

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

My focus child is a pupil of a large school in the Vale of Glamorgan Local Authority. This school has 700 pupils on roll aged from 3 to 11 years. Most pupils are from English speaking backgrounds and the free school meals percentage is low at 11%. Little or none of the pupils speak welsh at home.

The pupil is based in a year 1 class in a three form entry. During my placement I have been amazed by the amount of more able and talented pupils within this year 1 class. The majority of the pupils are at the correct outcome for their year, however, there are several who are achieving at least a level above. These more able and talented pupils are achieving at least an outcome 4, the majority on outcome 5.

I will aim to give an overview of my chosen pupil, followed by an analysis of their development and progression during my time teaching. To ensure that I have been ethical, I have included consent forms, made it clear that they have the right to withdraw and will keep the child anonymous during my writing.

Ensuring that my educational research is ethically sound, I have followed the British Educational Research Association (BERA, 2018) guidelines and considered professionally how I need to conduct this research within my classroom and learning environments.

My chosen pupil is male age 6. Both parents of this child have successful careers and he has an older brother who is in his late teens. This pupil is very shy and quiet at first however, once you spend time with him he is more vocal and easily attaches himself to you. He is always one of the first to be ready on the carpet and does not have any behavioural problems.

When selecting my learner, I debated whether choosing a child with lower ability or additional learning needs would impact on how I would evaluate their learning and that it would give a result that I wanted. I chose to not do this and look at selecting a more able and talented pupil. I did so as I find it more difficult to provide next steps for a exceptional learner and challenge them to progress.

Whilst looking at the data provided from the Read Write Inc tests and National Tests, I found that one particular child stood out to me. A quiet child who surprised me in how intellectual they are, being one level above the average for year 1. I found that the data did

not reflect the ability of the child completely. You can measure some of a pupils' learning by using summative assessments, such as these National Tests. However, I can not know my pupil unless I build that relationship with the learner and get to know how best they learn and what impact I can have on future learning. This data only tells me intellectually how my pupil is progressing rather than how they are developing as a person and what they have learnt. I can find this out by talking to the pupil, observing him and playing a vital role in his learning through teaching.

This child is in grey group for Read Write Inc which consists of learners from year 1, 2 and 3. He shows exceptional ability in knowing his 'speedy sounds' and very rarely makes mistakes in spellings (see appendices 3). In mathematics, this learner is in top set, producing year 3 work the majority of the time.

When looking at data for this year 1 class, I was aware of keeping all children anonymous. Children's emotional, mental, physical, spiritual barriers need to be protected during any data investigation. The child must come first in all aspects of learning. We must be aware that data does not reflect all aspects of the child.

Part of this data collection was to interview this pupil. I asked the pupil a range of questions about the learning experience and their learning journey through year 1. I found that this was helpful as I found out what the learner enjoys and how they learn best. The learner was able to communicate his preferences regarding learning and what would be best to help him learn. The issue that I was concerned about was that the learner may be telling me what I want to hear or making it up to please me. I was concerned that the learner was not sure how they felt about learning and would rather tell me that they prefer just playing with their friends. The learner communicated that he enjoys being quizzed to help him remember things and he likes it when he knows the answer and can tell the teacher and class.

The data collected reflects a holistic view of learning that can be seen in Nottingham's (2013) ASK model. The ASK model acknowledges three areas – Attitudes, skills and knowledge. Throughout my data and analysis of the learner you can see that this pupil has the desire to succeed in all areas. He then is able to transfer this desire by using his skills to gain the knowledge that he desires.

This learner possesses all of the skills the ASK model mentions – intellectual, social, communicative and physical. For all of these skills he is high achieving, which therefore leads me to believe that this is the reason behind his secure learning and knowledge.

He has a positive attitude towards learning and that resilience in learning secures his knowledge that he is able to gain through his skills. I am able to use this learner in scaffolding when it comes to group work. This pupil is able to come alongside a low ability learner that needs support.

Read Write Inc consists of an hour each day that includes blending words, spellings, reading and writing (See appendices 1). The learner has 'Built a sentence' which is to remember the beginning of the sentence and to finish it off with information or knowledge that they have read or sometimes could be something that they have made up. As you can see in appendices 1, the learner has spelt and formed all letters and words correctly. His spelling is perfect and you can see that he holds knowledge of capital letters and full stops.

Further down their work page, you can see that the learner has rewritten the story about a dog named Barker. The learner has used 'blue for better' to correct any spellings or corrections which is a whole school approach in writing. If the learner has spelt the word how it sounds, then they are given pink highlighter as a 'well done'. The correction of spellings then starts in Key Stage 2. The marking in this particular school was difficult to first get used to as I could not understand why the school mark the work as correct, when there are misspellings. However, Dylan Wiliam (2011) says that we should be closing the gap and that students should spend more time thinking. He found that it has more of a negative effect on the classroom and we should develop a growth mind-set.

Feedback is only most effective when our learners are fully engaged. Good learners know that it is in their own power to progress and better themselves. A growth mind-set gives the learner understanding that our ability in something is not a fixed quantity. Building a growth mind-set is to understand that we are not born with a talent but rather, we reap what we sow – if we work hard, we will see the results. Dweck (2006) believes that the sooner that our learners understand growth mind-set, they are more likely to accept feedback from their educators.

Feedback is to do with the relationship with learners and their teacher. If a learner does not respect or like their teacher, they are highly unlikely to listen or take on any feedback whether positive or negative. As teachers, we can either give a child the

motivation to progress or give up. Growth mind-set does not work unless the relationship between learner and teacher have a good relationship.

This pupil was able to write a letter using persuasion techniques (see appendices 2). You will see that the learning objective was to write a letter to apply for a job with Father Christmas. This pupil achieved the learning objective which is shown in the feedback underneath the work.

This pupil has clearly set out his work in the format of a letter. Throughout this work there is only four 'blue for better's for this piece of work. He has been able to use descriptive writing and persuasion techniques to back up why he is right for the job. This pupil has formed his letters correctly and legible writing that sits on the line.

In maths we have covered a range of topics. Temperature has been difficult for year 1 to understand so we have used the opportunity to find missing numbers and find the difference between temperatures to bring our calculations into our topic. When planning for maths there are several who are more able and talented. I have to ensure that I always plan for those pupils to finish and that they would move on to next steps. For example, pupils were given missing numbers worksheets, for those children who finished, they were to complete another worksheet that had more difficult calculations and then create missing number calculations for the person next to them.

Usually quiet pupils get overlooked because they do not require a lot of attention. After getting to know this child, I have found that the more attention you give him, the more he requires. It has been encouraging to see him adapt to a new teacher and communicate what he does during break time for example.

Well-being is a vital part of every child's right. As part of the new curriculum, we know that one of the areas of learning is well-being. Donaldson (2015) recommended that in order for our children to succeed in learning, that their well-being needs to come first.

Physical development is a vital part of well-being. Throughout schools today yoga, mindfulness, sports, run a mile are being used during well-being time to ensure that pupils are set for the day – no matter what kind of morning they have had.

As the new curriculum develops through Welsh schools, I am confident that all six areas of learning will see progression and improvement in all pupils' learning. Part of the curriculum is to understand the world we live in. This led to developing our topic on space and planets to a visit to Techniquest to conclude this topic.

Appendices 5 shows an image from a school trip to Techniquet, Cardiff Bay. This trip followed our topic on space. This learner is shy although independent. Bandura believed that we copy behaviour through observing others and that our environment causes the reaction of our behaviours "Most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action." (Bandura, 1977). This explains that the way that we behave socially is a reflection of our interactions with others, environmentally and cognitively. Whilst researching behaviourism, Bandura found that there is a link between that and the environment. He considered that these three things link to how we psychologically process things.

Bandura's Social Learning Theory relates to Vygotsky's Social Development Theory and Lave's Situated Learning. Both these theories emphasise how important that social learning is, and therefore we need to include this in our planning for our learners.

During this trip I was able to observe this learner in what they were drawn to. This pupil managed every station in this learning environment but you could see that once he has completed the task once, he was ready to move on. I have found this during lessons too. If the challenge is too easy, this pupil loses concentration and interest.

Reflecting on this into the classroom, I had planned various activities for the enhanced including the role play. Focused outside activity involved having to use a toy fishing rod to hook a duck. This requires focus and a little bit of thinking behind it (appendices 5).

This learner was able to easily complete this challenge and took pride in showing other pupils how to do it. In appendices 6, you can see this pupil working on the task of finding the pieces to fit into the shapes. This is a great non verbal activity as I can see how the child thinks in the way that they place the pieces together.

Nottingham's (2013) ASK model helps reflect this learner's ability as from observing this pupil I can see how their attitude towards learning is reflected in how well they succeed in their own learning within the classroom.

Through observation I have found that this pupil reflects highly on the Leuven Scale. Professor Leuven (2013) created an observation scale on which we can use to help reflect in our observations. It was created to help with summative assessments that can reflect their well-being and involvement.

This pupil is always one of the first to shout out his words/sounds/letters. This is also the case in all learning throughout the day. He works confidently in a pair and praises his partner throughout learning.

When asking for feedback from the pupils after a lesson, this particular pupil always says that they do not understand and did not understand the lesson or learning. This does not reflect in his work as he produces outstanding work. When asked about how he found one lesson, he said that he actually understood the lesson, but needed reminding. This has given me means for next steps when planning a plenary and next lesson introduction. I am able to recap previous learning to ensure that all learners are happy with the learning.

Finding next steps for this particular learning has proved challenging. Some days this pupil can finish work extremely quickly and have no mistakes. Some days this learner likes to chat with his friends on his table and completes the work slower. In planning, I must always have next steps ready for these more able and talented learners, regardless of whether they may or may not finish the first set task.

When looking at the Literacy and Numeracy Framework (Welsh Assembly Government), if the pupil has achieved the learning objective, then I would look at the next stage for the learning. For example, I would look at year 2 and see what outcome they should be completing. This does not always need to be the case, as their teachers we know our learners best and can provide our next steps for the learner ourselves.

In relation to the curriculum documents that I have been using (appendices 9) finds the numeracy framework for year 1 and year 2. These documents have helped inform next steps for my learners. As the teacher I know what the learners have covered in numeracy and what we need to cover. We have found that we have covered all of the framework, so included in our next steps for learners would be to recap over areas of the framework that need development as well as providing progress for more able and talented learners.

Next steps for this learner in literacy – Read Write Inc, would include following the planning for year 2. The grey group that this pupil is in is aimed for year 2 children. If this particular child does exceptionally well in the national tests – which is expected, then he will be moved into the comprehension group which is Key Stage 2 work.

There are always routes to challenging higher ability pupils, even though sometimes you think unless they skip a school year, there is no way. However, we as educators can blend frameworks together and find next steps for the learners.

To ensure that I am able to assess all learners, I use a tracking system using excel with colour codes. After every lesson taught I am able to reflect and evaluate, how the lesson went, how the learner felt that it went and how well they understood the learning. I then comment next steps for each individual learner to progress their learning. For those who struggled to understand the lesson, I ensure that there is support in place for them in the next lesson to ensure they access the learning.

Another approach to next steps would be to use problem solving. Rather than moving them on to the year group above work, get the learner to think about the learning, rather than the doing. By doing this, the learner is engaging in developing their thinking and problem solving skills.

I also found that getting the learner to take the role of the teacher has helped them progress in the learning. It has given him the confidence of using peer assessment and taking ownership over learning. This develops their leadership skills and communication skills as well as getting the learners involved in directing and guiding the other pupils in completing tasks.

John Dewey (1887) is a theorist known for his pedagogies in behaviourism. He believed that we learn most effectively through opportunities that enable previous learning experiences with previous knowledge. Dewey then developed this theory into experiential learning 'where knowledge comes from the impressions made upon us by natural objects.' I have been able to experience this as an educator in schools who have adopted the approach of Inquiry Based Learning.

The belief system of Dewey (2011) we are able to see in current education today as teachers, pupils and subject knowledge are all equal. By giving the pupils that are high achievers the task of the teacher, it gives them an opportunity to develop as independent learners. The limitation of this is that other pupils may not respond to equal peers within the classroom.

As mentioned previously, being informed by learners by using assessment for learning, I have been able to evaluate and provide next steps for learners, including planning a plenary to allow pupils to respond to the learning and also recap previous learning in the next lessons introduction to allow for time to remind pupils about their learning and help with any problems.

This is another opportunity for this pupil to support other pupils that did not

understand previous learning and help explain in a way that I did not. Sometimes children learn more from their peers (Bandura, 1977). Bandura's social learning theory is relevant in the classroom today, as we use peer assessment and self assessment in assessment for learning. Building these relationships and scaffolding between pupils enhances their learning.

The two types of assessment that we tend to use are formative and summative. The formative provides feedback whilst the learning is taking place. For example, this could be verbal feedback from the teacher, or peer assessment. Formative assessment also helps the teacher know whether this learning is working, whether to use it again or not. The summative assessment is when the learning has been completed. This can be reflected in tests, marking or pupil evaluation of the learning.

Hanna and Dettmer (2004) recommend that teachers need to develop a range of assessment for learning strategies in order to reflect our planning and evaluation. We use assessment for learning as an approach to improve students' performance. It is a way of getting our pupils more involved in their own learning and give them confidence in the learning they are doing.

Assessment for learning is 'closing the gap' between current levels in learning and where we aim for them to be in the foreseeable future. Learners should be part of this process, rather than teachers deciding on behalf of the learner. Excellent teachers will plan assessment for learning within their lessons to help learners progress in their learning.

This pupil is able to understand the concept of assessment for learning as he is able to show that he can 'think like a teacher' and help other pupils within his class. He is also aware of how to set targets for himself and knows where he would like to be in his learning and progression. This would still be next steps for this learner to develop these skills further and master the knowledge that he needs going forward.

My role as a teacher is to help this pupil achieve these targets by providing him with the skills necessary to gain the knowledge, this links with the ASK model (2013). As mentioned previously, the ASK model provides us educators with the knowledge in how we can provide for our learners in our planning and teaching.

To conclude, after gathering data, looking at a range of data and comparing what works best and what does not. I believe that pupil voice is the most efficient way of understanding this

learner. Rather than asking the learner lots of questions that could be overwhelming, observation has been the best way of discovering this pupils' likes and dislikes. Quiet learners are sometimes hard to get to know quickly. I have found that the more I have taught this pupil and having presence on the playground, the more this pupil has felt comfortable to talk to me about himself without me needing to ask questions.

This high ability pupil has already proved that he is more than capable to handle year 2 literacy work and year 3 maths work. The next steps to ensure progression towards the end of the school year would be to involve this child in assessment for learning and be set tasks of problem solving rather than being moved on to the next level of work.

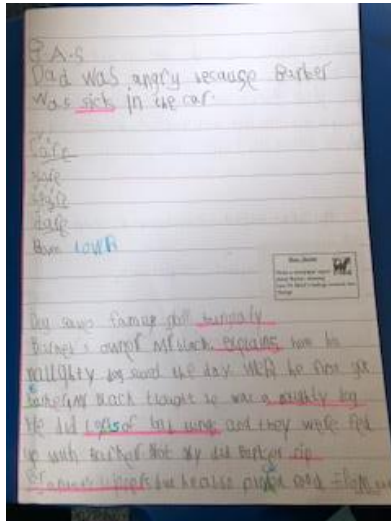
An example of this going forward would be to ask this pupil what he would like to do in his learning. As part of this assessment for learning strategy, I would be giving this learner the role of the teacher, in order for him to build confidence in speaking to his peers. This would also involve him working alongside other pupils who need support and marking their work. By doing this, this pupil will have to think on his feet in marking which develops his thinking and problem solving to the next level.

This learner is exceptional for his age and exceeds the levels that is required for a year 1 pupil. He has made outstanding progress in all areas of learning. I have focused particularly on literacy and numeracy as he is a more able pupil. Providing next steps for this pupil will be as mentioned, involving him in the role of the teacher, problem solving and creating his own learning.

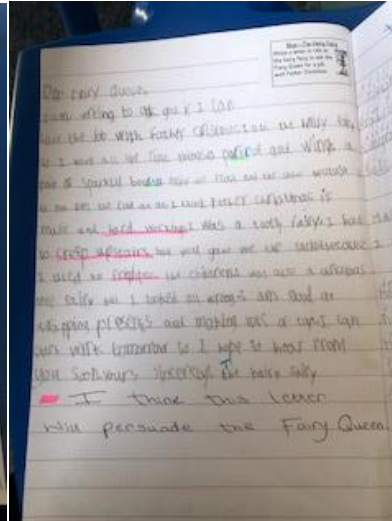
I aim to bring this research and analysis into future planning, not just for this particular learner, but all learners to help develop their learning and see progression going forward. I have already adapted a few concepts in my planning for my pupils to help with their assessment for learning and bring new opportunities in learning for all learners. I am keen to use this research to guide my teaching and bring effective teaching and learning into the classroom going forward.

1.

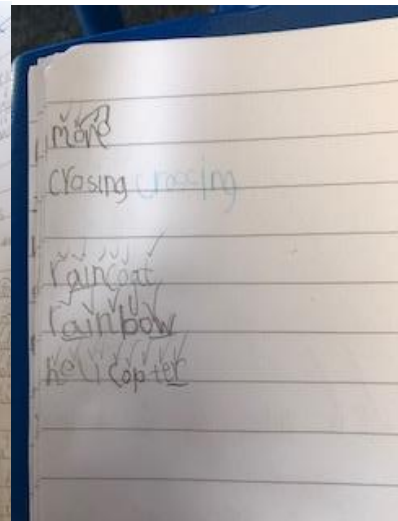
1.



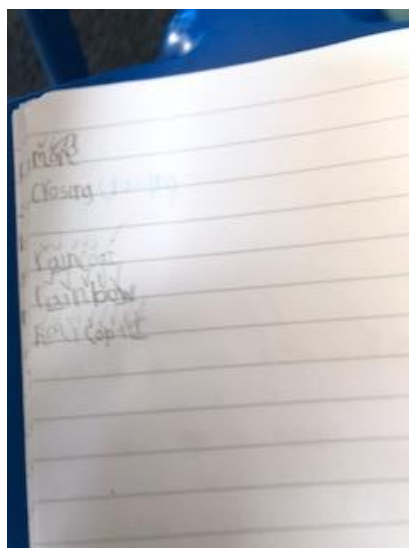
2.



3.



4.



5.



6.



References

- Arshad, R., Wrigley, T. and Pratt, L. (eds.) (2012) *Social Justice Re-examined* London: Institute of Education Press.
- Alexander, R. (ed) (2010) *Children, Their World, Their Education: The Report of the Cambridge Primary Review*. London: Routledge.
- Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.
- Black, P. and Wiliam, D. (1998) *Inside the Black Box*, London: Kings College London.
- British Educational Research Association (2018) *Ethical Guidelines for Educational Research 4th Ed*, London. <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018> (assessed: 1st March 2019).
- Claxton, G. (2002) *Building Learning Power: Helping young People Become Better Learners*. Bristol: TLO Ltd
- David L, "Social Learning Theory (Bandura)," in *Learning Theories*, February 7, 2019, <https://www.learning-theories.com/social-learning-theory-bandura.html>.
- Dewey, J. (2011) *Democracy and Education*. Milton Keynes: Simon and Brown.
- Governors Wales (2011) *All Wales Core Data Set Key Stage 1 & 2: Guidance Notes*, Cardiff: Governors Wales http://www.governorswales.org.uk/media/files/documents/2012-09-20/KS1-KS2_Guidance_Notes_2011.pdf
- Hanna, G. S., & Dettmer, P. A. (2004). *Assessment for effective teaching: Using context-adaptive planning*. Boston, MA: Pearson A&B.
- Higgins, S., Katsipataki, M., Kokotsaki, D., Coleman, R., Major, L.E., & Coe, R. (2014). *The Sutton Trust - Education Endowment Foundation Teaching and Learning Toolkit*. London: Education Endowment Foundation.
- Nottingham, J. (2013) *Encouraging Learning: How you can help children learn*. London: Routledge.