

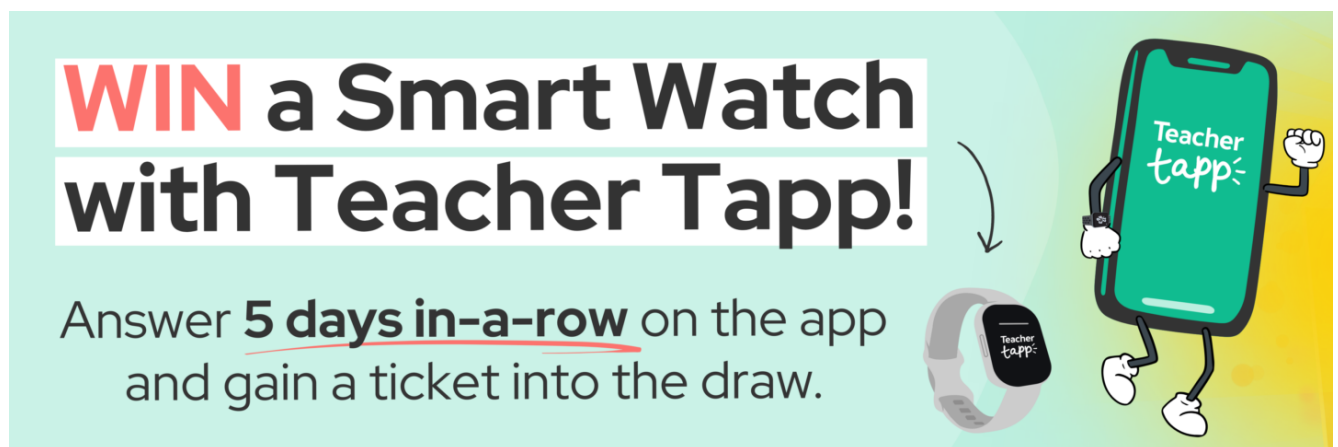
## Behaviour check, must-haves for visualisers plus misconceptions of SEND and AP schools

Hey Tappsters!

Last few days of our latest Teacher Tapp giveaway where one lucky Teacher Tapper will choose between either an Apple Watch Series 10 OR a Garmin Venu 3 📱.

Taking part is easy! All you need to do is tap! Read more about the details of the comp and see the full terms and conditions [here](#).

We'll share the winning ticket codes on our socials, and email the winners too.



But what has Teacher Tapp learned this week? Here are the findings...

### Behaviour check

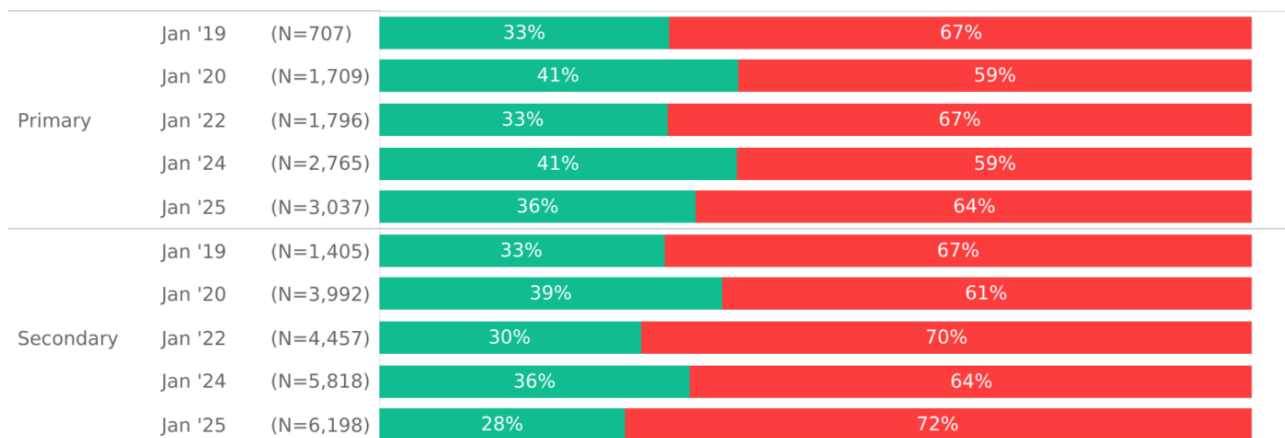
It's January. The weather is awful. Christmas is behind us. The February half term is approximately seven hundred years away. What is behaviour like in your classroom?

36% of primary teachers reported that teaching and learning stopped in their last lesson because of poor behaviour – this is slightly lower than last year (41%) but slightly higher than January 2019 (33%).

A lower percentage of secondary teachers (28%) reported that teaching and learning

stopped in their last lesson in comparison to primary. This is lower than last year (36%) but also lower than before lockdowns in 2019 (33%).

### In the last lesson you taught, was there any time when you felt teaching and learning largely stopped because of poor behaviour?



Teacher responses vary from 2,112 to 9,235, depending on date asked (results weighted to reflect national teacher and school demographics)

■ Yes  
■ No

### Low-level disruptions

While poor behaviour that grinds the whole lesson to a halt is uncommon – low-level disruptions are seen far more often and plague almost every classroom.

What counts as low-level disruption? It could include answering back, chatting when told not to, taking mobile phones out, sighing or displaying signs that you're unwilling to work, humming or tapping for attention. All of these sorts of behaviours make teaching really tricky, and teachers really fed up.

Primary classrooms are more likely than secondary classrooms to contain low-level disruptions – however, they're less likely to experience significant differences between those in areas of affluence and deprivation.

In fact, inappropriate chatting is slightly more likely to happen in more affluent classrooms (64% vs 61%) as is swinging on chairs (53% vs 50%). However, some behaviours are more frequently reported in primary classrooms in disadvantaged areas: sighing or unwillingness to work (38% in most deprived vs 32% most advantaged) and making noise to gain attention (like humming or tapping) 57% vs 51%).

Over in secondary, things are different. The level of affluence or deprivation has a greater impact on results: every single type of disruption is higher – at the most inappropriate calling out with a seventeen percentage point gap (47% vs 30%)

## Think about the last lesson you taught. Did any of the following types of disruption happen?

	Primary				Secondary			
	Q1 Affluent (N=575)	Q2 (N=685)	Q3 (N=684)	Q4 Deprived (N=631)	Q1 Affluent (N=1,582)	Q2 (N=1,417)	Q3 (N=1,107)	Q4 Deprived (N=944)
Inappropriate talking/chatting	64%	65%	65%	61%	60%	65%	65%	66%
Inappropriate calling out	55%	51%	56%	56%	30%	39%	42%	47%
Sighing or other signs of unwillingness to work	32%	34%	33%	38%	32%	40%	43%	46%
Disruptive fidgeting	62%	59%	62%	64%	32%	35%	40%	42%
Making noise to gain attention (e.g. humming, tapping)	51%	52%	54%	57%	26%	35%	38%	39%
Swinging or rocking on chairs	53%	48%	51%	50%	27%	34%	38%	37%
Answering back	26%	27%	28%	28%	17%	24%	28%	28%
Using a mobile phone			0%	0%	9%	10%	14%	13%
None of the above happened	8%	10%	8%	8%	24%	19%	16%	14%

Question answered by 9,013 teachers on 21/01/2025 (results weighted to reflect national teacher and school demographics)

## Visualisers – a teacher guide!

The visualiser might be that rare piece of edtech that actually delivers the promises it makes...the majority of teachers had visualisers they could use in their classrooms last week (62%), and just under a third used their visualiser in a lesson in September (32%).

But when it comes to deciding which one to buy – what do teachers say are essential features? And what do you need to avoid?

We asked and you told us! Over 1,500 teachers shared their thoughts on their visualiser must-haves – and this is what we learned...

A good visualiser needs to have:

### 1. Quick set up

Visualisers that are simple to set up and don't require complex software are the ones teachers love the most!

### 2. Good Camera Quality

Many teachers mentioned the benefits of having a visualiser with high resolution (4K if possible) with good focus and zoom capabilities.

### 3. Beware the flimsy model!

Avoid models with flimsy, bendy necks that are prone to falling or losing focus – never a good thing with a class full of children watching!

#### 4. Classroom-to-classroom portability

If you need to move about, then look for a lightweight model as they are useful for moving between classrooms.

#### 5. Check what compatibility you need first

Before you make an order, be sure to check what connection you need for your classroom set up. Usually you will need USB, but also don't forget to check which school systems it needs to work with.

#### 6. Go big or go home

If you are going to be using anything larger than A4 under the visualiser, then teachers recommend checking if the model has A3 coverage – this is ideal for displaying larger worksheets or textbooks.

And if you haven't got a visualiser...

If the budget won't stretch to a visualiser, there are alternatives! Many teachers said they had found a workaround with their phones or tablets.

"Phone app and an old phone. Then it's wireless at a fraction of the price and works great for what I need."

Other teachers also mentioned NOT wanting to use a visualiser, and instead preferred taking still photos.

"I don't like using visualisers. We use iPads to take photos and annotate instead—it's much easier and more interactive for students."

## Misconceptions about Special Schools and APs

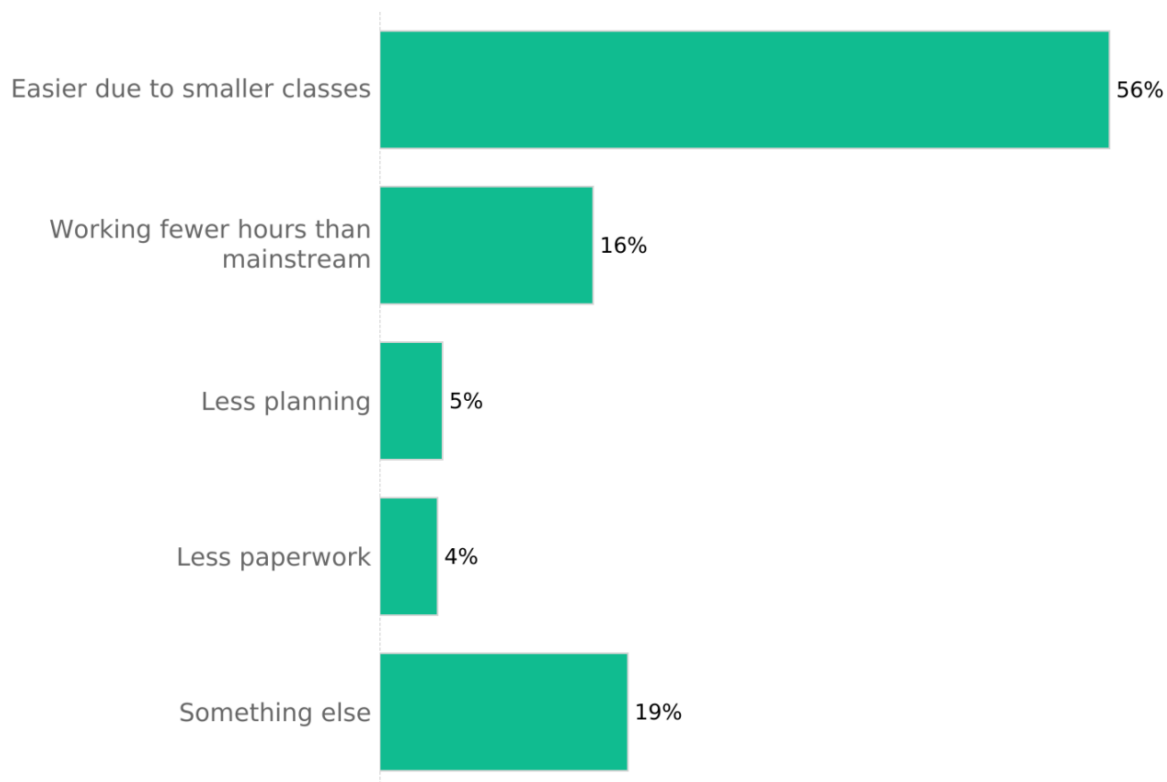
Now, from buying guides to school perceptions!

Special school teachers and Alternative Provision (AP) teachers are an important part of our Teacher Tapp panel. A teacher in a special school got in touch, and wanted us to ask about what teachers in SEN and AP schools felt were the biggest misconceptions people held about teaching in schools like theirs.

By far the most common response was that the biggest misconception teachers faced about working in AP or SEN was that it was "easier due to smaller classes" (56%). Next was that you work "fewer hours than mainstream" (16%).

But 19% said it was something else! If you work in a SEN or AP school and have a question you would like us to ask – please get in touch! You can contact us either via the app using 'contact us' in settings, or by emailing [enland@teachertapp.co.uk](mailto:enland@teachertapp.co.uk).

## What is the biggest misconception about teaching at a school like yours?



Question answered by 227 teachers on 22/01/2025 (results weighted to reflect national teacher and school demographics)

## Ups and Downs

### On the rise ■■

Secondary teachers receiving positive feedback – There has been a little bump UP in the number of teachers who say it is "very true" that people at work tell them they are good at what they do! Whoohoo! 43% UP from 39% in 2018.

### Heading down ■■

Primary toilets in good working order – Unfortunately, fewer teachers are reporting that their toilets are "clean and in good working in order". The number of teachers who strongly agree is now 16% DOWN from 23% in 2019.

## Daily Reads

This week our most-read blog was all about [saving money](#)!

Have you seen a great blog you think would make a great daily read? Let us know by emailing [england@teachertapp.co.uk](mailto:england@teachertapp.co.uk) and we will check it out!

