Date 17 November 2016

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| **Time** | **Description of lesson or activity**  *(Detail lessons throughout the day.)* | **Student teacher role**  *(Detail your involvement as observing, assisting or leading learning for specific groups. This should be planned by the class teacher.)* | **Comments e.g.**  *To what extent did pupils engage with the learning experience?*  *To what extent was the learning achieved?*  *What would be appropriate next steps?*  *How effective was your contribution to the lesson? How do you know?* |
| **9:00**  **9:15** | Teacher registers pupils due to IWB not working.  Teacher outlines the tasks that the pupils will be doing today.  **SEE MATHS LOG** | O | The children came straight In and sat on the floor waiting for the teacher to register. It was clear all children knew the morning routine and there was little fuss which allowed the teacher to start teaching swiftly.  I believe it is useful to let the children know an outline of the day, it will keep them focused and have an understanding what is going to be expected of them throughout the day. |
| Interval | | | |
| **11:20** | **SEE LITERACY LOG** |  |  |
| Lunch | | | |
| **1:00** | I worked with pupils who had finish writing their letter and took them to the ICT base.  The classroom teacher stayed in the class with the pupils who were not yet finished their writing. | L | I oversaw 10 pupils at a time, who worked in the ICT base. The pupils could play any game on the computer that they wanted. The pupils all enjoyed playing on the computers. Some children played maths games, whilst others made PowerPoints about their favourite things and others used a painting software to create pictures.  .  The pupils seemed to have great fun and worked well as they had the choice of what they wanted to do, therefore stayed on task.  I enjoyed working with pupils and having responsibility, however at times I did find it hard to manage the pupils as they often wanted to show me things or needed help. I found it difficult to help all pupils, whilst keeping boisterous pupils on task. However, from doing this I now have more experience and have learned from it. The next time I am leading the activity I would consider sitting pupils in certain seats rather than giving them free choice. From doing this I could have a group of children who struggle together therefore I can help them altogether, and have the chatty and pupils who often stay off task placed away from each other. This would ensure the best outcome. |