

**Primary PGCE (QTS)**

**School Experience Expectations and Directed Tasks**

**Stage 1**

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**Primary PGCE School Experience Expectations and Directed Tasks**

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| **Partnership Values: Aspiration. Collaboration. Leadership.*** Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching.
* Collaboration across the Partnership to meet local and regional needs.
* Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders.
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# **Introduction**

This Booklet provides an overview of the expectations for both the School Mentor and the Trainee during School Experience. It has also been designed to provide a link between content delivered at the Centre (University and/or Delivery Partner) and practice in school.

Whilst the Trainee will be expected to take the lead in organising their own professional learning, we expect School Mentors and class teachers to be involved in the process. This will be through the facilitation of observations and dialogue; providing feedback and target setting; co-planning and evaluating; ensuring access to relevant resources and monitoring ongoing engagement with the big questions.

The Directed Tasks themselves are not meant to be box ticking exercises. They reflect the key knowledge that Trainees need to complete each specific stage of their training The tasks relate closely to the entitlements of the Initial Teacher Training and Early Career Framework (ITTECF) and our Core Competencies.

This booklet provides pertinent information that relates to each week of school experience. It includes:

* An overview of the Core Competency domain that will be addressed that week,
* The Big Question,
* A reading,
* Expectations for Trainees, class teachers and School Mentors and
* School Experience Directed Tasks.

Each week will be supported by an accompanying Curriculum Connections video that will review expectations and pick up on anything additional that will need to be addressed. A checklist of what is expected to be completed each week and where it is to be filed can be found in the next section of this booklet.

We appreciate that schools work in different ways and if the tasks that we have identified do not fit your school’s way of working, or if you feel there are other tasks that you would prefer the Trainee to complete that link to that domain, please liaise with the relevant Lead Mentor.

The Big Questions have been framed to support the class teacher, School Mentor, and Trainee to think reflectively about the theme for that week. Trainees will record their response to this question in their Development Record.

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# **Evidence Checklist: Stage 1**

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| **Date** | **Competency** | **Required Documentation One Drive** | **Required Documentation to be Uploaded or Completed on Abyasa** |
| **Induction and Orientation**  | **Professional Behaviours** | * Development Record
 | * Contextual Information about your Class or Setting.
 |
| **07.10.24** | **Professional Behaviours** | * Development Record
 | * Pen Portrait of Six Focus children 1
* School Mentor and Trainee Initial Impressions Check. Safeguarding and Social Media Confirmations
 |
| **14.10.24** | **Behaviour Management** | * Development Record
 | * Managing Behaviour Observation Scaffolds x 2
* School Mentor Weekly Observation
 |
| **21.10.24** | **Behaviour Management** | * Development Record
 | * Pen Portrait of Six Focus children 2
* **Record of Performance and Development 1**
 |
| Half term: Please ensure that all documentation is uploaded onto Abyasa in readiness for Check Point 3. |
| **04.11.24** | **Planning and Teaching** | * Completed ITAP Booklet
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| **11.11.24** | **Planning and Teaching** |  | * Completed ITAP Booklet
 |
| **18.11.24** | **Assessment** | * Development Record
* Tracking of 6 focus children
 | * School Mentor Weekly Observation
 |
| **25.11.24** | **Assessment** | * Development Record Completed
* Tracking of 6 focus children
 | * **Record of Performance and Development 2**
 |
| **02.12.24** | **Adaptive Teaching** | * Development Record
* Tracking of 6 focus children
 | * School Mentor Weekly Observation
 |
| **09.12.24** | **Adaptive Teaching** | * Tracking of 6 focus children in maths and English
 | * School Mentor Weekly Observation
* Completion of Assessment Report
 |
| **16.12.24** | **Professional Behaviours** |  | * Completed Development Record
* Tracking of 6 focus children completed and uploaded to Abyasa
* Samples of Planning with photographs of related continuous provision (EYFS only)
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# **Overview of School Experience: Stage 1**

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| **Key Information about this Stage.** Stage 1 provides a guided and supported induction to classroom practice and the primary curriculum which will include: * Four weeks of Centre-based Training, which has been designed to provide a firm foundation for future professional practice.
* Eight weeks of School Experience, facilitated by expert colleagues in one of our Partnership schools.
* Two weeks of Intensive Training and Practice (ITAP), focusing on Planning and Teaching.
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| **Curriculum Coverage** | * The following subjects should be planned and taught:
* English/Literacy (including phonics in Foundation Stage and Key Stage 1)
* Maths
* Science/Understanding the World (EYFS)
* PE (supporting the class teacher or the coach delivering the sessions)/Physical Development (EYFS)

 Trainees should also observe teaching across the curriculum and gain experience of co-teaching as appropriate.  |
| **Planning** | * During Stage 1, the Trainees should plan with the class teacher. They will initially work with small groups of pupils, building up to teaching larger groups and then the whole class as appropriate.
* Trainees should use the University’s lesson planning pro forma for *all* subjects.
* If a published scheme is in use to support planning, Trainees are expected to make the planning their own by recasting relevant information onto the LTU planning pro forma.
 |
| **Pupil Progress** | * Trainees are required to engage in the formative assessment of a group of pupils in English and mathematics.
* At Stage 1 Trainees should be helped by their School Mentor to choose 6 pupils who have a range of abilities and needs.
* One of these children will provide a focus for the Level 7 portfolio.
 |
| **Systematic Synthetic Phonics and Early Reading** | * All Trainees on all programmes are **required** to plan and teach phonics (SSP) at each Stage of training.
* If Trainees are placed in Key Stage 2, they should teach phonics to groups of pupils, either as part of an intervention programme or to a small group outside their age phase. If this is the case, they should teach phonics for at least 2 weeks of this School Experience.
* All Trainees on all programmes should have a formal observation of their teaching of SSP for each stage of School Experience.
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| **PPA***Planning, Preparation and Assessment* | * Trainees are entitled to one half day per week of PPA, where possible with the class teacher. This could be divided into shorter sessions across the week.
* Where a class has a job share teacher, the Trainee should have time with both members of staff to support preparation for the following week.
 |
| **CPD***Continual Professional Development* | * Trainees are entitled to one half day per week.
* This time should be ring-fenced for completing the tasks that are outlined in this booklet.
* CPD time should be in addition to training provided from Delivery Partners.
* Trainees should not use CPD time as additional PPA hours.
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**School Experience Expectations and Directed Tasks**

## **Domain Spotlight: Professional Behaviours (Orientation and Induction)**

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| **The Big Question** |
| **What do you need to know to be a teaching professional?**  |
| **Overview**  |
| In the induction days that start this Stage of School Experience, you should use your time gaining as much information as you can about the class or setting you will be working in.  |
| **Reading:**  |
| Peacock, A. (nd). *Why Teachers Matter.* Early Career Hub. Accessible from [Why teachers matter: My College (chartered.college)](https://my.chartered.college/early-career-hub/why-teachers-matter/) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant Induction and Orientation School Experience Directed Tasks and update your Development Record.You will be asked to: * Begin to build positive relationships with the children and colleagues in your class or setting.
* Under the guidance of the teacher, support groups of learners and begin to note children’s progress.
* Find out about the needs of individual pupils.
 | Watch the Curriculum Connections video for this week. * Ensure that the Trainee has shared their OneDrive folder and you have access to Abyasa Pro.
* Give Trainees access to the documentation they need for this School Experience.
* Talk to them about their Centre-based Training and elicit the data they will need to gather for their Level 7 assignment.
* Support Trainees with their reflections on practice.
* Ensure that the Trainee is aware of what they will be expected to teach as they begin School Experience and that they have access to planning.
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| **School Experience Directed Tasks** |
| **Safeguarding** * As a priority, ensure that you are familiar with the safeguarding policy of your school or setting.
* Find out what the role of the designated officer responsible for keeping children safe in education entails and how can they be contacted.
* Ensure that you know what to do if you were worried about the welfare of a child.
* Find out the routines at the beginning and end of the day to ensure that children enter and leave school safely.

**Getting to Know your School or Setting*** Review the information that is available about the school on their website. Consider what this tells you about the ethos and climate for learning that is created in that school or setting.
* If you are in a faith school setting, make sure that you are familiar with the curriculum for religious education. Make sure that you aware of how collective worship is part of the school day and the way that faith plays a part in all aspects of school life.
* Make sure that you are aware of all colleagues who will support you during your School Experience and what their role is.
* Find out when staff meetings or CPD sessions are. Discuss with your class teacher/School Mentor which meetings you would benefit from attending.
* Find out if there are any additional year group planning meetings that you can be a part of. You will be expected to attend and participate in these.
* Find out about the playground duty rota for any break times and lunch time. Observe your class teacher as they undertake this duty. What does this involve?

**Getting to Know your Children.** * Complete the scaffold overleaf to collate key information about the children you will be working with. You could share this with your Lead Mentor as it provides the contextual information that will help them to support you during this period of School Experience.
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|  **Contextual Information about your Class or Setting**  |
| **Number of children in the class or setting** |  |
|  | **Points to Consider** | **Notes** |
| **Birth Date**  | * *How many summer-born children do you have in your class? (Birthday from 1 April-31 August)*
 |  |
| **Race and Ethnicity** | * *What are the cultural and ethnic heritages of the children?*
* *What are the resources from other places and cultures you will have available to support your teaching?*
* *Which festivals will be celebrated during this School Experience?*
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| **Linguistic Diversity** | * *How many children speak a language other than English at home?*
* *What languages are used and celebrated?*
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| **Multilingual Learners** | * *Do you have any children who are new to English? What are their home languages?*
* *Do you have children who are multilingual learners (at a more advanced stage of learning English)? What are their needs?*
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| **Refugee/ Asylum Seeker Status** | * *How many children in the school/ classroom or setting come from Refugee or Asylum seeker backgrounds?*
* *What do you know about the experiences of these children?*
 |  |
| **Children with an Education and Health Care Plan (EHCP)** | * *How many children in your class or setting have an EHCP?*
* *What are their needs?*
* *What additional support do these children receive?*
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| **Number of children with a recognised additional need (without EHCP)** | * *How many children in your class or setting have other additional needs?*
* *What are their needs?*
* *What additional support do these children receive?*
 |  |
| What are the implications of this information for this block of School Experience? Are there any areas you need to read up about? What support might you need?  |

**Week Commencing: 07.10.24**

## **Domain Spotlight: Professional Behaviours**

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| **The Big Question** |
| **How can you establish purposeful relationships with pupils?**  |
| **Overview**  |
| In sessions at LTU we have considered what it means to be a teaching professional and the behaviours that are associated with this. You have been introduced to the legislation that underpins the role and teacher and the duties that you must uphold as you work with children in the classroom. In your first full week in school, you will continue to form purposeful relationships with the children in your classroom or setting. You will begin to think about what know about them and their lives and how this knowledge can be valuable as you begin to support their learning.  |
| **Reading:**  |
| **EYFS:** James, F (2022) EEF blog: Supporting high-quality interactions in early years [EEF blog: Supporting high-quality interactions in early years | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years)**KS 1 and 2:** EEF (2021) Improving Behaviour in School: Summary of Recommendations [Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1721566117) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant Induction School Experience Directed Tasks (if you have not done so already). Update your Development Record.You will be asked to: * Begin to build positive relationships with the children and colleagues in your class or setting.
* Under the guidance of the teacher, support groups of learners and begin to note children’s progress.
* Find out about the needs of individual pupils.
 | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed Tasks for this week of learning. * Ensure you have all the information that you need to support your trainee this week.
* Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning.

School Mentor and Trainee complete Initial Impressions Check (Check Point 1) this week.  |

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| **School Experience Directed Tasks** |
| **Building Relationships: Your Six Focus children** * With the support of your class teacher/School Mentor, identify 6 children to track across your School Experience.
* The children you choose should have a range of different characteristics and you should reflect careful on who you choose as one of these will be used for your level 7 portfolio.
* Spend some time this week observing them/working with them/playing alongside them during the week and begin to collate a pen portrait of what you notice about each of them (see the pro forma overleaf)
* If appropriate, you should notice the way that they engage in a range of contexts.
* Make sure you only use initials to identify the children.
* At the end of this week, upload the pro-forma overleaf to Abyasa.
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| **Pen Portrait: Observations 1** |
| Talk to your class teacher and identify the six children you will focus upon during this School Experience.Make a note on this table of all that you have learned about them and begin to consider the impact this information might have on your practice (Keep it concise. No more than 200 words on each child) * *You may want to consider: Who their friends are, what they are interested in, their attitudes to different subjects, where they choose to play, if they have any specific needs, the language they speak, their ethnicity, their religion etc.*
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| **Initials of Child** | **Notes**  |
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**Week Commencing: 14.10.24**

## **Domain Spotlight: Behaviour Management**

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| **The Big Question** |
| **What does learning look like in my classroom or setting?** |
| **Overview**  |
| This first full week you will focus upon what behaviour for learning looks like in your setting or classroom. Drawing upon the content of SKAP sessions and the observations you made last week about the context of your class, you will observe expert colleagues in action. You will note how they create a positive climate for learning in their classroom or setting you are placed in and will have the opportunity to plan and deliver and receive feedback on small episodes of learning, practicing some of the skills that you have observed. Please remember to upload your Initial Impressions Check, Safeguarding and Social Media confirmations by the end of this week.  |
| **Reading**  |
| Cambridge International Education Brief (2023): Behaviour for Learning [Education Brief: Behaviour for Learning (cambridgeinternational.org)](https://www.cambridgeinternational.org/Images/692980-behaviour-for-learning.pdf) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations**  |
| **Early Years Foundation Stage** * Each day this week, you will be expected to plan and teach one adult led activity, this could be in tandem with an expert colleague.
* You must present a detailed plan for this activity and evaluate your input, noticing the responses of the children.
* With the support of expert colleagues, understand how your activity leads into continuous provision.
* When you are not engaged in leading your planned activities, it is expected that you will support children in both indoor and outdoor provision. This will include playing alongside your children.

 **Key Stages 1 and 2:** * Plan and teach a minimum of one group or part of a lesson each day. This should be in either maths or English (including phonics) and should be with the support of your class teacher.
* You must present a detailed plan for this activity and evaluate your input noticing the responses of the children to your teaching.
* During your contact time, you are expected to support your children with their learning.
 | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed Tasks for this week of learning. * The class teacher should carry out a **weekly observation** this week which should be uploaded to Abyasa.
* Written feedback and targets should be discussed with the Trainee in the weekly meeting with the School Mentor.
* Trainee to record feedback and reflect on outcomes using the Development Record.
* Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning/resources.
* **The Lead Mentor *may* complete a compliance check this week.**
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| **School Experience Directed Tasks** |
| **Observation of Expert Colleagues*** Across the week, observe *a* ***minimum* of two lessons** delivered by an expert colleague. Use the Observation Scaffold overleaf to help you notice and reflect on what is happening in your classroom.
* *Please note that this is not an opportunity for you to critique their teaching, it is for you find out what informed their choices.*
* At the end of the week, upload your observations to Abyasa.

**The Learning Environment*** In your Development Record for this week, draw a **quick** sketch map of your classroom or setting. Note the resources that you have available and where they are stored and where learning takes place.
* As you create your map Look at any displays and consider what they tell you about teaching and learning in that space.
* As you look around, also think about what the classroom looks like from a child’s perspective. Get onto their level and see what they can and cannot see. Are there any practical implications that you need to consider (like visibility) when you are teaching? Reflect on this in your Development Record.
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| **Early Years Foundations Stage: Managing Behaviour for Learning** |
| Please share this with the colleague that you are observing before the lesson. You should complete two of these scaffolds this week in two different contexts. If appropriate, one of these can be outside of the classroom or setting you are placed in.  |
|  **From the Start** * How do the children arrive in the setting?
* How does the teacher settle them?
* Are there any routines in evidence?
 |    |
| **During Learning** * How does the teacher use their voice to set the tone for learning?
* How effectively does the teacher use their presence (non-verbal communication)?
* Is the activity broken into manageable and meaningful sections?
* Where are the adults positioned during continuous provision?
* How do they engage with children as they play?
* How are transitions between activities managed?
 |    |
| **Addressing disruptions*** Do children behave in ways that require the teacher to intervene to manage behaviour?
* What happens before this behaviour starts?  What does the teacher do? How do pupils respond?
* How intrusive/obtrusive was this intervention?
 |    |
| **At the end*** How is the end of the session signalled?
* How do pupils respond?
* How is the end of the session managed?
 |    |
| In reviewing the observations that you have made and answering the Big Question; you will need to consider the extent to which the teacher: * Made use of the school or setting's systems and processes.
* Gave manageable, specific and sequential instructions.
* Used consistent language and appropriate non-verbal signals for standard classroom directions.
* Used early and least-intrusive interventions as an initial response to low-level disruption.
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| **Key Stage 1 & 2: Managing Behaviour for Learning**  |
| Please share this with the colleague that you are observing before the lesson. You should complete two of these scaffolds this week in two different subjects. If appropriate, one of these can be outside of the classroom or setting you are placed in.  |
| **From the Start** * How do the children arrive in the classroom or setting?
* How does the teacher settle them?
* Are there any routines in evidence?
 |    |
| **During the lesson*** How does the teacher use their voice to set the tone for learning?
* How effectively does the teacher use their presence (non-verbal communication) to set the tone?
* How is the content of the lesson structured?
* How does the teacher check for understanding before a task?
* How are transitions between learning activities managed?
 |    |
| **Addressing disruptions*** Do children behave in ways that require the teacher to intervene to manage behaviour?
* What happens before this behaviour starts?  What does the teacher do? How do pupils respond?
* How intrusive/obtrusive was this intervention?
 |    |
| **At the end*** How is the end of the session signalled?
* How do pupils respond?
* Does the lesson end on time?
* How is the end of the lesson managed?
 |    |
| In reviewing the observations that you have made and answering the Big Question; you will need to consider the extent to which the teacher: * Made use of the school or setting's system of rewards and sanctions.
* Gave manageable, specific and sequential instructions.
* Checked pupils' understanding of instructions before a task begins.
* Used consistent language and appropriate non-verbal signals for standard classroom directions.
* Used early and least-intrusive interventions as an initial response to low-level disruption
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**Week Commencing: 21.10.24**

## **Domain Spotlight: Behaviour Management**

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| **The Big Question** |
| How are routines, relationships and rules used to manage behaviour across the curriculum?  |
| **Overview**  |
| This week we will build upon what you have learned last week about creating a positive climate for learning to focus upon the importance of rules, routines, and relationships in managing behaviour in your classroom or settings. You will have an opportunity to develop your confidence and competence as you lead learning in your classroom or setting.  |
| **Reading**  |
| Bennett, T. (2016). The Beginning Teachers’ Behaviour Management Toolkit  <https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf> |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations**  |
| Complete the relevant School Experience Directed Tasks and your Development Record. **Early Years Foundation Stage** * You will be expected to plan, resource, lead and evaluate one adult led activity per day. This should be with the support of a member of your team.
* You should engage in meaningful interactions that scaffold children’s learning and contribute to the recording of “teachable moments” in continuous provision.
* You should focus your teaching upon Communication and Language/Literacy and Mathematical Development.

 **Key Stages 1 and 2** * Plan and resource one lesson each day. These should be in either maths or English (including phonics).
* You must present a detailed plan for each session and evaluate the impact of each lesson you planned.
* When you are not engaged in leading your planned activities, it is expected that you will support pupils or observe expert colleagues in action.
 | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed Tasks for this unit of learning.* As part of the observation this week, complete the **Record of Performance and Development 1** and upload to Abyasa Pro.
* Conduct a weekly meeting to review the RoPD.
* Support the Trainee in reflecting using their Development Record.
* Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning/resources.
* **The Lead Mentor *may* conduct a compliance check this week.**

*The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance.*  |

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| **School Experience Directed Tasks**  |
| **Understanding the Policy** * Managing behaviour in your school will be informed by the schools’ policy and it is important that as a teacher you are fully aware of the expectations of that policy.
* Make time to review the behaviour policy of your school or setting. Take some notes about what you feel to be the most important parts of this policy.
* How does this align with the principles and theory discussed in our Professional Studies session?  Reflect on this in your Development Record.

**Learning Behaviours of your Focus Children** * Notice how your six focus children engage in learning across the curriculum.
* Observe them as they engage in the lessons taught by yourself and other expert colleagues and if appropriate spend some time noticing how they engage in activities out of the classroom.
* Collate a pen portrait of what you notice about their learning behaviours (see the pro forma overleaf)
* If appropriate, you should notice the way that they engage in a range of contexts.
* Make sure you only use initials to identify the children.
* At the end of this week, upload the pro forma overleaf to Abyasa.

**Behaviour Management in Action** * Alongside your weekly targets, your class teacher/School Mentor should also focus on how you manage behaviour during their observation this week.
* Agree with them before the observation the strategies that you will be using, and they will help you understand how effective these have been in your lesson.
* In your RoPD review meeting, you should talk to your School Mentor about how you have actualised the policy of the school in your practice.
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**At the end of this week, please ensure that all documents that are listed on the checklist have been uploaded to Abyasa or are complete in your OneDrive folder.**

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| **Pen Portrait: Observations 2** |
| Return to your six focus children this week to consider their behaviour when learning. Make a note about what you have learned about them and begin to consider the impact this information might have on your practice (Keep it concise. No more than 200 words on each child) * *You may want to consider: Where they sit and who they sit next to or choose to play with, their strengths and areas of need, the subject or areas they enjoy the most and how they show this, the support they need to engage in learning and how they respond to this and their on and off task behaviour.*
* *You should also notice the vocabulary that they use and ways in which they articulate what they have learned.*
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| **Initials of Child** |  |
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**Weeks Commencing: 04.11 and 11.11.24**

## **Domain Spotlight:** **Planning (ITAP)**

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| **Please refer to the ITAP Handbook** |

**Week Commencing 18.11.24**

## **Domain Spotlight: Assessment**

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| **The Big Question** |
| **How are teachers accountable for the progress of their pupils?**  |
| **Overview**  |
| During your ITAP you will have gained a clear understanding about how your class teacher plans with the needs of their children in mind. In this unit, you will focus specifically upon the principles of assessment and understand how teachers report progress and how they are accountable for attainment, progress and outcomes.  |
| **Reading/Watching**  |
| Earle, S. (2021) *Principles and Purposes of Assessment in the Classroom.* Impact [Principles and purposes of assessment in the classroom (chartered.college)](https://my.chartered.college/impact_article/principles-and-purposes-of-assessment-in-the-classroom/) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant School Experience Directed Tasks and reflection in your Development Record. **EYFS*** Using what you have learned from ITAP experiences, plan, resource, lead and evaluate *a minimum* of one adult led activity per day. You should focus upon Communication and Language/Literacy and Mathematical Development
* Your sessions should lead into continuous provision.
* Observe the place that Physical Development has in your setting. Is this inside or outside? Is equipment used? If so, what sort of equipment? Does the physical development teaching follow a theme? How does teaching within this area link to the PE Curriculum in KS1?

**KS1 and 2:** * Using what you have learned from ITAP experiences, plan, resource, teach and evaluate *at least* one whole lesson each day. These should be in Maths and English (including phonics).
* Observe PE in your class to consider; is this inside or outside? Is equipment used? If so, what sort of equipment? How does teaching within this area link to the PE Curriculum in the years before and after the one that you are working in?
 | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Direct Tasks for this unit of learning.* Carry out the weekly observation and upload this onto Abyasa.
* Conduct a weekly School Mentor meeting to review progress.
* Support the Trainee in reflecting on the outcome of the observation using their Development Record.
* Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning/resources.
* **The Lead Mentor *may* conduct a compliance check this week.**
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| **School Experience Directed Tasks**  |
| **Understanding Assessment** * Look at the assessment policy of your school or setting, what does this tell you about how the teacher is accountable for learning in their classroom or setting?
* Find out from your class teacher the data they must collect and pass on across the year. Where does this data go?
* You should also look outside English and maths to consider what assessment looks like across the curriculum or framework.
* Record what you have learned in your Development Record.

**Assessing your Focus Children** * For each lesson/activity that you teach in Communication, Language/Literacy and Mathematical Development (EYFS) and English and Maths (KS 1 and 2) for the rest of School Experience, track the progress that your focus children have made using the proformas overleaf.

**Understanding Statutory Assessment** * Talk to your class teacher about the Statutory Assessment that takes place in your school or setting.
* Look at your school’s progression document and see if you can identify the connections to statutory frameworks (Development Matters, Birth to 5 or the National Curriculum.
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| **Stage 1 Tracking Pro-forma: Focus Children**  |
| **Subject: Communication and Language/ English**Use a separate grid for each subject  | **Initials** | **Initials** | **Initials** | **Initials** | **Initials** | **Initials** |
| Partly Achieved | . | Mostly Achieved | / | Fully Achieved | x |  |  |  |  |  |  |
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| **Stage 1 Tracking Pro-forma: Focus Children**  |
| **Subject: Mathematical Development/ Maths** Use a separate grid for each subject  | **Initials** | **Initials** | **Initials** | **Initials** | **Initials** | **Initials** |
| Partly Achieved | . | Mostly Achieved | / | Fully Achieved | x |  |  |  |  |  |  |
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**Week Commencing: 25.11.24**

## **Domain Spotlight: Assessment**

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| **The Big Question** |
| **What are the characteristics of effective feedback?** |
| **Overview**  |
| This week we will look closely at feedback and consider how expert colleagues respond to learning. Feedback takes many forms, it might include verbal responses in a teaching session, live marking during independent work or more traditional marking after the session has concluded. Whilst you will be expected to follow the marking feedback or assessment policy of your school or setting, this week you will be asked to consider the value of the different forms of feedback to enable you to make more meaningful choices in the future.  |
| **Reading**  |
| Downing, V. (2021) [Reimagining the ‘characteristics of effective teaching and learning’ as a framework for feedback in the Early Years (chartered.college)](https://my.chartered.college/impact_article/reimagining-the-characteristics-of-effective-teaching-and-learning-as-a-framework-for-feedback-in-the-early-years/)*This article provides an overview of effective feedback in the early years, but the content also has resonance for Key Stages 1 and 2.*  |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations**  |
| Complete the relevant School Experience Directed Tasks and reflection in your Development Record. **EYFS:** * You will be expected to build towards planning, resourcing, and leading two adult led activities per day. Your planning should include phonics or early reading.
* Your planning should build to continuous provision.
* You should work with expert colleagues to understand the place of ‘Understanding of the World’ in your setting.

**KS1 and 2:** * You will be expected to build towards planning, resourcing, teaching, and evaluating at least two whole lessons each day, this should include phonics.
* You should familiarise yourself with the teaching of science in your school or setting, observing/co-planning and teach relevant aspects of the science curriculum as appropriate.
* You need also to gain experience across the wider curriculum with a focus upon Art and Design, Design Technology and Music.
 | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed Tasks for this unit of learning.* As part of the observation this week, complete the **Record of Performance and Development 2** and upload to Abyasa.
* Conduct a weekly meeting to review the RoPD.
* Support the Trainee in reflecting using their Development Record.
* Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning/resources.
* **The Lead Mentor *may* conduct a compliance check this week.**

*The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance.*  |

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| **School Experience Directed Tasks**  |
| **Providing Feedback** * If you are in the EYFS, notice the way that feedback is given in the moment. What are the characteristics of this? What is the importance of dialogue? How are question used to extend ideas?
* If you are in key Stages 1 and 2, mark the work of your focus children alongside your class teacher and School Mentor. Find out what they respond to when providing feedback and consider the language they choose to use to feedback to individuals.
* Record your findings in your Development Record.

**Observation of Feedback in Action** * Observe an expert colleague in action. Note the ways that they provide feedback to individuals. As part of your observation, you should note:
* How the children are made aware of what will be assessed (sharing of learning outcomes, expectations etc)
* The strategies for assessing used in the lesson (questions, mini whiteboards etc)
* How the teacher responds to correct or incorrect answers?
* For Trainees in EYFS, you should consider how teachers respond to the “teachable moments” that occur during continuous provision. Consider the language that those experts use and talk to them about the choices that they make as they work with individuals.

**Assessing your Focus Children** For each lesson/ activity that you teach in English and Maths for the rest of the placement, track the progress that your focus children have made using the proformas you began last week.  |

**Week Commencing: 02.12.24**

## **Domain Spotlight: Adaptive Teaching**

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| **The Big Question** |
| **What does inclusion look like in my classroom or setting?** |
| **Overview**  |
| This unit will look closely at what you have learned during your Level 7 module in which you have looked closely at how to support individual needs. This week you will consider what inclusion looks like in your specific context and consider the extent to which your planning and delivery is inclusive of the needs of your learners. *During these two weeks, you will have a tutorial with a tutor at Leeds Trinity to discuss your Level 7 assignment.* |
| **Reading**  |
| Shingelton, E (2023) *How to Create an Inclusive Classroom: 12 Tips for Teachers* PlanBee [How to Create an Inclusive Classroom: 12 Tips for Teachers | PlanBee](https://planbee.com/blogs/news/how-to-create-an-inclusive-classroom-12-tips-for-teachers) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations**  |
| Complete the relevant School Experience Directed Tasks and reflection in your Development Record. **EYFS:** * You will be expected to plan, resource and deliver two adult led activities per day, with a focus upon Communication and Language/Literacy and Mathematical Development
* In your planning, clear connections should be made to continuous provision. Please remember to take photographs of the activities you develop for this provision.
* Over the course of the week, planning and teaching should cover both indoor and outdoor learning.
* You should work with expert colleagues to understand how Expressive Arts and Design is addressed in your school or setting.

**KS1 and 2:** * Plan, resource, teach and evaluate at least two whole lessons each day. These *should* be in Maths and English (including phonics).
* In addition, this week you should continue to familiarise yourself with the teaching of PE in your school or setting **and** observe/co-plan and teach relevant aspects of the Science curriculum as appropriate.
* You need also to gain experience across the wider curriculum with a focus upon Modern Languages (Key Stage 2), Computing.

In addition, all Trainees need to take some responsibility for managing the children outside of learning. This should include welcoming, transitions between lessons and tidying up etc. | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed tasks for this unit of learning.* Carry out weekly observation and upload this onto Abyasa.
* Conduct a weekly meeting to review overall progress.
* Support the Trainee in reflecting on the outcome of the formal observation using their Development Record.
* Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning/resources.
* **The Lead Mentor *may* conduct a compliance check this week.**

*The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance.* |

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| **School Experience Directed Tasks**  |
| **Assessing your Focus Children** For each lesson/activity that you teach in English and Maths for the rest of School Experience, track the progress that your focus children have made. Add your notes to the tracking pro forma. **Inclusion in Action** From the notes that you have made during the level 7 sessions and your reading, what do you feel characterises an inclusive classroom? The focus for your directed tasks this week is collecting the evidence that you need to complete your Level 7 assignment. Information for School Mentors about the assignment structure: * **Part A: What is an inclusive education? (2,000 words)**

This written element will focus upon the nature of inclusive education. Drawing on relevant literature, Trainees will consider how inclusive education is understood by different stakeholders, why it matters and what it looks like in the classrooms and settings that they will be working in. * **Part B: Negotiated Assessment: Adapting Teaching (2,000 words equivalent)**

With the support of their academic tutors, Trainees will choose an assessment strategy that suits their specific needs and interests. Options would typically include: an academic poster, a recorded presentation or a written piece that reflects upon effective adaptive classroom practice for pupils who have specific learning needs. * **Part C: Written Reflection: Critical Incident Analysis (2000 words)**

A written reflection on an event or situation that occurred during School Experience which marked a significant turning point or change in practice with regards to supporting individual learning needs.  |

**Week Commencing: 09.12.24**

## **Domain Spotlight: Adaptive Teaching**

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| **The Big Question** |
| **What do I need to know to support individuals with specific needs?**  |
| **Overview**  |
| Building on your work last week, we will consider in more detail some of the strategies you may employ to ensure that you are targeting your teaching to meet the needs of individuals. Remember, we do not talk about differentiation anymore; we instead refer to adaptive teaching to reflect that every child has the potential to achieve and as such deserves sufficient stretch and challenge. The skill of the teacher is in adapting their teaching sufficiently to make learning accessible for all. *During these two weeks, you will have a tutorial with a tutor at Leeds Trinity to discuss your Level 7 assignment.* |
| **Reading**  |
|  EEF (2020) [Five-a-day-poster\_1.1.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf) (accessed 03/08/23)  |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations**  |
| Complete the relevant School Experience Directed Tasks and reflection in your Development Record. **EYFS:** * You will be expected to plan, resource and deliver two adult led activities per day, with a focus upon Communication and Language/Literacy and Mathematical Development.
* In your planning, clear connections should be made to continuous provision. Please remember to take photographs of the activities you develop for this provision.
* Over the course of the week, planning and teaching should cover both indoor and outdoor learning.
* You should work with expert colleagues to understand how is addressed in your school or setting.

**KS1 and 2:** * Plan, resource, teach and evaluate at least two whole lessons each day. These *should* be in Maths and English (including phonics).
* In addition, this week you should continue to familiarise yourself with the teaching of PE in your school or setting **and** observe/co-plan and teach relevant aspects of the Science curriculum as appropriate.
* You need also to gain experience across the wider curriculum with a focus upon History and Geography and RE.

In addition, all Trainees need to take some responsibility for managing the children outside of learning. This should include welcoming, transitions between lessons and tidying up etc.  | **The Assessment Report is to be completed on Abyasa by the end of this week.*** Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning/resources.
* School Mentors need to arrange to meet with the Trainees to review evidence against each of the School Experience Competencies and identify strengths and areas for development.
* Please note that the report will be shared with the Lead Mentor, next School Mentor, and Personal Tutor. School Mentor comments are used to inform the reference that is written by the Personal Tutor, should it be needed.
* Please complete School Experience Evaluation.
* The Lead Mentor will review the Assessment Report once complete, adding their testimonial.
* **The Lead Mentor *may* conduct their second compliance check this week.**

*The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance.* |

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| **School Experience Directed Tasks**  |
| **One of Five a Day** * Return to the pen portraits that you completed at the start of this Stage, reflect on what you now know about the specific learning needs of your chosen children.
* This week, as you plan ensure that you include specific reference to how you will adapt your teaching to ensure that they can access the curriculum. The EEF poster Five a Day linked above might help you with this.
* Discuss these adaptions with your School Mentor and evaluate the impact in your Development Record in response to the big question.

**Assessing your Focus Children** For each lesson/activity that you teach in English and Maths for the rest of School Experience, track the progress that your focus children have made this week.  |

**Week Commencing: 16.12.24**

**Domain Spotlight: Professional Behaviours**

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|  **The Big Question** |
| **What do I need to do to support my professional development?**  |
| **Overview**  |
| This final week will ask you to revisit the tasks across the domains to catch up with anything you may have missed or develop further areas that you are most interested in.  |
| **Reading**  |
| Level 7 Reading in readiness for the assignment completion |

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| **Trainee Expectations** | **School Mentor/Class teacher Tasks** |
| Complete the reflection in your Development Record. **EYFS:** * You will be expected to plan, resource and deliver two adult led activities per day, with a focus upon Communication and Language/Literacy and Mathematical Development.
* In your planning, clear connections should be made to continuous provision. Please remember to take photographs of the activities you develop for this provision.
* Over the course of the week, planning and teaching should cover both indoor and outdoor learning.
* You should work with expert colleagues to understand how is addressed in your school or setting.

**KS1 and 2:** * Plan, resource, teach and evaluate at least two whole lessons each day. These *should* be in Maths and English (including phonics).
* In addition, this week you should continue to familiarise yourself with the teaching of PE in your school or setting **and** observe/co-plan and teach relevant aspects of the Science curriculum as appropriate.
* You need also to gain experience across the wider curriculum with a focus upon History and Geography and RE.

In addition, all Trainees need to take some responsibility for managing the children outside of learning. This should include welcoming, transitions between lessons and tidying up etc. | Please ensure that the Trainee has completed all aspects of their School Experience, they have uploaded all required documentation onto Abyasa and that their Development Record is complete.*The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance.* |

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| **School Experience Directed Tasks**  |
| **Please refer to the Stage 1 Evidence Checklist to ensure that you have uploaded the evidence to complete this Stage of your training.****Choosing Planning and Assessment Samples** * **EYFS:** Choose two plans from your adult led activities that you have delivered during the last few weeks of term to upload to Abyasa, along with a photograph of the continuous provision that built upon your teaching. Be prepared to talk through your choice with colleagues during an upcoming Professional Studies sessions.
* **KS 1 and 2**: Choose two plans for both English and Maths that you have delivered during the last few weeks of term to upload to Abyasa. Be prepared to talk through your choice with colleagues during an upcoming Professional Studies sessions.
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