|  |
| --- |
| **Standards Point:** |
| TS1b - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. |
| **Date:** | **Date of your last reflection on this Standards Point:** |
| 19th May 2019 | n/a |
| Next Steps / Targets from last reflection: | Progress / Update: |
| n/a | n/a |
|  |  |
|  |  |
| **Description:** *What are you going to discuss? Is there a particular incident or event that has triggered this reflection?* |
| This TS focuses on differentiation of classwork that fits the needs and requirements of each child. This TS does not focus entirely on academic dispositions such as intelligence in certain subjects, but rather states that a teacher must be aware of other factors that contribute to a child’s learning, such as background, SEND children, physical limitations, EAL and their academic abilities in each subject. Knowing this, when looking at academic differences a child cannot be placed in an overall low ability bracket; their tasks and goals must be set at the level they are working at in each individual subject rather than a blanketed label.  |
| **Analysis** **and** **Interpretation**: *Ask yourself questions about this Standards Point. What are your thoughts on it? What does it mean to you at this point in your training? Have your views altered since your last reflection on this point?* |
| This TS is about more than the academic side of learning and if a teacher is to fulfil this standard to the best of their own ability then they must first know their class and learn from them in order to challenge them in numerous ways to promote their best outcomes. A teacher must be able to be given a class with children from a wide range of backgrounds and be able to treat each one with the same attitudes in order to make sure that each students is getting the most out of their education. These backgrounds could include SEN, EAL, home life issues and a variety of others that could affect the child’s education but TS1b is in place to show that no background should get in the way of progress.  |
| **Evidence**: *What evidence do you have that demonstrates your current attainment against this Standards Point? Describe the evidence and explain* ***how*** *it demonstrates your current attainment. If the evidence is held elsewhere in your Teachers’ Standards Portfolio make sure that you signpost the reader directly to it.* |
| On Phase 1a PP I had a class that had such a variety of backgrounds and dispositions which really gave me a chance to act upon this TS and try to understand what goes into teaching such a diverse class. I had one EAL student but his English was nearly as fluent as the rest of the class so although he was classed as EAL on paper, myself and his peers did not treat him any differently and he progressed as well as one could hope at his age. There were numerous cases of vulnerable or disadvantaged children in my class. These ranged from divorced parents, to parents in prison and it did affect the children in question. Despite the fact that some children were being academically pressured by these factors, I set targets that I knew they were capable of even if they did not think so. By allowing them access to help from myself, the CT or TA they were able to see that they were able to complete the targets set for them. |
| **Impact and Outcome**: *What have you learned? What further skills, knowledge, understanding or attitudes have you developed? What will the impact be on the learning and development of the children with whom you work?* |
| I have learned how to deal with differentiation in such a diverse class. I now know the importance of differentiation when planning lessons and setting targets because those with factors affecting self-esteem, the completion of a difficult target can boost their confidence immensely and promote good progress in the future.  |
| **Next Steps / Targets:** | **Action Plan**: |
| Get to know the class as soon as I arrive.  | By understanding the backgrounds and dispositions of each student in the class I will be able to plan around these to produce individualised lesson plans that take each child into account.  |
| Lesson Plan differentiation | When writing up lesson plans, write targets for specific children that may need further differentiation in order to promote the best outcomes from each child.  |
|  |  |