**A case study of a pupil’s development**

This Case Study asks you to focus on issues of learning, progression and development as they apply to one pupil. In discussion with your mentor, choose a pupil whose progress interests you. In the Case Study, you must show how you are able to identify and describe progress and development in learning.

 You must collect a variety of evidence:

Samples of the pupil’s writing over time and for a variety of tasks in English

Examples from other subjects

These examples of writing (whether in English or from other subjects) should give evidence of various kinds of feedback and marking

Assessments of the pupil, summative reports, IEPs, etc

Observations of the pupil working in English, Drama and other subjects

Pupils’ attitudes to learning and assessment procedures in English in comparison to other subjects, as well as a self-assessment of their own progress. The best way to get this is to talk to pupils. It may be easier to talk with a small group which includes your Case Study pupil. Concentrate in your report on her or his answers.

**Writing up your Case Study (at least 2000 words)**

When you have collected all this evidence, this is how to present the Case Study. Before writing, you should also re-read at least one of the case studies in The Reader in the Writer (Barrs and Cork, 2001).

**Context**

Write briefly about the school and the class, giving a sense of how your Case Study pupil is situated in and affected by this context. Context is a broad term and we want you to be quite focused about this.

Are there any significant features of the school that you think affect the pupil’s learning and progress? For example, is the school streamed, set or tiered? If so, does this go across all subjects? Is there gender, EAL, SEN issues to consider?

**Presenting your evidence**

We expect you to produce careful, fine-grained description and analysis of your evidence, particularly of the work that your pupil has produced. What responses have been made to this work? How has it been assessed? What do you think helps your pupil most? Why might this be?

Tell us what you think are the problems, limitations and strengths of each form and mode of assessment. How does assessment feed into future planning?

Give an example (or examples) of the way that your assessment of the Case Study pupil has actually affected your planning and teaching. How has this helped you to think about ways of moving your Case Study pupil on in their learning? What are the wider implications of this for your teaching and for pupils’ learning? How has the evidence provided by your pupil enabled you to scrutinise the learning activities and tasks that you had planned for her/him?