

OVER TO YOU TEACHER EVALUATIONS

"We are LOVING it! Great vocabulary modelled in the video. This prompted good discussion about taking our time to choose the right vocabulary when on to the written element and not rushing it.

The children gave effective feedback to groups today (noting that some needed to go a bit slower in order to build the suspense and that others need to try to think about their expression and body language when they aren't a main focus).

They were excited and engaged throughout including the writing session. All my reluctant writers were focused and on task and have really given it 100%. There's more time to think about making it better (vocabulary/ exploring advanced punctuation) because they already have their ideas in their head before writing. They found the help screen with vocabulary and reminders really useful for chapter one so we wrote our own one for chapter two today.

"I'm wondering if there's any resources similar to Stokelake House available yet. We finished it today and I said something like "Oh do you feel as sad as I do that we're going to finish it today?" They replied "No because then we'll get on to a new one!"

Natalie Marnie

"The video is straightforward with great presentation factor and the children were totally engaged.

It was very helpful from a teacher confidence point of view. The children remembered the details of the scenes and the Help Screens were useful. The music and effects enhanced and it all worked so well in a classroom setting. The Literacy was good and it worked well alongside the practical. The use of the script linked well to direct speech. Very good from a vocabulary transfer point of view, from the practical into the writing." Donna O'Neill

"The story build up was very engaging. The children got into the characters and really enjoyed this aspect. For the teacher the format was simple to pick up and nice to have the teaching input. You put it on, explain the follow up and it becomes from there self-guiding.

The writing that they produced was very good. The thought tapping was a great exercise – it extended the writing giving it more depth. The sections are a good time length for the sitting listening part and then getting into the activity. The word banks very helpful and they highlighted success criteria in themselves." Katrina McIntosh

- I found this resource to be clear and well organised as well as being well-thought through and executed.
- As a teacher I found it useful as it allowed me to lead the drama, give the pupils an example of what I would be expecting from them, while allowing me to show the pupils what character interactions would look like within a drama scene; despite not having another member of staff to interact with in class in this way.
- The videos were clear and easy to use and allowed time to pause for the pupils to create their own drama scenes which gradually built up to complete a full story.
- The teacher guidance notes were very helpful to allow you to pick up from where you had finished your previous lesson and clear timings showed you where they needed to be paused and what the task for the pupils was at each point.
- One of the biggest challenges has been to find appropriate, royalty free, music that I could access in the classroom as having worked with Julie and Louise for a couple of years I can really see the importance of this in helping to build the atmosphere which in turn supports the children to be creative. The Over To You documentation does direct teachers to a good royalty free website and suggests from it the music tracks to use with the resource, although it needs to be downloaded off site as it cannot currently be accessed from Council computers.
- My class this year has taken a while to feel comfortable performing, with many often choosing to opt out of this when it comes to performing for the class, especially if there was been speaking involved. However, using the Park Bench Over to You video allowed us to access mime and this was a very powerful tool in allowing pupils to be more confident in their role, not having to think about what they would say or being heard. Over several sessions it became evident that the majority of the class were keen to perform their mime and it gave us the opportunity to see some very clearly well-developed characters and interactions from pupils we had previously not had the opportunity to see perform. Through continued development, pupils went on to add their own speech and details to the basic Park Bench story as well as working hard to develop a clearly sequenced, written story to accompany their interpretations.

Jessica Barker

The Over To You resource is a great starting point for Literacy that we could develop over time. We have created stories based on the over to you Stokelake house resource. The children's writing had so much more detail in their writing after watching the videos in comparison to beforehand. As part of Park Bench we have been doing art alongside some of the videos. The children have drawn their own characters and then described their personality. The children are enjoying growing their characters and can really see the story develop. I don't think I could do Literacy without having drama beforehand after seeing the difference it can make.

The children got more confident with the activities when they recognised the format and settled into it. Some of the children who were shy and not as confident soon came out their shells as they were able to recognise what was happening and when. The time length between activities is very good- the children anticipate the Over To You! They are not left sitting for too long and there is enough pauses for them to chat and find out what has happened. Fantastic resource from a Literacy point of view. They were immersed and totally hooked into it.

Amanda Carmichael

P7B have completed park bench and have loved it. They have really liked how interactive it is and it created a great stimulus for writing. It has created a wonderful scaffolding for writing (which ties in with Pie Corbett's talk for writing perfectly).

The drama sessions allowed all abilities to be challenged. As a result my class created wonderfully detailed writing and were able to focus on developing their writing techniques through the structure and experiences of drama. The resources are excellent and the children really enjoyed their learning.

Here are a few of the pupil's comments:

"It is a good comedy act - I found it really funny" Hannah

"I like how you added in the speeded up version and I loved how we could do drama online" Kyla

"You have great ideas for drama" Morgan

"I like how you started off with mime then added in speech" Liam

"I can't wait to re-inact the story through my writing. I am already thinking of twists to the story" Darren

Eilidh Mears

"Hi Julie. We've finished all the mime work and I think the children are really enjoying it. They are very attentive watching the video clips. Your explanations of what to do are clear and the class are ready to get on with it when you say and now, it's over to you'. Don't think I've needed to provide additional clarification. It's really successful and the class have been engaged with the drama from the outset."

Audrey MacLeod – Goodlyburn Primary School

“The first Deadeye lesson went really well and was observed by an Education Officer you in West Lothian Council and is a former head teacher as part of the VSE last week. She loved it! She said the lesson/teaching & learning was “very good” with elements of “excellence”. She emphasised the importance of how children need to have experiences to write about rather than just thinking up a story. The Over to You lessons are great for non-specialist teachers like me. They are so easy to follow. Having worked with Louise for a couple of years I’m confident that I know what good drama lessons look like and I know the benefits for the children. Where I struggle is actually coming up with the ideas. Part of that struggle is also time constraints to actually write a script or storyline. The Over to You lessons are perfect as I have you and Louise in the room. I get to do all the supporting teacher bits like demonstrating techniques in role and really getting into the nitty gritty with groups/pairs. The stressful teaching part is already taken care of. The lessons are progressive and it’s clear to see which skills are being covered. The children also love them and I can’t stress this enough. I think I’ve told you before but my P6s consist of 21 boys and 7 girls. I have 2 boys identified with autism and another 3 going through the diagnosis process at the moment. I also have 3 different boys identified as having dyslexia and a girl who has global learning difficulties (she works at around a P2 level for literacy and maths). They are a tough class who are very active, loud and there’s a lot of reluctant writers. They’d just rather be outside kicking a football than sitting down with paper and a pencil. The class hadn’t had specific drama lessons until January this year. Previous teachers covered the outcomes through some games, class assemblies and nativities. As we know this isn’t actually enough but again this highlights a lack of confidence, time and support to teach drama. The difference in my class over these 2.5 months is incredible. They are so confident now and are eager to get into role and give things a go. In the beginning they were very shy when performing, voices were too quiet to hear and some just didn’t want to showcase what they had done. Now every child performs with growing confidence. They have been giving each other feedback such as making sure they face the audience, use a louder voice etc. They came up with the success criteria for our Deadeye lesson after brainstorming what was meant by “improvisation”. (This was another tick from the Education Officer). Using drama really levels the playing field for the children with additional support needs, particularly in the follow up writing lessons. I have found myself redundant at times because every child is “in flow” and I haven’t wanted to disturb them. My dyslexic children have written more than they ever have before and their confidence is through the roof. We’ve been able to focus on specific writing skills such a building suspense, the correct punctuation for direct speech and spelling. Usually children spend so long trying to come up with something to write that there’s no time to actually teach in depth! I just can’t rate the lessons highly enough.”

Natalie Marnie

PUPIL COMMENTS

Pupil C (female) – It was really fun and definitely try it with the other classes.

Pupil A (female) – I liked it because you could see what you're supposed to do and you'd know what to do yourself.

Pupil M (female) – It's good to have this because it's good group work.

Pupil I (female) – I liked how they acted out two different characters each.

Pupil L (female) – I liked how it wasn't confusing, it was clear. It helped to see it.

Pupil E (male) – It made you think you were in a different world.

Pupil R (male) – It's really fun and I think the other classes would really like doing it too.

Pupil C (male) – I remember it's like this....(so no arguing with others in your group.) I like when there's speech and mime. Pupil L (male) – You can work together with them.

Pupil M (female) – If tried with other classes they'd give you a good review. It was really, really good. They showed it how it was. Showed what to do in the scenes.

Pupil O (female) – I liked how in it there was mime and subtitles and speech. It helped you understand drama.

Pupil S (female) – I liked how it wasn't just mime work. It added speech so you knew what they were saying as well.