Class recognition, noise level and task board resource

There are three resources here with the idea that potentially they complement each other and can be used together. However, you may just one to introduce the task board and use with the noise meter or just try the positive recognition board.

The ideas behind this resource is that it gives students a clear understanding of what the social and learning behaviours are in the lesson (these will often change as the lessons and the expectations within these changes), clear guidance in terms of noise level and the conditions expected for different parts of lessons and a chunked reference point in terms of clear micro steps within the lesson.

The digital recognition board

The idea behind this resource is that you are clearly defining the specific expectations of your lesson in terms of both learning and behaviour. A recognition board explicitly advertises the behaviour and learning you expect in your lesson. It is difficult to hold students to account for their behaviour if we have not made our expectations explicitly clear. These will change from lesson to lesson which means this resource is more meaningful for students – recognition becomes stale quickly if you stick to the same things and these are often behavioural (hands and feet to yourself, one voice etc). This isn't to say these aren't relevant and important it is simply they form a range of expectations because our expectations change depending on the lesson and the learning we are doing.

Behaviours for your recognition board

Social behaviours	Learning behaviours (depends on activity)
One voice Speak politely Taking care with resources Following instructions	Show working Adventurous vocabulary Usually specific to lesson and learning

Jonathan Smeeton

The message you send to the students you teach if you use an active recognition system is that you will recognise and acknowledge them positively, publicly (if relevant some students struggle with public praise) and specifically. As this becomes a routine for learning within your classroom it sends a powerful message. Peer nominations (this needs to be managed carefully) can be very powerful and returning to your recognition board as a way of concluding your lesson can be very effective in terms of both clarity and purpose. You may consider icons for reference and even the possibility of students designing them. Icons sheet example included with the resource.

The example below uses icons and it is simply a case of typing the names in. Often a recognition board works better as a separate display so it is visible at all times, names can be easily added etc. As there is some change in every lesson there is opportunity for all students regardless of ability to be specifically recognised throughout the day regardless of ability. Additionally, you will likely need other slides for your activities and learning.

Varied vocabulary and independent writing	Sharing my ideas in discussion
Chris S, Sam, Ryan, Hannah	Helen, Jacob
Speaking politely (students could design icon for this or just write it)	Staying on task
Joshua P	Mrs. Smith, Louise, Tom

This will not solve the behaviour in your classroom but will reduce it. Students will still require private and respectful following up and when using techniques such as scripted responses the recognition board can be very useful 'remember I'm looking for…..' Additionally, this is a resource which is focused on effort rather than achievement, you recognise each student in terms of their individual capacity.

The noise scale

5	Outside playtime
4	Front of class, presentation or acting
3	Indoor voice/group work
2	Whispering/partners
1	silence

This is simply a routine for giving descriptive guidance in terms of your expectations for the section of learning. If you use the class taskboard it is likely that some chunks will be blue, green, yellow etc. This is effective as it not only gives clear guidance it gives you an excellent opportunity to explain why you need the noise to be what you ask for. For example, 'we will be doing one practice comprehension question for 15 minutes I need you to be at 1/green to give you all the best possible chance, for it to feel like the real thing and to really allow you to focus and concentrate.

This is something that could be on display and constantly referred to. Within the taskboard, the numbers and/or colours could be used to give a reminder and non-verbal reinforce as to the expectations.

It can be a useful activity to ask the class what level they think would help them best and why before an activity to enhance the sense of involvement, autonomy and ownership.

Jonathan Smeeton **MIDAS** Meadowfield Inclusion Development and Support **Meadowfield**

Class Task board

Often we may give individual students a task board as a way of improving organisation, supporting working memory, helping them get started and helping seemingly insurmountable tasks feel more manageable. The idea is that this becomes a routine for learning that can support the student's independence throughout the demands of the school day.

Task boards are often recommended to students who lack the skills to manage them, they may not want one because everyone else doesn't and because they are new and uncertain they may be quickly rejected. Students who are introduced to this type of resource often require a significant amount of modelling and repetition. This can be challenging for staff whilst managing the needs of the rest of the class.

Therefore, a class task board may potentially be something to consider as it chunks tasks for everyone and as way of normalising, rehearsing and introducing this to students who you may be thinking of introducing a chunked or work recovery task board to.

It could be potentially filled in by the class teacher or teaching assistant whilst the lesson is introduced as a way of really clearly emphasising the clear steps within the learning.

In the example I have included the noise icons which can be dragged in.
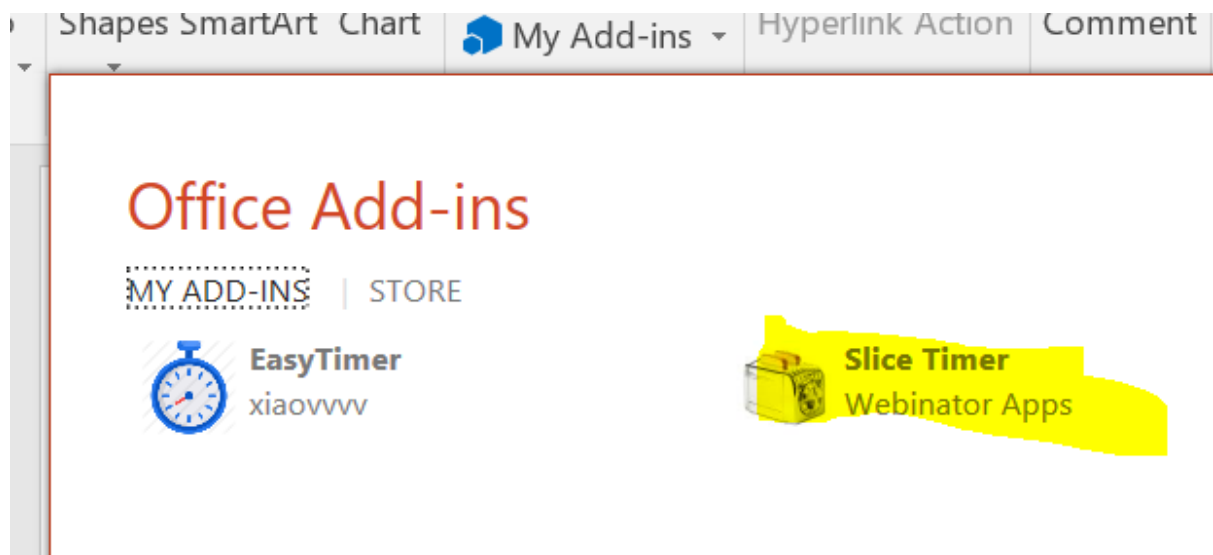
Additionally, you can add a timer within the Power Point for each task by following these steps.

Jonathan Smeeton
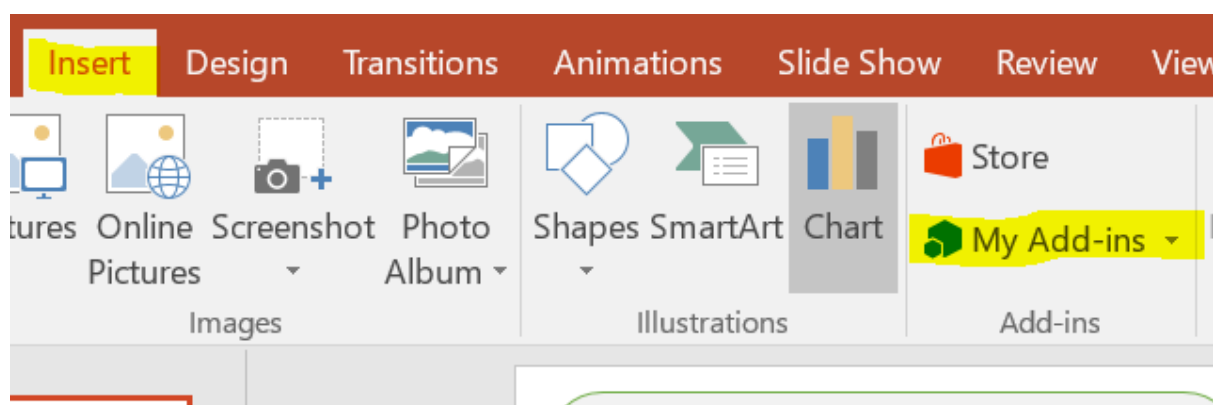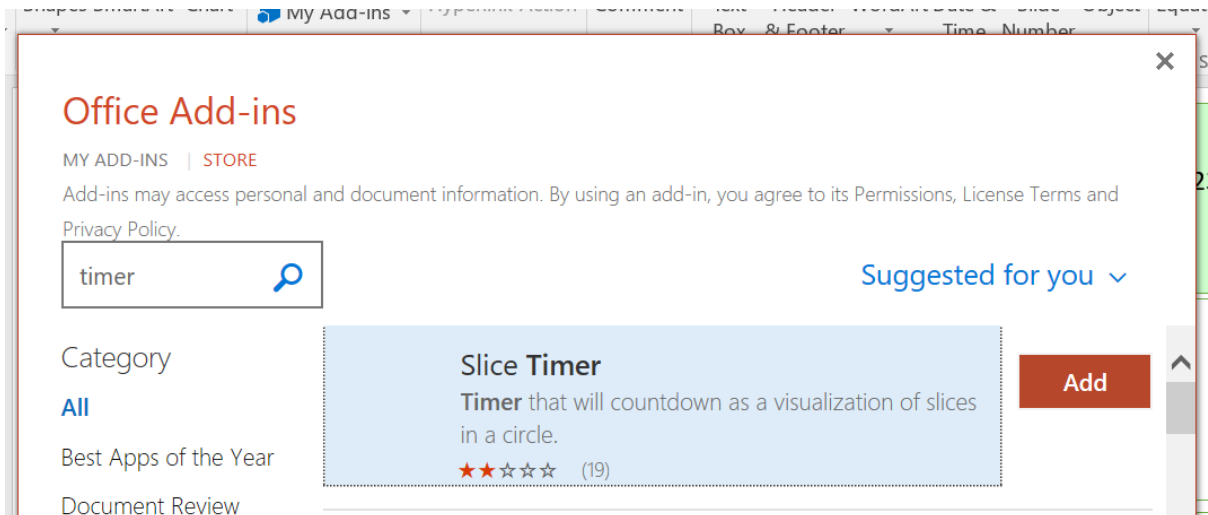
Having looked at this slice timer seems to be the easiest to use. Click add.

Go to my add ins and it will be there

Double click and it will appear

You can then add how long you want. In the presentation simply click to begin countdown.

Jonathan Smeeton

Lesson: English comprehension	Noise level **5**	Equipment: Exercise book, pen, p22-23 workbook	Settings

Task 1: Date title WALT Read pages 22-23 on your own – 10 minutes

Task 2

Task 3

Final Thoughts

Nobody knows your class better than you do. These are simply ideas and recommendations to provide a framework. The reason the resources are digital are so they can be edited and amended to suit yours and your classes needs. Every class is different and one size certainly doesn't fit all! Thanks for reading.

Jonathan Smeeton, STLS March 2020

Jonathan Smeeton

MIDAS
Meadowfield Inclusion Development and Support

Meadowfield