

LEEDS BECKETT UNIVERSITY

**ITE Placement Supplement**

**2021-22**

**Secondary (11-16) Placements**

**Secondary Age Phases 11-16 incorporating School Direct**

# Contacts

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# Introduction

This supplement is intended to provide specific guidance for Secondary Education (ages 11-16) placements and should be read in conjunction with the Placement Handbook.

The following handbook is also available at <http://www.leedsbeckett.ac.uk/placements/Carnegie> or by request to the Placement Office on Carnegie.partnerships@leedsbeckett.ac.uk or 0113 812 1761:

# School Phase Dates and Requirements

Guidance notes on Phases:

Please note the following:

1. *The dates of Phases will alter depending upon the Schools in which the trainee is placed.*
2. *Trainees are responsible for completing their Pen Portraits at the end of each Phase of teaching. This will be checked in a meeting with the Link Tutor.*

**Phase 1:** October to December

Incrementally building to teach 30-50% timetable by beginning of November.

**Phase 2:** January to March

Teaching 50-60% timetable

**Phase 3:** March to June

Teaching 60-70% timetable

**Secondary PGCE Calendar 2021/22**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Uni | w/b | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 1 | 16.08.21 |  |  |  |  |  |
| 2 | 23.08.21 |  |  |  |  |  |
| 3 | 30.08.21 |  |  |  |  |  |
| 4 | 06.09.21 | Induction Day | Induction/Residential | Induction | Induction | Curriculum Studies CS |
| 5 | 13.09.21 | CS | CS | Professional Development PD | CS | CS |
| 6 | 20.09.21 | CS | CS | PD | CS | M1 Teaching and Learning |
| 7 | 27.09.21 | CS | CS | PD | CS | M1 |
| 8 | 04.10.21 | CS | CS | PD | M1 | M1 |
| 9 | 11.10.21 | SEN | SEN | SEN | EBACC CS | CS |
| 10 | 18.10.21 | Phase 1 start   EBACC CS | EBACC CS |  |  |  |
| 11 | 25.10.21 | Self Directed Study |  |  |  |  |
| 12 | 01.11.21 |  | 30% to 50% teaching |  |  |  |
| 13 | 08.11.21 |  |  |  |  |  |
| 14 | 15.11.21 |  |  |  |  | M1 hand in |
| 15 | 22.11.21 | Mid Phase week |  |  |  |  |
| 16 | 29.11.21 | M2 Pre-record |  |  |  |  |
| 17 | 06.12.21 |  |  |  |  |  |
| 18 | 13.12.21 | M2 Pre-record |  |  |  | 40 |
| 19 | 20.12.21 |  |  |  |  |  |
| 20 | 27.12.21 | Christmas All |  |  |  |  |
| 21 | 03.01.22 | Bank Holiday | Ph1 Target setting | M2 | Job Apps | M2 |
| 22 | 10.01.22 | M2 | Phase 2  60% teaching |  |  |  |
| 23 | 17.01.22 | M3 Pre record |  |  |  |  |
| 24 | 24.01.22 |  |  |  |  |  |
| 25 | 31.01.22 |  |  |  |  | M2 Hand in |
| 26 | 07.02.22 | Mid Phase week |  |  |  |  |
| 27 | 14.02.22 |  |  |  | M3 | M3 |
| 28 | 21.02.22 | Self Directed study |  |  |  |  |
| 29 | 28.02.22 |  |  |  |  | M3 |
| 30 | 07.03.22 |  |  |  |  |  |
| 31 | 14.03.22 |  |  |  |  |  |
| 32 | 21.03.22 |  |  |  |  | 46 |
| 33 | 28.03.22 | Phase 2 target setting | Phase 3 | 60 to 70% teaching |  |  |
| 34 | 04.04.22 |  |  |  |  |  |
| 35 | 11.04.22 | Easter |  | M3 Hand in |  | Bank Holiday |
| 36 | 18.04.22 | Bank Holiday |  |  |  |  |
| 37 | 25.04.22 |  |  |  |  |  |
| 38 | 02.05.22 | Bank Holiday |  |  |  |  |
| 39 | 09.05.22 | Mid Phase week |  |  |  | Mid Phase deadline |
| 40 | 16.05.22 |  |  |  |  |  |
| 41 | 23.05.22 |  |  |  |  |  |
| 42 | 30.05.22 | Self Directed Study |  |  | Bank Holiday | Bank Holiday |
| 43 | 06.06.22 |  |  |  |  |  |
| 44 | 13.06.22 |  |  |  |  | 38 |
| 45 | 20.06.22 | Phase 3/NQT target setting | Lower Key stage |  |  | END OF COURSE SIGN OFF |
| 46 | 27.06.22 |  |  |  |  |  |
|  | 04.07.22 |  |  |  |  |  |

Mid Phase observation weeks;

Phase 1; 22nd Nov to 26th Nov 2021

Phase 2; 7th Feb to 11th Feb 2022

Phase 3; 9th May to 13th May 2021

|  |  |
| --- | --- |
| Induction | 4 |
| PD; Professional Development | 5 |
| CS; Curriculum Studies | 14 |
| Phase 1 | 40 |
| Phase 2 | 46 |
| Phase 3 | 38 |
| SEN/            Ebacc X3 | 4 |
| LKS | 3 |
| Phase sign off/target setting days/ End of Course | 4 |
| Self-Directed Study | 13 |
| Masters days | 10 |
| Total Days in school | 131 |
| Total Days on course | 182 |

# ITE Placement Dates, Requirements Aims and Learning Outcomes of the ITE Placement

*‘Please note that if your placement dates clash with Placement Provider or University holiday dates you will need to negotiate with the Placement Provider when to make up the missed days either directly before or after the proposed placement period.’*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PGCE Secondary Education | | | | | |
| **Phase** | **ITE Placement Dates** | **Age Range** | **Placement Requirements** | **Aims of the ITE Placement (intent)** The Trainee will: | **Learning Outcomes of the ITE Placement (implementation)**  On completion of this ITE Placement the Trainee will have: |
| Phase 1 | **Provider-led:**  **Special Educational Needs:**  W/C 11/10/21  **Teaching Block (8 Weeks):**  18/10/21 - 17/12/21 (40 days)  **School Direct; Dates may vary. Refer to Lead Alliance school calendar** | Various  KS3/4 | Gradual build-up of confidence, relationships and T&L skills (‘learn how’), in association with the knowledge (‘learn that’) from university, through assisting host teachers, working with children one-to-one, group work, plenaries, modelling, introduction to topics, etc. until in negotiation with host teacher responsibility for class can be handed over.  Planning and teaching 30-50% of the weekly timetable by mid-phase | The Trainee will:   * Develop key skills of teaching inclusive of the ‘learn how’ skills listed in Pebblepad in conjunction with the ‘learn that’ knowledge and understanding from university * Develop an understanding of the secondary school as a learning community | On completion of this ITE Placement the Trainee will have:   * Planned and delivered successful teaching and learning sessions with groups and with the whole class,.through allocation of responsibility of between 30-50% of a weekly timetable * Engaged with the broader life of the Placement Provider, by attending CPD and whole school meetings * Demonstrated all of the ‘Learn that’ skills listed in Pebblepad |
| Phase 2 | **Provider-led:**  **Teaching Block (10 Weeks):**  11/01/22 - 25/03/22 (48 days)  **School Direct; Dates may vary. Refer to Lead Alliance school calendar** | KS3&4 | New school – new relationships, 1-2 weeks acclimatisation. Planning and teaching 50-60% of the weekly timetable | The Trainee will:   * Be able to plan, teach and deliver lessons in their specialist subject over a sustained period, consolidating PebblePad progress and developing Phase 2 ‘Learn that’ expectations * Be able to monitor children’s learning in their specialist subject, building up a log of pupil’s progress * Be able to assess children’s learning in their specialist subject through a variety of formative and summative assessment techniques * Appreciate the role of the secondary teacher in a secondary school * Critically reflect on their own practice, using knowledge gained through study of recent and relevant research from university study * Have knowledge of inclusion and child protection responsibilities in educational settings, inclusive of the Code of Practice (2014) | On completion of this ITE Placement the Trainee will:   * Use the assessment and planning cycle operated within the school placement * Cater for individual learners, through differentiation, inclusion and equal opportunities by implementing different strategies to meet the individuals needs * Structure learning for individual needs through planning and resources in conjunction with mentor and host teachers * Demonstrate all of the ‘Learn that’ expectations for Phase 2 Pebblepad |
| Phase 3 | **Provider-led:**  **Teaching Block (9 Weeks):**  29/03/22 - 17/06/22 (38 days)  **School Direct; Dates may vary. Refer to Lead Alliance school calendar** | KS3&4 | New school – new relationships, 1-2 weeks acclimatisation. Planning and teaching 70% of the weekly | The Trainee will:   * Plan, deliver and assess the learning of the class for 75% of the weekly curriculum; * Provide a range of learning experiences to accommodate different learning needs; * Provide inclusive learning situations for children of diverse backgrounds; * Assumed the role of the class teacher; * Participate fully in the life of the Placement Provider. | On completion of this ITE Placement the Trainee will:   * Have planned, assessed and recorded pupil progress against specified learning objectives in the full curriculum of the class ensuring continuity and progression of students’ learning for the whole class, group and individual work; * Have demonstrated appropriate teaching and learning strategies to ensure students’ engagement and concentration; * Have used well-chosen formative and summative assessments against national, regional and local data; * Have maintained an accurate record of students’ progress to inform reports to parents and to ensure appropriate differentiation in order to respond to pupils with individual needs and diverse backgrounds; * Have monitored and evaluated students’ progress and set targets for developing their progress; and * Have attained the relevant ‘learn that’ Pebble pad expectations for Phase 3 which will lead to consolidating the Teachers’ Standards and set targets to inform their Career Entry Development Profile and Induction Phase as an Early Career Teacher |
| Lower Key Stage Experience | **KS2 Experience**  21/06/22 - 23/06/22 (3 days) | KS2 | Observe teaching and learning at Key Stage 2. Undertake Focused Activities. | The aim of the KS2 experience is to focus on understanding how pupils deal with transition from KS2 to KS3 (year 6 to year 7) and the move to ‘Big School’ | On completion of the Experience the Trainee with have a working understanding of the expectations, curricula, strategies and teaching arrangements at Key Stage 2 |

# Assessing school placement experience

The school placement entitlement consists of 3 phases, inclusive of 2 to 3 different Secondary schools. However, the school experience is just one element of the LBU curriculum. In order for coherence across the whole curriculum achievement of knowledge of understanding (‘learn that’) of teaching and learning theory developed in university should be sequenced with skill of teaching and learning (‘learn how’) practice developed and attained while in placement. To this end, Pebblepad will be the depository for all evidence of the curriculum engagement and you are encouraged to use this depository from day one of the LBU curriculum. The PGCE knowledge and understanding of theory is assessed through 3 Masters’ assignments. The school experience practice is assessed through a sequence of 3 phases which are formatively assessed at 5 points leading to the final summative assessment at the end of phase 3. Each school placement phase has 2 assessment points, the mid-term formative assessment point, conducted by the trainee in collaboration of the placement mentor and the end of phase assessment point, which in Phases 1 and 2 will be formative, but for phase 3 will be the summative school placement assessment. The end of phase assessments, formative or summative will be carried out by the school based mentor. The phase 3 final assessment, if reached successfully will automatically lead to meeting the Teachers’ Standards competencies. In order to verify each of the ‘learn that’ expectations within each phase trainees should collect digital evidence in the Pebblepad depository in the relevant sections. We encourage you to cross-fertilise the ‘learn how’ evidence with knowledge and understanding (‘learn that’) engagement from university and to constantly share work with the school based mentor and host teachers.

# LBU school placement expectations (‘learn how’) practice

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| --- | --- | --- | --- |
| **Expectation** | **Expected Progress Statements** | | |
| **Phase 1** | **Phase 2 (+Phase 1)** | **Phase 3 (+ phase 1 and 2) and a summative judgement leading to the Teaching Standards** |
| Working with high expectations | * Receive Feedback and act on it. * Create a positive environment in the classroom for pupils in line with the school behaviour policy. | * Contacting parents and carers to maximise pupil progress. * Acknowledge and praise pupil effort, emphasising progress being made | * Create a culture of respect and trust that supports all pupils to succeed. * Maintain clear behavioural expectations |
| Knowing how pupils learn | * Take account of pupils' prior knowledge when planning a lesson. * Keep complexity of a task to a minimum so attention is focused on the content * When planning break complex material into smaller steps for pupils | * Know how to sequence lessons from foundation knowledge to more complex content. * Know how to identify common misconceptions and how to prevent them forming. * Link what pupils already know to what is being taught | * Know and demonstrate using key ideas and concepts over time. * Know how to design practice, generation and retrieval tasks so pupils experience a high success rate * Balance exposition, repetition, practice and retrieval of critical knowledge and skills |
| Curriculum and subject knowledge | * How to identify essential concepts, knowledge, skills and principles in your subject. * Know how to ensure pupils thinking is focused on key ideas in your subject. * Understand how your subject links to the school curriculum and how they inform lesson preparation. | * Provide opportunity for pupils to learn and master essential concepts, knowledge, skills and principles of your subject. * Teach analogies, illustrations, examples, explanations and demonstrations. * Use shared resources that sequence content. * Ensure pupils have relevant subject knowledge when asked to think critically. | * Teach key concepts and big ideas through a range of examples. * Draw explicit links between new content and core content and principles. * Understand how to use retrieval and spaced practice to build automatic recall of key knowledge. * Provide resources and tasks to support pupils learning key ideas (quizzes, worksheets etc) * Understand the evolution of teaching from the concrete to the abstract. |
| Classroom practice | * Know how to construct a lesson plan and the component parts. Use tasks that scaffold pupils through meta-cognitive and procedural processes. * Effective use of modelling, explanations and scaffolds. * Enable critical thinking and problem solving by teaching appropriate foundation content. * Ability to remove scaffolding at the right time. | * Starting lessons at the current point of pupils understanding. * Combine verbal explanation with relevant graphical representation of the same concept or process. * Make the steps in a process memorable for pupils (mnemonics or linking memorable stories) * Narrate thought processes, ask appropriate level questions and draw links to prior knowledge | * Teach collaborative work, paired work and know the factors for effective groupings. * Plan activities you want pupils to think hard about. * Know and demonstrate appropriate wait times between questions for more developed responses. |
| Adaptive teaching | * Identify pupils who need new content further broken down. * Provide opportunity for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.      * Meet individual needs without creating unnecessary workload, by deciding whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils. * Make use of well-designed resources (e.g. textbooks). * Reframe questions to provide greater scaffolding or greater stretch. | * Support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. * Make use of formative assessment. * Balance input of new content so that pupils master important concepts. * Plan to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge building in additional practice or removing unnecessary expositions. * Group pupils effectively, by: Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed. * Discussed and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific. | * Work closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues. * Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. * Make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. * Apply high expectations to all groups, and ensuring all pupils have access to a rich curriculum. |
| Assessment | * Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). * Check prior knowledge and understanding during lessons, by structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). * Monitoring pupil work during lessons, including checking for misconceptions. * Make marking manageable and effective, by recording data only when it is useful for improving pupil outcomes, understanding that written marking is only one form of feedback. * Identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer and self-assessment) * Use verbal feedback during lessons in place of written feedback after lessons where possible. | * Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance). * Use assessments to check for prior knowledge and pre-existing misconceptions. * Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. * Scaffold self-assessment by sharing model work with pupils, highlighting key details * Eensure feedback is specific and helpful when using peer- or self- assessment * Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). | * Choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. * Provide high-quality feedback, considering how pupils’ responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). * Focusing on specific actions for pupils and providing time for pupils to respond to feedback. * Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking. |
| Managing behaviour | * Respond quickly to any behaviour or bullying that threatens emotional safety. * Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). * Giving manageable, specific and sequential instructions. * Checking pupils’ understanding of instructions before a task begins. * Using consistent language and non-verbal signals for common classroom directions. * Using early and least-intrusive interventions as an initial response to low level disruption. * Establish effective routines and expectations, by: Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school. * Reinforcing established school and classroom routines | * Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom * Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). * Responding consistently to pupil behaviour. * Motivate pupils, by supporting pupils to master challenging content, which builds towards long-term goals | * Build trusting relationships, by effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations * Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings. * provide opportunities for pupils to articulate their long- term goals and helping them to see how these are related to their success in school. * support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. |
| Professional behaviours | * Engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. * Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. * Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. * Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. * Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. * Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. * Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour). * Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing. | * Strengthening pedagogical and subject knowledge by participating in wider networks. * Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. * Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling * Preparing teaching assistants for lessons under supervision of expert colleagues. * Manage workload and wellbeing, by: Observing how expert colleagues use and personalise systems and routines to support efficient time and task management * Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). | * Engaging critically with research and using evidence to critique practice. * Build effective working relationships, by: Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team. * Work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. * Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). |
| Wider professional behaviours | * Observe proper boundaries appropriate to your professional position. * Relationships rooted in mutual respect. * Show tolerance and respect for the rights of others. * Not undermining fundamental British values including democracy, the rule of law, individual liberty and respect and tolerance of those with different faiths and beliefs | * Teacher is on time for all beginnings and ends of days, meetings, lessons. * School/ colleagues always informed of and reasons for any non-attendance in the school day or other professional meetings and responsibilities in line with policy. * Language and dress are always highly professional and in line with school policy. * Teacher always applies school policies, e.g. health and safety, risk assessments before trips; homework etc. | * Ensure personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law * Have regard for the need to safeguard pupils’ well- being, in accordance with statutory provisions * High level of personal conduct. * Perform your role according to statutory frameworks, safeguarding, equality and legality. * Be able to judge when advice may be sort in relation to child protection and confidentiality. |

# Support in Evidence for the expectations

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| **Guidance** |  |
| These examples are only indicative of the types of evidence trainees may wish to include in their Pebblepad portfolios. It is by no means exhaustive. One piece of evidence may be able to be used for more than one expectation. |
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|  |
| **Placement expectations – ‘learn how’** | Managing behaviour |
| Working with high expectations |
| P1   * Be aware of any bullying, e.g. change in friendship groups, monitor and look for dip in individual’s attitude to work * Do not try to solve pupil problems, once aware, share with SBM and host teachers * Plan lessons that are well managed, chunked, differentiated and assessed through AfL, e.g. assess prior learning, introduce topic and expectation, model method, test understanding, advance knowledge through contextualisation, assess ability in topic, feed forward * Always check understanding, e.g. after exposition get pupils to repeat method, either individually or as a group mantra, remember oral teaching is ephemeral, pupils need to be actively involved in learning * Use routines for classroom directions, e.g. timed tasks using a virtual clock on IWB * Constantly monitor whole class engagement, e.g. never work with an individual pupil while neglecting the whole class * Get familiar with school routines and classroom expectations by observing class teachers in class/at breaktime/ lunchtime and end of school * Pupils will detect when a new teacher does not know the school routines and will push the boundaries of acceptance. By working as a team, teachers can create an orderly and manageable environment   P2   * Routine operant conditioning relies on consistency of reward and sanction policy * Key transition points within a lesson, i.e. movement from one task to another, can disrupt the flow of a lesson and potentially cause disruption, model expectation for pupils, so that they know how to behave in the transition point * Pupil’s expect to be treated fairly and equally, when sanctioning one pupil, make sure same sanction applies to another * Learning requires effort, it is the teachers obligation to challenge pupils to exert effort, e.g. monitor pupils selection choices when offering RAG work to ensure pupils are challenging themselves when ready * As an ITT in a school for a limited amount of time, it is crucial that stakeholder relationships are built, as they will be privy to the background to individuals * Seek out opportunities to communicate with parent’s, e.g. make sure you are invited to parent’s evenings and try to engage * A secondary school teacher is required to engage in more than a subject specialism, e.g. as a form tutor get to know individual’s aspirations * Intrinsic reasons are more powerful for individual goals, e.g. attaining a GCSE in English Literature because of a love of reading |
| P1   * Expect to receive constant feedback from SBM and host teachers. You must react positively and show development from feedback * As a teacher your pupils will development from your T&L, for this to take place successfully, pupils need to be motivated either intrinsically or extrinsically. You will need to tap into these motivations   P2   * All stakeholders within the school community play an important role in pupil motivation, not least parents and carers. You will need to make the most of this useful source of support, because the teachers influence dissipates after school and parents influence will increase * Constantly monitor pupil progress and share this information with pupils   P3   * As the teacher you will responsible and autonomous in T&L. Pupils will be more motivated in your classroom if you are able to develop strong working relationships with the children based on mutual respect and trust * Right from the start, share your behavioural expectations with the pupils, be consistent and fair with rewards and sanctions and develop working routines that the pupils become familiar with |  |
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| Knowing how pupils learn |  |
| P1   * As time goes on you will start to build a progress file of each pupil which you will be able to use for planning differentiation. Before that time, you will need to liaise with SBM and host teachers on prior learning. Never plan a lesson without this knowledge * Each subject in the National Curriculum consists of matters, processes and skills pertinent to each specialist subject. The pupils need to master the matters, processes and skills of each topic before they can contextualise, or problem solve. Knowledge is required before complex problem solving, or independent research can take place * During exposition, depending on prior knowledge, the matter, processes and skills will need to be defragmented in order to use iterative skills previously developed. As a subject becomes more complex it is built up from the foundation knowledge previously learnt, this needs to be explicit   P2   * Once singular lessons have been mastered you will need to start planning a sequence of lessons, sometimes called mid-term planning, or a scheme of work, covering a whole topic over a series of lessons. The scheme of work should be sequential, building from prior knowledge to newer matters, processes and skills within the topic structure. Through an iterative sequence the pupils will be led from consolidation to learning of new material * Misconception is a confusing concept. Within some subjects like Science, misconceptions are easy to identify, e.g. some people believe the earth is flat, but scientific evidence proves that the earth is spherical. For other subjects, misconceptions are more difficult to identify and are sometimes confused with a lack of fundamental knowledge. * For learning to take place an individual needs to be able to clarify their understanding first, within their own schema for a given topic. Therefore, all new matters, processes and skills in T&L needs to be linked to prior T&L, which will enable pupils to further their knowledge and understanding within their own schema. See cognitive load theory for further study   P3   * As a developing ITT you will need to show and demonstrate your developing ‘learn how’ skills. The Pebblepad depository should be used to build up a portfolio of evidence which can demonstrate the coherence of the ‘learn that’ knowledge and understanding with the ‘learn how’ skills * Practice is key to developing new matters, processes and skills in all subjects. Beyond this fundamental knowledge the National Curriculum moves to understanding why and how, so that learners can generate processes from fundamental knowledge of matters and skills. So that this knowledge does not dissipate overtime, pupils’ processes and skills should be revised over a gradually lengthening period. Knowledge is lost if it is not used and so by revising and using this knowledge, especially within contextualised and problem solving, schema links are consistently re-made * A scheme of work should be a balance of exposition of new material, practice and retrieval of prior knowledge. |
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|  |  |
|  | Professional behaviours |
|  | P1   * Attend CPD in placement schools, to give a wider view of different approaches to T&L through iteration * Through Masters’ assignments synthesise knowledge of T&L with practice in schools (‘learn that’ coupled with ‘learn how’) * Be aware of strengths and weaknesses in weekly discussion with SBM and host teachers. Make weekly objectives to ensure the expectations are considered * Classroom assistance should be under your management. For this to occur, classroom assistance should be planned for and the assistant needs instructing and informing * The classroom assistant needs to be able to follow the lesson plan and understand the content. It is crucial for the assistant to be informed before the lesson in good time so that they can prepare and practice how to carry out your instructions. * Never take responsibility (as an ITT) for an individuals disclosure, always inform your SBM if witness to any safeguarding issue. Find out the placement safeguarding procedures and policies. As an ITT it is unwise to be alone with individual children, a hist teacher should be in close proximity * The ITT is a training course and so you should expect to receive support in all aspects of ITT, including behaviour management. Do not feel as though you have to solve everything yourself. There should be support in placement available and support from your link tutor if you feel you are not being supported in placement * The university has a wealth of pastoral and wellbeing support available which you should use if necessary. The ITT placement has been designed to enable a gradual approach to T&L responsibility. Your timetable should reflect this, e.g. all time with children should be considered as timetabled, including form time if appropriate.   P2   * Get involved in departmental planning etc. Discuss with SBM and host teachers their engagement with the wider subject specific community * The ‘learn how’ expectations are designed to give a gradual challenge to T&L. There is a great deal of a difference between having responsibility for 30%-50% of a teachers’ timetable expected in P1 and having responsibility for 70% of a teachers’ timetable in expected in P3 * Observe how SBM and host teachers communicate with parents and carers and actively seek opportunities to engage in parent’s evenings * Actively engage in classroom assistant training under the supervision of SBM and host teachers if necessary * As a novice with little benefit of prepared resources planning and preparation will take longed as an ITT. This is why the timetable expectations are designed as gradation, 30% gradually rising to 70% by the end of the ITT. Try to use the school resources, inclusive of lesson plans, PowerPoints and work sheets and try to form networks of support with your peer ITT * Plan lessons with sufficient amount of time for your SBM and host teachers to inform and help. Use their resources etc.   P3   * The LBU curriculum in parallel with the ITT CCF is geared towards developing ITT that are able to engage practically and knowledgably with current research and government policy as research practitioners. This is explicitly within the Masters’ PGCE * Teaching relies heavily on team work and explicit within that are the relationships you can develop with all stakeholders, inclusive of SBM, host teachers, the children you will be responsible for and the parents and carers you will come into contact with * Become familiar with the placement SEND department. You will have a Special Education experience, but you will also find that most placements have their own SEND department or PRU. * The strong relationships that you build while on placement, especially your final placement might enhance your employment opportunities. Even if your final placement does not have any vacancies, your SBM and host teachers have a wider network within the teaching community and might be able to solicit on your behalf. |
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| Curriculum and subject knowledge |  |
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| P1   * Concepts, knowledge and skills are worded as matters, processes and skills. The concepts or matters are the topics or items within a topic. A process is a sequence of activity that can be used to engage with a topic, knowledge is needed to be able to engage with a topic. Skills are the mental and physical tools needed to use the processes and knowledge to engage in a topic. You will need to be able to break down topics into their fundamental matters, processes and skills, this is called de-fragmentation. * To ensure that pupils’ thinking is focused on the topic you will need to monitor individual pupils’ progress, e.g. constant questioning and AfL. * You must always clear your intended lesson with your SBM and host teachers, as they will have the knowledge of prior learning and be able to gauge the appropriateness of your intent   P2   * In P2 you will moving on from basic lesson planning covering topics and moving to sequences of lessons. You will need to become familiar with the placements scheme of work so that you can plan lessons that cover a topic from initial fundamentals to more complex ideas and understanding. It is important that pupils master each matter, process and skill before moving to a higher complexity * In order for pupils to make sense of new topics they need to be able to form links to their previous learning. CLT tells us that aural exposition is ephemeral, so a variety of exposition techniques should be employed, e.g. contextualisation, demonstrate how the topic is useful in real life * Your SBM and host teachers will have been teaching the topics for a long time and will therefore have a multitude of available resources, don’t waste time searching on the internet for suitable worksheets, ask first * Pupils will be working at different levels of achievement, even in any one class that may be setted. This means that appropriate differentiation will need to be used, e.g. scaffolding a question, start by asking a fundamental question- and gradually build complexity by moving the question around the classroom singling out pupils at different achievement levels, to ensure all are engaged   P3   * In P3 you will begin to appreciate and understand the wider aspect of your subject specialism, the how and why of a subject. You will need to be able to share these greater concepts with your pupils so that they can problem solve and explain the why of a concept, this confirms their deeper level of understanding * CLT explains that schema becomes more active as links are made between separate schema, e.g. a demonstration of how the fundamentals of a concept join together to form a more complex understanding * Mental and physical knowledge of matters, processes and skills dissipates over time. CLT shows that this loss can be reduced by a series of recall, recap and a gradually regressed sequence of reappraisal. * Vary lesson structures so that lesson sequences don’t become predictable * Through your Masters’ assignments engage with relevant and recent research, government policy and non-government reports, so that you are able to make sense of what is going on in your classroom. |  |
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|  | Wider professional behaviours |
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| Classroom practice |
| P1   * The LBU lesson plan has been designed to lead you through the process of a good lesson, ensuring that you will be considering important aspects of a lesson. Not only will this guide you through the lesson planning structure, but it will also enable your SBM and host teachers to offer guidance and support on your lesson intention, provide evidence for your Pebblepad portfolio and enable you to evaluate the lesson after the event * Modelling refers to the teacher’s expected use of processes and skills in a given topic. In a classroom it would normally be carried out at the IWB or a camera, in practical lessons the teacher would demonstrate by carrying out the process or skill. Because any class cohort will be made up of a spectrum of achievement, modelling should be able to address the needs of levels of achievement. The modelling should be differentiated to enable all to access the process or skill, sometimes the differentiation will be applied through scaffolding. Scaffolding consists of a variety of techniques to enable lower achievers to access the process or skill, e.g. proving a check list of activity to accomplish the process or skill, which could be gradually reduced over time, as the pupil becomes more accomplished * Critical thinking and problem solving is considered to be a higher order metacognition. In order to reach the stage to be able to critically think or problem solve a deep understanding in the matters, processes and skill sis needed first. A structured lesson could consist of, prior learning test, model, test of understanding, process and skill development, test for mastery, critical thinking/problem solving activity. * It is important for individual pupil development that scaffolding is gradually reduced over time, so that the pupil does not become dependent on the support and can demonstrate independence   P2   * Unless a lesson is revision, before a topic is introduced, it is important to clarify prior learning. If the matters, processes and skills are found to be familiar do not proceed to re-teach the topic, unless addressing misunderstandings etc. Re-teaching familiar material is a waste of learner’s time * Metacognition/CLT suggests that verbal exposition is passive and ephemeral, so exposition and modelling should be varied and use other senses and actively engage learners * New learning is more likely to take place if it connects to a previous understood schema or it can be linked to something that learners already know. There is a suggested that contextualisation or topic/theme based learning might aid learning * A teacher should be able to demonstrate their thought processes as they model processes and skills, showing how they would use and think about the process and skill   P3   * By P3 you will have experienced different classroom environments and different methods of classroom management. Always negotiate with SBM and host teachers before trying to introduce a different classroom T&L approach, such as collaborative work, paired work and group activities * Every lesson should contain crucial matters, processes and skills, these could be considered to be teaching points. Teaching points should be planned for and made explicit to learners, e.g. the lesson objectives should be shared with the learners, so that their learning can be tested at the end of the lesson * Knowledge type questioning can sometimes be considered as ‘guess what is in the teacher’s head’, right or wrong. Try to balance knowledge questions at differing levels so that all levels of achievers can be engaged. Try to expand on knowledge questions by initiating context or use for the process and skill. |
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| Adaptive teaching |  |
| P1 |
| * Use school data to identify SEND and specific learning difficulties, such as School Action and School Action + |
| * Differentiate lessons to meet T&L needs of all pupils, e.g. use RAG to classify levelled work sheets | P1   * As a teacher in a Secondary school you will be a trusted member of the community and must act with respect at all times * The people you will come into contact with, inclusive of children will be from different backgrounds and different experiences than you may be used to. All people that you meet must be treated with respect * Tolerance of different backgrounds should be within the remit of the school behaviour policy, if in doubt always discuss matters with your SBM and host teachers * FBV is a Government priority, you will need to become familiar with the placement policy on this priority   P2   * Promptness is a sign of being well organised and professional * Once you have taken responsibility for a class you will regarded as that classes teacher, so you will be expected to attend school, plan and deliver lessons, assess the classes progress, etc. However, you will also have other responsibilities to your ITT course and your own career and wellbeing. There will be occasion when you need to inform the placement that you will be absent, always give the school sufficient time to plan for your absence and inform the university placement team * As a teacher there will certain dress codes which you will have adhere to, depending upon the environment in which you will be practising. Always discuss with your SBM and host teachers and follow their lead * Become familiar with placement school policies as soon as possible. If the policies are not automatically made available to you discuss with your SBM and host teachers   P3   * Teachers, like all citizens have the right to hold personal beliefs, however due to the vulnerable nature of working with children it is important for teachers not to try to influence children in your own beliefs, other than educational matters, skills and processes of the curricula * The vulnerable nature of a schoolteacher’s work revolves around the safeguarding of the children in the teachers care. As an ITT always discuss any issues regarding safeguarding with your SBM and host teachers, never try to solve safeguarding issues yourself * Teachers are professionals and must act accordingly * As an ITT your conduct will be monitored and judged, be aware that the host school holds the right to remove you from placement if they conclude that you are having a negative effect on pupil progress or safeguarding * As an ITT never try to solve child protection issues, always inform your SBM and host teachers if a child protection issue occurs. |
| * During lessons, use AfL to identify struggling pupils and repeat or remodel for this group, e.g. instead of disrupting the whole class, call the struggling individuals to front of class as a small group and repeat exposition for them while the rest of the class carry on with the work |  |
| * Identify struggling learners through ongoing AfL, e.g. mini white board and try a different modelling method with them, e.g. video, book explanation, web site, more expert other, etc. |  |
|  |
| * Use questioning as AfL, involve others with same question, e.g. is this right?, can you add further? |  |
| P2 |  |
| * Become familiar with SEND Code of Practice (2014), find school policy, read CW’s guide * Use a variety of AfL within lesson to inform T&L to enable adjustment if necessary to lesson pitch, e.g. use RAG after each exposition to indicate understanding * Use iteration to ensure prior learning before moving to new content * Ensure foundation learning is solid and provide catch up for those not progressing * Discuss with SBM and host teachers how class should be seated/grouped * Discuss with SBM and host teachers how classes have been setted.some subjects don’t have setting, some have been setted using core subject data, etc. Some pupils excel in subjects, but struggle in other subjects. Care must be taken in these cases so that individuals are not discriminated or left behind   P3   * Converse with school SENCO * Use school data to correlate ongoing class data to monitor pupil progress, e.g. if a pupil suddenly dips in performance, find out what is causing the dip and rectify * Plan for classroom assistance when available and share the plans and instruct the assistant in good time * Regularly monitor pupils through RAG to ensure pupils are not self selecting lower level work which would stunt their growth. |  |
| **Assessment** |  |
| P1   * Indicate critical T&L points in lesson and plan hinge questions to inform understanding. A hinge question assess understanding of the critical T&L point. E.g. a lesson on earth quakes would have earth plate fault lines as a critical T&L point, so a hinge question could be, What happens at a fault line during an earth quake? * At start of lesson find out what pupils know about today’s topic. Are there misconceptions or is there missing knowledge. Unless this is a revision/consolidation lesson, lesson would need adapting if pupils already know the content. If foundation knowledge is missing, then lesson would need differentiating for this group of pupils. Misconceptions need addressing. * Use AfL quick checks, e.g. while pupils are working, do a walkabout to check progress and look for common faults and misconceptions. Do a group exposition to rectify. * Do end of lesson test, H/M/L question with pupil self-check and record. Monitor data to inform next step * Use variety of feedback methodology, e.g. written/coded/RAG/teacher/peer/self, etc. * End lesson with T&L consolidation and feed forward, encouraging those pupils starting to fall behind to pursue catch up work   P2   * Monitor class data by use of RAG and set catch up homework for R pupils. Discuss with SBM and host teachers. * Check with SBM and host teachers for prior coverage and misconceptions and assessment on each topic. * Dive deeper when questioning understanding, e.g. what/when/where. Why? * Share assessment rubric with pupils so they can self-assess their progress * Demonstrate appropriate peer assessment * Use coding and stamps for quick ongoing assessment feedback   P3   * For summative assessment link to subject specific agreed levelling, e.g. GCSE exam board marking schemes * Be aware of individuals vulnerability and use feedback to suit, e.g. pupils at P-scale should not be assessed at NC level * For cognition pupils need to be actively engaged in their assessment, e.g. after providing feedback pupils should respond positively through action * Understand the difference between mistakes and misunderstandings |
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# Leading to competency of the

# Standards for Teachers

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| **PREAMBLE** | **TS6 Make accurate and productive use of assessment** |
| Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. | Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements |
| Make use of formative and summative assessment to secure pupils’ progress |
| Use relevant data to monitor progress, set targets, and plan subsequent lessons |
| **PART ONE: TEACHING** | Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback |
| **TS1 A teacher must set high expectations which inspire, motivate and challenge pupils** |
| Establish a safe and stimulating environment for pupils, rooted in mutual respect | **TS7 Manage behaviour effectively to ensure a good and safe learning environment** |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils |
| **TS2 Promote good progress and outcomes by pupils** | Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
| Be accountable for pupils’ attainment, progress and outcomes |
| Plan teaching to build on pupils' capabilities and prior knowledge |
| Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them |
| Guide pupils to reflect on the progress they have made and their emerging needs |
| Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching | Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary |
| Encourage pupils to take a responsible and conscientious attitude to their own work and study | **TS8 Fulfil wider professional responsibilities** |
| Make a positive contribution to the wider life and ethos of the school |
| **TS3 Demonstrate good subject and curriculum knowledge** |
| Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
| Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings |
| Deploy support staff effectively |
| Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues |
| Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject | Communicate effectively with parents with regard to pupils’ achievements and well-being |
| **PART TWO: PERSONAL AND**  **PROFESSIONAL CONDUCT** |
| If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics | 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. |
| If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies |
| **TS4 Plan and teach well-structured lessons** |
| Impart knowledge and develop understanding through effective use of lesson time | 1. **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:** |
| Promote a love of learning and children’s intellectual curiosity |
| Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position |
| Reflect systematically on the effectiveness of lessons and approaches to teaching | Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions |
| Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) | 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 |
| **TS5 Adapt teaching to respond to the strengths and needs of all pupils** |
| Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
| Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law |
| Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these |
| Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development | 1. **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.** |
| Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them | 1. **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** |

# Support in Evidence for the Standards

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| **Guidance** | * **(LP)** shows pupil level data is used to inform differentiated tasks (including SEN and G&T) |
| These examples are only indicative of the types of evidence trainees may wish to include in their standards portfolios. It is by no means exhaustive. One piece of evidence may be able to be used for more than one standard. |
| * Observations that comment on individualised feedback |
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|  |
| **PART ONE: TEACHING** | **TS7 Manage behaviour effectively to ensure a good and safe learning environment** |
| **TS1 A teacher must set high expectations which inspire, motivate and challenge pupils** |
| * Lesson planning/ Feedback |
| * Lesson Plans **(LP)** / Feedback | * Engaging resources |
| * Weekly reviews | * Risk assessment documentation |
| * Testimonials from staff/wider work force | * Setting and applying expectation with consistency |
| * Trainee reflections; daily/ weekly | * Modelling expectations |
| * Implementing and supporting school systems e.g. behaviour | * Use of a range of behaviour management strategies |
|  | * Trainee explanations and evaluations |
|  | * Examples of effective reward and sanctions processes |
| **TS2 Promote good progress and outcomes by pupils** | * Observations of more experienced colleagues and good practice |
| * Lesson evaluations commenting on learning intentions |
| * **(LP)** shows learning informed by evaluation |  |
| * Mentor feedback identifies use of pupils knowledge of pupils |  |
| * **(LP)** shows a variety of teaching approaches | **TS8 Fulfil wider professional responsibilities** |
| * **(LP)** shows that pupils are given opportunities to assess their own and peers learning and setting of future targets | * Work with staff and colleagues outside the department |
| * Contributions in other areas of school e.g. pastoral/ extra curricular |
|  |
|  | * Weekly reviews and reflections |
| **TS3 Demonstrate good subject and curriculum knowledge** | * Work in the community |
| * Parents evening |
| * Subject specific feedback and questioning | * Attendance at professional meetings |
| * Lesson Planning short and medium term | * Use of support and collaboration for planning |
| * Lesson Feedback | * Use of CPD time and target setting |
| * Trainee reflections | * Formal and informal meetings with staff, pupils, parents etc. |
| * Proactive research |
| * Pupil engagement | * School visits and planning for them |
| * Modelling accurate spoken and written English |  |
| * Appropriate high quality resources |  |
| * Deployment of a range of effective T&L strategies | **PART TWO: PERSONAL AND**  **PROFESSIONAL CONDUCT** |
|  |
|  | 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. Evidence for standards 1 – 8 may also provide evidence of personal and professional conduct |
| **TS4 Plan and teach well-structured lessons** |
| * **(LP)**; creative and imaginative |
| * Observations and feedback show appropriate pace and time management and all pupils engaged in learning |
| * Resources are engaging |
| * **(LP)**; include a range of appropriate homework/ extended learning tasks | 1. **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.** |
| * Lesson evaluations demonstrate reflection rather than description and impact subsequent lessons |
| 1. **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.** |
| * Mentor feedback |
| * Schemes of work/ medium term plans |
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| **TS5 Adapt teaching to respond to the strengths and needs of all pupils** | 1. **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** |
| * **(LP)**; Personalisation and differentiation |
| * Planning and managing the role of colleagues |
| * Use of pupil information/ data | * Child protection certificate |
| * Reflection of impact on pupil progress | * Mentor summative and formative feedback |
| * Learning journals, case studies, recording mechanisms/ systems | * Personal testimonials |
| * Record of attendance |
| * Learning dialogue | * Engagement in wider school issues |
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| **TS6 Make accurate and productive use of assessment** | **This guidance has been agreed for use by Yorkshire & Humber APTE** |
| * Examples of marked and levelled pieces of work |
| * Extract from mark book/ monitoring sheet |
| * **(LP)** shows a variety of AfL strategies |
| * Examples of formative assessment including verbal |

# Planning Proforma for Key Stages 3-5

Please note that trainees are expected to use Leeds Beckett University planning proformas (lesson plans) but can supplement planning by using school planning proformas (lesson plans) on informal teaching occasions when not being officially observed. If school proformas are used, this should be agreed with the School Based Mentor and Link Tutor. Planning must include: short term, medium term and planning for other adults (classroom assistants, technicians, etc.). When being observed by a Link Tutor, it is the expectation that the trainee will use Leeds Beckett University planning proformas (lesson plans).

**Trainees in Key Stages 3-5 will be expected to prepare:**

* A Medium-Term Plan (Scheme of Work) (**Form 1**) for one area of the curriculum taught for each phase of assessment.
* A Short Term Plan (Lesson Plan) (**Form 2**) for each teaching and learning session. It should show clarity, be succinct (bullet points) and be specific
* Planning Sheet for each adult (classroom assistant, technician, etc.) (**Form 3**)

**Trainees will be expected to evaluate:**

* Their impact upon pupils’ learning for each individual lesson (see beginning of Form 2);
* Their progress towards meeting the T&L expectations, ‘learn how’, during each weekly meeting with their mentor.

*The plans should normally be prepared digitally and the boxes will expand to accommodate the required information.*

## Form 1: Medium Term Plan/ Scheme of work

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Medium term plan for (subject):** | |  | **Focus;** |  | **KS;** |  | **Year** |  |
| **Lesson Number and Topic** | **Learning Outcomes** | | **Outline of Lesson and activities** | | **Success Criteria** | | **Resources required** | |
|  |  | |  | |  | |  | |
| **2** |  | |  | |  | |  | |
| **3** |  | |  | |  | |  | |
| **4** |  | |  | |  | |  | |
| **5** |  | |  | |  | |  | |
| **6** |  | |  | |  | |  | |
| **N.B: This form is meant to be used digitally and expanded appropriately** | | | | | | | | |

## Short Term Plan / Lesson Plan Proforma

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Date | Time | No of pupils; |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evaluation of Previous Lesson**  Referring to student learning discuss the extent to which learning objectives were achieved.   |  |  | | --- | --- | | **Success in relation to** | **EVIDENCE. (How do you know?)** | | Achievement of Learning Outcomes. What progress was made in pupil learning. |  | | Needs of different students and groups. Did each group make progress against LOs? |  | | Student response; how well did they progress |  | | Class management; How did this lead to the class making progress in their learning |  | | Own Performance; How did you enable the pupils learning |  | | Progression; Issues for next lesson |  | | Content issues |  | | **Lesson Title**  **Resources needed**  **Aim (the matters, processes and skills from the NC)**  **Learning Objectives (LOs)**  What do you want pupils to learn, know and understand, perform, apply, evaluate?  **Learning Outcome** (what should be learned at the end of the lesson. You must be able to assess whether learning has taken place.)  **Teacher Objectives (‘learn how’ expectations)**  (What is the focus for your development with reference to the ‘learn how’ expectations and targets for this week?) |

**Short Term Plan**

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| --- | --- | --- | --- |
| **Time** | **Learning Activity & Organisation**  (Should relate directly to learning objectives. Progressive tasks to achieve the outcome and lay-out of the activity) | **Teaching Points**  (The technical points you will need to communicate and relate to learning outcomes) Often teaching points are learnt verbatim so rehearse what you say. | **Differentiation**  (Are all ranges of ability catered for? Have you considered, for example, groupings, task etc?) |
|  | Starter activity |  |  |
| **Evidence of progress against learning.**  How will you identify and assess learning?  What will learning look like?  What do you expect to hear/see from the pupils? |  |  |
| Exercise 1 |  |  |
| **Evidence of progress against learning.**  How will you identify and assess learning?  What will learning look like?  What do you expect to hear/see from the pupils? |  |  |
| Progression exercise/activity |  |  |
|  | **Evidence of progress against learning.**  How will you identify and assess learning?  What will learning look like?  What do you expect to hear/see from the pupils? |  |  |
|  | Progression exercise activity or Plenary |  |  |

**Short Term Plan**

|  |  |
| --- | --- |
| **Assessment Strategies (for all abilities)**  **Formative, Summative, School based? National targets?** | **Safety Considerations** |
| **Cross Curricular Opportunities** (Links to other areas of the curriculum e.g. literacy, numeracy, citizenship, digital technology etc.) | **Homework and/or Extension activities considerations** |
| **Behaviour management considerations** | **Use of other adults in the classroom** |

## Form 3: Planning for Other Adults in the Classroom

*(You can use this form or your school’s version)*

|  |  |
| --- | --- |
| **Lesson / Session Objectives**  **Success Criteria** | |
| **Key Vocabulary** | |
| **Outline of Activity** | |
| **Comments on children’s learning and progress:** | |
| **\*** |  |
| **\*** |  |
| **\*** |  |
| **\*** |  |

# Assessment of Pupil Progress

For each of the phases, it is important to monitor your teaching impact on pupils and to demonstrate learner’s progress over time. This assessment form on the next page can be used by you to record pupil progress within your lessons and can be used as a bundle of evidence to demonstrate to your mentor, Link Tutor and Personal Tutor of progress against the ‘learn how’ expectations.

**During Phase 1, 2 & 3**

1. Use Assessment Sheet to monitor and record progress for at least one class for each phase of assessment
2. Insert prior assessment of pupils for benchmarking purposes
3. Collect formative ‘evidence’ which will support your assessment of pupils
4. Insert data showing assessment of pupils over the duration you teach them

There should be a range of ‘evidence’ including:

* + Informal observations
  + Annotated examples of children’s work
  + Photographs of pupils’ work (if you have permission)
  + Comments from other adults
  + Test Results

## Assessment Sheet: Monitoring and Recording Progress

|  |  |  |  |  |  |  |
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| **Year Group:** | |  | | | | |
| **Subject Topic:** |  | | **Dates From:** |  | **To:** |  |
| **Names** | | **Prior Assessment if available (benchmark)** | **Assessment point 1** | **Assessment point 2** | **Assessment point 3** | **Final Assessment** |
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**Collecting evidence against the ‘learn how’ expectations, weekly meetings and assessing your teaching performance**

**Weekly Mentor meeting**

During your weekly mentor meetings with your mentor, you should discuss your current progress and set targets for improvement which should be recorded in PebblePad.

**Lesson Observations**

You should have at least one formal lesson observation per week which should be recorded in PebblePad. This can be from your mentor, Link Tutor, Class teacher or any other teaching staff member working in your placement school.

**Ongoing Assessment review towards meeting the ‘learn how’ expectations**

You will be assessed on your teaching performance against the ‘learn how’ expectations in Pebblepad in each of the 3 phases. The Pebblepad resource should be used in collaboration with your Mentor in weekly meetings and in monitoring by your Link Tutor and should be used to show evidence of progress. You are advised to upload as much relevant information relating to your teaching placements to underline engagement in the ‘learn how’ expectations and show how the ‘learn how’ skills relate to the ‘learn that’ knowledge and understanding previously developed. Creative examples of the types of evidence to upload can be seen in the Support in Evidence for the ‘learn how’ expectations detailed above. You will be required to provide 3 pieces of evidence against each Teaching Standard by the end of the ITT curriculum as your final summative assessment at the end of P3 when you return to your personal tutor.