

# JOB SHADOWING

ST. CATHERINE CATHOLIC PRIMARY SCHOOL AND NURSERY  
LONDON

2019. február 10-16.

# HOGYAN?

- ▶ *A két tannyelvű oktatás új dimenziói* című ERASMUS+ program keretén belül
- ▶ Személyes ismeretség alapján



# MIÉRT?

- ▶ Angol-szász oktatási rendszer
- ▶ Óvoda-iskola közötti átmenet
- ▶ Tankönyv nélküli tanítás
- ▶ Speciális fejlesztések széles skálája
- ▶ Külföldi tanulók integrálása
- ▶ Informatika oktatás

# MIT?

- ▶ Jó gyakorlatok
- ▶ Olvasástanítás
- ▶ Fejlesztőfoglalkozások, terápiák
- ▶ Értékelés
- ▶ Iskolai szabályok
- ▶ Szemléltető eszközök

# Olvasás



# Fejlesztések, terápiák

## Learning support timetable 2018/2019

### Catherine Hall

Mon	Tues	Wed	Thurs	Fri
1.30-2.15 Yr3 Maths five minute boxes	1.30-3.00 Yr 4, 5 and 6 Mathletics groups 4 x 20 mins	1.30-3.00 readers	1.30-2.15 Yr3 Maths five minute boxes	1.30-3.00 Yr 4, 5 and 6 Mathletics groups 4 x 20 mins
2.15-3.00 Yrs 4 & 6 spelling groups	<i>swimming</i>		2.15-3.00 Yrs 4 & 6 spelling groups	

Yr3 maths five minute boxes	Year 4, 5 and 6 mathletics			Yr 4 and 6
Freddie Joanna Freya Archie Grace Izak Lily May	Yr 4 Ava Isla Rico Katie Chidubem Victoria	Yr 5 George Tia Gerard Freddie Kye Natu Piers Tayla Mark Aaron Scarlett Milan	Yr 6 Michael Edith Chloe Leigh Isabel Tyrell	Yr 4 Ava Isla Rico Katie Shannon



St. Catherine's RC Primary School  
Social Skills Session Plan

Date: 4.10.18

Session No. 2

Focus of session:

- good listening
- turn taking.

Activities:

Guess what's in the bag?  
4 step instructions

Materials:

bag and 6 items i.e. water bottle, rubber car, animal paper & pencil

Target child: Pairs

Children: Archie, Simar, Milan, Aaron

Year group: 5

Focus for next session:

Date of the next session planned:

# Tananyag

Monday, 11<sup>th</sup> February 2019.

L.O. To be able to visualize and draw where a shape will be after rotation, reflection and translation.

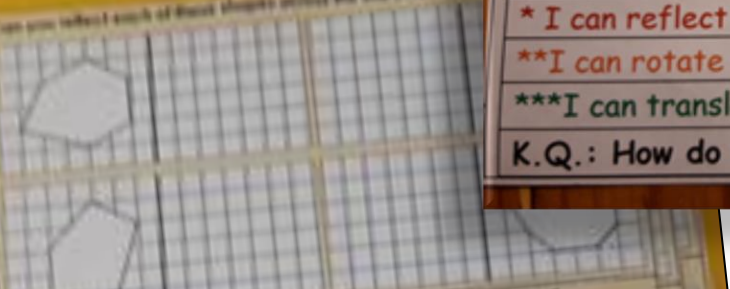
\* I can reflect shapes.

\*\*I can rotate shapes.


\*\*\*I can translate shapes.

K.Q.: How do we visualize shapes?

Can you reflect each of these shapes across the line of reflection?



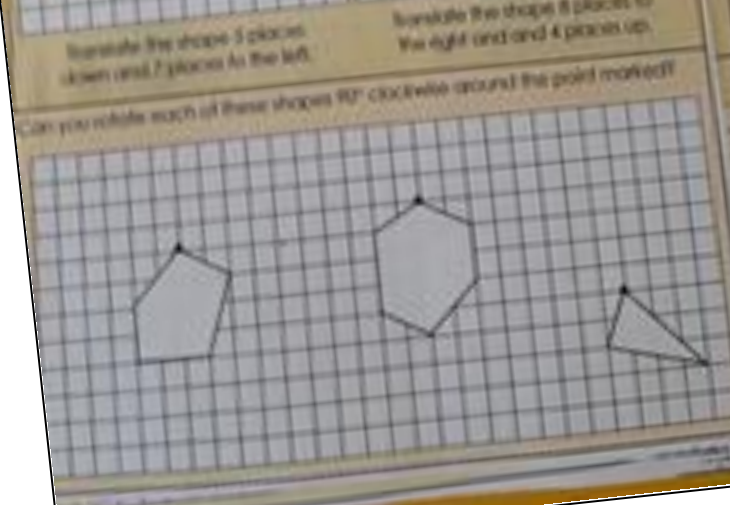
Can you translate each of these shapes according to the description?



Translate the shape 3 places down and 7 places to the left.

Translate the shape 8 places to the right and 4 places up.

Can you rotate each of these shapes 90° clockwise around the point marked?



Date: Tuesday 11<sup>th</sup> February 2019



LO: To write a thank you letter.

KQ: What was your favourite part of the visit to Uxbridge bus garage?

SC:

- \* I can talk about my favourite thing I did or saw.
- \*\* I can write initial sounds.
- \*\*\* I can write words that are phonically plausible.

## Uxbridge Bus Garage







# Szabályok

**BEHAVIOUR STEPS GRID**  
**STEP 2**

**Less Serious Behaviour**  
(Recorded in Class Log Book)

One or More Things an Adult can do

**Support Offered**

a) Persistent Step 1 Behaviour (More than twice in a session)	<ul style="list-style-type: none"> <li>• Class Teacher talk</li> <li>• Rewards for improved behaviour: class rewards/stickers/letter or photo</li> <li>• Individual encouragement</li> </ul>
b) Not responding to an adult's repeated request	
c) General refusal to do anything including classwork	
d) Throwing objects in temper e.g. pens, pencils, books	
a. Less of some or all of playtime in order to write a letter of apology or to complete work/write lines or to complete a Think Sheet after discussion with teacher	<ul style="list-style-type: none"> <li>• Separation from the rest of the class</li> </ul>
b. Separation from the rest of the class	

**BEHAVIOUR STEPS GRID**  
**STEP 4**

**Very Serious Behaviour**  
(Recorded in Class Log Book)

**Action to be Taken**  
By Senior Leadership Team

**Support Offered**

a) Persistent Step 3 Behaviour (four in a half term)	<ul style="list-style-type: none"> <li>• Rewards for improved behaviour: class rewards/ stickers/ certificates</li> <li>• Individual coaching</li> <li>• Circle Time</li> </ul>
b) Throwing dangerous objects	
c) Serious challenge to authority (this includes not responding to a request from a member of SLT or HT)	
d) Dangerous acts of...	
a. Loss of playtimes and/or lunchtimes for two days monitored by teacher or LSA in classroom	<ul style="list-style-type: none"> <li>• Exclusion from the class to another year group for 2 sessions (organised in a meeting)</li> <li>• Step 4 letter to be sent to parents requesting their attendance at a meeting</li> </ul>
b. Exclusion from the class to another year group for 2 sessions (organised in a meeting)	

**BEHAVIOUR STEPS GRID October 2009**  
**STEP 1**

**Irritating Behaviour**  
(Not Recorded)

**One or More Things an Adult can do**

**Support Offered**

a) Wandering about	<ul style="list-style-type: none"> <li>• Class teacher talks with child</li> <li>• Praise for correct behaviour</li> <li>• Certificates/Stickers/ Class Rewards for improvement</li> </ul>
b) Calling out and interrupting in class	
c) Interrupting/annoying other pupils	
d) Ignoring instructions	
e. Planned ignoring	<ul style="list-style-type: none"> <li>• Non-Verbal gestures                             <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Frowns</li> <li>• Finger clicks</li> </ul> </li> <li>• Proximity</li> <li>• Remind children of expectations</li> <li>• Verbal warning with reason (because you did...)</li> <li>• Loss of Golden Time minute</li> <li>• Change of seat</li> </ul>
f) Talking when class asked to be silent	
g) Making silly noises or fidgeting	
h) Pushing in line	
i) Swinging on chairs	<ul style="list-style-type: none"> <li>• Class teacher speaks to parent</li> <li>• Exclusion for one session to another year group (organised by the class teacher)</li> <li>• Letter home to parents by Class Teacher requesting their attendance at a meeting and copy placed on child's file (in office)</li> <li>• If three Step 3 letters are sent in any half term period then an Individual Behaviour Plan must be created by the class teacher and the SENCO given a copy. Teachers must meet parent and child together to discuss behaviour targets and arrange to review after a six week period when it will be decided if the child needs to be added to the SEN register for</li> </ul>
j) Throwing objects	
k) Running on the playground at the beginning or end of the day	
l) Cycling or playing with equipment on the playground at the beginning or end of the day	

**BEHAVIOUR STEPS GRID**  
**STEP 3**

**More Serious Behaviour**  
(Recorded in Class Log Book)

**Action to be Taken**  
By an Adult

**Support Offered**

a) Persistent Step 2 Behaviour (Four entries in a week)	<ul style="list-style-type: none"> <li>• Behaviour Targets set with parents and monitored by parents and teacher</li> <li>• Rewards for improved behaviour: class rewards/stickers/certificates</li> <li>• Individual coaching</li> <li>• Circle Time/social skills group</li> </ul>
b) Running out of school	
c) Leaving class without permission	
d) Extreme rudeness	
e) Comments that are racist or relate to physical disabilities	<ul style="list-style-type: none"> <li>• Class teacher speaks to parent</li> <li>• Exclusion for one session to another year group (organised by the class teacher)</li> <li>• Letter home to parents by Class Teacher requesting their attendance at a meeting and copy placed on child's file (in office)</li> <li>• If three Step 3 letters are sent in any half term period then an Individual Behaviour Plan must be created by the class teacher and the SENCO given a copy. Teachers must meet parent and child together to discuss behaviour targets and arrange to review after a six week period when it will be decided if the child needs to be added to the SEN register for</li> </ul>
f) Intentional spitting at someone	
g) Extreme physical harm to others	
h) Intentional damage to property	

# Szemléltető eszközök

