

Supporting Pupil Progress:

A detailed analysis of
one child's holistic
development, with
justification for the next
steps in learning.

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Introduction

Pupil A, a ten year old male student from a school in South East Wales was chosen to be the focus of the writing. The setting was a recently amalgamated primary school who work in partnership with Yr Athrofa. Specifically Pupil A was in a Year Five class that comprised of 27 pupils (18 male and 9 female). The class had a few children identified as having additional learning needs (ALN) with Pupil A having a diagnosis of ADHD with Behavioural, Emotional and Social difficulties (BESD) (see Appendix A). Pupil A was not entitled to Free School Meals (FSM) and was grouped within the middle ability section of the class in all set lessons. He resides in the primary catchment area for the school and is the oldest of four siblings. He is very protective of his younger twin sisters whilst he has a fairly difficult relationship with his brother.

After discussions of data collection and theoretical frameworks in section two, section three explores the learner on a deeper and more holistic level. Emerging from that section will be strengths and areas of improvement specific to the learner and these will be addressed through informed recommendations in section four. Section five will critically appraise the qualitative data and be used as a reflection tool for the writer.

Data Collection

Two primary methods of observation were chosen for this piece of research. Clark and Moses' (2011) method named the Mosaic Approach was used to give opportunity to hear Pupil A's voice and perspective of school life and themselves as learner. To add an holistic analysis of the child from the observers point of view, Nottingham's (2013) Attitude, Skills and Knowledge (ASK) model was used. When combined, these two models ensured that the whole child was being observed as well as allowing the child to be in control of their portrayal of school life. A case study by Estyn (2016) found that pupil voice benefits the learner and the school with a particular emphasis on improvements for both.

The Mosaic Approach

The Mosaic Approach was developed by Clark (2007) whose seminal article curated critical researchers' views and used them to create the Mosaic Approach, a way of looking at the world through a the eyes of young children. Clark's aim was to view children without any

pre-existing lenses and suggested ways of how we can see young children as guiders of their own learning, a constructivist approach to learning (see p.76; Vygotsky, 1933). This method combines traditional observation methods with participatory elements to satisfy the importance of having children take ownership and guide the research without outside bias (Clark, 2005). The emphasis on listening further ties into Nottingham's ASK model which is discussed in the next stage of the writing. The approach follows three steps as outlined by Clark & Moss (2001):

- Stage One: Children gather information
- Stage Two: Children and adults combine to discuss information
- Stage Three: Children and adults discuss what is going to change and remain the same.

Weaved into these stages are observational tools that are central components to the approach. These were child conferencing, observations, photographs and map making. The conferencing took place in the school's pond area whilst Pupil A and I partook in some pond dipping whilst I asked questions (see appendix B. for questions and paraphrased answers). I chose not to follow a script and conduct the interview in a relaxed setting so that the participant was relaxed and more receptive to being honest. His diagnosis of ADHD and emotional needs were also a major factor for the interview being very informal. Specific questions were scripted but the child also led some conversations to help lower anxiety and keep the informal, open and honest dialogue. The answers in appendix B are paraphrased as I chose not to write them down live but instead writing them instantly upon the conclusion of the interview. Observations took place over fifteen days and were done from afar, yielding a truer reflection of the learner in his daily routines. Observations included note taking on an electronic device. This was chosen over a handheld notation tool for the speed of recording, leading to more accurate information (Merriam & Grenier, 2019). Pupil A was observed socially, communicatively, academically and physically (see Appendix G). Photographs of the child's interesting and go to places were recorded on an iPad before being transferred to the laptop. This was left to the child and had no adult interference, an important rule that Clark outlines when conducting a study using his approach. They were discussed afterwards where Pupil A explained the meaning of each image.

Whilst the Mosaic approach provides a comprehensive view of the learning space for Pupil A, it is very personal and therefore the results are restricted in use post-study. The foundation research was conducted with 60 children with the view of improving the learning

space for the majority. However, in this scenario, because the views were only of one child, changes to the learning space in order to improve the area for all are not justified. For Pupil A, a change might be necessary but if the research was carried out with other users of the space, the change might be strongly opposed. Therefore, whilst the Mosaic Approach is an in depth observational tool, in this instance it is very personal and changes to learning spaces could not be totally transformed to satisfy Pupil A. Positively, the non-verbal tools and variety of ways for children to express their views show how this approach is highly valuable and insightful when gathering information about young children (Carr *et al.* 2006; Gollop, 2000).

The use of non-verbal research tools such as photography, drawing, touring and observation proved immensely valuable, especially for the more reserved children. Providing children with several ways to share their views enabled all children to open up and divulge honest information to the researcher. (Carr *et al.* 2006; Gollop, 2000). This was particularly valuable for Pupil A who sometimes would struggle to articulate and express feelings of any value.

ASK Model

Nottingham (2013) developed the ASK model in an attempt to stop and direct education professionals to think about the focus of learning, something he believed was not evident in schools. The rationale for Nottingham's model was proportionally based upon Watkins' (2010) view that education was losing focus on teaching and learning and were absorbed in outputs and data rather than the learner. The three strands of the model were originally stated by Vinke's (2002) definition of academic capability, "the ability of an individual to select and use the knowledge, skills, and attitudes that are necessary for effective behavior in a specific professional, social or learning situation." (Vinke, 2002 as cited in Bakarman, 2011, p. 3). Nottingham took this statement and developed it further. The three focal points were kept but Nottingham felt it was too brief so took the model one step further by providing descriptors and examples of each aspect (see Figure 1.).

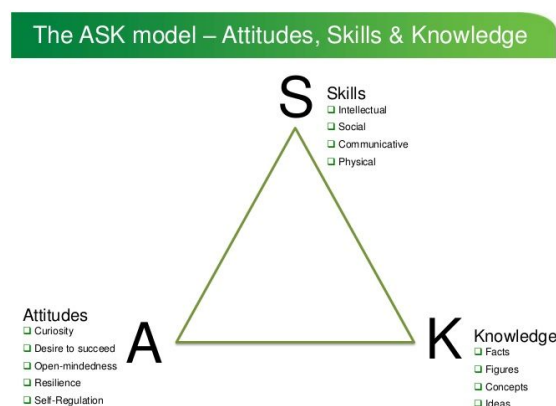


Figure 1. Attitudes, Skills and Knowledge model (Nottingham, 2013). [image from: <https://www.slideshare.net/jabulani4/develop-ask>. Accessed 25/05/2019]

Nottingham's view of children having the correct attitude to learning in order for it to be successful is a viewpoint shared amongst multiple researchers (Schutz & Lanehart, 2002; Pons *et al.*, 2005; Linnenbrink, 2006). Attitudes towards learning include perseverance, resilience and a reciprocation to being helped and/or make mistakes. Influence for the attitudes segment of the model has come from researchers such as Carol Dweck's Growth Mindset (1986) and Vygotsky's (1978) proposals of children needing a more significant other to scaffold and drive learning forwards. These attitudes are often seen as the first stepping stone to learning so it is crucial that children have the correct attitude and mindset to begin their learning journey. To build upon the attitude, children need to possess a wide variety of skills i.e. intellectual, communication and thinking skills etc in order to engage fully with learning opportunities. Listening is also a vital skill included in the model and, as discussed earlier in relation to the Mosaic Approach, is something that both the child and observer need to do with purpose. The skills segment of the triangular approach to learning finished with the knowledge segment in which where learners should have consolidated specific knowledge and be able to reflect on whether learning has occurred through use of peers, knowledge checkers and other reliable factual tools.

Nottingham's ASK model provides a holistic view of learning and understands the importance of children being ready to learn. It isn't tunnel vision on learning outcomes but instead allows practitioners to deliver teaching and learning that focuses on the pupils' learning and wider development. It is a personal opinion of the writer that the whole child must be taken into consideration when planning learning opportunities. Children must be ready to learn so it is of vital importance that children have the right attitude to start, and

access to the most appropriate support throughout the process. This, alongside the rationale for the Mosaic Approach outlined earlier in the writing, provided the researcher with a range of substantive observations that returned a breadth of results.

Ethical Considerations

The school has been kept confidential to keep in line with BERA (2018) ethical guidelines so the reader may identify the word school as reference to the school in subject. The focus child has also been anonymised and will be referred to as Pupil A throughout the writing. In line with the University's research policy, the school's consent was sought and the Pupil A gave verbal assent to the research and had options to pull out whenever he wanted (UWTSD Research Ethics & Integrity Code of Practice 2017-2020 [see Appendix C]). Any comment on the child's additional learning needs has been kept brief due to the privacy and sensitivity of the data. Later in the writing Teacher A is mentioned. Teacher A is the classroom teacher but has been kept anonymised for ethical purposes.

Analysis of the Learner

This section of the writing aims to highlight the strengths of the learner in specific learning contexts, as well as wider skills such as social ability. Any statements on next steps for learners will be discussed in the next section of the writing.

Maths Development

Evidence of work that portray a range of mathematical skills were collected and contributed to a conclusive Level 4C (Appendix D). Pieces of work included using and applying, number and algebra, shape, space and measure and handling data. This gave a comprehensive range of evidenced skills in order to justify the level given. A full justification for the given level can be seen in Appendix D. The collected evidence shows good knowledge and understanding of key mathematical concepts and alongside other, uncopied work, skills are evident as standalone and cross-curricular. For example, data in tables has been transferred to line graphs in Maths (see appendix C, MD6) and also science. Number skills are evident in pieces MD1 and MD3 although one thing that is clear throughout the work, no more so than in division work, is Pupil A's confidence in his own ability. There is research to suggest there is a strong relationship between maths and anxiety, with perceived ability and success

determining levels of confidence (Hoyles, 1982; Ashby, 2009). This is further evidenced by Goetze *et al.* (2010) that self-concepts play a major role in mathematical learning experiences. In a child where certain anxieties are present, this must be considered when attempting to develop confidence in maths. This is an identified area that Pupil A needs to work on but this will be discussed in the next section of the writing. One area of mathematics where his confidence seems to be present is during graph work. Not only did he enjoy completing a variety of graph work, a range of skills were evident. Pupil A has demonstrated ability in reading and interpreting graph data (MD2) as well as being able to accurately and correctly plot data on a line graph. His enjoyment of such activities shows that this is one area of maths where he excels and he would like to do more of.

There are gaps within Pupil A's collected work as well as wider pieces that do not allow him to move up from a level 4C. There is an absence of any probability work and the associated vocabulary. Therefore, we must assume that this skill is yet to be covered during the year. This presents itself as a clear target for Pupil A and/or any probability work that has been completed must be collected and analysed appropriately. Further targets would be to demonstrate depth of place value knowledge and increasing confidence in number work, particularly the bus stop method of division (see MD3).

Language, Literacy and Communication

Three pieces of evidence were taken as they each demonstrate different skills and purposes that Pupil A has achieved. A 3A level has been given as a lot of the level 3 descriptors are evident with some aspects of level 4 showing (see Appendix E for levelling proforma). Writing for a variety of purposes and audiences is demonstrated through LLC2 and LLC1, although more imaginative vocabulary would progress him into a level 4. A real strength and area for Pupil A to be proud of is the organisation of his work. Organisation and presentation of work is something that children with ADHD typically struggle with (Holz & Lessing, 2002). Personal opinions are stated in LLC3 and this is where evidence of level 4 standards occurs. The child has used a variety of sentences to express and justify opinions in a range of writing formats; this is a real strength of Pupil A.

The three collected pieces have been from lessons where the child has really engaged and showed enthusiasm for the lesson. Evidence LLC1 and LLC3 show the child's creativity and imagination in two different contexts. LLC1 has allowed the child to use drawings to

stimulate thoughts provide an additional outlet of creativity. In LLC3, the child really engaged with a number of visual adverts, particularly those with a humorous approach or catchy slogans/jingles. Key to these two tasks have been the hook, similarly in evidence LLC2, an interesting hook of writing to a celebrity provides the child with an incentive to complete the work. Upon reflection, to demonstrate an obvious comparison, work should have been gathered from a lesson where the hook has not been so strong. This would show how important the hook is in motivating and engaging Pupil A in a subject he is more reluctant in.

Social Development

The Mosaic Approach was really useful in observations of social skills and gaining Pupil A's feelings on general school life. However, map making did not occur so this must be taken into consideration and identified as a limitation to the study.

The photographs taken by the child were very interesting. He was left unguided and sent under the instruction of "take photos of whatever you think is important in school and tell me why". Interestingly, of the four photos that Pupil A took, 3 were areas that he uses to calm down and collect his thoughts (see Appendix F). Image 2 shows an area where Pupil A will take himself when he gets frustrated or upset. This is separate from the classroom and is an isolated space for him to go whilst still being seen by adults. Images 3 and 4 are areas where Pupil A can also go to calm down but are also places he uses when he has finished work. These areas include an iPad or tennis equipment so that he can keep himself busy and out of trouble. It is during unguided or unstructured times where Pupil A is most vulnerable to becoming upset. He uses all zones independently and is in charge of regulating his emotions. Image 1 was taken because he enjoys his place within the classroom. His reasons include the amount of space around him i.e. behind him there is a quite a large open space and the fact that he can easily slip out into the sheltered calm zone. He takes great pride in his seat. Interestingly, Pupil A did not take photos of the football field or music room, two hobbies that he enjoys profusely. Nor did he take pictures of any staff, other classrooms or outdoor spaces. This was very interesting on the back of the interview where the child mentioned his love for the outdoors, music and Teacher A.

The interview took place near the school's pond, a relaxed area which would give the best opportunity for Pupil A to be open and honest. Questions focussed on the child's experience of school with some questions about social experiences. This was a carefully chosen

pathway as the child has a statement of ADHD with his IEP having social targets on it. It was revealed that Pupil A was having bi-weekly counselling sessions to help him prepare for Year 6 where he would be having a new teacher. When talking about this, anxiety was clear in the body language of Pupil A as he became quieter and spoke with a sense of nervousness. It is clear that Pupil A places a high importance on his relationships with teachers with his main anxiety being having to get to know someone new. From Q3, further evidence is provided of the child's anxiety and worry about adjusting not so much to life in year 6, but instead having a new teacher. Reflecting post-interview, his current view of the year 6 teachers is that of being strict and boring, with Q6 highlighting his opposing view of what a teacher should be like. He says that being funny is an important quality, something that he is worried is absent in the current year 6 teachers. To bring his anxieties to a whole, his second quality he stated was a teacher should encourage children and give them confidence in their ability. This is particularly powerful when linked to evidence of his maths work, specifically the AfL comment in MD3. Confidence and handling anxieties seems to play a major part in Pupil A's whole school life. This demonstrates that the child is missing an optimal attitude to learning, the importance of which has been discussed in relation to Nottingham's ASK model.

Synthesis

Across the board it is clear that Pupil A has particular barriers to learning. In mathematics there are knowledge gaps and in literacy there is a need for Pupil A to further develop key skills. However, the real barrier is Pupil A's low self-confidence in his academic ability and having high levels of anxiety in select social situations. Anxieties peek around the subject of new teachers, this has emerged during the interview and observations stages of the Mosaic Approach with the photographs demonstrating where Pupil A goes when these anxieties prevail. Despite having targets of maintaining good relationships with friends, there has been no evidence of Pupil A struggling with social friendships. It is vital for the transition into year 6 that the whole child is considered. The next section will discuss this further personal proposals of how the writer would approach these barriers to learning. Practical strategies will be suggested for how Pupil A could be supported in overcoming them.

Next Steps

Maths

From the analysis of the collected work, there are clear areas of learning which need developing. In terms of subject knowledge, Pupil A has provided little evidence of his understanding of place value. As this is a crucial part to understanding and working with numbers, particularly as he progresses through school, this would be an area that I would address immediately. As the class has a learning support assistant (LSA), during maths warm ups I would direct the LSA to work with Pupil A one to one on place value. The in class interventions would be daily for 10 minutes and would focus first on identification of numbers and their values, before moving on to identifying them within a scenario. Pupil A's strengths in column method addition/subtraction will help with identifying the value of numbers and thinking about sums instead of just doing them. Concrete resources will be used as well as other methods of pedagogy such as outside work. This is something Pupil A enjoys and alongside the one to one support and attention, will be far more effective than whole class or small group intervention. Further to this, evidence is absent for probability work and understanding of the language. Caution must be taken here as there is no evidence in books to suggest that this strand has been covered in depth, if at all. With this strand, there is a strong possibility that the language will be a major issue. Henriksen (1999) reported that the understanding of language plays a major role in learning and as Pupil A has been identified as having limited vocabulary, this would be a major focus. Schmitt *et al.*, (2019) provides further, that there is a direct link between the two. Therefore, careful consideration must be taken when conducting any intervention for probability, or other mathematical concepts that rely heavily on the understanding of key vocabulary and/or language.

Literacy

There is research that identifies the struggles that children with ADHD have with literacy development, therefore, this must be at the forefront of our minds when suggesting suitable interventions (Fletcher & Wolfe, 2008; Breslau *et al.*, 2009). However, Martinussen *et al.*, (2011) proclaims that the pace of learning can be kept with effective and targeted tasks and differentiation. There are a wide-range of simple classroom strategies that I would adopt to help develop Pupil A's vocabulary. These start with myself as a teacher ensuring that I am using a wider range of words and introducing new ways of explaining concepts. Within the classroom, simple vocabulary displays and resources i.e. thesauruses would be in constant view of Pupil A to inspire and encourage. Introduction of speaking and listening games not only improve vocabulary and language development, but also satisfy development of social skills such as turn taking, listening and conversation cues (Bakhsh, 2016). Such games would also work on IEP targets but would need to be monitored by an adult. Perhaps the most engaging way for Pupil A would be to use ICT to develop this target. He has a passion

for iPads and enjoys gaming so that would be a perfect hook. In 2016, Pokemon Go was launched and many academics and professionals looked to turn this craze into a radical classroom approach to learning. Uses were limited although Goodwin-Jones' (2016) article on the use of Augmented Reality (AR) in language development has provided inspiration for a digital approach to Pupil A's vocabulary shortcomings. His study found that Pokemon Go provides users the opportunity to develop linguistic skills in "localised, contextual learning and make meaningful connections to the real world" (Goodwin-Jones, 2016, p. 13). As the new curriculum in Wales edges ever closer, learning in real-world contexts is an important aspect that Donaldson (2015) suggested. Critically, cautions must be taken with regards to pupil safety, health and also the linguistic output of such games i.e. american terms or misspellings which would hinder learning. Using multiple approaches to widen vocabulary will help Pupil A produce more creative and engaging writing for a variety of audiences. As children with ADHD are behind in learning from an early age, these interventions should be considered earlier in school life to reduce the attainment gap as time progresses (Silva *et al.*, 2015).

Further developments include handwriting and spelling. Presentation is good for Pupil A, especially considering his ADHD diagnosis and organisation is very effective. However, joined and cursive writing can become illegible. Simple mistakes are made but this is not of a major concern regarding his position in learning. Reminders and brief, daily handwriting tasks would go a long way in addressing an issue that is a result of bad habits that have not been addressed. For spellings, I would propose use of electronic apps such as Spelling Hangman, something that I personally have seen engage and improve learners' attitude to spellings. These could be incorporated into weekly sessions as well as being encouraged to do them with parents at home. Parental involvement has been proven to have a multitude of benefits but most importantly, there is evidence of the positive impact on academic engagement and outputs (Rogers *et al.*, 2009; Froiland & Davison, 2014; See & Gorard, 2015). However, Hornby & Lafaele (2011) highlighted some concerns about the quality of learning and impact it has on the parent-child relationship. In 2018, Hornby & Blackwell reviewed the 2011 article and made further comments on the latest issues and the role of the school in maintaining strong relationships with parents to support their child(ren) at home.

Wellbeing

Throughout the analysis, anxiety towards new adults and self-confidence has been identified as a major barrier to learning. Pupil A clearly places high importance on relationships and others views when it comes to his education. The importance of trusting relationships has been identified in the research as critical, especially with children who have social and emotional needs, or are prone to behavioural outbursts (Archambault, 2017). The writer also concluded that children are deeply affected by relationships and that a warm relationship was conducive to calmness, engagement and academic ability. McCreery (2016) further added to this by saying that a good relationship promotes self-regulation from the child due to the mutual understanding of personality and struggles. Therefore, there is overwhelming support for Pupil A needing a teacher who understands him and where a positive, warm relationship can flourish. Whilst choice is limited and teachers cannot be chosen to teach a certain year group to satisfy one pupil, decisions need to be made weeks in advance of the end of term. This would be to ensure that Pupil A has plenty of warning and chance to adjust ahead of September. It is clear to see through observations that if he has a teacher he does not get on with, he can disengage for a whole day. If Pupil A is to progress, this cannot be allowed to happen in Year 6. The right teacher will ensure that Pupil A's attitude is positive and relaxed, critical attitudes of Nottingham's ASK model.

Self-confidence in mathematics is another area for Pupil A to improve. Some details have already been discussed with regards to specific teaching and learning strategies i.e. the language but building confidence in academic capabilities will further develop the approach. Anghileri (2005) proposes a different approach to mathematics teaching. Her emergent approach aims to encourage children to independently discover and understand numbers in their entirety, before then discussing with adults. The approach links numbers to real life scenarios which allow children to make their own connections with their learning. The child centred approach would afford Pupil A the independence needed to succeed in the world and make him less reliant on adults. Although it may seem like a seismic shift as he is currently very dependent on models and others' help, a staggered shift to independent work would benefit in the long term. This increase of independence would be gradual throughout year 6 so that he is better equipped for a more independent education in secondary school. Use of concrete objects and real life contexts would eradicate the struggle of thinking in the abstract, something Pupil A has as he relies on visuals and concrete objects. Provided with the right equipment and resources, Pupil A would soon be able to develop independent thinking as the learning would be much more relevant and physical. Satisfying ADHD attention issues and keeping the learner in control of their own learning.

As all anxieties are presented whenever there is a mention of a change of adult leads me to believe that this is a priority for Pupil A as opposed to general interventions for anxiety. His social friendships and changes to timetable doesn't affect him so the targeted anxiety intervention would be of major help to Pupil A. Confidence in maths should improve through the correct provision of resources and scaffolding, whilst slowly transferring ownership of learning.

Conclusions

To conclude the writing has analysed and levelled current work from a Year 5 pupil before providing next steps in the domains of maths, literacy and social skills. Maths focussed on identify gaps in learning and how to address them through daily interventions. Further to this, mathematical language should be considered throughout Pupil A's school life to ensure that his needs are being met. A wider variety of interventions for literacy were proposed with most being tailored towards Pupil A's love of technology. These were chosen to engage the learner on a new level and build enthusiasm and confidence in the subject. Tailored interventions for Pupil A's anxiety towards new pupils is a key focus as we move into transition. Throughout the study there has been limitations. These are identified as the absence of map making which devalues the Mosaic Approach as it wasn't conducted in its entirety. Further to this, paraphrasing of the interview does not ensure wholly accurate representation of the dialogue. However, the adopted methods have provided the writer with a wealth of information on the child. Leading to tailored and specific recommendations to move learning forward.

The research has allowed me as a practitioner to truly understand the importance of a child's holistic development. Through use of the Mosaic Approach and ASK model, I was able to practise observational skills that built a comprehensive picture of one learner in my class. In future practice, I shall reflect upon this process and encourage fellow practitioners to look at their children holistically. Through the ASK model, it is crucial that children are in a state that is ready to learn before being given support to develop skills and knowledge.

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Appendices

Appendix A - Individual Education Plan (IEP) of Focus Child

My Individual Development Plan

Things I find difficult	My targets	What do I need to do?	Who is going to help me and when?	How did I get on?
				
Maintaining good relationships with friends	To remember that friends are to be respected and to use kind words and actions. To control my emotions when disagreements occur.	- To control my emotions when disagreements occur by walking away. - To play nicely on the yard by not engaging in physical games. - To keep unkind words and topics of conversation to a minimum.	- Mrs Parker Evans will remind me to walk away and take some time out when needed. - My teachers will remind me to play nicely and of the consequences if I do not. - I can use the classroom cwtch when angry.	
Concentrating	To avoid distracting others on my table	- Focus on my own work - Not talk to others while they are working - To not leave my seat during lesson time to talk to others	- Mrs Parker Evans will remind me at the start of each lesson - I will receive points for staying in my chair during lessons	

This IEP format has been designed especially for the child. The idea is that the child's teacher will spend time discussing and writing the content in partnership with the child. This will help the child to feel more involved in their education and therefore more motivated to reach the targets they have helped to set for themselves.

Signed: _____ (pupil)

Signed: _____ (class teacher/LSA)

Signed: _____ (parent/guardian)

Signed: _____ (SENCO)

Appendix B - Interview Questions and Paraphrased Answers.

Q1: What is your favourite part of school?

I really enjoyed going on a residential to Wye Valley. I liked the outdoors and trying things I have never done before like raft building and orienteering. I also love going swimming and going to your tennis club after school. I don't normally go to clubs but i've really enjoyed your club. In school, I like Science as we don't write much and get to do different experiments. I like that you find out new things and it's more exciting than when you do loads of writing. I like drum lessons.

Q2: What do you think about your learning environment?

I like sitting where I do because there is space around me and I am close to the shelter and calm zone. I like the black displays with colourful writing as I think they look really cool and eye catching. Some boards help me with my work and remind us of the school and class rules.

Q3: Do you feel ready to go into Year 6?

I don't want to leave Teacher A because we get on and the year 6 teachers are really boring and strict. Teacher A has fun and banter with us which I like but sometimes she can be strict if it gets too silly. I am looking forward to being the oldest in the school and helping the younger pupils be better.

Q4: How do you feel about having a new teacher next year when you've been with Teacher A for 3 years?

I am anxious and i've spoken to someone (a counsellor) about it and I know why I can't have her again but I will be sad as she gets me.

Q5: Do you have a safe space?

I like the calm zone in the shelter as it is away from everyone else and I can just calm myself. I can go there anytime and it is really close to my seat in class. I also like to work out on the sofas if I need a quiet area to work. If I get angry at play I like to sit in the bushes on the banking but I don't stay there long because I know it upsets my teacher.

Q6: What are 3 qualities you think make a good teacher?

Funny, gives me confidence and makes learning really fun.

Note:

Teacher A = Classroom Teacher

Appendix C - Consent Form

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 a 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): ANDREW MORGAN

SCHOOL NAME (PLEASE PRINT): GARTREFG PRIMARY SCHOOL

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

H. LEE

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

H Lee

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 D - Mathematical Development Evidence

MD1

Revenue	Cost		Profit - Yes or No
£800	400	$800 - 400 = 400$	Yes
1200	102	$1200 - 102 = 1098$	Yes
950	420	$950 - 420 = 530$	Yes
11222	6407	$11222 - 6407 = 4815$	Yes
4229	674	$4229 - 674 = 3555$	Yes
99937	77649	$99937 - 77649 = 22288$	Yes

MD2

- 1 endgame made the most money on the weekend
- 2 Hotk mil the least money
- 3 black Panther made 2000000000 Pounds
- 4 9092 made the most money and was most popular
- 5 Ghor the duck word made 222 915 220 Pounds
- 6 ~~endgame~~ endgame with a white black Panther 100500
- 7 the marks of losing money better the game goes better
- 8 It is going in million seconds in 500 on the side

How much did Captain Marvel make?
 Captain Marvel made 153 433 423 Pounds

MD3

Now compare division sums using time labels
 S.C. I can use my times tables to answer division sums

a) $34 \div 2 =$ $\begin{array}{r} 17 \\ 2 \overline{) 34} \\ \underline{14} \\ 20 \\ \underline{20} \\ 0 \end{array}$

b) $48 \div 8 =$ $\begin{array}{r} 6 \\ 8 \overline{) 48} \\ \underline{0} \\ 48 \\ \underline{48} \\ 0 \end{array}$

$12 \div 3 =$ $\begin{array}{r} 4 \\ 3 \overline{) 12} \\ \underline{12} \\ 0 \end{array}$

$21 \div 7 =$ $\begin{array}{r} 3 \\ 7 \overline{) 21} \\ \underline{21} \\ 0 \end{array}$

$54 \div 9 =$ $\begin{array}{r} 6 \\ 9 \overline{) 54} \\ \underline{54} \\ 0 \end{array}$

$27 \div 5 =$ $\begin{array}{r} 5 \text{ r } 2 \\ 5 \overline{) 27} \\ \underline{25} \\ 2 \end{array}$

$73 \div 4 =$ $\begin{array}{r} 18 \text{ r } 1 \\ 4 \overline{) 73} \\ \underline{72} \\ 1 \end{array}$

$34 \div 5 =$ $\begin{array}{r} 6 \text{ r } 4 \\ 5 \overline{) 34} \\ \underline{30} \\ 4 \end{array}$

Excellent
 After!
 You need to
 trust you can
 do it!

I bet the marks are all

MD4

Success Criteria:

- Use language associated with direction
- Understand and follow the 8 compass points
- Use ICT skills to plot the journey

Self-reflection questions

Start

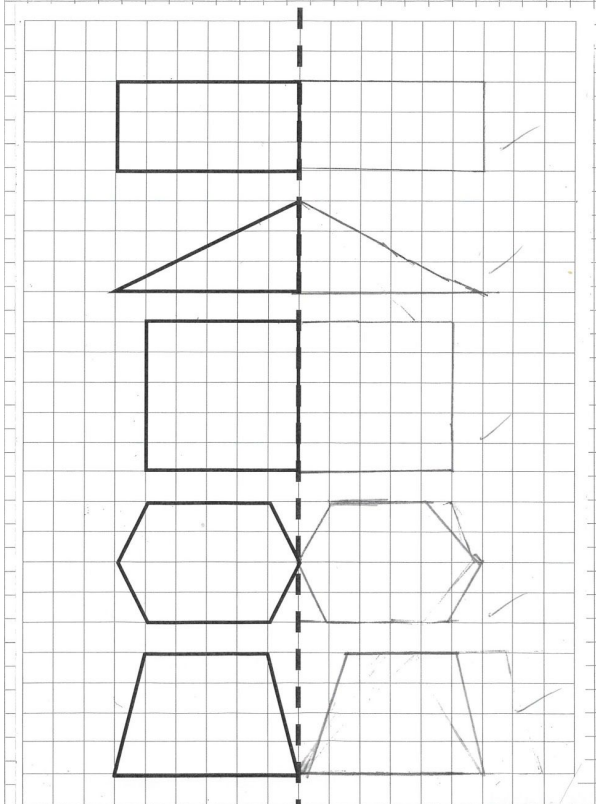
First go north 3 spaces
 Second go west 5 spaces
 then go north 2 spaces
 go east 1 space
 go north 3 spaces
 then now go east 3 spaces
 then go 1 space south
 now go 7 spaces east

then go north 2 spaces
 now go west 5 spaces
 go north 2 spaces
 south 5 spaces
 then now go 2 spaces north
 now go 5 spaces west
 lastly go north 1 space

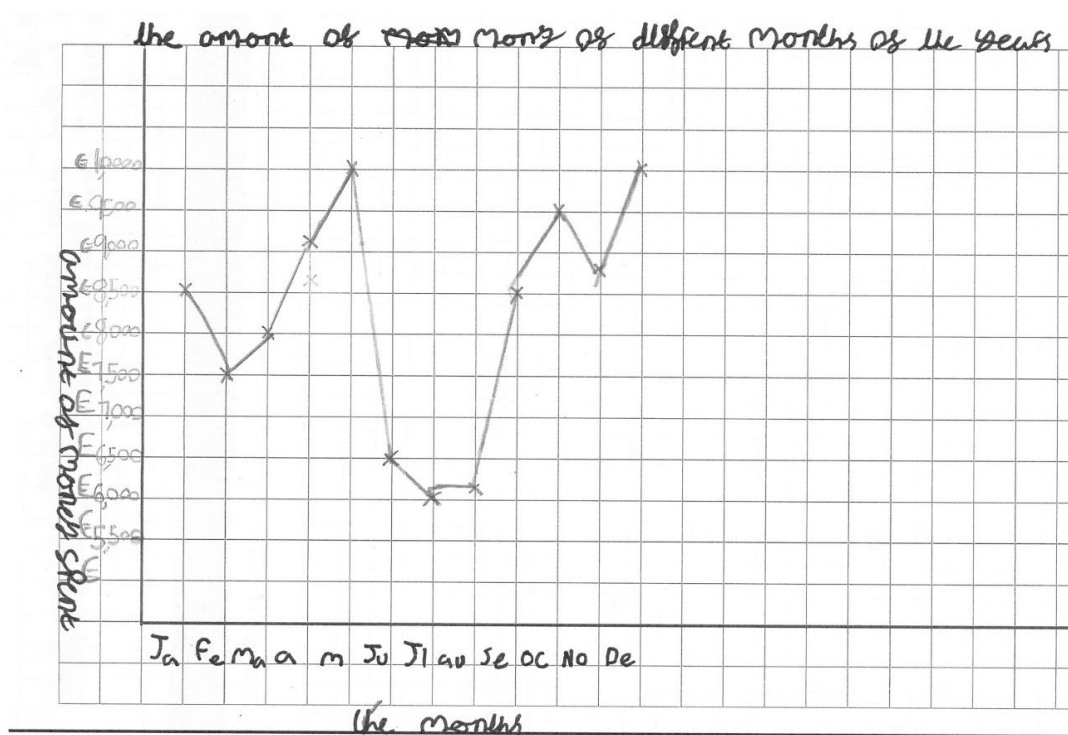
I think I did good

MD5

Not complete. Some of the pupils
didn't understand the concept and didn't work



MD6



Levelled Work - Mathematics

LVL 3

Learners organise their work, check results, and try different approaches - [Work is well organised and spaced out appropriately.](#)

They talk about and explain their work - [Can articulate and explain the process and rationale that he has taken.](#)

They use and interpret mathematical symbols and diagrams - [A range of symbols and processes have been used.](#)

They find particular examples that satisfy a general statement - [Evident in piece 2.](#)

They use place value in numbers up to 1 000 to make approximations - [Evident in piece 6 where the learner had to use a line graph to answer verbal questions and approximations of differences.](#)

They use decimal notation in recording money, and recognise negative numbers in the context of temperature - [Money was used in piece 2 although numbers were millions and interpreted off of a graph. Decimal notation for money is missing.](#)

They develop further mental strategies for adding and subtracting numbers with at least two digits - [Not relevant to collected work.](#)

They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables in solving whole-number problems involving multiplication and division, including those giving rise to remainders - [Evident in piece 3 where multiplication strategies are used to help division.](#)

They use standard units of length, capacity, mass and time - [Evident in other pieces of work.](#)

They classify shapes in various ways - [Evident in piece 5.](#)

They extract and interpret information presented in simple tables and lists, and construct and interpret bar charts and pictograms - [Piece 2 demonstrates good ability to extract information from a line graph. Piece 6 shows ability to plot data onto a line graph and label axis appropriately.](#)

LVL 4

Learners develop their own strategies for solving problems, and present information and results systematically - [Reliant on models, supports and structures. Lacks independent thinking but records and presents information in a clear, structured and relevant way.](#)

They search for a solution by trying out ideas of their own - [Reliant on models, supports and structures. Lacks independent thinking or techniques.](#)

They use their understanding of place value to multiply and divide whole numbers by 10 and 100 - Often gets confused with place value in multiplication and division scenarios, target.

They use a variety of mental and written methods for computation, including recall of multiplication facts up to 10×10 - Orally evident.

They add and subtract decimals to two places - Not evident, target of place value.

They check their results are reasonable by considering the context or the size of the numbers - Evident in pieces 1 and 3.

They use simple fractions and percentages to describe approximate parts of a whole - Simple fractions and percentages are clear in Big Maths questions.

They recognise and describe number patterns and relationships and use simple formulae expressed in words - Not evident.

They use their knowledge of shape to make 3D mathematical models, draw common 2D shapes in different orientations on grids, and reflect simple shapes in a mirror line - Evident in piece 5. A good understanding of simple reflections of a variety of shapes.

They choose and use suitable units and instruments, reading, with appropriate accuracy, numbers on a range of measuring instruments - Evident in topic work where they have used measurements in ml/l, cm/m, s/m.

They find perimeters of shapes, areas by counting squares, and volumes by counting cubes. They use and interpret co-ordinates in the first quadrant - Evident in other pieces of work. Perimeter is understood clearly in simple forms and coordinates in the first quadrant are correct and clear.

They collect discrete data, group data where appropriate, and use the mode and median as characteristics of a set of data - Not evident

They draw and interpret frequency diagrams and construct and interpret simple line graphs - Evident in pieces 2 and 6.

They understand and use simple vocabulary associated with probability - Not evident

Awarded Level - 4C

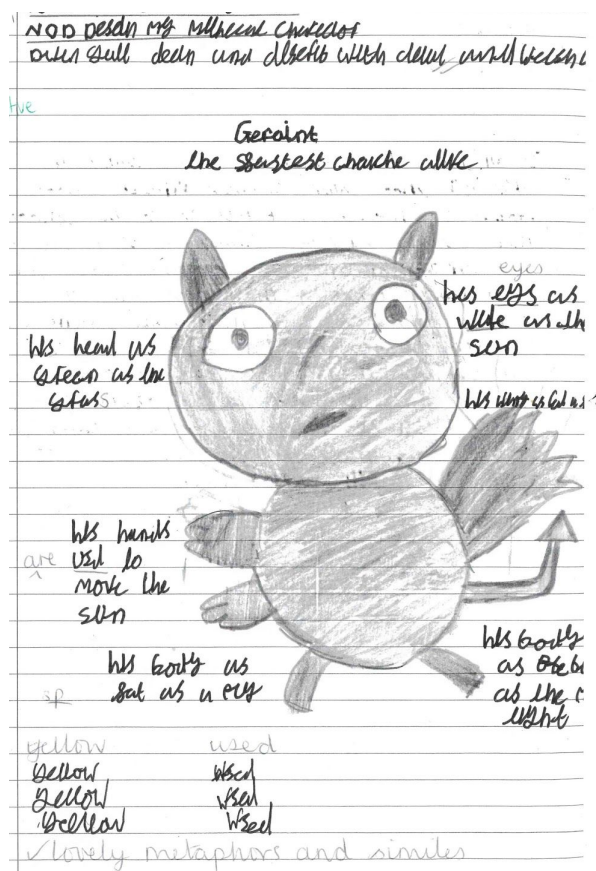
This child has just crept into level 4. It is a low level 4 but as most skills are evident, I believe this provides a justification. In order for the child to move into a consolidate level 4, depth of understanding is needed which will be gathered over time. The following steps will also help the child move to a comfortable level 4:

- Place value.
- Increase independence and confidence.

- Probability - evidence of language and skills.

Appendix E - Language, Literacy and Communication

LLC1



LLC2

Leveled Work - Literacy

LVL 3

Learners' writing is often organised, imaginative and clear - Strong, self-directed organisation evident in all three pieces of work, something he has done very well to have achieved considering ADHD diagnosis. Imagination is clear in piece 1 although vocabulary is quite limited. Work is clearly presented and in correct form.

The main features of different forms of writing are used appropriately, beginning to be adapted to different readers - In piece 2, the form of letter writing is accurate although some features are missing i.e. date and who it is from.

Sequences of sentences are used to develop ideas and words are sometimes chosen for variety and interest - Evident in piece 3, phrases like "in my opinion" show excellent understanding that the appeal of adverts vary from person to person. Reasons are given for justification although vocabulary is limited.

The basic grammatical structure of sentences is usually correct - Clear in pieces 2 and 3. Not relevant to piece 1.

Spelling is usually accurate, including that of common, polysyllabic words - Frequent misspelling of polysyllabic words and other common words although these misspellings are written as they are spoken.

Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately - Evident throughout all 3 pieces although mistakes are frequent i.e. capital letters vary and full stops are sometimes missed.

Handwriting is legible and work is appropriately presented - Work is presented well although handwriting can become illegible at times. Basic errors of not crossing the letter 't' is a theme throughout all writing across the curriculum.

Next Steps;

- Expansion of vocabulary and a variety of sentences. Particularly look to develop use of adjectives.
- Handwriting

LVL 4

Learners' writing in a range of forms is lively. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader - Not evident.

Opinions are stated and supported with some reasons given - Evident in piece 3 where personal opinions were stated and given a numerical rating with justification and reasoning.

Vocabulary choices are often adventurous and words are sometimes used for effect - Target.

They are beginning to extend meaning and use different sentence structures - **Not really evident.**

They organise their writing into paragraphs. Spelling conforms to regular patterns and is generally accurate - **Not evident, spelling is poor.**

Full stops, capital letters and question marks are used accurately and they are beginning to use punctuation within the sentence, including inverted commas for speech - **Not evident.**

Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task - **Target, although presentation is adapted to task.**

Awarded Level - 3A

This child is a strong level 3 with elements of level 4. There is evidence of good level 3 features throughout the 3 pieces with piece 3 providing some evidence of level 4 skills. However, there is not enough evidence of level 4 skills. In order for the child to move into level 4, the following steps should be taken:

- Expansion of vocabulary and a variety of sentences. Particularly look to develop use of adjectives and a variety of sentence starters to help liven up writing and engage the reader.
- Spelling of common and polysyllabic words.
- Handwriting - presentation, form and pace.

Appendix F - Photographs

Image 1



Pupil A's seat in the classroom. He enjoys sitting in this area of the classroom because it has space behind him and is close to the shelter exit.

Image 2



Shelter Calm Zone. This is where he goes to calm down and not be disturbed by anyone.

Image 3



Shelter - Sometimes he likes to go and practise tennis skills. He attends my tennis club and has showed a real enjoyment for the sport, practising whenever he has a chance. This can be used as a reward.

Image 4



Classroom cwtch - This is where he can go if he needs a second away from his space to regulate himself. When he has finished his work, he often comes here to play an educational game on the iPads or read a book.

Appendix G - Observations

Socially

Takes time getting used to new faces and has been with the same teacher for the last 2 years. Very anxious about next year and has not responded well to having supply teachers or new faces in the classroom. Has adapted well to me and we have built a good relationship. IEP has social goals such as maintaining relationships with friends as this is something he struggles with, partly due to his ADHD diagnosis. When he has gotten overwhelmed, he has taken himself off to the classroom cwtch in order to calm down. Self-regulation is improving. Will mix with the boys playing football on the yard and will remove himself if something happens. Has attended my tennis club where his social skills are being improved, forming particularly good friendships with 2 other attendees whom which he doesn't really bother with in class or on the yard.

Communication

Needs to trust adults and get to know them before communicating with them. Has not responded well to when there has been new teachers in the classroom and has been able to articulate why. He communicates when he is unhappy by taking himself to the classroom cwtch to have 5 minutes alone to calm down. He likes you to check on him and ask him "do you want a chat or be on your own for five minute" as he feels safe when you noticed he has left the immediate classroom. On 23/05/19, Pupil A was pupil of the week. During the celebration assembly where he was presented with a certificate, his brother got up to see his mum before he did. This led to an outburst and him running out into the yard and hiding in the bushes. He was saying how his brother "always ruins his moments and everything is about him and not me. It was my moment and he spoilt it"

Academically

He is middle ability in all subjects. He enjoys maths but his confidence is not great during maths lessons. He needs constant check ins and likes to please teachers. However, if check ins do not occur and he is struggling, he will quickly become frustrated which leads to him

going to the cwtch. Attention needs to be on him almost immediately. Loves graph work and particularly enjoyed our series of lessons of line graphs. He was able to decipher information from the graph and plot appropriately. Operational skills are solid but needs to build confidence in division. Coordinates, shapes and reflection skills are evident and does well in Big Maths.

In literacy, he does not enjoy it as much as maths but has really engaged with lessons that are real life based. Enjoyed advert lessons and was able to express opinions and give reasons for choices. Handwriting isn't the neatest but is mostly legible with a few SPAG issues present in most lessons. Likes to be creative and has a fantastic imagination. Can present work in an appropriate way and considers audiences when writing. Likes to use drawings to accompany writing in Topic work.

Physically

Motor skills are fine. Gross motor skills are evident. Spatial awareness, pen control is all good. Enjoys sport, particularly swimming and tennis. In the upper group for swimming and has accomplished his life saving qualification during school lessons. Joined my tennis club and is showing skill in it.

About Me

Oldest of four with split parents but sees both regularly in a safe and caring environment. Spends a lot of time with his younger twin sisters and is very protective of them. His relationship with his brother is one that can be fractured at times. For example, during a celebration assembly where he was pupil of the week, his brother got up to see his mum before he did. This led to an outburst and him running out into the yard and hiding in the bushes. He was saying how his brother always ruins his moments, this showed the turbulent relationship he has with his brother.