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| **Evidence Bundle Cover Sheet** | |
| **Area of focus**  ie. children achieving mastery in English. Could quote corresponding weekly target. | |
| Look at progress in writing over the course of a two week fantasy story writing unit. Work on weekly target regarding increasing engagement in lessons by all children. | |
| **Focus Group**  i.e. BME , SEND, PP, Boys. | |
| Boys in class 5. | |
| **Rationale for choice**  ie. I observed that I had not planned enough for their deeper learning in the previous week. | |
| Class mentor commented on the lack of engagement of some of the boys during writing sessions. I have observed that my teaching does not engage all of the class. I need to develop my use of modelling and shared writing further. My own coverage of TS 1 needs further development. | |
| **Evidence Included** tick | |
| Weekly target review  Observation sheets  Annotated lesson plans/evaluations  Photocopy of children’s work  Photographs  Data  Interim review | Other targets (ie UWE Teacher of Reading)  Notes  Complementary training |
| **Commentary** | |
| **Children’s progress** to be discussed at following weekly meeting. Are children making expected/exceeding/below expected progress? | |
| From the examples of the boys writing, it can be seen that all of them have made an expected level of progress in their writing with some boys exceeding the expected level. A number of the pieces of work demonstrate development of more structured writing leading to increase clarity. Comparing the cold task to the final pieces of writing, 12/14 boys demonstrated a clearer understanding of the fantasy writing genre with both characters and settings being appropriate for this style of writing. Lesson observations refer to an increased level of engagement of all the children leading to more extended pieces of writing for a good number of children. | |
| **Impact of teaching** on pupils’ progress i.e. what have you done that made a difference. Which teacher standards does this relate to? | |
| TS 6 Used summative data from the previous assessment to gauge children’s current level of progress. Gave the children an unaided ‘cold’ task initially to add to my level of understanding and set specific targets for children within the unit. TS1 Used iPads with ‘Epic Citadel’ fantasy setting app to increase the target group’s level of engagement (all children’s engagement was increased). TS4 made use of modelling at each stage of the writing process which helped children with the writing structure. Use of the ‘Epic Citadel’ app also developed the boys’ sense of setting as they were able to convey a sense of place in a far better way. | |
| **Pupil voice** what the focus group thought of their progress | |
| The focus group reported that they enjoyed the use of the ‘Epic Citadel’ app and that it helped them to write a better setting by allowing them to see the setting and helping them think about better metaphors and similes.  Focus group also felt that their personal targets had helped them to make progress by giving them clear things to improve upon. | |