

Di  
Round 2

- evidence of work by together (Teacher & SSA)

MONDAY 14<sup>th</sup> MAY

Feel like today was a more productive day as we got back onto the module that they are supposed to be learning about

Completed a recap after breakfast club.

Only 3 learners in HS, TH & SH. (3 of the most dedicated & they want to be at college)

Barbara & Jamie were the SSA in the class.

With it being such a small group new/different or perhaps un-noticed and more subtle behaviours are starting to show

BH



## In today's work I will...

Identify Healthy & Safety .....  
Considerations Planning a trip.....  
.....

## Review - At the end of the lesson:



I didn't know you had to bring  
spear back pack for extra clothes.



I made my own list.....



Takes could of been broken down  
for me.

HS was silent.  
Actually looked like she  
had gone into a "mood".  
Just stares into space.  
Asked again and asked if  
she was okay - no reply.  
This behaviour was almost  
rude like - just felt  
blanked - was she thinking?

Anyone helped ~~Her~~ HS out?  
& TH as always did.  
(OMG!! - why had I not  
seen this before?? - we  
just do too much for  
her)

TH normally jumps in  
with answers even when  
they are not directed at  
her & needs to be told  
to ssh - & because we

did this HS wouldn't speak  
Fear?

Didn't know answer?

Mood?

Going teach me a lesson  
for picking on her first?

Or had SSA stepped back & exposed <sup>her</sup>

She has been loafing for  
so long & now the group  
is smaller she has been  
exposed.

Completed discussion &  
once started HS has  
joined in and was able  
to expand on some ideas  
& items raised & could  
jump on the back of  
others - but not answer herself

Set the target for today  
on Catherine's sheet but

Army day on afternoon  
So we did not get the  
review done & therefore  
left for today

Tuesday 15<sup>th</sup> May

Recapped & reviewed the session yesterday where they had made a list following / during class discussion → before moving on I got them to review the lesson (Reviewed on yesterday's target sheet)  
Following these I put some music on

TH said I would have liked music on & HS put the same (Copied again?)

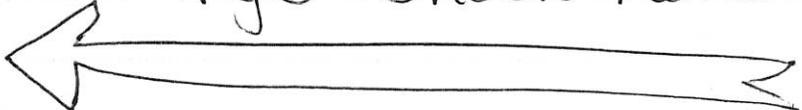
SH said she would have liked task breaking down more - asked her about this but she said she knew what she was doing now — the

answers on this sheet did help plan the rest of the session

For today's session I got them to fill in another target slip

"Create a picture mind map of all the health and safety aspects you need to consider when planning a trip"

Target Sheets here



This follows the list they made yesterday and they needed to use the information for their picture mind map.

Trinity Hodgson



## In today's work I will...

Create a picture mind map of...  
health and safety aspects you need to...  
consider when planning a trip

### Review - At the end of the lesson:



Have you understood more about going away?



Drawing my pictures



Put more ~~words~~ colours on it

Sadie



## In today's work I will...

Create a picture mind of map of all the health and safety aspects you need to consider when planning a trip.

### Review - At the end of the lesson:



looking at pictures helps as well as words.



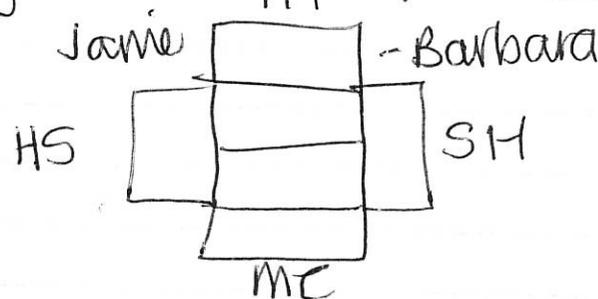
The pictures ~~at~~ I drew.



~~Put~~ Put more colour on my picture.

asked everyone if they understood the task before we started. All three said yes.

The room had to be organised so learners could not sit together & TH HS & SH were



SH & HS were therefore opposite and then HS could not copy. I ensured Jamie & Barbara (SSA) were sat between.

HS struggled to start & told Jamie she didn't know what to do, & reminded of 3 B's. HS

decided to ask SH who told her what she was drawing — HS then draw a phone too, when I asked HS why she ~~had~~ drew a phone she did not know and admitted SH had one. HS then needed a lot of prompting and supporting questions to ~~sh~~ get her to consider why she would need to take her phone on holiday & why would it be a safety consideration.

She initially said she didn't know, but by breaking the questions down further she realised why.

Jamie had to work hard it appears the HS has built a few tricks to get

others to tell her what to write.

I heard HS saying to Jamie

"But I don't know what to put?"

"How should I start it?"

"What could I put for this"

When HS did not get the answer she wanted she would sit back & not write anything. She would then not acknowledge & ~~go~~ just stare blankly, and did not produce any work until she was given an idea that prompted her to work again.

At the end of the session

I asked learners to  
completed WWW, EBI etc  
Comments on the bottom  
of the target slip.  
TIT & SH did theirs first  
but I removed these so  
they were not on the table  
to be copied.

Again HS needed a lot  
of support from Jamie,  
who had changed her  
support ~~to~~ tactics to  
getting HS to flunk &  
not give her the answer.

HS eventually was able to  
complete as others had  
been packed away.

WEDNESDAY 16<sup>TH</sup> MAY.

Have HS, SH & TH for 1 hour this morning for target setting.

Originally their personal learning mats had become boring & too academic there got large Zip Pockets Coloured Card & let them cut up the sections but create their own by following these aims on the board.

WED. E3 Chibcare

Update your own Learning Mat.

by: > Printing off A3 Copy in Library

> Create your own design colour

> (✓) Tick off and update your

Attendance and Punctuality			
Date	Attendance	Punctuality	How can this be improved
02/05	98%	99%	Turn up to my lessons
16/5	99%	99%	Be on time for my lessons

they were encouraged to add comments - attendance & punctuality

I am working towards	This is how I will do this	Comments on how you have managed this
I will research all the trips you have been on this year & go on (Task 1)	Make a list from what you can remember Share this with a friend and see if you can improve this list	
I will research 3 trip destinations and research the cost and how to get there (Task 2)	From the list above choose three places you have visited On a computer look these places up Write a short description of them Find out what time they open Use the internet to find out how to get there	
I will create a poster of the different health and safety issues you need to consider when on a visit	Read the questions carefully and make sure you understand them Complete as many questions as you can on your own then research others Use your 3 Bs and your Support	we worked together and shared ideas. ✓
I will create a poster to show and identify the health and safety considerations (1.3)	Decide how you will make your poster Consider how to make your poster appealing Use all the information you have collected on your questionnaire discuss it	Drawings and writing is easier when using loose of writing. ✓
I will be able to tell the 24-hour clock.	I will practice at home on how to understand what the hours mean after it passed 12 o'clock. I will also practice in lessons once a week.	
I will have my work broken down into simple steps.	This will happen by telling the teachers for them to then break it down into simple steps.	
I will always have my blue overlay for my work as I like it printed on blue paper.	I will have a blue overlay in each of my lessons for me to use with my work.	✓
I will like to pass my English.	I will keep revising for my English exam for me to pass my speaking and listening.	
I will like to pass my maths.	I will keep revising for my maths work to help me pass.	✓

← They were also encouraged to tick off the targets completed & add a comment on how they did this

← trying to get them to think about how they can do complete tasks - for future recognition - so they know how they did it in the past.

When completing this HS could not spell the word "SENTENCES" she was encouraged to have a go but she couldn't & she then asked TH but TH started and Barbara 3SA stopped her & reminded HS that she needed to use

a book first before you ask  
a ~~but~~ buddy. HS not  
happy, but could see  
Jamie, Barbara & I were  
working together. (We were  
in a new room) & HS went  
to get her dictionary.

After ages found the word  
'sentence' was given loads  
of praise for all & the  
other two student.

She had a big smile & was  
really pleased with herself.  
She then shut the dictionary  
and wrote 'sencetens' on  
her learning mat!

←  
We now need to teach her  
that she is allowed  
to copy now!