**Evidence Bundle Guidance Autumn 1**

**Focus Evidence Week: 11th – 15th October 2021**

**Submission to SCITT by 22nd October 2021**

Your evidence bundle should be seen as a ‘snapshot’ of your practice during one week and **should not** be a collection of evidence from across the whole half term. You should be able to demonstrate how you are making progress against the SCITT curriculum by aligning your evidence from the week with your learning so far, and how you have applied it by adding notes/annotations and explanations to your bundle.

You can annotate each piece of evidence which can be useful to show the links and connections between different pieces of evidence or you can add all of your notes to the Evidence Bundle document. You may decide to include a mixture of both. Your annotation **must be in sufficient detail** to explain your reasoning, thinking and reflection about what you have undertaken, what learning you have applied and what impact this has had on pupil learning and behaviour, and on your progress against the curriculum.

Below is an example of the type of evidence you might include:

Remember to anonymise where required.

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| **Possible suggestions** | **Behaviour management**  **You have been developing how you apply the school behaviour management policy with your class and this has informed one of the targets you are currently working on. You have a particular focus on teacher presence, use of language and ensuring pupils are meeting your expectations (routines and norms). You decide to include:**   1. The record of you observing your mentor and year leader from last week when you were looking at good practice in behaviour management. You have highlighted which strategies you are planning to apply to your practice during this week. 2. Elements of the SCITT training from Managing Behaviour 1 explaining what you are applying and why. 3. Notes you have taken from reading Tom Bennett’s DfE document on behaviour and the approaches and strategies you have been reading more about from Doug Lemov’s ‘Teach Like A Champion’. 4. Reflective notes from the week on how your planned approaches and developments have worked, including impact on pupil behaviour and learning. You include a reference to one of the Coe et al ‘four dimensions’ (manage the classroom to maximise the opportunity to learn) as you recognise your organisation of resources and the way you have set up the room for maths lessons with your mentor this week has also contributed to positive behaviour and learning. 5. A photograph of the class charter with notes to outline how you have applied and used it during the week (and what impact it had on pupils). 6. The formal lesson observation from your mentor for this week, highlighting the positive feedback comments from the behaviour management section. 7. In your target review meeting your mentor also shares how well entry to assembly and return to class after playtime has gone under your lead this week, and that you have supported one pupil through a challenging week which showed how trusting relationships have been established. You include a snip of this in your bundle.   **Maths**  **Last week, you were group teaching the maths lessons and this week you will be team-teaching maths with your mentor before delivering the inputs to two lessons at the end of the week independently. You have been focusing on memory and cognitive load as a target in maths so have decided to include:**   1. Elements from the SCITT session on CLT and memory that you have considered and are applying to your practice. You have been particularly interested in how to effectively break down subject content, how scaffolding can support learning and how to present instructions clearly to help manage intrinsic cognitive load. 2. Your notes from a meeting you had with the maths lead on how to effectively break down the subject content for the domain you will be working in. 3. Your observation notes from observing your mentor and the other Year 3 teacher last week, where you were studying how they were using scaffolding to support pupil learning and how they were presenting instructions. 4. The planning you and your mentor have produced together for team-teaching which outlines approaches applied from your learning above. You include reflective notes on the planning to highlight what worked well and adaptations for the next day. 5. Your formal lesson planning document highlighting where you have applied your leaning about scaffolding, breaking down content and clear instructions. 6. The formal lesson observation document from your mentor highlighting the pedagogy section. 7. Examples of three different pupils learning from the week, demonstrating progress made. You have marked this week’s learning alongside your mentor.   **Subject knowledge and pedagogy**  **Since you completed the main placement induction and subject audits you have been working on your subject knowledge in maths and history (your class will start their history topic after half term). You include:**   1. Details of self-study you have been carrying out in maths to support the past two weeks’ lessons, including using links from the SCITT website to subject associations e.g. The Historical Association. 2. Notes and resource links shared with you from the meeting you had with the maths lead. 3. You have been reading about dimension 1 from Coe et al (understand the content they are teaching and how it is learnt) and have highlighted/noted what you have/will consider and have/will apply to your own practice. 4. You have met with the History lead in school this week to find out about the latest developments and research in history at primary level and have been studying the national curriculum and school planning to develop your own understanding of the upcoming topic. You include your brief notes. 5. You observe Year 2 for a lesson this week as they are completing their history topic this half term. You include your observation notes which focus specifically on subject knowledge and pedagogy. |