

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

Supporting pupil progress is pivotal within an educational setting, as Bronfenbrenner (1979) highlights, different external factors impact-on a child – an educator must therefore understand the whole child to foster holistic development. Consequently, as a trainee teacher, it is a necessity to be able to successfully monitor students, and to develop understanding to know how to drive them in the correct direction. To do this, it is imperative to understand the context of the school and the child, which relates to Donaldson’s (2015, p.22) new curriculum, where all factors must be considered to create ‘ethically informed citizens’. Throughout this thesis, the Ethical Guidelines of BERA (2018) shall be adhered to, thus allowing both the school and child anonymity. In relation to this, the school shall be referred to as School A and the pupil shall be referred to as Pupil 1. With regards to the school, it is a large inner-city school, within an area of high deprivation in relation to the Welsh Index of Multiple Deprivation, (2014). Furthermore, 25.4% students are eFSM; 17% EAL and 18% ALN (reference omitted to allow anonymity) this data is important to understand the context in which Pupil 1 is learning. Pupil 1 is currently within Key Stage 2 and undertakes a broad study of the curriculum. Thus, this essay aims to collect data regarding Pupil 1; analyse the current learning and provide justification on which areas shall be developed and which pedagogic practices will be best in developing this individual further.

Data Collection:

When it comes to collecting the data on how the student is performing, this shall be done in relation to the ‘Mosaic Approach’ (Clark and Moss, 2011). Greenfield (2011) argues that before undertaking the Mosaic approach these three principles should be understood: children have feelings/beliefs; positive relationships and data collection should not be tightly constrained.

Research tools	Comments
Observation	Qualitative participant observation, narrative accounts, photographic observations and time-sampling participation charts (both scheduled and spontaneous)
Child conferencing/ conversations	Semi-structured interviews conducted one on one or in small groups, as well as conversations children initiated
Photography and photo novella	Digital (researcher and children) and disposable cameras (children) used to photograph important people, places, events and things
Drawing	Collaborative drawings of what children like outside
Focus groups	Semi-formal discussion with parents and teachers
Interview	Semi-formal with centre owner
Photo-elicitation	Looking at pre-selected pictures of familiar and different outdoor places and equipment
Journals	Parents, teacher and researcher kept during data collection
Touring	Tours of the outdoor setting led by children
Book-making	Children selecting photos and creating their own pages
Documentation	Centre brochure and website
Audio-recording	All conversations, interviews, focus groups recorded

Figure 1: Research tools for the Mosaic Approach within Greenfield (2011, p.110).

As seen in Figure 1, these are the research tools that will be used in regard to analyse the development of Pupil 1. This form of data shall be a qualitative form, as Wragg (1994) theorises, that observational practice constitutes a qualitative form of data. In relation to the Mosaic Approach, it is a holistic way to collect data, as it allows the child to be at the heart of development. Lloyd – Smith and Tarr (2002) state that it is vital for young people to have a voice – which shall be of paramount importance within this data collection. In agreement, Clark et al. (2003) points out the need to listen to children in regard to their education. This will then allow the educator to fully understand how the student learns best, and why a student may not be succeeding in a specific area. Developing this further, it is imperative to understand how students learn within their communal area, as Vygotsky (1978) theorized that children learn from what and who is around them. Thus, within the collection of data, the Mosaic Approach is extremely valuable as it allows the practitioner a first-hand insight into what the student deems valuable within their learning environment - which in turn allows the teacher to use these valuable resources or areas to their advantage in helping the student develop further.

Furthermore, Nottingham's (2013) ASK model shall be used when analysing Pupil 1's work, skills and knowledge. The breakdown of ASK is available here in Figure 2:

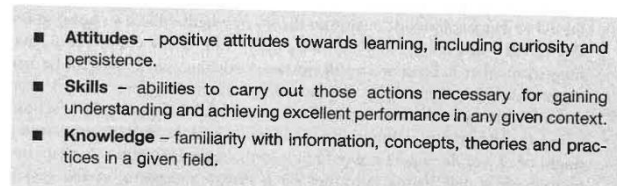


Figure 2: Explanation of the acronym of the ASK model taken from Nottingham (2013, p.2).

This model in figure 2 will help when analysing the work, as it will help the educator understand how they are to use their next steps, and how they can use the model to manipulate lesson planning to help advantage all the students.

In regard to the ethical implications of data collection, this research will be undertaken in agreement with the UWTSD Research Ethics and Integrity Code of Practice (2017) and the BERA (2018) guidelines. Furthermore, the storage of any data recorded regarding the child shall be completely anonymous and shall adhere to the General Data Protection Regulation (2018), in which how data is stored has been transformed. Furthermore, discuss with the class teacher over which student to analyse – here the need for permission for the research to be undertaken is pivotal. Thus, in Appendix 1 and Appendix 2, it is evident that the correct permissions have been attained, one from the educational establishment of the student and one from the parent/guardian of the student. Pupil 1 is the main focus of the research and they must be protected: it must be considered that their right to be informed of all practices; research methods to be used; to confirm consent; to confirm assent and understand they have the right to withdraw from the study at any given time. Sharp (2012) points out that observation needs to have a structure to provide solid results. Therefore, to combat any discrepancies in observation, observation shall follow the same format and Pupil 1 will be informed of how all data will be collected, so that they are aware of what shall be taken place – thus, keeping the process structured to try and mitigate any discrepancies.

Analysis of the learner:

In relation to analysing the work provided by Pupil 1, the analysis shall be mindful of the limitations that may take place when levelling them against Welsh Government descriptors or levelling them in general. As the Welsh Government (2010) highlights that when levelling a student over a short period of time, care should be taken to not make inappropriate judgements. Thus, in regard to this, to avoid inappropriate levelling the A.S.K model shall be taken into consideration when analysing Pupil 1 as a whole, and when analysing each subject, it shall be broken down into, Attitude, Skills and Knowledge and then level them within the knowledge phase. In breaking down the analysis in relation to the A.S.K model, it will allow for exploration into key areas on how the child has succeeded in their learning. For instance, Nottingham (2013) highlights that attitude is pivotal in influencing their outcomes in a subject. Thus, it is important to understand a child's attitude to a subject before analysing work. Secondly, it is then important to value the skills that a child has learned within that lesson and how they have succeeded in relation to the skills that were wanting to be assessed by the teacher. Finally, it is it will be to level them in regard to the knowledge and understanding they possess. Four areas are to be looked at, after consultation that due to limited time on placement, that there is not sufficient evidence in other areas.

Literacy, Language and Communication:

When asked about their attitude about English in our structured interview, the reaction and attitude was a very positive one, and when asked about their favourite subject, this was the lesson that was chosen – all of this information is evident in Appendix 3. Thus, in relation to the A.S.K model and Nottingham's (2013) view on attitude, this provides an explicit insight that they will be naturally curious in relation to this subject, and therefore will be more motivated to succeed and develop their skills and understanding in this area.

When focusing on the skills that Pupil 1 is developing in Literacy lessons. In relation to the LNF, Welsh Government (2014), with regards to the area of Oracy in the LNF, they show very good oracy skills, as they are able to confidently and clearly share ideas with others and are able to discuss with others to predict a story. A lesson plan is provided in Appendix 4 of the lesson where students had to discuss prediction, in this lesson, it was observed that Pupil 1 was very confident in sharing ideas with others and was able to listen attentively. Robbins (2011) argues that allowing time to develop communication skills will have a positive impact on written work. In agreement with this, Arnott (2014) highlights that discussion allows for further

development of understanding and ideas. This theory supports the targets of Pupil 1, as in relation to the written skills, it is visibly clear that Pupil 1 struggles to keep writing clear and this has been a constant target, additionally, it has become evident that Pupil 1 needs to continue to develop reasoning behind their answers, this evidence is available in Appendix 7. This need to develop their sentences has been identified by Pupil 1 themselves, they have identified an area that they struggle with and that is being able to extend sentences with WOW words:

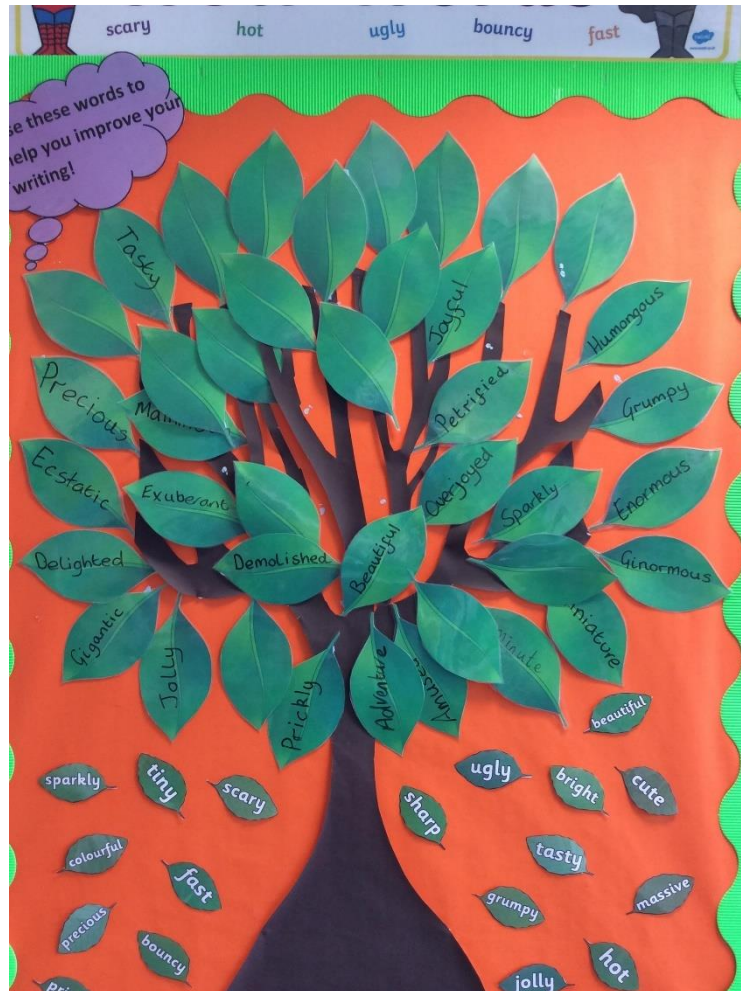


Figure 3: Picture of the Wow Words that Pupil 1 took.

They have provided a photograph in figure 4 of what helps them with their writing in class, and that this is an area that needs to be developed further in their writing. With regards to giving Pupil 1 a level in English, it is difficult to provide levelling, as the time period that has been spent witnessing and watching them undertake literacy-based tasks is not long enough to give an explicitly correct level. In regard to Pupil 1's Oracy, they would be levelled around a

borderline level 4 or 5 and with regards to their written work it would be levelled as borderline level 4 or 5 as well.

Maths:

In relation to their attitude towards mathematics, Pupil 1's response was that of a mixed opinion, in Appendix 3 they have stated that they enjoy the subject, but also find aspects of the lesson hard, thus in relation to their attitude towards the lesson, it shows that there will be a mixed level of curiosity and that if the level of the lesson is pitched too high, it may hinder their curiosity to learn.

When focusing on the skills that the child has been developing within the lessons that have been taught, Pupil 1 shows good engagement and development. In relation to the LNF, Welsh Government (2014), within the Developing Numerical Reasoning (Represent and Communicate) strand of the LNF: they are very confident when developing mathematical reasoning and being able to explain this through oracy. This was observed during the lesson and is evidenced in Appendix 5, where Pupil 1 is able to explore and communicate mathematical ideas well. In this activity, they were able to explain what right angles are and use the ChatterPix app to record themselves explaining what right angles are. Hintz and Kazemi (2014) present the idea that it is hard for students to express ideas if there is pressure to be correct. Thus, Pupil 1 felt comfortable to express their ideas and understanding of the mathematical concept, showing their confidence in their maths ability. Furthermore, in relation to the LNF - Welsh Government (2014) - with regards to the Developing Numerical Reasoning (Identify processes and connections) strand within the LNF, they are able to relate mathematical concepts to everyday situations, this can be evidenced from an Art lesson that was taught and the work produced is evidenced in Appendix 6, where she was able to identify that the picture of the ladybird was symmetrical, as it had three spots in the same position on each wing. Consequently, being confident enough to highlight this out loud in front of the class, this, therefore shows that she is able to bring her mathematical knowledge into everyday contexts.

In regard to Pupil 1's outcome in mathematics, as they are able to provide sound mathematical reasoning when justifying a mathematical principle, such as what a right angle is and how they are formed, and their ability to relate mathematical understanding to everyday situations, the

child would be levelled as a Level 4 border Level 5 with these observations being taken. However, the limitation to this levelling, is that there is limited wider evidence, and that a wider pool of work must be analysed before a level can be given.

Health and Wellbeing:

With relation to Health and Wellbeing, Pupil 1 is a very positive individual and has a positive outlook on their school life - this is evident in Appendix 3 where they state that they enjoy school. Furthermore, this is evident from personal observations on Pupil 1, where they are happy individual and enjoy coming to school to learn and are able to interact with those around them. Thus, due to this natural positive attitude, it bodes well for self-esteem, as they are able to bounce back when, mistakes are made and are able to take a positive attitude when learning new things. This is conforming to Carol Dweck's theory of Growth Mindset, as Dweck (2007) argues that a child's attitude is improved if they are open to learning from mistakes. Consequently, Pupil 1 is already showing this ability, therefore there is a need to nurture this so that it continues to develop and grow.

Pupil 1 shows a good range of skills within Health and Wellbeing, in relation to the new curriculum and the Draft curriculum for Wales Health and Wellbeing (2022), they are showing good skills with regards to becoming more socially responsible, they are able to think other people's feelings, especially as a new student has joined the class, Pupil 1 has made them feel welcomed and has tried to include them in social activities, thus showing a developed skill in supporting others socially. Hughes (2010) discusses that Environmentalists believe that the environment has a big impact on child development. Thus, it is imperative to model this inclusivity within the class, so that Pupil 1 and their peers, continue to foster this inclusivity when meeting new people. There are large limitations when it comes to measuring an individual's Health and Wellbeing, and that is because every individual is different and that individuals will possess different attitudes towards life. PISA (2015) states that different governments and nationalities have differing attitudes towards life. Hence, Pupil 1 needs to be understood as an individual, and that their background and what their attitudes towards life is before being able to measure them, thus it is imperative to listen to their pupil voice which is stipulated in the UNCRC in Article 12 (UNICEF, 2010).

Welsh:

With regards to the Welsh language, Pupil 1 has a negative attitude towards this subject, and this is evident within Appendix 3, where they state that they do not enjoy learning Welsh and that they struggle with the pronunciation of different words. Thus, in relation to Nottingham (2013) idea that attitude impacts attainment, Pupil 1 may be hindering their own attainment in this area due to their negative attitude towards the subject.

When asked to do the challenge on the challenge board, which is evident in Appendix 8, Pupil 1 was scared to talk in Welsh, even though she possesses a good understanding of the Welsh language. Furthermore, during slot drillios, she, along with the rest of the class, is happy to repeat the Welsh after it has been spoken as an example, however, is less comfortable when asked to say it by themselves in front of the class. This shows a lack of confidence in her skills and a lack of confidence in their knowledge base, which impart is impacting on their attitude to take part in these activities.

Consequently, in relation to Welsh, the student took an image of the class Welsh board, which is evident here in figure 4:

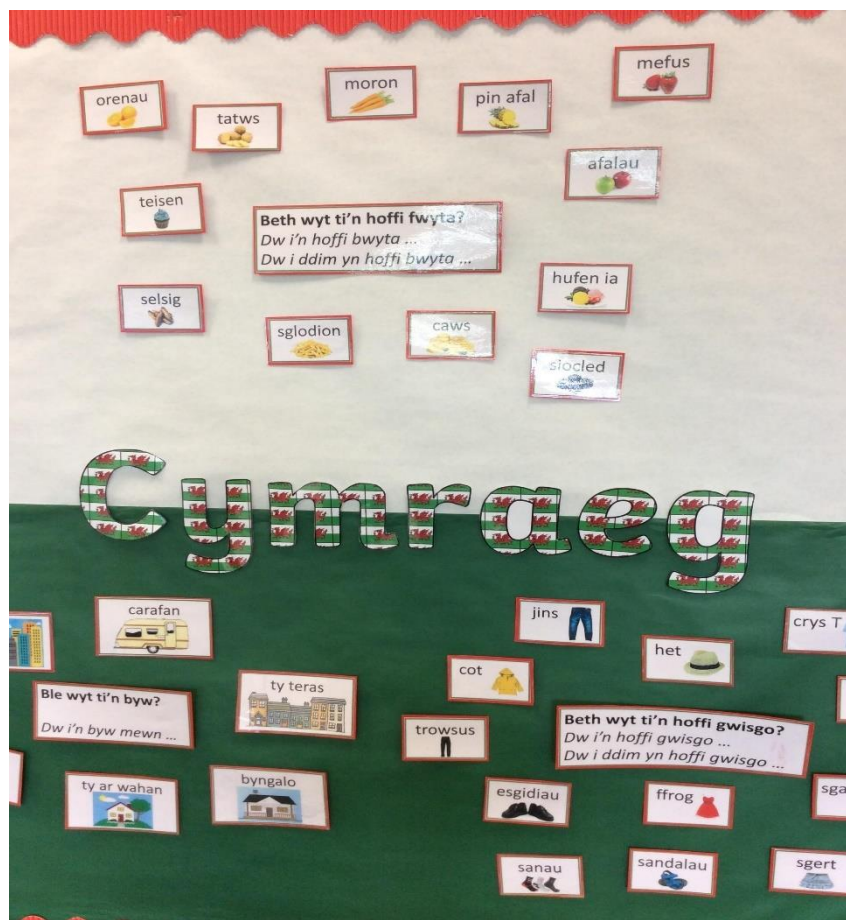


Figure 4: Picture of the Welsh board that Pupil 1 took.

Therefore, it shows that Pupil 1 needs support from displays within the classroom when it comes their development of the Welsh language. In conclusion, from witnessing Pupil 1's understanding and attitude in this subject area, a wide range of support is needed. To level them in this area, would, in itself, be a limitation, as there has not been enough time assess gaps within their learning and in their written work. A close discussion with Pupil 1 regarding Welsh would prove more substantial in levelling.

Next Steps:

In developing a student further, the practitioner must have a sound understanding of who the student is and what they will interact with positively to secure their personal development in regard to skill and knowledge. Donaldson (2015) argues that teachers must put the student at the heart of learning. Thus, a practitioner must fully understand what will help each child learn and must constantly develop their understanding of up to date research. Donaldson (2015) supports this further by stating that teachers must now be effective researchers. A practitioner must have the motivation to review a student's work and then research different interventions that can help and assist in developing a student in a holistic way.

Literacy, Language and Communication:

With regard to next steps in Literacy, the student has matched what I have observed within their work that they struggle to develop their sentences on further. One way that can be introduced to change this and is evident in the work provided by the student is getting them to create a sense of ownership, Latham (2002) agrees that creating a sense of authorship can inspire students to produce better quality work. As you can see in the first piece in their work in Appendix 7, it is evident that student is unsure what I am looking for when they are answering the questions and is keeping it minimal. Conversely, in Appendix 10 they had free reign to write a story and include anything that they wished, and the type of language used is more advanced and sentences have been extended. Thus, to keep developing Pupil 1, they shall be reminded to take a sense of ownership of their work, this links with the Education Endowment Foundation (2018) notion of quality feedback. As the practitioner, I need to make it clear to Pupil 1 and the rest of the class, that they are the owner of their work, and it must be

written in relation to the success criteria provided but need to be proud of it. Furthermore, I must constantly model, with student input on the expectations that the work must reach. By using, Sustained Shared Thinking, Wray (2014) argues that teachers and student should develop a skill together. Therefore, when wanting Pupil 1 to develop their sentences further, I must model this on the board, so that they feel confident in attempting to do this themselves.

Maths:

Consequently, when it comes to thinking about Pupil 1's next steps within the subject of Mathematics, they themselves have highlighted an area in which they feel they struggle, and through the use of the Mosaic approach have provided evidence of where they struggle:



Figure 5: Picture of 100 hundred square that Pupil 1 took.

From discussion with the child, they have said they rely on the one hundred square when counting, adding and subtraction. This discussion is vital within teaching as it allows the teacher to understand what areas the student perceives they are struggling in. Siraj-Blatchford et al. (2002) argues that teachers and students should work together to solve a problem. Thus, it is imperative that when coming to deem what the next steps are, that the student is listened to in where they need help. This, therefore, shows that they are lacking the confidence in their own ability to further than one hundred without the support of the number square. Thus, there

needs to be a development of resilience, as Johnston-Wilder and Lee (2010) argue that mathematical resilience needs to be built, so that there is confidence in overcoming barriers. It is pivotal that Pupil 1 is instilled with this resilience, and that they made to feel that they can overcome barriers in their learning. To further develop Pupil 1's resilience towards mathematics, it is important to make sure this resilience is coming from both the school and home. This links to Schaeffer et al's (2018) view that parents can have a negative impact on mathematical development, if they possess negative attitudes themselves. Thus, to engage Pupil 1 and to limit the negative impacts of not being confident in this area, it would be positive to build the notion of resilience in school and within the home.

Health and Wellbeing:

In regard to next steps within the area of Health and Wellbeing, Desforges and Abouchaar (2003) argues that parents have six times more impact on students than primary school. Therefore, to ensure that Pupil 1 has a holistic development in regard to their Health and Wellbeing, engaging parents is a must. Furthermore, this will not only benefit Pupil 1, but the class as a whole, as with increased parental engagement, parents will be able to discuss what is happening in the external environment. Bronfenbrenner (1979) argues that a practitioner needs to understand that there are external factors impacting a child. With increased parental engagement, this understanding of what is happening in life outside of school, will help with developing next steps in all areas of the curriculum, as if work is produced when a negative experience is happening, teachers will be aware when it comes to developing areas of next steps.

Furthermore, to help with recording of health and wellbeing data, which in turn will help with developing Pupil 1 and the rest of the class's health wellbeing, could be the possible introduction of the app Speakr. Speakr allows for students to rate how they are feeling when they come into the school in the morning and provides a record of how each child is feeling over the year. Speakr can be accessed within the reference list. This data can be used when looking at how Pupil 1 has attained in an area, as if there is concern of work produced or attitude towards work, this data can be looked at. Furthermore, this looks forward to the Welsh Government (2022, p.9) input on the use of technology to support mental health – thus, using this app, would allow Pupil 1 to rate themselves using technology each day.

Additionally, Speakr asks them to develop why they are feeling this way, and this will link to the development of Pupil 1's self-regulation, which is a progression step in the Health and Wellbeing Draft Curriculum (2022). As they will be able to justify why they are feeling a certain way, and they will begin to develop an understanding of emotional and mental health, and not just an understanding of physical health. One limitation could be that Pupil 1 could be unsure what they are rating themselves in relation to, as Leach (2012) states that students usually incorrectly assess themselves. Consequently, it needs to be clearly stated what they are rating in relation to and is the teacher's responsibility that they are clear in what they are asking. Thus, if this is clearly stipulated, this will help to develop Pupil 1's skill in understanding what impacts them and why something has impacted them in this way. The Mosaic Approach is pivotal in this regard as it allows for the individual's voice to be heard throughout.

Welsh:

In regard to the Welsh language, when it comes to developing Pupil 1's skill in this area, the context of the Welsh language must be approached, the Welsh Government (2017) has initiated a drive to create one million speakers by 2050. Thus, there is both a pressure on Pupil 1, their peers and myself to ensure that language development and acquisition is taking place within the lesson. When it comes to developing Pupil 1 in this area, my personal ability in understanding the Welsh language and my ability to teach the language itself must be understood. Within Appendix 9, it became apparent that I had incorrectly written the Welsh on the PowerPoint slide, which was pointed out by the class teacher. Regarding the 'Knowledge Quartet' (Rowlands, 2009) I feel that I was unsuccessful in relation to the 'foundation' block of this theory, as I was not secure in my knowledge and understanding of the language.

Furthermore, Schon (1983) theorises that a good practitioner is reflective. Thus, when reflecting on my ability to teach Welsh, it is evident that my confidence to teach the subject is weak. Macaro (2015) states that language development is provided by the teacher. Therefore, as my own understanding of the language is weak, this may hinder Pupil 1's understanding of the Welsh Language, linking this to Vygotsky's (1978) theory on the Zone of Proximal Development, I may not be able to successfully push them further, as I do not possess the language skill to do this. Therefore, as a practitioner, I must be able to further my own professional development and Donaldson (2015) states that teachers must become researchers and develop their skills. Thus, to help improve Pupil 1's language acquisition it may be

valuable to take a place on a Welsh Sabbatical Training course, which is supplied and advertised by the Welsh Government.

In regard to all aspects of the curriculum and in order to help Pupil 1 and the class to develop their learning further and in a holistic manner, I would wish to institute a marvellous mistakes policy or understanding within the classroom. Allmond et al. (2016) argues that allowing students to make mistakes builds confidence. It is therefore imperative to make this clear to both Pupil 1 and the class, that it is good to make mistakes and that no judgements will be made when they do. This will therefore help myself as the practitioner to be able to see what skills or knowledge they already possess in regard to different topics. Furthermore, Lemov (2015) points that those who are comfortable to make mistakes are able to help develop their own learning. Thus, I would try to make this explicitly clear for students, so they will feel confident to learn within the classroom and not feel that there are any judgements on the answers that they are providing.

Conclusion:

In conclusion, there are many limitations when it comes to this research project, due to external factors whilst on placement. Every step has been taken for this to be a holistic data collection and for the child to be at the heart of it. The main limitation was the time period given for the collection of data, and National Tests have impeded on the teaching of a variety of lesson. As previously stated, the Welsh Government (2010) argue that levelling a child over a short period of time is inappropriate. Therefore, any attempts to level the child will conform to this notion, as there has been an inappropriate amount of time in collecting data.

With regards to the Mosaic approach, this approach is vital when allowing for a holistic development of a child, as it is imperative to understand how they learn, and to understand them as an individual. Their voice in their next steps, is just as important as the teacher's observations. Furthermore, it is a teacher's duty to be a reflective practitioner and understand that they may not possess the pedagogical or subject content knowledge to help develop students further. Thus, educators must continually develop their professional understanding further and create a learning environment for both themselves and students – where fear of failure is not prevalent. Vygotsky's (1978) notion of communal learning, must be prevalent within every classroom.

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M7X02153

Student Number: 1800146

Word Count: 4,537

Figures:

Figure 1: Greenfield, C. (2011). *Personal reflection on research process and tools: Effectiveness, highlights and challenges in using the Mosaic Approach*. Australasian Journal of Early Childhood Volume 36, p.10.

Figure 2: Nottingham, J. (2013) *Encouraging Learning: How you can help children to learn*. Oxon: Routledge, p.2.

Figure 3: Picture of the Wow Words that Pupil 1 took.

Figure 4: Picture of the Welsh board that Pupil 1 took.

Figure 5: Picture of 100 hundred square that Pupil 1 took.

M7X02153

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Appendix List:

Appendix 1 – Permission letter from the class teacher, in line with ethical considerations, personal information has been omitted for anonymity. Master copy available on request.



RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

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

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identity of the learner or the school within their assignment.

Students have been asked to:

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

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

STUDENT NAME (PLEASE PRINT): [REDACTED]

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[REDACTED]

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

M7X02153

Student Number: 1800146

Word Count: 4,537

Appendix 2 – Parental permission for the project, personal information omitted for ethical reasons. Master copy available on request.



Dear Parent/Guardian,

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

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

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

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

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian of... (Pupil name),

I do give consent for my child to take part in this project.

Signed... (Parent/Guardian).

Date...

Interview with pupil for SDPP:

Do you like coming to school?

I enjoy coming to school as I like to meet friends and learn.

Do you have a good relationship with teachers?

I like my teachers; I can talk to them.

Do you have a good relationship with other students?

I have lots of friends in the class.

What do you think about English? And what support do you need in that area?

I really like English, as I like to do my writing and enjoy the different things we do. I want more help with extending my sentences, I find that tricky.

What do you think about Maths? And what support do you need in that area?

I like and don't like maths, sometimes I like doing it, but other times I find it hard. I need help with big numbers and understanding questions.

What do you think about Welsh? And what support do you need in that area?

I do not really like Welsh. I need a lot more help in Welsh, I want to learn more vocab and practise speaking, but I don't really get it.

Do you feel like you enjoy your time at school?

I really like coming into school, I find it fun and get to do work and see friends.

What is your favourite subject?

My favourite lesson is English.

What is your least favourite subject?

My least favourite lesson is Welsh.

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Student Number: 1800146

Word Count: 4,537

Appendix 4 – Literacy Lesson plan, where prediction through oracy took place.

Ceredigion Adhyng Adhuron The Ceredigion Centre  The South West Wales Centre of Teacher Education		1B
Session Plan – Key Stage 2		
Name of trainee: Michael Hayward		Session ref: 10
Personal target(s) in relation to QTS: \$2.5, \$2.7, \$3.2.2 and \$3.3.3		
Year group: 3	No. of learners: 28	ALN: Differentiation: higher, middle and lower. Adult to work with purple group so that all children can access the work, in particular AT and OA. In this lesson, differentiation for purple group so they can stick the labels in.
Additional Adults: 1		
Learning objective(s): WALT: use prediction skills on what will happen in a mystery book.		Success criteria: WILF: Good discussion. Highlighting all adjectives. Clear labelled drawings. Typing a prediction in full sentences.
Links to previous learning: We shall be following on from our Art lesson, where we were looking at what nature is, and what colours and animals we can see. This is the beginning lesson of the topic work in Literacy.		
Curriculum coverage (range, skills) Art: recalling our previous lesson on the different colours and patterns we can see in nature.		
Literacy (LNF) Year 3 Oracy: Speaking: - Explain information and ideas using relevant vocabulary. Listening: - Listen carefully and make connections between what they are learning and what they already know. - Check understanding by asking relevant questions or making relevant comments. Collaboration and discussion: - Contribute to group discussion, sharing ideas and information. Reading: - Read short information texts independently with concentration. - Accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text. Writing: - Produce legible handwriting and present work appropriately joining letters in some words. - Use connectives for causation and consequence, e.g. because, after.		Numeracy (LNF) N/A
DCF – Year 3: Collaboration: - Use an online collaborative platform to create or edit a file. Online behaviour and cyberbullying: - Compose clear and appropriate messages in online communities.	Thinking Talk about what they have learned and discuss with others.	ESDGC - Thinking about cause and effect and making inferences. - Considering evidence, information and ideas. - Forming opinions and making decisions.
YCC Linguistic – using the Welsh Language incidentally.		
Key vocabulary (English/Welsh):		

	what another character may be like. If all this is completed, they will do challenges.	
10 mins	Plenary: All the children will be brought back to the carpet and we will then rate the lesson using thumbs up or thumbs down. If not done yet, we shall have a look as a whole class at the predictions that are on the board – this will allow for us all to see if there are big differences. If there is time, we shall start to read the story book. As students leave, they will rate the lesson by placing a lollipop stick in a corresponding pot – Green, Amber, Red.	<i>Why do you think that we had a lot of different predictions?</i> <i>Who thinks their prediction was correct?</i> <i>Do you think that this is going to be a good book to read?</i> <i>Can you guess what our topic is?</i>

AFL:

- Think. Pair. Share.
- Thumbs up, Thumbs down.
- RAG rating dropbox – ongoing assessment of how students are doing in the lesson.
- RAG rating with lollipop sticks.

Friday 26th April 2019

Lesson objective: to understand what right angles are

During the input she was very confident in discussing with her partner.

- Mathematical language needs to be developed
- Willing to contribute to class discussion

Activity 1: When on the independent activity it showed that her knowledge of right angles was not strong, as her picture was not drawn in right angles.

However, when moving onto other practical activities, she started to develop a clear and strong understanding of what right angles are.

When listening to her use of feedback to record herself describing what a right angle is - it showed strong understanding.

In terms of Oracy, clarity of some speech needs to be developed in some cases, but overall is good.

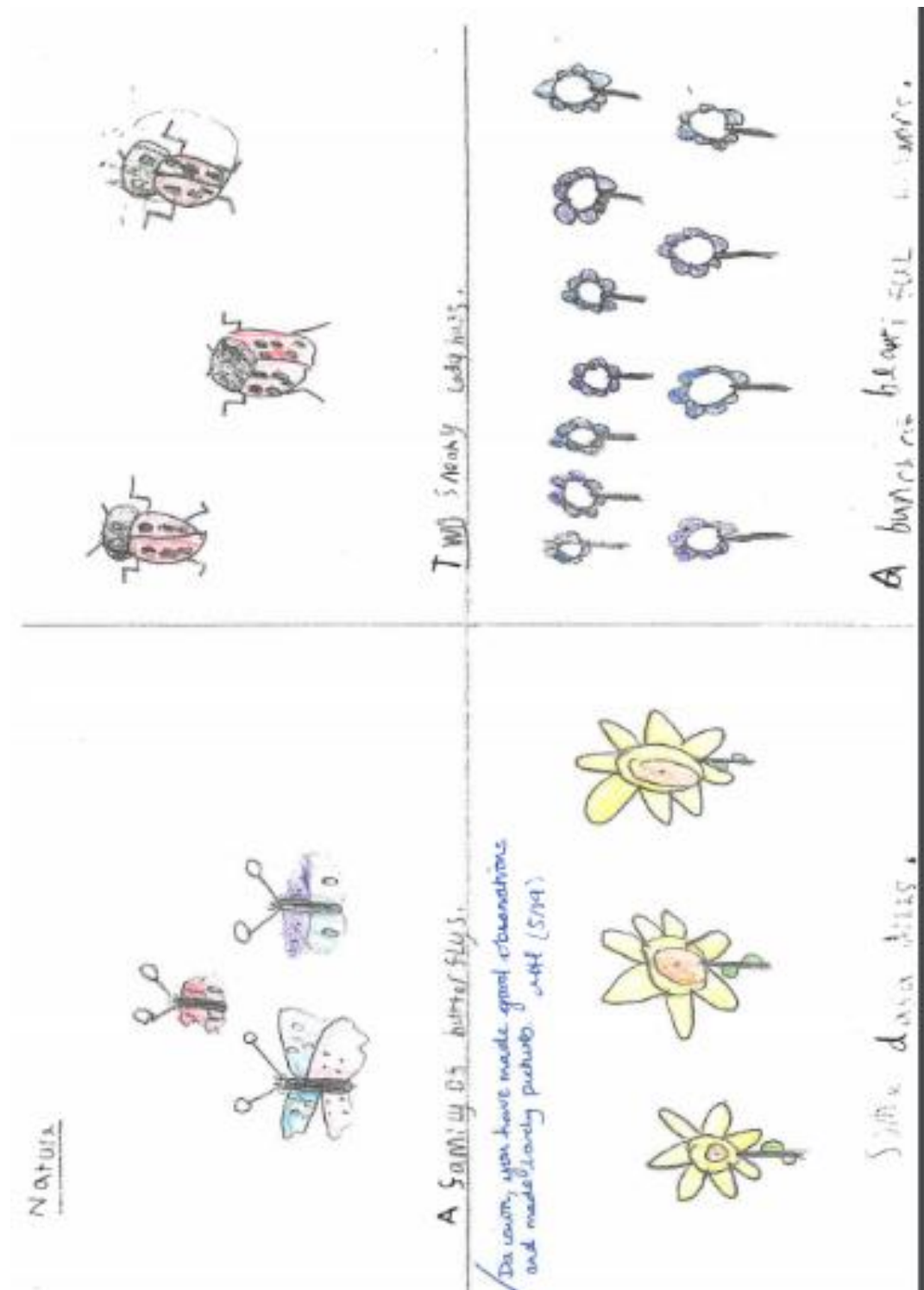
Self-assessed themselves as green at the end of this lesson.

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Appendix 6 – Artwork – here is evident that Pupil 1 has tried to make her ladybird symmetrical.



Appendix 7 – Literacy work – handwriting needs to be addressed, and to take away support, so sentences can be developed independently.

4 3rd May 2019

To respond in writing to a moving image.







Who was your favourite character from the film? Why?
 My favourite character was _____ because ...

Which part of the film surprised you the most? Why?
 I was surprised when...

Which part of the film made you smile?
 I smiled when ...

What three questions would you most liked answered after watching this film?

1. My favourite character was the dog because he was cute and funny.
2. I was surprised when the boy and the dog liked each other and they both played with each other outside.
3. I smiled when the dog got stuck in the box it was funny.

Why did the boy not like the dog? Did the dog like the boy? Does the boy like his mum?

✓ Da iawn [redacted] You have used a wide range of question words.

MH (E) 5/19

Appendix 8 – Challenge Board – Challenge 4 is where the students have to talk to a partner for two minutes in Welsh.

Challenge 1: Practise your 2, 3, 4, 5- and 11-times tables using a whiteboard. Maths	Challenge 2: Design your own superhero in your Brain-Book. Art	Challenge 3: Create a famous landmark using the Lego bricks. Creative
Challenge 4: Speak to a friend in Welsh for two minutes. Cymraeg	Challenge 5: To write a mini-review of a book in your Brain-Book. Literacy	Challenge 6: Class Choice... Pupil Voice

Appendix 9 – Welsh PowerPoint slide for slot drillio, here you can see that the Welsh is not technically correct.

Es i...

y parc



y siop



y sinema



yr traeth



yr Llundain



yr Abertawe



Appendix 10 – Story – where Pupil 1 was able to write what they wanted, here the sentences are more detailed and different literary techniques are used – showing that they have more ownership of their work.

wednesday 22nd May 2019
Aim: to write our own story.

Me and my friend wanted to find the magic ring
so we started at safe harbour and we went to the deep
dark forest and there was a spider on a web and it rept
onto roses shoulder we ran out of the forest and the spider
fell off [redacted] shoulder and we ended up at red river it
was as red as blood and the bridge fell into the water with
a big splash and we saw a man he had a black hoodie
we hid behind a tree and he went we put a broken tree
log across the river and we saw a village a kind lady
let us in her house she gave us some food and we went
to misty mountains and there was a bear and we fought
it and got past it and went up to the snow and saw
a shiny ring in the monster cave we ran down to it
we looked inside the cave and we saw the magic ring and we
wished to go back home with the Magic ring and we got
home and we went to bed the end.

