

School Direct - A Student's Perspective of their placement at Sutton

I would like to express my sincere thanks to you and your team at Sutton-in-Craven CP for an amazing, eye opening and heart touching experience that I had at your school last week. You managed to convert me! I am going to be continuing with my secondary teaching course, however I have spoken to my course leader about some more work in Primary and maybe some help with a transition from secondary to primary teaching in the future. The lovely atmosphere, amazing staff and well rounded and kind pupils have all contributed to showing me that primary seems to be where I want to be right now! (I never in a million years thought I would say that two weeks ago).

If you would have me back, I would love to come and help out at the School whilst I am still on placement.

Lastly, I want to share a part of my primary report that I decided to write to reflect upon in the future when I look back on my placement. This is a rough version so far, but I thought it would be nice to share with you the work I noticed from your pastoral TA. If you like you can see the whole report, but I thought it would be nice to let you know how impressed I was with staff knowledge of every pupil in the school!

"Pastoral Care:

- Teachers (and head) know ALL students well in terms of their home life and personality.
- Pastoral TA knows all students particularly well and is really effective in knowing how to read moods of students and be able to respond to them appropriately.
- One instance with a pupil in Y6 was particularly interesting. The pupil was displaying a negative and angry attitude towards the 'young leaders' jobs was pulled to one side by the pastoral TA, The method of dealing with the problem was by using a stern tone to explain how the pupils actions were wrong, however, this was quickly followed by a really kind, reassuring tone and encouraging comments along with a change in body language from tall and stern, to crouching onto the level with the student. This technique, while letting the pupil know his actions were wrong, also built up the pupils confidence and opinion of his new job. The effect of this was apparent that after lunch in assembly time. The pupil was asked to stand and describe the role, he showed a complete turn around in his attitude towards the role. He has gone from completely reluctant to really enthusiastic about his role.
- I also witnessed staff working with another student from a difficult background. Her use of the 'thumbs up or thumbs down' morning routine allowed the pupil to express how his morning had gone at home, ensure he had eaten and gave him chance to speak to someone about his feelings without needing to step out himself. This level of care was essential and meant that the pupil in question was focused on the lesson quickly and therefore eager to learn, rather than upset, confused or even hungry when entering his lessons. This is all part of staff extensive knowledge of the students backgrounds and personalities, and their dedication to ensuring the comfort of every individual pupil.

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