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**Primary PGCE (QTS)**

**School-Experience Expectations and Directed Tasks**

**Stage 2**

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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. |

**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.

# Evidence Checklist: Stage 2

| **Date** | **Competency** | **Required Documentation One Drive:**  **Trainee Task** | **Required Documentation to be Uploaded or Completed on Abyasa: Trainee Task** | **Required Documentation for Abyasa: Mentor Task.** |
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| **10 Jan and 17 Jan** | **Curriculum and Subject** | * Development Record * Big Question * School-based task |  |  |
| **20.01.25** | **Professional Behaviours** | * Development Record * Big Question * School-based task * Planning and Resources * Weekly observation proforma | * Contextual Information about the class of setting |  |
| **27.01.25** | **Behaviour Management** | * Development Record * Big Question * School-based task * Planning and Resources * Weekly observation proforma | * Weekly Observation |  |
| **03.02.25** | **Behaviour Management** | * Development Record * Big Question * School-based task * Planning and Resources |  | * Record of Performance and Development 1 |
| **10.02.25** | **Assessment ITAP** | * Completed ITAP Booklet for this week |  |  |
| Half term | | | |  |
| **24.02.25** | **Planning and Teaching** | * Development Record * Big Question * School-based task * Planning and Resources * Weekly observation proforma | * Weekly Observation |  |
| **03.03.25** | **Planning and Teaching** | * Development Record * Big Question * School-based task * Planning and Resources * Weekly observation proforma | * School Mentor Weekly Observation |  |
| **10.03.25** | **Adaptive Teaching** | * Development Record * Big Question * School-based task * Planning and Resources |  | * Record of Performance and Development 2 |
| **17.03.25** | **Adaptive Teaching** | * Development Record * Big Question * School-based task * Planning and Resources * Weekly observation proforma | * School Mentor Weekly Observation |  |
| **24.03.25** | **Professional Behaviours** | * Development Record * Big Question * School-based task * Planning and Resources * Weekly observation proforma | * School Mentor Weekly Observation | * Completion of Assessment Report |
| **31.03.25** | **ITAP 2: Assessment** | Completed ITAP booklet | * Completed Development Record * Samples of Planning with photographs of related continuous provision (EYFS only) * ITAP 2 Booklet |  |

# Overview of School Experience: Stage 2

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| **Key Information about this Stage**   * Broadening experience, placing a greater focus upon developing sequences of learning. * Two weeks of centre-based training, which has been designed to develop your knowledge of subject and age phase pedagogy. * Eight weeks of School Experience which will be facilitated by expert colleagues in one of our partnership schools. * Two-weeks of Intensive Training and Practice (ITAP), focusing upon Building Assessment Literacy. | |
| **Curriculum Coverage** | The following subjects should be planned and taught:   * Phonics * English/Literacy * Maths * PE (with the support of the class teacher) * A range of other subjects including science and foundation subjects   *During this stage of School Experience, Trainees will have a two-week Intensive Training and practice experience. For details of this, please see the relevant ITAP booklet.* |
| **Planning** | * **Planning and Delivery:**   + Begin planning with the class teacher and initially teach small groups of pupils.   + Gradually progress to teaching larger groups and eventually the whole class. * **Developing Independence:**   + Start developing independence in planning, but all plans must be checked by the class teacher before teaching. * **Sequences of Learning:**   + Use the LTU Sequences of Learning proforma for planning learning sequences with the class teacher. * **Lesson Planning:**   + Use the University’s individual lesson planning proforma for all lessons at the start of Stage 2.   + Transition to the weekly planning proforma only when the School Mentor and class teacher agree you are meeting expectations. * **Observed Lessons:**   + Always use the individual lesson proforma when planning for an observed lesson. * **Support and Supervision:**   + Planning and teaching independence will develop at different rates for each Trainee.   + You are not expected to plan completely independently until the end of Stage 2.   + A qualified teacher must always be present when you are teaching during Stage 2. |
| **Assessment and Pupil Progress** | **Formative Assessment:** You should use formative assessment methods for all the pupils you are working with. Ensure you record these assessments following your placement school’s policy.  **Assessment Tasks for Your Placement:** During this School Experience, you will complete three types of assessment tasks:   * **Whole School:** Familiarize yourself with the different types of assessment used across the school as part of your pre-placement preparation. * **Tracking Whole Class Progress:** Each week, track the progress of the whole class in Writing and Maths (or Literacy and Mathematical Development, if applicable). * **Foundation Subject Assessment:** Gather and organize evidence of pupil progress in Foundation Subjects or Specific Areas as part of your assessment practice. * **Storing Evidence:** Save all your assessment evidence securely in your OneDrive to keep it organised and accessible. |
| **Systematic Synthetic Phonics and Early Reading** | All Trainees, regardless of the programme they are on, must plan and teach **Systematic Synthetic Phonics (SSP)** at every stage of their training.  **Teaching Phonics in Key Stage 2 Placements:** If you are placed in Key Stage 2, you should:   * Teach phonics to groups of pupils as part of an intervention programme or to a small group outside your age phase. * Ensure you deliver phonics teaching over at least 2 weeks of your School Experience.   **SSP Observation:** During each School Experience, your teaching of **SSP** must be observed by a School Mentor or tutor to support your development and provide feedback |
| **Planning, Preparation and Assessment (PPA)** | * 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. |
| **Continual Professional Development (CPD)** | In Addition to the above:   * Trainees are entitled to one half day per week. * How CPD time is to be used in a weekly basis should be established at Key Review meetings. * CPD time should be in addition to training provided from School Direct partners. * Observing the learning across the wider curriculum and reflecting on the learning environment are often frequently identified in targets setting for CPD. * Trainees should not use CPD time as additional PPA hours. * CPD can be used for exploring the Big Questions and the Directed Tasks.   Trainees should also observe the teaching and learning in a key stage where they are not completing SBT. This can be planned for in CPD time. |

# School Experience Expectations and Directed Tasks

## Week Commencing Friday 10 January and Friday 17 January: Subject and Curriculum

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| **The Big Question** |
| **What do I need to know to make this stage of my training successful?** |
| **Overview** |
| Spend these first two days settling into your new school or setting. Use this time to get to know the children, staff, and the structure of the school day. Ensure you have a clear understanding of what you will be teaching for the rest of the term and identify any areas where you may need to seek further support or development.  Reflect on how you might answer the interview question based on your work on the Big Question this week. You do not need to record your answer, unless you would find this useful interview preparation. |
| **Reading:** |
| Review the website of your school or setting to collate the key information you need before starting your School Experience. |
| **Interview question** |
| Why did you apply to be a teacher at this school? |

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| **School Experience Directed Tasks** |
| ***Essential:*** *For Trainees moving to a new school, please make sure that you are familiar with the safeguarding procedures of your new school. Ensure that you are aware from the first day in your school who the Designated Safeguarding lead is and who you need to go to if you have any concerns.*   1. **Familiarisation with the Curriculum**   Ensure that you are familiar with the schemes that the school used and why they have chosen these to inform their teaching. Spend some time this week familiarising yourself with the content and structure of these schemes. Look at the learning from before and after the themes you are going to be teaching to get a picture of what the pupils have learned and what they will learn in the future. In addition, look closely at the school’s medium-term planning. Consider the areas that you will be teaching across this term when you will need to develop your subject knowledge. Make a note of this and identify some ways you might begin to address your personal knowledge gaps.   1. **Familiarisation with Assessment**   This stage will support you in understanding how assessment works in your school or setting. Before you start, make sure that you are aware of the assessment policies and tools that are used by your school. Reflect on this on the table below.   1. **Familiarisation with the school**   Getting to know your new school:   * 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. * 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? * What before school, lunchtime and after school clubs are offered? Will you have any opportunities to participate in these? |

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| **Assessment Overview** | |
| **School policies/documents/guidance** | **Notes** |
| **Whole School Assessment Policy**  ***You should note:***   * ***The Timing and Frequency of Assessment:*** *Consider when and how often assessments are conducted throughout the term or academic year.* * ***Ensuring Accessibility and Fairness:*** *Examine how the policy ensures assessments are inclusive and equitable for all pupils, including those with SEND, EAL, or other specific needs.* * ***Use of Assessment Data****: Explore how assessment data is utilised to inform teaching and learning and guide interventions or planning.* * ***Sharing Assessment Outcomes:*** *Review how assessment results are communicated with pupils, parents, and colleagues to support collaboration and pupil development.* |  |
| **Marking Guidance**   * *Marking Frequency: How often should work be marked?* * *Feedback Style: What type of feedback is expected (eg written, verbal, peer)?* * *Symbols and Codes: Are there specific marking symbols or systems to follow?* * *Inclusivity: How does the policy ensure feedback is accessible for all pupils, including those with SEND or EAL?* * *Pupil Response: Are pupils expected to act on feedback (eg corrections, improvements)?* |  |
| **Assessment Over Time**  *Documentation: Summarize key points. You could think about the questions below.*   * *Progress Monitoring: How does the school track pupil progress?* * *How is data used to track progress, from entry to current time, and predict future achievement?* * *Are systems for monitoring progress applied consistently across all year groups.* |  |
| **Other Relevant Whole School Policies/Documents/Guidance**  *Your School Mentor and class teacher will be able to advise on what policies exist and which to include.* |  |

## Week Commencing: 20January: Professional Behaviours

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| **The Big Question** |
| **In what way are teachers role models, who can influence the attitudes, values, and behaviours of their pupils?** |
| **Overview** |
| During centre-based training, we've discussed how teachers can influence the wellbeing, motivation, and behaviour of their pupils. In your first block of School Experience, you were asked to reflect on the key duties that all teachers must follow to ensure every child can reach their potential. This included a focus on **Keeping Children Safe in Education**, and time spent reflecting on what effective learning looks like in your classroom or setting.  In this first week, we'll explore how you can communicate your belief in the academic potential of all your pupils. You'll have the opportunity to get to know your new students, review the curriculum you'll be teaching during this placement, and think about how you can build on your subject knowledge and teaching skills to maintain high expectations. You will also revisit the grid you completed during your first school placement to gather key information about your new class.  Reflect on how you might answer the interview question based on your work on the Big Question this week. You do not need to record your answer unless you would find this useful interview preparation. |
| **Reading:** |
| Teach with Mrs T (2021, November 9) *Teachers as Role Models.* Teach with Mrs T: [Teachers as Role Models (teachwithmrst.com)](https://www.teachwithmrst.com/post/teachers-as-role-models) |
| **Interview question** |
| What are the responsibilities of a teacher surrounding safeguarding? |

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| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant School Experience Tasks and Development Record. This week is designed to support orientation and induction into a new classroom or setting.  **EYFS:**   * You will be expected to lead a minimum of **two activities** **this week**, with the support of your class teacher or other expert colleague. * You must present a detailed plan for each activity and evaluate and assess each activity in which you participated and consider how these feed into continuous provision. * When you are not engaged in leading your planned activities, it is expected that you will support children and team members to access indoors and outdoors provision.     **Key Stages 1 and 2:**   * By the end of the week, you are expected to have planned and taught a minimum of twolessons **this week**. This should be with the support of your class teacher. * You must present a detailed plan for each activity to your class teacher or School Mentor and evaluate the impact of the lesson/s you planned. | Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning.   * Ensure that the Trainee has shared their OneDrive folder, and you have access to Abyasa. * Give Trainees access to the documentation, logins, resources and equipment they need for the placement. * Talk to them about their centre-based training and establish if their academic assignment requires them to gather data in class. * Support Trainees with their reflections on practice. Review their Development Record. * Ensure that the Trainee is aware of what they will be expected to teach in the following week and ensure that they have appropriate access to planning. * Agree the teaching timetable including CPD and PPA. * From week 3, Trainees will be developing and delivering a sequence of learning for a curriculum subject area that is not English or maths. Support Trainee in identifying this subject and accessing long term planning.   *The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct.* |

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| **School Experience Directed Tasks** |
| ***Essential:*** *For Trainees moving to a new school, please make sure that you are familiar with the safeguarding procedures of your new school. Ensure that you are aware from the first day in your school who the Designated Safeguarding lead is and who you need to go to if you have any concerns.*  **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.   **Assessment Tasks: Progress Tracker**   * For each lesson you teach complete a progress tracker to capture learning in that lesson. * Records should focus on key learning objectives (LO) or early years statements (EYS) and be able to clearly illustrate attainment/progress over a series of lessons. Be guided by the school and your Lead Mentor about how to complete this. However, a common and easily accessed ‘code’ is the triangle approach, as illustrated below. * You can use the proforma overleaf to capture this or create a document in excel. * You should focus your assessments on Maths and Writing specifically in Key Stages 1 and 2 and Mathematical Development and Literacy in the EYFS.   Example Tracker.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Date** | **Learning Outcomes** | **Initials** | | | | | | | | | | **Nov 1st** | *Pupils will correctly use terms like “before” and “after” to describe events.* | **AK** | **BT** | **FH** | **KH** | **FT** | **GT** | **SW** | **JU** | **TC** | | *Pupils will explain where an event fits on a timeline using words like "earlier," "later," or "at the same time."* | / | /\ | / | /\ | /\ | / | /\ | /\ |  | | **Nov 8th** | *Pupils will identify one event that influenced another in a sequence.* |  | /\ |  | /\ |  | /\ |  |  |  | | *Pupils will explain how two events are related, using a timeline for support.* | / | / | / | /\ | / | / | /\ | /\ | /\ |   **You need to keep this up to date across all of the lessons that you teach in English (Writing) and Maths** |

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| **Scaffold: Contextual Information about the Class or Setting** | |
| **Number of children in the class or setting** |  |

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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?* |  |
| **Linguistic Diversity** | * *How many children speak a language other than English at home?* * *What languages are used and celebrated?* |  |
| **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?* |  |
| **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?* |  |
| **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?* |  |
| How does this class compare to your class in stage 1? 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? | | |

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|  | **Whole Class Tracking: Sample Sheet** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Subject** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date | Learning Outcomes | **Initial of Pupils** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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## Week Commencing: 27 January: Behaviour Management

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| **The Big Question** |
| **How can I make my classroom a predictable and secure environment for all learners?** |
| **Overview** |
| In this unit you will build upon the knowledge that you have gained about managing behaviour from the first term to look more widely and the environment that you create for learning in your classroom or setting. As teachers, we want our children to be able to regulate their behaviour and to begin to achieve this it is necessary to create an environment for learning that is both predictable and secure.  To begin to understand what this means, consider what learning looks and feels like for you as a student teacher. Reflect on the extent to which you feel that the environment you are learning in is predictable and secure? You might want to discuss with your School Mentor how your experiences as an adult learner might be different from that of the pupils that you are teaching but also how they might be the same?  Reflect on how you might answer the interview question based on your work on the Big Question this week. You do not need to record your answer unless you would find this useful interview preparation. |
| **Reading** |
| Morrisey F (2023) EEF blog: Managing behaviour – the challenge of consistency. [EEF blog: Managing behaviour – the challenge of consistency | EEF](https://educationendowmentfoundation.org.uk/news/eef-blog-managing-behaviour-the-challenge-of-consistency) (last Accessed 18/11/24) |
| **Interview question** |
| What strategies do you use to establish a positive and purposeful learning environment? |

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| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant School-based Tasks and reflection in your Development Record. You should complete the relevant forms on Abyasa, including the **Initial Impressions Check**. Store your weekly observation proforma in your Onedrive.  EYFS   * 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 interaction 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. * **If appropriate** from NEXT WEEK, you will be planning and delivering a sequence of learning in one of the specific areas– ensure you have identified this with your School Mentor.   Key Stage 1 and 2   * Co-plan and teach one lesson each day in **either** English or maths. These should be a sequence in which allows you to build upon prior learning. * You must present a detailed plan and evaluate and assess each activity in which you participated. * Your planning should now be on the Sequence of Learning planning proforma: [Primary-Sequence-of-Learning-Planning-Pro-forma.docx](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.leedstrinity.ac.uk%2Fmedia%2Fsite-assets%2Fdocuments%2Fteaching%2Fprimary-school-based-training%2FPrimary-Sequence-of-Learning-Planning-Pro-forma.docx&wdOrigin=BROWSELINK) * From NEXT WEEK, you will be planning and delivering a sequence of learning in a foundation subject – ensure you have identified this with your School Mentor and discussed long term planning.   In both age phases please note how learning is cumulative and builds as the child gains experience across the week. | Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning.   * The Class teacher/School Mentor will carry out a weekly observation this week, using the observation pro forma on the website. [Primary School Experience Documents - Study - Leeds Trinity University](https://www.leedstrinity.ac.uk/study/teaching/primary-school-experience-documents/) * The Trainee will store all weekly observations in their onedrive. * Written feedback and targets discussed with the Trainee in the weekly meeting with the mentor. * **Completion of Initial Impressions Check on Abyasa Pro 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 ensure that they have appropriate access to planning/ resources. * From week 3, Trainees will be developing and delivering a sequence of learning for a curriculum subject area that is not English or maths. Support Trainee in identifying this subject and accessing long term planning.   The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct.  The Lead Mentor may conduct their first compliance check this week. |

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| **School Experience Directed Tasks** |
| 1. During this week, **write into your planning how you will establish and maintain predictable routines.** Discuss the impact of this in your teaching with your School Mentor. 2. **Exploring Classroom Routines**   Consider the following times of the day when routines are important.   * Greeting children at the start of the day. * Started learning quickly and efficiently. * Accessing the materials that they need for learning. * Closing the learning/ tidying up. * Transition between locations of learning (carpet and table/ lining up etc.). * Dismissing students at the end of the day.   During this week, make sure that you reflect on the routines that are in evidence. It would also be valuable to consider how your class teacher School Mentor established these routines at the start of the term. The way that you do this will provide evidence of the ways that you engage in the wider life of the classroom/ setting.   1. **Progress Tracker**   Ensure that you have updated your Progress Tracker for each lesson that you plan and teach in Writing and Maths or Literacy and Mathematical Development. |

## Week Commencing: 3 February: Behaviour Management

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| **The Big Question** |
| **How can language be used to support behaviour for learning?** |
| **Overview** |
| Understanding your use of language in the classroom is vital to understanding how you might begin to shape a positive classroom environment. This week you will be asked to consider how teacher language.   * Shapes Classroom Culture: The way teachers speak influences classroom norms, building trust and respect. * Promotes Positive Behaviour: Clear, constructive communication can guide behaviour without conflict. * Supports Growth Mindset: Language focused on effort rather than ability encourages resilience and a positive learning attitude. * Fosters Inclusion and Equity: Mindful language creates a welcoming and inclusive environment for all students. * Models Respectful Communication: Teachers’ language sets an example, teaching students how to interact respectfully. |
| **Reading** |
| Rogers, B. (2011) Behaviour Management: choosing the right words [Behaviour management: choosing the right words | Teach Primary](https://www.teachprimary.com/learning_resources/view/behaviour-management-choosing-the-right-words) |
| **Interview question** |
| How do you see your role in creating a purposeful and positive environment for learning? |

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| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant School Experience Tasks and reflection in your Development Record. You should complete the relevant forms on Abyasa.  EYFS   * 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 either Communication and Language/Literacy or Mathematical Development. These should be a *sequence* in which allows you to build upon prior learning.   **Key Stage 1 and 2**   * Plan and teach one lesson each day in ***either* English *or* maths**. This should be in the area that you did not teach during the previous week. These should be a *sequence* in which allows you to build upon prior learning. * In addition, with support as necessary, you should plan, resource and teach a minimum of one lesson from another subject area from across the curriculum. This should be planned as a sequence of learning.   From these experiences you will begin to reflect upon what progress looks like in your school or setting.  **Ensure you are aware of what you will be teaching after half term.** | * The first ***formal observation*** completed by the School Mentor. This is recorded on the Record of Performance and Development form on Abyasa. This form can be found on the website and is uploaded by the School Mentor. * Weekly meeting with the School Mentor to include feedback from the formal observation. * Trainee to record feedback and reflect on outcomes using the Development Record. * Please ensure that the Trainee is aware of what they will be expected to teach in the following week and after half term and ensure that they have appropriate access to planning/ resources. * **The Lead Mentor *may* conduct their first compliance check this week.**   *The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct.* |

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| **School Experience Directed Tasks** |
| 1. During **two of the** lessons that you teach this week pay close attention to the specific words and phrases you use when managing behaviour (eg giving instructions, correcting behaviour, praising pupils). Write down examples of the following:    * How you give instructions (eg “Please sit quietly,” or “I need everyone’s attention”).    * Phrases used for praise (eg “Well done for listening,” or “Thank you for following the rules”).    * How you address disruptions (eg “That’s not appropriate,” or “We need to focus”).   After the lessons, review your notes and reflect on the following questions:   * Were there any repeated phrases or words you used frequently? Did they have the desired effect? * Did your language sound more positive (eg giving clear directions, using praise) or more negative (eg focusing on what pupils should not do)? * How did pupils respond to different types of language? Did some phrases work better than others?   Share your findings with your School Mentor. Discuss which types of language seemed most effective in managing behaviour and why this might be. Make sure that this is included in future planning and teaching.   1. **Progress Tracker**   Ensure that you have updated your Progress Tracker for each lesson that you plan and teach in Writing and Maths or Literacy and Mathematical Development. |

## Weeks Commencing: 10 February (ITAP 2): Assessment

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

## Week Commencing 24 February: Planning and Teaching

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| **The Big Question** |
| **In what way is your teaching effective in transforming knowledge, capabilities, and beliefs about learning?** |
| **Overview** |
| At the start of the year, we began to consider different theories that underpin how children learn.  In your ITAP sessions during the Autumn term we focused on what is means to plan effective lessons. We used the principles that Rosenshine (2012) identifies as a guide to help you to think about how you plan for learning and, following the guidance of Sherrington (2019), we divided these into 4 strands that can be used to help us reflect on our practice.   * Reviewing material * Questioning * Sequencing concepts and modelling * Stages of Practice.   This week we will consider how you might support how the children view themselves as learners through the careful structuring and sequencing of lessons. Building on the contextual information you collected last week you will spend some time really getting to know your children as learners. You will find out what they know and with the support of expert colleagues consider how they account for prior knowledge when planning sequences of learning. |
| **Reading** |
| Gibson, I Black B (2023) *Include, inspire, improve: The power of learner-led research* BERA Blog accessible from [Include, inspire, improve: The power of learner-led research | BERA](https://www.bera.ac.uk/blog/include-inspire-improve-the-power-of-learner-led-research) |
| **Interview question** |
| What is your understanding of high-quality teaching and learning? |

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| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant School Experience Tasks and reflection in your Development Record. You should complete the relevant forms on Abyasa.  **The Lead Mentor will be conducting a desk-based and remote compliance check of Abyasa and Onedrive to ensure paperwork, observations and targets are in line with LTU expectations.**  EYFS   * 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 either Communication and Language/Literacy or Mathematical Development. These should be a *sequence* in which allows you to build upon prior learning.   **Key Stage 1 and 2**   * Plan and teach one lesson each day in English **and**maths. These should be a *sequence* in which allows you to build upon prior learning. * In addition, with support as necessary, you should plan, resource and, teach *a minimum of one lesson* from another subject area from across the curriculum. This should be planned as a sequence of learning.   From these experiences you will begin to reflect upon what progress looks like in your classroom or setting. | Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning.   * The Class teacher/School Mentor will carry out a weekly observation this week, using the observation pro forma. This is uploaded by the Trainee into their OneDrive. * Weekly meeting with the mentor to include feedback from the observation, a review of targets and setting targets. * 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 will be conducting a desk-based and remote compliance check of Abyasa and OneDrive to ensure paperwork, observations and targets are in line with LTU expectations.**   *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** |
| * 1. **Choosing your Focus Children**   Following discussion with the class teacher, choose 6 ‘focus’ children across three achievement bands (2 children from each band). *If possible*, include at least one child with special educational needs or a disability (SEND).   * Below age related expectations – children often needing additional support. * At age related expectations– this band should represent the majority of the class. * Above age-related expectations – children who require additional challenge and who are making relatively rapid progress.   Each child should be anonymised and have a separate section in your assessment file/folder.  Each week you will be expected to collect and annotate samples of work from the lessons that you have taught to these six children in subjects that are not related to English (Literacy) or Maths). This may include marked samples of work, photographs of the learning environment, annotated lesson plans and reflections, tests.   * 1. **Pen Portrait**   Write a brief ‘pen portrait’ for each focus child. This is a brief introductory paragraph giving a holistic overview detailing anything of note regarding/affecting the child’s learning (eg attainment, behaviour, interests, sociability, participation in lessons, confidence etc…). If possible, include data pertaining to assessment over time ie formal records that track the child’s progress from entry to current time (and beyond).   * 1. **Progress Trackers**   Ensure that you have updated your Progress Tracker for each lesson that you plan and teach in writing and maths or literacy and mathematical development. In addition, you should collect evidence of progress of your six pupils in the foundation subjects and science or specific areas. |

## Week Commencing: 3 March: Planning and Teaching

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| **The Big Question** |
| **What strategies do teachers use to ensure that their expositions are clear and move learning forward?** |
| **Overview** |
| Exposition is one of the most important strategies for teaching. It is defined as being 'presentational talk', led by the teacher and might include describing, explaining, and demonstrating the knowledge that is related to the learning outcomes for that lesson or session. Central to your e*xposition toolkit* will be the following:   * Chunking learning into smaller steps, * Use of Analogies, * Examples, * Dual Coding (combining images and text to help develop long term memory).   In your SKAP sessions you have had opportunities to consider how you might ensure that your expositions are clear and that you are communicating clearly with pupils. This week, you will focus upon the strategies that expert colleagues draw upon when explaining concepts and how, with the careful choice of scaffold, they move learning from the concrete and practical to something that is more abstract. |
| **Reading** |
| This reading is focussed specifically on expositions in geography but provides a clear guide for Geographical Association (ND) Support for Trainees and ECTs: Exposition and Explaining accessible from: [Exposition and explaining - Geographical Association (geography.org.uk)](https://geography.org.uk/ite/initial-teacher-education/geography-support-for-trainees-and-ects/learning-to-teach-secondary-geography/ite-trainees-classroom-practice/explicit-teaching/exposition-and-explaining/#:~:text=Exposition%20is%20one%20of%20the,including%20describing%2C%20explaining%20and%20demonstrating.) |
| **Interview question** |
| Describe the teaching method that you find most effective. |

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| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant School Experience 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. These should be a *sequence* in which allows you to build upon prior learning. * Your planning should build to continuous provision. * You should take responsibility for planning in the specific areas of the Early Years Framework.   **Key Stage 1 and 2**   * Plan and teach one lesson each day in English **and**maths. These should be a *sequence* in which allows you to build upon prior learning. * In addition, with support as necessary, you should plan, resource and teach *a minimum of one lesson* from another subject area from across the curriculum. This should be planned as a sequence of learning.   Update your pupil progress tracker and continue to collect and annotate samples of work from your focus children. | Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning.   * The Class teacher/School Mentor will carry out a weekly observation this week, using the observation pro forma. This is uploaded by the Trainee into their OneDrive. * Weekly meeting with the mentor. * Written feedback and targets discussed with the Trainee in the weekly meeting with the mentor. * Trainee to reflect on outcomes of the observation 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* conduct their second compliance check this week.**   *The 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** |
| **1. Familiarity with Key Terms: Observe an Experienced Teacher:**  Observe one lesson led by an experienced teacher and **focus specifically on the exposition phase of the lesso**n (when the teacher is explaining a new concept or idea). This should be in a subject other than English or Maths.  Take Detailed Notes on the Following:   * Structure: How does the teacher organize the explanation? Is there a clear introduction, main point, and conclusion? * Language: What kind of language does the teacher use? Are there clear explanations, examples, and non-examples? * Use of Visuals: Does the teacher use visual aids (eg diagrams, videos, whiteboard notes) to clarify the explanation? * Pupil Check-Ins: How does the teacher check that pupils are following the explanation (eg through questioning, asking for thumbs up, or quick checks for understanding)?   **Reflection:**  After the lesson, write a brief reflection on the strategies you observed. Consider:   * Which strategies seemed most effective in making the exposition clear? * How did these strategies help move learning forward? * What could you try incorporating into your own practice?   Discuss these with your class teacher and if appropriate, apply them in your teaching. Evaluate the impact you feel these had on learning.  **2. Planning and Teaching**  As you plan this week consider the knowledge that pupils have about the areas that you are exploring and the status of the learning that you are delivering. Be careful of the following pitfalls:   * Not being sufficiently secure with subject knowledge. * Talking too long so you lose students’ attention. * Talking too fast, especially if you are nervous. * Pitching the content too high or too low. * Not pausing to check for understanding or not listening. * Being derailed by interjections. * Relying on PowerPoint or slides too much.   **When you meet with your mentor this week your conversation should focus upon the clarity of your expositions and explanation when delivering learning.**  **3. Progress Trackers**  Ensure that you have updated your Progress Tracker for each lesson that you plan and teach in writing and maths or literacy and mathematical development. In addition, you should collect evidence of progress of your six pupils in the foundation subjects and science or specific areas. |

## Week Commencing: 10 March: Adaptive Teaching

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| **The Big Question** |
| **How can I make best use of additional adults to support learning in my classroom or setting?** |
| **Overview** |
| Working in the classroom for many of you will involve you in working as part of a teaching team but what does this mean for you in practice? The EEF have produced some useful guidance about how you might deploy additional adults effectively that will provide a good starting point for your thinking.  Their recommendations include:   * They should not be solely deployed to support the lower attaining pupils. * They should not be used to replace teachers but to add value to what teachers do. * They should be used to develop children independent learning skills and supporting pupils to manage their own learning. * They should be used to deliver high-quality support through structured interventions and small groups and one to one support. * They should be given sufficient time for training, lesson preparation and sharing feedback.   In this unit we will ask you to consider you place as part of the teaching team and will build up previous learning about being a teaching professional to consider how other expert colleagues in the classroom can be deployed most effectively to support learning. |
| **Reading/Watching** |
| EEF (2018) making best use of Teaching Assistants: Summary of Recommendations [TA\_Recommendations\_Summary.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1700476332) |
| **Interview question** |
| How do you make best use of additional adults to support learning in your classroom or setting? |

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| **Trainee Teaching Expectations** | **Mentor/Class Teacher Expectations** |
| Complete the relevant School Experience Tasks and reflection in your Development Record. You should complete the relevant forms on Abyasa.  **EYFS**   * Each day this week, you will be expected to plan, resource and lead 3 activities each day from across prime and specific areas. This should lead into continuous provision. These should be a *sequence* in which allows you to build upon prior learning. * You must present a detailed plan for these activities and evaluate and assess each activity in which you participated. * If appropriate, in your evaluation and in discussion with expert colleagues please note how learning is cumulative and builds as the child gains experience across both specific and prime areas. * In addition, you should engage in meaningful interactions that scaffold children’s learning and contribute to the recording of “teachable moments” across all areas of the Early Years curriculum framework.   **Key Stage 1 and 2**   * Plan and teach one lesson each day in English **and**Maths. These should be a *sequence* in which allows you to build upon prior learning. * In addition, each day you should plan, resource, and teach a lesson from another subject area from across the wider curriculum. Consider which foundation subjects you need to experience teaching.   **Please note that this week you should be building up to taking responsibility for a full afternoon or morning session.**  Update your pupil progress tracker and continue to collect and annotate samples of work from your focus children. | Watch the Curriculum Connections video and ensure that you are aware of the School Experience tasks for this unit of learning.  **Key Review Point 2**   * The second ***formal observation*** completed by the Mentor recorded on the Record of Performance and Development form on our website. This is then uploaded by the mentor onto Abyasa. * Written feedback and targets discussed with the Trainee in the weekly meeting with the mentor. * 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 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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| **Suggested School Experience Directed Tasks** |
| 1. **Your teaching team.**   In your CPD time this week, speak to any additional adults that you are working with in your classroom/ setting or those who might be deployed around the school. Ensure that you are aware of the breadth of their role, and specialisms that they bring. In addition, you should   * + Find out how the teacher communicates their expectations with them before the lesson or session.   + Also, discover how additional adults feedback about their assessment of learning?  1. **Eliciting Mentor/Class Teacher Perspectives**   Find out what your mentor feels to be the main opportunities that are presented by working with other adults in the classroom or setting. What do they feel are the challenges and what is their advice for overcoming these? From this conversation, collate some top tips for the future!   1. **Embedding this in your Planning and Teaching**   As you plan and teach this week be mindful of how you deploy any additional adults who work with you. Think about what you have learned from the tasks above and in your Development, Record and reflect on what this has taught you.  *Note: If you are not working with a teaching or support assistant in this placement, please agree with your class teacher a time that they can take this role. Ensure that you have planned to include them to support learning.*  **Progress Trackers**  Ensure that you have updated your Progress Tracker for each lesson that you plan and teach in Writing and Maths or Literacy and Mathematical Development and collected evidence of progress of your six pupils. |

## Week Commencing: 17 March: Adaptive Teaching

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| **The Big Question** |
| **How can I adapt teaching in a responsive way to provide targeted support to pupils who are struggling?** |
| **Overview** |
| During stage 1 of your training, you developed a clear understanding of the way in which teaching might be adapted to meet the needs of your learners. In this unit of learning we will focus specifically on scaffolding and consider the way in which you can provide effective support between what a child might be able to do now with support and what they eventually be able to do independently.  When thinking about scaffolding it is useful to refer one of the EEF five evidence-based approaches designed specifically to provide support for pupils with SEND but also can be seen as being as indicators of strong inclusive practice. For the EEF, scaffolding as taking three main forms, Visual, Verbal and Written. You can find out more about this in the reading linked below.  ***As you consider this, remember there is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and whilst we want you to be flexible in the scaffolds that you choose attempting to tailor lessons to cater for specific learning styles is unlikely to be beneficial.*** |
| **Reading** |
| Education Endowment Foundation (2023) Five a Day Principle (Scaffolding) accessible from [5-a-Day\_Reflection\_Tool\_2023.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/5-a-Day_Reflection_Tool_2023.pdf) |
| **Interview question** |
| How do you use adaptive teaching in your lessons? |

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| **Trainee Teaching Expectations** | **Mentor/Class Teacher Expectations** |
| Complete the relevant School Experience Training Tasks and reflection in your Development Record. You should complete the relevant forms on Abyasa.  **EYFS**   * Each day this week, you will be expected to take responsibility for either a whole morning or afternoon session each day. * This will include taking the lead in all transition activities and liaising with additional adults. * In addition, you should engage in meaningful interactions that scaffold children’s learning and contribute to the recording of “teachable moments” across all areas of the Early Years curriculum framework.   **Key Stage 1 and 2**   * You will take responsibility for the class for a complete morning or afternoon each day, with the support of your class teacher. * This will include taking the lead in all transition activities such a taking the children to assembly, out for break etc. and will liaise with additional adults that might be working with you in the classroom. * You need to plan for the lessons that you will be teaching and assess the impact of your learning on pupil progress.   Update your pupil progress tracker and continue to collect and annotate samples of work from your focus children. | Watch the Curriculum Connections video and ensure that you are aware of the School Experience tasks for this unit of learning.   * The Class teacher will carry out a weekly observation this week, using the observation pro forma. This is uploaded by the Trainee into their OneDrive. * Written feedback and targets discussed with the Trainee in the weekly meeting with the mentor. * Trainee to reflect on outcomes of the observation 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* conduct their second compliance check this week.**   *The Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance.* |

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| **Suggested School Experience Directed Tasks** |
| 1. **Auditing approaches to scaffolding seen in the classroom**   Keep a track of the different scaffolds that you observe during the week. Try to sort them into visual, verbal and written categories and note the impact you feel each had on learning. As you collect these, focus specifically on children who are struggling? What does you teacher do when they just don’t get it?   1. **Scaffolding in Action**   With reference to the children that you will focussing on for your level 7 assignment. Consider the scaffolds that were put in place for them and the impact they had on learning. Talk to your class teacher about their choices of support and how they decided what they needed to do.   1. **How much you now know?**   Return to the contextual information that you noted at the beginning of this placement. If there anything that you would want to add about pupils who are experiencing barriers to their learning because of your experiences? What are the implications for your practice at this point of your training?  **Progress Trackers**  Ensure that you have updated your Progress Tracker for each lesson that you plan and teach in Writing and Maths or Literacy and Mathematical Development and collected evidence of progress of your six pupils. |

## Week Commencing: 24 March: Professional Behaviours

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| **The Big Question** |
| **What do you need to do to be an effective colleague and a good learner in your school or setting?** |
| **Overview** |
| In this final week of School Experience Stage 2, you need to focus upon the ways in which you have contributed to the wider life of the school or setting that you are working in. Evidencing this will be different for each of you and there are many ways of showing that you are an effective colleague. You may wish to consider participation in extra-curricular activities, liaising with parents and carers under the direction of your class teacher and creating an environment that is conducive to learning through the creation of displays and classroom resources.  It is useful in thinking about this to go back to the vision and mission of your school and setting and consider the ways in which you have upheld this outside of the lessons that you are teaching. |
| **Reading** |
| This week, please refer back to the website of your school or setting to consider their vision and mission and curriculum intent. |
| **Interview question** |
| How much importance do you attach to cooperation with colleagues, such as those who are teaching parallel classes? |

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| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant School Experience Tasks and reflection in your Development Record.  **Ensure that all required documents are in your onedrive. Ensure that you have uploaded the required documents to Abyasa. This will form part of your assessment for progression to stage 3.**  **EYFS**   * Each day this week, you will be expected to take responsibility for either a whole morning or afternoon session each day. * This will include taking the lead in all transition activities and liaising with additional adults. * In addition, you should engage in meaningful interactions that scaffold children’s learning and contribute to the recording of “teachable moments” across all areas of the Early Years curriculum framework.   **Key Stage 1 and 2**   * You will take responsibility for the class for a complete morning or afternoon each day, with the support of your class teacher. * This will include taking the lead in all transition activities such a taking the children to assembly, out for break etc and will liaise with additional adults that might be working with you in the classroom. * You need to plan for the lessons that you will be teaching and assess the impact of your learning on pupil progress.   Update your pupil progress tracker and continue to collect and annotate samples of work from your focus children. | **The Assessment Report is to be completed on Abyasa by the end of this week.**   * + 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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| **Suggested School Experience Directed Tasks** |
| As part of the completion of your assessment report you should be reflecting on your growing professionalism and the following statement from Part 2 of the Teachers’ Standards provides an overview of what this means in practice.   |  | | --- | | *A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.*  *Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*   * *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.* * *having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions* * *showing tolerance of and respect for the rights of others* * *not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs* * *ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.*   *Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which sets out their professional studies and responsibilities.* |   Spend some time this week reflecting on the statement above and the core competencies for professional behaviours and identify some actions that you need to put in place during Stage 3 to ensure that you are demonstrating that you are an effective colleague.  **Progress Trackers**  Ensure that you have updated your Progress Tracker for each lesson that you plan and teach in Writing and Maths or Literacy and Mathematical Development and collected evidence of progress of your six pupils. |