

Weekly Reflection

TS2)

a. I taught a series of maths this week. We were behind from last week so I had to do some catching up but still ensure the children had a good understanding of the concept. By the end of the week, they knew common fraction and decimal equivalents and two methods for converting fractions to decimals. They could do so confidently and everyone in the class has a good knowledge of this. When questioning key children they were able to explain how to use division to convert fractions and how to compare fractions and decimals.

b. I have built on the children's knowledge about decimals to help them convert these to fractions. They have been unitizing decimals to read them in terms of their 10ths 100ths and 1000s. This helped them convert these easily to fractions because it already told the children the denominator and numerator. 0.68 would be 68 hundredths and therefore $\frac{68}{100}$. I see now why this was so heavily emphasized on earlier in the sequence.

c. I sat with three of my profile children that had maths as a target to do their arithmetic test this week. We then went through the answers together to look for relationships and patterns based on their strengths and weaknesses to see which areas they need to improve on and which areas they've mastered.

d. In maths, I never had the children silent working because it is so important that they talk to their partners about their learning. In maths in particular where things can be worked out differently to achieve the same answer it is important to be sharing ideas.

e. I have set the target of proofreading to one of my profile children to help his spelling and grammar. This is a way the child can take ownership over improving his work without needing it to be proofread by an adult. Simple things like capital letter, full stops and commas can be checked for by him without it needing to be guided by an adult. This will develop a responsible attitude towards his work as he takes responsibility for some of his own corrections.

TS3)

a. A common misconception in maths was that 0.2 was the fraction $\frac{1}{2}$ so I addressed that by showing the children a bar model of 1 being split in half and into fifths to show that 0.5 is $\frac{1}{2}$ and 0.2 is $\frac{1}{5}$.

b. The children's initial introduction to converting fractions to decimals was very concrete. The children manipulated the base 10 to split the 100 square into halves, thirds and fifths. When investigating thirds, the children noticed it was not possible and the number must be recurring as you always have one left over. This was very child led and increased their understanding. (Leong Yew Hoong, 2015)

Bibliography

Leong Yew Hoong, H. W. K. C. L. P., 2015. Concrete-Pictorial-Abstract: Surveying its origins and charting its future. *The Mathematics Educator*, 16(1), pp. 1-19.

c. I always encourage the correct use of English either when the children are giving answers or when marking their books. No matter the subject I always correct English to be grammatically correct and promote the use of vocabulary specifically related to the session.

Extracts from Weekly Reviews

8a/2 – I helped supervise the school disco, this is a responsibility that teachers do to ensure pupils are safe to ensure they enjoy themselves. Also, on the school trip I was given a group to keep safe, this allowed children to stay safe while moving around public places.

8a/1 – I offered my skills and set up a ukulele club – this shows that I contributed to the ethos of the school by offering to develop pupils skills through extra-curricula clubs.

8e/2 – I wrote a letter to parents to inform them about a decision that was made about ‘show and tell’ – this allows parents to see me as the class teacher and to gain a positive relationship with them.

8b /1– Moderation meeting and discussing improvements to be made within the federation. By working with teachers from the other schools in the federation I was able to gain a different view on how they think the subject is doing as a whole and changes they believe should be made in order to aid the schools. Additionally we also discussed changes that we could make to the marking policy that would help the school when moderation comes around.

From Part 1 of a Final Placement Weekly Review

This week’s targets:

8c- Respond to support staff’s feedback – ask them how their groups did and use this as assessment. – **This week I have started to get verbal feedback from TAs regarding pupils’ achievements and work. An example of this would be when the TA showed me work from a student that had written a lot, this was an achievement as the pupil struggles with writing. This shows how feedback from TA is useful and helps teachers assess pupils more effectively.**

7a – continue to use rewards and sanctions effectively to help with behaviour management. I need to focus on praise to encourage pupils and make them feel proud of their work. – **This is an ongoing target. Steps have been taken to help achieve this target. For example, pupils work has been chosen for the wow wall and certificates are to be given out in the following week.**

6d – Provide quality and effective oral feedback and help pupils know their next steps. – **when pupils show their work, I give feedback on what they have achieved and give them guidance to help them correct and/or improve their work. This target is also an ongoing target.**

New targets:

7a/b – continue to use rewards and sanctions effectively to help with behaviour management. I need to focus on praise to encourage pupils and make them feel proud of their work.

6d – Provide quality and effective oral feedback and help pupils know their next steps.

5c – Understand pupils abilities more and set appropriate challenges.

Part 2 of a Weekly Reflection

Individual – This week I have given feedback on a hot write and used the school's assessment policy to do this. This has focussed my attention on ES who I targeted to write on the line. Through reminders and supported learning with the TA and myself he has achieved this with a degree of consistency. I have nominated him for the golden book as a result of his hard work and achievement.

Group – During a topic lesson I worked with a targeted group in order to extend them to HA thinking. This work was particularly interesting as I saw how much stronger their verbal responses were to what appeared when they were required to write their answers. This lesson also allowed me to focus on developing teamwork skills and aspects of SMSC. The discussion I facilitated around both of these topics helped extend their learning as I was able to see it in their written responses and in their later teamwork.

Whole class – This week I have worked with YR 2 on completing maths SATs practice papers and going on to work on their mental maths and confidence in different methods. The work with SATs papers gave me a group of targeted pupils who are working below where I expected. This developed my confidence in the prior assessment of the pupils' abilities as there was only 1 pupil whose results surprised me. He has become a focus pupil for interventions. From this I also identified several gaps in learning. I adapted the following mental maths lessons to use the SATs questions to work through them in mixed ability pairs and discuss them as a class. I will be interested to see if this impacts well on the next assessment. It also showed me how I need to encourage pupils to identify both steps in two step questions and how important READING the question is.

Part 2 of a Weekly Reflection

Individual:

LT was refusing to participate in maths and so I was asked to work with her 1:1. I was able to motivate her by using manipulatives and 'challenge' questions to engage her with the learning. By the end of the interaction, she was very confident. For the remainder of the week she has been motivated, going so far as to teach and support her peers in this learning. She also scored very highly in the end of week maths assessment, showing that her confidence and participation has grown.

Group:

During literacy I have often worked with a support focus group that were identified from my prior lessons marking. This has led to me being able to focus attention and often support them enough to tackle the next lesson independently. I have seen how this assessment and subsequent support has helped them as it is often evident in their future work.

Whole class:

This week I have taught Year 1 maths consistently. From this I have learnt how to use additional visual resources. I have discussed with the CT and TA the difference in support offered by these resources and when each may be more suitable. I have also had more opportunity to support NJ, a task that has led to a more courteous relationship. Later in the week I was able to talk him down from an outburst.

My work with the Year 1s has also challenged my behaviour management methods. The Year 1 children learn in much shorter bursts than the Year 2s and cannot sit still for very long. This is something I will consider more fully in planning future sessions.

Reflective Weekly Overview – Final Placement

To be completed at the point of transfer to school planning.

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In Part 1 reflection should include specific reference to the weekly targets agreed with the mentor and school based tutor following observation, feedback and learning conversations. The student teacher should identify and link reflections to their professional progress through the Teachers' Standards and include new targets for the forthcoming week.

In Part 2 reflections should be linked to any other areas of progress, development and achievement.

PART 1

Please focus on your main weekly targets for the past week (usually 3 – 4) and reflect on your progress towards meeting these specific targets. Indicate what your new focus will be for the coming week as discussed with your SBT and or mentor.

Targets from last week:

2b (1) Detailed understanding of pupils capabilities and their prior knowledge.

To achieve this target, I reviewed all the relevant documents on the children in my class, as well as skimmed through their looks and saw where the children complete the best/most work. I saw that most children loved when they were able to draw something that they were learning about, so I incorporated drawing into my lesson in a range of ways. For example, if you complete three sentences then you can draw what this would look like and label it.

4d (1) analyse and evaluate the effectiveness of lessons and approaches to teaching.

This week, I took time to look at my lesson plans and highlight what got the children engaged, and what I should make sure I do next time.

7d (1) demonstrate continuously good relationships with all children across the school. (see review)

Targets for NQT:

Stage 1 - 6a. Regularly assess pupils in all relevant subject areas and contribute to moderation meetings.

Stage 1 - 6b. Consistently demonstrate effective use of formative and summative assessment to secure pupils' progress

Stage 1 - 2d. Consistently demonstrate a broad knowledge and understanding of how pupils learn and use this to improve their teaching across the curriculum.

Stage 1 - 2a. Is consistently accountable for pupils' attainment, progress and outcomes.

PART 2

Part 1 Teachers' Standards	Please reflect on any of the Standards addressed throughout the course of this week including feedback from observations, annotations and professional remarks from observations of practice, evaluations of lessons taught and pupil progress. Comment on how they have impacted on professional progress.
1	Set high expectations which inspire, motivate and challenge pupils. Again this week, I continued to use a range of strategies to keep the children safe and stimulated outside of the classroom. For example, I prewarned the children, set expectations and boundaries, discussed rules and behaviours, and helped contribute to a risk assessment and plan for the school trip. (1a, stage 1).
2	Promote good progress and outcomes by pupils. This week I took full accountability for children's progress, I used children's past work and analysed what they had struggled on and set up some revision lessons for these subjects. This included a adding and subtracting mixed sums lesson, a numerals to words lesson and a common exception words lesson. When the children completed assessment as the end of the week, the majority of the children had improved in these areas. (2a, stage 1).
3	Demonstrate good subject and curriculum knowledge This week I was asked to teach the children about Corona-Virus and the importance of washing hands properly to keep ourselves protected. I researched engaging was to inform children of how to wash their hands and found the pepper trick. I demonstrated how germs stick to your hands using pepper and water, and then how with soap they rebel. The children found this fascinating and it helped to visually show the importance of proper use of soap. (3b, stage, 1).
4	Plan and teach well-structured lessons. I was able to see the children online homework using google classroom this week. The children seemed keen to log onto google classroom so I took this opportunity to set them homework on google classroom for them to play around with in preparation for the school shutting. The children then knew how to access their work online. (4c, stage 1).
5	Adapt teaching to respond to the strengths and needs of pupils. During this week, I adapted my practise in response to children's needs. For example, as Steven was the only working towards child in the class this week, I Was able to set him

	<p>up with a more difficult task and give him one top one support to access this. He was happy to be challenging himself and showed a great sense of self-achievement afterwards. Also, due to the lack of children, I adapted practice for D.C and said to his TA that he can complete the assessment at any time of the day, as he refused first thing in the morning, but it must be done that day. This was then left to the TA to decide. (5a, stage 1).</p>
6	<p>Make accurate and productive use of assessment.</p> <p>I used the past data this week, to plan revision lessons for English and maths to deepen understanding of subjects where most children lack confidence. This allowed children more time to focus on subjects that they were struggling with and get more independent support. (6c, stage 1).</p>
7	<p>Manage behaviour effectively to ensure a good and safe learning environment.</p> <p>This week, I was lucky to have the opportunity to spend one to one time with the children that were in school. I used this time to discuss what the children enjoyed in school, what they didn't enjoy, what they wish they could learn more about, and what they wish they had more help on. This helped inform us teachers for the end of year report, it also helped me inform my planning, as well as develop my relationship with the child. (7d, stage 1).</p>
8	<p>Fulfil wider responsibilities.</p> <p>This week, on some of my lesson plans, I set my own challenges and made notes of what to differ in the next lesson. I used these notes and went to seek advice from colleagues in order to improve my teaching. I got advice such as, if it is going well, do not cut it short. So, I decided to have a longer science lesson one day because the children were all really engaged and focused. (8d, stage 1).</p>

Reflective Weekly Overview

Name:

Placement week number: 3

PART 1

Teachers' Standards	Please reflect on all Standards that you have addressed throughout the course of this week including the specific targets for improvement. Comment on how they have impacted on your progress. This should then be shared with your mentor, along with agreed specific targets for the following week.
1	Set high expectations which inspire, motivate and challenge pupils.
	B – Maths challenges for every lesson that challenge particularly the GDS pupils. These included working systematically to find missing parts of pictograms and thinking about how to include half a shape as part of a pictogram. I found these challenges really motivated some of the pupils' and they enjoyed the investigative aspect of this.
2	Promote good progress and outcomes by pupils.
	B – Adapting planning slightly for maths sequence of lessons. For example, at the beginning of the week it was clear that they were struggling with the more than/fewer than questions. Therefore, I ensured that this was a focussed teaching point in subsequent lessons – even for children that wouldn't have these included in their guided practise. This resulted in C – Including the success criteria and involving the children in this process on the 'remember' part of the whiteboard. This allows children to refer back to this throughout the lesson, so they are aware of the progress that they have made and their next steps. I have also included particular children from each lesson in the interventions carried out in the afternoon (sometimes by myself and sometimes a TA). D – I have carried out research on the Maths – No Problem! scheme to ensure my understanding and I have found that this scheme is based on research of how children learn using mastery. I plan my lessons using this methodology and my knowledge of the C-P-A approach, linking different aspects of the lesson to promote progression. I have seen an improvement in my teaching of maths from this as it helps me differentiate by the method children use. This can be viewed in my lesson plans.
3	Demonstrate good subject and curriculum knowledge
	B – Carried out research on Read Write Inc after my observation to improve my understanding. I wanted to ensure I fully understood the methodology behind Read Write Inc and how this supports children in their learning of phonics and therefore, their reading and writing. My research helped with this and I feel more confident in my understanding. C – Opportunity to teach a SPAG lesson on contractions which ensured I had a secure understanding of this aspect of punctuation in order to pass this onto the children. Correcting children verbally throughout the day, e.g. "I writ this..." to "I wrote..."
4	Plan and teach well structured lessons.
	A - Improvement of phonics lessons, increasing pace over the course of the week. Adjusting these sessions as necessary whilst trying to remain within the pacy time limit. For e.g. some days children may struggle with a few of the review words (additional sounds rather than the sound of the day) therefore I would change this from Fred in your head to doing special friends then Fred talk and ensuring that these words are reviewed again in the next session to ensure understanding. B – Engaging pupils in the SPAG lesson by getting children to participate in pushing the words together to the form the contractions which in turn made children excited to investigate this punctuation in the next part of the lesson.
5	Adapt teaching to respond to the strengths and needs of pupils.

	<p>A – Differentiating all of my maths lessons appropriately by grouping children into three different levels of ability/attainment. After my initial lesson on picture graphs I decided that most pupils struggled with more than/fewer than questions. Therefore, I decided to make this the teaching focus for subsequent lessons and ensured that my support group would not have to answer these questions as they got to grips with the skills of picture graphs changing.</p> <p>B – I have used a variety of methods to motivate pupils including under-performing groups during the SPAG lesson. These methods include whole class participation and physical manipulation of words as can be seen in my phones and lesson plans.</p> <p>C – After discussions with the CT I was able to understand the different needs of pupils within the class when teaching maths. Therefore, I removed particular questions for my LA group, provided extra support for my MA group when answering particular questions that they found challenging and ensuring that there were appropriate challenges available to children once they had finished their independent work. This meant that all children had work available to them that was appropriate for their needs.</p> <p>D - After discussions with the CT I was able to understand the different needs of pupils within the class when teaching maths. In my lesson plans I have clearly differentiated between three identified groups of pupils to ensure they are supported and challenged appropriately throughout lessons.</p>
6	<p>Make accurate and productive use of assessment.</p> <p>B – Utilised the afternoon TA to provide interventions for children that needed this from the maths work that we had carried out earlier in the day. These children were identified through my own marking and discussions with additional adults that had been working with particular groups. Therefore, necessary corrections were made and pupils would be ready for subsequent lessons without being left behind. Some of these children may then be placed with Caroline on the carpet for the next lesson to provide extra support to meet their needs before they complete independent work.</p> <p>D – Carried out written marking and identified pupils that required intervention in the afternoon and provided this information to the TA. Necessary corrections were made and children had the opportunity to discuss their learning with the adult that was carrying out the intervention. I gave feedback orally throughout the lesson so that corrections could be completed by children immediately. The success criteria are always discussed with children and available to them on the white board to ensure they know what their next steps are.</p>
7	<p>Manage behaviour effectively to ensure a good and safe learning environment.</p> <p>A – Clear expectations were given at the beginning of a writing lesson I taught in which pupils were aware of the amount of work that was expected of them. Children are aware that they will have to stay in during breaks to finish work that they choose not to complete in the lesson. From this I was able to act decisively and keep Daisy and Tommy in as they had chosen to ignore these expectations.</p> <p>B – Beginning to use the framework in place for Harvey in which he is given pom poms which represent minutes he will then be given in the TIS room. For all other pupils I understand that they can be given table points, smiley faces and the loss of golden time to manage their behaviour. Positive praise is encouraged in the hopes that other pupils will follow.</p> <p>C – Plans put in place before the lesson was carried out which anticipated Jack and Harvey requiring an additional adult to monitor their behaviour and engage them in retelling the story as this is something they often find difficult. This meant that they were able to participate in this and remained on task.</p>
8	<p>Fulfil wider responsibilities.</p> <p>B – Meeting with the SENCO to discuss her role in general, including how she looks at the whole school as well as individuals and the things they have in place within school to meet the needs of some of these pupils. I was also able to discuss any ongoing needs of</p>

pupils within my class and used this to discuss with the CT what processes are currently being tested to manage the behaviour and needs of these particular children.

C – Put into place a small book for the TA in which I include resources that need to go out at certain times, children that need to be focussed on when on the carpet and a group/children to focus on when completing their independent tasks. This will include what I think they struggle with and therefore what she might need to do to support them in this. She then provides verbal feedback at the end of the lesson which I can incorporate into planning if necessary.

D – After an observation was carried out of my phonics session it was clear that my pace had improved and that my next steps would be to ensure I fully understand the methodology behind Read Write Inc and how this supports children in their learning of phonics and therefore, their reading and writing. As a result of this I carried out research of Read Write Inc to improve my understanding and respond to the feedback given.

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In Part 2 reflections should be linked to any other areas of progress, development and achievement.

PART 1

Please focus on your main weekly targets for the past week (usually 3 – 4) and reflect on your progress towards meeting these specific targets. Indicate what your new focus will be for the coming week as discussed with your SBT and or mentor.

Targets from last week:

2b (1) Detailed understanding of pupils capabilities and their prior knowledge.

To achieve this target, I reviewed all the relevant documents on the children in my class, as well as skimmed through their books and saw where the children complete the best/most work. I saw that most children loved when they were able to draw something that they were learning about, so I incorporated drawing into my lesson in a range of ways. For example, if you complete three sentences then you can draw what this would look like and label it.

4d (1) analyse and evaluate the effectiveness of lessons and approaches to teaching.

This week, I took time to look at my lesson plans and highlight what got the children engaged, and what I should make sure I do next time.

7d (1) demonstrate continuously good relationships with all children across the school. (see review)

Targets for NQT:

Stage 1 - 6a. Regularly assess pupils in all relevant subject areas and contribute to moderation meetings.

Stage 1 - 6b. Consistently demonstrate effective use of formative and summative assessment to secure pupils' progress

Stage 1 - 2d. Consistently demonstrate a broad knowledge and understanding of how pupils learn and use this to improve their teaching across the curriculum.

Stage 1 - 2a. Is consistently accountable for pupils' attainment, progress and outcomes.

PART 2

Part 1 Teachers' Standards	Please reflect on any of the Standards addressed throughout the course of this week including feedback from observations, annotations and professional remarks from observations of practice, evaluations of lessons taught and pupil progress. Comment on how they have impacted on professional progress.
1	<p>Set high expectations which inspire, motivate and challenge pupils.</p> <p>Again this week, I continued to use a range of strategies to keep the children safe and stimulated outside of the classroom. For example, I prewarned the children, set expectations and boundaries, discussed rules and behaviours, and helped contribute to a risk assessment and plan for the school trip. (1a, stage 1).</p>
2	<p>Promote good progress and outcomes by pupils.</p> <p>This week I took full accountability for children's progress, I used children's past work and analysed what they had struggled on and set up some revision lessons for these subjects. This included a adding and subtracting mixed sums lesson, a numerals to words lesson and a common exception words lesson. When the children completed assessment as the end of the week, the majority of the children had improved in these areas. (2a, stage 1).</p>
3	<p>Demonstrate good subject and curriculum knowledge</p> <p>This week I was asked to teach the children about Corona-Virus and the importance of washing hands properly to keep ourselves protected. I researched engaging was to inform children of how to wash their hands and found the pepper trick. I demonstrated how germs stick to your hands using pepper and water, and then how with soap they rebel. The children found this fascinating and it helped to visually show the importance of proper use of soap. (3b, stage, 1).</p>

4	Plan and teach well-structured lessons.
	I was able to see the children online homework using google classroom this week. The children seemed keen to log onto google classroom so I took this opportunity to set them homework on google classroom for them to play around with in preparation for the school shutting. The children then knew how to access their work online. (4c, stage 1).
5	Adapt teaching to respond to the strengths and needs of pupils.
	During this week, I adapted my practise in response to children's needs. For example, as Steven was the only working towards child in the class this week, I Was able to set him up with a more difficult task and give him one top one support to access this. He was happy to be challenging himself and showed a great sense of self-achievement afterwards. Also, due to the lack of children, I adapted practice for D.C and said to his TA that he can complete the assessment at any time of the day, as he refused first thing in the morning, but it must be done that day. This was then left to the TA to decide. (5a, stage 1).
6	Make accurate and productive use of assessment.
	I used the past data this week, to plan revision lessons for English and maths to deepen understanding of subjects where most children lack confidence. This allowed children more time to focus on subjects that they were struggling with and get more independent support. (6c, stage 1).
7	Manage behaviour effectively to ensure a good and safe learning environment.
	This week, I was lucky to have the opportunity to spend one to one time with the children that were in school. I used this time to discuss what the children enjoyed in school, what they didn't enjoy, what they wish they could learn more about, and what they wish they had more help on. This helped inform us teachers for the end of year report, it also helped me inform my planning, as well as develop my relationship with the child. (7d, stage 1).
8	Fulfil wider responsibilities.
	This week, on some of my lesson plans, I set my own challenges and made notes of what to different in the next lesson. I used these notes and went to seek advice from colleagues in order to improve my teaching. I got advice such as, if it is going well, do not cut it short. So, I decided to have a longer science lesson one day because the children were all really engaged and focused. (8d, stage 1).

Reflective Weekly Overview – Final Placement

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Name:

Placement week number: 5

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PART 1

Please focus on your main weekly targets for the past week (usually 3 – 4) and reflect on your progress towards meeting these specific targets. Indicate what your new focus will be for the coming week as discussed with your SBT and or mentor.

THIS WEEK

6a/b/c – I have met with my C/T this week to go through the pupil progress meeting steps and we discussed together those children we feel have progressed and where we need to be supporting those that haven't. I made contributions to this meeting from what I have seen in my lessons and this gave my C/T some vital information for her to use in the future.

I planned and delivered a hot task lesson within English and maths this week and assessed the children from this. This information was then given to my class teacher who can use the information in her future planning, and I have used it to inform my planning and teaching for the coming term.

I also have been delivering small times tables tests and spelling tests in line with the schools policies which I have then contributed to the assessment and used the results to inform how I have supported the children the following weeks/days.

2b – I experimented with split inputs this week to break up the lesson and provide a richer learning experience for the children and I have grown more confident in how to use this. I would like to continue experimenting with this so that I can grow even more confident in how I am delivering my lessons, but

also to grow a better understanding of childrens progression and their next steps so that I can support all attainment groups fully.

FIRST WEEK BACK

3a – I would like to look into common misconceptions within the subjects I will be teaching and plan to avoid/expose and address them as they come about. I will use this understanding to create activities which support the correct understanding as to avoid the children getting confused and I will be incorporating parts of the necessary information into my inputs so that I can keep the children recalling what they need to understand.

6a/b/c – I would like to continue to develop my understanding of the relevant ways to summatively assess children, I would like to look close at the Pira/puma assessments that take place so that I can contribute to these and perhaps start to use them while I teach.

PART 2

Part 1 Teachers' Standards	Please reflect on any of the Standards addressed throughout the course of this week including feedback from observations, annotations and professional remarks from observations of practice, evaluations of lessons taught and pupil progress. Comment on how they have impacted on professional progress.
1	<p>Set high expectations which inspire, motivate and challenge pupils.</p> <p>Stage 1, 1a – I have consistently used a range of strategies to create a safe and stimulating environment for the children in a variety of different situations. I have worked with my C/T and the year 5 C/T to organise a trip to the Minack theatre for the children to take part in Shakespeare workshops. I have been involved in the letter of consent organisation and the risk assessment completion. I have also started to organise a trip to the local library for the Year 3s to start off our English learning in Spring term 2 which will give them an introduction to our unit of fables, in which they will have some examples read to them and have chance to look at some other books at the library with fables in. I have grown more confident in leading the organisation of trips like this, and now have an awareness of how they can impact childrens learning and engage them within the unit.</p>
2	Promote good progress and outcomes by pupils.

	<p>Stage 2, 2d – I demonstrated a good understanding of how pupils learn and used this to support all attainment groups in my lessons for maths. I used my understanding of concrete, pictorial and abstract learning to create physical resources for the lower attaining groups to use to help their understanding of money. I also provided abstract problems for the higher attaining groups to use to challenge their understanding and extend it where necessary. This contributed to their fluency of understanding with adding amounts of money and allowed me to get a better overall understanding from each child, even if it was just a baseline.</p>
3	<p>Demonstrate good subject and curriculum knowledge</p> <p>Stage 2, 3b – I have been proactive in developing a critical understanding of the developments in the mathematics subject which I have used to provide corrected resources to help the attainment of all levels within the classroom. Through my lessons on adding amounts of money I used concrete manipulatives to support the lower attainers and abstract problems to support the higher attainers which meant I developed a secure overall understanding within the concept I was teaching. (See lesson plan annotations and reflections)</p>
4	<p>Plan and teach well-structured lessons.</p> <p>Stage 2, 4c – I have set homework and other out of class activities across a variety of curriculum areas which consolidates and extends learning. I have set homework for the children which has asked them to either take their learning one step further and look at it outside the classroom, and I have also asked them to think about a concept that we will be looking at in the coming weeks. I have asked children to think about the physical and human features they can see where they live which links to their topic learning and I have asked them to think about money and coins that they see being used, ready for their maths learning. I have helped them to consolidate their learning through this, but also allowed time for them to work on their learning with the families. (Please see attached examples as evidence)</p> <p>Stage 2, 4c – I have worked with the Year 5 class teacher to fill out the risk assessment document for the school trip I will be attending with my year 3 class. I have been responsible for filling out the letter of consent for parents which I have sent out to both the year 3 and 5 classrooms. I have talked with the year 5 teacher about how risk assessments are usually filled out and what aspects of it are vital. We discussed together to number of adults who will need to be attending and what things we need to organise ready for the trip. I conversed with the administrator who gave me the details of the trip which I used to write the letter to parents. (Please see Letter and risk assessment attached as evidence)</p>
5	<p>Adapt teaching to respond to the strengths and needs of pupils.</p> <p>Stage 2, 5b – I used strategies to support underperforming groups within my English lessons. I had the children working in mixed attainment groupings during their planning time for their calligram hot write. I chose to use this technique so that I could expose the</p>

	<p>lower attaining groups to a higher level of vocabulary and understanding that they may not receive when working in a group of the same ability. From this they created a more in-depth plan for their calligram which they used to help them in their hot write task. This is something I would like to experiment with more to see the effects it can have on those underperforming groups.</p>
6	<p>Make accurate and productive use of assessment.</p> <p>Stage 2, 6a/c – I have a secure knowledge and understanding of required assessment and have made some contributions to moderation meetings. I sat with my C/T during our pupil progress meeting and together we discussed which children had progressed and which children hadn't (if any). We talked about childrens attainment and why their progression is the way it is. (Some children had progressed because their attendance has improved) and we talked about steps we need to take to make sure all of them are being supported and ways we can do this. I have developed more of an understanding of how to assess children in this way and have grown more confident in my understanding of the childrens abilities within my classroom. (See Pupil progress documents attached as evidence)</p> <p>Stage 2 – 6a/b/c – I planned for and lead a hot task in both maths and English and helped to inform my C/T of the results of this to show the childrens progress over the term. From this I developed a better understanding of how the school use summative assessment with their class and how it is used to inform planning for the next term coming. I now have a better idea of what the children know and will be able to use this to inform my planning for next terms English and Maths unit. (please see images attached as evidence)</p>
7	<p>Manage behaviour effectively to ensure a good and safe learning environment.</p> <p>Stage 2, 7a – I have started to narrow down my behavioural strategies with the help of my C/T to do this and gain more control within the classroom. I have started to incorporate certain positive expectations into my use of language when I talk to the children to try and get them to understand what I am expecting of them while they are transitioning and working during my lessons. I have started to ask children to be supermodels of the behaviour and noise level I am expecting of them and this has shown to have some positive effects on their behaviour overall. Although I have grown more confident with this, I still need to improve on my use of language and what behaviours I pick up on within the classroom. I would like to grow more confident in being fully positive apart from where necessary.</p>
8	<p>Fulfil wider responsibilities.</p> <p>Stage 2, 8 a/e- this week I have been proactive in communicating with parents and establishing a positive rapport with them. I have stood at the door at the start and end of the day ready to talk to parents if needed, and I have messaged parents on the class dojo site where I have discussed different things going on in the week. I have talked to parents after school about certain developments in things such as their child's behaviour and their time in the classroom and we have together discussed ways to overcome any issues or expand on things that need addressing. I have invited parents to watch their</p>

children perform a poem which we have been practicing in our English topic this week and they have joined our morning roundabout activities. I am now more confident in addressing the parents as the class teacher and they have often started to communicate with me also. (See images attached as evidence)

Stage 2, 8a – I have consistently contributed to the wider life of the school. I have organised with my C/T and the year 5 C/T a trip to the Minack theatre where the children will be taking part in theatre workshops to do with Shakespeare the Tempest. I have been involved in the risk assessment process and creating the letter of consent which will go home to parents. I have also worked with my C/T to organise a club I will be leading after half term which has involved creating a letter of consent to go home to parents. (please see letters attached as evidence).

Stage 2 – 8a – I have contributed to the wider life and ethos of the school. I have taken part in the FGM and Prevent training in which all the teachers at the school have to take part in and from this now have a better understanding of my role within the two topics and how I can use my position to help avoid or address these if I ever have to. (Please see certificates tagged as evidence).