**Evidence Bundle Guidance**

**Summer term – final stage**

**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 from the year in this final evidence bundle. You should make sure that you are explaining how you have applied your learning to your practice and it is also important that you include evidence to demonstrate what impact your practice has had in pupil learning, progress and behaviour.**

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.**

At this final stage of the year, as you are cumulatively applying more learning to your practice, it is expected that you include evidence for all five areas of the SCITT curriculum and that you draw upon learning from across the year, not just the current half term. You will find that the evidence you select may cross more than one SCITT curriculum area as your teaching responsibilities have increased over the summer term and year.

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

Remember to anonymise where required.

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| **Possible suggestions** | **Pedagogy, Curriculum, Professional behaviours and Assessment**  **In previous weeks you have been responsible for planning an English unit ‘from scratch’ and you have been teaching the sequence this week. You decide to include:**   1. A copy of your target and actions agreed with your CTM. 2. Notes from the PPA session where the plan was discussed with the year team. 3. Notes from the meeting you held with the English lead to support your developing subject knowledge and pedagogy, including common misconceptions for this area of learning. 4. Your observation notes from when you observed the English Lead last week. 5. Reference to your reading to support better subject knowledge. 6. Notes from the NASBTT NNL sessions on English you attended that link to the sequence of learning. 7. Notes and ‘snips’ rom the Planning 3 SCITT session and English 5 session on writing/planning – you are specific at signposting which elements of the learning you have applied to your practice/planning. 8. The planning you have produced with annotation to signpost your thinking, decision making and chosen strategies and approaches – for the class and for individuals 9. Assessment approaches you have chosen and why. Notes and examples on assessing starting points, formative assessment during and in-between lessons and assessment for final pupil outcomes. Examples of any feedback included on pupil work/learning. You include ‘snips’ of the SCITT taught curriculum on assessment that has helped to inform your practice. 10. ‘Snips’ from the Retrieval Practice SCITT session that you have found useful and have applied to the sequence. You include a copy of the RP tasks you have planned into the sequence as well as an example of where you have applied interleaving. 11. You include details about how you have introduced pupil self-assessment and modelling out loud to support pupils with metacognition and self-regulation and how the taught curriculum has supported you with this. 12. Notes on how you have adapted learning for HA pupils, EAL and SEND within your class. You include the resources you created to support learning, notes on how you deployed the TA, and examples of learning outcomes from these pupils. 13. Photographs of flip chart resources and the working wall you used though the sequence. 14. Examples of a number pupil outcomes to demonstrate the impact of teaching approaches to support individual needs. 15. Feedback on pedagogy, curriculum, professional behaviours and assessment from the formal CTM lesson observation in English from this week.   **Assessment and Professional Behaviours**  **You have been involved in the latest data collection for your class and have supported your mentor with a sample of report writing for parents. You decide to include:**   1. The anonymised data you and your mentor worked on recently with notes on how decisions were made and what guidance/documents/evidence was used to support decisions. 2. Anonymised information about which pupils require interventions and support you collaborated on with your mentor. 3. The resources and plans you have collaborated on with your CTM for individual pupils in class in response to the data collection. 4. The plan and resources you have been responsible for when working with the identified pupils during this week’s lessons. 5. Any examples of learning and progress from the week e.g. copies of learning from pupils’ books, photos of whiteboards they have been working on…. 6. Your reflections on the meeting you had with your mentor to gather advice and guidance about report writing to parents. 7. An example of the sections of two reports you have been responsible for preparing this week (anonymised).   **Behaviour management and Professional Behaviours**  **You have been working with a number of colleagues and parents over the term to support the needs of a pupil in your class who has been finding it difficult to manage their emotions. You decide to include:**   1. ‘Snips’ from the SCITT taught curriculum session on ‘Managing Behaviour 4’ and your notes, particularly around warning signs, prevention and de-escalation strategies. 2. Reference to your further reading and your notes on what you hope to apply, particularly around stages of intervention. 3. Your notes from a recent staff training session at school which focused on behaviour. You signpost what you and your mentor have discussed as possible approaches to take. 4. The notes you have planned in preparation for the parents meeting you had with your mentor last week. ‘Snips’ of the ‘structured conversation’ model you have applied to this area of your practice. 5. The agreed actions and strategies both you and your mentor have implemented this week and reflections on what impact they had. 6. Notes on how the introduction of a personalised behavior and reward system has impacted and how it links to the SCITT session on intrinsic and extrinsic motivation. 7. Your lesson observation section on behavior management for this week, where your CTM has commented on the successful strategies and approaches applied. |