

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

Word Count 4774

Introduction

The aim of this essay is to analyse a child's holistic development using the Mosaic Approach while providing explanations for the child's next steps. This assignment took place in a primary school located in the west of Swansea. This facility contains 535 children who range between three to eleven years old. It has 31% English as an additional language (EAL) and 11% of pupils receive free school meals. Approximately 9% of pupils have additional needs and nine pupils have access to a specialist teaching facility which supports pupils who have severe learning difficulties (ESTYN, 2013). In accordance with BERA (2018) and the school's safeguarding policy, the school, the staff and the pupils will remain anonymous. In addition, throughout this assignment, the child participating in this study will be referred to as 'Child A'. Child A is a female pupil based in a year 2 class consisting of 35 pupils. This learner is a very social and capable member of the class. She is in the middle ability for Numeracy and Literacy and demonstrates no desire to progress to the higher ability group. Throughout this assignment there will be a focus on the learner's current attitude, skills and knowledge in learning before progression steps are suggested to help them develop.

Data collection

In this assignment, the 'Mosaic Approach' was used to collect data on the child (Clark and Moss, 2011). This approach emphasises the active role learners can play in their own learning. Pupils perspectives are listened to and responded to by teachers. This approach also views learners as active explorers and aims to understand how young people view the world around them and the impact this has on their actions. (Clark *et al*, 2005). The Mosaic Approach consists of multiple data collection methods that together create a clear picture of the learner's views. In this essay, the methods used included observations, child conferencing, photographs and interviews. By triangulating the qualitative data, the results produced will create a comprehensive and in-depth understanding of the learner (Flick *et al*, 2004). However, the use of multiple data collection methods requires a vast amount of time to be spend with the child and can produce an overwhelming amount of data to analyse. As a result of this, the researcher may interpret the data incorrectly (Greenfield, 2011). In reference to this assignment, the Mosaic Approach was used as it does not limit Child A's responses and enables the researcher to understand her emotions and thoughts (Clark and Moss, 2011).

One data collection method used in this assignment is known as observations. Observations enable the researcher to determine what stage the learner is working at in their learning and how to move the learner forward. Observations can take place across all areas of the curriculum and for this assignment they were recorded in a notebook (Welsh Assembly Government, 2008). One benefit of

observations is that the researcher is able to record information about pupils as they participate in activities they enjoy. Szarkowicz (2006) suggests that by observing learners regularly in their natural environment, they are more open and honest with their responses. However, observations of young children do have their limitations. One limitation is that it takes a vast amount of time observing and rewriting notes on pupils. Another limitation in this assignment, is that the researcher was familiar with the pupil they were observing. Being familiar with the pupil can result in bias observations as the researcher already possesses personal thoughts about the pupil. Therefore, it was essential that the researcher recorded what they had heard and witnessed and not what they thought.

Child conferencing results from a natural conversation between a researcher and a learner. This conversation is flexible and allows for key questions to be asked by the researcher. It also gives the learner the opportunity to talk freely, express their opinions and discuss matters of importance to them (Greenfield, 2011; Clark *et al*, 2011). It is important to remember that child conferencing is not suitable for all children, especially those who are shy or have a low level of verbal communication (Clark and Moss, 2005). These pupils may not want to participate and therefore, in this assignment, pupil assent was gathered before this data collection method took place.

Another data collection method involved the learner taking photographs of areas of the school that has significant importance to them. For this essay, the learner was given an iPad and asked to capture images of places she enjoyed learning. The use of photographs allows children to determine places of preference and generates a discussion between the researcher and the learner.

Photographs often reinforce the learner's views and highlights area of the school that the learner admires (Baird, 2013). Cowie *et al* (2014) notes that photographs have limitations. Although photographs give an insight to the learner's world, it can often be difficult to interpret their meaning. Pupils may be required to explain and add context to their photos. Consequently, photographs cannot be used as a standalone data collection method.

To gain further insight into the learner, an interview will be conducted with Child A's teacher. This interview will grant the teacher an opportunity to express their opinions on the learner's academic ability, their behaviour and their attitude towards school and their peers (Greenfield, 2011). In this assignment, the lack of trained interviewer was a limitation. The interviewer was involved in the research and as a result could have a bias opinion towards the answers provided by the interviewee. It could be suggested that the interviewer may interpret the answers provided by the interviewee so that they benefit this assignment (Powney and Watts, 2018).

Combining the qualitative data collection methods mentioned will increase the validity of the results and will provide evidence to analyse a learner's holistic development. Ethical considerations also

contributed to this assignment. Signed consent was obtained by the deputy head teacher (appendix A) and the learner who participated in this assignment was informed of the process. In addition, the learner was also given multiple opportunities to withdraw her consent from the research.

Analysis of learner

The data gathered about Child A has been analysed below and separated in specific areas of the curriculum.

LLC

Child A's strongest subject is literacy. She took several pictures of the school library and her favourite fairy book (appendices B and C). When questioned about these photographs, Child A expressed an enjoyment for reading and fairies. She stated that outside of school she enjoys going on fairy hunts, has a fairy bedroom and reads a fairy book with her parents every night. Child A's enthusiasm for reading was observed during class activities (appendix D). Child A always contributes to literacy lessons and raises her hand eagerly to read from the board or recommend a new class book. Her attitude towards books is recognised by the ASK model as curiosity and wonder, with Child A keen to learn about new stories (Nottingham, 2013). Merisuo-Storm (2006) recognises the importance of motivating and engaging pupils in literature. This study has identified that pupils' attitude towards reading begins at home and when pupils are supported by their families, they become more aware of rich vocabulary and sentence structures. In relation to this study, Child A's attitude towards reading can be suggested to result from her parents reading her bedtime stories (appendix E). Vygotsky also highlights the fact that children learn from the adults around them and develop their values based on this dialogue (Nottingham, 2013). Further evidence in relation to child's A passion for reading comes in the form of her reading records (appendix F). Child A reads regularly and confidently with an adult. However, she struggles to comprehend any feedback regarding pronunciation of words. The evidence collected from observations and reading records (appendices D and F) suggest that Child A is currently on target to achieve an Outcome 5 in reading. In relation to the Foundation Phase Framework (2015), Child A has demonstrated an ability to 'choose reading materials independently giving reasons for her choices' and she has begun to 'read a range of suitable texts with increasing accuracy'. Literacy work completed by Child A has demonstrated her ability to read instructions, explanation texts, fairy tales and letters.

Child conferencing and photography revealed that Child A is thoroughly interested in performing on stage with her peers (appendices G and H). Child A recalled her part in the Christmas play and when asked about this, she stated 'I enjoy acting on stage with my friends. It is fun'. She is a vocal member

of the class and is able to express her opinions clearly (Foundation Phase Framework, 2015). An interview with the teacher highlighted that Child A is a very confident individual who enjoys working with others (appendix I). This relates to the ASK model and the learner's ability to develop her social skills. Through observations (appendix J), it can be suggested that Child A is able to build rapport with her peers and encourage them when completing tasks. However, the interview with the teacher also found that Child A is reluctant to listen to others' ideas. During the interview with the teacher and from reviewing Child A's work, it can be concluded that Child A enjoys writing (appendix I). Child A was asked during the child conferencing about grammatical features. She was able to identify and explain nouns, verbs and adjectives (appendix K). The ASK model (Nottingham, 2013) recognises this as knowledge as Child A was able to recall this terminology and apply it in a lesson to write about sea turtles (appendix L). Child A was questioned about her work and she explained that she enjoys writing but finds some of the lessons boring. Subsequently, writing is her weakest area of literacy. As demonstrated in appendix M, Child A can write for a range of audiences using the correct structures, however she struggles to remember to include the correct punctuation in her writing and to spell high-frequency words accurately. As a result of this, Child A is currently achieving an outcome 4 (Foundation Phase Framework, 2015).

Mathematics

Child A did not take any photographs of the maths resources inside and outside the classroom and when questioned about this, Child A explained that she did not enjoy mathematics as she finds adding and subtracting large numbers challenging. It is important to note that no data was collected on Child A's addition or subtraction skills and therefore only the learners work show the pupils struggles (appendix N). Observations and the teacher interview (appendices O and P) indicated that Child A struggles in mathematical lessons that involve counting objects, completing sums and recognising doubles to 10. The interview with the teacher highlighted that Child A is able to identify 'connections and conclusions from graphs', 'recognise quarters in practical situations' and read the time from a clock (Foundation Phase Framework, 2015). This evidence suggests that Child A is attaining an outcome 4 in mathematics. In relation to the ASK model, Child A has developed a range of intellectual skills that she uses throughout mathematical lessons (Nottingham, 2013).

Observations of Child A on the carpet suggest that she lacks confidence and aspiration in her mathematical ability (appendix O). During class discussions she will reluctantly raise her hand to participate. Zaslavsky (1999) and James (2009) state that girls' confidence in their maths ability drops over time and therefore so does their performance. These studies concluded that many girls have accepted that they cannot succeed in maths. This may explain why Child A is disinclined to join in maths lessons and challenge herself in a class discussion on the carpet.

Wellbeing

Child A is a very chatty and social member of the class. During the interview (appendix Q) with the teacher about Child A's wellbeing, it was established that Child A is a capable individual who does not have high aspirations in her learning. Observations of Child A has indicated that she finishes all her work but rarely challenges herself (appendix R). When given the opportunity to choose a level of task to complete, Child A will always choose the middle level, even if she is capable of more. Jacqueline Eccles theory known as the 'expectancy-value theory' recognises that the amount of effort a pupil puts into a task is equal to how much they want to achieve the task (Wigfield and Eccles, 2000). This theory goes some way to explain why Child A lacks motivation to challenge herself and has low expectations of herself. During the child conferencing (appendix S), Child A did not mention a best friend. However, she listed a group of children in the class that she likes to work with and play games with on the yard. Child A explained that she enjoys having lots of friends and her caring personality ensures that she is the first pupil to comfort them when they are upset. Child A plays independently and with her friends and is becoming aware of the differences between herself and her peers. Therefore, Child A is currently attaining an Outcome 4 in 'Personal and Social Development, Wellbeing and Cultural Diversity' (Foundation Phase Framework, 2015). Child A's behaviour is illustrated by Urie Bronfenbrenner who suggests that the environment around children has a great influence on their development (Gray and MacBlain, 2012). Bronfenbrenner's 'Ecological Systems theory' recognises that the microsystem is the closest to the child. This system relates to the relationship between the child and their family and friends. It suggests that children are influenced by individuals around them and as a result, can affect their wellbeing and growth (Shaffer and Kipp, 2010). Child A's caring and friendly persona is recognised by the ASK model as mindfulness. This attitude ensures Child A is willing to learn from others and try new experiences.

Physical Development

Observations of Child A during physical education (P.E) lessons has indicated that she enjoys working as a team and playing games (appendix T). Child A also expressed that she participates in physical development activities with her friends outside of school including gymnastics and dancing (appendix T). Participating in regular physical development has enabled Child A to perform simple actions such as jumping and running as well as developing her spatial awareness in play. Bailey (2006) recognised the importance of P.E on self-esteem, social skills and physical skills. This could to some extent explain Child A's positive attitude towards physical education and the high level of social skills she displays towards her peers and teachers. These skills are included in the ASK model and Child A demonstrates them regularly by working with others, dancing and acting. These qualities

combined allow Child A to manipulate objects and are essential for developing understanding (Nottingham, 2017). In association with the Foundation Phase Framework (2015), Child A has developed her fine motor skills in the classroom and can move in a variety of ways independently. Consequently, Child A is working at an Outcome 4 for physical development. While observing Child A during P.E (appendix T) it became apparent that she has poor gross motor skills when trying to catch a ball using two hands. As a result of this, Child A refused to partake in a catching game. During this activity, she demonstrated an unwillingness to learn from her mistakes. She did not want to challenge herself and was embarrassed, even though other pupils also struggled to catch the ball.

Welsh

Interviews with the class teacher indicated that Child A is constantly using incidental Welsh in class. She often uses Welsh phrases and words with her peers and teachers (appendix U). A Welsh lesson involving writing a postcard about a trip to St. Fagans required Child A to speak, read and write Welsh. Child A was able to complete the written task independently and produced a piece of work that included connectives and simple words spelt correctly (appendix V). Child A is also able to recognise familiar words and ask and answer questions correctly. This is in relation to the Foundation Phase Framework (2015), which indicates that Child A is reaching an Outcome 4 in Welsh. Throughout this lesson, Child A recalled multiple phrases and key words that she had learnt previously. The ASK model relates this to knowledge, with the pupil being able to apply previous ideas and terms to new situations in order to progress in their learning (Nottingham, 2013). Although, Child A is able to produce an accurate piece of writing in the past tense, she needed assistance when reading and scanning a text for key information. Cummins (2001) highlights the importance of learning a second language. This study suggests that children who are bilingual develop better literacy abilities. Curriculum Cymreig (2003) also highlights that schools should be promoting the Welsh language and giving pupils an insight into where they live.

Next Steps

Data collection has highlighted aspects of Child A's holistic development that need improving. Next steps to help the learner progress are considered below.

LLC

Photographs and child conferencing have shown that Child A has an interest in literacy and enjoys reading at home and in school (appendices B, C and E). To further develop this interest, it is important to consider all the aspects of literacy that can develop Child A's learning. One aspect that was highlighted in the analysis of Child A's literacy ability was her spelling. To improve Child A's

spelling capability, next steps should be considered. Empirical evidence suggests that the learner should be introduced to a range of strategies to improve her spellings of high-frequency and polysyllabic words (appendix M). This is stated as the outcome 5 in literacy on the Foundation Phase Framework (2015), which is a clear progression from outcome 4, where Child A is currently working at. One intervention which can be introduced is Cover, Copy, Compare (Skarr *et al*, 2012; Hubbert *et al*, 2000; Skinner *et al*; 1997). This intervention is self-regulated by the child and enables them to repeatedly practise their skills and correct any mistakes instantaneously. Cover, Copy, Compare involves children copying a word correctly from a word list, covering over this word and then writing it from memory. Children then check their own work and if correct, they move onto the next word. However, if it is incorrect, children write the word a further three times before moving on. In order to implement this approach, pupils will require a list of words they spell incorrectly on a regularly basis. These can be taken from the pupils' workbooks. This intervention has minimal costs as pupils only require a pencil and paper to complete this intervention. Graham *et al* (2002) conducted studies and concluded that spelling is a value component of literacy and those who have good spelling skills can recognise and read more complex words. It can be suggested that by implementing this intervention, Child A will develop her spelling and reading skills enabling her to reach an outcome 5 in writing and reading (Foundation Phase Framework, 2015). Providing Child A with the opportunity to become familiar with the spelling of new words will result in her identifying these words in unfamiliar texts and using them, when appropriate, to improve her writing (Kid Sense Child Development, 2017). However, a limitation of this intervention is the amount of time required to create a spelling word list for each child. These word lists need regular updating and a large amount of time could be spent marking the spellings. One way to minimise this limitation is to group pupils according to their spelling level and advise additional adults to assist throughout the intervention (Darrow *et al*, 2012).

Mathematics

During analysis of Child A, it became apparent that she struggles with maths and lacks confidence in her abilities. In order to help Child A progress an intervention should be introduced. This will enable Child A to begin performing 'more difficult additions and subtractions using their preferred strategy' (Foundation Phase Framework, 2015). This quote forms part of the outcome 5 expectation in Mathematical Development and indicates the progression steps needed for Child A to reach this outcome. Observations and examples of Child A's work (appendices N and O) has indicated that tutoring may significantly improve her concept of addition and subtraction. Peer tutoring is an effective way for children to develop their mathematical and reading skills. In this approach an older pupil takes on the role of tutor and is paired with a younger pupil to mentor (Topping and Ehly,

1998). Both pupils then follow a structured approach for 25 minutes, two times a week. Throughout these sessions, pupils compare ideas, ask questions and discuss the topics (Condell and Pratheepan, 2010). Peer-assisted learning allows both the tutor and the tutee to develop their knowledge and skills (Education Endowment Foundation, 2014). Peer tutoring is a low costing intervention that has been shown to have a high impact when there is a two-year gap between tutor and tutee. Vygotsky proposed that children begin to develop understanding following social interaction with peers. He recognised that children learn from each and together begin to scaffold ideas and opinions (Thurston *et al*, 2007). This is demonstrated through peer tutoring where older pupils can participate and provide support in areas of mathematics they have already developed (Condell and Pratheepan, 2010). It can be suggested that by participating in peer-assisted learning, Child A's confidence and academic achievement will grow, as she will have the opportunity to learn from her mistakes without having to worry about the presence of a teacher. Maheady (1998) highlights the disadvantages of peer-tutoring. One limitation of peer-tutoring is that it may result in a smaller amount of curriculum coverage. Peer-assisted learning can slow down the amount of new content being introduced to pupils by the teacher. This can be a concern for teachers as many are required to teach certain topics within a time restraint. It is important to remember, that although students may cover a small amount of the curriculum, the knowledge they do obtain will be of high quality.

Wellbeing

Child A demonstrates a happy, positive attitude in class however she lacks motivation in her learning (appendix Q). In order for Child A to challenge herself and increase her aspirations in her learning, she needs to be exposed to enriched experiences and new opportunities. One strategy to enhance these opportunities is to receive teacher feedback (Rewriting the future, 2014). Observations (appendix R) of Child A in the classroom has indicated that she is working at an outcome 4 and is capable of focusing on and completing tasks set for her, however to obtain an Outcome 5, Child A needs to strive for and value her achievements (Foundation Phase Framework, 2015). One way to inspire Child A, is to provide feedback from a teacher. This can promote Child A's mentality towards learning. Feedback is an AfL technique that requires the teacher to present information to children regarding their academic performance. As a result of this, children are aware of their goals, know how to achieve their goals and how to remain focused on tasks. Feedback provided by teachers can be given verbally, in writing or via technology (Education, Endowment Foundation, 2018). This intervention will benefit Child A, as regular constructive feedback will enable her to identify her learning goals and aspire to achieve them. Hattie (2012) suggests that feedback provided by teachers needs to be 'specific and clear' and should encompass academic goals. In support of this, Brookhart (2017) also recognises feedback as a powerful AfL technique that allows pupils to

understand their current academic position and how to progress. As a result of this feedback, children begin to take control of their learning and are motivated to achieve more. Burnett and Mandel (2010) offer a different perspective on teacher feedback and found that pupils' relationships with teachers was affected if they received negative feedback. Therefore, teachers should be aware of the language they use when providing this feedback to children.

Physical Development

Physical development is an area of improvement for Child A. The Foundation Phase Framework (2015) has indicated that Child A is achieving an outcome 4 in physical development. To progress to Outcome 5, it is necessary for Child A to develop her gross motor skills. Observations (appendix T) indicated that during a P.E lesson, Child A was unable to catch a ball with two hands and this resulted in her removing herself from a social game. A possible next step to improving this skill is to participate in an activity known as scarf toss. Smith (2010) suggests that scarves fall slowly to the ground and therefore provide multiple opportunities for pupils to catch them. This intervention requires each child to throw a scarf into the air and then catch it using both hands, one hand and then specific hands. The next step in this intervention, is for the child to begin throwing and catching a scarf with a partner. This intervention will allow Child A to improve her gross motor skills and impact on her social and emotional wellbeing as she will be more willing to join in with physical development activities (Barnett, 1990). Cunningham (2015) also highlights that physical development skills are essential to child's development. This guide concluded that sport activities, such as catching, assist with the development of a child's self-esteem, coordination and social skills.

Welsh

One aspect of Welsh that Child A needs support with is her ability to read Welsh text (appendix W). According to the Foundation Phase Framework (2015), Child A is currently achieving an Outcome 4 in Welsh. In order to attain Outcome 5, Child A needs to develop her ability to recognise and read Welsh texts. This is essential, as the introduction of the new curriculum is promoting the Welsh language and is determined for learners to use Welsh in all aspects of their lives (Donaldson, 2015). One possible intervention is to incorporate Welsh reading activities into guided reading sessions. Iaquinta (2006) suggests that guided reading involves a group of pupils, who are of similar ability to work with a teacher while processing and reading a text. Implementing regular Welsh guided reading sessions will enable pupils to scan the text, discover new information about the text and read with increasingly fluency and accuracy (Schulman and Payne, 2000). This intervention will help Child A as she will work with her peers who are at the same Welsh reading level as herself. The teacher can then assist the group and ensure they are reading and interpreting the meaning of

words accurately. Although this intervention can promote Welsh reading, it is essential to consider the limitations. One limitation that teachers should consider is the level of Welsh books that will be used in the guided reading sessions. It is important that these books are of a level that is equivalent to the ability of the pupils. If the text is too difficult for the pupils, they will lose interest and will struggle to read the text. Alternatively, if the text is too easy, pupils will not be challenged in their reading ability (Iaquinta, 2006). It is therefore essential that children are working at the correct level for them as the texts will support their learning.

Conclusion

In conclusion, interpretation of the data provides the researcher with a holistic view of Child A. As a result of the range of data collected, it is evident that Child A is achieving an outcome 4 in all areas analysed (Foundation Phase Framework, 2015). Observations and photographs have shown that she is a social and friendly member of the class but lacks aspiration and motivation in all her subject areas. Empirical evidence also suggests that Child A enjoys learning with her peers and as a result, many of the next steps have been chosen so pupils can work together. The data provided allows for sufficient analysis of Child A however, there are still gaps in the evidence collected. Due to time constraints, only a small amount of data was collected by the researcher about the learner and conclusions were made from this data. In order to increase the validity of these conclusions, more time should be spent observing and conferencing with Child A. Another limitation was due to the range of data collection methods used in this assignment. These collection methods produced a variety of data that needed analysing and interpreting. The results are included in this assignment however, it is necessary to note that the data may have been misinterpreted or could be missing significant information (Greenfield, 2011). The process of collecting and interpreting data has highlighted the importance of listening to, observing and interviewing pupils on a regular basis in order to provide areas in which they can progress.

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Appendices

Appendix A: Consent form signed by deputy head teacher allowing the assignment to take place.

 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity, Saint David

 Yr Athrofa
Institute of Education
Addysg i Gymru... Education for Wales

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

Dear class/senior mentor,

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

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

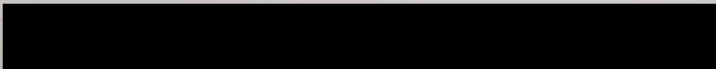
They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake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

SCHOOL NAME (PLEASE PRINT): 

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):


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

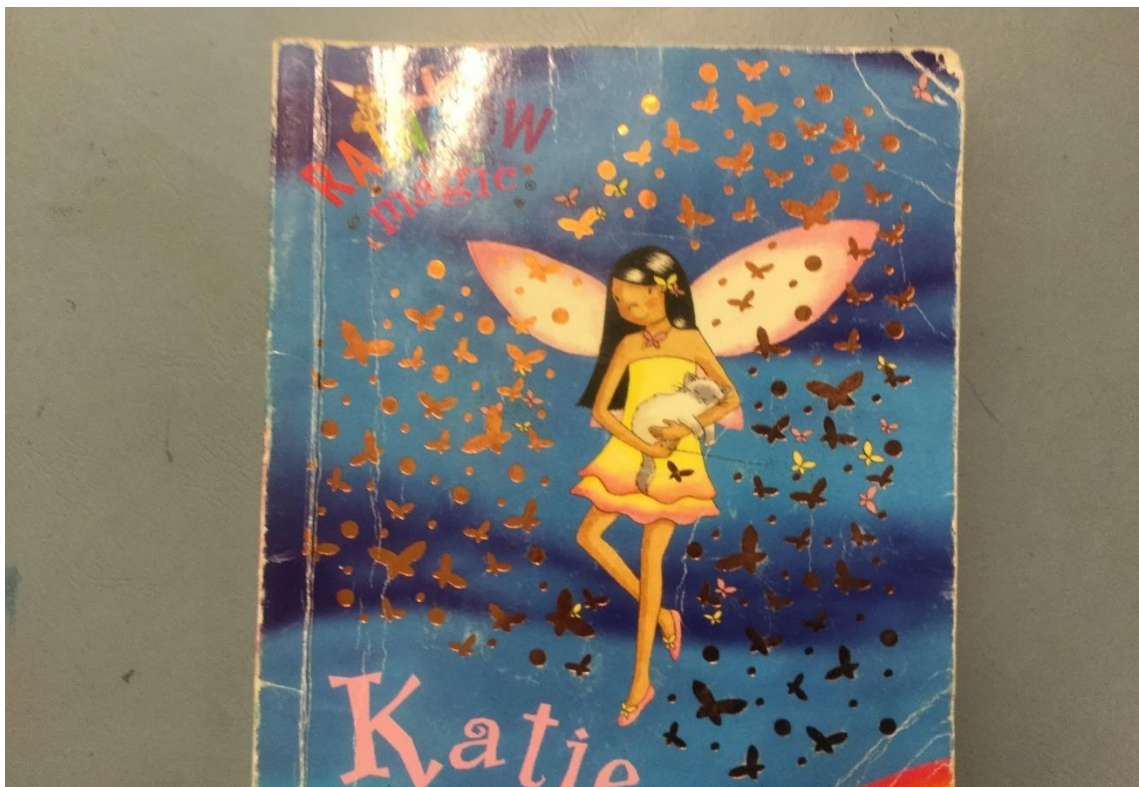
If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix B: Photograph of school library.



Appendix C: Photograph of Child A's favourite book in school.



Appendix D: Observation of Child A completing a reading activity.

Child A → Literacy - 1st May

While sat on the carpet, child A was eager to participate in the discussion and wanted to be responsible for choosing the class book and reading the first page. Child A was given the opportunity to read a page of this book and she read with confidence. Any words that Child A struggled with, she sounded out independently. In order to move Child A forward, opportunities should be provided to read with her teacher and her peers.

Appendix E: Conferencing with Child A showing parents read with her at bedtime.

Conferencing: - 30th April

R: What is your favourite place to go in the school?

Child A: I enjoy the library. There are lots of books there. In the junior library, there are fairy books. I love fairies!

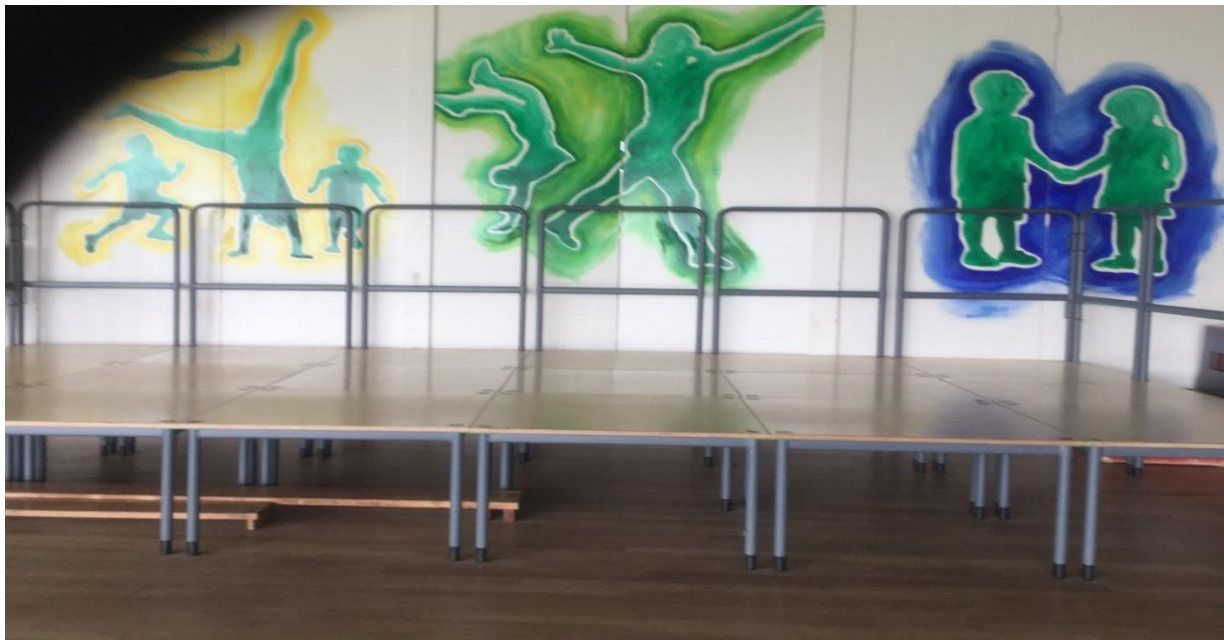
R: Do you like reading at home?

Child A: I love reading at bedtime. I read fairy books with my mum and dad. I love fairies, after school I am going on a fairy hunt and I have a fairy bedroom.

Appendix F: Child A's reading record.

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
9/05/19	Spelling book and two pages	Spelling book	- Pupil was able to confidently read her spellings to me. She then went on to read the following page to me. Any words she struggled with, she would sound out and blend.
13/05/19	Room on a Broom	5 pages - Fiction story	- Pupil understood the text and could explain what the text was about. Pupil read the text confidently and blended sounds of unfamiliar words.
22/05/19	Room on a Broom - 2 pages	Fiction story	- Pupil continued to read same story as previous. Pupil enjoys this story and told me she would ask her parents to read it at home with her. Once again, the pupil blended and sounded out unfamiliar words.

Appendix G: Photograph of school hall and stage



Appendix H: Child conferencing script highlighting Child A's interest in performing

Conferencing with Child A - 30th April

Child A (while walking through the school hall): I love working in the hall, we do lots of fun things in the hall.

Researcher: What do you enjoy doing in the hall?

Child A: I enjoy listening to stories and I like being on the stage.

R: What do you do on the stage?

Child A: We act! I enjoy acting on stage with my friends.

R: When was the last time you were on stage?

Child A: For the Christmas play. I was Mary and Child B was Joseph. We had lots of ~~lots~~ words to learn. I practised every night at home.

Appendix I: Interview with teacher regarding child A's literacy ability.

22.05.19

Interview with teacher regarding Child A's LLC ability

R: Can you tell me about Child A's attitude towards LLC?

T: Child A is a confident member of the class who is always eager to contribute to discussions on the carpet. When completing tasks, Child A prefers to work with others and shares her ideas with the group. However, she does struggle to listen to opinions that do not agree with her own.

R: What are Child A's strengths in regard to LLC?

T: Speaking. Child A is a chatty member of the class and enjoys group discussions. Child A is also able to write wonderful pieces of work when she is engaged in the topic. However, she has a tendency to miss punctuation (she needs reminding) and spell words that she knows, incorrectly.

R: What Foundation Phase Outcome do you think Child A is working at?

T: Child A is currently working at Outcome 4 in all areas however she is on target for Outcome 5 by the end of the year. However, she doesn't work hard to try to achieve this Outcome.

Appendix J: Observation of Child A working with others and helping them complete a literacy oracy task.

Observation of Child A → Literacy 1st May 10:00am

Child A was sat on the carpet with her ability group and was discussing/~~reword~~ recalling information about frogs and moths in order to compare these animals. Child A was the first to express her ideas with the group and she was able to remember a lot of relevant facts and information. Following her turn, Child A began encouraging her peers to speak and gave them hints to ideas they could share. She especially helped her peers who were distracted and she ensured that everyone was on task.

Appendix K: Child conferencing highlighted Child A's knowledge of grammatical features

Conferencing with Child A:

R (while walking through the school hall with Child A): Are you able to tell me any features in the books you like to read?

Child A (confidently): Well, there are lots of nouns, verbs and adjectives. I used these in my writing to make it sound good.

R: Can you tell me what a noun is?

Child A: Ummm, it is a person, a place, a thing and an animal.

R: What about a verb?

Child A: Verbs are doing words, like skipping (child A begins to skip).

R: Last one, what about adjectives?

Child A: They help us to describe things.

R: (Pointing out of window) Can you describe the grass?

Child A: It is green and long and wavy.

Appendix L: A piece of Child A's work demonstrating their knowledge of adjectives.

Sea turtle live in the ^{deep} deep dark sea. ✓

Each turtle hatch from a slimy ^{white} white egg buried in the sand. ✓

Hatchlings follow the light ^{color} color the sea.

Female turtle returns to the ^{soft} soft shore. ✓

Hatchlings race to the sea at night: run away from ~~Preys~~ predators ✓

as turtle have gliders they use these flippers to swim. ✓ 😊

Appendix M: A piece of Child A's work with incorrect spellings and missing punctuation.

The Real Story of the little
 upon a fairy tale big bad wolf
 name says and about the
 is kind and caring.
 wolf grandma moxix
 She love the POP
 lemon rikit cake
 She love the POP
 use POPing rander sold
 ke and [Zicht] blast.
 the wolf ranat sk
 She love the POP
 will met there
 & sold said
 be [Zed] the wol

Appendix N: A piece of Child A's work demonstrating her struggle to add and subtract numbers.

$71 + 12 = 83$ ✓
 $13 + 27 = 37$ 83 $13 + 24 = 3$
 $43 + 31 = 74$ ✓
 $32 + 21 = 91$ ✓
 $73 - 31 = 29$ 42 ✓
 $46 - 13 = 33$ ✓
 $35 - 23 = 7$ 12 ✓
 $37 - 21 = 16$ ✓
 Use resources to do your correction

Appendix O: Observation about Child A participating in a group maths discussion.

Observation of Child A $\Rightarrow$ Mathematics - 6th May 2019 9:30am

This lesson was all about adding money and the four times tables. From observing Child A previously during a class discussion in literacy, I expected to see Child A eager to participate. However, Child A did not raise her hand to answer any questions and was struggling to add the numbers together using her fingers. Child A was able to add 1 digit numbers together but always checked her answer with Child B who was confident in Maths. This observation has shown me that Child A is not confident in her mathematical ability and interventions should be put in place to help her progress.

Appendix P: Interview with teacher that showing Child A's maths ability.

Interview with teacher: Maths 22.05.19

R: Can you tell me about Child A's attitude towards Maths?

T: Maths is probably Child A's weakest subject. She does have a good Maths knowledge however she struggles with certain aspects.

R: I have noticed that Child A rarely raises her hand to answer a question. Why do you think this is?

T: I think Child A is scared of getting the answer wrong. She lacks confidence in maths and this has impacted on her participation.

R: What are her mathematical strengths and weaknesses?

T: Child A is capable of completing a lot of maths skills and is excelling in her fraction work and really understood graphs when we taught that previously. However, weaknesses, I'd say addition and subtraction. Also, just like ⁱⁿ other subjects, Child A rarely challenges herself.

R: What Outcome is Child A currently working at?

T: Child A is currently working at an Outcome 4 in Maths.

Appendix Q: Interview with teacher regarding Child A's wellbeing.

Interview with teacher: Wellbeing 22.05.19
 R: How does Child A fit into the class?
 T: Child A is a confident and chatty little girl. She is very popular and has lots of friends. You will rarely find her ~~be~~ on her own. She is also very caring and always looks at Child C whenever she is upset.
 R: What is her attitude towards school?
 T: Child A always comes into school happy and regularly participates in discussions (especially if it is Literacy). She is also eager to assist anyone and you can rely on her to run errands. However, child A does not have high aspirations in her work. She just does enough to get by and does not challenge herself.

Appendix R: Observation of Child A's unwillingness to challenge herself.

Observation of Child A - Wellbeing → 20.05.19
 In the class, children have tasks that they must complete independently. These tasks are set at a low, middle and high level ensuring everyone can complete them. Observations of Child A found that she constantly chooses the middle ability even if she can explain what to do for the higher ability task. Throughout the day, Child A completed a Welsh and Literacy task that were set at a middle level. Child A was able to complete both these tasks accurately and quickly. This has shown me that Child A is unwilling to challenge herself and has no motivation to progress in her learning. Next steps should include introducing an activity where Child A feels motivated to learn more.

Appendix S: Child conferencing explaining Child A's friendship group.

Child conferencing - Wellbeing
 R: Who do you like playing with in school?
 Child A: I have lots of friends in class. I like playing with the girls. We chase the boys or dance. My friends are Child B, Child C
 R: Do you have a best friend?
 Child A: No, I have lots of friends. Lots of people came to my party when I was 6.
 R: Do you like having lots of friends?
 Child A: Yes! I can play games with them and I look after them if they are sad.

Appendix T: Observation of Child A in a P.E lesson.

Child A was very enthusiastic when she was informed that the class would be doing P.E. Child A expressed to me that she completes exercise outside of school. She told me that she goes to dancing and gymnastics with two of pupils in class. Child A was able to follow instructions during the warm up activity and the focus task. While practising for sports day, Child A was able to run in a straight line and complete the activities without any support. She encouraged her team and praised them for doing well. However, during the plenary, Child A's attitude changed. The plenary activity involved catching a ball. This activity highlighted the fact that Child A is unable to catch a ball. Following three unsuccessful attempts, Child A removed herself from the activity and refused to join in.

Appendix U: Interview with class teacher regarding Child A's Welsh ability.

Interview with teacher: Welsh → 22.05.19

R: Does Child A use a lot of Welsh in the classroom?

T: Child A is constantly using incidental Welsh in the classroom. She asks how people are, she knows the weather and date and she also asks for objects in Welsh.

R: How is Child A's ability to read and write Welsh?

T: Child A is a confident Welsh writer, she is able to extend her answers and she constantly accesses her prior knowledge to write about topics. At the moment, we are looking at our trip to St. Fagans and Child A is able to write about this day.

R: What about her reading?

T: Child A struggles with the reading and often asks for support.

R: What Outcome is Child A currently working at?

T: She is achieving an Outcome 4 in Welsh.

Appendix V: Piece of Child A's Welsh writing about a trip to St. Fagans

Du i'n talwrn ✓
 Roedd hi'n henlog. ✓
 Esi siop a gorm gugy bloen ✓
 Graetais i ysgol a gugy bloen ✓
 Buystais Pitsa a Agad ✓
 Gwisgais i crys a scart ✓
 Cep i ^{amber} bend. igediga
 othd i wrth