Case Study 1

Child B

Case history

Provide the reason for choosing this child e.g.

Child B is a quiet child who often lacks motivation and attention in school. When they were in Primary 1 their mother passed away. He lives at home with their Dad, sister (aged 12) and brother (aged 7). The teacher shared that the house is often noisy which leaves make it difficult for this child to concentrate on homework. They are one of the weaker student in the class in both literacy and numeracy and they are the only child which has chosen not to complete the SEAG test.

What is in place for this child in terms of classroom, individual or withdrawal support (if relevant)?

School-home support:

- Child B comes from a difficult situation at home. It is therefore important that the school supports their Dad when playing a part in his children's education.
- Teacher awaits parent-teacher interview to discover the reason behind Child B not sitting SEAG test – teacher believes they are capable.

Classroom support:

- Child B is in the lowest reading group.

Individual support:

- This child has previously received additional 1-to-1 numeracy and literacy support with a classroom assistant from other class, but does not currently.

Do they have an allocated classroom assistant?

No, Child B does not have an allocated classroom assistant. Furthermore, there is no classroom assistant assigned to this P6 class.

Learning ability/ groupings

- *Literacy* – This child is one of the weaker students at literacy in the class. They struggle with handwriting and letter formation. Furthermore, Child B has difficulties with sentence structure and using punctuation correctly.
- *Numeracy* – Child A is working at a lower-ability level of numeracy. They reach the some lesson objectives, although, they do need extra support. When asked what they think of numeracy the child stated "boring".
- *ICT* – This child has produced well designed and clearly displayed ICT work. They seem to enjoy using the computers to display their work as opposed to writing.
- *WAU* – Child A seems interested in their WAU topics. The practical element of science requires little literary skills and allows for creativity.
- *Music* – Doesn't seem to have much of an interest in music. Opted out of playing an end-of-class game that involved a song.
- *Art* – Upon observation from week 2, this child engaged with Art. They were focused and carefully completed their art project. They were keen to help with handing out activities.
- *Physical Education* – Child B enjoys PE and is motivated to join in all activities. He especially enjoys playing football.
- *R.E.* - Child B was not engaged during the RE lesson that I observed.

Identified areas for development

A – achieved *P/A – partially achieved*

AWS – achieved with support *NA – not achieved*

Target	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
To improve letter formation and hand-writing skills.	NA	NA	NA	NA	NA	NA	NA
To develop their ability to use punctuation correctly in independent writing.	NA	NA	NA	AWS	PA	A	A
To be able to 'Estimate the area of shapes by counting the squares' and 'Work out the perimeter of simple shapes' (Level 4 – Using Mathematics)	NA	PA	A	A	A	A	A
To be able to focus on a task for extended period of time, giving it their best effort.	NA	NA	PA	PA	AWS	A	A

Evidence

Target 1

Date/annotation

06-02-24: See evidence for example of poor letter formation and handwriting. In particular, lower-case letters looking like capitals

12-02-24: Reminded child to keep tall letters tall + small letters small → no effect.

07-03-24: Layout of numeracy work was messy and difficult to read and understand

13-03-24: Helped child layout numeracy work for easy understanding.

22-03-24: This child has not achieved this target as I did not focus on it. Despite plans to give a writing frame, I knew this would have distracted child from the focus of the lesson.

Have to provide a writing frame for handwriting

Must be a task that doesn't need many other thinking skills

Target 2

Date/ annotation

08-02-24: Letter to Miss. [redacted] shows that the child has used no punctuation. When using commas in a list they have forgotten to use 'and' before the last item.

10-02-24: Proof-reading activity. → didn't change anything, simply copied out the text. Suggests a complete lack of understanding.

26-02-24: Lesson on direct speech. Began well, then struggled. All children found difficult will review next Monday.

04-03-24: Improvement in punctuation for direct speech.

05-03-24: - Found both punctuation mistakes in proof-reading task after TA to focus on each section at a time.
- Punctuation Pal for under desks

11-03-24: Lesson focusing on using commas for meaning

- Child used speech marks correctly and commas.

Noticed child independently take out punctuation pal for support! - Big deal.

12-03-24: Adjusted support for proof-reading to have one mistake per paragraph. Child noticed missing commas and question mark before closing speech.

Target 3

Date /annotation

19-02-24: Introduction to perimeter; Child B grasped concept of perimeter being the distance around the outside of a shape.

20-02-24: Successfully use P = L x number of sides to find perimeter of reg. polygons.

However, when finding irregular shapes they missed several sides. Worked 1-1 on mini-whiteboards. (This is a level 5 skill, but would be achievable).

21-02-24: Found missing sides involving addition independently TA when finding sides involving subtraction (focus on differen L.I. achieved.

27-02-24: Successfully found area of irregular shapes.

04-03-24 - Child B can use formula A = L x B to find area and also use counting squares method.
- Used Area + Perimeter knowledge in problem-solving.

Achieved

Target 4

Date/annotation

07-02-24: Noticed a lack of focus during introduction of lesson → leads to later confusion when independently working

08-02-24: Science engaged + motivated Child B → use in other aspects.

09-02-24: Worked well with TM during numeracy challange. Completed task + was engaged during whole lesson

20-02-24: Not engaged with ICT task. Next activity will be in partners.

21+22-02-24: See evidence for effort in WALL + PE.

04-03-24 :- Child simply copied work again. - Literacy - So excited to complete numeracy + tell partner

27th-02-24 → PE lesson, significantly more motivated and exited to teach peers dance.

06-03-24: Worried that this is an 'extremely difficult target to support child to hit'.

Throughout placement, I have praised Child B for every effort and all their successes This is unusual to this child so although it took a few weeks to get used to, I am beginning to see the pay-off I believe having a strong + positive relationship with this child is encouraging his motivation

07-03-24: Dichonary task with A. Child took unlikely role of writer, which allowed for focus + team-work. Motivated to win competition

07-03-24: Disappointed didn't get to do dance in PE - Incredible difference to first lesson!

11-03-24: Used support independently.

12-03-24 With differentiation - child independently completed proof-reading task. They were motivated and gave it best effort.

13-03-24: First time, Peter has immediately began work wanting to give it his best effort. So proud of him!

15-03-24: Child worked so hard on 24hr time. Had to support at times but I constantly reinforced their hard work and stayed positive.

Summary comments

Target 1 - Throughout my placement, I did not provide support for this target. Although, I believe hand writing and letter formation to be important, this child had many other difficulties in Literacy that needed to be focused on. I had planned to use a writing frame with a task needing little thought but, this activity never came in grammer, proof-reading and completion tasks this child needed their full attention on the L.I not handwriting. I have suggested this idea to Miss. Bell.

Target 2 - Child B has certainly developed their ability to use punctuation correctly They have improved their understanding of the punctuation used in speech. Independly pulled out 'punctuation pal' to assist them. Child appreciates of support, which will outlast my presence.

Target 3 - Child B has reached the standards for area and perimeter in Level 4 of CCEA's levels of progression in Numeracy. Furthermore, they have achieved level 5 skills of using formula and finding A + P for irregular shapes. Also completed problem-solving tasks! This shows to always have high expectations of children.

Target 4 - Half way through SBW, I worried that this child would not achieve this target. However, I saw a complete shift in motivation near the end. This case study has shown me how relationships, praise and effective support are key to building a childs love for school and enthusiasm to learn.
Peer-learning was a great motivation tool for this child I particularly have loved seeing his progression in PE

Overall, this child has shown me that relationships matter. It took weeks for this child to let me into his life, but once he did I saw a different side of him, which was displayed in his work too! I'm Super proud of [redacted] for all his hard-work and everything he has taught me.

[redacted]

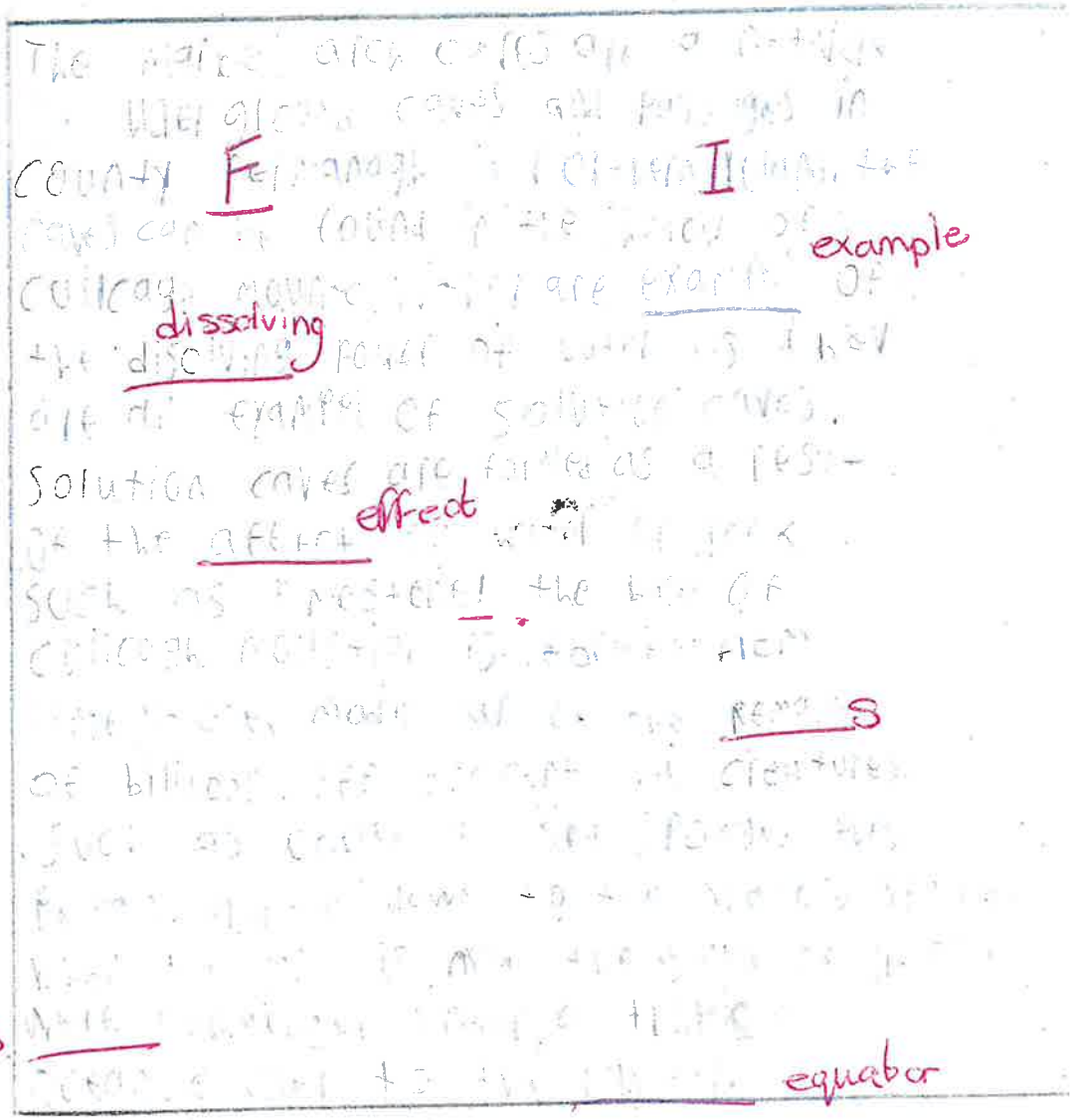
Monday 5th Feb

I have a suspicion that this is copied work as it does not line up with previous understanding and has no working out. Discuss with [redacted] and help in next lesson

20 by 50% = 30 ✓	12 by 50% = 18 ✓	30 by 50% = 45
40 by 25% = 50 ✓	20 by 25% = 25 ✓	80 by 75% = 140 ✓
30 by 10% = 32. 33	100 by 10% = 110.	
	Great Effort! Remember to show your working out :)	

STEM LEARNING

Confusing as this pupil is of lower ability and their book suggests that they have struggled to find % of amounts in previous lessons



Don't forget to look for mistakes. We will do this togther next week.

Child B has simply copied out the incorrect text with no effort to proof-read or edit. You can see their difficulty with handwritting + letter formation.

In future proof-reading lesson - Give a shorter piece of text and have child colour code GPS mistakes before re-writing.

This typically unmotivated student was engaged during science lesson. Responding to questions and giving detailed reasoning. Used scientific term of 'chemical reaction'. Use science as a stimulus for writing with Child B.

...ting with Bones

...what might happen!

D...

Good use of drawing to show control

How are you going to make it a fair test?

?

What control are you going to use?

?

Write a prediction for the bone in water:

the bone in the water is going to float inside and not a bit

Write a prediction for the bone in vinegar:

In the vinegar it is going to have a chemical reaction it is going to clean

Fantastic scientific term!

Well-done.

After one week, were your predictions correct? YES / NO

Summarise what happened below:

Thursday 4th February 2021

[redacted]

To [redacted]
From [redacted]

I like to play bord games like snakes and ladders and chess operation but my favilet is chess i like vdieo games like fortnite and my friends [redacted] H D T E A [redacted] my friends my best friends [redacted] and my favilet [illegible] school is science

science

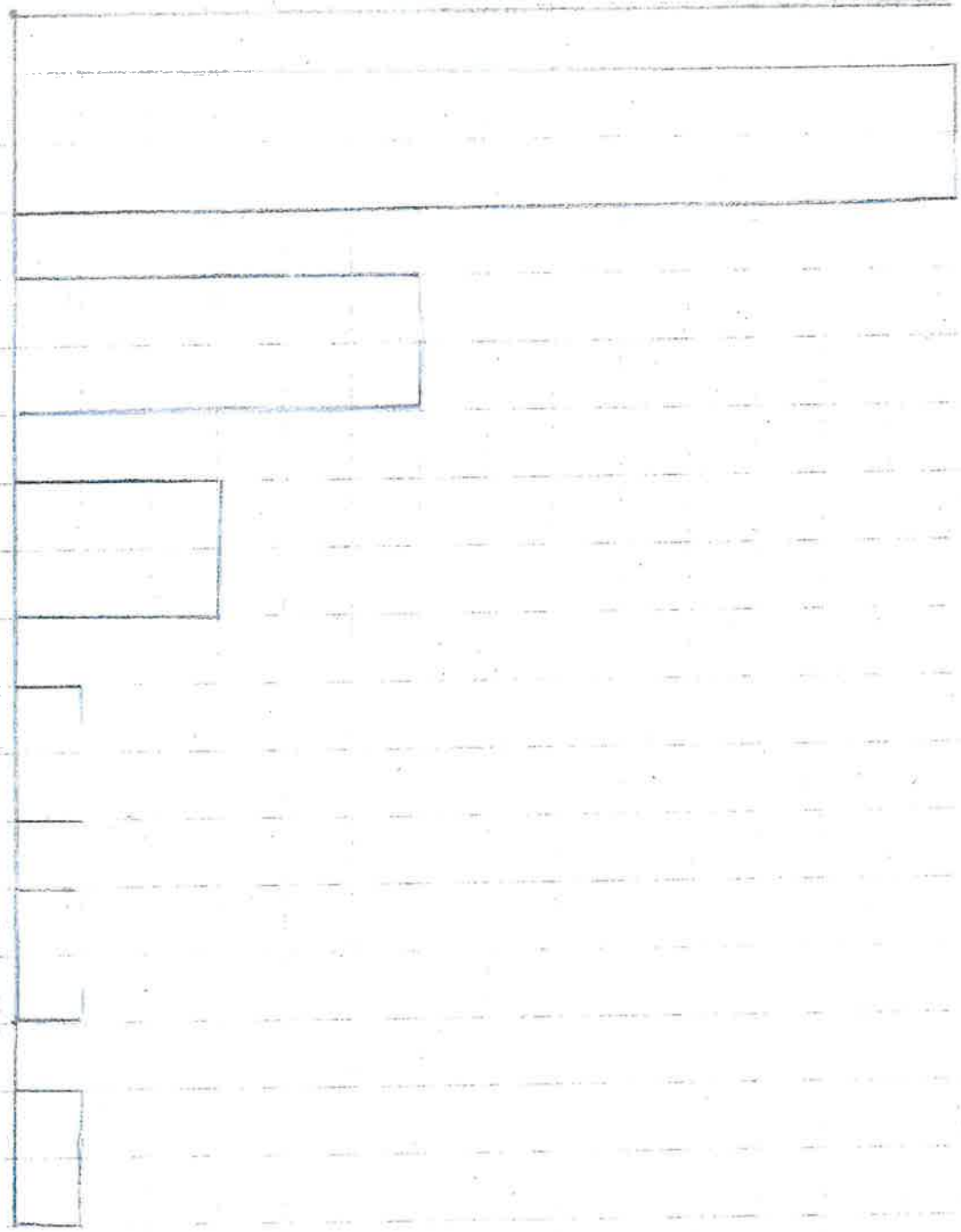
[redacted] has been my best friend for 6 years now and [redacted] since P1 and my [illegible] are loyal to [illegible] and [illegible] but [illegible] my family my [illegible] [redacted] P7 my brother [redacted] P3 my mum [redacted] my dad [redacted] last name [redacted] my [illegible] thing to do is go [illegible] and [illegible] and play with my siblings at the park

From [redacted]
to [illegible] [redacted]

Very informative and interesting letter.

Lists mum as part of family although she has passed. Clearly, this child does not want to share this information with me. I will be sure to not mention it to him.

Thank you for your lett
☆ Focused and high amour
☆ Very descriptive.
☆ Use capital letters for



Child B enjoyed this lesson and had pride in their work.

Teacher support to create a title for the bar graph.

Pyjama Party Planning

L.I: Calculate Cost an

Child B was partnered with TM in this Numeracy Challange (a gifted + talented student who is friends with child B). TM encouraged this child to focus and complete the task. They forgot to check the number of items each person needs.

All **60 people** going to the Ganaway Pyjama Party wi

1. Work out the 'Number of Items' that you will ne
2. Find the 'Number of boxes/packs' that you will n ; of 60).
3. Multiply the 'Number of Packs' by the 'Cost' to fi

1 sandwich	**1 bag of crisps**	**1**
2 drinks	**1 cake**	

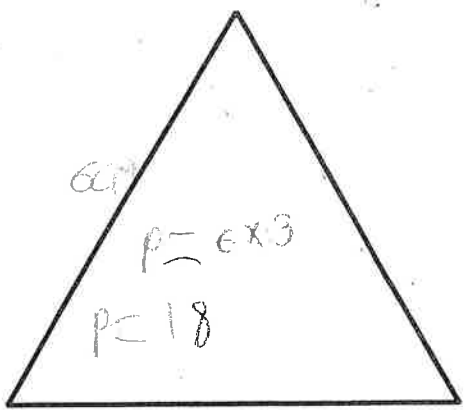
Food and Drink	Cost	Pe Person	Items	Packs	Total Cost
A loaf of bread = 10 slices per loaf	£1	2 slices	2 x 60 = 120	120 ÷ 10 = 12	12 x £1 = £12
1 bottle of orange juice = 10 cups	£1.20	2 cups	60 x 2 = 120	120 ÷ 10 = 12	£14.4
1 pack of cheese = 10 slices	£1.20	1 slice	60 x 2 = 120	120 ÷ 10 = 12	£7.2
1 pack of ham = 10 slices	£1.60	2 slices	60 x 2 = 120	120 ÷ 10 = 12	£19.2
1 pack of crisps = 5 bags	80p	1 bag	60 x 1 = 120	120 ÷ 5 = 24	£28.08
1 box = 10 cakes	£1.10	1 cake	60 x 2 = 120	120 ÷ 10 = 12	£12.10
1 pack = 12 cocktail sausages	£1.20	1 sausage	60 x 1 = 120	120 ÷ 12 = 12	£12.00
1 pack = 20 sausage rolls	£2	1 sausage roll	60 x 2 = 120	120 ÷ 20 = 6	£12.00
1 pack = 30 plates	80p	1 plate	60 x 1 = 120	120 ÷ 30 = 4	£3.02
1 pack = 15 plastic cups	£1.50	1 cup	60 x 2 = 120	120 ÷ 15 = 8	£12.00
				Total cost for food:	£119.96

Good effort

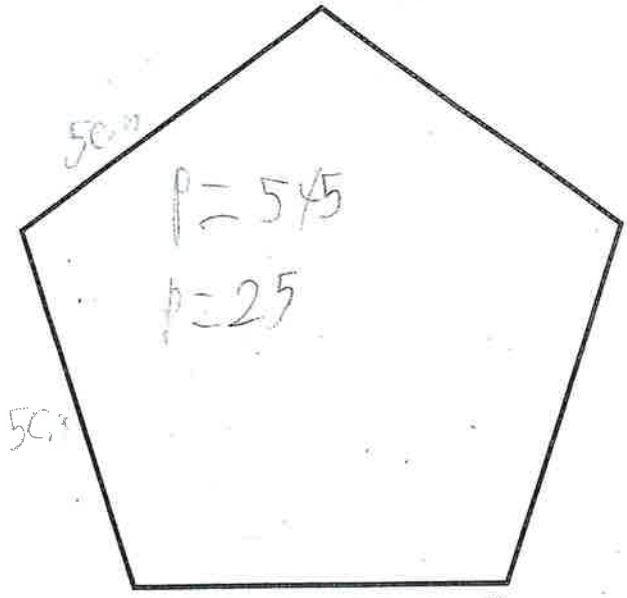
In these questions, each person only needed one of the item. Therefore to total number is 60

[redacted] Perimeter of Polygons

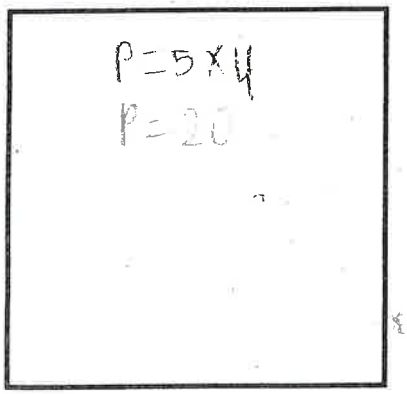
Calculate the perimeter of the following polygons.



Perimeter 18 cm



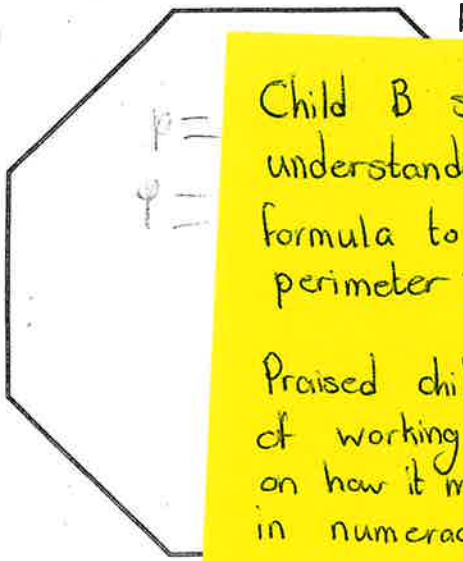
Perimeter 25 cm



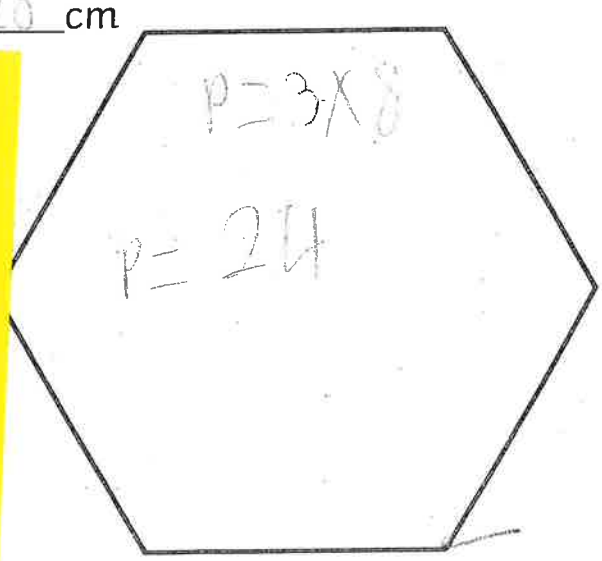
Perimeter 20 cm

Perimeter 20 cm

Perimeter 12 cm



Perimeter [illegible]



Perimeter 24 cm

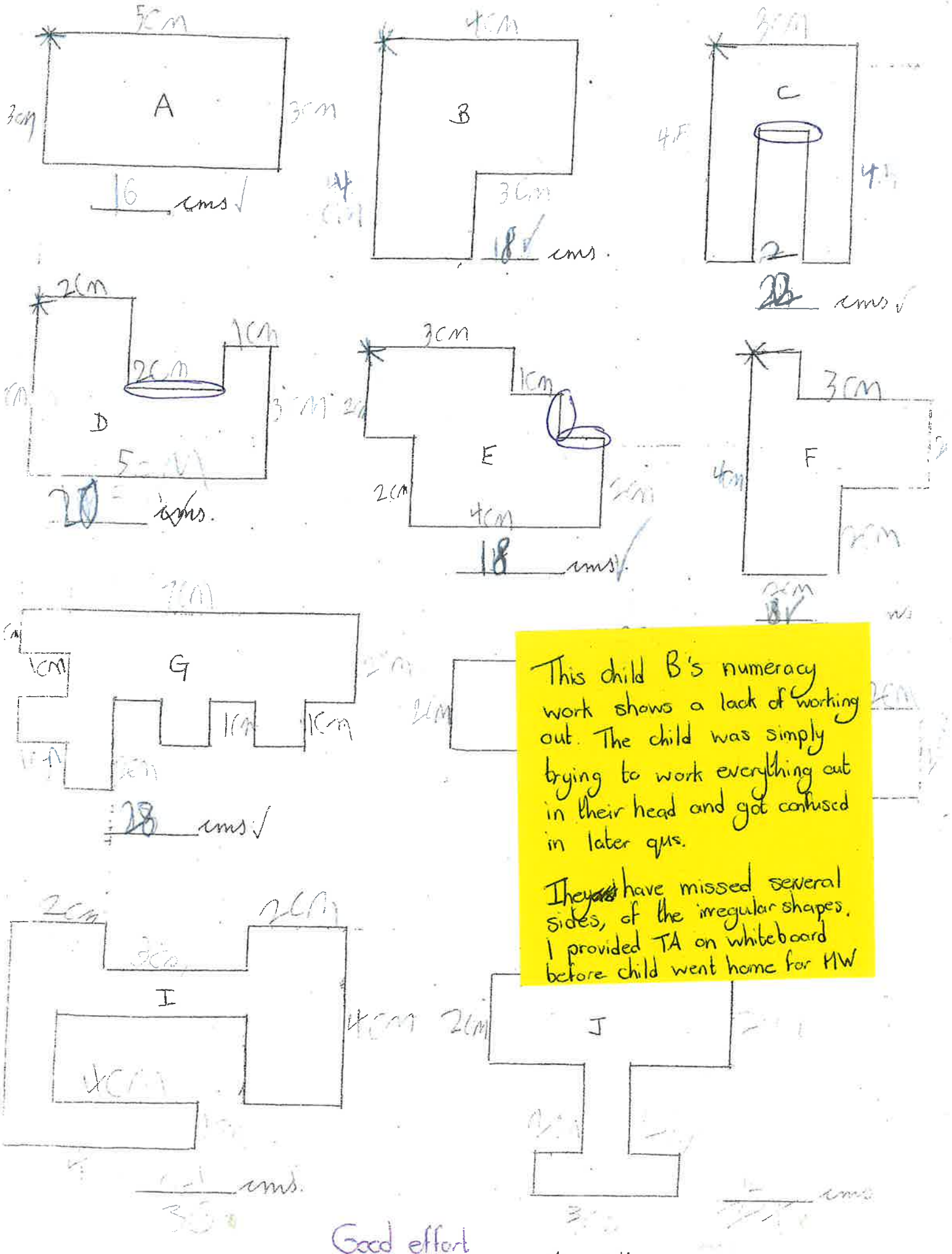
Child B shows good understanding of using formula to find the perimeter of reg. polygons.

Praised child for their use of working out. Dissussion on how it made things easier in numeracy.

Fantastic job [redacted]

Thank you for showing your working

FIND PERIMETERS.



This child B's numeracy work shows a lack of working out. The child was simply trying to work everything out in their head and got confused in later qus.

They have missed several sides, of the irregular shapes. I provided TA on whiteboard before child went home for HW

Good effort

Wednesday 21st Feb – Science Lesson

Child B really enjoys the subject area of science. They don't typically answer questions during class but are keen to respond during science lessons.

In this particular lesson, Child B was able to describe the flow of blood through the heart and the importance of the 'pump' mechanism. They achieved LI of evaluating a scientific model.

In the future, I will use child's love for science to encourage an intrinsic motivation and positive dispositions towards school. Perhaps explaining the importance of other subjects for science.

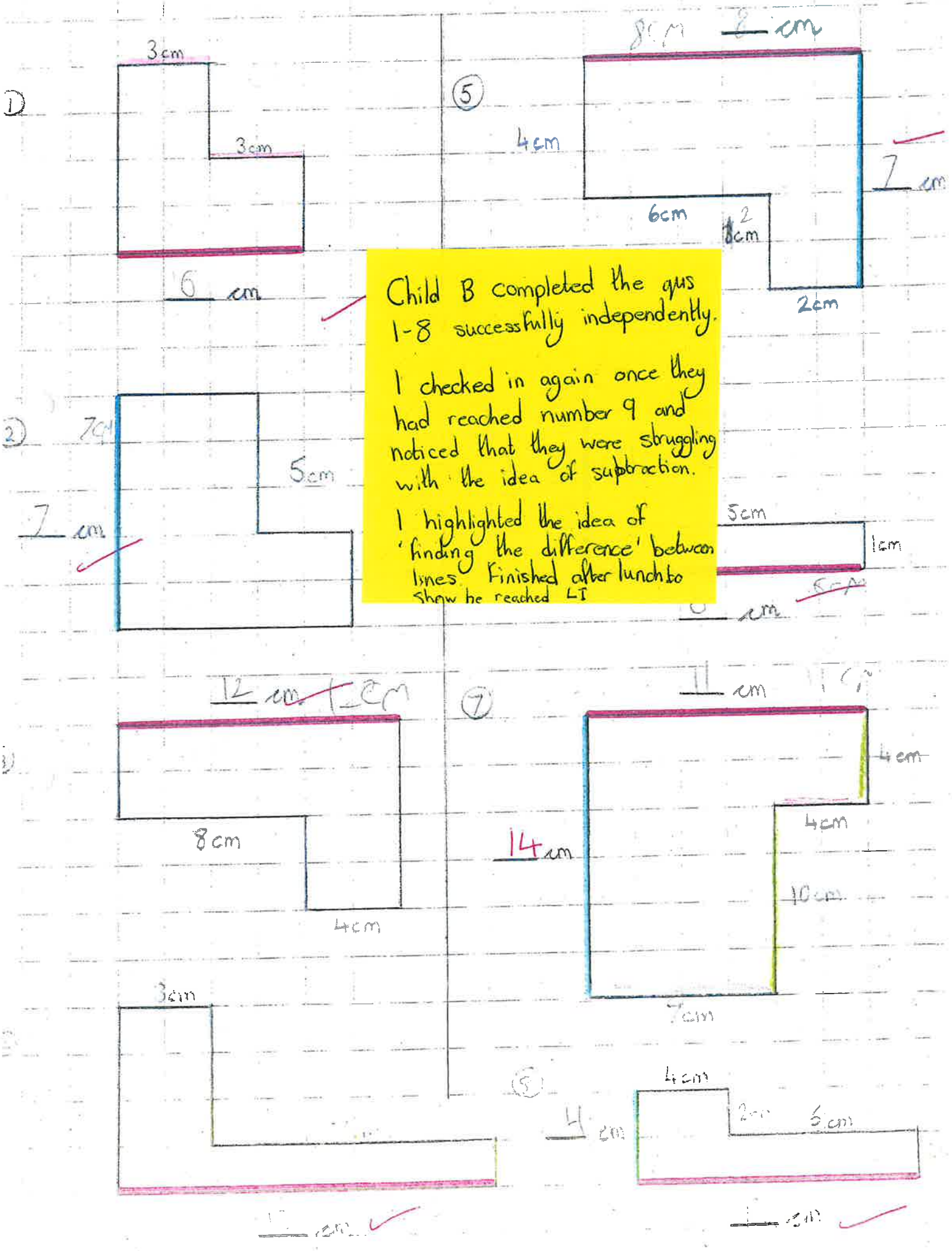
Thursday 22nd Feb – PE Dance Lesson

Child B did not have an interest in Dance in PE this week. As there was an odd number of children in the class, I gave student the option of which group he would like to join to ensure they were comfortable.

During the development section of the lesson, Child B refused to participate in his small-group. I intervened explaining that they will not have to perform alone, instead, half the class will perform at once. He continued to stand at the wall.

I will have a conversation with Peter about what made him not want to take part in the PE lesson to discover if something about dance make him uncomfortable. Then, I will plan my next steps.

L.I. Find the missing lengths in irregular shapes



Child B completed the qus 1-8 successfully independently.

I checked in again once they had reached number 9 and noticed that they were struggling with the idea of subtraction.

I highlighted the idea of 'finding the difference' between lines. Finished after lunch to show he reached LI

Friday 23rd February

I plan and write a spring limerick

TA's

Flowers → Rose → grows, goes, hose 1, 2 + 5

→ Yellowbell → bluebell aswell. 3 + 4

Child B really struggled with this open-ended task. They could not decide on an idea. About 15 minutes before the end we worked together to think of rhyming words related to different flowers. This should assist him in the next lesson.

TA = Teacher Assistance.

Fantastic

Child B achieved L.I. of finding estimate areas of irregular shapes but not exact area including ½ squares. I have modelled several examples in the children's work.

Upon conversation, child could make connections between area = rows × colums. Should grasp formula.

This time we are finding the exact area. Therefore you must use half squares in total. 2 halves = 1

F

I

example

ssolving

effect

During this lesson, Child B completed a differentiated task. I checked on them before beginning guided reading groups and they were successful (qn 1 + 2). However, continued mistakes throughout. Review next week.

equator

forget to look for kes We will do this togther next week.

26.02.24

Remember: "likes ~~punctuation~~ letters"
"doesn't like letters. needs punctuation to separate.

Monday 4th March 2024

[redacted] you MUST ask for help if you are confused!

1 "[illegible]," [illegible] said.

2 The [illegible] shouted, "C[illegible] the ball."

3 "Please let me go," begged the thief.

4 help screamed emma I'm drowing

5 Sit down [illegible] the [illegible] and get on with your work

STEM LEARNING

This was frustrating from Child B. I have consistantly worked with them and have noticed improvements in their work + attitude. Today I was distracted with another student and PA has simply copied out the text again. Had a conversation with child about asking for help.

assitance the shopkepper anything I can show

picture exclaimed [illegible]

ball shouted [illegible] [illegible]

9 I can't come out explained indira [illegible] [illegible] [illegible] work

Engagement – Thursday PE and Friday Numeracy

In the last PE lesson, Child B refused to participate in Dance. In this lesson, there was less pressure to create a dance and instead involved a sequence of shapes. Child B engaged with this lesson and pictured is his 'spiderman pose' that he taught to the other members of his group.

I had a conversation with Peter surrounding his refusal in the last PE lesson and he claimed it was 'scary' to perform. Made sure he had choice of his group and where he stood in the hall.

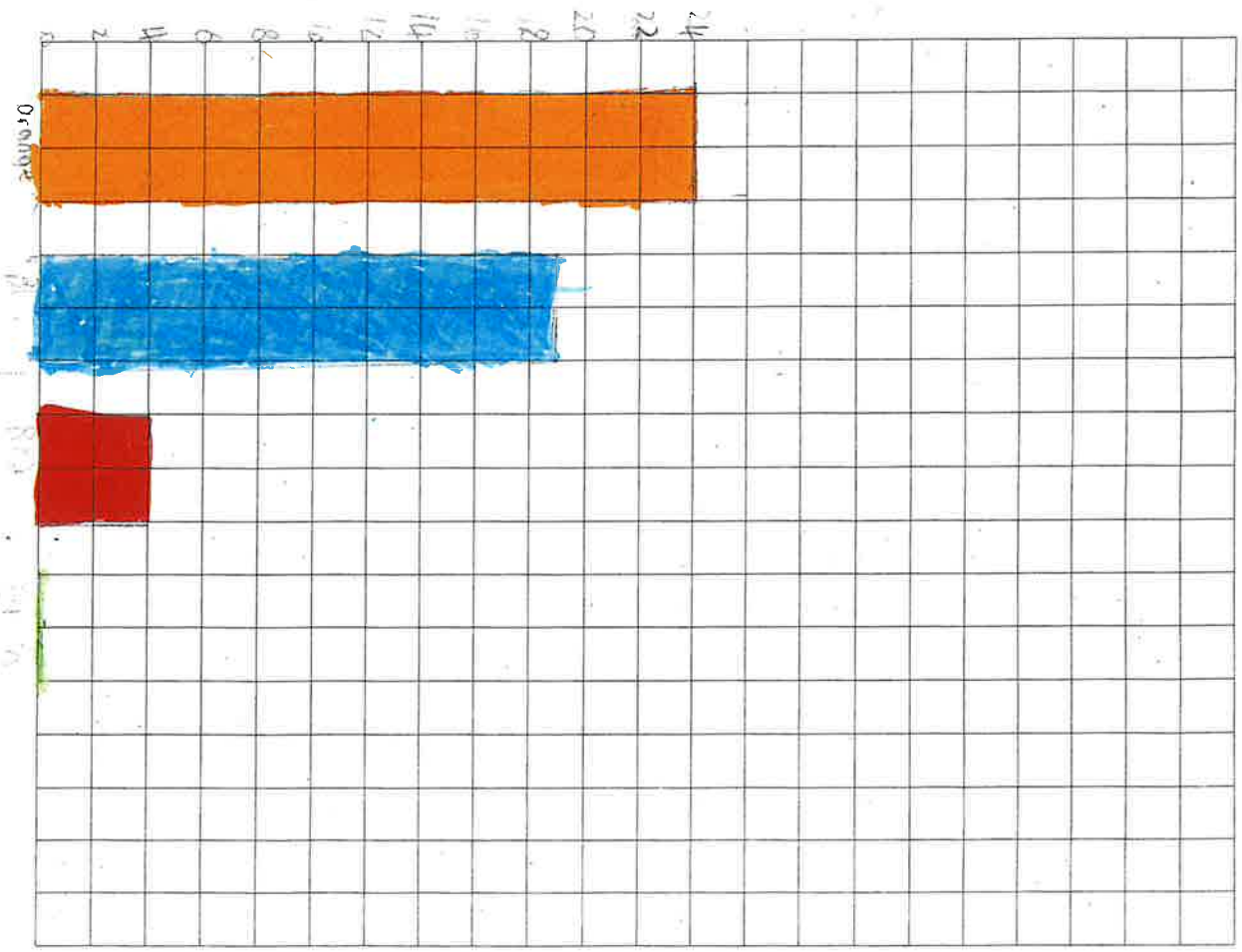
In Wednesday's science lesson, I had given Child B the role of 'pourer'. They took this job seriously and enjoyed the science lesson.

In Friday's numeracy lesson, the children presented their scientific data on a tally chart and bar graph. Child B worked with AH and EM, an unlikely grouping. These children worked effectively and PA gave valuable suggestions.

[redacted]

Drink Colour	Number of Correct Guesses.
Blue	𝍸 𝍸 𝍸 ||||
Green	
Red	||||
Orange	𝍸 𝍸 𝍸 𝍸 ||||

Numbers



Area

$3 \times 2 = 6m^2$

Area

$4 \times 3 = 12m^2$

$3 \times 2 = 6m^2$

13 cm^2

[redacted] I am very impress you worked very hard in th lesson with Toby.

Remember Area = L x B

Peer-learning is a truely amazing technique for this student. He was confident, motivated and proud of the work he had completed. This pair completed the highe number of questions in the class! Big achievement!

When I told Child B that he got the most done in the class he was so excited to tell his partner Toby.

Dictionary Scavenger Hunt

Use a dictionary to answer the following questions. Write the answer in the square and colour it in.

What is the definition of the word 'dictionary'? a book that contains words in alphabetical order	Which word appears after 'indecisive'? indeed	Where on the body would you wear a gauntlet? the wrist	Find a word with more than seven letters bitter
Find the word 'blubber'. What guide words are at the top of the page? NOUN	How many words begin with 'x'? 8 words	How many definitions are there for the word 'bank'? 10 words	What is the definition of the word 'buoyant'? able to float light-hearted cheerful
'Disco' is an example of which part of speech? disco = NOUN	Find three nouns that begin with 'sp'. Sparrow Spoon Spoke	What is the origin	What is
What does an archaeologist study? fossils	What sport would use a bail? cricket (example)		
Find 3 other forms of the verb 'donate'	What does an 'omnivorous' animal eat? Meat Plants	How many definitions are there for the word 'extreme'? 3	Where in the body would you find the cornea? eye (example)

During this dictionary scavenger hunt, Child B took on the role of writing down answers. This is not what I expected from the child but allowed them to focus on the task as partner relied upon them. Competitive / timed element motivated child.

Thursday 7th March - Ceilidh Dancing.

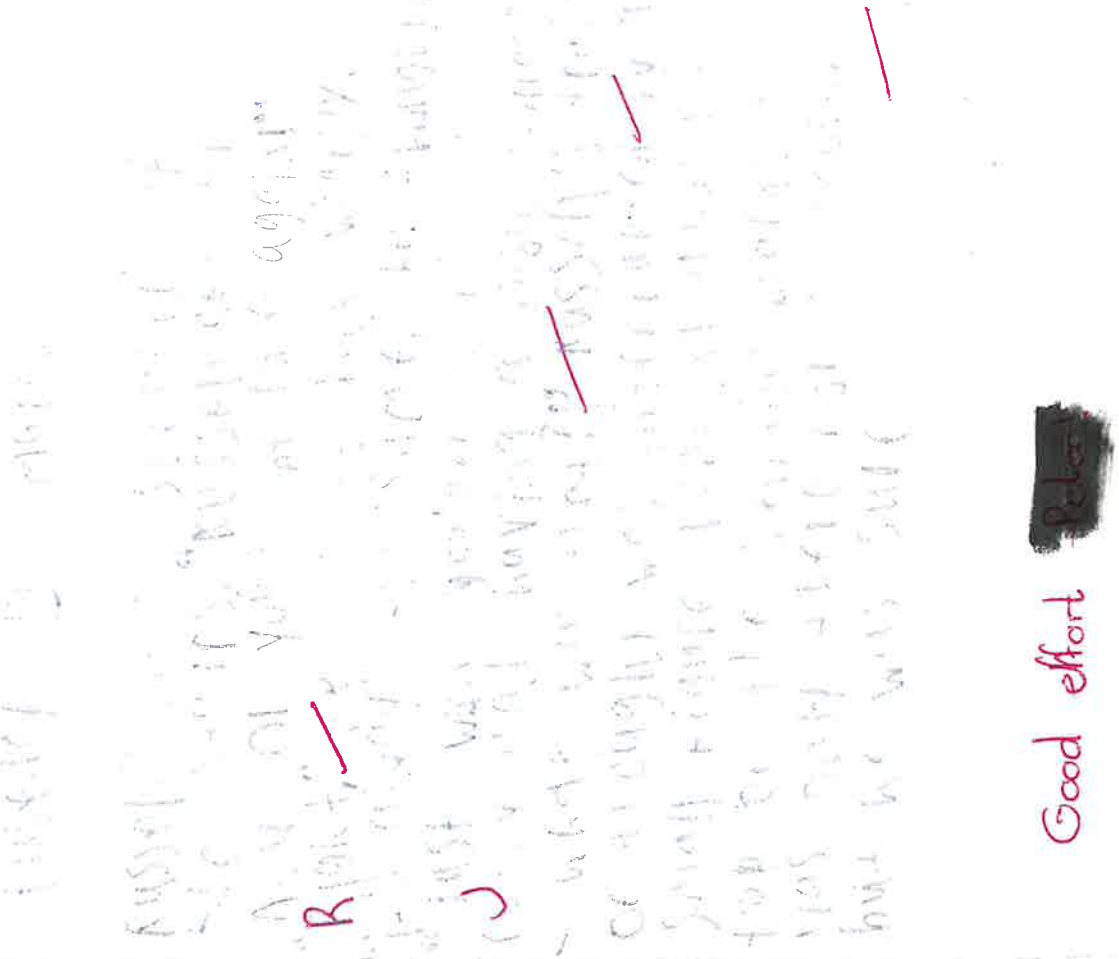
This lesson allowed the child to dance with all their peers - something that seemed impossible in dance lesson 1.

They worked with a close friend (CM) which ensured that they were comfortable and felt supported.

One section of the dance required the children to gallop down the line and back up in their pairs. We had to get back to the classroom so I said we could do other pairs next day but Child B was disappointed! I had groups gallop in 3's so that everyone got a turn.

Please see Electronic file 12-03-24 for individually differentiated worksheet.

Allowed Peter to independently complete this proof-reading task. He did not find all mistakes but progress from simply copying out text.



Fantastic job finding the mean

Objective achieved!

264

Use labels

mins

cm

As you can see, this page begins at 5. child B completed the first 4 questions independently but had not laid them out as I had modelled. They were confused. We tried again with the correct layout and they completed so MANY questions. He was so proud of himself!

[redacted] Support.

Monday 11th March

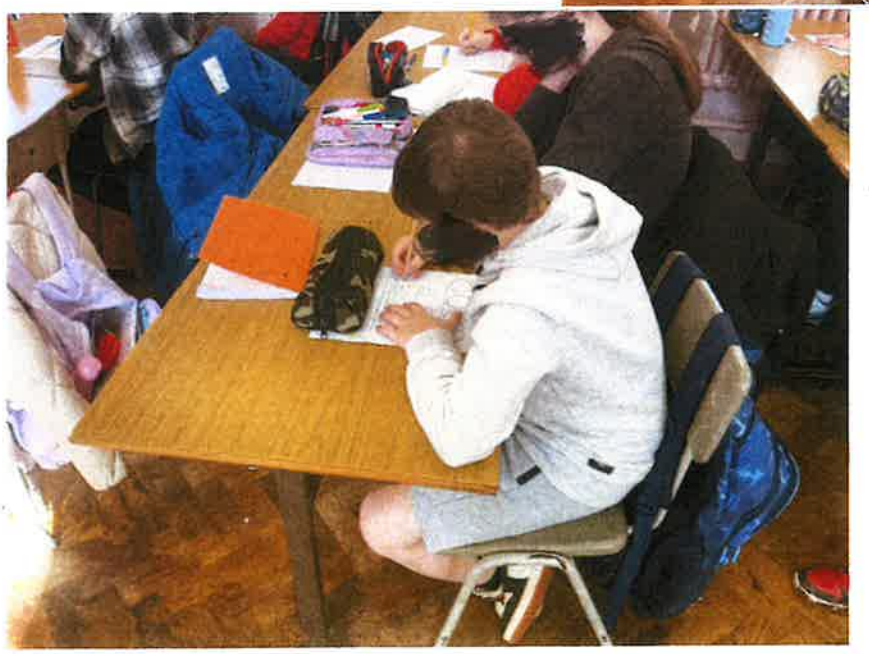
Child B took punctuation pal out from under their desk to support them.

Lovely to see.

Thursday 14th March

When telling analouge + digital time the child used hand-held clock face to count minutes to.

Independent work completed successfully.



Friday 15th March.

Child B showed great motival and enthusiasm for Numerac

They immediately covered support and completed first section. I ndiced some mis-conceptions and we fixed them together; I handeled this with positivity and praise for hard-work.

Explained purpose of top section and PA used for the remainder.

Name

Date Jun

24 Hour Ti

HOURS IN THE 24 HOUR C														
00	01	02	03	04	05	06	07	08	09	10	11	12	13	1
12	1	2	3	4	5	6	7	8	9	10	11	12	1	2
am times								HOURS ON AN ANALOGUE						

- Remember in the 24 hour clock, the hour sh
  less than 10 (e.g. 07:24).
- You do not need to use the words am and p

SA (lower-ability student) has created their own system of

12hr -> 24hr = subtract one hour

24hr -> 12hr = remove first digit and takeaway minutes from 60.

This work shows many misconceptions that I will clear up 1-1 during the next time lesson.

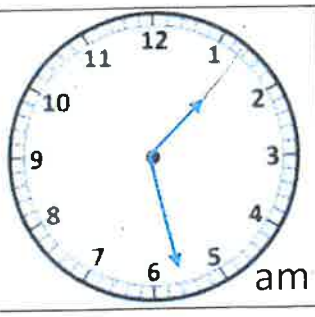
Convert these am and pm times int

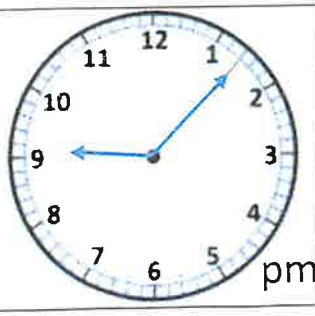
1)	7:35am = 07:35	2)	2:50pm =	3)	11:53am =
4)	5:16pm = 05:16	5)	1:35pm =	6)	3:40am =
7)	10:17pm =	8)	8:41pm =	9)	12:06am =

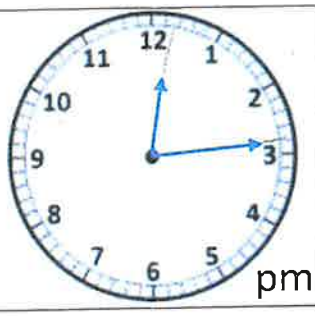
Convert these 24 hour clock times to am and pm times:

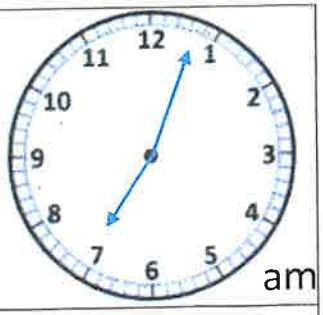
1)	05:25 =	2)	15:10 =	3)	09:48 =
4)	12:28 =	5)	18:42 =	6)	13:31 =
7)	22:47 =	8)	00:56 =	9)	16:22 =

Write the correct 24 hour clock time with each analogue clock.









We will look at this together!

Name [redacted] Date

See previous page for assessment.

24 Hour Time

HOURS IN THE 24 HOUR CLOCK																							
00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	00
12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
am times								HOURS ON AN ANALOGUE CLOCK					pm times										

- Remember in the 24 hour clock, the hour should have 2 digits, even if it is less than 10 (e.g. 07:24).
- You do not need to use the words am and pm with the 24 hour clock.

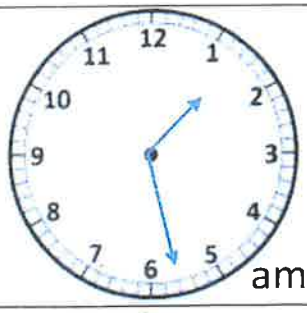
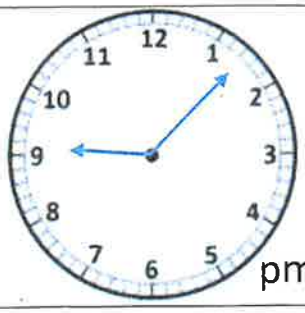
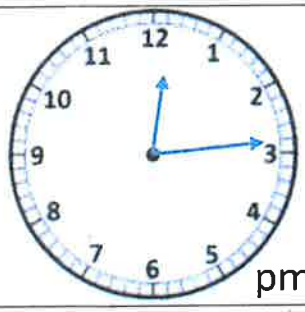
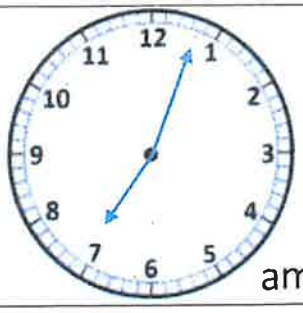
Convert these am and pm times into the 24 hour clock:

1)	7:35am = 07:35	2)	2:50pm = 14:50	3)	11:53am = 11:53
4)	5:16pm = 17:16	5)	1:35pm = 13:35	6)	3:40am = 03:40
7)	10:17pm = 22:17	8)	8:41pm = 20:41	9)	12:06am = 00:06

Convert these 24 hour clock times to am and pm times:

1)	05:25 = 5:25am	2)	15:10 = 3:10 PM	3)	09:48 = 9:48 am
4)	12:28 = 12:28 pm	5)	18:42 = 6:42 PM	6)	13:31 = 1:31 pm
7)	22:47 = 10:47pm	8)	00:56 = 12:56am	9)	16:22 = 4:22 PM

Write the correct 24 hour clock time with each analogue clock.

 am	 pm	 pm	 am
27 Min past 1	7 min past 9 o'clock	15 min past 12 o'clock	3 min past 7

Fantastic [redacted], thanks for working so hard!