

Evidence Bundle Guidance Autumn 2

Focus Evidence Week: 7th – 11th December 2020

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 a 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 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 Collection document. You may decide to include a mixture of both. Your annotation **must be in sufficient detail** to explain 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 are two examples of the type of evidence you might include:

Remember to anonymise where required.

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| Example 1 | <p>You are responsible for planning and teaching writing for the week and one of your current targets is about clear modelling and checking for understanding in writing lessons. You decide to include:</p> <ol style="list-style-type: none"> 1. Your target and actions on modelling. 2. The record of you observing your mentor modelling to the class and how you will apply your learning to your own practice. 3. The SCITT training on Instructional Strategies (highlighting the parts on modelling and checking for understanding and noting how you will apply this to your own practice). 4. The reading you have done from Tom Sherrington’s Walkthrus book on modelling stating how you will apply it to your practice. 5. The school planning for the writing lessons which you have annotated with additional features of effective practice that you will be considering. In particular, notes relating to how you intend to model and narrate. 6. Any resources you use to support the effective modelling (photos of boards/flipcharts etc can be used). 7. Your reflections after team teaching the first writing lesson with your mentor and any changes to your practice/subsequent lessons as a result. 8. Your reflections after teaching the next writing lesson independently and any changes to your practice as a result. 9. Your formal lesson observation plan and feedback document after the final writing lesson of the week. You have highlighted the mentor feedback notes on the modelling aspect of the lesson. 10. Examples of pupil outcomes from the week and final lesson. 11. There may be other elements within this bundle that you are able to signpost/highlight and add notes about. <p>For example:</p> <ul style="list-style-type: none"> ○ How you used assessments in between lessons to inform planning for the next day (could be examples of marking or a photo of your grouping of books) ○ How you reinforced positive behaviour with non-verbal cues or private reminders (you could highlight a feedback comment from the observation and include the learning from SCITT training on these strategies to support the evidence) ○ How you broke the writing learning task down into small steps using a scaffolding approach (you could use your learning on working memory and instructional strategies as evidence of what supported you to be successful in these areas) ○ You may have deployed the TA and could include the notes you provided them with and outcomes of the pupils they were working with ○ You may have adapted well for your pupils with SEND (highlight planning, include resources you used and an example of a pupil outcome). <p>In the same week you have been developing your marking feedback for maths lessons in line with the school policy. You decide to include:</p> |
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| | <p>1. A sample of marking from the week and examples of how pupils have acted on your feedback.</p> <p>You attended a parent video call with your CTM to provide updates on the progress of a pupil who has been quite anxious about coming into school in the morning. You decided to include:</p> <ol style="list-style-type: none"> 1. The notes you prepared prior to the video call on the strategies you have been using with the pupil as you have greeted them every morning in the playground and when settling them into the morning routine. 2. Reflective notes on the meeting, particularly when observing your CTM in dialogue with the parents and how you might apply your learning in the future. |
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| Example 2 | <p>You are continuing to teach the Phonics lessons during the focus week. You have decided to include:</p> <ol style="list-style-type: none"> 1. The school planning you have annotated with additional considerations to ensure effective practice. You have also included some brief reflective notes on the planning in-between lessons to support adaptations or changes as a result of progress made in the lessons. 2. Reference to the DfE Letters and Sounds YouTube videos you have watched to support your practice 3. The SCITT Phonics training slide on the 'revisit/review – teach – practise – apply' approach and include notes on your planning to show how you have applied this learning to your practice and how effective it has been. 4. Photographs of the resources you chose and how you set up the classroom in readiness for the lesson with notes to outline how you considered effective classroom management and the needs of different pupils 5. A record of Phonics progress for the class over the past two weeks which identifies target pupils 6. Your formal lesson observation from this week in Phonics highlighting positive feedback in the curriculum, high expectations and managing behaviour core curriculum areas. <p>One of your current targets is to support pupils with SEND in gaining increased levels of independence and understanding of expectations in maths lessons. You have decided to include:</p> <ol style="list-style-type: none"> 1. Reflection notes from the discussion with your CTM, LSA and school SENDco about the needs of specific pupils and possible effective strategies. 2. The details from the SEND SCITT training on providing structure with visual lesson schedules and notes on how you have applied this to your own practice. 3. Photographs or pictures of existing lesson schedules used in school with a copy of the lesson schedule you have designed showing where you were able to use elements of the existing resources whilst considering the needs of a pupil. You highlight that the schedule can be used for multiple subject areas meaning less demand on your workload moving forwards. 4. Brief notes on what the challenges were prior to the introduction of the lesson schedule and impact once introduced. You include learning from the pupils maths book from the end of the week to show what progress has been made. <p>1. There may be other elements within this bundle that you are able to signpost/highlight and add notes about.</p> <p>For example:</p> <ul style="list-style-type: none"> ○ Planning for maths lessons that shows how you have broken down tasks into small steps so that pupils are able to maximise their working memory capacity. You have copied a slide from the SCITT training on cognitive load theory with a note to show your application of the theory to your practice. ○ Reflection notes on maths planning detailing the effectiveness of live modelling problem solving for the input session in maths on Wednesday. Examples of pupil learning from the lesson are included along with a photo of the WAGOLL created in the input. ○ A note from your CTM on how effective your anonymous reminders and non-verbal cues were on Thursday in maths when reinforcing high expectations and how being thoroughly prepared with resources and carefully considered grouping arrangements before lessons this week have supported effective classroom management and learning. |
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You have contributed to the PPA year group planning for the upcoming History module. You have decided to include:

1. Your notes from PPA on the History planning. You have highlighted that you have been responsible for creating visuals for the first lesson next week (as currently classes are not able to use artefacts) and that you were part of the discussions regarding the gap in History learning due to the pandemic in the summer and how the team will approach this.
2. The visuals created for use next week.
3. The first two lesson plans created by the team in PPA.