decide to draw this picture as your perfect lesson?

**Child X:** My dad works in a pharmacy and that's what I want to do when I'm older. I like to serve customers and help them with medicine to make them feel better. I know it uses maths like measuring and money because my dad told me so.

**Researcher:** So, would you like to do more role-playing in lessons? We could use the money and measuring equipment.

**Child X:** Yes! I would love it. I love playing shopkeeper.

Taking this into consideration, it seems sensible that I take forward the recommendation to apply mathematical problems to real life situations in the context of role-play. In this way, I will then be adhering to Child X's favourable style of learning as well as developing an area of mathematics and numeracy that she struggles with.

### ***Overall Outcome***

Overall, Pupil X is working beyond the expectations of a foundation phase 'outcome six' student in almost all areas (Welsh Government, 2015). Therefore, there is a suggestion that my target child should now work towards key stage two level indicators for a better holistic development in mathematics. Nevertheless, one could argue that she should be held back at an 'outcome six' due to her weakness in applying her understanding to realistic contexts. This could be justified through the Welsh Government (2015:56) explicitly stating that pupils should be able to exemplify a range of skills, such as finding 'halves and quarters in practical situations', using 'negative numbers in the context of temperature' and 'paying for items up to £2 and calculating change.' Whilst I firmly believe that child X can do all these skills theoretically, I am not confident that in a practical, role-play situation she will excel as well. Therefore, it seems sensible to classify her as an overall 'outcome six' whilst considering her MAT potential (Welsh Government, 2015).

### **Personal and Social development, Wellbeing and Cultural Diversity**

#### ***ASK Model Feedback***

Through observations of Child X in relation to her personal and social development, wellbeing and cultural diversity, there are many factors at play. Firstly, I would argue that her social skills are mixed, as she is able to respect other's views, understand that people come from differing backgrounds and form relationships with individuals, but struggles to work in

teams and express her views in a meaningful way (Welsh Government, 2015). This is a core weakness in her progress for this area of learning.

On a similar level, her wellbeing fluctuates due to her anxious nature and reluctance to express her feelings to anyone except a certain group of children in the class and appropriate adults. In terms of her personal development, however, her hygiene and awareness of safety protocols is good and she is able to independently think, concentrate and value learning with a positive attitude (Welsh Government, 2015). This translates to her moral and spiritual development, which also highlights her capability to respond well to moral dilemmas and contribute in a sensitive and creative manner. This is an area of learning Child X engages better with.

### ***Mosaic Approach Contribution***

As a means of delving more deeply into my target child's personal and social development, wellbeing and cultural diversity, I felt it would be useful view the photographs she took when asked to capture objects that are of personal significance in the school environment or areas that promote wellbeing. This works as a conversation starter to expand upon her initial thoughts on this topic (Greenfield, 2011).

The first image of significance that my target pupil captured was the woodland area near to the school gates (Figure 2). This is something that she had previously mentioned to me was a place that was "nice and quiet." When pushed further on the relevance of this area Child X elaborated that she "likes being outside" and that she wishes she could spend more time outdoors. This is fascinating, as it seems clear that my target pupil seeks the outdoors environment as a place of solace and would enjoy learning outside more frequently. In this sense, it is important to note the relevance of outdoor spaces to her wellbeing.



**Figure 3: Photograph of woodland area taken by Pupil X**

The second image of significance that Pupil X took illustrated a particular book called ‘Wilma Jean and the Worry Machine’ from the library. When asked about the significance of this publication, Child X stated, “I like this book because Wilma feels the same as me sometimes. When I feel anxious [teacher] lets me go and read it for a few minuets to make me feel better. It is kind of funny so I forget about my worry then.” Therefore, it is clear that my target pupil reads to settle the anxiety she sometimes faces. More significantly, she enjoys reading books that address the subject of worry because she can relate to it. This is fascinating, as it is a clear coping mechanism to boost her personal wellbeing on a daily basis.



**Figure 4: Photograph of Book**

***Overall Outcome***

Despite the barriers that Child X faces, she performs at a foundation phase ‘outcome six’ in her personal and social development, wellbeing and cultural diversity overall. In essence, my target child meets all areas of these agreed statements, particularly in regard to ‘respecting alternating views’, ‘demonstrating preference’, ‘concentration, ‘motivation’ and ‘being reflective’ (Welsh Government, 2015). With regard to her anxiety, pupil X has clearly illustrated that she can control her emotions and has developed coping strategies, such as reading particular books, to combat her negative feelings. This illustrates a mature approach to managing her feelings in an age-appropriate way.

**Welsh Language*****ASK Model Feedback***

Utilising observations of Child X in relation to her Welsh language development, is clear that she is curious about the subject, enthused by the challenge of learning an additional language and open to new experiences surrounding this. A prime example of this enthusiasm for Welsh was apparent in a lesson on food and drink, in which children needed to utilise past tense Welsh sentences starters translated as ‘I ate’ and ‘I drank’ in relation to a picture. Through her excitement, Child X challenged another learner to see who could write the most sentences using this format. This element of friendly competition illustrated her influence on others in a positive way and her interest in the subject.

***Mosaic Approach Contribution***

To establish meaningful next steps for Child X in relation to her Welsh language development, I felt it would be useful to conduct a second child conference. An extract from this discussion is outlined below.

**Researcher:** What do you think is the best way to learn Welsh?

**Child X:** I don’t know the best way, but I like learning Welsh by listening to songs on YouTube sometimes. That’s how I learned all my colours and numbers when I was younger. It’s easier to remember in a song.

From this, it is clear that Pupil X enjoys learning languages, such as Welsh, through musicality. Ironically, she is more confident in putting forward her oral Welsh input in class than she is in other areas of learning. This indicates that future Welsh lessons could benefit from incorporating more Welsh songs and rhymes to enhance my target pupil's holistic development in this language.

### ***Overall Outcome***

Overall, Child X is working at a foundation phase 'outcome six' in Welsh language development. This is as she enacts many skills to a high level, such as 'understanding and communicating personal and factual information,' 'using a range of written words and phrases' and beginning to 'read short texts independently' (Welsh Government, 2015: 57).

### **Next Steps**

In summary, my data analysis has given me a much clearer understanding of Child X's current holistic development and the learning needs essential to her progression. Using this information, I have compiled a list of priorities that I wish to take forward as my next steps for aiding her learning experience.

Firstly, I recognise that the desire to learn outdoors is a significant theme that emerges from my data in relation to her wellbeing. In terms of my target child's anxiety, particularly in oral communication, there is evidence to suggest that learning outdoors can boost confidence in this subset. In fact, research by O'Brien (2008) claims that outside learning environments, such as 'Forest Schools,' boost self-esteem and confidence, improve social skills and develop language progression in children. In this way, O'Brien (2008) claims that outdoor learning ignites an intrinsic motivation in learners, which encourages them to share their experience and work more collaboratively. Therefore, it seems clear that increasing the use of outdoor learning methods, which could take part in the woods by the school gate, would be beneficial in addressing Child X's oracy and wellbeing issues.

However, Knight (2013) warns that not all lessons that take part outside are automatically effective and benefit learners. For example, completing a worksheet outside would make no difference to learning than filling it out in the classroom would. Therefore, Knight (2013) recommends that lessons destined for the outdoors are carefully planned in relation to the

learning objectives and utilise the unique materials, sensory aspects and space that the area has to offer.

Moving forward, it is also clear that realistic role-play, as a means of grounding mathematical understanding is a method of improving progression in Child X. This is something that Van Oers (2009) endorses as he claims that it is essential to evolve mathematical thinking, through situational play, to safeguard future societal needs and drive the level of developmental understanding in early years settings up. Another benefit, he claims, is that this unstructured approach to learning allows children a high degree of freedom to decide how they want to carry out pending tasks. Van Oers (2009) emphasises that this is forward thinking, as children become more independent in numerical problem solving tasks and adopt a 'trial and error' method to learning. Despite this, Cook (2000) suggests that this form of learning only develops subject specific vocabulary and does little to develop overall understanding. Therefore, it seems that there are some debated weaknesses of this approach.

Finally, the incorporation of music and rhymes into Welsh language lessons is a step that I have also pinpointed as a way to progress Child X's holistic development. This is a means of learning is discussed by Chen-Hafteck and Mang (2018), which claim that cognitive psychologists have linked speech and music to the earliest stages of human development. Through this, it is evidenced that learning music and languages together induces many common processing tendencies in the brain that complement each other structurally when combined. The common musical and linguistic features nourished include "the discrimination of pitch and rhythm; the recognition of melodic contour and speech intonation; the perceptual organisation of sounds into musical phrase/sentences; the memory of speech and music and vocalisation (Chen-Hafteck and Mang, 2018:43). In this sense, the scientific argument backing musicality in language learning is strong. Despite this, researchers such as Pitts (2016), claim that the heightened academic performance of children that experience 'singing' conditions as oppose to those that don't does not persevere after six months. This challenges the long-term effectiveness of this intervention.

## **Conclusion**

Overall, through analysing Child X's holistic development, I have established her need to progress in areas such as: oracy, applied mathematics, Welsh language and emotional literacy to maximise her learning potential. To assist with this process, I developed three

recommended interventions based on a wealth of academic literature. These include the increased use of outdoor learning spaces, the incorporation of more role-play activities that reflect real-life situations and the introduction of music and rhyme as an aid for learning additional languages. Through this, I have an informed plan as to how I will extend Child X's learning when I return to my placement in School X.

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## Appendices

### Appendix 1 – Informed Consent from Deputy Head Teacher



**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): Ayşe Gunduz

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

FELICITY BOLE

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

FEBole

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

Many thanks in advance

**SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT**

## Appendix 2 – An example of Child X's additional fraction work



17.05.19

ML – to find fractions of numbers.

- 1)  $\frac{1}{2}$  of 8 = 4 ✓
- 2)  $\frac{1}{2}$  of 24 = 12 ✓
- 3)  $\frac{1}{2}$  of 48 = 24 ✓
- 4)  $\frac{1}{2}$  of 60 = 30 ✓
- 5)  $\frac{1}{4}$  of 48 = 12 ✓
- 6)  $\frac{1}{4}$  of 80 = 20 ✓
- 7)  $\frac{1}{4}$  of 68 = 17 ✓
- 8)  $\frac{1}{5}$  of 25 = 5 ✓
- 9)  $\frac{1}{5}$  of 50 = 10 ✓
- 10)  $\frac{1}{3}$  of 9 = 3 ✓
- 11)  $\frac{1}{3}$  of 21 = 7 ✓
- 12)  $\frac{1}{10}$  of 20 = 2 ✓
- 13)  $\frac{1}{10}$  of 90 = 9 ✓
- 14)  $\frac{1}{10}$  of 150 = 15 ✓

Good work 

