

Evidence Bundle collection – Autumn 1 week

Focus Evidence Week 12th – 16th October 2020

Behaviour Management

1. Transitions from carpet to another activity	Reflect on observations of CTM transitioning children. Observe other adults across the year group transitioning children. Discuss with CTM expectations for behavior. Work with CTM to support behavior during transition times. Use ideas from observations when transitioning children. Reflect on your own practice. Use positive praise. Use LEAP board to reinforce expectations.
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On 1st October, one of my targets set was to work on behaviour during transition times. Although this target is still ongoing, the first part of this evidence bundle will explore how I have managed behaviour effectively.

Observations

The first week after this target was set, I observed my CTM, year 1 lead and NQT when transitioning the children. It was interesting to note the different approaches and how these affected behaviour. Please see notes below:

Proximity
praise evident.

TD also didn't say to the ones that ran to "stop running" she said "walking feet, thank you" Also using the 'thanks, not please' strategy.

TD transitions → NQT

- Chn to put water bottles away after coming in from break, Prior to starting Phonics.
- Red station to put water bottles in tray first while rest of the class counted together how many seconds it took them to all come back to the carpet and be sitting and ready.
- "Well done 'name', you did that really quickly and sensibly" to encourage other Chn to do the same.
- Created a mini competition between stations, reinforced expectations after each group had returned.
- Meant the Pavers took less time and all children were engaged & involved.

JS transitions - CTM

- Transitioning from Cool time to Carpet.
- CTM called 'wizards' and waited for all Chn to be listening before beginning instructions.
- Chn given clear instructions like put name on work, put in cool time tray, tidy up & then sit on carpet.
- Chn not tidying given a specific area to tidy and then Chn walking away - clear, specific commands.
- When Chn are on Carpet CTM focuses on children who ARE ready. Uses proximity praise to encourage others.

'Take up Time' strategy where you walk away with the expectation that the pupil will comply.

My CTM constantly reinforced the school's LEAP values to support behaviour throughout the transition. The children that were tidying and doing as instructed were enthusiastically and clearly told to "put yourself on the LEAP board 'part of the community' section for excellent tidying". This feedback was given straight away rather than later so that the children knew exactly what they were being praised for.

SCITT Training – Managing Behaviour 2

The SCITT training on Friday 9th October also assisted with my target relating to managing behaviour during transitions. Before the session, I had not given a lot of thought about the impact too much positive praise can have on behaviour so this was interesting to explore, along with the impact of language. For example, I annotated the following slide:

Shift language & be specific e.g. Shift from "books out" to "books open in front of you" so that children know exactly what they are being asked to do.

Correct behaviour & allow them to know what they SHOULD be doing rather than scolding them. Prevention beats cure.

1. Radar/Be Seen Looking	2. Make Compliance Visible	3. Least Invasive Intervention	4. Firm Calm Finesse	5. Art of the Consequence
Prevent non-productive behaviour by developing your ability to see it when it happens and be subtly reminding students that you are looking.	Ensure that students follow through on a request in an immediate and visible way by setting a standard that's more demanding than marginal compliance. Be judicious in what you ask for, specifically because it will uphold the standard of compliance.	Maximise teaching time and minimise drama by using the subtlest and least invasive tactic possible to correct off-task students. - Nonverbal Intervention - Positive Group Correction - Anonymous Individual Correction - Private Individual Correction - Private Individual Precise Praise - Lightning-Quick Public Correction	Take steps to get compliance without conflict by establishing an environment of purpose and respect and maintaining your own poise. - Catch It Early - Value purpose Over Power - Remember That "Thank You" Is The Strongest Phrase - Use Universal Language - Show Your Bright Face - Deploy Your Confirmation Glance - Stay Steady at the Helm	Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent, and de-personalised. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game.

Nip behaviour issues in the bud by simply stating you are looking. It is a subtle reminder to them to improve their behaviour.

Also important to focus on what they SHOULD be doing rather than what they shouldn't. E.g. Instead of "don't close your book" use "Ensure your book is open in front of you!"

Implies you expect the child to comply rather than perhaps 'pleading with them & making it seem optional with please'.

It has helped me to use phrases such as "I can see Fred is ready to learn" rather than "well done Fred, you're ready" so that when praise is used it is genuine and concise.

Lesson Observation

During my formal lesson observation this week, my CTM noted that my transition from guided reading to the post-session activity was smooth and thought out. I felt that the children were aware of what they were asked to do and were able to complete the task independently. I also used the school's LEAP values to demonstrate the positive attitudes, values and behaviour expected by pupils by asking them to place themselves on the 'enthusiastic learner' part of the LEAP values board during the transition to the book related task. It is clear that the children respond well to being placed on the LEAP board.

This lesson observation enabled me to manage behaviour in a different way to the previous week's observation. The feedback from the previous guided reading observation was to think of a solution to the children talking over each other and calling out when being asked questions about the book. Therefore, during this week's observation, I thought it may be more effective to direct questions at each individual child to ensure they all got a chance to participate. From the outset, I set my expectations and was clear that this week would be different to last week's session and that they did not need to call out because I would be asking them individually. As expected, a few times the children were excited to answer and called out. Each time, I reminded them of my expectations, reinforced the school's LEAP value of being 'excellent communicators', and explained that they needed to listen to each other and wait their turn. This worked very well and I was pleased with how the children responded.

Behaviour management – High Expectations and Managing Behaviour

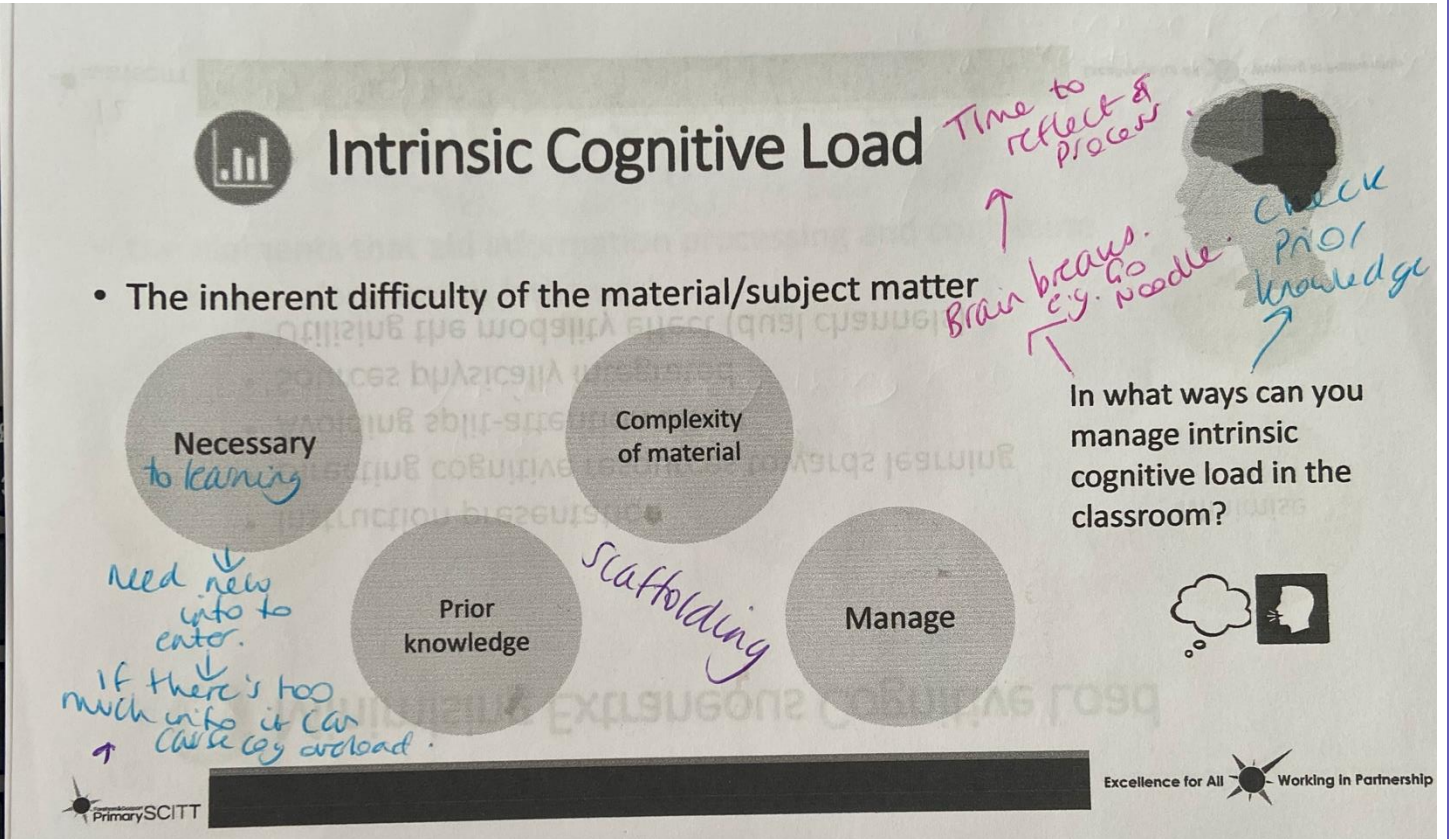
Notes:

- You gave clear instructions to the children from the beginning about your expectations when answering questions.
- Ensured children were listening
- Reminded them of expectations, 'Remember I'm going to ask someone a question' which helped to remind children not to shout out
- Transitioned the children from the session to another activity.

Pedagogy

3. To use principles of Cognitive load theory to link to your questions during guide reading.	Play phonics games with the target group in order to get to know children. Assess phonic knowledge and understanding. Observe Year 2 lead-guided reading. Reflect on the types of questions asked. Work with CTM to select and appropriate text for guided reading. Use ideas of previous observations and team teaching to plan for guided reading. Think about cognitive Load Theory when planning question for guided reading session. Work with target group to read selected text. Reflect on questions used. Work with target group to follow up reading task.	
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Another target set was to consider cognitive load theory when teaching children, linking to the SCITT session exploring this topic. It is important to check prior knowledge before introducing anything new to manage cognitive load effectively. It is also key to ensure there is not too much information given at once as this can also cause the brain to stop processing new information. Please see notes below from the SCITT session on the 2nd October:



Intrinsic Cognitive Load

- The inherent difficulty of the material/subject matter

Handwritten notes:

- Necessary to learning:** Need new info to enter. If there's too much info it can cause cog overload.
- Complexity of material:** Brain breaks. e.g. Go Noodle.
- Prior knowledge:** Scaffolding
- Manage:** In what ways can you manage intrinsic cognitive load in the classroom?
- Time to reflect & process:** (with arrow pointing to 'Brain breaks')
- Check prior knowledge:** (with arrow pointing to 'Prior knowledge')

Excellence for All Working in Partnership

From what I had learnt so far, I knew that it was important to use tricky word cards before my first guided reading formal lesson observation on the 6th October to check prior knowledge of tricky words and especially those which I knew would come up in the book. This meant I could pay extra attention to these children during the guided read.

he me she be we was	said so have do like some	the no to go I into	you are they my all her
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Having had several conversations with my CTM on the importance of walking through the book prior to reading, I knew it was important to plan relevant questions that would help the children understand what was happening in the story, without even reading any text yet. I asked questions such as "how do you think the rabbit is feeling?" and "are there any clues on the page to tell us how you think the rabbit will escape?" so they knew in advance the basic narrative.

During my formal observation feedback, my CTM advised that the questions asked were very relevant to the text and helped with understanding but that I needed to think about the number of questions I asked ahead of the next guided reading observation the following week.

Pedagogy - How Pupils Learn, Classroom Practice and Adaptive Teaching

Notes:

- You checked the words that we have been learning using flash cards to overlearn the tricky words.
- You talked to the children about their understanding and use of the language (bunny/rabbit Once upon a time)
- You supported [redacted] ideas that the lines meant the rabbit was running fast.
- Paraphrasing children's answers to your questions.

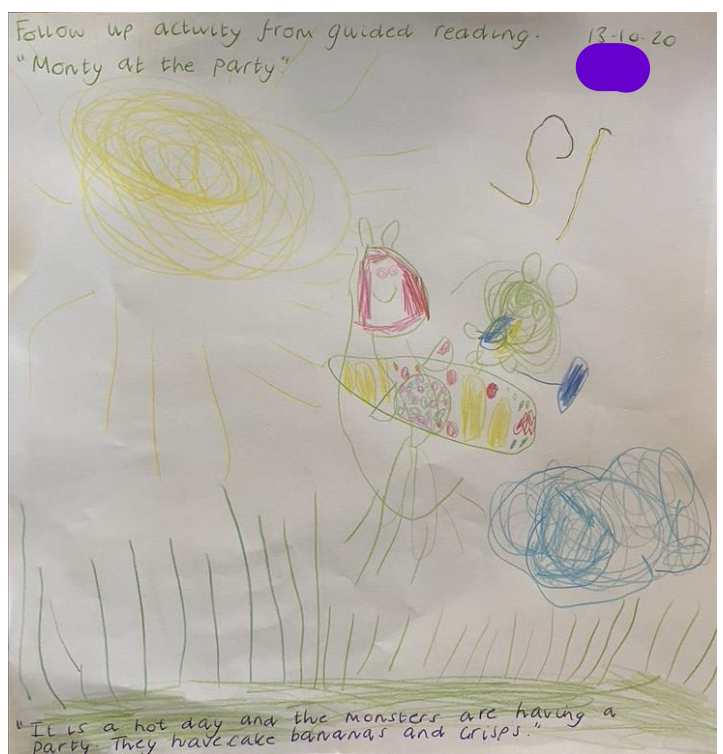
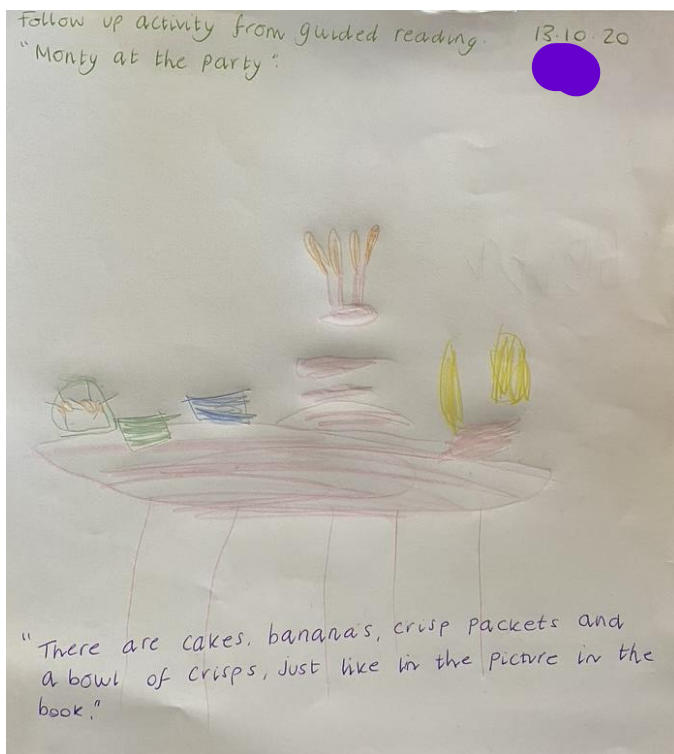
We had talked about Cognitive load but were you aware of the number of questions you asked?

What could you have done to minimise the number of questions to all children? Maybe direct a question to a child, or limit a question to a page.

In preparation for the following week, I restricted my number of questions to one or two per page to ensure I was managing each pupils' cognitive load effectively. Reducing the number of questions did not impact the understanding that the pupils took away from the session so it was clear to me that asking less questions was effective.

As mentioned in the 'Behaviour Management' section of this bundle, I knew that to check understanding from all pupils and to ensure each pupil could participate fairly, that I was going to ask individually directed questions. This ensured that each pupil got a chance to speak and I could also check the understanding of less confident children.

To keep the children thinking about the book and processing what they had learnt, I asked them to complete the task of drawing their own party table with all of their favourite party food (the book was 'Monty at the Party'). All pupils were enthusiastic about talking me through what they had drawn. My next steps for the next session are to think of a task more associated with checking understanding after the guided read. Although I asked the pupils a question related to the book before sending them to their task, it would have perhaps been more beneficial to set them a task that provoked further thinking. This was discussed with my CTM during the feedback session. Examples of work created from the post-session task:



Also this week, following on from a Phonics lesson, I realised the importance of knowing your children and which words are appropriate to the level they are working at. During Phonics lessons, tricky word cards are given out to pupils to read out loud and then keep hold of to hold up when they come across that particular word on the presentation. It is important to give children

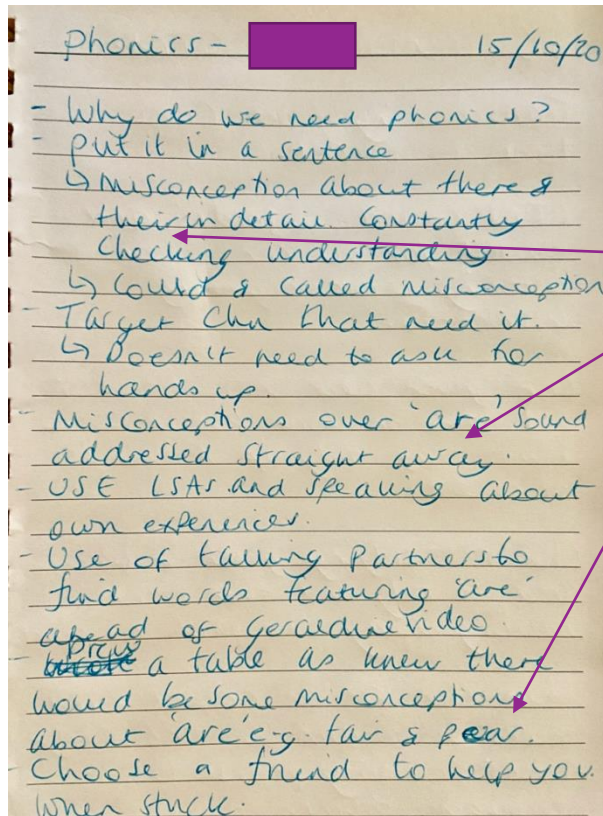
words that are appropriate for them and even words that they may have had difficulty with that week. Therefore, I took an assessment of tricky words knowledge with my guided reading group so I knew who to target with which words. Please see below (S = support required):

Pupil	go	my	no	I	to	and	can	the	see
HD	✓	✓	✓	✓	✓	✓			
LM	✓	✓	✓	✓	✓	✓ (s)	✓ (s)	✓ (s)	
ER	✓	✓	✓	✓					
LS	✓	✓	✓	✓	✓	✓ (s)		✓	
BX	✓	✓ (s)	✓	✓	✓	✓ (s)	✓	✓	✓ (s)

This Phonics lesson also taught me the importance of addressing misconceptions quickly and not being concerned to go off track when necessary. For example, when asked to think of words with the 'oi' sound in, a child raised their hand and answered 'boy'. This was a clear misconception so it was important to pause and address this. I used a whiteboard to write the word boy and explained the different digraph and how although it sounds the same, it is worded differently.

Professional Behaviours

This week I have attended Phonics coaching in year 2, including observing the year lead. This was really beneficial for seeing other teaching styles as well as seeing the consistency in Phonics across all year groups. At lunchtime, another SCITT student, and all year 2 teachers spoke about what we had observed. Below is an example of my notes and what I contributed to the coaching discussion:



Multiple misconception addressing throughout:

Important to identify and address immediately to avoid confusion among pupils and ensure they have understood. By not addressing, pupils could continue to use the misconception in their work, reinforcing it and therefore meaning it could be much harder to unlearn this and learn the correct way later on. Checking understanding throughout is key.

During the Phonics lesson mentioned earlier, after reflecting on the coaching points, I incorporated new methods such as using talking partners which I had not used before. It was reassuring to see how quickly the children turned to their talking partners and were excited and enthusiastic to discuss. I used this method when introducing the new sound for the day which was 'oi' after showing them pictures of foil and coin. It meant they could figure out the sound for themselves, extend their thinking and problem solve.

After the children were aware of the new sound, the TA was deployed to work with the most able writers in the class to write words with the 'oi'.

By teaching the lesson in its entirety, dealing with misconceptions and deploying the TA, it was helpful and beneficial to see how each part linked to the Teachers' Standards, including how many I am meeting.