

Lenguas extranjeras, competencias TIC y métodos pedagógicos innovadores para implementar una educación de calidad.

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JOBSHADOWING SUMMARY
LONDON JULY 2019

New wave Federation Schools

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1.-Schedule.

The working day ranges from 9:00am to 15:30pm, and it is distributed as follows:

Class 3D Timetable 2018/19
Woodberry Down Primary School

Day	Session 1 8.55am - 10.05am	Assembly	Break	Session 2 10.35am - 12.30pm	Lunch	Session 3 1.30pm - 2.30pm	Session 4 2.30pm - 3.30pm
M	Maths			SFA HW SP		Writing	Music
T	Maths			SFA HW DEAR		PSHE/RE	PE
W	Maths	10.05am 10.20am Upper Hall	10.20am 10.35am KS2 Playground	SFA HW SP	12.30pm 1.30pm KS2 Playground	MM IPC	
Th	Maths			SFA HW DEAR		IPC	Spanish
F	Maths			Writing SP		MM IPC	PE

Red Class Timetable 2018/19
Woodberry Down Primary School

Day	Session 1 8.55am - 10.20am	Session 2 10.35am - 11.45am	Lunch 11.45am - 1.00pm	Session 3 1.00pm - 3.30pm
M	RWI DSH	Maths	MM	IEYC
T	RWI DSH	Maths	MM	IEYC
W	RWI DSH	Maths	MM	IEYC
Th	RWI DSH	Maths	MM	IEYC
F	9-9.30 PPA AM DSH (EYE) 9.30-10 Spanish 10-10.20 Storytime (EYE)	10.20-10.45 Music	10.45-11.45 PE	IEYC

Lunch time is from 12:00-13:00pm, and they are organized by dining shifts and by corridors.

Assembly is a time dedicated to meeting students in a salon and talk about the values they want to improve; resilient, focussed, inquisitive and creative and each week students who had excelled in those values are awarded, each teacher proposes to the winners and explains why.

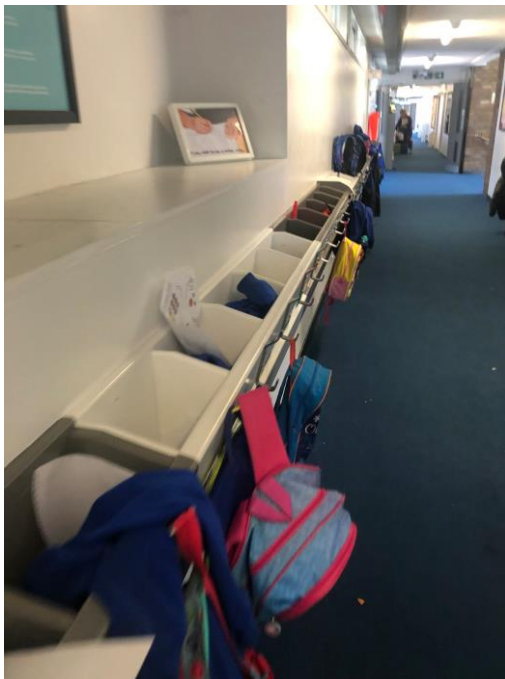
Afternoons are filled with learning based on the current topic. Subjects taught within these topics include Science, Writing, Geography, History, Art and International Mindedness. In addition to these, the children are also taught Design Technology, Spanish, Computer Science and Technology, Physical Education and Music.

2.- Organization of the school space.

On the first day we are received at the reception where there is a counter where all the people who visit the center receive; parents, dealers ... There are also offices where they carry out the administration tasks. There we have to make the entry record to be recognized as visitors.

To access the classrooms and other facilities of the center we have to go through a door with a key that can only open the authorized personnel with a card, in the case of the visitors the door is open at reception by the relevant personnel. We also had to sign in once we arrived to the reception, and signing out when leaving school.

The classrooms are distributed through hallways, in most courses there are line four. Outside the classrooms there are lockers where children leave their belongings and thus free space in the classroom.



Among the facilities of the school there is a space for the little ones, including a park where children can play properly supervised.





In the break area there are different spaces to play and they leave one for reading area





All the halls are decorated with murals, images of the students and motivating phrases related to values and principles of effort and good attitude towards the learning.







3. Students' grouping.

They have 21 classes ,three for each year group from Nursery, Reception to Year 6. There is a maximum of 30 children per class and all classes are mixed ability. Each class has one teacher supported by at least one teaching assistant during most lessons. The students are grouped into five classes(A,B,C,D and E) of about 26 children per classroom,AND WITHIN EACH CLASSROOM, SIX TABLES OF 4-5 CHILDREN FOR EACH ONE IN WHICH CHILDREN WORK IN A COOPERATIVE MODE each table have a name or a color. In the different classrooms you can find students of different nationalities such as Ghana, NIgeria, China, Italy, Romania, etc ...



This is the panel of behavior.



4.- Methodology.

They work collaboratively and in 1st and 2nd when the teacher makes an explanation, the whole group meets on the carpet where a dialogue begins between the teacher and the students. This is a good way for students to change positions and move without disturbing.



After explanation, students go back to their seats and start working together.



Special attention is given to reading. When it is time to read, students are mixed (A, B, C, D, E) and distributed by levels; low, medium and high. At this time the groups change and the students are in contact with other partners. All students work with the same book, and these ones are selected every year.

They work without textbooks, teachers plan lessons together using googledocs to share the work. A mathematical planning, another language ... Teachers of the same level have one meeting a week.

The dynamics are always the same: the teacher explains the lesson and the activity, the students return to the table and the first thing they have to do is get the evaluation sheet, paste it in the notebook, paste the worksheet and start solving the task.

04/07/19

L1: To use bar models to represent addition and subtraction word problems.

Success Criteria	Me	T
I know what a bar model is used to represent.		
I am able to match word problems to bar models.		
I am able to draw a bar model when given a word problem.		

Buttons and Addy compared how much water they drank in a day. Addy drank 1 litre and 750 ml. This was 200 ml more than Buttons. How much water did Buttons drink?

In April Addy and Melvin collected 2 kg and 250 g of cans for recycling. They collected even more cans in May. Altogether during April and May they collected 5 kg and 600 g of cans. What was the mass of the cans they collected in May?

Melvin and Buttons volunteered to collect rubbish from the school field and they weighed their bags at the end. Melvin collected 1 kg and 200 g less rubbish than Buttons. Melvin's bag weighed 1 kg and 600 g. How heavy was Buttons' bag of rubbish?

Melvin was weighing the chocolate drops from his Easter eggs when Addy poured his 250 g bag of chocolate drops into the same weighing scale. The total mass of chocolate drops was 625 g. How heavy were Melvin's chocolate drops?

750 + 200
 950

Monday 24th June 2019
 To write a story - chronological order

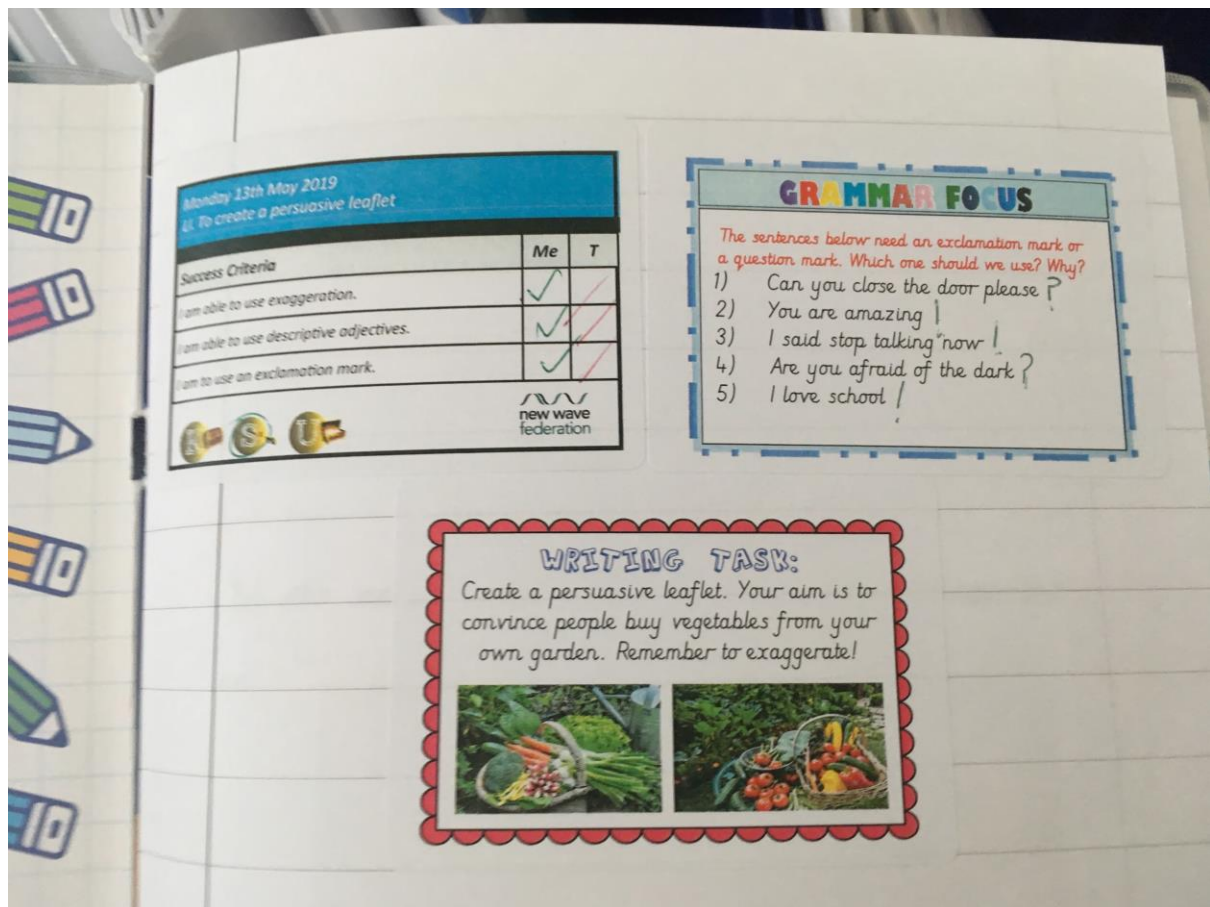
Success Criteria	Me	T
I can write to include facts.		
I can write in the present tense.		
I can write to use a variety of conjunctions.		

GRAMMAR FOCUS
 Add the appropriate conjunction to this sentence.
 I did well in my phonics test because I worked hard.
 On sports day, I did the relay and the sprint.

What types of toys are there?
 What do they look like?
 What can you do with them?

The Coloursall Kogis
 You can play with a toy robot. It is red and orange and very shiny. You can play with it when your brother looks. It will cheer you up. If how you feel sad it will be kind too to you. It is big and very x cheeky. If you are

In this way, let them know what is important and what they have to learn, it is also a good form of self-evaluation.

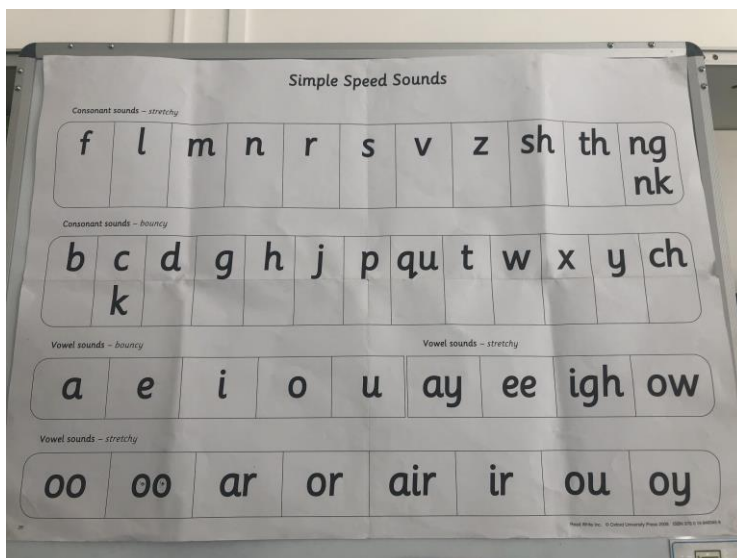
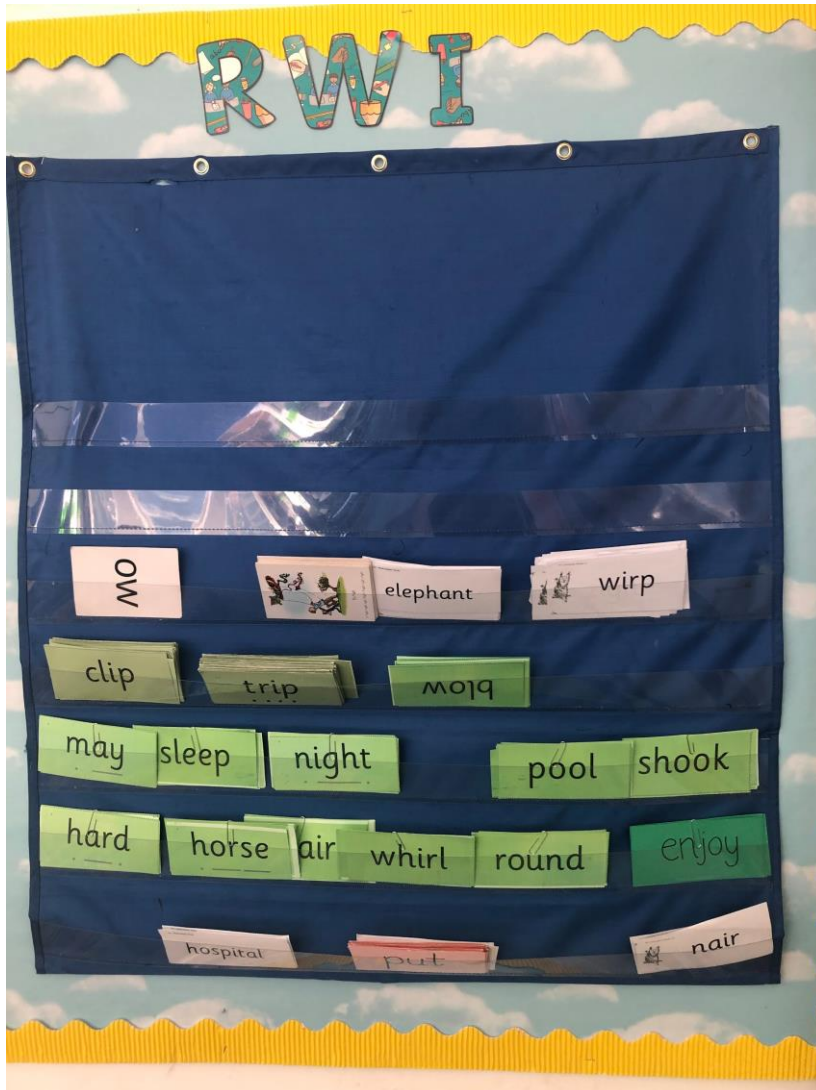


At reception and the first courses dedicate a **daily hour** to:

Read Write Inc (RWI) is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. It was developed by Ruth Miskin and is taught in over 5000 schools in the United Kingdom.

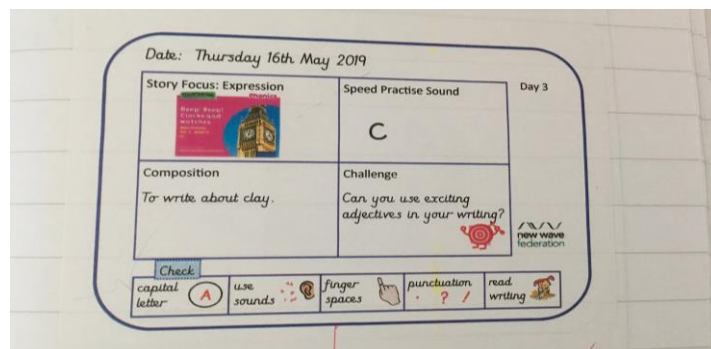
Children are taught to read letters or groups of letters by saying the sound(s) they represent – so, they are taught that the letter l sounds like llllll when we say it. Children can then start to read words by blending (synthesising) the sounds together to make a word.

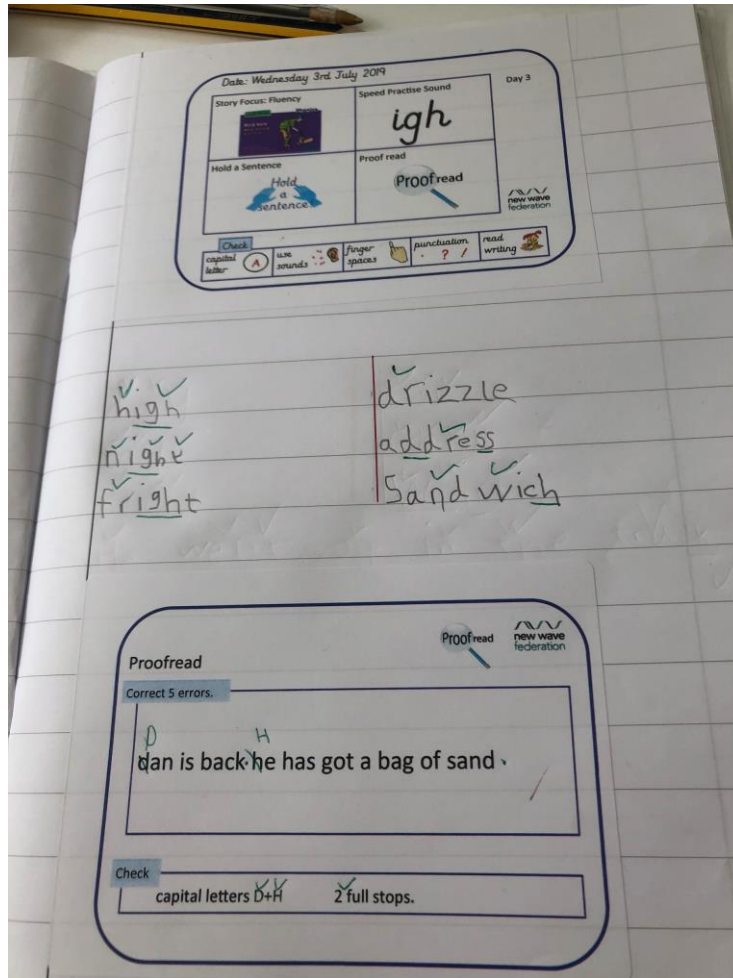
In our opinion, it would be a good idea to incorporate this method into the teaching of the English language in our classrooms.





They use labels to help students to focus their attention on the things they are going to work on this day.

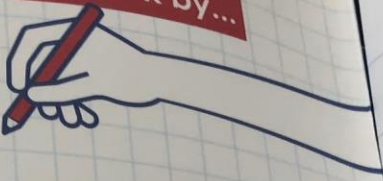


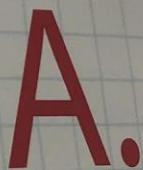



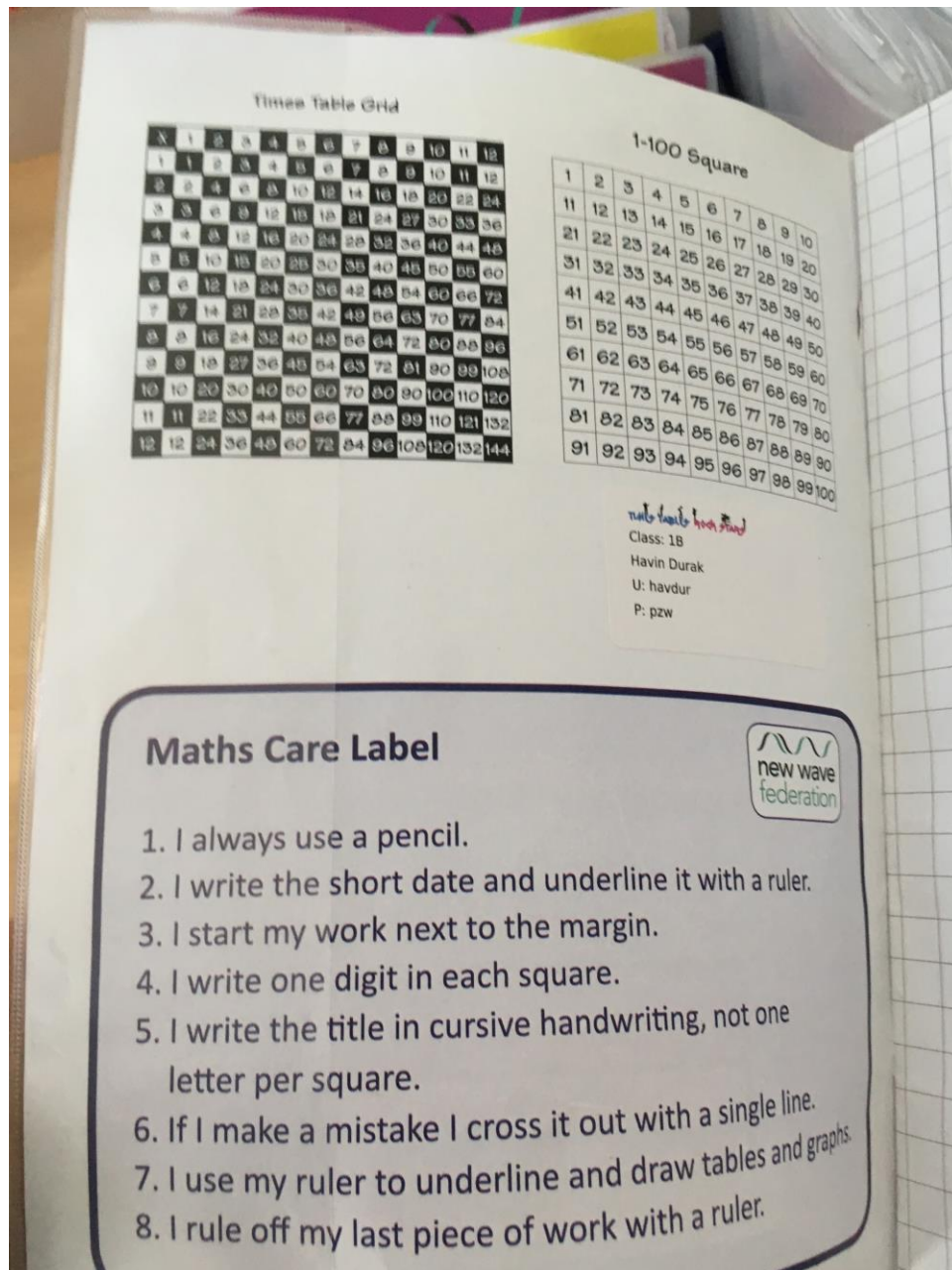


Besides, in the first page of the notebook they have the instructions about how to use the notebook.

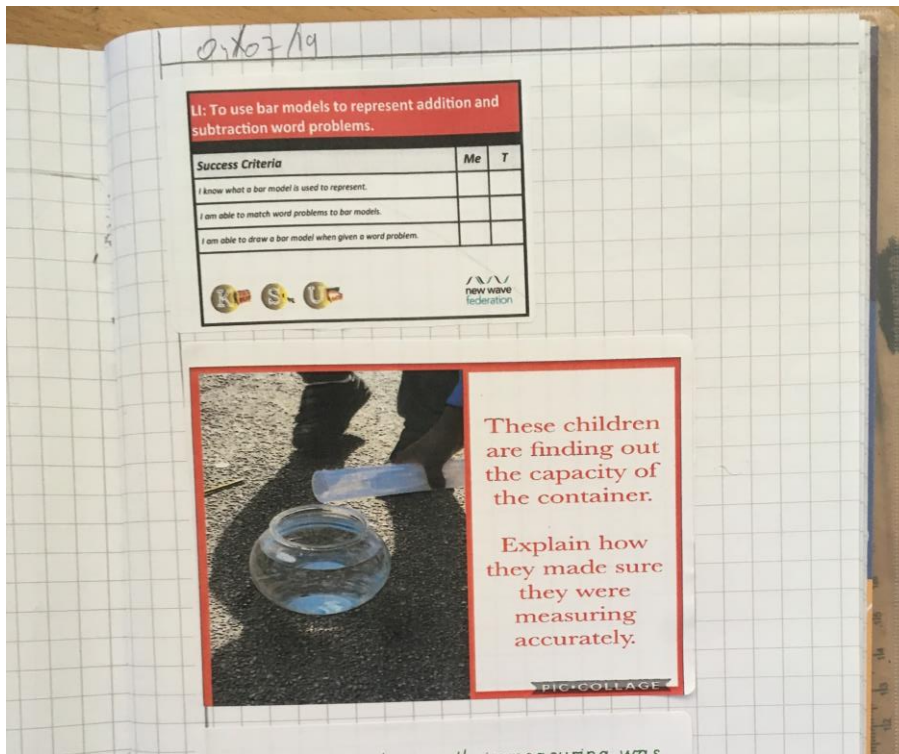


In Reception I care for my book by...

- 1.** always using a pencil 
- 2.** always leaving a finger space between my words 
- 3.** crossing out mistakes with one single neat line 
- 4.** always using a capital letter to begin my sentences and a full stop at the end 
- 5.** always starting my writing next to the margin. 




Sometimes when they make manipulative or practical activities, teaches take photos, which are printed and students stick them in the notebook.



As homework they have to do a diary about a book, and to do it, they write in a notebook following the instructions given and a focus questions to guide the process.

Reading Journal Checklist

- Write three entries per week, one of which will be the answer to the weekly focus question.
- Read daily either on my own or with an adult.
- Ask an adult to sign and comment in my reading journal every week.
- Bring my reading journal and book to school every day.
- Present my reading journal beautifully, using accurate grammar, spelling and punctuation and my neatest cursive handwriting.



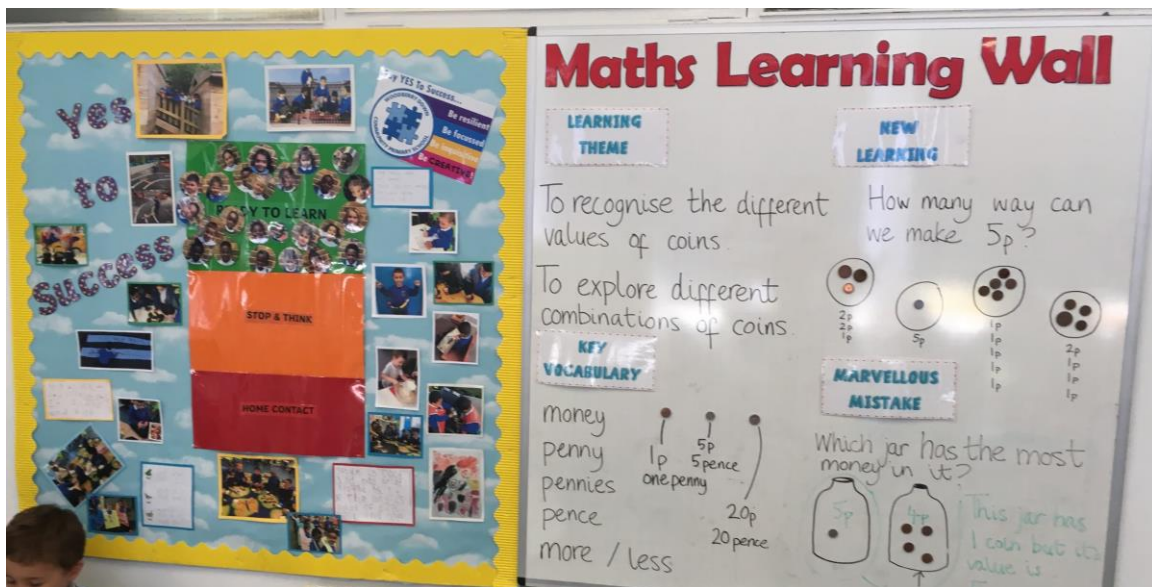
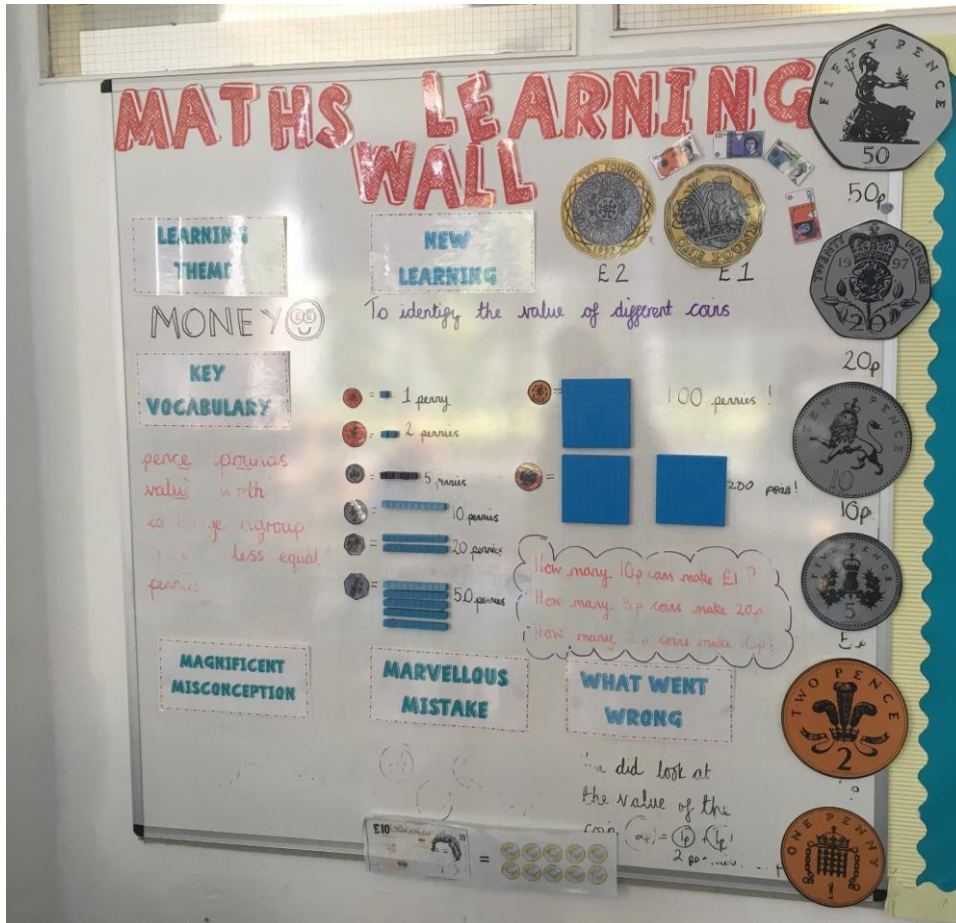
The illustration shows a pair of hands holding a large, teal-colored book open. Above the book, several smaller books of various colors (red, green, blue, orange) and a yellow pencil are depicted as if floating or falling. The background is white with scattered small colored dots.

On the left side of the page, there are two boxes with text: "Why might the impact be different for somebody else?" and "beginning of the book?". On the right side, there is a table with columns for "Date", "Comments", and "Stars".

Date	Comments	Stars
Sh	ca	Lo
Mo		
		☆
Date	Comments	Stars
CR	W	E
	i	
		☆

FOCUS QUESTION Would you change any part of the story? Which part and why?	FOCUS QUESTION Which part of the story is your least favourite? Explain why.	FOCUS QUESTION Which part of the story was the funniest? Find some evidence in the text to support your opinion.
FOCUS QUESTION Which part of the story was the scariest? Find some evidence in the text to support your opinion.	FOCUS QUESTION Which part of the story was the saddest? Find some evidence in the text to support your opinion.	FOCUS QUESTION Which part of the story was the happiest? Find some evidence in the text to support your opinion.
FOCUS QUESTION Which part of the story was the most surprising? Find some evidence in the text to support your opinion.	FOCUS QUESTION If you met one of the characters from the story in real life what would you say to them? Why?	FOCUS QUESTION Suggest an alternative ending for this story.
FOCUS QUESTION Find 5 amazing adjectives in the first chapter or section of your book.	FOCUS QUESTION Think of books you have read recently. Which character would you most like to be friends with? Why?	FOCUS QUESTION Think about books you have read recently. Describe the setting at the end of the story.
FOCUS QUESTION Write an alternative blurb for the book you are reading. Remember to catch the readers' attention!	FOCUS QUESTION Find as many conjunctions as you can in your story. Write a sentence using as many of them as you can.	FOCUS QUESTION Think about another book you have read recently and compare it to the one you are reading this week.
FOCUS QUESTION How does the author make you want to continue reading the rest of the story?	FOCUS QUESTION How did the author hook you into the plot at the beginning of the book?	FOCUS QUESTION Explain the impact that the book had on you. Why might the impact be different for somebody else?

Visual stimulation is very important, and the classroom is decorated with murals with relevant information, works done by students...





Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	me	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
					u	e	i	o
					e-e	y		

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

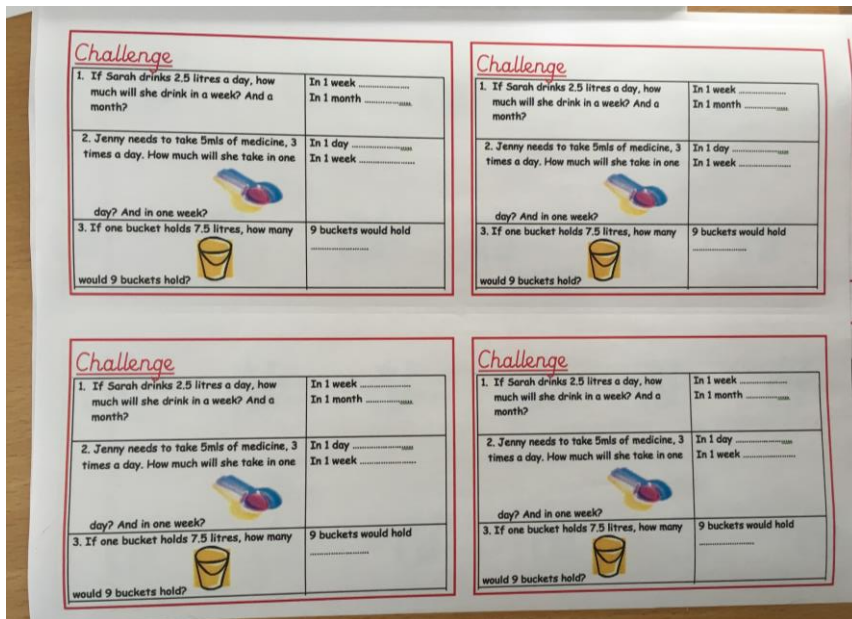
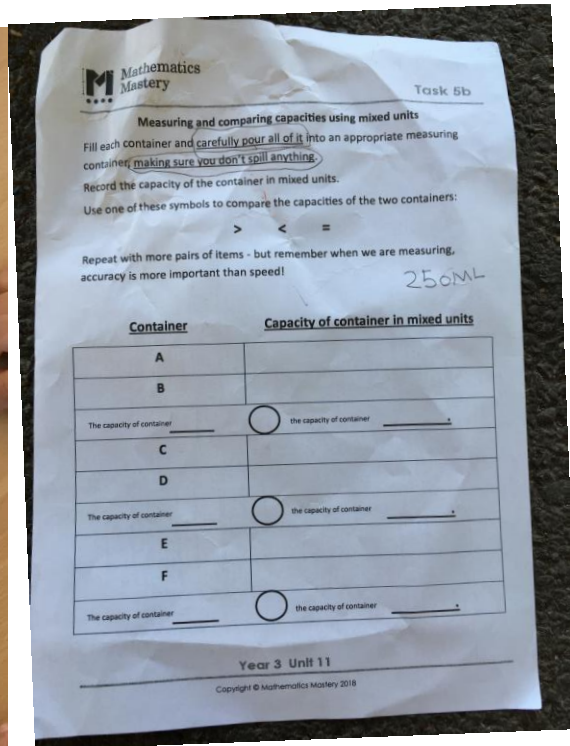
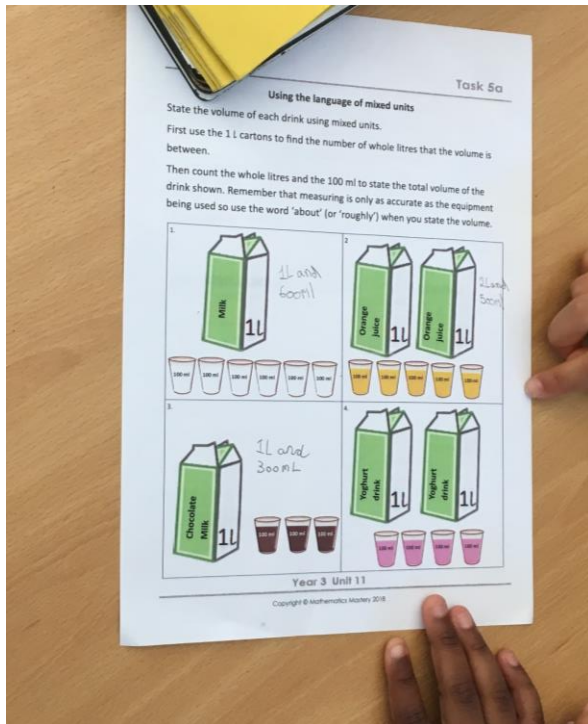


In all classrooms there is a corner dedicated to the library and sometimes they dedicate moments for free reading by choosing the book they prefer.



5.- Materials and resources.

There aren't textbooks. In maths they use a platform called "Mathematics Mastery" which the school is subscribed and the curricula, programming and worksheets are provided by the platform.



The notebooks are the same for all students.



In all classes there are ipads for students and one for each teacher who can share the information with the IDB, take photos, use apps (Pic-collage, Times Rockstars...).

Teachers have the help of TAID (Teaching Assistants) who work with students, order the material, stick sheets into the notebook...

Other professional who works in the school are the nurse, who attend students when they hurt or they are sick.

6.- Relationship with families

At school they give great importance to the relationship with families

When a student is going to enter the school, teachers visit the houses for a first interview, in which they gather information about the student's personal situation. If a student enters the middle of a course, the family can attend the school with the student for a few days in order to facilitate adaptation. The school provides continuous information to families.



Home School Agreement

Good communication between home and school is essential in ensuring children get the right support

The school will;

Inform parents about their child's progress, behaviour and attitude to learning, as well as general school matters and events

Be friendly and approachable, listen to concerns and do the best to help

Those at home will;

Let the school know about anything which might affect their child's work or behaviour
Participate in parent consultation evenings or at agreed times to discuss their child's progress

Promptly inform the school of any changes to contact details

Raise concerns directly and promptly with school.

The pupils will;

Take home letters, notes and reports from school and give them to their parents and carers

Share achievements

Invite their parents to class assemblies and sharing events

Inform their parents if they are worried about anything

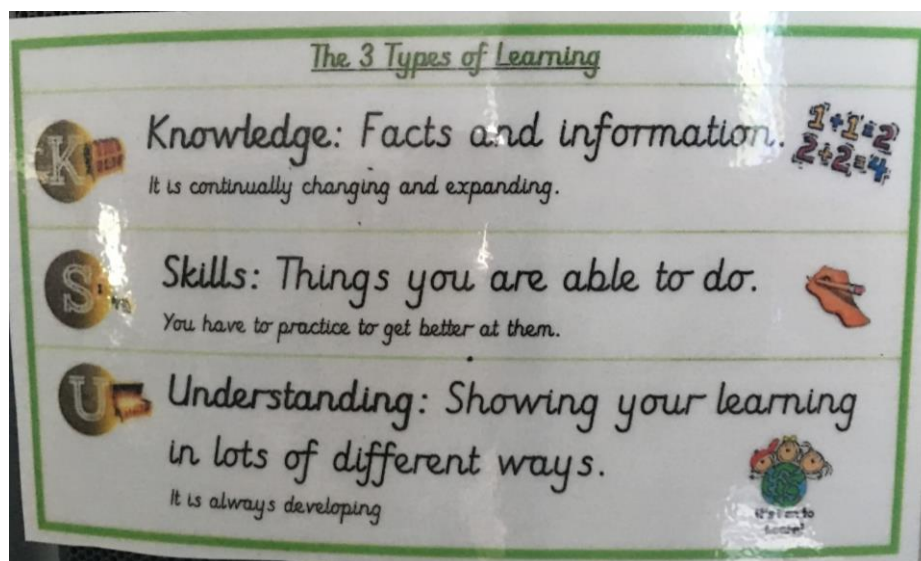
7.- Special Educational Needs

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of need. A range of evidence is collected through assessment and monitoring arrangements, as well as regular formal discussions between the Special Educational Needs Coordinator (SENCO) and the class teachers.

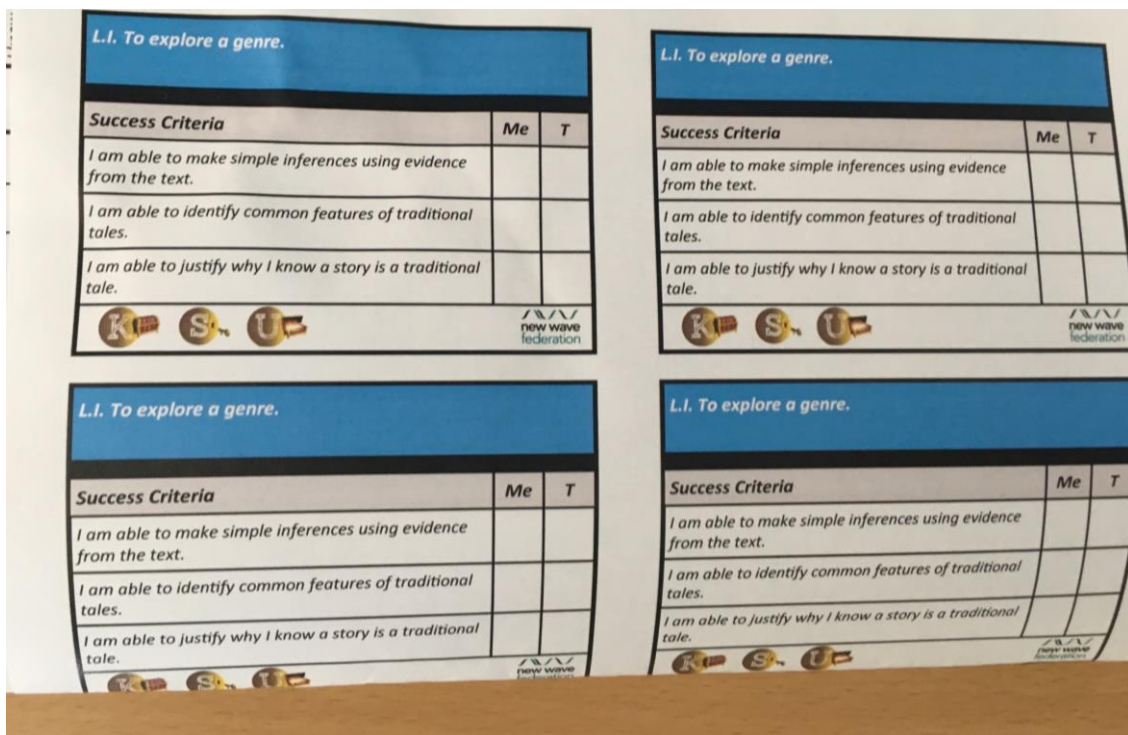
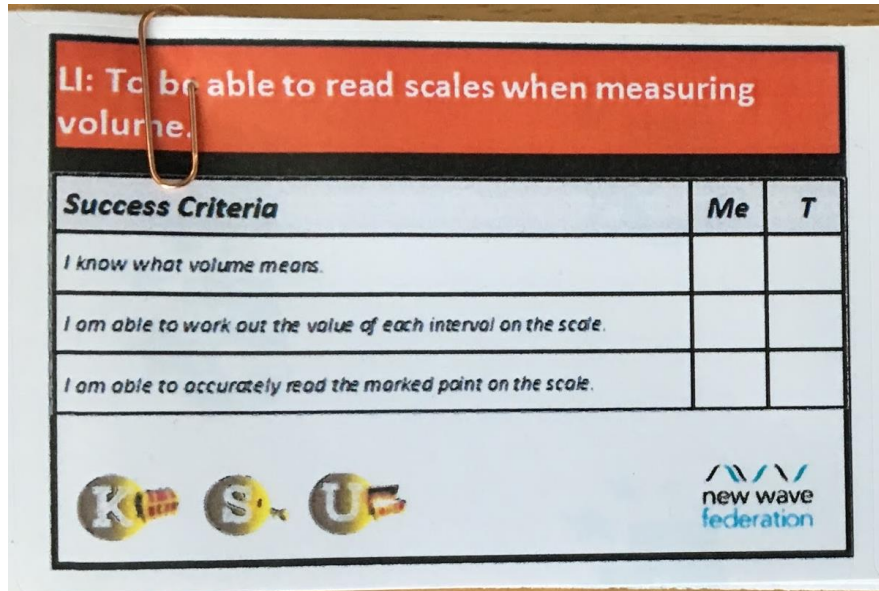
If these suggest that any pupil is not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENCO. Following this, the class teacher and parents/carers, work with the SENCO in order to decide if, or how, additional provision is implemented. The Federation use guidelines provided by The Hackney Learning Trust to determine if a child's attainment and/or progress indicate that they should be placed on the SEND register. The New Wave Federation place the child's individual needs at the forefront of any additional provision.

8.- Evaluation.

Assesment is continuous and is done all days throught assesment sheets. Each subject has got a diferent colour :Maths is red, Language is blue,and IPC (sciences) is green. Evaluation is about three types of learning: knowledge, skills and understanding.



In the assesment sheet there are three columns :one is the criteria, second one is the self assessment,and the last one is the teacher evaluation.
 When students finish their work, they have to put in their column a tic about if they have achieved the criteria, P.N.,and if they need to get better ,and a dot if they fail.



Teacher is evaluated too. Once a week, other teacher comes into the class and checks the student’s notebook.
 At the end of the year teachers have to make a final report about each student and the students have to write in their self evaluation.