

by breaking down there targets into language they understand.

Wednesday 25<sup>th</sup> April

Di and I introduced Target setting into class so the students can see and understand what they need to complete by end of term (21<sup>st</sup> June).

I supported the girls in identifying 2 trips 1 they had been on and 1 they are wanting to go on.

They had to

- Identify 2 trips?
- How did they get there?
- What to consider when planning

Jamie - Round 2

1<sup>st</sup> May

Di had designed a new learning Target mat which included

- Attendance
- Punctuality
- Targets
- Own targets

} How can they improve?

and how + when they are going to achieve these.

Within class on Monday I supported H, B+T in setting their own targets H found this stressful as she had to think of her own targets and what she needs to achieve.

As to support I encouraged her to set achievable targets which will benefit her in doing on in term 1 & 2

childcare in September.

Within the new Target setting the 3 B's have been introduced

- Use your brain
- use a book
- ask a buddy.

which seem to be working together, discussing work.  
Wednesday 2nd May

After the new updated learner / target setting mats were introduced yesterday T, S + H were talking and working together asking questions on how to work and do things on word.

• Asking a buddy seems to be working between the

girls as they are engaging with each other and helping one another to complete their work

As support I think learner mats can be exceptionally useful if the students engage and use them.

The idea of the learning mats is to give H, T + S more independence and get them to work individually instead of having support help support them in everything and take a step back to get their confidence to grow in themselves.



look back at the learning mats, get students to

add own targets in themselves.

get the students to cut out learning mats and stick them onto coloured card to make it their own, instead of taking to academie.

Blackboard

OTIA folder - training materials

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11th may

introduced target sheets to the selected students within our group.

on the 1st of may we introduced 3 B's


- ① • Brain
- ③ • Buddy
- ② • Book

Ask a Buddy seems to be working really well within the class as the girls are asking each other for support.

one of their targets was to "Ask a buddy" which we incorporated into lesson's last week.

Asking a buddy is working really well within the group as they are trying to work things out before asking support. Support is there for the girls but by asking ~~for~~ a buddy gives them independence to work together.

T's spelling was really good today and is improving. I was helping her friends with their spellings and

H's spelling was ~~was~~  OK today with few spelling mistakes.

Tuesday 15<sup>th</sup> May

The girls completed their target sheets from 14/5/18.

Di introduced "All about me maths" I supported H with working out her maths by adding numbers together.

H was supporting S by helping her work out spellings.

"Ask a buddy seems to work really well within the E3 class as they are becoming more independent in asking each other or using a dictionary.

At the end of the lesson the girls filled out and in



" At the end of the lesson "

INK: T - helps you understand

H - looking at pictures other than <sup>words</sup>

S - "

WWW: T - Drawing pictures

H - wrote full sentences

S -

EBI T - more Colourful

H - Cut out pictures from books

S -

\* See Attached forms

When writing out H used a dictionary to look up how to spell words "sentences".

I ~~used~~ supported H using a dictionary, H was using 'Book' out of the three "B's"

H Also remembered what EBI stood for off per target sheet. Fab.

wednesday 16<sup>th</sup> may

T, H + S updated their learning mats by making it more personal to themselves by adding colour, post it notes and stickers.

T, H + S had to design their learning mats and add on punctuality + attendance.

(H)

2/5

A - 95%

P - 98%

(T) A: 94%  
P: 97%

(S) A: 98%  
P: 99%

16<sup>th</sup> may

(H) A: 96%  
P: 98%

(T) A: 94%  
P: 96% down  
A

(S) A: 99%  
P: 99%

monday 21<sup>st</sup> may

Since introducing the target setting sheets the girls all seem to be working and helping each other more.

H - now uses a dictionary independently, which seems to be helping her with her spelling, H~~s~~ seems to be recognizing her spelling mistakes, but also double checks by using a dictionary.

The three B's are definitely making the girls work more independent which they will benefit from when going onto level 1.

Since introducing the

"in today's work I will"

are working effectively as  
the girls seem to be  
listening to what they  
have to do, as when they  
are filling out the review  
at the end of the session  
they are all re-caping on  
what the Aims + objectives  
of the lesson is.