

EXEMPLAR - Evidence Bundle collection – Autumn 1 week

Focus Evidence Week 12th – 16th October 2020

Please send a copy of your bundle and this sheet to SCITT by **23rd October** and ensure a copy is saved in section F of your PDP.

NAME OF TRAINEE:		DATE OF SUBMISSION:	20 th October 2020
-------------------------	--	----------------------------	-------------------------------

Which areas of the SCITT core curriculum have you covered with your bundle submission	Teachers' Standards linked to SCITT core curriculum	Highlight/tick as appropriate
Behaviour Management	TS1 Set high expectations which inspire, motivate and challenge pupils	✓
	TS7 Manage behaviour effectively to ensure a good and safe learning environment	✓
Pedagogy	TS2 Promote good progress and outcomes by pupils	
	TS4 Plan and teach well structured lessons	
	TS5 Adapt teaching to respond to the strengths and needs of all pupils	
Curriculum	TS3 Demonstrate good subject and curriculum knowledge	
Assessment	TS6 Make accurate and productive use of assessment	
Professional Behaviours	TS8 Fulfil wider professional responsibilities	
	Teachers' Standards part 2	

We would not expect evidence from each area of the core curriculum for Autumn 1. Focus will mainly be on Behaviour Management, Pedagogy, Professional Behaviours and Part 2

Notes:

What evidence have you included?

Why have you included it?

How does it demonstrate the core curriculum areas and Teachers' Standards?

What impact has it had on your professional development leading to impact on pupil learning and behaviour?

Target review and development 1st October 2020

Personalised targets set 16 th September 2020 in line with target themes linked to the SCITT curriculum and trainee development	Actions agreed What does the trainee need to do? How will the class teacher mentor help the trainee to 'learn how to....'? What will other expert colleagues do to support the trainee?	Review of targets set 16 th September 2020 Met/Partially met/Not met
<ul style="list-style-type: none"> Climate and culture Essential elements of effective teaching (linked to Role of the Teacher SCITT Training) Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT Training) 		
1. Always be sure that every child had stopped, looking and listening at the start of input or instruction.	<p>More direction from myself - team teaching English. Teaching fluency lessons in the afternoon. Leading transitions etc.</p> <p>Read the behaviour policy- Key phrases- [redacted] - positives too.</p> <p>[redacted] observe- longer members of teams</p> <p>Use these languages in planning - for English team.</p> <p>Observe these key phrases and what's their impact.</p>	

My target set on the 16th of September was to work on managing climate and culture. This evidence bundle demonstrates my learning, reflections and practice to support with this target and to support towards the Teachers' Standards, as shown above.

Observation feedback-

My observation feedback on the 16-9-2020 (as shown in bundle) included 'be sure everyone is listening before beginning- Insist on it,'

While I used countdowns, which I had observed my CTM use, as a way to manage behavior, the feedback I received was to insist the expectations are met at the end of the countdown. For example, all pencils down, and waiting till that expectation is met by all.

My observation feedback for the following week was similar (as shown in evidence bundle). It was noted my use of countdowns are good and I should continue using them, but to still insist full attention before progressing to input or next instruction. Because of this feedback, I read Doug Lemov, 'Teach like a champion', and Paul Dix, 'when the adults change everything changes', as cited in this evidence bundle. This reading was useful and both explained how best to use countdowns, what language to use to insist on full attention and how to deliver. My next observation, on the 1-10-2020 (included in bundle), gave feedback of improvement on this and the use of countdowns are used much for efficiently. My next step from this is to then create a consequence to failing to be ready when countdown is finished or instruction is said.

Observations:

To further my understanding of managing behavior and classroom management I observed a few additional teachers. Included in my evidence bundle is my observation notes. Observing in a greater depth math's groups was interesting. The key way I observed how she managed behaviors and set clear expectations was to say times on a task, such as two minutes to complete this sheet. It seemed to keep the children on pace and focused. If the task wasn't done at that time it would be completed in break time. This ensures high expectations are set and met, in a measurable way. In a year three class, was equally interesting. The way she managed behavior really reflected the ethos of the school and used the language and behaviour policy, terms such as, 'great attitude to learning'. She also recognized great behaviour by thanking those who were doing the expected thing, such as 'thank you to this table for ...' Lemov says 'thank you will be you're most powerful word' when managing behaviour' (photocopied in this evidence bundle). This is a technique I wish to practice in my teaching career. I equally have observed that by thanking the children who are doing as expected, the ones who aren't displaying desired behaviors are more likely to adjust their behaviors accordingly.

My scitt training also greatly supported me toward this target and this area of development (See annotated notes in this bundle).

After discussion with my CTM of ways to improve and practice managing behavior I have been leading transitions, such as taking the register in the morning and afternoon, bringing them in from the playground in the morning, packing up at the end of the day and in between lesson transitions. By doing this I have practiced my use of countdowns, praise and recognition as well as establishing my own expectations, in line with my CTMs, and creating that relationship with the class. My lesson reflections (included in evidence bundle) show how my thoughts on my managing behavior from my first observed lesson to my most current. I definitely feel the reading, observations and training I have done in this area has heightened my confidence and had a positive impact on my practice. I feel more present as a teacher and now feel that the children recognise my expectations, definitely respect my instructions and realise my role within these first few weeks. My next steps are to ensure I follow up with children who aren't ready by the time my countdowns are finished. This may be time in a break or names in behavior book.