

# Littleton Green Community School

## Learning Support Assistants

### Action Research Projects

2021-2022

**WE ARE P.U.R.P.L.E!**



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This document celebrates the research projects completed by Learning Support Assistants at Littleton Green Community School between September 2021 and June 2022. It provides a very brief summary of their findings. For a more detailed and thorough understanding of the work undertaken, please see the author.

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Name of Researcher: Tegan Brough Smith
Area Of Purple being investigated: Reflective
Research Question: Will enhancing the book corner with engaging visuals and activities increase the level of engagement in children?
Why this Research? Because I would like to see how many children would go over, look at the books, and use the reading area correctly. Because I want to develop a love for reading, as this is crucial to ensuring they go on to access reading activities independently.
Why Now? I am doing this because the reading area currently gets used to jump around in. I would like to change it so the children get the right use out of it. It is not used purposefully.

### **Stage 1 Preparation**

Title and type of research completed- "How to encourage children to read." <a href="#">Peters</a> Key Findings- To keep books in all areas based on the children's topics. To encourage children to look through the books.
Title and type of research completed-"How to make a reading corner more appealing." <a href="#">25 Dreamy Reading Corner Ideas Your Students Will Love (boredteachers.com)</a> Key Findings: I have seen a variety of different ideas on how to make the reading corner more appealing.

### **Stage 2 Action**

Target children: 3- 2 year old children
Why did you select these children? These children do not normally engage in reading in the book corner, instead they might jump on the cushions or stay for a very short while where learning is not purposeful.
Baseline: Completed an observation on: xyz I noticed these children were not using the reading corner correctly, they would jump on the seats and not show any interest towards the books. The books would be thrown to one side or not touched and others toys would be brought into this area. Findings: Children were not engaging in reading.
Actions: I have changed the reading corner so that we have more space; I have rearranged the seats, the book holder and added some draping rainbow material. I have reduced the number of books we have, I have kept the books that are age appropriate for our children and added some blankets and cushions and teddy bears. There are now some soft alphabet mats on the floor so the children can sit down on the floor with each other.

### **Stage 3 Review**

What has been the impact on pupils? <ul style="list-style-type: none"> <li>The children have started to engage more in reading. For example: they spend longer in the corner and they are more inclined to sit as a group and choose a book together</li> <li>The children engage and focus better with an adult there with them. They engaged at times without support in there.</li> </ul>
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### **Stage 4 Recommendations**

Recommendations <ol style="list-style-type: none"> <li>To model how the use of equipment works, for example, to model how to hold a book the correct way and read it then place it back correctly.</li> <li>To have a staff member in there with the children to model reading</li> <li>To remove the chairs and have comfortable cushions and blankets. (Priority)</li> </ol>
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Name of Researcher: Marleina Catell
Area Of Purple being investigated: Reflective
Research Question: Will enhancing the regulation area with stimulating resources result in a reduced amount of time that a child needs to regulate?
Why this Research? Area of interest
Why Now? Regulation area I feel needs improvement to benefit the children

### **Stage 1 Preparation**

<p>Title and type of research completed: <a href="#">Vygotsky's zone of proximal development (1986)</a></p> <p>Key Findings:</p> <ul style="list-style-type: none"> <li>• Co-regulation is important for a child to be able to learn to self-regulate</li> <li>•</li> </ul>
<p>Title and type of research completed: <a href="#">Birth to-Five matters Framework</a></p> <p>Key Findings:</p> <ul style="list-style-type: none"> <li>• Developing self-regulation, like many elements of development and learning is not something children do by themselves. It is a process that grows out of attained relationships where the care giver and baby or child are closely attentive to each other and engage in sensitive responsive exchanges</li> </ul>

### **Stage 2 Action**

Target children: Children who may need the area to use for co-regulation or to self-regulate.
Why did you select these children? Certain children struggle to regulate.
Baseline: when feeling overwhelmed I would take the children to the calm corner, children would take a long time to be able to regulate with or without support as there are no resources.
Actions: provide resources that may be beneficial, use voile to lower ceiling height, choose a theme.

### **Stage 3 Review**

<p>What has been the impact on pupils?</p> <ul style="list-style-type: none"> <li>• Some children will now take themselves to the area to regulate or for some quiet time</li> <li>• Resources are used by children during co-regulation and self-regulation</li> <li>• Theme is familiar to the children (colour monster)</li> <li>• The time it takes to regulate has decreased</li> <li>• Some children are now able to reflect on how they are feeling and use emotional language to describe this, others are able to relate their feelings to the colour of the monster and correctly point to the picture.</li> <li>• It has had a significant impact on a particular child with PSED needs. He now access the regulation area independently to self soothe.</li> </ul>
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### **Stage 4 Recommendations**

<p><u>Recommendations</u></p> <p>All staff should be aware of the differences between co-regulation and self-regulation To provide the area with more sensory resources that are tailored to individual needs.</p>
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<b>Name of Researcher:</b> Natasha Capewell
<b>Area Of Purple being investigated:</b> Empowered
<b>Research Question:</b> Can a 6-week course of girl's football training make girls feel empowered and grow in confidence to work together?
<b>Why this Research?</b> I believe that girls do not get equal opportunities to play football. I have seen girls attend training sessions that are 99% boys and they do not get game time or ball time so then their confidence is knocked and they do not return. Even in PE classes, most girls end up being grouped together or they do not join in and there is a clear stigma around girls/women playing football at all.
<b>Why Now?</b> I am a FA level 1 football coach; I currently coach girls u10s team who I have managed since they were 6. Over the past 3.5yrs, I have seen them go from strength to strength; the progression they have made has been brilliant, but also their confidence on and off the pitch has really grown. There is a big push currently from the FA and Barclays Bank, they want to get girls football into ALL schools by 2024, this is something I am a big believer in and support it all the way.

### Stage 1 Preparation

Title and type of research completed: [girls-football-school-partnerships](#)

Key Findings:

- 80% of girls are able to demonstrate behaviour that is more confident after playing football.
- Only 19% of women said they had the chance to play.
- If we offer sessions to girls, only this will empower them to join in and boost their confidence.

### Stage 2 Action

**Target children:** 12 girls from Y4,5,6

**Why did you select these children?** Encourage their confidence to work together

**Baseline:** Each girl was given a ball and asked to show me their dribbling and passing skills. This enabled me to see what skills the girls already had also to see if they were confident to pass the ball to each other.

**Actions:**

- Many of the girls were able to move the ball slowly but did not show me the confidence to pass to each other, as they did not believe they could do it.
- I put together a 6-week program where the girls would learn the basic skills of football and worked on building confidence to enable the girls to work together.
- Each week we looked at a different skill from basic ball control, dribbling, passing, shooting, and scoring.
- The girls worked on their social skills, confidence, and teamwork.

### Stage 3 Review

What has been the impact on pupils?

- By the end of the 6-week program all, the girls were able to dribble a ball, pass, shoot, and they understand the basic rules and play of the game.
- All the girls worked well together and I saw their confidence grow as they were able to join in many games together and had the confidence to wear their own football kits even if they got taunts from other children.
- One girl grew a lot in confidence from the first week as she hide in the classroom and did not want to join in but by the last week she was joining in all games we played.
- At the end of the 6 weeks program all girls received, a medal for their efforts and they all said they felt so proud of themselves and they wore them all day with confidence.
- See below the impact on the nine girls for the "Ability to take turns, share, and cooperate with peers" that finished the program from when they started to when they finished.

Child	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8	Child 9
Before	3	3	2	3	2	3	3	3	1
After	4	4	4	3	3	3	3	4	2

### Stage 4 Recommendations

**Recommendations** To be more selective when choosing the girls and Link with other groups within school to help with selecting the children, i.e. – ELSA & Forest Schools so, that the children with the lowest confidence are chosen.

Name of Researcher: Natalie Gunner
Area Of Purple being investigated: Positive and Unique
Research Question: How does incorporating maths into a learning environment support children's mathematical development?
<p>Why this Research?</p> <p>I have chosen this because maths plays an essential life skill for children. As TA'S and nursery practitioners, we need to be able to provide fun activities for the children to develop these skills. By also doing this activity it will support the nursery teacher with evidence in which areas of math's the children thrive and where support may be needed. Mathematics involves providing children with different opportunities to develop and improve their skills such as counting, understanding numbers, shapes etc., which within the setting we can provide in their environment.</p>
<p>Why Now?</p> <p>I want to do this project on maths now because it will ensure myself/ other practitioners that we make sure that we provide the resources for each child to access and explore freely to gain knowledge of every day maths. I want to make maths a fun and inviting learning area, in which children can develop an understanding of thinking critically by developing their own ideas, but also to extend this by making links to their ideas throughout a maths activity.</p>

### **Stage 1 Preparation**

<p><u>Title and type of research completed:</u> Teach early years – book)</p> <p>Key Findings:</p> <ul style="list-style-type: none"> <li>Maths is an important part of the EYFS (Early Years Foundation Stage) Framework and is an essential life skill for children.</li> </ul>
<p><u>Title and type of research completed:</u> (socialsci.libretexts.org-)</p> <p>Key Findings:</p> <ul style="list-style-type: none"> <li>Young children actively construct mathematical knowledge through everyday interactions with their environment. It should provide access to objects and materials that encourage children to experiment and learn key mathematical concepts.</li> </ul>

### **Stage 2 Action**

Target children: 4 nursery children
<p>Why did you select these children?</p> <p>I have selected these children because after looking at their baselines it shows me that they all have a different mathematical development ability, which will allow me to set out activities according to where they are. However, support the children that may need help in some areas or children that may need activities to be extend if they find it too easy.</p>
<p>Baseline:</p> <p>I have attached a table of baselines for where the children are now. See attachment of baseline table.</p>
<p>Actions:</p> <ul style="list-style-type: none"> <li>Over the next 6 weeks, I am going to complete different maths activities with my four target children, in which I hope will boost their mathematical development further as well as support their understanding of what they already know.</li> <li>I will be doing these activities in a calm environment where the children can boost their maths skills without distraction.</li> <li>I will show evidence of this by a written long observation, including what went well / what may need to be added to extend.</li> <li>I will be adding photos throughout/ speech bubble with the children's own links/ wow moments.</li> <li>Each activity will last for about 10-15 minutes long.</li> <li>Some activities may be indoor or outdoor which may also give evidence on how the children learn/ benefit from maths activities within their environment.</li> </ul>

### **Stage 3 Review**

<p>What has been the impact on pupils?</p> <ul style="list-style-type: none"> <li>After doing the activities with the target children it has shown me that in smaller groups and using a quite area, I think the children have listen and been engaged more.</li> <li>Doing the small group inputs, it has shown me that within areas of maths the children have progressed and</li> </ul>
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have a bit more of an understanding of what leaning they are using when playing the activities.

- In a smaller group, it has given the children more confidence to have a go at the answer without getting distracted, even if the answer is incorrect.

Start of activities	Child 1	Child 2	Child 3	Child 4
Shapes				
Numbers				
End of activities				
Shapes				
Numbers				

#### **Stage 4 Recommendations**

I recommend that smaller groups may be needed for children who need that extra support and need to gain more confidence. This may help so they have their own voice/ ideas/answers. As sometimes-larger groups may feel over whelming for them or they may just repeat others. To continue to encourage maths activities indoors and outside throughout making them inviting with the correct resources.

I would track the children and encourage them to join in activities to engage them, but also embed the importance of maths throughout their time at school

Name of Researcher: Kylie Jones
Area Of Purple being investigated: empowered/ physical development
Research Question: Will enhancing the mud kitchen with fine motor activities increase the engagement of children?
<p>Why this Research?</p> <p>To promote physical development and social skills for all children in different tasks. In the early years, children are establishing patterns of activity, which will affect their whole future.</p>
<p>Why Now?</p> <p>To build the growth and skill development of the body including the brain, muscles and senses. Also to build on social skills and engaging in activities.</p>

### **Stage 1 Preparation**

<p>Title and type of research completed:</p> <p>Key Findings: Physical development is one of many domains of infant and toddler development. It relates to the growth and skill development of the body, including the brain, muscles and senses.</p> <p>I saw this quote and found it interesting....</p> <p>“ before we ever put a pencil in a child’s hands, those hands should dig, climb, press, push, pull, squish, twist and pinch in a wide array of environment and with a variety of materials”</p> <p>This has inspired me to make the mud kitchen an inviting place for the children to build both physical skills and social skills.</p>
<p>What is the purpose of fine motor skills?</p> <p>Fine motor skills involve the use of small muscles that control the hand, fingers and thumbs. They help children perform important tasks like feeding, grasping toys, buttoning, zipping clothes, writing, drawing and more.</p> <p>Why are fine motor skills important in a child’s development?</p> <p>Fine motor skills can also help develop hand-eye co-ordination.</p> <p>Activities to help promote fine motor skills and engagement with others: Painting , Play with sponges , Sensory play , Water play , Singing rhymes and peg games</p>

### **Stage 2 Action**

Target children: 4 children who attend Nursery
Why did you select these children? To build on gross motor and fine motor skills as well as building social skills.
<p>Baseline: I observed the children playing in the mud kitchen. They were using the saucepans to mix the mud in with the spoons they had found. There was little communication between the children. Then after a short while, they would be distracted and went off to find somewhere else to play. When I asked ‘what are you doing over here?’ They replied ‘playing’ but did not expand on what they were doing through their play. So I asked ‘what are you playing?’ which one replied ‘kitchens’ so I excitedly said ‘oh wow please could you make me something?’ to which the child mixed the mud in the saucepan and said ‘done now’ and walked away. Then the other children moved on after a short period of playing there.</p>
<p>Actions: To add materials to the mud kitchen to expand the children’s imagination as well as working both gross and fine motor skills. Also to add ingredients and displays such as recipes etc. around the mud kitchen to make it inviting.</p>



### **Stage 3 Review**

What has been the impact on pupils?

• Since adding materials such as pasta, spoons, tubs, whisks and different fruits there was an instant attraction to explore the new materials. The children's imagination improved and went from making different foods for everyone to making special magical food for the animals. The children were holding the spoons to empty the foods into different containers and then the whisks to mix all of the food together using gross motor skills. They held and used the equipment correctly to carry out this task. We also used the children's utensils to cut the lemons and limes provided. We would then use our fine manipulative skills to pick up the variety of foods to place in the bowls etc. The children were much more engaged in this activity and were using the equipment correctly and positively. If they became stuck, they would be expert learners and show their friends how they did it. Once over coming this obstacle they would be so proud of themselves achieving this. We all reflected on our learning by talking about what we had made and how we achieved this.

Start of activities	Child 1	Child 2	Child 3	Child 4
Physical development Range 4				
Social skills Range 4				
End of activities				
Physical development Range 5				
Social skills Range 5				

This serves to prove that the project has had a significant impact on progress and attainment.

### **Stage 4 Recommendations**

I recommend continuing adding new equipment to continue to keep children engaged with each other, develop new friendships and manipulate/develop/ extend their fine/gross motor skills. As from above has proven to be a success with the children. Modelling will be crucial to the success of the project.

Name of Researcher: Paula Kimberley
Area Of Purple being investigated: EMPOWERED /REFLECTIVE
Research Question: Does ELSA have a lasting impact? Can children use the toolkit of strategies we have worked on together and use when needed in the future?
Why this Research? Because of my role as an ELSA, I want to find out if it effective and has a lasting impact.
Why Now? Because of the impact of the Pandemic, more of the children are struggling with their emotions and wellbeing.

### Stage 1 Preparation

Title and type of research completed: ELSA ( Emotional Literacy Support Assistant) WEBSITE Reading <a href="#">ELSA resources</a>
Key Findings: <ul style="list-style-type: none"> <li>Structured ELSA interventions sessions, which are regularly timetabled, can greatly benefit children who have experienced trauma but are able to discuss their feelings.</li> <li>The programme provides a set of strategies which enable the children to express their emotions clearly and develop strategies to cope when they are feeling overwhelmed,</li> <li>The children are then equipped with a set of strategies to regulate their emotions</li> </ul>

### Stage 2 Action

Stage 2 Action:

Target children: Child 1, Child 2, Child 3, Child 4, Child 5					
Why did you select these children? These children were chosen because they were finding it more difficult to deal with their emotions.					
Baseline: SEMH TRACKER Children had focused areas based on their initial tracker. See table (scores out of 5)					
	Child 1	Child 2	Child 3	Child 4	Child 5
	Turn taking	Self esteem	Managing feelings	Self esteem	Emotional awareness
Start of ELSA	1	1	2	1	1
Actions: To monitor and review on the SEMH Tracker within the next 6 to 8 weeks with the teacher, to see if ELSA has a lasting impact.					

### Stage 3 Review

What has been the impact on pupils?

The table shows that the children make progress in their target area .Crucially; the children also maintain the more positive outlook over once the programme has finished.

	Child 1	Child 2	Child 3	Child 4	Child 5
	Turn taking	Self esteem	Managing feelings	Self esteem	Emotional awareness
Start	1	1	2	1	1
End of 6 weeks	3	3	3	3	4
6 weeks later	3	3	3	3	4

### Stage 4 Recommendations

Recommendations
1. For me to continue to deliver ELSA throughout the school where needed, and work alongside new ELSAs. To work with children who are able to communicate and are ready to talk. Also maybe be able to run the intervention for longer than 6 weeks depending on how the child is responding to the intervention.
Next Steps
1. To continue to attend ELSA Supervision to keep my knowledge up to date.
2. To investigate which types of children, who would most benefit from ELSA and adapt school criteria to fit.

Name of Researcher: Amy Murphy
Area Of Purple being investigated: Reflective
Research Question: Does completing regular one to one intervention improve children's spellings?
Why this Research? To highlight the importance of interventions to improve vocabulary.
Why Now? Since stopping weekly spelling tests children have not had to empower themselves in their spellings in their daily work. Common mistakes are being made on the common exception words within their writing.

### **Stage 1 Preparation**

Title and type of research completed: Worked alongside class teacher to examine spelling test results and to identify which interventions would be most appropriate. Idea was to do 'little and often'. We felt that this would be more beneficial than longer sessions once a week.

Key Findings:

- Some children benefit from short intensive bursts of support

### **Stage 2 Action**

Target children: two, year 5 children – both working towards in writing.

Why did you select these children?

It was noticeable in their written work and spelling tests that they did not know the year 3 and 4 common exception words. (see evidence below)

Baseline:

Child 1	Baseline 25/98 score
Child 2	Baseline 45/98 score

Actions:

Completed baseline.

After completing baseline assessments, the children were given 8 spellings to practice over the week. They were encouraged to practice at school and parents were made aware to encourage this at home. When completing interventions, children and to apply these into sentences so I knew if they understood the word and its meaning and how to use them in their writing.

They were then tested on these spellings on a Monday and if they got a few wrong, they would be carried over to the next week as extra spellings.

### **Stage 3 Review**

What has been the impact on pupils?

	Baseline	8 weeks later
Child 1	25/98	70/98
Child 2	45/98	81/98

Regular one to one interventions for children will help them improve their sight vocabulary and retain common exception words. Children have benefited from shorter interventions that are more frequent.

### **Stage 4 Recommendations**

Recommendations

- One to one interventions for children who don't know common exception words are essential and must be timetabled
- Short interventions that take place three times a week have proven to be effective
- Train parents to support at home
- Timetable for children needing support
- Measure impact in children's written work to see if it is applied.

<b>Name of Researcher:</b> Lynn Richards
<b>Area Of Purple being investigated:</b> Empowered
<b>Research Question:</b> Does teaching the read, write ink programme, daily improve children's reading of phonics words.
<b>Why this Research?</b> I have decided to research this area because I teach phonics daily and would like to know if it has a long-term effect on children's reading.
<b>Why Now?</b> I have decided now, as I would like to see in six weeks if the children have retained the phonics I have taught them and be able to read, blend the green, red, and nonsense words in the next 6-week test.

### Stage 1 Preparation

<b>Title and type of research completed:</b> Tutoring lessons on read, write, ink phonics - <a href="https://schools.ruthmiskin.com">https://schools.ruthmiskin.com</a> I have been attending tutoring lesson on the Ruth Miskin website to help me to progress the children phonics, blending of green, red words and nonsense words. Key Findings: <ul style="list-style-type: none"> <li>• Structure is important. Sessions must be timetabled</li> <li>• Modelling sounds correctly is essential</li> <li>• Key to success is matching stages to independent writing</li> </ul>
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### Stage 2 Action

Stage 2 Action:

<b>Target children:</b> Child 1, Child 2, Child 3, Child 4				
<b>Why did you select these children?</b> I have chosen child 3, child 1 as they have speech and language delay. In addition, I chosen child 2, child 4, as I would like to see if they could retain the phonic sounds and move up to the next group.				
<b>Baseline:</b> Phonics screening				
Baseline	Child 1	Child 2	Child 3	Child 4
Phonics screening baseline	Red group	Green group	Red group	Red group
Red group will look at one sound a day and sound out the words to for them to write on a white board e.g. CAT Pink group children do slightly more work. As they move up in the groups, the children come across comprehension work for example, hold a sentence, and then write it, there will be sentences with mistakes for them to correct. Also writing sentences about the story, they are reading in phonics sessions. Reading is completed every day.				
<b>Actions:</b> I completed my baseline for my four children. Continue my tutoring lessons on the website. Teach different phonic sounds, green words, red words and nonsense words daily for six weeks. Then rescreen them again.				

### Stage 3 Review

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What has been the impact on pupils?				
	Child 1	Child 2	Child 3	Child 4
Baseline	Red group	Green group	Red group	Red group
2 <sup>ND</sup> Screening test	Pink group	Purple group	Pink group	Purple group
End screening test	Pink group	Yellow group	Orange group	Orange group

All four children have all moved up groups.

### Stage 4 Recommendations

<b>Recommendations</b> <ul style="list-style-type: none"> <li>• Ensuring staff availability, smaller groups and timetabled sessions are desirable to maximise progress</li> </ul>
<b>Next Steps</b> <ul style="list-style-type: none"> <li>• Ensure all parents understand importance of phonics</li> <li>• Train other staff in delivering programme. I can support this</li> </ul>

<b>Name of Researcher:</b> Wendy Rogers
<b>Area Of Purple</b> being Positive
<b>Research Question:</b> Can children make positive progress in reading by using the Warwickshire Educational Psychology service Accelerating Reading Programme?
<b>Why this Research?</b> I attended training from Staffordshire County Council, and I would like to see how effective this programme is in supporting year 4 children who need that extra support in Reading and Phonics.
<b>Why now?</b> To improve on their reading and phonic skills and improve their ZPD levels in reading.

### Stage 1 Preparation

<b>Title and type of research completed:</b> Staffordshire County Council Accelerated Reading. Warwickshire Educational Psychology Service - Accelerating Reading Webinar 1: Research
<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=-usoHc2kra8">https://www.youtube.com/watch?v=-usoHc2kra8</a></li> <li><a href="https://www.youtube.com/watch?v=dAhfBHqDwZ8">https://www.youtube.com/watch?v=dAhfBHqDwZ8</a></li> <li><a href="https://www.youtube.com/watch?v=bvow6i3rXNg">https://www.youtube.com/watch?v=bvow6i3rXNg</a></li> </ul>
<b>Key Findings</b> <ul style="list-style-type: none"> <li>Precision teaching is essential to pinpoint children's learning needs</li> <li>My turn Your turn is essential to success of project</li> </ul>

### Stage 2 Action

Target children: 4 children in Year 4 who are working below age related				
Why did you select these children? These children were chosen by class teachers and myself to give them that extra support to help increase their ZPD levels in reading skills.				
Baseline: Salford Reading Test				
	Child 1	Child 2	Child 3	Child 4
Easter 22	6.2	5.7	8.2	8.10
Actions: To work with these children 4 times a week. 12 weeks in total. Daily sessions include 10 minutes reading MTYT. Then 5 minutes reading and blending CCVC words.				

### Stage 3 Review

What has been the impact on pupils?				
	Child 1	Child 2	Child 3	Child 4
Easter 22	6.2	5.7	8.2	8.10
May 22	6.11	7.0	9.9	10.2
June 22	7.9	7.7	10.1	10.2

### Stage 4 Recommendations

<b>Recommendations</b> <ul style="list-style-type: none"> <li>For the programme to run the full 12 weeks.</li> <li>To complete follow up checks/ interventions after the children have completed the project to ensure that they are retaining skills.</li> </ul>
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<b>Name of Researcher:</b> Jane Scanlan
<b>Area Of Purple being investigated:</b> Empowered / Reflective
<b>Research Question:</b> How does implementing Forest schools within a setting contribute towards children's resilience and self-esteem?
<b>Why this Research?</b> To establish that Forest school sessions have a Positive impact on children's resilience, confidence, well-being, and self-esteem.
<b>Why Now?</b> Due to the Pandemic and it's social and emotional factors that have contributed to the mental health of the children.

### **Stage 1 Preparation**

**Title and type of research completed:** [Academia Passport](#)

**Key Findings:**

From my research, I have found: the new learning approaches in Forest school, which involve play based learning, according to research significantly, improve pupil wellbeing and confidence. The key to a successful program though is tailoring the activities to the child's needs and measuring the impact on their social and emotional health.

### **Stage 2 Action**

**Target children:** Child 1, Child 2, Child 3, Child 4

**Why did you select these children?** Class teacher chose this group of children up on observing their emotional wellbeing and self-esteem. Discussions were also taken place with SENCO.

**Baseline:** SEMH TRACKER (Social, Emotional, and Mental Health Tracker). Children had focused areas on their initial tracker with reference to Individual Education Plan.

Baseline	Child 1	Child 2	Child 3	Child 4
Week1	2.6	1.3	2.8	1.8

Baseline	Child 1	Child 2	Child 3	Child 4
Week 6)	2.3	1.3	2.6	2

**Actions:** To monitor and review on the SEMH Tracker within the next 6 to 8 weeks with the teacher, to see if it has a lasting impact.

### **Stage 3 Review**

**What has been the impact on pupils?**

	Child 1	Child 2	Child 3	Child 4
End of Forest school (6'S weeks after)	3.3	2	3	3

### **Stage 4 Recommendations**

**Recommendations**

- To continue delivering forest school activities to children struggling socially and emotionally.
- Six weeks of sessions may need to be continued according to each child's individual needs.
- Some children may need longer due to making relationships with myself.
- The social and Emotional tracker must be used at the start, end, and 6 weeks later.

<b>Name of Researcher:</b> Megan Sephton
<b>Area Of Purple being investigated:</b> Reflective. Looking at how the children can reflect on their behaviour and make better choices.
<b>Research Question:</b> Can teaching self-regulation techniques improve behaviour and understanding of their emotions?
<b>Why this Research?</b> Self-regulation is a crucial skill for learning and development. It helps children manage emotions and behaviour to resist high emotional reactions.
<b>Why Now?</b> Many children do not know how to regulate themselves. Due to COVID, they have been isolated so have not been exposed to the same expectations and stresses of day-to-day life. This is leading them to present undesirable behaviours, as they cannot deal with changes and boundaries.

### Stage 1 Preparation

<b>Title and type of research completed:</b> How can we help kids with Self-regulation? <b>Key Findings:</b> <ul style="list-style-type: none"> <li>Many children over the age of five struggle with impulsive and inappropriate behaviour (emotional dysregulation). This is because they need help in learning to control their emotions or actions (self-regulation).</li> <li>Self-regulation is the ability to manage your emotions and behaviour in accordance with the demands of the situation.</li> <li>We want children to resist highly emotional reactions to upsetting stimuli. Sometimes this is because parents are quick to jump in right away to solve their child's problems or help them calm down.</li> <li>Self-regulation is a skill that has to be taught and practiced. It is important to encourage them to slow down and reflect. We teach the skill by isolating it and providing practice.</li> </ul> <a href="https://childmind.org/article/can-help-kids-self-regulation/">https://childmind.org/article/can-help-kids-self-regulation/</a>
<b>Title and type of research completed:</b> Executive Function and Self-regulation <b>Key Findings:</b> <ul style="list-style-type: none"> <li>By having the opportunity to develop self-regulation skills, it can have lifelong benefits, as it is crucial for learning and development.</li> <li>Research shows that by using self-regulation skills it allows us to plan, focus attention, remember instructions and be able to multi-task successfully.</li> <li>Self-regulation is not a skill we are born with, so we have to work on it. Some children are going to need more support if they are easily overwhelmed in their environment. We can do this by showing and teaching ways to cope with stress for example over time.</li> </ul> <a href="https://developingchild.harvard.edu/science/key-concepts/executive-function/">https://developingchild.harvard.edu/science/key-concepts/executive-function/</a>

### Stage 2 Action

Page 2 Notes:

<b>Target children:</b> 3 children in year 3.																				
<b>Why did you select these children?</b> I noticed that throughout the school day that each child struggled to self-regulate in different situations. The children presented extremer behaviours when faced with unexpected situations.																				
<b>Baseline:</b> The children have completed a sheet telling me what situations make them feel good, a little bit upset, upset and very upset and what they would do in these situations.																				
<table><tr><td></td><td>Good</td><td>A little bit Upset</td><td>Upset</td><td>Very Upset</td></tr><tr><td>Child 1</td><td></td><td></td><td></td><td></td></tr><tr><td>Child 2</td><td></td><td></td><td></td><td></td></tr><tr><td>Child 3</td><td></td><td></td><td></td><td></td></tr></table>		Good	A little bit Upset	Upset	Very Upset	Child 1					Child 2					Child 3				
	Good	A little bit Upset	Upset	Very Upset																
Child 1																				
Child 2																				
Child 3																				
<b>Actions:</b> <ul style="list-style-type: none"><li>I have researched and collected resources and activities for the children to complete around self-regulation and emotions.</li><li>Once a week for the next 6 weeks the children will get together to talk about how they feel in different situations, how we would respond and these can be linked to a fun activity for the children to engage in.</li><li>After the 6 weeks I will get them to re-do the baseline to see if there is a change in why they would feel good, a little bit upset, upset, and very upset.</li></ul>																				

### **Stage 3 Review**

#### **What has been the impact on pupils?**

- The children really enjoyed taking part in the activities and would often ask when we could go out of the classroom to complete them.
- After completing 6 sessions, the children completed the baseline again.

	Good	A little bit Upset	Upset	Very Upset
Child 1				
Child 2				
Child 3				

### **Stage 4 Recommendations**

#### **Recommendations**

1. I believe that if we taught self-regulation techniques more consistently it would have a greater impact on helping children understand their emotions, which will result in a positive change to their behaviour.
2. Next time I would use the social emotional tracker for the baseline.
3. Since starting this project, I have had ELSA training and started ELSA sessions. I realised that teaching self-regulation techniques to help understand emotions is something that can be covered in ELSA sessions. This shows that ELSA can work to help support people understand their emotions, which can allow them to find day-to-day life a little bit easier for them.



<b>Name of Researcher:</b> Sarah Shuker
<b>Area of Purple being investigated:</b> Positive
<b>Research Question:</b> Does a five-minute focused one to one session choosing reading books, led by the librarian; improve the reading scores of reluctant readers?
<b>Why this Research?</b> Are reluctant readers overwhelmed by the choice of books in the library, prefer non-fiction or a familiar topic or style of book? Are they confident with the levelling system of Accelerated Reader? Can 5 minutes of the Librarian's time focus them to find suitable books & make reading more enjoyable? Will this improve their Accelerated Reader levels?
<b>Why Now?</b> Accelerated Reader has been in place for some time now, but while most pupils appear confident in using the scheme & enthusiastic to choose & talk about their books, as Librarian my observations are that this is not so for reluctant readers. They often frequent the library less often than more enthusiastic readers do.

### Stage 1 Preparation

<b>Review Accelerated Reader: Star Reader Tests – Autumn 2021</b> Key Findings: <ul style="list-style-type: none"> <li>Pupils with reading levels, which are below Benchmark, &amp; needing Intervention, are often reluctant readers because they find reading hard.</li> <li>Some pupils are more able to read but choose not to. Their scores may be at the Benchmark &amp; they may be capable of attaining better scores, but reading does not hold their interest.</li> </ul>
<b>Conversations with Class Teachers:</b> Key Findings: <ul style="list-style-type: none"> <li>Staff recommended pupils who are reluctant readers &amp; would benefit from focused time choosing the right book for them.</li> <li>These pupils often forget to bring their books into school.</li> <li>They need to be reminded &amp; encouraged daily to read.</li> <li>Some pupils are encouraged to read more at home than others are.</li> </ul>
<b>Observations:</b> Key Findings: Reluctant readers - <ul style="list-style-type: none"> <li>Visit the Library less frequently.</li> <li>May choose any book from their level, quickly &amp; without really looking at the book.</li> <li>May wander around the library not focused on choosing, often distracting other pupils.</li> <li>Often prefer non-fiction books or a certain style/set of books.</li> <li>Their free choice Library books are often based on familiar topics from TV &amp; film related books, e.g., Superheroes.</li> </ul>

### Stage 2 Action

<b>Target children:</b> Child A Y2, Child B Y3, Child C Y3, Child D Y4, Child E Y5, Child F R Y5
<b>Why did you select these children?</b> <b>Child A:</b> His class teacher recommended him, saying, "He is a good reader but doesn't really read at home & tries to get out of reading in school." His visits to the library are brief. <b>Child B</b> is a capable reader who comes to Library infrequently & would rather read anything other than a book in his ZPD range. His interest being fantasy, reptiles, & animals. He had a ZPD of 2.1 – 3.1 at the beginning of September, which had dropped to 1.8 – 2.8 by the end of November. <b>Child C</b> also spends little time choosing, grabbing any book from his level. It is obviously a chore. He had a ZPD of 0.9 – 1.9 in September, with Accelerated Reader recommending urgent intervention. In September <b>Child D</b> , had a ZPD of 2.2 – 3.2, slightly below benchmark. A capable but reluctant reader, especially at home. He often wanders around the library aimlessly if not given direction. <b>Child E</b> also needs a lot of direction; he is overwhelmed by the choice of books & distracts other pupils. He takes out more books than the others take, but is not always reading them. His Star Reader test in September gave a ZPD of 2.4 – 3.4, dropping below benchmark, to 2.1 – 3.1 by the end of November.

**Child F** does not attend Library regularly & is obviously unhappy having to choose a book. She asks to do tasks in class instead of reading. Her September ZPD of 2.6 – 3.6 dropped to 2.4 – 3.4, below benchmark, by the end of November.

**Baseline:** Accelerated Reader: Star Reader Tests September 2021 - School Benchmark

**Actions:**

- Explain to pupils how their ZPD levels work. When a given their levels not all pupils realize that the numbers in between the top & bottom levels they have been given are included. It helps to show pupils all the bookshelves covering their range.
- Explain that books can be chosen from anywhere within the range & will get harder as they progress to the higher levels. They can move around within their levels and do not have to progress up one level at a time, although some pupils prefer this.
- Model how to choose a book:
  1. Look at the cover & title for clues to show what the subject is.
  2. Read the “blurb” (synopsis) on the back of the book.
  3. Look inside the book.
  4. Try reading a page.
  5. Ask a friend if they would recommend a book.
- Use the “5 finger test” to check if the book is the right level for the pupil.
- Choose two or three books to look at for final choice, to limit being overwhelming with options.
- Explain that the number of pictures & illustrations varies in each book, as does the print size. Therefore, do not dismiss a book because it looks too thick or thin.
- When the book is returned, ask the pupils opinion about it, what they enjoyed or did not like etc.
- Would they recommend the book to another child? Let them know their opinion is valued.
- Suggest similar authors, series of books, topics, fiction & non-fiction.

**Stage 3 Review**

**What has been the impact on pupils?**

I feel this has had a positive impact on these pupils. Most are attending the library much more frequently & use their knowledge & tools for choosing a suitable book.

	ZPD at start	ZPD at end
Child A	0-7-1.7	2.1-3.1
Child B	2.1-3.1	2.4-3.4
Child C	0.9-1.9	1.5-2.5
Child D	2.2-3.2	2.1-3.1
Child E	2.4-3.4	2.4-3.4
Child F	2.6-3.6	3.0-4.4

I can confirm that enthusiasm for reading has increased. I am seeing more of most of the group. They readily ask for help as well as exploring for themselves. They are recommending books with classmates & myself, where there was little interest before. Most will now try books they would not have wanted to look at before. Confidence has grown, not only in their choices of books & knowledge of the Accelerated Reader scheme, but also in their interaction with others in the library. I am told of their reading practise quiz scores with pride & they are not afraid to share their disappointment if they have not scored as well as hoped. They seem happier & indeed more P.U.R.P.L.E.

For example:

**Child A** wants to be a Library Helper when he is older, now having a huge enthusiasm for reading. His confidence has grown enormously; he even helps other pupils with their choices & gives recommendations. He is now choosing books by himself but discussing them with me before settling on his final choice. He always has a comment about the book being returned.

**Child B.** He now takes his time choosing, which he prefers to do by himself, asking for help when needed. His enthusiasm & confidence has grown, which is evident during his Library visits.

**Child C** Recently he came excitedly into the library to tell me his levels had gone up. I asked what had made the

difference & he answered, "I love reading now! I choose a book I like instead of just taking one because I have to."

**Child D** changes his books regularly & he is more focused in the library. He prefers to choose by himself although he initially welcomed help. Having discovered a series of Project X Alien stories he enjoys, his enthusiasm grew.

**Child E** is now more focused in the library, causing less disruption to other pupils, & thinking more about his choices. Initially he chose several books, which we would explore together, before deciding which he wanted to read. He is more independent & confident choosing books, willing to discuss the books he returns with myself & other pupils. However, his reading practice quiz scores are erratic.

**Child F** comes happily into the library & smiles more. She takes interest in a wider range of books & is quite independent, preferring to choose without my help. When choosing with her friends, there is more discussion focused on books than would have previously happened.

#### **Stage 4 Recommendations**

##### Recommendations

1. Continue to monitor & help this group of pupils as they progress through school.
2. I feel that the pupils in Year 2 & Year 3 have embraced the help more easily & while it is important to give all pupils the tools to help their choices, this impact on KS1 may help them progress through school with more enthusiasm & a love of reading.
3. Remind pupils of the tools they have learnt to help with choosing their books.
4. Continue to discuss the books taken on return, to help direct them towards their next choices.
5. Ensure enthusiasm & focus is maintained.

Name of Researcher: C Teesdale
Area Of Purple being investigated: Unique – I want to make sure that each child who needs additional support in their communication needs receives the correct focus and level of assistance.
Research Question: Will a child with communication needs benefit more from peer work rather than adult only one to one support?
Why this Research? Building on my previous research project (How to develop communication skills in EYFS) I would like to answer this research question so that all children have the best foundations for learning while progressing through EYFS into KS1 and beyond. Not only does building communication and language (CAL) help children to feel confident and valued but research also shows that by creating a good level of CAL in EYFS this can affect them throughout childhood and into adulthood. By working with children on a one to one basis and in peer groups, I will expectantly see which approach facilitates language and communication development most successfully.
Why Now? In the wake of the pandemic, many children have only ever known a home environment where often families already understand communication from the child. In order to expand their skills to unfamiliar adults and peers it is important that these skills are built upon and that no child is left behind in the skills and development of communication and language.

### **Stage 1 Preparation**

Title and type of research completed: <a href="https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-peer-mentoring">https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-peer-mentoring</a> Key Findings: States that there is no simple or one approach in order to aid communication within EYFS. It also states that through interactions with people that children learn.
Title and type of research completed: <a href="https://www.teachearlyyears.com/a-unique-child/view/responding-to-problems-with-language-development">https://www.teachearlyyears.com/a-unique-child/view/responding-to-problems-with-language-development</a> Key Findings: Children working in lots of different situations allows them a broader approach to developing their speech and language capability.
Title and type of research completed: <a href="https://foundationyears.org.uk/wpcontent/uploads/2011/10/Learning_Playing_Interacting.pdf">https://foundationyears.org.uk/wpcontent/uploads/2011/10/Learning_Playing_Interacting.pdf</a> Key Findings: This research shows many techniques to aid peer-to-peer communication development.

### **Stage 2 Action**

Target children: R.L E.B C.S K.G
Why did you select these children? Bottom 20% of speech and communication development.
Baseline: Each child was shown four different pictures and asked to tell me what was happening in each picture. An average was calculated based on how many words they used per sentence. <ul style="list-style-type: none"> <li>Child 1 = Averaged 2.5 words per sentence; this child will work with a peer group.</li> <li>Child 2 = Averaged 2 words per sentence; this child will work on a one to one basis with C Teesdale.</li> </ul>
Actions: Actions were done on a daily basis. Child 1 worked in a peer group. Working together to look at different pictures to the baseline. Child 1 then copied the sentences the peers used in order to expand his existing sentence and vocabulary. Child 2 worked on a one to one basis with CT. Again, different pictures to the baseline were shown and they were asked to explain what was happening, CT then repeated the sentence while adding in one extra word to expand the sentence and the amount of words used.

### **Stage 3 Review**

What has been the impact on pupils?

- The children in both groups have shown an increase in the average amount of words used to describe what is happening in the picture.
- Both Child 1 and child 2 have benefited from the extra support (this will continue).
- All children actually enjoyed completing these tasks and thought they were having fun.
- Children not only received their own unique support but also soon began to empower the children as they added their own vocabulary in their speech and sentence.
- Tailoring support for children supports our unique value and allows staff to identify what support needs to be given to support the child accordingly with their speech and language for their development needs.
- Working with peers offers a child's unique view on vocabulary that an adult would not initiate. An example of this was; adult suggestion "a rug" "a red rug" "a big red rug", Child suggestion "it's a magic flying carpet that's fun."

### **Stage 4 Recommendations**

#### **Recommendations**

Children who worked directly adults form words more clearly than children who worked with their peers. These children however did expand their vocabulary despite not pronouncing it correctly.

A blend of both approaches will be beneficial as children can help develop each other's sentences and then an adult can model the correct pronunciation allowing the children to reflect on the words to achieve even better results.

As the children enjoyed the activity I recommend thud between 5-10 minutes definitely has an impact, I suggest that this can be done during lunch play as children enjoyed sitting together to tell me about the captions therefore not taking them out of other precious learning input time.

Name of Researcher: Petra Schilling -Trow
Area Of Purple being investigated: Unique- Ensuring that all staff support all children in every subject.
Research Question: Can the use of 'Time to Talk' program improve the development of effective communication in boys?
Why this Research? Interest in Early Years CAL to support pupils in these year groups. Specifically, for children with communication difficulties.
Why Now? Boys scored lower in the communication screening than girls.

### **Stage 1 Preparation**

<p><u>Title and type of research completed:</u> Early Years Communication (by Janet Cooper)</p> <p>Key Findings: Encouraging children to express themselves through a variety of non-verbal and verbal means so that they get opportunities to have successful interactions. A responsive adult can help to extend play to offer new experiences and to build up these opportunities for communication to be developed in a natural way.</p>
<p><u>Title and type of research completed:</u> Boy talk: Gender difference in language learning (Training course by Janet Cooper)</p> <p>Key Findings: Factors that could influence boy's speech development - Environmental factors, gender stereotyping, attachment history and parenting, the way we teach and measure outcomes, medical and genetic factors, expectations of society. Boys are only slightly slower in their development in language in early years than the girls are. It is more how much boys are spoken to that influences their development. Boys may participate less in types of activities like nursery rhymes or story telling that supports language and literacy development at home or any settings they attend. They may respond better to male influence in their learning.</p>

### **Stage 2 Action**

Target children: FH and TA
Why did you select these children? Possible specific communication difficulties and low score in screening
<p>Baseline: T.A. has scored 3 out of 10 in the 'Early Years communication screening'. Targets are to improve his understanding of simple instructions and to communicate using two to three words.</p> <p>F.H. scored 0 out of 10 in the screening. Targets are to understand simple instructions and use single words when communicating. March. 2022 – <b>F.H. low attendance, replaced by K.H.</b> K.H scored 0 out of 10 with target of understanding of simple instructions and use of single words</p>
Actions: Begin six weeks of 'Time to talk' intervention - 5 minutes per session (2-3 sessions per week) in the provision. Set assessment dates every two weeks.

### **Stage 3 Review**

<p>What has been the impact on pupils?</p> <ul style="list-style-type: none"> <li>• Very positive engagement during most tasks. Both reluctant to communicate verbally when more than two others joined the intervention. Confident using non-verbal communication.</li> <li>• T.A. much more often observed communicating with peers using short, two-worded sentences. Understanding still developing (simple requests). Very rarely communicates needs or wants towards an adult. K.H. Happy communication using one or two words when with a familiar adult or a selected peer. Understands simple and occasional two-way instructions. Will now pull an adult's hand or use "Miss" to communicate wants and needs.</li> <li>• Both seemed fascinated by a year 6, male, pupil reading a short story. Both happy pointing out characters and objects in books when asked.</li> </ul>
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### **Stage 4 Recommendations**

<p><u>Recommendations</u></p> <ol style="list-style-type: none"> <li>1. Consistent and age appropriate strategies to be put in place for early years settings like 'time to talk'.</li> <li>2. Positive influences - Organise a regular 'Dad day'. Promote male staff or year 6, male pupils reading to the younger children.</li> <li>3. Promote gender-neutral learning areas.</li> <li>4. Implement training in use of any new strategies for early years staff</li> </ol>
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Name of Researcher: Karen Wassell
Area Of Purple being investigated: Positive – always trying their hardest. If you first do not succeed. I will try, try and try again.
Research Question: Are fine and gross motor skills closely linked to handwriting?
Why this Research? Interested in the development of writing.
Why Now? To improve the amount of children who are age related by the end of the year.

### **Stage 1 Preparation**

Title and type of research completed:

- Griffin Occupational Therapy – Five essential motor skills for hand writing success.  
<https://www.griffinot.com/motor-skills-for-handwriting/>
- Teach Handwriting  
<https://teachhandwriting.co.uk/handwriting-motor-skills-html>

Key Findings: I have found the following are essential for handwriting.

- Gross and fine motor skills form the foundations
- Gross motor skills for handwriting – Postural and shoulder stability and bilateral coordination.
- Fine motor skills for handwriting – Finger and hand control/muscles also sensory perception.
- Pre-writing skills are the things a child needs to do before they are ready to write.
- Visual perception – making sense of what they see.
- Language is a critical component of handwriting.
- Eye tracking ability.

### **Stage 2 Action**

Target children: 6 reception children

Why did you select these children?

I assessed a group of children on their fine/gross motor ability. Half the children were age related and the others who were not are now in my intervention group to target their physical development.

Baseline: Collected evidence from their literacy books and screened them - see below.

Actions: Following a 9 week, programme for fine/gross motor DEMS devised by Staffordshire County Council - (Development of Early Motor Skills. I have chosen this scheme as it covers both fine/gross motor skills.

### **Stage 3 Review**

What has been the impact on pupils?

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Baseline						
End of intervention						
6 weeks later						

- Reviewed/assessed the children's progress after 6 weeks. They have all improved in both fine and gross motor skills – see assessment. However, for them to make further progress it would be even better if they continued the activities until the end of the programme...
- I have completed the final assessment as the programme is finished. The results show that all children have made GLD in both their fine and gross motor skill along with improvements in their handwriting.
- Collected evidence from their literacy books and there has been an improvement in their ability to form letters correctly with increased pressure. The children know how to sit correctly at the table when completing a task.

### **Stage 4 Recommendations**

Recommendations

- For Nursey to carry out the 9 week programme to fill in the gaps.
- To carry out the assessment in another 6 weeks to see if the children have maintained their skills that they have gained.

<b>Name of Researcher:</b> James Weaving
<b>Area Of Purple being investigated:</b> Positive
<b>Research Question:</b> What is the best strategy to help children redirect their behaviour at lunchtime?
<b>Why this Research?</b> Behaviour is something that I come across every day, and I sometimes struggle to know how to deal with challenging and difficult behaviour. By doing this research it will empower me to improve on this and to further develop myself, as well as the behaviour of the children.
<b>Why Now?</b> Dealing with behaviour is something that I am going to need to be confident with as part of my apprenticeship. It is good to find out how to deal with behaviour, and what the best strategies are before I am to be assessed.

### Stage 1 Preparation

<p>Title and type of research completed: <a href="https://www.kent-teach.com/Blog/post/2018/09/04/8-techniques-to-encourage-positive-behaviour-in-the-classroom.aspx">https://www.kent-teach.com/Blog/post/2018/09/04/8-techniques-to-encourage-positive-behaviour-in-the-classroom.aspx</a></p> <p><b>Key Findings:</b> There are reasons for why children may misbehave at lunchtime. This could be because:</p> <ul style="list-style-type: none"> <li>• They are bored</li> <li>• They have SEN</li> <li>• They are competitive</li> </ul> <p>However, there are ways to benefit the children and ensure that their behaviour improves and they become more positive.</p> <ul style="list-style-type: none"> <li>• Being consistent with rules</li> <li>• Getting the students full attention before telling them anything</li> <li>• Using positive language and body language</li> <li>• Having mutual respect with the pupils</li> <li>• Ensuring the pupils have a routine</li> </ul>
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### Stage 2 Action

<b>Target children:</b> Year 3 Children - 3
<b>Why did you select these children?</b> These Children tend to be the ones that mess about and disrupt the class. In addition, these pupils can cause trouble at lunchtimes through arguing and misbehaviour. However, they are capable of being experts in certain subjects and activities
<b>Baseline:</b> Used two different types of behavioural strategies to manage behaviour.
<p><b>Actions:</b> For the first 3 weeks, If the child were not following the school rules, I would ensure that they get a sanction. This could mean they are moved from Basketball to Hockey for example. For the following three weeks instead of issuing a sanction, I would instead make them an 'expert'. For example, instead of making a child move to a different game I would tell them to help and guide other pupils and ensure that they are helping them to improve the other children's ability in that field.</p> <ul style="list-style-type: none"> <li>• I have researched and collected various resources to help me with the research.</li> <li>• For the first 3 weeks of my project, I will move the pupil/s of whom are misbehaving to a different activity and model appropriate behaviour.</li> <li>• For the final 3 weeks, I will make the pupil/s an 'expert'.</li> <li>• After completing this, I analysed the results to find any differences.</li> </ul>

### Stage 3 Review

<p><b>What has been the impact on pupils?</b></p> <p>I redirected the three children to another activity if they were off task whilst participating in an activity at lunchtime. The redirected activities were trim trail, bike track, athletics, and tennis. After they had ben redirected, I then measured whether the children remained on task once they had completed their redirected activity.</p>
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(Green fully focused , yellow partly and red not at all)

	First three weeks	Second three weeks
Child 1 ( year 3)		
Child 2 ( Year 3)		
Child 2 ( Year 3)		

#### Redirection:

This shows that after the child had been redirected to another activity, and had reflected on their behaviour, they were much more likely to be PURPLE and to follow the school rules. They would play as part of a team, not argue, and encourage people to join in.

#### Expert:

Upon the return to their desired activity, I would make the child an 'expert' in this sport. This means that any questions a child may have about the rules or tactics, they can ask the 'expert'

During the first three weeks, once a child had been moved from one activity to another, I found that they were much more likely to behave and follow the school rules the following day once they had completed their redirected activity. During the redirected activity, the children had purple values modelled by myself.

### **Stage 4 Recommendations**

#### Recommendations

##### Does redirection help?

In conclusion, redirection does work as children behave and follow the school rules and PURPLE values, much closer after they return to their desired activity. This is because they wish to remain in this activity and ensure that they can play this at lunchtimes.

##### Does being an expert help?

Upon returning to their desired activity, I found that making the children an 'expert' in the activity that they wish to participate in, gives the child a feeling of responsibility and importance. Due to this, the child will want to stay out of any trouble that may occur in order to keep their 'expert' title.

Next time, for my results to be more valid and conclusive I will need to use more children in my results. This will give me a much more accurate result as to whether sanctions improve the positivity and behaviour in children.

<b>Name of Researcher:</b> Sarah Whitehouse
<b>Area Of Purple being investigated:</b> Positive
<b>Research Question:</b> What is the impact of daily fine motor activities on handwriting?
<b>Why this Research?</b> I have decided to research this area because I have noticed a few children in year 2 are struggling with their fine motor skills - forming letters and numbers incorrectly. I believe that with a positive approach, using a range of appropriate and practical resources, children can make good progress in this area.
<b>Why Now?</b> I have always been interested in fine/gross motor skills. How I can improve and support children to develop in this area. When I was in early years, I learnt a lot about how to support babies and toddlers in this area with practical activities, games etc. Now I am in key stage one, I want to research the most effective strategies to use with the children to improve their fine motor skills.

### Stage 1 Preparation

#### **Title and type of research completed:**

- Handwriting- The positive benefits on your child- <https://www.carolinaped.com/blog/tag/handwriting>  
From this site, I have found out how important it is for children to develop strong muscles in their arms, shoulders, and hands to gain good control when writing.
- 8 quick handwriting-tips-for-children-struggling-in-school-  
<https://www.carolinaped.com/blog/2017/04/8-quick-handwriting-tips-for-children-struggling-in-school>  
From this site, I discovered that in order to improve handwriting, you must develop a child's grip by completing exercises to develop fine motor skills.

#### **Title and type of research completed:**

- NHS-Midland Partnership booklet (developing fine motor skills)  
From this booklet, I have found the specific activities that will help develop different muscles and joints in the hand, wrist, elbow, and shoulders that I would use in my project.

### Stage 2 Action

**Target children:** Four children in year 2 who need support with fine motor skills

**Why did you select these children?** I picked these children as they are struggling with letter formation and handwriting

#### **Baseline:**

	Child 1	Child 2	Child 3	Child 4
Holds a pencil comfortably and correctly				
Form lower case letters of the correct size relative to one another				
Write capital letters and digit of the correct size, orientation and relationship to one another and to lower case letters				
Start to use some of the diagonal and horizontal strokes needed to join letters				
Upper and lower cases letters not mixed within words				

**Red** – not achieved

#### **Actions:**

- A copy of their handwriting from their writing books, before they complete the fine motor activities.
- Completed a excel sheet with statements from the writing assessment checklist
- I researched and found suitable equipment and activities to build the children's fine motor muscles
- Also, I have brought different pencil grips and different size pencils to use in class and activities
- Each day a target child will complete a different fine motor activity for 6 weeks
- I will take photos of the children completing each activity
- Then after 6 weeks of the activities, I will then look at the writing assessment checklist filled in by RF to see if the activities have made an impact on the children's handwriting or not.

### Stage 3 Review

#### What has been the impact on pupils?

	Child 1	Child 2	Child 3	Child 4
Holds a pencil comfortably and correctly	Green	Green	Green	Green
Form lower case letters of the correct size relative to one another	Red	Red	Yellow	Yellow
Write capital letters and digit of the correct size, orientation and relationship to one another and to lower case letters	Yellow	Yellow	Yellow	Yellow
Start to use some of the diagonal and horizontal strokes needed to join letters	Yellow	Yellow	Yellow	Yellow
Upper and lower cases letters not mixed within words	Yellow	Yellow	Yellow	Yellow

The table shows that the children are slowly making progress with the writing assessment checklist. I have noticed that the children's handwriting has improved since the children first started the fine motor skills activities.

**Red** – not achieved    **Yellow** – nearly there    **Green** - achieved

### Stage 4 Recommendations

#### Recommendations

1. Only use the children's handwriting as a baseline instead of the writing assessment checklist.
2. Only use one activity to improve their different writing skills needed to move on to green.
3. Train the parents to use resources at home to support.
4. This intervention needs to run for at least twelve weeks to enable the children to develop the strength needed.

<b>Name of Researchers:</b> Hayley Caulfield, Kieran Hawkins and Dean Knight
<b>Area Of Purple being investigated:</b> PURPLE values
<b>Research Question:</b> Can we design a new set of expectations for Teaching Assistants who are working in the Alternative Provision?
<b>Why this Research?</b> The existing Teacher/ TA Contract which lists the roles and duties that teachers and Learning Support Assistants are expected to perform in the classroom is not relevant to staff working in the alternative Provision. Lessons are delivered differently and staff are expected to create bespoke learning experiences for the children that they support.
<b>Why Now?</b> The Alternative Provision at Littleton Green Community school is a provision designed to provide short-term interventions for children who are at risk of exclusion from their current settings. Staff operating in the AP work with small groups but provide individual learning and social and emotional support plans. Therefore the existing list of expectations that Learning support assistants are expected is not transferable to the unit

**Alternative Provision Teacher - LSA Agreement and Observation Sheet**

Observee		Observer		Date/Time		Number of Children	
Type				Ability Range			
Intervention	Class support	TA planned intervention	One to one	HA	MA	LA	SEN
Session Focus:							
The LSA will:				Notes:			
<u>Before the lesson</u> <ul style="list-style-type: none"> <li>Have received a copy of the planning or have fully planned the activity which they will be delivering (U)</li> <li>Ensure relevant learning materials and equipment are out/available (Po)</li> <li>Be fully aware of the target children and how they will be supported within the lesson (U)</li> <li>Check all necessary doors are locked once any children enter the setting</li> <li>Put away any unnecessary equipment</li> <li>Greet the children in a warm manner and engage them in an activity or conversation</li> </ul>							
<u>During the lesson</u> <ul style="list-style-type: none"> <li>Work with a focus group of children or child at all times and celebrate their learning and effort (Pr, U, L)</li> <li>Refocus pupils and encourage responses where appropriate (URPLE)</li> <li>Emphasise key vocabulary; record key words (E)</li> <li>Model the correct use of equipment (Po)</li> <li>If needed, provide feedback on any successes or misconceptions/common mistakes (PURPLE)</li> <li>Ensure children have all the necessary equipment to complete the tasks you provide to minimise transition times</li> <li>Monitor children's toilet breaks and allow only one child at a time to go to the toilet</li> <li>Remove any distractions or disruptions from the class if they prove to hinder class learning</li> </ul>							

<p><u>Group/Independent work</u></p> <ul style="list-style-type: none"> <li>• Work with a focus group of children or child at all times and celebrate their learning and effort (Pr, U, L)</li> <li>• Work with a range of children of different abilities over a series of sessions (U, Po)</li> <li>• Use the 'Exemplary interactions' guidance (provide the least amount of help first; use a range of closed and open questioning with a focus on open; encourage a mixture of collaboration and independent learning, ensure TA subject knowledge is good, allow some wait time before answers) (PURPLE)</li> <li>• Adapt delivery dependent on whether the child is making mistakes, or has misconceptions (URE)</li> <li>• Encourage all children to take part in the lesson or activity and collaborate where appropriate (U, L)</li> <li>• Model the correct use of equipment (Po)</li> <li>• Reinforce the class rules to encourage respect of peers, adults and the setting</li> <li>• Ideally, work in a ratio of 2:1 children to adults</li> <li>• Assist children in resolving conflicts</li> </ul>	
<p><u>In plenary sessions</u></p> <ul style="list-style-type: none"> <li>• Work with a focus group of children or child at all times and celebrate their learning and effort (Pr, U, L)</li> <li>• Model or role-play activities with the teacher (E)</li> <li>• Encourage and show pupils how to reflect upon their learning (R, E)</li> <li>• If needed, provide feedback on any successes or misconceptions/common mistakes (PURPLE)</li> </ul>	
<p><u>During Break/Lunch/Free time</u></p> <ul style="list-style-type: none"> <li>• Lead and engage the children in a game or activity of their choosing</li> <li>• Assist and lead any resolutions to conflicts</li> <li>• Ensure all children follow the playtime rules or rules of the game/activity that you are playing</li> </ul>	