



Stage 1 Evidence 3a

Have a detailed, in depth knowledge of all the relevant subject(s) and curriculum areas. Anticipate and plan to avoid misconceptions. Be proactive at inspiring children.

Anticipating misconceptions: Comments from the External Examiner and from planning (10.03.2020 Maths)

Comments in planning: 'Possible misconception – only counting the edges they can see provide multiple manipulatives for pupils to hold.'

Comments from the External Examiner: "misconceptions were handled well, getting other pupils to clarify the mistake. Possible misconceptions were all raised on the carpet so that pupils were prepared for work at the table."

Inspiring pupils: 02.03.2020 Topic – Science – CT observation and reflection.

CT comments: "great use of video stimulus on crab to grab children in. GW excited to learn something new"

What was successful in my teaching? Why was it successful? How do I know?

Engagement – pupils were fully engaged in my teaching. I think the inclusion of a video help instigate this engagement and plan to do this again in the future. Pupils appeared to be inspired and were highly active participants in their learning. This was shown by the good behaviour and eager questioning.

In-depth knowledge of subjects and curriculum:

I have had good subject knowledge in all the lessons I have taught, undertaking personal research if I was unsure of anything in order to prepare myself. I have collated a few comments depicting this.

02.03.2020 Science CT obs: "Good clarification of hermit crab and what they are and do." (this shows that I had a good understanding on order to share it with pupils.)

09.03.2020 Art CT obs: "Focussing the children into the finer details, asking them about the colours they can see.

Good discussion and specific features that they need to include on their seagull." This is discussing my demonstration of skill when cutting and observing.

Monitoring and Evaluation 5: "developed blending using the sound and digraph notation." This shows my personal development in subject knowledge I was less confident on as developing phonetic confidence was a target of mine.

Stage 1 Evidence 2c

Consistently offer high quality intervention and feedback which enables pupils to identify the progress they have made and understand what they need to do to improve.

Targeted intervention with pupil A.

During lesson pupils was highlighted as struggling with the task of dividing by 10.

2.3.20
I can divide by 10
I/S/P

5a. Divide the money below by 10 and create a number sentence.



$\cancel{60} \div \frac{10}{\cancel{76}} = \frac{6}{\cancel{8} \overline{10}}$

☆

7a. Circle the incorrect answer.

A ⁶⁰  $\div \frac{10}{\cancel{10}} = \frac{7}{\cancel{5} \overline{6}}$

B ²⁰ 2 tens $\div \frac{10}{\cancel{10}} = \frac{2}{\cancel{10} \overline{2}}$ ✓

C. 80 $\div \frac{10}{\cancel{10}} = \frac{8}{\cancel{10} \overline{8}}$ ✓

☆

We will go through this 

A is wrong because $60 \div 10 = 6$

He also appeared to be finding understanding what the questions were asking very challenging.



Chilli challenge 1-

4a. Mary is going to share 80 sweets between 10 people. She says



I think everybody will get 9 sweets each.

Is she correct? Explain your answer.

$$80 \div 10 = 8 \quad \checkmark$$

incorrect because instead
Mary give 8 sweets.

Chilli challenge 3-

7a. Zach has ninety sweets to share between 10 people. He gives everyone 1 sweet. He says,



The rest of the sweets can be shared using the calculation $80 \div 10 = 8$

Is he correct? Explain your answer.

$$1 \div 10 = 10$$

$$90 - 10 = 80$$

correct because Zach has
80 sweets. \checkmark

I formulated an intervention directed at the mathematical skills required, dividing by 10, using verbal discussion and basic division sums on a white board. I also used his prior learning of multiplying by 10, which he had mastered, to support this.

Stage 1 Evidence 5d

Have a very good understanding of the needs of pupils from all identified groups. Use personalised strategies to effectively engage, support and challenge them.

NJ.

NJ has behavioural challenges and so in order to engage him we have to maintain a high pace throughout the lesson so he does not have a chance to be distracted. In order to ease the transition times he has a box of fiddle toys available to him for attempt to control the level of distraction he achieves. During lessons he is either with an adult to offer additional support on keeping him on task and engaged or he completes the work with a 1:1. This is dependent on his individual ability to focus that day. Another strategy to encourage engagement is the use of a timer. He is expected to complete 10 minutes of work per lesson as a minimum, often finding that once he is engaged, he continues working. One method that is used occasionally is to allow him to choose his partner. This is only used occasionally as his behavioural challenges stem from a control area and it is important to ensure that he does not feel that he can control everything. He is currently working towards responding well to direct instructions.

LT.

Rehearsal and extra explanation with LT is a high priority as her home life impacts on her lack of engagement in school. The most effective way to engage LT is to ensure she has a very clear idea of what is going to happen in the lesson and to allow her an element of choice. This supports her need to know what is going to happen and enables her to participate in the lesson more fully.

RB.

RB is a high ability pupil who can become bored during lessons that he finds too easy. He does not naturally challenge himself and so often needs support in achieving his full potential. I do this by pairing him with an enthusiastic younger pupil who he gets along with. This seems to engage him as he supports this pupil and develops his language and explanation skills. Although he often appears disengaged, I have found that he is an attentive listener who does not always need his eyes on me. However, in order to maintain consistency in behaviour management throughout the class it is sometimes important to enforce eye contact. I also am careful to provide RB with extensions and challenge tasks during and sometimes after the main class task in order to extend and develop his learning.

Behaviour Management Discussion

K

- **Be consistent:** with the children (particularly with the more challenging children as this gives them clear boundaries and expectations that they have to stick to).
- **Positive praise:** makes the children feel good about themselves and let's them know when they are doing something well, also encourages other children to follow their lead).
- **Pace:** ensure that you don't lose children and makes sure that they are always engaged in something during the lesson. If the children become lost this is when noise levels generally start to rise and you begin to feel out of control.
- **Settle them down:** settle the children down before focussing on your group for the independent work. Circulate around the tables to ensure they all understand and are on task to ensure a good start to the lesson.
- **Reset expectations:** remind children of the expectations before they go back to their tables and ensure that they are clear on the task. This reduces unnecessary chatting.

Children

- **H:** TIS time/TIS room in the form of pom poms representing one minute each (these can be removed from his pot as well), loss of golden time, smiley faces, removal from the classroom, table points.
- **J:** starting the week with 0 minutes of golden time and earning these minutes throughout the week, smiley faces, table points, moving to a separate table/back of the classroom.
- **Everyone:** loss of golden time (can be earned back after going above 5 minutes), smiley faces, table points.

L

- When you have a group still maintain an overview of the classroom, pick out children that are working well and quick mentioning of names for children who aren't on task to quickly get your message across.
- Giving out more table points (not just for

These are photos taken from the book I leave for my TA in the morning for her to look over as we don't always get a chance to discuss the day verbally due to other commitments she has around the school. Feedback from previous lessons help to decide groups that need focus in the next lessons. For example, feedback from the TA meant that I decided to see how my LA table would work independently without support in the final maths lesson. Directions for my TA can also be seen in my lesson plans.

Thursday 30th Jan

- English (writing)
- Resources to go out at beginning of lesson: True/false - support for [redacted] + [redacted] + [redacted] put on in their places. Rest will have True/false/number put in their places.
- Sit with [redacted], [redacted] + [redacted] on carpet.
- Group work - work with [redacted] group. [redacted] [redacted] will have just T or f.

Friday 31st January.

- Writing
- Resources: highlighted grammar texts in pairs at the beginning of lesson. On the carpet [redacted], [redacted], [redacted] and [redacted]. (might give them some confidence.)
- Independent work - floating and helping any you think are struggling/can move onto the challenge. (I'm going to stay with [redacted] table).

th.
resources: work with [redacted] on the carpet. (struggling with the more than Qs).
guided practise: working with [redacted]'s table (tables).
workbook page. 241 ignore d.
page. 242 ignore d+e.
check in on [redacted], [redacted], [redacted] + [redacted].
you get a chance.

Maths.
Resources: guided practise to go out when at the working wall.
support - table (5)
exs - rest of class
carpet - [redacted] and [redacted] (confidence about more than/fewer than Qs).
guided practise - tables (1) and (2) floating (green stick people).
supporting as necessary.
Going to see how table (5) work independently! 😊 Thanks.