

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	X	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	X	☐	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	X	☐	☐	☐
4. Key Transferable Skills	☐	☐	X	☐	☐	☐

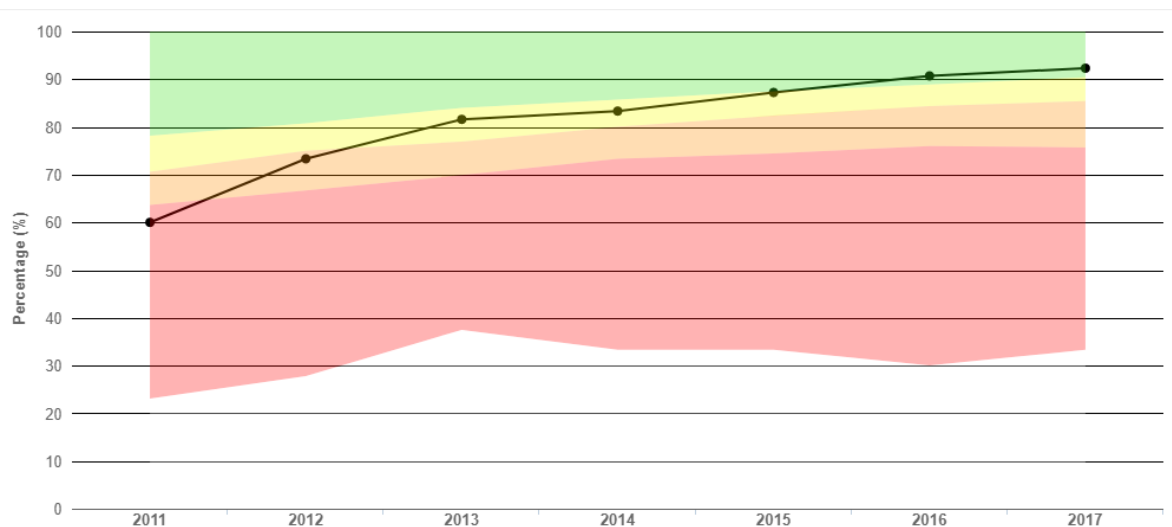
PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL		PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP	
Subject knowledge		Analysis	
Student's Name	Date		
Student's Signature			

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

Research suggests that only when children are able to take ownership of their learning, understand their targets and have the skills and motivation to be successful, will they then achieve successful learning (the Assessment Reform Group, 2006). Agreed by Donaldson (2015), it is suggested within the 'successful futures' document that assessment is crucial in meeting the learning needs of children and equip them for the future in becoming 'capable, healthy, well-rounded individuals who can thrive in the face of unknown future challenges (Donaldson: 2015: 5). Within the school researched, it is believed that children should be able to take responsibility for their learning and be involved within the learning process through: learning objectives and success criteria being shared, involving children in their target setting, self/peer support and evaluation and also through assessment for learning approaches.

The school is located within South Wales in the Vale of Glamorgan, and holds approximately 500 children and 65 staff. The school is situated within an area where most of the children enrolled live in a socially and economic disadvantaged area. A report on the school indicated that 36% of children attending the school are entitled to Free School Meals (FSM) and 31% of children are identified as having Additional Learning Needs, both of which are significantly higher than the national and local averages of 21% Additional Learning Needs children and 19% of children entitled to Free School Meals (Estyn: 2017). By observing the table below, it is clear that the school are doing well to meet the needs of learners and provided them with a well-rounded education as 92.3% of children are achieving at least a level 4 within their core subjects of English, Maths and Science (Welsh Government, 2017).

1- A chart to represent the percentage of pupils who are achieving at least a level 4 in their core subjects



(Welsh Government, 2017)

The analysis will be of a Year 4 pupil within the school mentioned, the child is female and is 9 years old. The child is of an average ability and attainment and is expected to achieve a level 4 within the core subjects by the end of her time within year 4 according to the class teacher's assessment (Appendix 2). The child being analysed is entitled to Free School Meals and also comes from a single working parent home.

Data collection

The aim of this research has been conducted in order to analyse a child's holistic development, with the justification for the next steps in learning. This will be done by collecting data on the chosen child using a variety of different approaches and methods such as the mosaic approach, interviews, statistics and observations.

When collecting data, it is essential that an ethic of respect and freedom is displayed towards individuals involved within data collection and analysis (BERA, 2011).

Before data was collected, a permission form (Appendix 1) was signed by the class

teacher along with verbal consent from the head teacher of the school and also the child used within the study in order to address potential issues or ethical problems that could arise within the analysis. Gaining verbal consent from the head teacher is important within studies as they act as the 'gatekeeper' of participants involved, which is defined as someone who is able to administer access of individuals within their care (McFadyen and Rankin, 2016). It is important that attention is paid to sensitive situations before research has taken place, especially when involving children within research and data collection due to their vulnerable status (Wester, 2011; Babbie, 2009). Also, prior to the study, all individuals involved within the research were informed the purpose and intent of the analysis, their rights as participants and that they were able to withdraw from the research at any time (Aubrey et al, 2000). The child and setting of the school has remained anonymous throughout the analysis, which they were also made aware of. This was assured throughout the analysis by storing research upon a password protected file upon a computer and also by using pseudonyms instead of names (Hitchcock and Hughes, 1995).

Before the research data was collected, it was decided that the research would use non-probability sampling in order to specifically choose a child to participate within the analysis. The child was purposely chosen due to the requirement of a child of average attainment and ability needed for the analysis, and as the data needed to be collected from an individual that is able to reflect on opinions and past experience (Daniel, 2012). Within research, non-probability sampling can be beneficial to specific research, as it allows for the best possible answer using information that is relevant and can direct the research (Krathwohl: 2009).

This analysis has used both qualitative and quantitative data in order to analyse a

child's holistic development. Quantitative data such as reports and assessment will be used within this study in order to develop facts and reveal patterns within the data (Rasinger: 2013). This will allow for the analysis to become more reliable as it has used specific information and facts (O'Dwyer and Bernauer, 2014). Qualitative data will be used within the analysis through the means of observations and interviews in order to access the thoughts, feelings and experiences of those involved (Silverman, 2016). By using both qualitative and quantitative data collection methods it ensures that the weaknesses of one method are balanced by the strengths of the other making the analysis more valid and reliable (Goertz and Mahoney: 2012, Creswell: 2014).

The mosaic approach, adapted by Clark and Moss (2011: Clark, 2005) was developed in order to be used as a data collection method of young children in order to listen to the children's perspectives on their lives. The approach encourages children and adults to be co-constructors of meaning by combining visual and verbal data. It is used through many methods of data collection in which children's photographs, tours and maps are gathered in order to gain a deeper understanding of their lives. By doing this, it allows an environment to be created where children can reflect upon their views and experiences. These experiences are then gathered in order identify not only the strengths, but also the weaknesses of the individual within their learning. This approach was inspired by the pedagogical approach developed within Reggio Emilia School, Italy (Clark and Moss, 2011). The Reggio Emilia philosophy is an approach to teaching, learning and support for children, it focusses on the holistic development and learning of children by viewing them as competent, potentiality and knowledgeable individuals (Edwards et al: 2012).

By using the participatory methods, it calls for children to be treated as experts and agents of their own lives, the method is able to facilitate the knowledge creation process rather than just gathering data which creates more meaning within the data analysis (Veale, 2005: 254). This is supported by Clark and Moss (2011) who suggest that the mosaic approach has potential to be used as a tool with older children within schools as teachers would benefit from using a holistic data collection and assessment method. Also, as the mosaic approach collects a variety of different data, it becomes more valid and reliable as it uses triangulation which allows the data to be analysed and compared using the different collection methods (Greene: 2007). This is supported by Stephenson (2009: 136), who suggests that the mosaic approach is effective is also effective due to allowing the children to select the activity they preferred to do, and so each child is able to create a different and unique mosaic pattern.

Although, as the mosaic approach was developed to use with younger children due to being less verbally able to explain themselves, using the approach with an older child may not be so effective (Clark, 2005). Also, as the mosaic approach uses a large amount of varied data, it can create time constraints for the researcher (Denscombe, 2014). As the data is so varied and contrasting, analysing the data will take a substantial amount of time to complete.

Using the mosaic approach, an interview will be conducted with the child in order to identify where the child likes to learn and also what resources or strategies they use in order to learn most effectively. Interviews allow for the exploration of the perspectives of individuals on a specific idea or situation (Boyce and Neale, 2006). Due to a child being involved within the study, interviews may be more appropriate as it allows for explanation where required and also allows them to get their point

across more efficiently and meaningfully (Gillham, 2007). An informal interview was conducted with the child during a learning walk around the school in order to identify her thoughts on what her strengths and weaknesses are within their learning and also, how the child learns best. A semi-structured interview has been used within this analysis so that the child can be asked further questions in order to clarify or expand what they had said which allows for more reliable answers (Galletta, 2013).

Observations have been used within this analysis in order to observe the child naturally within school, identifying the child's behaviours and development (Simpson and Tuson, 2003). Observations were recorded narratively as they are very detailed and includes the facts of what happened (Sharman, Cross and Vennis, 2004).

Although, Dewalt and Dewalt (2011) convey that even though observations can be an effective method of research, it should not be used alone as it can affect the accuracy of the data. Although, as many methods and approaches are used within this analysis, the data becomes more reliable and valid due to the 'triangulation' of research (Greene, 2007).

The methodology has provided the analysis with a strategy to collect the data and has also given circumstances where links could be made between the qualitative and quantitative data in order to holistically analyse the child's development. By doing so, the analysis has become more reliable and valid through comparing and contrasting methods with other research. Ethical issues were also examined throughout the analysis and was assured to abide by the British Educational Association Guidelines (BERA, 2011).

Analysis of learner

In order to analysis the data and child's development effectively, Nottingham's ASK model (2013) will be used in order to holistically assess the child, the model is used to support practitioners in recognising the importance of developing children's attitudes, skills and knowledge within their learning. It is important that within schools, these key areas are developed by giving learners the opportunity to establish:

- 'Attitudes – positive attitudes towards learning, including curiosity and persistence.
- Skills – abilities to carry out those actions necessary for gaining understanding and achieving excellent performance in any given context.
- Knowledge – familiarity with information, concepts, theories and practices in a given field. '

(Nottingham, 2013)

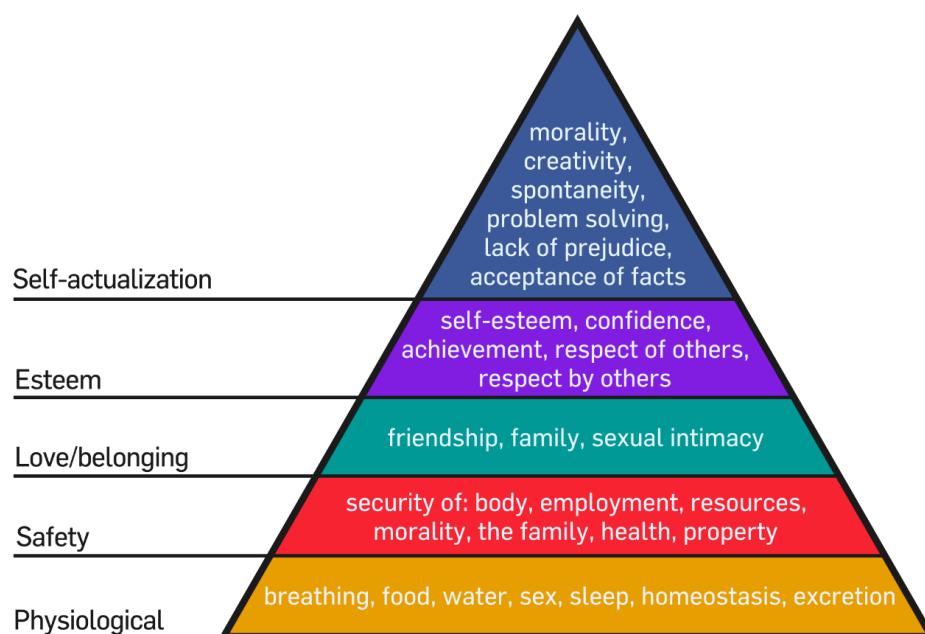
Attitudes

The National Institute for Health and Care Excellence (NICE, 2009) suggest that a good emotional wellbeing includes having confidence and happiness (emotional wellbeing), having a feeling of autonomy, resilience and a sense of involvement with others (psychological wellbeing). It is essential that children's emotional needs are met as research suggests that a healthy wellbeing creates the foundations for educational attainment (NICE, 2009). By observing the child, it can be seen that she has low self-esteem and confidence (Appendix 3). This can be seen when the children is self-assessing her work as even when completing the success criteria and completing work being given to her, she doesn't believe it is a good piece of work

and when asked why, she is unable to give a valid reason. It is crucial that the child's emotional wellbeing is improved within school as evidence conveys that having a low self-esteem can affect children's attainment by failing to attain personal and academic success (Elias *et al.*, 1997).

This coincides with Maslow's theory of the Hierarchy of Needs (1954) which is a motivational concept that consists of five different stages of human needs that are ordered within a pyramid, each stage must be fulfilled before progressing to the next. They are:

2- Maslow's Hierarchy of Needs



(Wikimedia)

The theory conveys that without fulfilling each stage children will be unable to learn and progress to the next stage, which will hinder their learning. This is also supported by further research which shows that children with negative emotions such as anxiety and depression cannot learn, they are unable to absorb information effectively as their emotions overwhelm their concentration (Goleman, 1995). This

can also be seen through Donaldson's (2015:45) 'Successful Futures' document that prioritises the improvement of children's wellbeing and states 'children and young people need to experience social, emotional and physical well-being to thrive and engage successfully with their education'.

Despite having these attitudes, the child also is very persistent and resilient when learning something new and doesn't give up very easily. This can be observed within the child's Mathematics work (Appendix 4) where the child's learning objective was to select and use appropriate standard units to estimate and measure weight/mass/capacity. During this lesson, the child was supported by the class teacher who worked with her group to support their learning. Upon discussion with the class teacher, it was decided that the child needed to complete a home learning worksheet upon the learning objective to substantiate what she had learnt within the lesson to improve the child's confidence (Appendix 5). When interviewing the child, it was identified that Mathematics was the area of learning the child was least confident with, despite the fact that the child is able to persist and has a willingness to succeed (Appendix 8). This coincides with approaches embedded within the school, which is seen within their school motto which advocates the importance of making mistakes and trying your best. Baldwin *et al.* (1993) suggests that by making mistakes, it allows children to gain the ability in overcoming challenging situations and use those experiences to develop and grow psychologically. Children who are resilient are more ably equipped to recover more quickly and completely from challenging experiences (Blackburn, 2002).

Skills

It is important that the skills children need in order to learn are also addressed within the ASK model, such as intellectual, physical, social and communication in order to provide children with the skills required to learn successfully (Nottingham, 2013).

This is supported by the Welsh Government (2008a) who suggest that skills must be developed along with subject knowledge within schools in order to prepare 'pupils for the opportunities, responsibilities and experiences of adult life' (Great Britain Education Reform Act, 1988).

Through analysing the child's topic work (Appendix 6), it could be identified that she has a growing development of skills. The child was able to, firstly, create a plan for her work where she researched different facts using the internet, ensuring they were relevant and understandable. She was able to read the facts researched, changing them into her own words, showing understanding. The child then used these facts in order to write a fact file on the sea creature she had researched, using the correct features and intellectual skills to do so. It was observed that, before the lesson took place, the children were shown the different features and skills needed to write a fact file.

When researching facts for the fact file, the child worked in a pair with a friend to find the facts. The child was working with a child that was more able than her, and so was supported in her learning by collaboratively working together. This is supported by Vygotsky (1978) who suggests that children are able to learn and progress when being supported by someone who is more knowledgeable. When observing the child (Appendix 3) work within a group, it could be seen that the child has sound communication and social skills as she was able to listen to others and consider

others' viewpoints, communicate clearly and confidently, communicate ideas, emotions and information confidently and consistently and also respond to a range of information and ideas in different forms (Welsh government, 2008a). This can also be seen within her welsh work (Appendix 7), where the child working within a partnership with a child of a lower attainment than her. The child was able to support her partner and ensure that they were working as a collaborative team by both sharing ideas, asking relevant questions and responding appropriately in order to translate the script given to them. This is supported by Cunningham & Gresso (1993), who suggest that working within groups are beneficial for children's learning when there is bonding and cohesiveness.

Knowledge

As discussed previously within the assignment, it is identified that the child is the least confident within Mathematics. The child is usually able to overcome challenges within maths, but finds most lessons to be difficult and usually works with some level of support. At the moment, the outcome for this child within Mathematics is a 'best-fit' outcome level 3. The child is able to use mathematical symbols and diagrams, use place value, use decimals with money, recognise negative numbers within temperature, add and subtract numbers, use mental recall for times tables, use standard units of length, capacity, mass and time and classify shapes (Welsh Government, 2016a). The child is also able to check her results, organise work and try different approaches in order to find the correct answers.

Within literacy, the child is observed to be more confident within lessons, requiring less support and is able to work more competently when working individually. Upon discussion with the class teacher, it was decided that the child is working towards a

'best-fit' level 3 for oracy, reading and writing for the end of year 4. Within oracy, the child is able to talk and listen confidently, show understanding within discussion, listen carefully, adapt to the needs of the listener, use a range of vocabulary and is able to express opinion (Welsh Government, 2016b). Within the reading strand, the child is able to read a range of texts that is generally accurate and fluent, use appropriate reading strategies to create meaning of unfamiliar words, able to use punctuation and expression and show understanding (Welsh Government, 2016b). Within writing, the child is able to organise writing, making it clear and also imaginative, use different features within different forms of writing correctly, use sequence of sentences to develop ideas, grammatical structure of sentences is usually correct, uses punctuation within writing and show legible handwriting that is presented well (Welsh Government, 2016b).

Next steps

In order to improve the self-esteem and confidence of the child, an emotions display could be used within the classroom where children can identify their feelings by putting their name/picture under the emotion they are feeling. It is essential to develop children's emotional skills as children with these skills are likely to develop their self-esteem and confidence (Tassoni et al., 2008). Emotional skills allow children to understand and manage their emotions, thoughts and feelings, by having these skills, children are more likely to sustain friendships, solve problems, be self-motivated and resolve conflict better (DCSF, 2007: 4). By using this display, it allows the teacher to identify children who may have come into school with negative emotions. Hallam *et al.* (2006) supports this and suggests by using approaches such as this, teachers will improve their understanding of emotional wellbeing and be able to support and understand pupils better.

A nurture group has also been implemented within the school and aims to provide learners with a secure and safe environment where the children are able to develop cognitively, emotionally and socially (Boxall, 2002). It is believed that the children would benefit from working within a nurture group in schools as it will support the child in developing their emotional wellbeing and confidence within themselves and their learning. This is supported by Nind (1999) who suggests that due to the small groups, staff are able to support learners better in learning to manage and understand their feelings, developing learning skills and building upon their confidence and self-esteem.

In order to improve the child's skills and knowledge within Mathematics, they have been given a target to improve their mental recall and strategies of their 3 and 4 times tables. This will be done through mental maths sessions, which will use times tables games in order to improve the mental strategies of children. This is supported by the Welsh Government (2008b) who suggests that having fun whilst learning is essential in the development of children's physical, social, mental, emotional and creative skills. Also, the child has a current target within their self-assessment to explain their work within maths sessions. This is being done at the end of every maths session where the child self-assesses themselves using

The children within the class must also be given opportunities and experience in extracting, constructing and interpreting information within tables, charts and pictograms. This has been newly introduced within the class, through having to record information on the litter they found on a trip which as a class, was interpreted in order to write a recount of the trip the next day. This worked very well with the children as they were able to use and interpret information from tables using real life experiences. This is supported by Ofsted (2008) who suggests that children are able

to learn more effectively when they are able to apply their learning to real life experiences.

In order to improve the child's attainment and ability within literacy, targets will be set for the child in order to improve their knowledge and understanding. Within the reading strand, the child's target is to read more fluently and build upon vocabulary. This can be done by creating a love for reading in children by allowing them to read books that interest them, rather than follow a scheme. The more children read, the more fluent, accurate they become, they will be able to improve their vocabulary and improve other aspects of literacy (Estyn, 2009). Within writing, the child needs to improve their spelling of common, polysyllabic words. Strategies to improve spelling include, focussing more on the teaching of skills to do with spelling such as prefixes and suffixes. This will allow children to apply these skills when spelling new words as they will have a strategy to support them. Another strategy that would benefit children's spelling within the classroom would be to note down on the board the different spellings that children have found difficult to spell in one week, and hold a spelling test each week on those words. This will allow children to practice the spelling of these words and identify patterns in spelling techniques. Although, it is important to not pressurise children and ensure that it is conveyed to children that mistakes are allowed and encouraged, as without mistakes children will not learn to reflect and improve (Savage and Kock, 2014).

Conclusions

This analysis focused on one child's holistic development, with justification for the next steps of learning. In particular, the analysis focused on the use of the mosaic approach to collect and analyse data through collecting a variety of data collection

methods such as using tours, observations, interviews, pictures and statistics to assess the child and provide next steps for the learning. The mosaic approach (Clark and Moss, 2011) was found to be useful to use for data collection as it allows the researcher to use many different collection methods to holistically view the child. Although, as the time within the school has been limited it has been difficult to collect the relevant data due to time constraints which also has made it difficult to view the child holistically as there hasn't been much time to view the progression or knowledge of the child. The collection of the child's work along with observations found to be most useful to the analysis as it provided evidence in order to level the child's work and provide next steps for the children's learning. A semi-structured interview also benefitted the analysis, as the child was able to input her thoughts, feelings and experiences within the analysis, which allowed for it to become more holistic by taking in to account the views of the child, which is specified with the mosaic approach.

In order to analyse the data collected, the ASK model (Nottingham, 2013) was used in order to assess the child's attitudes, skills and knowledge within their learning. This enabled the researcher to create a structure for the analysis which supported the analysis of data collected. Although, as the data was so varied, it was challenging to compare and contrast the data due to the use of different methods and that it did not necessarily correspond with each other. When analysing a child's holistic development within the future, I will ensure to allocate more time to the data collection process and ensure that enough data is collected in order to view the whole development of the child in order to assess their learning and effectively identify the next steps.

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Appendices

Appendix 1 – Permission form



RE: PPGCE (with QTS), permission and confirmation that work has been undertaken in school for assignment Datblygiad Ysgol a Chynnydd Disgyblion - School Development and Pupil Progress (M6X02151-C) (M7X02153-C)

Dear class/senior mentor,

For the university module 'School Development and Pupil Progress', trainees are required to identify one 'average' attaining learner within the class in which they are based and, over the PTE, explore what helps the pupil to learn language and mathematics. Such exploration could involve:

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

Undertaking this work should support trainees in understanding how children learn and how they can develop their teaching to ensure effective learning. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical day-to-day 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 exploration work has taken place.

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

STUDENT NAME (PLEASE PRINT): _____

SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[REDACTED]

Student to verbally ask the child: 'I have talked to (trainee's name... Miss / Mrs/ Mr) about my work, and I am happy for it to be used in their work. I know that my full name won't be used (Record their response below).

I am happy for [REDACTED] to use my work and talk to her about it. I know that my name will not be used.

[REDACTED]

If you have any queries regarding this, please contact:

Helen.lewis@uwtsd.ac.uk (PPGCE Lead) / sarah.elsey@uwtsd.ac.uk (Module Lead)

Many thanks in advance,

SDPP module team

Sarah Elsey
Gail Parker
Dr. Helen Lewis
Rachel Wallis
Linda Davies
Nerys Defis
Jayne Morgan
Nana Ryder
Heddwyn Davies

Appendix 2 – Level predictions

Year 4: 2018 Predictions										
Surname	Forename	FSM	2018 Predictions		NC Predicted levels for June 2018					
			Y4 CSI	Predicted CSI	Oracy	Reading	Writing	Maths	Science	Welsh
		X	Y	Y	3A	3A	3A	3A	3A	3A

Y – Yes N – No

Appendix 3 – Observations

	Observation
	Notes
	Child A
	Week 1 - It can be observed that child A has very low self-esteem and confidence. When self-assessing work the child always has a negative view of herself and her learning, even though she always completes the success criteria
	Week 2 - Within today's lesson, child A was working within a group. It could be seen that the child has sound communications skills as she was able to work collaboratively by listening and responding well within group discussion.
	Week 3 - Within today's lesson, it was

Appendix 4 – Examples of Mathematics work

10.05.18		<u>Effort Rating</u>
L.O:- To select and use appropriate standard units to estimate and measure weight/mass		
<u>Target:</u> Explain my thinking	<u>Self-Assessment</u>	
<u>Steps to Success:</u> I can,		TA
1. Round up weights to the nearest ~~100g~~ /kg		✓
2. Order weights from lightest to heaviest		✓
3. Plot a series of weights on a graph.		8

Let's Learn

1 2 3 4 5 6 7 8 9 10
10 20 30 40 50 60 70 80 90 100

Guide Work

3.2 kg = 3 kg ✓ 5.5 kg = 6 kg ✓

4.9 kg = 5 kg ✓ 9.5 kg = 10 kg ✓

6.1 kg = 6 kg ✓

2.8 kg = 3 kg ✓

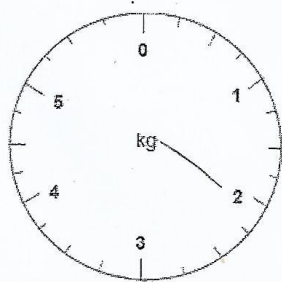
1.4 kg = 1 kg ✓

3.3 kg = 3 kg ✓

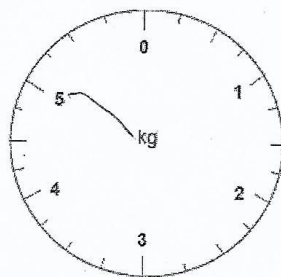
4.6 kg = 5 kg ✓

Appendix 5 – Mathematics homework

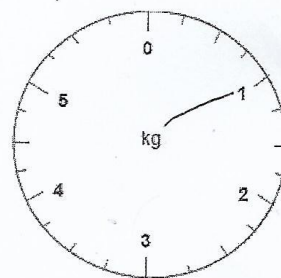
Draw the pointer on the scale to show the weight below.



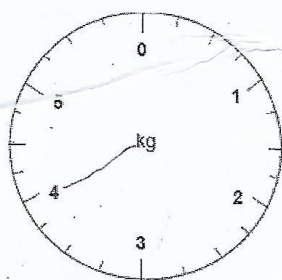
2kg



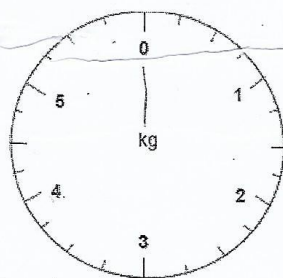
5kg



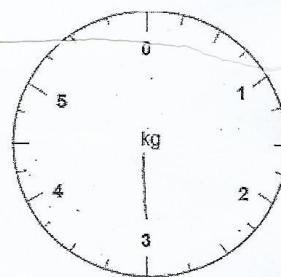
1kg



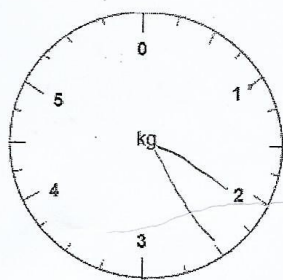
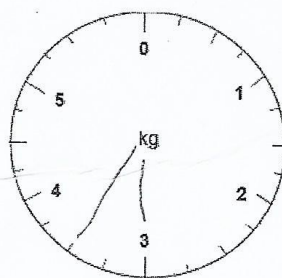
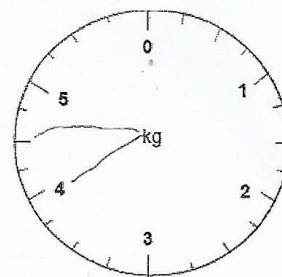
4kg



0kg

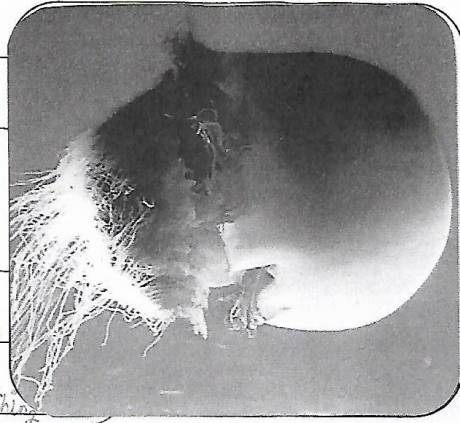


3kg

 $2\frac{1}{2}$ kg $3\frac{1}{2}$ kg $4\frac{1}{2}$ kg

Appendix 6 – Topic fact file

Lion-manee Jellyfish fact files



1. It eats small fish and other jellyfish. They blend in to lots of things.
 2. they are the Largest jellyfish in the world. Sometimes they swim together.
 3. The Jellyfish is Bigger than other jellyfish.
 4. Once they are dead the tentacles are still active, there sting can be very painful to the touch.
 5. they can be 160 ft.
The stinger can not sting fish.
 6. they have a bad sting in the tail.
 7. the jelly in it is 95% water.
 8. they have no eyes.
- If you get to close they will chase.



Appendix 7 – Welsh Script

good morning
Sian: Bore da!

~~hello~~ what's the weather like
Dafydd: shw mae! Sut mae tywydd heddiw? ~~to day~~ Like

it is cold
Sian: mae hi'n oer!

oh no it is windy
Dafydd: O na! Ydy hi'n wintog?

no it not sunny but it is
Sian: Nag ydy, dydy hi ddim yn heulog ond mae hi'n
gymlog.

Dafydd: Ydy hi'n bwrw glaw?

Sian: Ydy, dw i'n casau glaw.

Dafydd: Sut oedd y tywydd ddoe?

Sian: Roedd hi'n heulog a braf iawn!

Appendix 8 – Tour Interview

	Interview Notes - Child A
Q	What is your favourite lesson? and why?
A	Art, because I really like to draw and make things.
Q	What is your least favourite lesson and why?
A	Maths because sometimes I don't understand how to do it and I need help
Q	How do you learn best?
A	I think I learn best when I work with someone else so we can talk about the work and help each other.
Q	What activities do you like to do within lessons?
A	I always like the computer activities because they're really fun and I like being on them.