

## Primary Student 1: Placement 1

Week beginning 10<sup>th</sup> October;

Professional learning foci for this week (refer to the most recent assessments - i.e. Initial Needs Analysis, interim or end of phase profile, or last WPLR)	Reflective comment made in each area, to include comments about how this has impacted pupil progress	Evidence (i.e. pupil books, school experience files, mentor feedback)
Gain further knowledge on how to assess for learning and assess to learn.	I observed multiple lessons all of which include a retrieval process from the previous lesson. This acts as a subtle assessment as these tasks assess the students previous and existing knowledge. The answers the children give to these answers allows me to understand their base knowledge and if they are able to progress in the lesson. This builds on the scaffolding theory of learning.	Evidence of assessment is based on retrieval that can be found at the beginning of every flipchart.  Pupil books

What Professional Learning Activities (PLAs) and taught University-based sessions have you drawn on to support your targets this week?

To include mentor support, subject knowledge development, engagement with other colleagues...

Reflective comment
PLA's in English involving building on previous knowledge and learning through speech were helpful in this process, the idea of constructivist learning was also helpful, as many of the retrieval tasks were done in pair work and this proved to be helpful. Wayne's lecture on assessment was also very helpful as he explained how assessment is not always a formal written test, it can be done by simply asking a question and listening to the children's discussion. He also thought us how important observation is in the assessment process and how it can help the children learn, and let the teacher know if the students understand a topic.

Week beginning 17<sup>th</sup> October

Professional learning foci for this week (refer to the most recent assessments - i.e. Initial Needs Analysis, interim or end of phase profile, or last WPLR)	Reflective comment made in each area, to include comments about how this has impacted pupil progress	Evidence (i.e. pupil books, school experience files, mentor feedback)
Gain further subject knowledge in Math's Key stage 2.	I observed 3 math's lessons delivered by the math's coordinator of the school. The lessons I observed were from a Year 6 class. I noticed that the teacher was very SATs based and his teaching methods were modelled towards the class in that way. The children were constantly reminded to move onto the next question if they did not get the one they were on. The lessons consisted of lots of retrieval tasks and learning through complex questions which built on from the retrieval tasks. The children had access to learning materials however many of them did not avail of them. The teacher used lots of real life questions to keep the children engaged and often used the children's names in the word problems. The children were very interested in math's and got lots of joy from answering complex questions.	

Gain deeper understanding of national curriculum.	To gain a deeper understanding of the national curriculum I had multiple meetings with my mentor in which she explained the national curriculum in each subject for Year 5. My mentor is the head of Year 5 and so she was able to give me greater detail into the national curriculum for that year group. We went through a week by week plan of which elements of the curriculum are going to be taught and how they are going to be taught. I then used this knowledge to help me prepare lesson plans for the up coming weeks. I also observed and talked to teachers in Year 3 and 4, in which we discussed the national curriculum and how it applies to their year group.	
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## What Professional Learning Activities (PLAs) and taught University-based sessions have you

### Reflective comment

I found the numeracy challenge and Gwen and Bal's math tutorials were very beneficial in helping me gain a further insight into Key Stage 2 math. I found that both of these math practices gave me confidence in my math ability and helped me to engage in intensive conversation with the math coordinator in my school. I was able to use specific math vocabulary particularly in algebra and geometry, that enabled me to pinpoint and have more professional conversations with the math coordinator which allowed me to learn more. The math tutorials also helped me to identify specific tasks and question's which the teacher was asking his students and the different pedagogical methods he used to teach his class, which I can practice in my own lessons.

The GPE PLA's regarding national curriculum and also the various subject specific lectures and tutorials, as well as my own prior reading of the national curriculum were helpful in creating a base line of knowledge before talking to my mentor in greater detail regarding the national curriculum. I felt these meetings with my mentor have me a great insight into how the teachers feel about the national curriculum and how it should be thought. I also got a more personal look into how my school delivers the national curriculum. The meetings with my mentor also gave me an insight into which elements of the curriculum are easiest to teach and which elements the children engage more with. This gave me an insight into how the children are engaging with the national curriculum and how I may deliver it in my lessons.

## Week beginning 5<sup>th</sup> December

This week's foci:

Professional learning foci for this week (refer to the most recent assessments - i.e. Initial Needs Analysis, interim or end of phase profile, or last WPLR)	Reflective comment made in each area, to include comments about how this has impacted pupil progress	Evidence (i.e. pupil books, school experience files, mentor feedback)
<p><b>Professional Behaviours (S8 – 'Fulfil wider professional responsibilities')</b></p> <ul style="list-style-type: none"> <li>Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers.</li> </ul>	<p>To achieve this I had to communicate with the TA's and one to one teachers. We talked about how they feel each student learns best and the different pedagogical practices that work best for each student. I then informed them of what the class is going to learning in each class, we then set out goals for each student to help achieve the LO for each class. We also put in place translation support for EAL students. We also discussed timetable issues to identify what times the TA is available. We then created an effective time schedule to support SEND children in different lessons. I feel that both myself and TA's benefit from this as we know exactly when they are needed and they can plan to support each student. I felt the children then benefitted from this also as they were given extra support and were given an extra push to help them along.</p>	<p>Timetable</p>

<p><b>Adaptive Teaching (S5 – ‘Adapt teaching’)</b></p> <ul style="list-style-type: none"> <li>• Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues and pupils to understand barriers and identify effective strategies is essential.</li> </ul>	<p>To help me achieve this I had to examine the classes development charts to help me identify where each child is at. This allowed me to understand each child's capabilities and which children need extra support from a TA. I then planned with TA's which children need extra support and the best ways to support them in the classroom. We decided that placing the children that need extra support together around a table and the TA then provides them extra support during the lesson. I found this beneficial as I found each student was given the support they needed and each student was able to complete the LO. It was also important to talk to my mentor and get her input into which children she feels need extra support and the best ways of supporting them. We also identified that there are big gaps in our students reading ability and to counteract this and give every student the support they need we have increased the number of guided reading lessons and an extra group consisting of the children who need extra support are going to be brought into a separate classroom and given extra support.</p>	<p>Guided reading classes</p>
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To include mentor support, subject knowledge development, engagement with other colleagues...

**Reflective comment**

I found Julie's lecture on SEND children and the different types of SEND children very important. This lecture allowed me to identify the different types of Special Needs children. I was then able to understand these needs more in great detail when I was talking to my mentor and I was able to understand these needs and the best ways to support and teach them. Julie also talked about the importance of supporting these students and including them in every lesson. This is something I try to introduce into my lessons at every opportunity. I also try to promote neurodiversity in each of my classes and highlight that everyone is different and that everyone acts differently, however, these differences need to be celebrated and each member of the school needs to embrace and celebrate these differences. The children with SEND need to know that they are accepted in school and in society.

I have the lesson on EAL students and non English languages very helpful in supporting EAL students. I also found it very beneficial to note that English is not the be all and end all of learning, children should be allowed to learn through their own language and we should support this. We can support these students through translation and providing the texts of the class in their native language. I also find that placing them beside a more knowledgeable other friend that is willing to help them is also very beneficial as they are able to bounce off these students and learn more.