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

Introduction

This essay will discuss how the class teacher can support the development of a pupil and ensure they continue to make progress, whilst looking at the pupil in a holistic way. The research will use the Mosaic approach to ensure the pupil's perspective of their progress and education is taken into consideration. The ASK model, developed by Nottingham (2013), will be used to enable the class teacher to look at the pupil in a holistic way by combining their skills, attitudes and knowledge. The teacher will then be able to identify the next steps for the pupil to ensure they make progress in their learning.

The research will take place in a primary school in the Vale of Glamorgan. The school has over 700 pupils, with 11% of the pupils being eligible for free school meals and 10% of pupils having been identified with additional learning needs. These figures are substantially lower than the national average (Estyn, 2015). The school is a pioneer school for the new curriculum in Wales and is also a pioneer school for Read Write Inc (RWI).

The pupil that will be discussed in this paper is a five-year old girl in a three-form entry Reception class. The classes are mixed according to ability and again for topic work in the afternoon. This means that the pupil currently works in three different groups in three to four different classes throughout the school day with a mix of 90 pupils. The pupil is considered to be a lower attaining pupil, however she has shown a good amount of progress since starting in September. The pupil started school without knowing any other pupil, as she was one of the few pupils to join the school from an external nursery. During this paper I will discuss her development and abilities in five areas of the curriculum. These will be: Mathematics, Literacy, Well-being, Personal and Social Development and Creativity.

Data collection

Moss and Clark designed the Mosaic approach specifically for research with young children in 1999 (Clark, 2007). It was designed to enable researchers to view teaching and learning through the eyes of the child (Greenfield, 2011). This approach is designed to collect qualitative data and use a variety of research tools to create a holistic view of the pupil (Appendix 1).

There are also three stages to the Mosaic approach. Stage one is collecting qualitative data with the pupil. The second stage is where the researcher will sit down with the pupil and discuss the data. This will be done in a child friendly manor, where the pupil can openly discuss what they have collected and documented. The last stage is where the researcher looks at the data collected and comes to a decision (Greenfield, 2011). For this paper, the researcher will identify the next steps for the learner based on the evidence collected. The

evidence collected, in line with the Mosaic approach, includes: observations, a learning walk, pictures, pupil and teacher interviews and work samples.

According to Smidt (2005), observations are imperative to understanding children and their development. It is a simple way of evidencing their progress and ensuring that they continue to move forward in their learning. Kingery et al (2018) agrees with Smidt and believes that this constructivist approach is beneficial to understanding how learners make meaning of the world based on their own experiences. By simply taking a step back and observing, practitioners will gain a much more valuable insight into how pupils learning and progress. However, Marshall and Scott (2009) criticize the use of observations, as pupils may change their behaviour whilst being observed; this could result in invalid data that is not a true representation of the pupils' behaviour or capabilities. Due to the observations being carried out by the classroom trainee teacher, observations will be in line with standard classroom practise. Therefore, the trainee teacher will be a familiar face to the pupil, which should decrease the likelihood of her behaviour changing in the trainee's presence.

The Mosaic approach incorporates a learning walk into the research. To do this, the trainee teacher spent a few days developing a relationship with the pupil in order to build trust. The pupil then took the trainee teacher on a tour of the school to take photos of things that she considered important and enjoyable. Learning walks are a powerful way of thinking beyond the classroom and looking at the school as a whole (Steiny, 2009). Pupils are not confined to classroom space; they move around the school at various parts of the day, meaning a learning walk provides great opportunity to see various other aspects to the pupil's school life that may not take place in the classroom.

Any ethical implications have been considered prior to the start of the research. The evidence collected is in line with the BERA guidelines (2018). The trainee teacher has gained consent for this research from the class teacher (Appendix 2) and has also gained assent from the pupil. The pupil was also aware that she could withdraw from the research at any time if she wished to do so. The evidence gathered and observations of the pupil will be anonymised and the pupil's identity will remain confidential. The University's ethical guidelines were read prior to the research. The guidelines state that students must not falsify data and should maintain a professional manner whilst representing the University (UWTSD, 2018).

The ASK model will be used to ensure a holistic approach is taken during this research. It stands for Attitudes, skills and knowledge. The ASK model is based on the fact that pupils development and learning is based on all three attributes. They work hand in hand to create a foundation to a pupils learning (Nottingham, 2013). The ASK model will allow the trainee to look at the pupils Attitudes, Skills and Knowledge and how this may affect her learning and progress.

Analysis of learner

From an interview with the class teacher (Appendix 16), she discusses the amount of development the pupil has achieved over the year. The teacher believes this is due to the pupil's positive attitude towards learning and the ability to learn from her mistakes. According to Bondy et al (2007), pupils are more willing to try and then learn from their mistakes if they feel safe within their environment. The pupil is very eager to learn and shows great determination and persistence. This is evident in observations (Appendix 3), where the pupil found it challenging to form the letter 'K' in a RWI session. She could recognise that her 'K' did not look like the one on the board and asked the trainee teacher for support in forming the letter correctly. She then persisted to form this letter whilst other pupils had moved on. According to Erwin & Brown (2003), children's self-dedication can be influenced by the environment around them. Therefore, it is suggested that the pupil feels safe in her environment.

On occasion, the pupil can seem quite mature for her age and very independent. The class teacher discussed how the pupil has three brothers at home, one of whom has severe additional learning needs. This may impact on the pupil's need to mature at a faster pace and her want for independence as she helps her parents to look after her brother at home.

According to Hastings, & Singh (2010), the use of mindfulness interventions is beneficial to a pupil's well being. The pupil participates in the morning mindfulness sessions in the classroom. She is a positive pupil who is happy to attend school. However, it was observed that the pupil is late to school up to twice a week and has had 4 days off within 3 weeks. According to Malcolm et al (2003), there is a direct link between a pupil's attendance and their attainment in school. As stated previously, the pupil is a lower attaining pupil but shows an eagerness to learn. The pupil then misses circle time in the morning where pupils talk about emotions and feelings. They will also identify their likes and dislikes and participate in peer discussions. The Foundation Phase Framework (2015) discusses the need for pupils to identify and understand their feelings and emotions; therefore, circle time is a valuable time for the pupil to be missing often.

The pupil currently attends a speech links intervention. This is an intervention developed to support schools in targeting certain aspects of a pupil's speech that they find challenging (SpeechLink, 2018). The pupil finds it challenging to articulate 'c' and 'g'; these are sounds that will come from the back of the throat. It often sounds like a 'd' when she is speaking, which is a sound that comes from the front of the mouth. According to Norfolk and the NHS Trust (2015), children should learn the process of fronting these particular letters by the age of three and a half. If a child is having difficulty fronting beyond these years then it is a sign of speech sound delay. Due to this potential delay, a referral to Speech and Language has been made.

Each morning the pupils enter the classroom and write their name in their exercise book as a practice. The pupil is inconsistent when writing her name

(Appendix 4 has been removed for anonymity); the size of her writing and the neatness will vary. The pupil will also write her 'j' 'h' and 'n' backwards. However, according to Blackburne et al (2014), it is perfectly normal for pupils of her age to be writing their letters backwards when learning how to write. However, according to Brooks & Berninger (2011), it could signify early signs of Dyslexia if this continues to happen as the pupil moves through school.

The pupil is completing her first term in the 'Ditties' group for RWI after moving up a group. RWI is a phonics program that aims to get all children reading and writing accurately (Ruth Miskin, 2019). During the learning walk, the pupil took a photo of the RWI board in her classroom (Appendix 5). When asked why that is important to her, she said "cause it helps me when I stuck on my letters". This could signify that the pupil is aware of the tools around her that can help her to be as independent as possible.

The pupil has currently achieved an outcome 2 with aspects of outcome 3 (Foundation Phase Framework, 2015). She is able to think of a sentence for her work, for an adult to then model the sentence for her to underwrite (Appendix 6). She is beginning to sound of letters to form simple words when reading. The pupil can construct a sentence that has more than 5 words and is happy to discuss experiences with her peers/adult. However, the pupil seems uncertain as to how to approach make-believe scenarios and tends to stay away from activities that encourage this.

During the pupil interview (Appendix 7), the pupil identified Mathematics as one of her favourite things in school. When asked "Why?", she said "Cuz I like it when I get it right and you gives me a sticker". Although the pupil is in the lower attaining group for Mathematics, her determination and persistence has meant that she has progressed in each skill learnt (Appendix 10). Due to the lessons being spread over a three- day period, it allows for Nottingham's ASK model to take place (Appendix 8). This class is made up of 24 pupils, which is smaller than the others. The pupil benefits from small group teaching, as she is quick to pick up a skill once shown the correct technique to complete it. This is evident when learning the value of a 2p coin. The pupil initially did not understand that 2p is the same as 2 x 1p coins. Once a tapping system was introduced for the pupils to tap the 2p coin twice to signify its value, the pupil was then able to complete the task independently (Appendix 9). The pupil then applied this knowledge in the enhanced provision and other adult let tasks, which consolidated her learning.

Sorting items was another skill focused on; pupils were sorting items into two groups. They could sort their items however they saw appropriate. Most pupils sorted their items by colour, however, the target pupil sorted hers into animals. She had a group of sheep, cows and ducks. The trainee teacher then asked the pupil what she notices about the animals. She then observed that some animals were larger than others and went on to sort them further so that each group had a grown- up group and a baby group (Appendix 10). This was a very complex way of sorting out the items. Her maturity and curiosity led her to look beyond what her peers were doing.

During the pupil interview (Appendix 11), the pupil identified drawing as something else she enjoys at school. This is interesting, as the pupil has not been observed drawing during her time in the enhanced provision. She seems to be drawn to the more practical activities. As an adult- led task, the pupil created a beach print using Styrofoam and ink paint. It was observed that the pupil found the concept of denting a Styrofoam board to create a stencil confusing, as it was a new concept to her. She seemed unsure initially and wanted to see an example before starting. Black et al (2004), highlight the importance of AFL strategies within the classroom and its effect on pupils' attainment. Through showing the pupil a good example of the work she could then develop her own success criteria of what a good one would look like.

The pupil chose to draw a shell (Appendix 12). Once the stencil was ready she appeared excited to use the paint. The pupil used multiple colours to paint certain aspects of her shell stencil. It appeared that the pupil rushed the creation of the stencil in order to get to the painting part. This goes against what the pupil had identified as an enjoyable experience for her. The pupil's thinking skills allowed her to think outside the box and layer multiple colours for her stencil but the art work could have been more effective if the pupil had given more attention to detail whilst drawing her shell.

The pupil has attained an outcome two in the Foundation Phase Framework (2015). She is able to create simple patterns and respond to musical instruments. The pupil is beginning to interpret her own movement to a variety of music. Schwartz (2008), highlights the strengths of pupils experimenting with music and suggest that it has an impact on pupils' language development and fine motor skills. The pupil participated in a music lesson where the objective was to create her own rhythm using claps and stamps (Appendix 17). This rhythm would then be applied with instruments the following week. The pupil concentrated during the lesson, almost to the point where she did not appear to be enjoying as much as her peers as she was more focused on getting it right. The pupil could create her own rhythm but her hand- eye coordination created a slight barrier during this task.

The pupil has attained an outcome 4 for her Personal and Social development when looking at the Foundation Phase Framework (2015). The pupil is a very independent individual who is willing to help others when in need (Appendix 13). She can patiently wait her turn to talk and to play an activity. She can also support other pupils when in need; this is evident when the pupil tried to tie another pupil's shoelace. The pupil is independent when eating her dinner, using a knife and fork to cut her food. She identified the cafeteria as an enjoyable place as she loves food. During the learning walk (Appendix 14), the pupil also identified the role-play as an area she enjoys playing in. This was interesting, as the pupil will not choose the role-play during her time in the enhanced provision. When an adult is in the role-play to model, she will approach but appears to be unsure of how to engage with the activity. When asked why she had chosen the role-play on the learning walk she replied saying that it was because it was pretty. It was becoming clear that the pupil was taking pictures on the learning walk of things that were visually appealing.

The pupil has a few friends in the classroom. She appears to play with one boy and one girl and will play with an adult if the pupils are absent. She appears happy with having few close friends rather than many. However, it would be beneficial for her to develop further social skills where she interacts with pupils outside her friendship circle. The pupil is very respectful towards other pupils and is beginning to question certain patterns that are appearing (Appendix 15).

She is a very observant and curious pupil and questions why some people are different. The trainee teacher was asked about why a pupil with Downs Syndrome in the classroom was different and needed more help. The pupils are currently learning Makiton in the classroom, as that is how the pupil with Downs Syndrome communicates. Once the discussion had occurred, the pupil then started asking the pupil's support worker for particular Makiton signs in order to include and communicate with her peer.

Next Steps

According to Konu and Rimpela (2002), well-being is connected to a pupil's academic achievement. Therefor, schools need to put more emphasis on well-being within their classrooms. Grabel (2017) agrees and identifies a connection with pupils' attendance and their attainment. The research shows that there is a potential link between the pupil's arrival time to school and her attainment. According to Hornby (2011), pupils' attainment levels increase when there is a high level of engagement from their parents within the school. In order for the pupil to further develop her understanding of feelings and emotions, she needs to be in school on time every morning. To overcome the pupil's punctuality to school and regular attendance the parents need to acknowledge the importance of the little time she is missing regularly. In research carried out by Dalziel & Henthorne (2005), parents discussed how debt and health problems in the family could hinder their child's attendance. As previously stated, the pupil has a brother with ALN. This could be a possible reason as to why the pupil is occasionally late or missing school.

In order to encourage the parents to bring the pupil to school on time, her attendance could be raised sensitively as a topic during parents evening. This would be an appropriate time to have a private conversation with the parents and try to come to a potential solution such as breakfast club. Bartlett et al (2001,) discuss the benefits of inviting parents into school to see what their child learns. Therefore, parents could also be invited in to have a look at the pupil's work and for her to give her parents a tour of the school. This may show the parents the amount the pupil has progressed and her eagerness to learn.

According to Branagan, et al (2015), Speech and Language therapists will support teachers in providing the right intervention for the individual pupil across all areas of the curriculum. However, Law et al (2002), debate the benefits of the therapy in schools and believe it favours teachers as it prevents the pupil from missing work. By carrying out the interventions provided by the

Speech and Language therapist, the pupil should continue to make progress in attaining a higher outcome.

As the school are currently waiting on a response from their referral, there are steps that can be made in order to ensure the pupil continues to learn and develop. According to The Montessori Academy (2017), repetition is key for pupil development in early years. Therefore, in order to encourage the pupil to form her letters correctly, she could work with an adult to practise her handwriting. Smith & Pellegrini (2008), explain how pupils enjoy learning when it is disguised through play. In order to make an enjoyable experience out of a letter formation activity, the pupil can first practise the letters by mark making in sand, slime, paint and other recourses she finds enjoyable before using a pencil. It would also benefit the pupil to work 1:1 with a teaching assistant to revisit the sounds that she finds challenging with visual aids to support. Hasan et al (2015), state that the use of a visual aid can increase a pupil's interest in an activity. Therefore, by having a visual aid, the pupil may find it more engaging. However, the pupil may feel excluded from classroom activities if she is taken out of classroom for a 1:1 intervention. To overcome this, it could be beneficial for the pupil to take a peer with her that can also model the correct sounds. Chaucer School (2017), examine the benefits of good modelling by an adult. In order to support the development of the pupil's letter sounds it is important that all adults the pupil speaks to during the day in school are modelling the sounds correctly.

In order to continue the pupil's mathematical development, the pupil may benefit from becoming a teacher herself to consolidate her learning. As it was observed, that after completing the teacher focus task, the pupil can apply her skills to the enhanced provision activities. This role will not only build her confidence and encourage her to speak to more pupils from different classes but also teach her leadership skills. Donaldson (2015), discusses the importance of developing leadership skills and the ability educators have to do this in classrooms. It also agrees with The Montessori Academy (2017), that repetition is vital to a child's development and also in widening their skill set. By encouraging the pupil to take on the role of a teacher to other pupils, her own learning and well-being will benefit.

It would also benefit the pupil to continue to work within small groups in the lesson; as it was observed, this is when the pupil is most engaged. It also increases the pupil's attention to the activity, as she is able to get more support to ensure she understands the task.

The pupil may find the use of challenge buttons interesting as she continues to want to push herself in all aspects of school life. Introducing challenge buttons could be a subtle way of differentiating tasks whilst allowing pupil choice. Jesus & Olga (2012), debate how pupils all learn in various ways and that teachers need to adapt to meet the needs of all learners. The pupil can then complete a 'next stage' if she feels she wants to be challenged or has completed the task with minimal adult support. The button would ensure that the pupil can access the challenge. Due to the pupil's age and level of reading, a written challenge card

would not be beneficial. With the use of a button a voice recording of instructions can be produced and listened to multiple times.

To continue the pupil's creative development, a need to develop her hand- eye coordination would be appropriate. However, Kim et al (2018), explain that this is something that will develop with the pupil's age. To develop the pupil's coordination, activities such as threading, bat and ball and pegging items can be incorporated into the provision.

The pupil also needs to take more time in the process of being creative, rather than rushing for the end piece. Donaldson (2015), states that schools need to teach pupils the process of these skills in order to retain them and their purpose. It is not always about the end result; rather the creative process the pupil has undertook to get there. By bringing new and unfamiliar materials into the classroom, for the pupil to experiment with, they will start to enjoy and appreciate the process more. However, with the use of more AFL strategies are implemented into the classroom where the pupil can visually see what a good end result looks like, she may then spend more time experimenting with the materials. Jones (2012), explains how creating a pupil portfolio can be used as a powerful tool for pupils to reflect upon their work. In order to encourage the pupil to discuss her own work and others, a gallery can be created for pupils to show case their work. At the end of the day, pupil's can then talk about their art work in front of their peers and have the opportunity to discuss others art work. The pupil will then not only develop her skills to reflect upon her own work but on her peers work as well.

Donaldson's (2015), four purposes are to encourage pupils to become "Ethical, informed citizens…Healthy, confident individuals" (Donaldson, G. 2015). In order to continue the pupil's Personal and social development, the pupil could take ownership over the classroom and outdoor environment. The pupil has participated in planting flowers in the outdoor area. It would be beneficial for the pupil to participate in looking after them by watering and caring for them each day. This will also increase the amount of responsibility the pupil has within the classroom.

According to Jadallah (2010), in order for pupils to learn, it has to have meaning to them and allow them to build on prior knowledge. It may also be possible to create an allotment in the outdoor space in order to consolidate the pupil's understanding of fruit and vegetables and where they come from. "Schools do not exist in isolation" (Family and community engagement toolkit, 2016) and it is important to build strong school-community links that will benefit the pupils learning and also provide a sense of belonging. Connections could be made with the local fruit and vegetable shop, where the learner can then learn about the process the fruit and vegetables go through to get to the shops. This could provide an opportunity for the pupil to exercise multiple skills such as money and communication.

This can also lead to the pupil developing her understanding of healthy and non-healthy food through learning where is comes from. Progressing on to why we need to keep our bodies healthy and the possible effects that may occur when we do not look after our bodies.

Conclusion

This research has given a holistic view of the pupil's learning and taken into consideration her thoughts and feelings towards her learning and school life. Through Nottingham (2013) ASK model, it encouraged the researcher to take into consideration the pupil's attitudes as well as their skills and knowledge. This then led to being able to identify clear next steps for the learner.

It is clear from the research that the pupils PSD attainment is much higher than her academic attainment. There are clear indicators that the pupil's attendance is impacting on her attainment. However, evidence shows that pupils' attendance will increase through the use of breakfast club (Simpson, 2011). Through offering breakfast club as a solution to the parents to improve the pupil's attendance, this could have a huge impact on the pupil's learning. The pupil already has a positive attitude to learning, now she needs more time to develop her skills and knowledge.

By using the Mosaic approach as a structure, it allowed space to collect qualitative data that was discussed with the pupil.

Video recordings are an effective way to collect accurate qualitative data (Willcox, 2015). However, due to the schools safeguarding policy it was not possible to voice record the interviews or take pictures. It would have been beneficial to voice record the interview as it is challenging to hold an engaging conversation with a 5-year-old pupil and write accurate notes at the same time. It would also be beneficial to collect data over a longer period of time to truly get to know the pupil and wittiness more of their development.

Overall, the next steps identified for the learner, should encourage her development further and assuring that she reaches her needed outcomes.

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Welsh Government (2016) FaCE the challenge together:Family and community engagement toolkit for schools in wales Main guidance. https://learning.gov.wales/docs/learningwales/publications/160712-face-toolkit-main-en.pdf

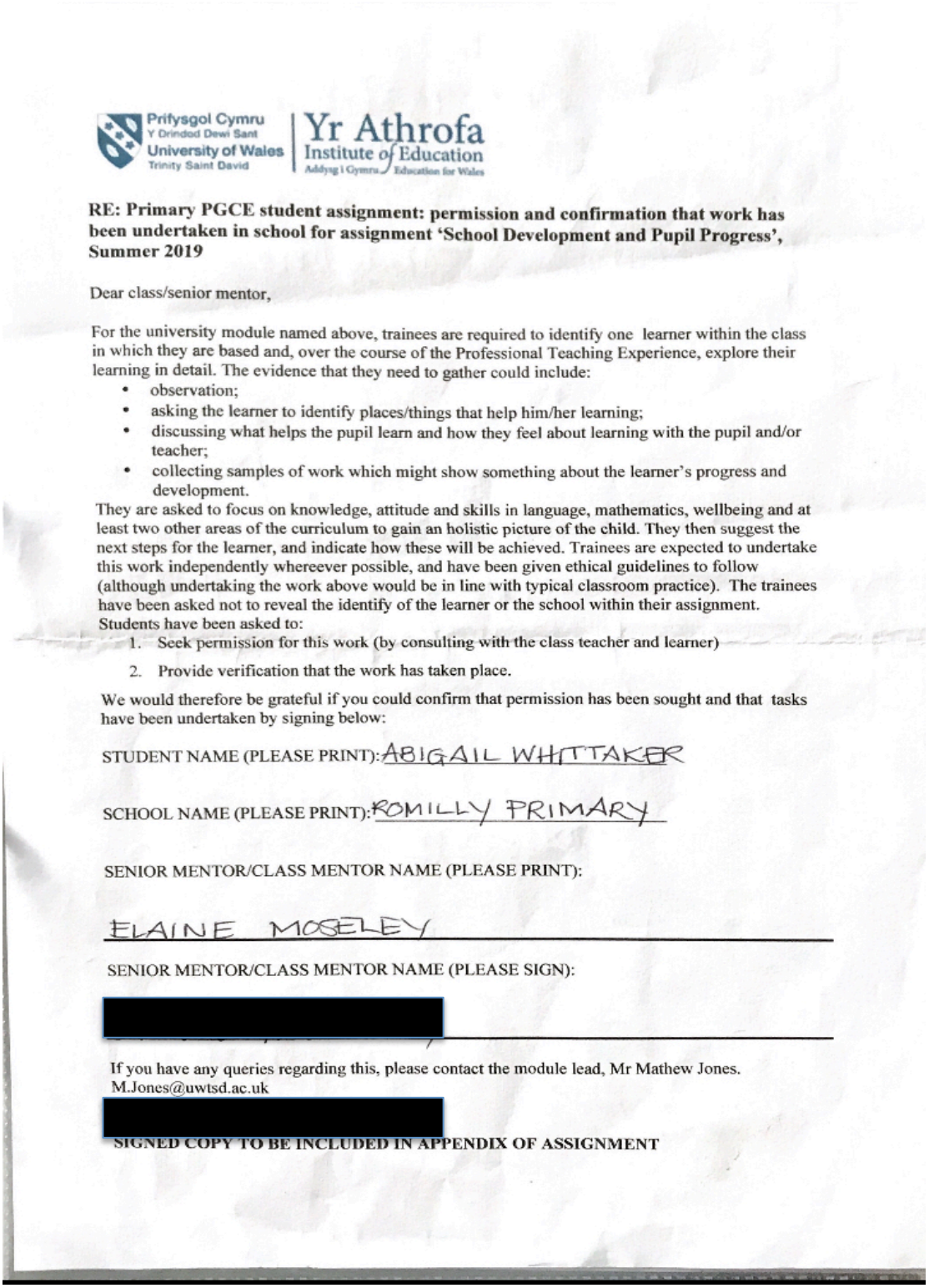
Willcox (2015) Observing Children: A tool for Assessment. The Goodheart. Available at:https://moodle.uwtsd.ac.uk/pluginfile.php/133356/mod_resource/content/1/Observing%20children%20-%20assessment.pdf Accessed: 01/06/2019.

Appendix 1

Process	Description	Example	Expected until
Final consonant deletion	Misses sounds at end of words	'be' for bed 'boa' for boat 'so' for sock	3 yrs 3 mths
Voicing	Replaces quiet sounds with loud sounds	'big' for pig 'dop' for top 'ledder' for letter	3 yrs
Stopping	Replaces fricative sounds with stop sounds	'beet' for feet 'riber' for river 'beed' for bees	3 yrs for 'f' 's' 4 yrs for 'v' 'z' 4 yrs 6 mths for 'sh'
Fronting	Replaces back sounds 'k' and 'g' with front sounds 't' and 'd'	'tat' for cat 'ledo' for lego 'dod' for dog	3 yrs 6 mths
Deaffrication	Simplifies later developing sounds like 'ch' and 'j'	'tear' for chair 'dump' for jump	5 yrs
Cluster reduction	Simplifies 2 consonants to 1 consonant	'poon' for spoon 'fog' for frog 'boo' for blue	5 yrs
Gliding	Difficulty with sounds 'l' 'y'	'yeg' for leg 'lellow' for yellow	5 yrs

Image from: Norfolk Community Health Care, & The NHS Trust (2015) Talk about: A guide to speech sound difficulties.
Available at:
http://www.norfolkcommunityhealthandcare.nhs.uk/s_Talkabout_old/Images/Documents/Guides/Talkabout_A_Guide_to_Speech_Sound_Difficulties.pdf

Appendix 2



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 whereever 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): ABIGAIL WHITTAKER

SCHOOL NAME (PLEASE PRINT): ROMILLY PRIMARY

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

ELAINE MOSELEY

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[redacted]

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

[redacted]

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Consent form.

Appendix 3

Learner Observation Form

Name of learner(s):

Class: REM.

Time: 9:45
Activity: RW1

Date: 10.05.2019.

Comments

Pupil found writing the letter 'K' Challenging. I could see her looking around and saying "mines not like that". She then continued to try and copy the one on the board. After a few attempts she called me over and asked me to teach her how to do one like the one on the board.

What needs to be done to move the learning on?

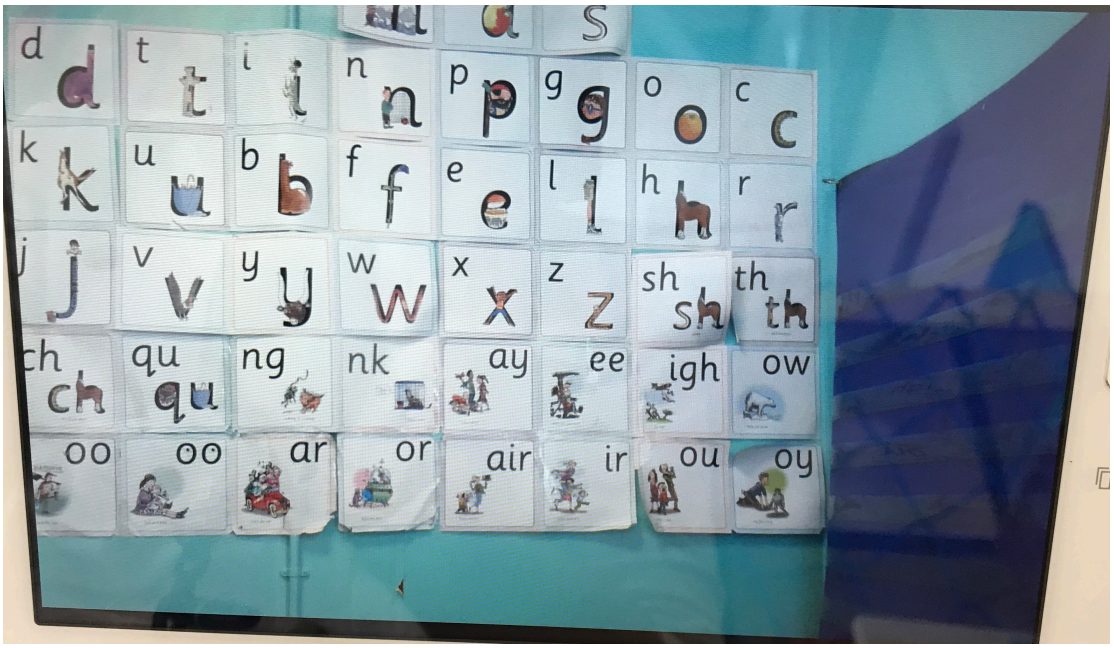
1:1 support on that particular letter.

Written observation by the researcher.

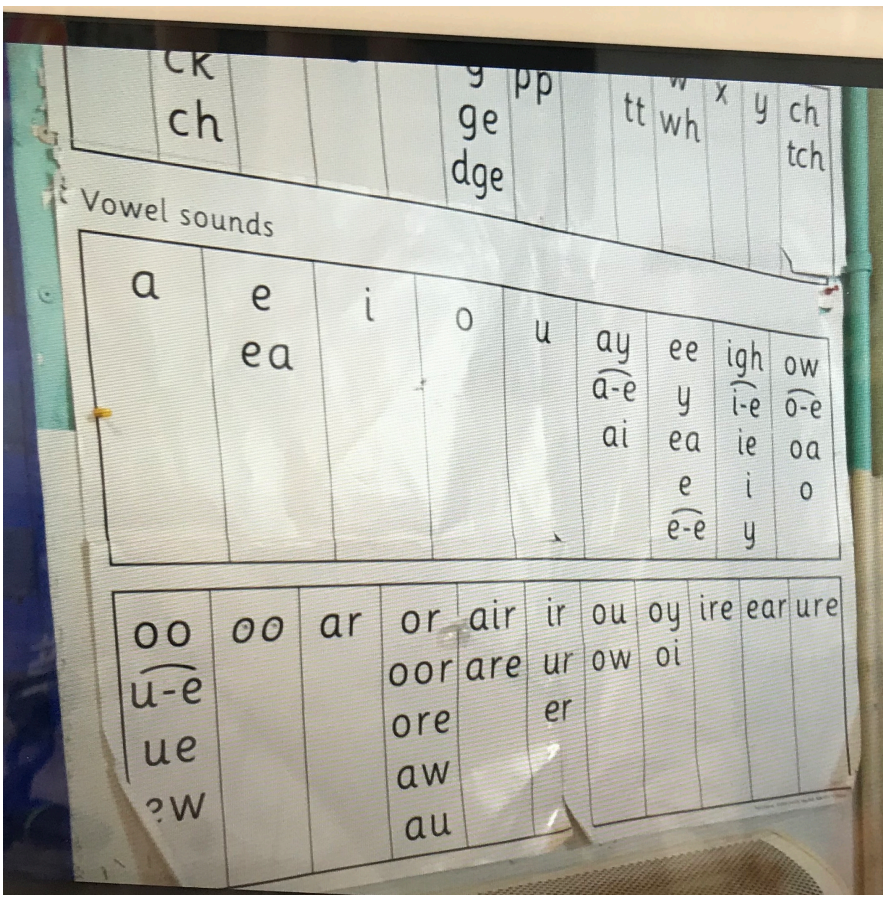
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Appendix 4

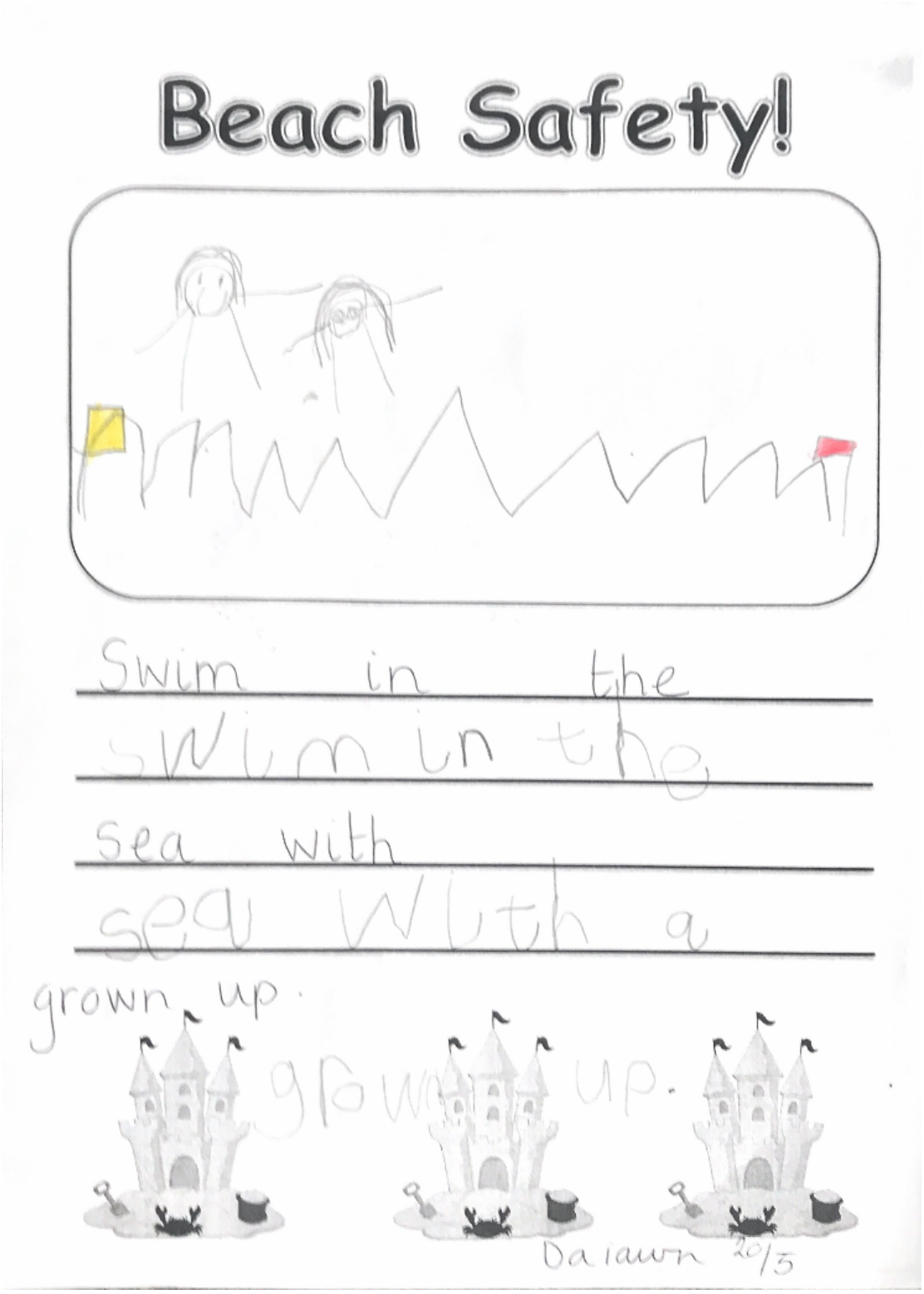
Appendix 5



Read Write Inc support.

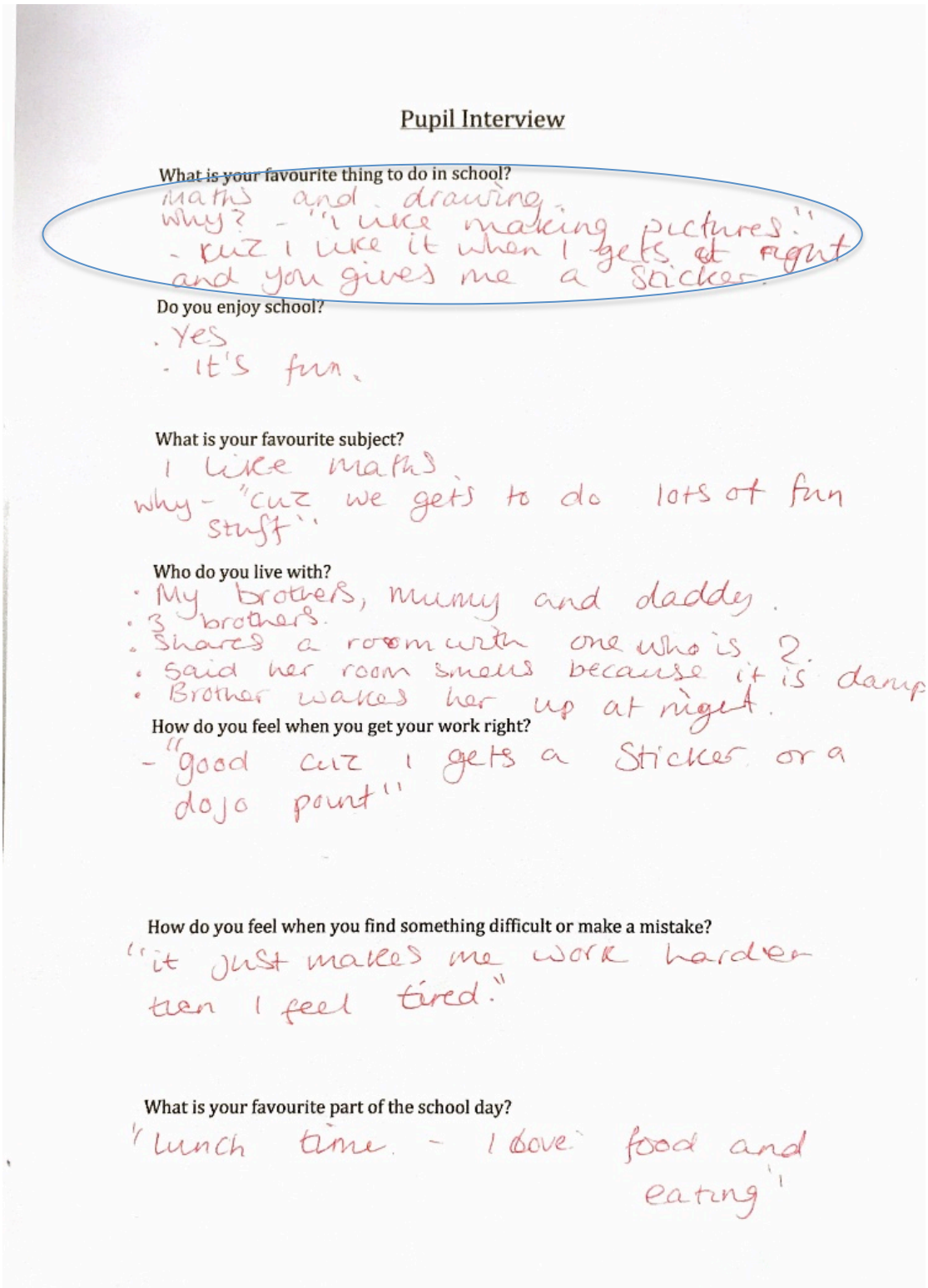


Appendix 6



Topic Lesson – Beach Safety poster.

Appendix 7



Pupil Interview

What is your favourite thing to do in school?
Maths and drawing.
Why? - "I like making pictures."
- cuz I like it when I gets it right and you gives me a Sticker.

Do you enjoy school?
- Yes
- It's fun.

What is your favourite subject?
I like Maths.
Why - "cuz we gets to do lots of fun stuff".

Who do you live with?
- My brothers, mumy and daddy.
- 3 brothers.
- Shares a room with one who is 2.
- Said her room smells because it is damp
- Brother wakes her up at night.

How do you feel when you get your work right?
- "good cuz I gets a Sticker or a dojo point"

How do you feel when you find something difficult or make a mistake?
"it just makes me work harder then I feel tired."

What is your favourite part of the school day?
"lunch time. - I love food and eating"

Pupil interview.

Appendix 8

FIGURE 1.2 The A.S.K model triangle

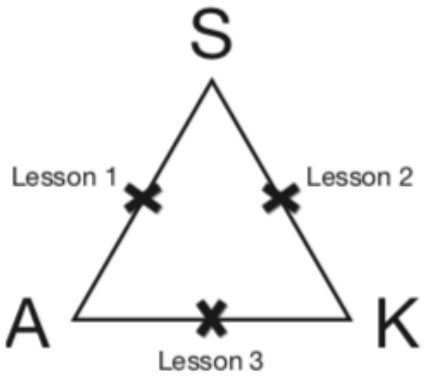


FIGURE 1.3 The A.S.K model triangle

For example, when we began a topic about the Vikings (a common theme in UK primary schools), the first three lessons would be along the lines of:

Lesson 1: Exercise our curiosity (attitude of curiosity) to create as many relevant questions (skill of asking relevant questions) about the Vikings.

3

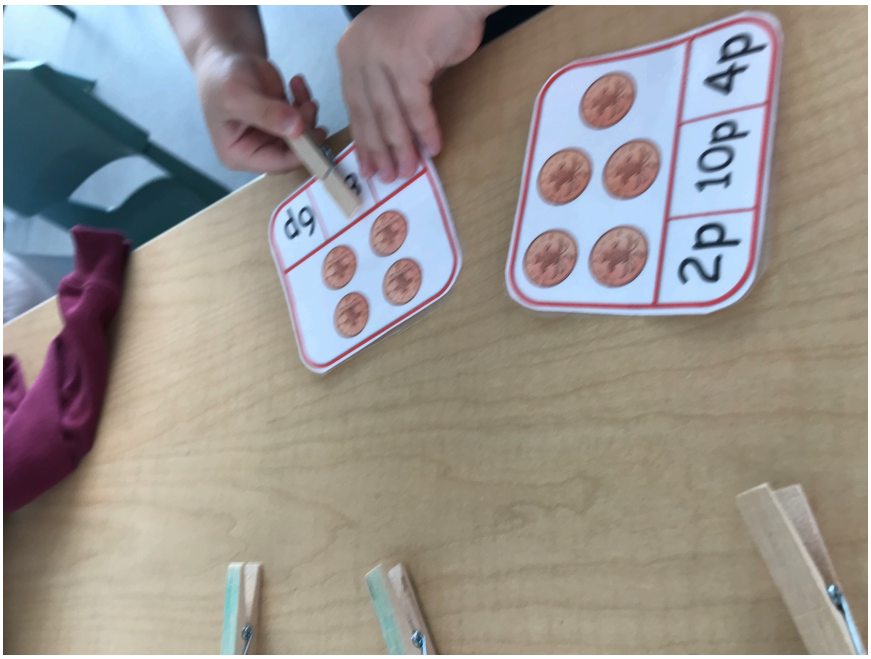
Learning *how* to learn

Lesson 2: Decide which of our questions about Vikings has the most relevance to our topic (skill of prioritising by value) and which will help us to know most about lifestyles (knowledge about the Vikings).

Lesson 3: Gain knowledge of Vikings (knowledge about Viking history) by persisting (attitude of persistence) with answering the questions we struggled to answer last time.

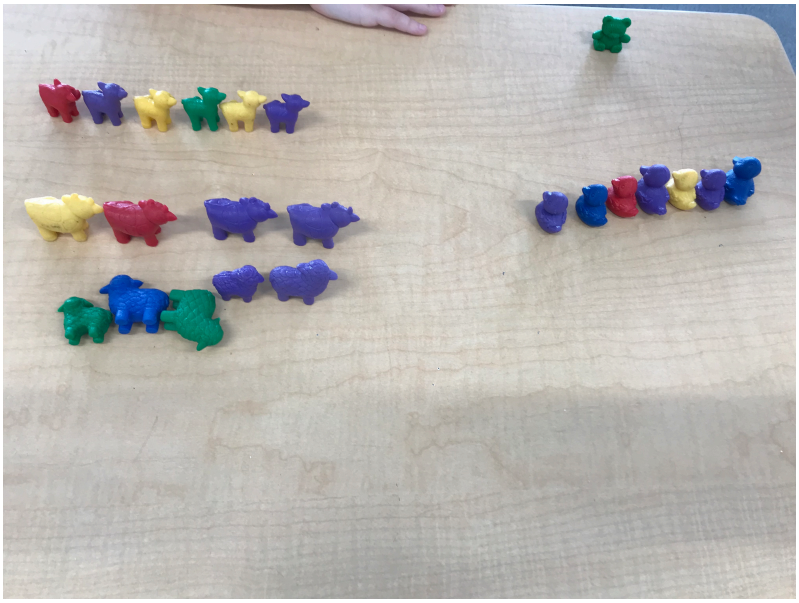
Image taken from: Nottingham, J (2013) Encouraging Learning: How you can help children learn. *Routledge*.

Appendix 9



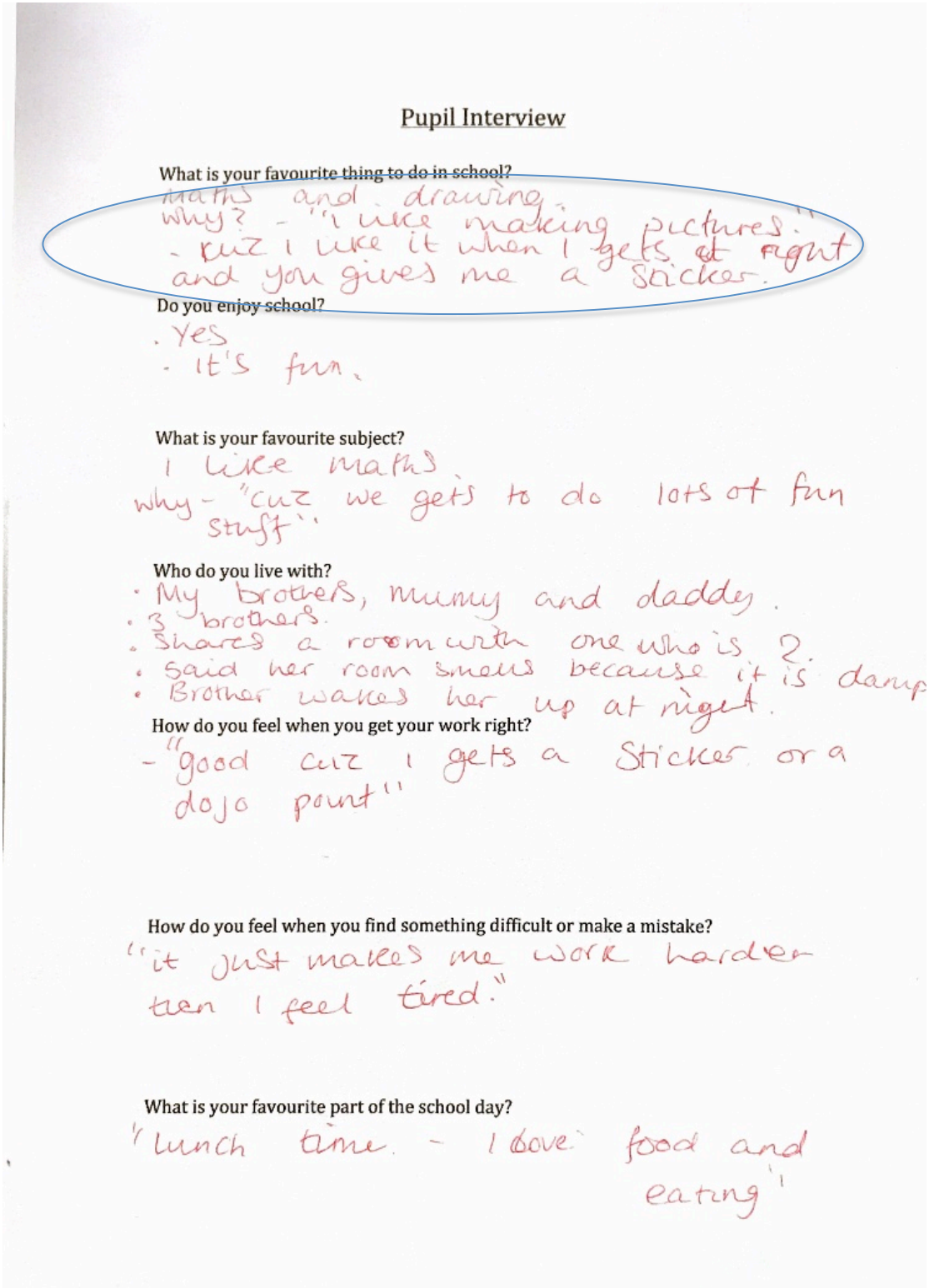
Money Lesson.

Appendix 10



Sorting activity.

Appendix 11



Pupil Interview

What is your favourite ~~thing to do in school?~~
Maths and drawing.
Why? - "I like making pictures."
- cuz I like it when I gets it right and you gives me a Stickes.

Do you ~~enjoy school?~~
. Yes
. It's fun.

What is your favourite subject?
I like maths.
why - "cuz we gets to do lots of fun stuff".

Who do you live with?
. My brothers, mumy and daddy.
. 3 brothers.
. Shares a room with one who is 2.
. Said her room smells because it is damp
. Brother wakes her up at night.

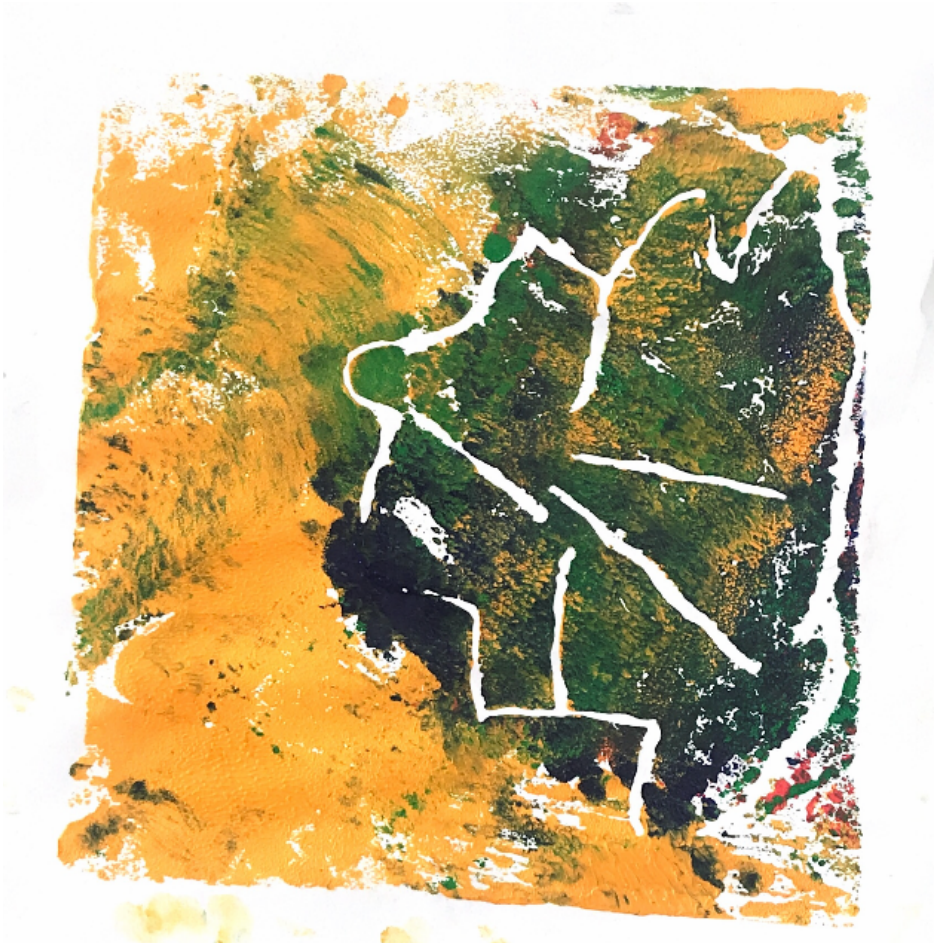
How do you feel when you get your work right?
- "good cuz I gets a Stickes or a dojo point"

How do you feel when you find something difficult or make a mistake?
"it just makes me work harder then I feel tired."

What is your favourite part of the school day?
"lunch time. - I love food and eating"

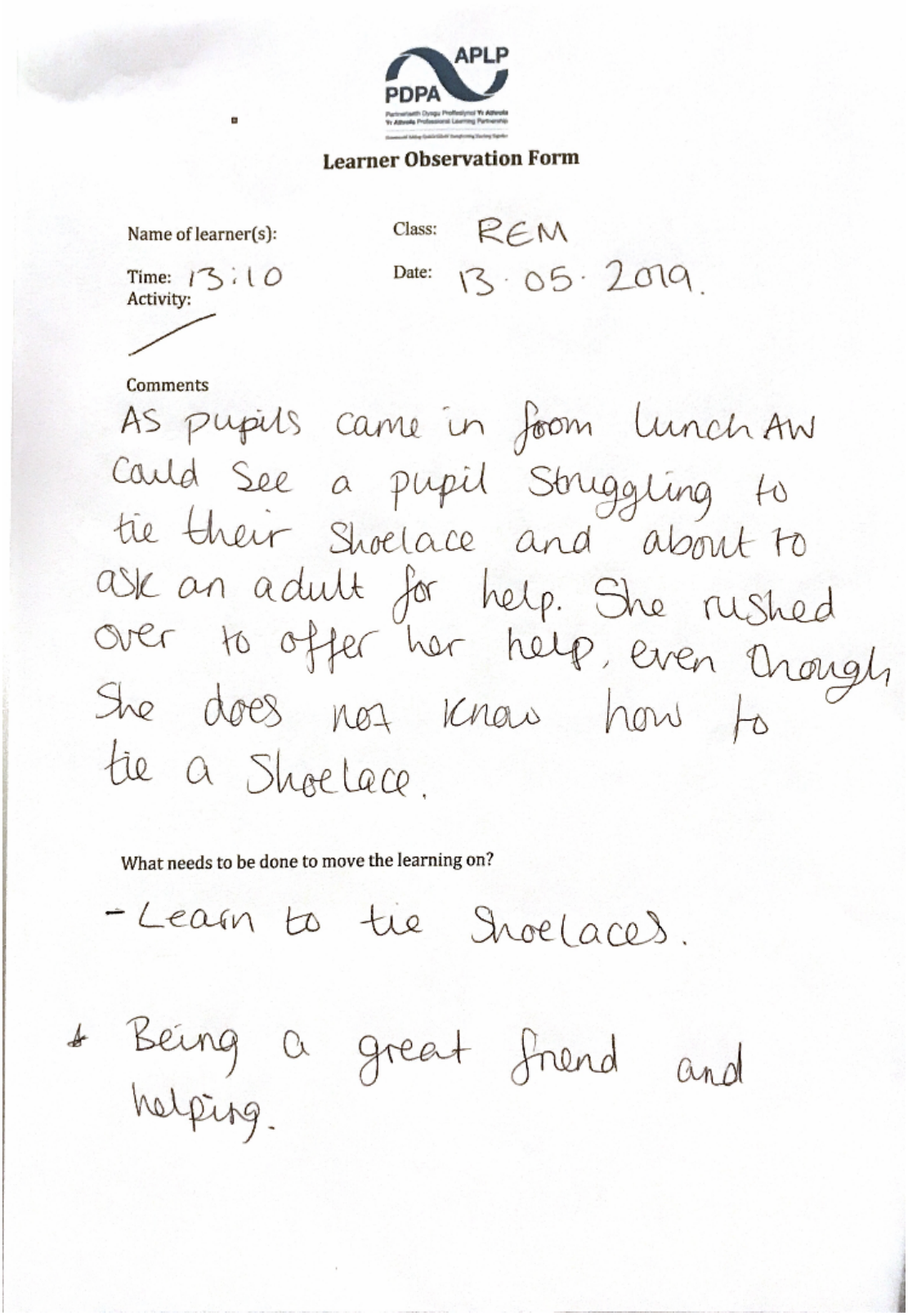
Pupil interview.

Appendix 12



Art lesson- Styrofoam printing.

Appendix 13



Learner Observation Form

Name of learner(s): Class: REM

Time: 13:10 Date: 13.05.2019.
Activity:

Comments

AS pupils came in from lunch AW could see a pupil struggling to tie their shoelace and about to ask an adult for help. She rushed over to offer her help, even though she does not know how to tie a shoelace.

What needs to be done to move the learning on?

- Learn to tie shoelaces.

* Being a great friend and helping.

Observation by the researcher.

Appendix 14



Outside role play area.

Appendix 15

APLP PDPA

Learner Observation Form

Name of learner(s): Class: REM

Time: 10:35 Date: 16·05·2019.
Activity:
Break.

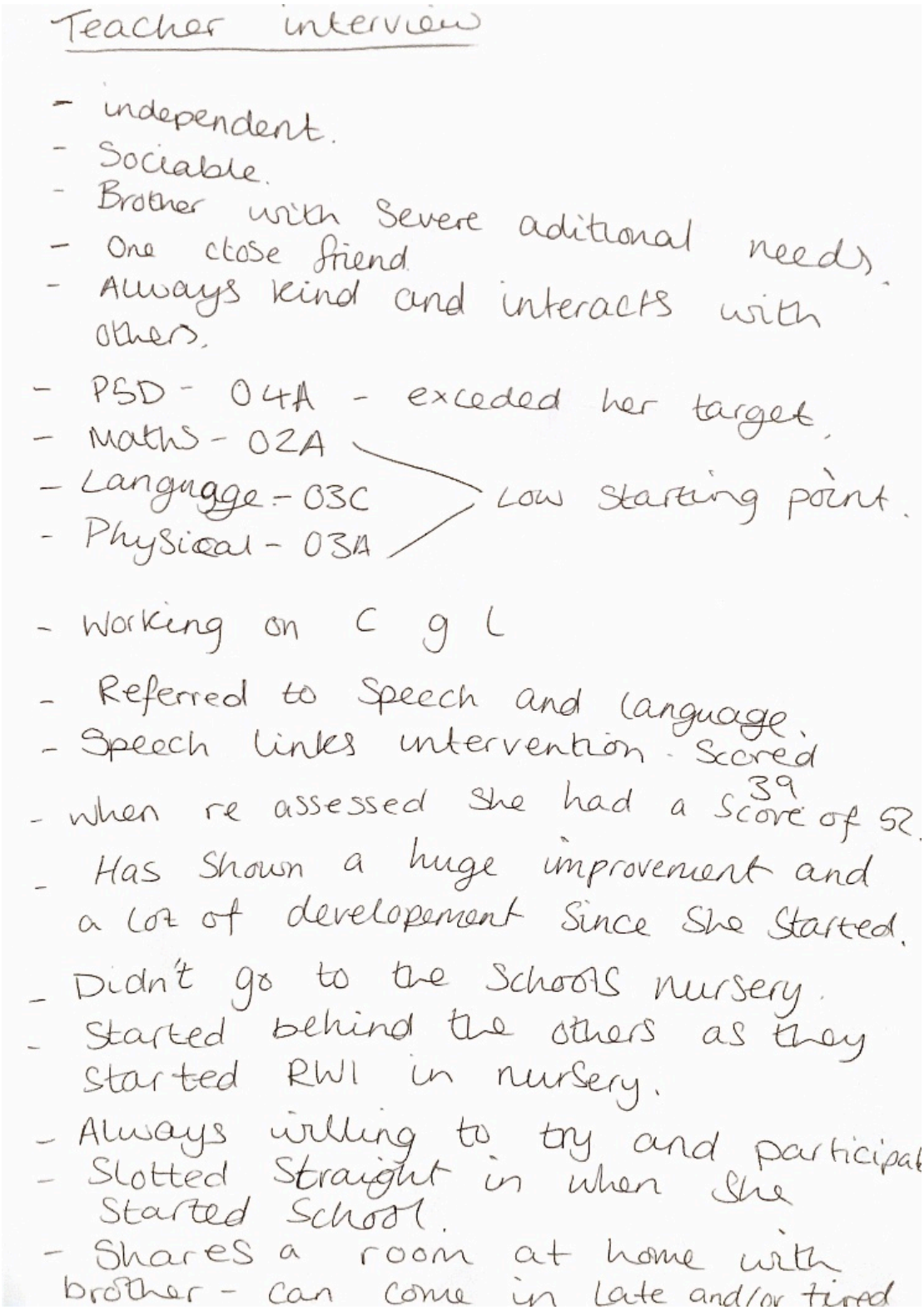
Comments
Pupil finished her ~~wa~~ milk and lined up for break. She wanted the football. She then asked why is it that the same boy gets the football everyday.

What needs to be done to move the learning on?

- I agreed that the same person shouldn't get it.
- Start a rota for the ball.

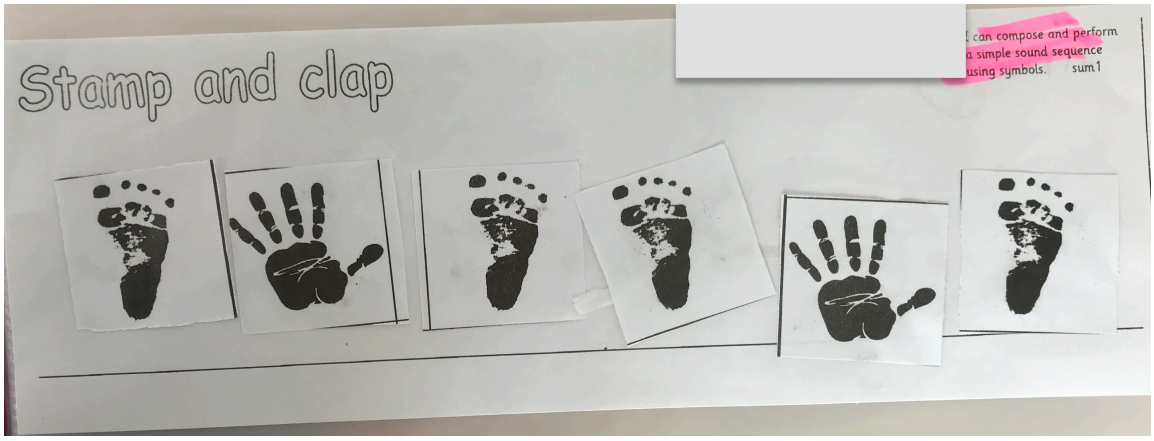
Observation written by the researcher.

Appendix 16



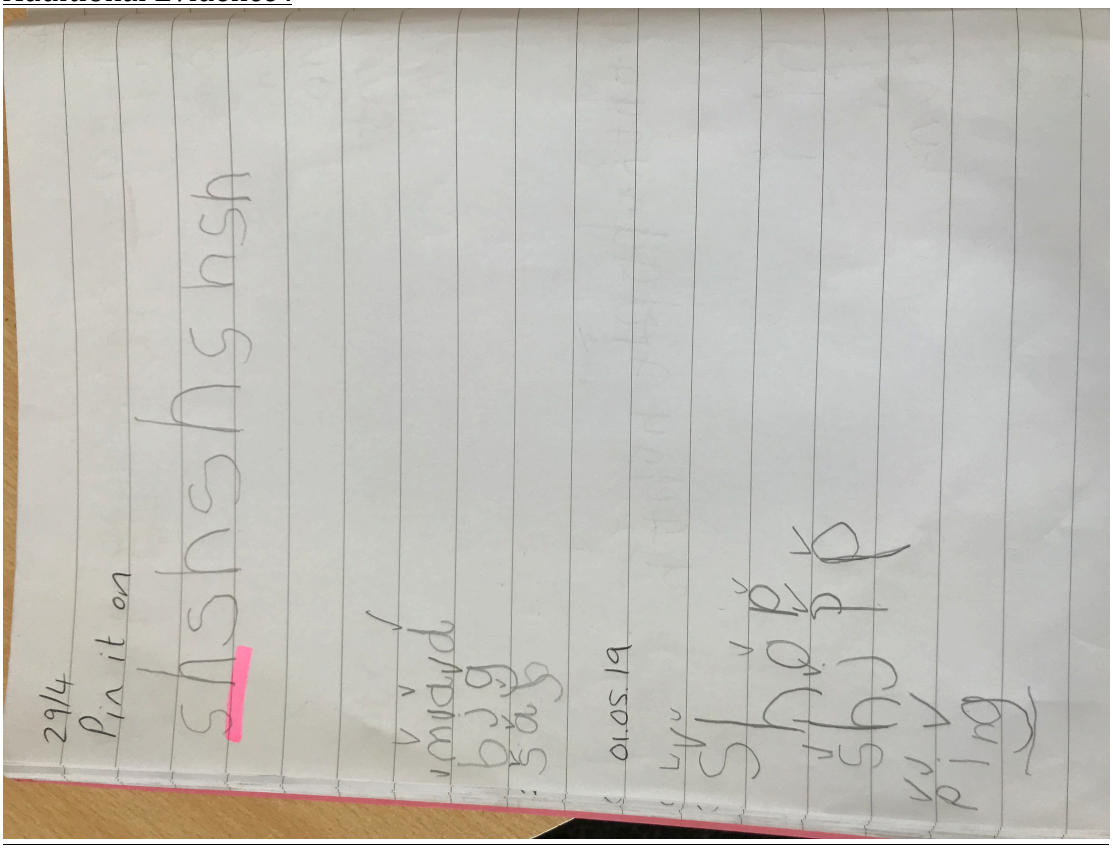
Teacher interview.

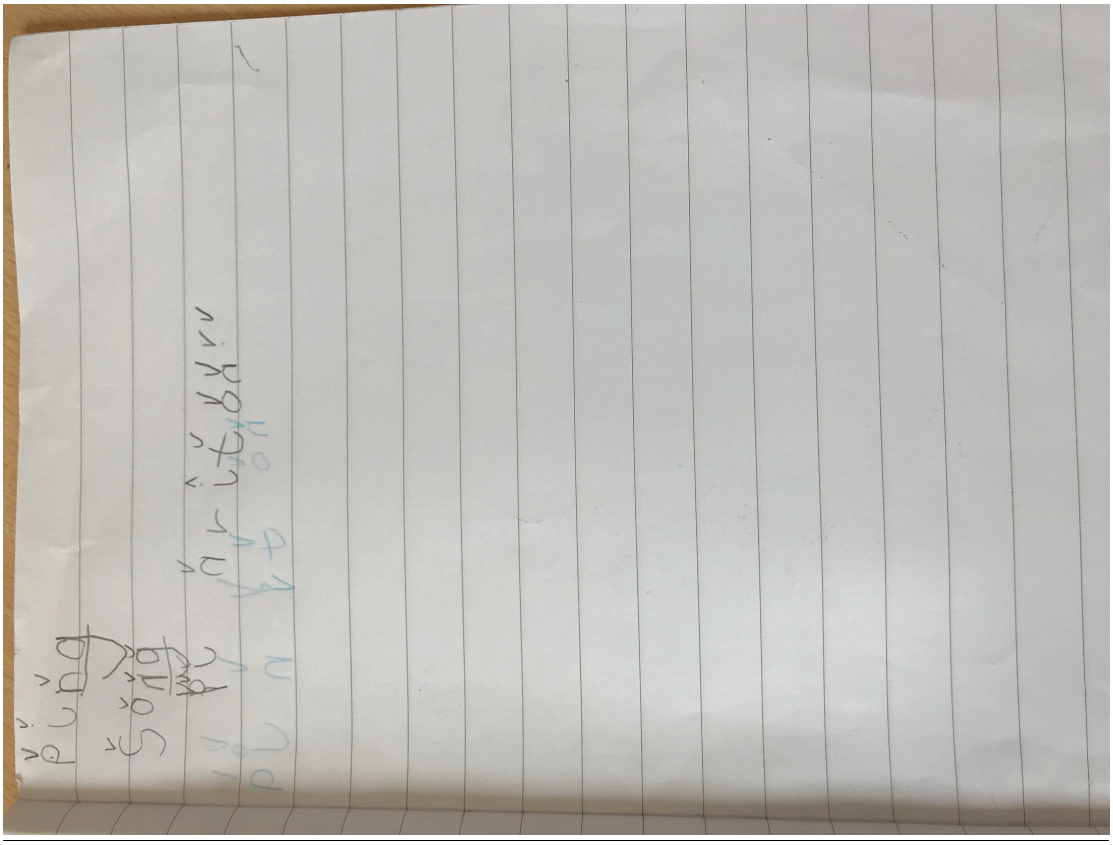
Appendix 17

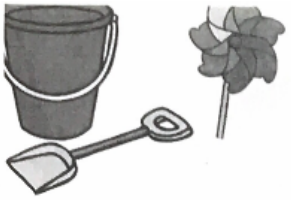


Music lesson- learning about rhythm.

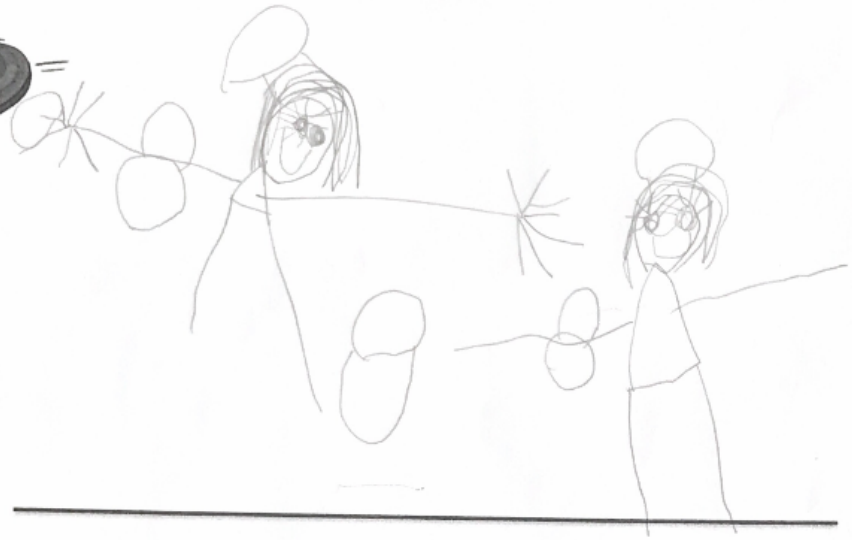
Additional Evidence .











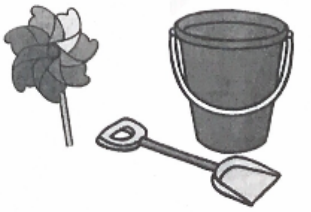
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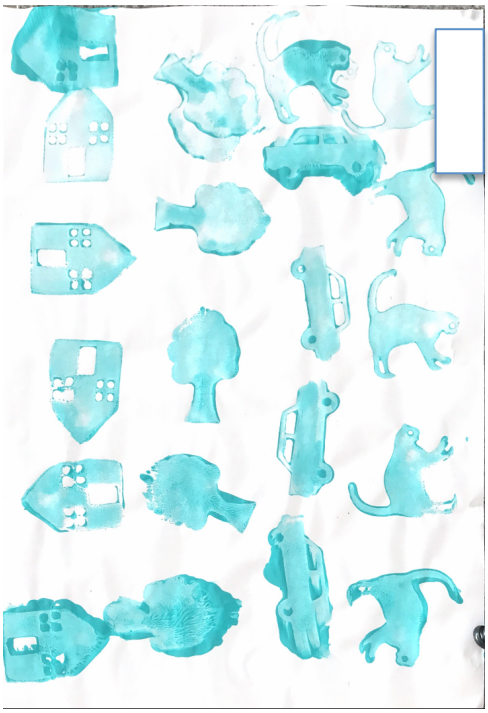


W.B 13.05.2019

I can make a list of items to take to the beach.



1803230





Learning walk



