

# School Direct Learning Journal

## 2014-2015

Welcome to your Learning Journal. This is a key document which will give you a clear focus for your professional development over the course of your training period. It will help you to set specific targets for your development and it will enable you to review the progress that you are making. It will be important that you and your mentor keep this document up to date. Please note that this is a working document and can be added to, annotated, colour coded and the like. In brief, make it work for you!

Name: \_\_\_\_\_

School: \_\_\_\_\_

Mentor: \_\_\_\_\_

University/Partnership Tutor: \_\_\_\_\_



# Contents

page

Induction Review and Action Planning Form 4

**The Weekly Learning Journal 6**

PART 1 Guidance on its completion 6

PART 2 An exemplar 8

PART 3 Your first week of training (targets  
already completed) 11

PART 4 Blanks for your training year 29

PART 5 Record of Observations 107

## Appendices

Menu of Learning Opportunities 110

**Primary Induction Tasks 121**

**Secondary Induction Tasks 137**

## Induction Review

### Review and Action Planning Form

<b>Student self review (to be completed prior to Induction Review)</b>
Where do you see your strengths in relation to the initial Induction Tasks and Subject Knowledge Audit?
Which areas of development do you need to focus on as priorities for the next 6 weeks of your Learning Journal?
<b>Student and Mentor discussion during Induction Review</b>
Review of outcomes of Induction Tasks completed thus far and review of Subject Knowledge audit
Identify up to 5 priorities to focus on during the 6 weeks following Induction Review (these should be planned into the Learning Journal as weekly targets and should reflect the priorities of the National College for Teaching and Leadership).
1
2
3
4
5

Which learning opportunities from the Menu of Learning Opportunities will help to address these?

What other training opportunities can the school provide in relation to addressing these targets?

Any other comments

Student \_\_\_\_\_ University/Partnership Tutor \_\_\_\_\_

Mentor \_\_\_\_\_ Date \_\_\_\_\_

University/Partnership Tutor comments (if applicable)

**PLEASE PRINT A COPY OF THIS FORM FOR YOUR RECORD OF TRAINING.**

## GUIDANCE FOR COMPLETING THE WEEKLY LEARNING JOURNAL

GUIDANCE	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to one of the Teachers' Standards.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<p><i>A weekly target should be expressed as a question or the development of a SKILL e.g. To enable me to...</i></p> <p><i>To enhance my knowledge of ...</i></p> <p><i>How do I...?</i></p>	<p><i>Mentors and students should discuss how a key issue is to be addressed.</i></p> <p><i>Tasks may be selected from the Menu of Learning Opportunities or arise from observations / weekly discussion / reflection / analysis / opportunities presented by context.</i></p>
	<p><i>Targets may be in relation to outcomes from previous training or feedback from observations.</i></p>	<p><i>Learning opportunities may include specific lessons to be planned, lesson observations of and by the student, collaborative and team teaching, meetings (with a subject specialist, LSAs, the SENCO, SMT etc.).</i></p>
	<p><i>Targets must also be systematically planned, using the Menu of Learning Opportunities to guide you. Ensure you reference the Teachers' Standard/s when setting targets.</i></p> <p><i>Targets should be SMART.</i></p>	<p><i>Other sources could be information to be obtained, resources to be found/created/audited, learner shadowing, local or CCCU training, participation in extra-curricular activities etc.</i></p>
<p><u><b>Subject Knowledge Development</b></u></p> <p><i>A related target could arise from:</i></p> <ul style="list-style-type: none"> <li>• a subject day</li> <li>• a weekly meeting</li> <li>• a subject/phase day</li> <li>• a lesson observation</li> <li>• something you have observed or researched</li> </ul>	<p><i>Subject knowledge development will be informed by the initial subject knowledge audit and the school's schemes of work, syllabi and long/medium term plans.</i></p> <p><i>It may be that other weekly targets are associated with the development of subject knowledge too.</i></p>	

Observations of me			
Date	Lesson	Staff	Agreed observation focus
<i>In best practice, students should be observed at least once a week. The foci of these observations should relate to one or more of the weekly targets detailed above.</i>			
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus
<i>The foci of these observations should relate to targets detailed above.</i>			

Have you joined one of the Teacher Unions yet? Do so; it is normally free in your training year.

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?

*Evaluations should focus on the outcomes of professional learning in relation to the identified target. How effective was the learning experience in addressing the target? What further experiences might be needed? Consideration may be given to the student's personal or professional learning or pupils' learning. All reflections should be analytical and avoid description.*

*Consider the **impact** that the learning activities have had on your professional development and on your pupils' learning. Avoid a diary type approach which simply recounts your experiences from that week.*

*Achievements and significant issues arising from discussion/evaluation should be noted.*

*Issues should be as specific as possible. These will inform planning in the subsequent weeks of the Learning Journal.*

*What achievements have there been in addressing the targets?*

*What targets can now be identified for further development?*

*What might need to be carried over to next week? (note the importance of the arrows in this document which go from one week to another)*

*What is now better and why?*

*What can you now do differently and more competently?*

*How might you adapt your practice in the future?*

*What do you want to try next?*

Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

*Mentors should use this space to comment on progress with training this week (including the student's ability to reflect upon experiences and learn from them), progress with the Record of Development (download from Blackboard) and the maintenance of the Learning Journal. The grading booklet (download from Blackboard) should be used as a frame of reference in monitoring progress.*


Mentor signature

Student signature

## EXAMPLE of the WEEKLY LEARNING JOURNAL

<b>Targeted Development</b>	
Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives are linked to the Teachers' Standards.	
<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
<p><i>How can I gain a greater understanding of the ways in which the less able child can be supported in the classroom through the use of different resources?</i></p> <p><i>(Standard 5)</i></p>	<p><i>Focused lesson observation of class looking at the way in which the class teacher plans for differentiation. Focus on pupil x and the kind of activities that are planned for him . Also, meet with Learning Support Assistant who often works with this pupil to understand how literacy needs are supported/developed in class.</i></p>
<p><i>To integrate opportunities for peer assessment in my work with class x, thus allowing pupils to take greater responsibility for their learning</i></p> <p><i>(Assessment for Learning)</i></p> <p><i>(Standard 2)</i></p>	<p><i>This is something new to me. My school mentor has identified a colleague who is very good with this skill. I need talk to through the rationale for the way she sets this up and talk with pupils about the value they place on peer assessment. I then want to develop my own peer assessment sheet to trial with class x in November.</i></p>
<p><i>How can I extend my repertoire of questioning techniques by following up the work from Professional Studies Day in using higher order questions to extend the more able?</i></p> <p><i>(Standard 6)</i></p>	<p><i>Research into questioning techniques as a follow up to Professional Studies Day. Observe a lesson taught by my mentor as I write down the questions they ask.</i></p> <p><i>Research Bloom's Taxonomy as a guide to assisting me in planning higher order questions in my class. Use focused lesson observation sheets from Blackboard.</i></p>
<p><u>Subject Knowledge Development</u></p> <p><i>How can I use the session on questioning from the Professional Studies Day to encourage participation from less confident pupils? (Standards 3 and 6)</i></p>	<p><i>Read handouts provided on subject/phase day. Follow this up with conversation with subject lead and then observe techniques my mentor uses in building pupils' confidence in speaking. Must try to plan one "speaking task" with my class for next week.</i></p>

Observations of me			
Date	Lesson	Staff	Agreed observation focus
12 Oct	Year X / Drama	BHO	Engagement with starter activity
13 Oct	Year X / Eng	JGU	Pace
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus
14 Oct	Year X / Eng	RLE	Use of resources to support the less able (differentiation)
13 Oct	Year X / Drama	JCH	Use of questions to extend the more able


 Have you joined one of the Teacher Unions yet? Do so; it is normally free in your training year.



## EXAMPLE of REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

### So what is now different and better, and WHAT NEXT?

*Having undertaken this work, I have now realised that I do not know my students as well as I thought! It is clear that I have not been using data to get to know the strengths and potential areas of weakness of my pupils. As result, I have set up a further meeting with the data manager to see how to access this vital information. Need to think about the language I use on my worksheets to make them accessible to my weaker students. Will devise new work sheet for pupils X & Y next week and evaluate their impact on learning.*

*Having observed HST in action I see the need to train pupils in the use of peer assessment. They need to be fully briefed about the procedures to ensure that they know how to assess each other. I was surprised that they were so hard on each other – they were very critical of each other's work. Interesting to see how they naturally suggested development points -fits into the school's work on Assessment for Learning ("Even Better Ifs...") I will need to have a follow up conversation with my mentor to discuss how this might work with less able pupils. I would need to be very clear with the language I use to ensure they can engage with the activity.*

*I'd never really thought about how I use questions until the recent University Day. This opened my eyes to what I do. Having asked my Mentor to make this a focus of one of my observations, I now realise that I mainly ask closed questions... that's not very good for moving learning forward! So, as a result I now need to consider two things: what I ask and who I ask. Also, my mentor pointed out that I need to think about how I ask questions... selecting the pupil's name after I have asked the question to make sure all consider the question and don't switch off. Thinking about that, it's really obvious, but I need my mentor to point out things like that! Next week I want to focus on questions that need synthesis.*

*Really useful to read about the way that others are able to set up activities which really make pupils contribute to the discussion. All too often I find that I am the one who answers my own questions and that doesn't make any sense as I know the answers anyway! I realise that if I am to make pupils contribute in class, I will need to build an atmosphere of confidence and trust. I know that this is something that they do elsewhere in the curriculum and I will make sure that I have a conversation with the relevant subject lead next week to learn more about the approach they take.*

*Research more into developing "active learning" – what does it really "look like"?*

Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

*You are making good progress with the Induction Tasks. Your observation this week showed that you have a firm grasp of how to make a plenary effective. It is evident that you can now plan activities much more independently. Your focus last week on literacy has shown that you are able to plan for the effective learning of struggling readers. Well done!*

*Don't be afraid of trying something new in lessons! Work on transitions between learning activities. Use the focused observation sheets to observe my lesson after lunch tomorrow and we will discuss at our meeting. This will help you.*

Mentor signature N Stanton

Student signature

H Adamson



# Learning Journal

## Weeks 1-6

## WEEKLY LEARNING JOURNAL

Targeted Development	
Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
Your learning objective WHAT SKILLS are you aiming to improve...?	The learning opportunities/tasks/timings HOW will you learn how to do this?
<p><i>To gain a fuller understanding of my role as a professional within the school context. To ensure I know how to keep pupils safe and to make me think about the need to keep myself safe as a professional in the school context. (Induction Task 2, Standards Part 2)</i></p>	
<p><i>To identify ways in which colleagues set out their expectations in the first lessons of the year. To become fully aware of the school rewards and sanctions policy. (Induction Task 3, Standard 7)</i></p>	
<p><i>How do teachers go about learning so many pupils' names? (Standard 1)</i></p>	
<p><u>Subject Knowledge Development</u></p> <p><i>To discuss priorities for subject knowledge development arising from the Subject Knowledge Audit (SKA) and agree targets for subject knowledge development with Mentor. (Standard 3)</i></p>	

Observations of me			
Date	Lesson	Staff	Agreed observation focus

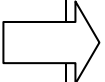
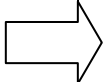
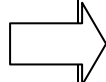
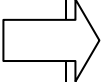
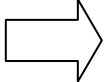
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

Have you completed the Efficacy Tracker 1 (on Blackboard)  
 Remember to print off copies for your Learning Journal.

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?







Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature


Student signature

## WEEKLY LEARNING JOURNAL

Targeted Development	
Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
Your learning objective <b>WHAT SKILLS</b> are you aiming to improve...?	The learning opportunities/tasks/timings <b>HOW</b> will you learn how to do this?
	
	
	
<u>Subject Knowledge Development</u>	

**WEEK 2:**

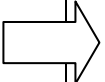
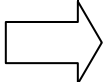
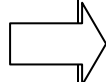
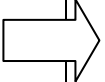
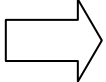
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

 Have you received your timetable and the school-based professional learning programme outline? Have you joined a Teaching Union yet?

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?







Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

Targeted Development	
Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
Your learning objective <b>WHAT SKILLS</b> are you aiming to improve...?	The learning opportunities/tasks/timings <b>HOW</b> will you learn how to do this?
<b>WEEK 3:</b>	
	
	
<u>Subject Knowledge Development</u>	

Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

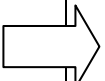
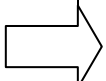
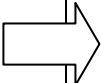
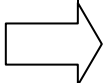
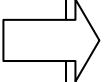
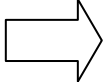
	How far are you towards completing Induction Tasks 1, 2 and 3?
---	--



## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL





### Targeted Development

Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.


**Your learning objective**  
**WHAT SKILLS** are you aiming to improve...?

**The learning opportunities/tasks/timings**  
**HOW** will you learn how to do this?

**WEEK 4:**

		
		
		
<u>Subject Knowledge Development</u>		

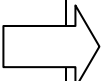
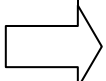
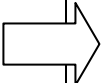
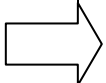
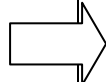
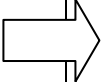
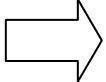
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

 Have you considered your targets for the Induction Review?

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL





### Targeted Development

Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.


**Your learning objective**  
**WHAT SKILLS** are you aiming to improve...?

**The learning opportunities/tasks/timings**  
**HOW** will you learn how to do this?

**WEEK 5:**

		
		
		
<u>Subject Knowledge Development</u>		

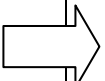
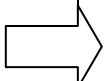
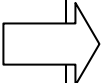
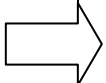
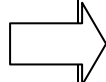
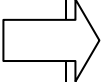
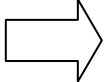
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Has the Induction Review been arranged? Have you completed Induction Task 4? Has your mentor completed the Initial Impressions document for university?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL





### Targeted Development

Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.


**Your learning objective**  
**WHAT SKILLS** are you aiming to improve...?

**The learning opportunities/tasks/timings**  
**HOW** will you learn how to do this?

**WEEK 6:**

		
		
		
<u>Subject Knowledge Development</u>		

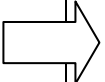
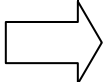
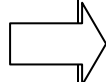
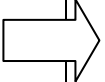
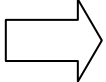
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus


 Have you remembered to complete the first Efficacy Tracker? (on Blackboard)  
 Remember to print off copies for your Learning Journal.

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## Developing Confidence in Behaviour for Learning

**Based on the article: Initial Teacher Trainees' confidence and preparedness in behaviour management and pastoral practice: a reflective tool by Paul Gutherson, Liz Pickard and Helen Davies, April 2006. You can find the full article on Blackboard under Professional Learning.**

### Purpose

You are being asked to consider your personal practice in 3 areas: **Classroom Management, Teaching Strategies and Student Engagement**. This tool has been designed as a self-assessment questionnaire for student teachers. The intention being to identify your strengths and weaknesses and, after reflection, focus your learning on addressing identified priorities for your professional development. The purpose of this is for you to be able to track your increased confidence in effectively dealing with classroom behaviour.

The questionnaire should initially be completed as a self-assessment and the results shared with your Mentor. The intention of this meeting is to affirm and/or modify the judgement and devise suitable strategies for improvement where needed.

Subsequent assessments should be completed with your Mentor.

The strategies devised after assessment should influence the development of the Learning Journal.

### Please note:

We recognise that Mean Scores in the 3 areas might not always show progress depending on the training stage and factors such as numbers of pupils in the class and percentage of teaching timetable.

### Timings

When? Five times: Weeks beginning 1/9; 3/11; 8/12; 9/3; 4/5.

How is it collected? Complete the Tracker (on Blackboard) and print copies for your Learning Journal.

### Instructions

Give yourself a score for the all questions. Remember you are being asked how much influence you feel you have.







## REPORT FORM

For use at INTERIM and FINAL Grading Points

FRF Page 1

Student's Full Name					Subject			Date	
School / Placement / Setting								Class	
Please CIRCLE Relevant Placement	Placement 1	Placement 2	Placement 3	Please CIRCLE Relevant Grading		INTERIM	FINAL		
Please CIRCLE Relevant Programme	BA (Hons) Year 1	BA (Hons) Year 2	BA (Hons) Year 3	PEPR	PGCE Primary Modular		PGCE 14-19	School Direct	
	PGCE Primary Full-Time	PGCE Primary Part-Time	PGCE 7-14	BSc QTS	PGCE Secondary Modular		PGCE 1-6		
Mentor				Brief description of placement, nursery and class context (completed by mentor)					
Tutor				Sessions Attended (X/Total)					

Replace this page with a copy of your Term 1 Interim Report form. Please ensure a 2nd copy is placed in your Record of Training.

Standards	Achievements and Progress	Grade
1. Set high expectations which inspire, motivate and challenge pupils		
2. Promote good progress and outcomes by pupils		
3. Demonstrate good subject and curriculum knowledge		
4. Plan and teach well structured lessons		

Mentor      Signed \_\_\_\_\_      Print Name \_\_\_\_\_      Role \_\_\_\_\_

Student      Signed \_\_\_\_\_      Print Name \_\_\_\_\_

## REPORT FORM

For use at INTERIM and FINAL Grading Points

Student's Full Name

Standards	Achievements and Progress	Grade
5. Adapt teaching to respond to the strengths and needs of all pupils		
6. Make accurate and productive use of assessment		
7. Manage behaviour effectively to ensure a good and safe learning environment		
8. Fulfil wider professional responsibilities		

**Targets for Development**

Replace this page with a copy of your  
 Term 1 Interim Report form. Please ensure a 2nd copy is placed in your Record of Training.

Mentor      Signed \_\_\_\_\_      Print Name \_\_\_\_\_      Role \_\_\_\_\_





Student      Signed \_\_\_\_\_      Print Name \_\_\_\_\_



# Learning Journal


## Weeks 7-12

## WEEKLY LEARNING JOURNAL

Targeted Development	
Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
Your learning objective <b>WHAT SKILLS</b> are you aiming to improve...?	The learning opportunities/tasks/timings <b>HOW</b> will you learn how to do this?
	
	
	
<u>Subject Knowledge Development</u>	

**WEEK 7:**

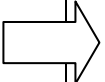
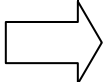
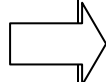
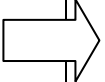
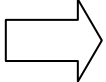
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Has your Professional Mentor organised your other school experiences, for example your second school experience?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL





### Targeted Development

Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.


**Your learning objective**  
**WHAT SKILLS** are you aiming to improve...?

**The learning opportunities/tasks/timings**  
**HOW** will you learn how to do this?

**WEEK 8:**

		
		
		
<u>Subject Knowledge Development</u>		

Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

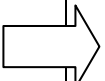
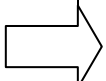
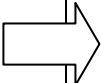
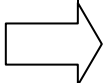
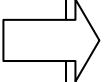
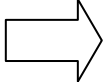
 Are you still getting around the school to observe lessons outside your own specialist area?  
Have you registered your interest for PGCE?



## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?







Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

Targeted Development	
Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
Your learning objective <b>WHAT SKILLS</b> are you aiming to improve...?	The learning opportunities/tasks/timings <b>HOW</b> will you learn how to do this?
<b>WEEK 9:</b>	
	
	
<u>Subject Knowledge Development</u>	

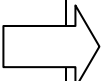
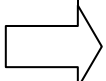
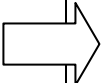
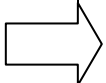
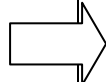
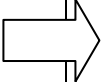
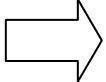
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

 Do the targets for your subject knowledge development include a balance of knowledge per se and address different forms of pedagogy? Have you completed Efficacy Tracker 2?

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL





### Targeted Development

Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.


**Your learning objective**  
**WHAT SKILLS** are you aiming to improve...?

**The learning opportunities/tasks/timings**  
**HOW** will you learn how to do this?

**WEEK 10:**

		
		
		
<u>Subject Knowledge Development</u>		

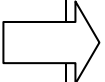
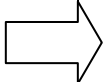
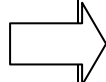
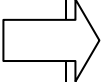
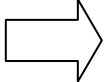
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

 Has the second school experience been planned and arranged?

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?







Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

Targeted Development	
Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
Your learning objective <b>WHAT SKILLS</b> are you aiming to improve...?	The learning opportunities/tasks/timings <b>HOW</b> will you learn how to do this?
<b>WEEK 11:</b>	
	
	
<u>Subject Knowledge Development</u>	

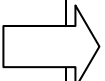
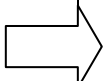
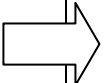
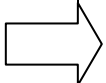
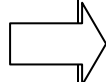
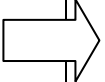
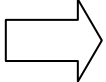
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Are you evaluating CCCU taught days and following up issues/ideas in school?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?







Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature


Student signature

## WEEKLY LEARNING JOURNAL

Targeted Development	
Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
Your learning objective WHAT SKILLS are you aiming to improve...?	The learning opportunities/tasks/timings HOW will you learn how to do this?
	
	
	
<u>Subject Knowledge Development</u>	

**WEEK 12:**

Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

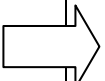
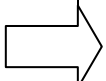
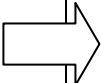
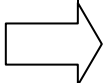
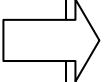
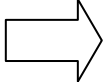
	Have you completed your first reflective review ready for your grading meeting?
---	---



## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## **Week 12**

### **Reflective Self Review of Development against the Standards**

At the end of week 12 of your Learning Journal we ask you to sit back and reflect on the journey you have been on. Try to identify how you have made progress against each of the Teachers' Standards. Try not just to describe what you have done, but also analyse how you have been able to use your experience to move you forward on the journey towards QTS.

Learning to teach is challenging, but extremely rewarding. No doubt there have been moments of real highs, but also real lows. As you look back, try to identify a critical moment for you. Reflect on how this moment contributed to your own professional development and learning.



## REPORT FORM

For use at INTERIM and FINAL Grading Points

FRF Page 1

Student's Full Name				Subject		Date	
School / Placement / Setting						Class	
Please CIRCLE Relevant Placement	Placement 1	Placement 2	Placement 3	Please CIRCLE Relevant Grading		INTERIM	FINAL
Please CIRCLE Relevant Programme	BA (Hons) Year 1	BA (Hons) Year 2	BA (Hons) Year 3	PGCE Primary Modular	PGCE 11-19	School Direct	
	PGCE Primary Full-Time	PGCE Primary Part-Time	PGCE 11-18	BSc QTS	PGCE Secondary	PGCE 11-18	
Mentor	Description of school/number and class context (completed by mentor)						
Tutor	Days Attended (per year)						

Replace this page with a copy of your Term 2 Interim Report form. Please ensure a 2nd copy is placed in your Record of Training.

Standards	Achievements and Progress	Grade
1. Set high expectations which inspire, motivate and challenge pupils		
2. Promote good progress and outcomes by pupils		
3. Demonstrate good subject and curriculum knowledge		
4. Plan and teach well structured lessons		

Mentor Signed \_\_\_\_\_ Print Name \_\_\_\_\_ Role \_\_\_\_\_  
 Student Signed \_\_\_\_\_ Print Name \_\_\_\_\_



## REPORT FORM

For use at INTERIM and FINAL Grading Points

FRF Page 2

Student's Full Name

Standards	Achievements and Progress	Grade
5. Adapt teaching to respond to the strengths and needs of all pupils		
6. Make accurate and productive use of assessment		
7. Manage behaviour effectively to ensure a good and safe learning environment		
8. Fulfil wider professional responsibilities		
<b>Targets for Development</b>		

Replace this page with a copy of your  
 Term 2 Interim Report form. Please ensure a 2nd copy is placed in your Record of Training.

Mentor / EBT    Signed \_\_\_\_\_    Print Name \_\_\_\_\_    Role \_\_\_\_\_

Student        Signed \_\_\_\_\_    Print Name \_\_\_\_\_

## Term 1 and 2

### Record of University Tutor Visits

During the initial training year you will be visited by a University Tutor in order to further support your progress against the Teachers' Standards. The purpose of each visit will vary but will include (though not limited to): observations and feedback on your classroom practice; reviewing your Learning Journal and QTS evidence; and meeting with mentors. The space below is provided for you and your University Tutor to keep a record of these visits.

<u>Date of Visit</u>	<u>Summary</u> (To include key points discussed during the visit including focus and targets linked to the Teachers' Standards)	<u>Tutor Role</u>

**PLEASE ENSURE A COPY OF THIS FORM IS PLACED IN YOUR RECORD OF TRAINING.**

# Learning Journal

## Weeks 13-24

## WEEKLY LEARNING JOURNAL

<b>WEEK 13:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

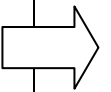
If you are doing PGCE, the deadline for your Professional Studies Investigation is the week beginning 1/12



## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 14:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

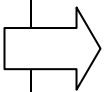
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Have you completed the second school planning form (a blank copy is in the RoT)? Has it been sent to the Professional Mentor at your second school? Have you completed Efficacy Tracker 3 and put a copy in the Learning Journal?
---	---

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 15:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

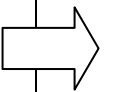
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

Don't forget to include your Term 2 targets in your Learning Journal.

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

WEEK 16:	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
<u>Subject Knowledge Development</u>		

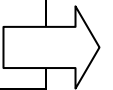
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	How are you following up your end of term 2 targets in your weekly Learning Journal?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 17:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

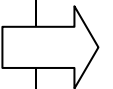
	Have you set up your Record of Development? Have you completed the Interim Survey on line?
---	--



## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 18:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

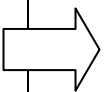
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	How is your subject knowledge developing? What evidence of this have you filed?
---	---

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 19:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

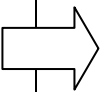
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	How many lessons have you observed recently elsewhere around the school?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

WEEK 20:	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

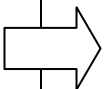
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	How have you acted upon any advice given to you by your University/Partnership Tutor? What evidence of this do you have?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 21:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

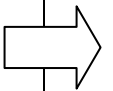
Are the weekly targets in your Learning Journal still being expressed as the development of skills (rather than things “to do”)?



## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 22:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

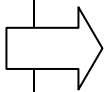
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Have you downloaded the Standards Cover Sheets from Blackboard and established your Record of Development?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 23:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

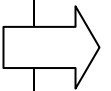
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Have you completed your second reflective review ready for your grading meeting?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 24:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

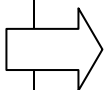
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

Have you completed your Efficacy Tracker 4, and printed off copies for your Learning Journal and Record of Development? PGCE – Enhanced Studies PI due 16/3.

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## **Week 24**

### **Reflective Self Review of Development against Standards**

At the end of week 24 of your Learning Journal we ask you to sit back and reflect on the journey you have been on. Try to identify how you have made progress against each of the Teachers' Standards. Try not just to describe what you have done, but also analyse how you have been able to use your experience to move you forward on the journey towards QTS.



Learning to teach is challenging, but extremely rewarding. No doubt there have been moments of real highs, but also real lows. As you look back, try to identify a critical moment for you. Reflect on how this moment contributed to your own professional development and learning.



## REPORT FORM

For use at INTERIM and FINAL Grading Points

FRF Page 1

Student's Full Name				Subject		Date	
School / Placement / Setting						Class	
Please CIRCLE Relevant Placement	Placement 1	Placement 2	Placement 3	Please CIRCLE Relevant Grading		INTERIM	FINAL
Please CIRCLE Relevant Programme	BA (Hons) Year 1	BA (Hons) Year 2	BA (Hons) Year 3	PGCE Primary Modular		19	School Direct
	PGCE Primary Full-Time	PGCE Primary Part-Time	PGCE - 2	BS, QTS	PGCE Secondary		PGCE 11-18
Mentor	Brief description of school/nurseries and context (completed by mentor)						
Tutor	Days At ( )						

Replace this page with a copy of your Term 4 Interim Report form. Please ensure a copy of this form is placed in your Record of Training.

Standards	Achievements and Progress	Grade
1. Set high expectations which inspire, motivate and challenge pupils		
2. Promote good progress and outcomes by pupils		
3. Demonstrate good subject and curriculum knowledge		
4. Plan and teach well structured lessons		

Mentor Signed \_\_\_\_\_ Print Name \_\_\_\_\_ Role \_\_\_\_\_  
 Student Signed \_\_\_\_\_ Print Name \_\_\_\_\_



## REPORT FORM

For use at INTERIM and FINAL Grading Points

FRF Page 2

Student's Full Name

Standards	Achievements and Progress	Grade
5. Adapt teaching to respond to the strengths and needs of all pupils		
6. Make accurate and productive use of assessment		
7. Manage behaviour effectively to ensure a good and safe learning environment		
8. Fulfil wider professional responsibilities		

**Targets for Development**

Replace this page with a copy of your  
 Term 4 Interim Report form. Please ensure a copy of this form is placed in your Record of Training.

Mentor      Signed \_\_\_\_\_      Print Name \_\_\_\_\_      Role \_\_\_\_\_

Student      Signed \_\_\_\_\_      Print Name \_\_\_\_\_

## Terms 3 and 4

### Record of University Tutor Visits

During the initial training year you will be visited by a University Tutor in order to further support your progress against the Teachers' Standards. The purpose of each visit will vary but will include (though not limited to): observations and feedback on your classroom practice; reviewing your Learning Journal and QTS evidence; and meeting with mentors. The space below is provided for you and your University Tutor to keep a record of these visits.

<u>Date of Visit</u>	<u>Summary</u> (To include key points discussed during the visit including focus, actions and targets linked to the Teachers' Standards)	<u>Tutor Role</u>

**PLEASE ENSURE A COPY OF THIS FORM IS PLACED IN YOUR RECORD OF TRAINING.**


# Learning Journal

## Weeks 25-36

## WEEKLY LEARNING JOURNAL

<b>WEEK 25:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

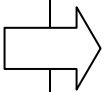
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Were you involved in the end of term grading process? Do the targets you have been set help move you forward?
---	---

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 26:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

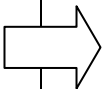
	Has your Focus / Specialist Subject Visit been completed?
---	---



## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 27:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

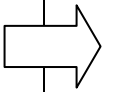
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Have you downloaded and started to complete the Action Planning Review Grid from Blackboard to assist in your Term 5 Visit and the completion of your Record of Development?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 28:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

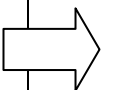
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Have you identified any gaps against the Standards and turned them into targets for the Learning Journal?
---	---

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 29:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

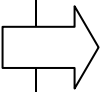
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	What gaps do you still have against the Teachers' Standards? How are you addressing these?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

WEEK 30:	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

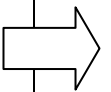
	Have you acted upon advice from your University/Partnership Tutor in order to complete your Record of Development for Final Assessment? Have you completed Efficacy 5 and put a copy in the Learning Journal?
---	---



## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 31:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

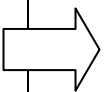
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Is your Final Assessment booked / completed? PGCE – Curriculum Studies Investigation due 1/6
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 32:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

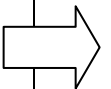
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Have you been given a date for Final Assessment?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 33:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

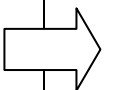
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Is your file clearly labelled ready for Final Assessment? Does it have a contents page?
---	---

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 34:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

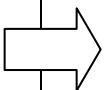
	Have you completed the Student Exit Survey – week beginning 8/6?
---	--



## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 35:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

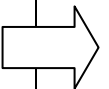
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Have you transferred the record of lesson observations from the Learning Journal to your Record of Training? (See pages 107-109). Have you identified targets for your NQT year?
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).


Mentor signature

Student signature

## WEEKLY LEARNING JOURNAL

<b>WEEK 36:</b>	<b>Targeted Development</b>	
	Use the sheet in your weekly mentor meeting to plan your learning opportunities for the week. Ensure that all objectives/targets are linked to a Teachers' Standard.	
	<b>Your learning objective</b> <b>WHAT SKILLS</b> are you aiming to improve...?	<b>The learning opportunities/tasks/timings</b> <b>HOW</b> will you learn how to do this?
	<u>Subject Knowledge Development</u>	

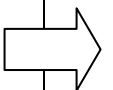
Observations of me			
Date	Lesson	Staff	Agreed observation focus
My observations of teaching and learning by colleagues around the school			
Date	Lesson	Staff	Focus

	Have you identified targets for your NQT year? Congratulations and all the best for your future career!
---	--

## REFLECTIVE EVALUATION

This page should be used to reflect on your professional learning and development, evaluating the **IMPACT** the learning activities have had on your development as a classroom practitioner and on your pupils' learning.

So what is now different and better, and WHAT NEXT?



Mentor comments in relation to this week's targets (e.g. achievements and successes, discussion, formative feedback, advice given, or report on progress towards meeting the Standards).

Mentor signature

Student signature

## **Week 36**

### **Reflective Self Review of Development against Standards**

At the end of week 24 of your Learning Journal we ask you to sit back and reflect on the journey you have been on. Try to identify how you have made progress against each of the Teachers' Standards. Try not just to describe what you have done, but also analyse how you have been able to use your experience to move you forward on the journey towards QTS.

Learning to teach is challenging, but extremely rewarding. No doubt there have been moments of real highs, but also real lows. As you look back, try to identify a critical moment for you. Reflect on how this moment contributed to your own professional development and learning.



## REPORT FORM

**For use at INTERIM and FINAL Grading Points**

FRF Page 1

Student's Full Name				Subject			Date			
School / Placement / Setting								Class		
Please CIRCLE Relevant Placement	Placement 1	Placement 2	Placement 3	Please CIRCLE Relevant Grading			INTERIM	FINAL		
Please CIRCLE Relevant Programme	BA (Hons) Year 1	BA (Hons) Year 2	BA (Hons) Year 3	PEPR	PGCE Primary Modular		PGCE 14-19	School Direct		
	PGCE Primary Full-Time	PGCE Primary Part-Time	PGCE 7-11	Sc QTS	PGCE Secondary Modular		PGCE 11-18			
Mentor	Brief description of school/nursery and class context (to be completed by mentor)									
Tutor	Days Attended (X/Total)									

Replace this page with a copy of your Term 6 Interim Report form. Please ensure a copy of this form is available for Final Assessment.

Standards	Achievements and Progress	Grade
1. Set high expectations which inspire, motivate and challenge pupils		
2. Promote good progress and outcomes by pupils		
3. Demonstrate good subject and curriculum knowledge		
4. Plan and teach well structured lessons		

Mentor      Signed \_\_\_\_\_      Print Name \_\_\_\_\_      Role \_\_\_\_\_  
 Student     Signed \_\_\_\_\_      Print Name \_\_\_\_\_





## REPORT FORM

For use at INTERIM and FINAL Grading Points

FRF Page 2

Student's Full Name

Standards	Achievements and Progress	Grade
5. Adapt teaching to respond to the strengths and needs of all pupils		
6. Make accurate and productive use of assessment		
7. Manage behaviour effectively to ensure a good and safe learning environment		
8. Fulfil wider professional responsibilities		
<b>Targets for Development</b>		

Replace this page with a copy of your  
 Term 6 Interim Report form. Please ensure a copy of this form is available for Final Assessment.

Mentor Signed \_\_\_\_\_ Print Name \_\_\_\_\_ Role \_\_\_\_\_  
 Student Signed \_\_\_\_\_ Print Name \_\_\_\_\_

## Term 5

### Record of University Tutor Visits

During the initial training year you will be visited by a University Tutor in order to further support your progress against the Teachers' Standards. The purpose of each visit will vary but will include (though not limited to): observations and feedback on your classroom practice; reviewing your Learning Journal and QTS evidence; and meeting with mentors. The space below is provided for you and your University Tutor to keep a record of these visits.

<u>Date of Visit</u>	<u>Summary</u> (To include key points discussed during the visit including focus, targets and actions linked to the Teachers' Standards)	<u>Tutor Role</u>

**PLEASE ENSURE A COPY OF THIS FORM IS PLACED IN YOUR RECORD OF TRAINING.**







## Menu of Learning Opportunities for Teachers' Standards

Teachers' Standards with suggested learning opportunities and possible examples of evidence

### Standard 1 - Relationships with Children and Young People, Setting High Expectations and Motivating Learners

**Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**Resources and websites:**

[www.citized.info](http://www.citized.info)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

- Observe teachers using a range of management strategies in various year groups and discuss these with colleagues and evaluate their effectiveness
- Complete Professional Learning Tasks 1 and 3
- Use Focused lesson observations to identify positive reinforcement and praise; acknowledgement of learners' interests and experiences; consistency in the treatment of all learners using inclusive language
- Actively promote learners' respect for one another, adults, property and the environment
- Demonstrate your ability to enthuse pupils and/or that you have motivated pupils to further their knowledge/ understanding independently
- Attend 'Professional enrichment' session, reflect on learning and follow up ideas/issues in school
- Use a video recording of yourself teaching to observe yourself switching between forms of teaching behaviour (e.g. relaxed to very firm, whole class voice register to a conversational tone)
- Agree and enforce rules for the safety and well-being of all learners, such as sitting safely, moving about the room sensibly. Apply these rules consistently in your classroom.
- Develop a strong classroom presence, demonstrated through Focused observations
- Demonstrate an awareness of the whole class, even when working with a group/individual
- Attend a parents' or target setting meeting and reflect on the impact this has on the motivation and attitude of pupils.
- Shadow a member of the pastoral team during a parents' meeting and follow up and reflect on the impact on the pupil's attitudes and attainment.

## Standard 2 - Pupil Progress

### Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
  - plan teaching to build on pupils' capabilities and prior knowledge
  - 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
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Read around leading child development theories (Piaget, Vygotsky, Bruner, Gardener) and relate to own experiences of children's learning. Relate this to your own classroom practice as part of the final Professional Learning Task
  - Annotate records which track achievement and progress of all pupils in line with school/department policy.
  - Evaluate learning outcomes from lessons, and plan further lessons in response to pupils' progress
  - Observe a range of teachers and take notes on alternative methods of explanation including finding other examples that learners can relate to
  - Adapt lessons while teaching them in response to plans not working effectively, including change in pace or tone, modification of activity or resources, or deployment of support
  - Devise creative ways to set targets with learners to assist them in managing their own progress
  - Provide opportunities for pupils to self and peer assess.
  - Plan opportunities for pupils to work and learn independently
  - Reflect on the suitability of our current assessment processes in judging pupil progress and suggest developments. Compare current practice in schools with that in other settings (for example employment-based training) and countries.

## Standard 3 - Subject and Curriculum Knowledge and Pedagogy

### Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of Systematic Synthetic Phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### Resources and websites:

[www.geography.org.uk/gtip](http://www.geography.org.uk/gtip)  
[www.historyitt.org.uk](http://www.historyitt.org.uk)  
[www.itemaths.org.uk](http://www.itemaths.org.uk)  
[www.nate.org.uk](http://www.nate.org.uk)  
[www.data.org.uk](http://www.data.org.uk)  
[www.nsead.org/itt](http://www.nsead.org/itt)

- Complete relevant Professional Learning Task(s)
- Audit, develop and review subject knowledge in relation to the National Curriculum in your subject and maintain record of a record of subject knowledge development in the Learning Journal
- Observe the teaching of phonics and early reading in various age and ability groups
- Investigate how to address the needs of pupils who are not progressing with reading and become familiar with *The Simple View of Reading* (Primary)
- Use the English and Maths Subject Knowledge tracker to audit and review subject knowledge development throughout the training year (Primary)
- Be inducted into the teaching of synthetic phonics using a recognised scheme, such as *Letters and Sounds* or *RML*, working with teachers and teaching assistants as appropriate (Primary)
- Develop understanding of other strategies used in the decoding of text (Primary)
- Be inducted into the range of strategies used in reading comprehension, and opportunities to teach these (Primary)
- Teach phonics and early reading in **both age ranges** of training, and be observed at least 3 times (Primary)
- Monitor pupils' progress with reading in the base class and across the school; identify 3 average ability pupils of widely differing ages and monitor their progress with reading throughout the training period. (Primary)
- Maintain a log of progress with the teaching of phonics and early reading in the Learning Journal throughout the Programme. (Primary)
- Implement and evaluate some of the suggestions from CCCU Subject Days
- Read and evaluate educational literature relating to the teaching of specific topics
- Investigate the effectiveness of higher order & open questions
- Plan lessons that address the learning objectives (L.O.s) of the NC, and school schemes of work
- Use pupil misconceptions as teaching points
- Provide a good language model for learners, using standard English and a rich and varied vocabulary as appropriate for the age and ability of learners and model clear, legible, neat handwriting
- Develop cross-curricular links to embed numeracy, literacy, problem solving, thinking and/or citizenship skills in relevant and varied contexts
- Plan and deliver 2 Medium Term Plans – which demonstrate a range of pedagogical approaches to your subject, complete a full evaluation both of each lesson you teach and the whole unit of work.



## Standard 4 - Effective Classroom Practice

### Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- 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
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### Resources and websites:

<http://www.tes.co.uk/teaching-resources/>

- Plan and evaluate clearly structured lessons that deconstruct content effectively into sequential learning steps, with tasks that address the learning objective
- Provide learners with clear explanations of learning objectives, and enable learners to relate the focus of the lesson to their previous learning
- Provide opportunities for learners to reflect on the progress they have made (effective plenaries)
- Teach sequences of lessons and plan two units of work that show clear continuity and progression in the two age ranges in which you are training
- Observe teachers and make notes on how: to manage transitions effectively; to use teaching space effectively;
- Experiment with the length of learning episodes within your lessons and reflect on your findings
- Prepare/select appropriate resources and detail these on lesson plans
- Plan to use stimulus materials that reflect the various interests/backgrounds of learners or that reflect a context or culture that is new to them
- Use formative assessment information as a basis for planning further lessons/units of work
- Develop and evaluate a range of interactive teaching methods
- Plan, adapt/rephrase questions and explanations to meet the needs of learners with SENs, EAL, to extend very able learners and to enrich learners' vocabulary
- Follow school homework policy and mark and provide feedback for homework. Reflect on what makes an appropriate homework activity.
- Compare the homework policy and practice of two contrasting schools. Investigate alternative approaches to setting homework.
- Assist with planning and organising an offsite visit or cross curricular working activity related to current curriculum work, intended to extend learners' learning
- Teach a lesson or series of lessons in an alternative environment, for example outdoors, in the hall, ICT suite or plaza.

## Standard 5 - Diversity and Special Needs: Meeting the Needs of all Pupils

### **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
- 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
- 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.

### **Resources and websites:**

- Complete relevant professional learning tasks
- Attend and reflect on relevant professional enrichment sessions
- Consider the National Curriculum Level Descriptors for specialist subject and develop appropriate expectations of learner performance in relation to age/ stage of development. Investigate P levels.
- Monitor and compare the learning of 3 pupils of diverse backgrounds/abilities, considering factors which affect their progress
- Research into commonly held misconceptions in your subject and show how these can be pre-empted, or turned into learning opportunities
- Analyse SOWs: To what extent do they relate to the needs and interests of gifted & talented pupils, pupils from ethnic minority backgrounds, boys or girls, and pupils with SENs?
- Review the schools' policies on Diversity, Inclusion, Single Equality Scheme, Differentiation etc.
- Carry out Focused observation of a teacher to investigate differentiation so that you can plan lesson plans to cater for the range of ability levels in your classes
- Put in place specific support for pupils who are not accessing sufficient learning in your lessons
- Shadow a teaching assistant for a day and provide guidance on 'how to use a TA effectively'
- Undertake research on how to support pupils with EAL
- Select resources that reflect cultural diversity and that challenge stereotypes
- Identify strategies and resources for the support of EAL learners and evaluate them
- Use resources/ideas from the NALDIC and/or Multiverse websites
- Plan extension/enrichment activities for G&T learners/devise case study of what you would do in this situation
- Follow school policies for SEN/D, G&T, Inclusion: identify, implement and evaluate a key issue
- Observe, contribute to, and evaluate the impact of any additional school provision for G&T learners
- Include bi/multilingual displays in class
- Include differentiation and language development opportunities for learners with EAL in plans
- Analyse the scheme of work/syllabus for your subject: To what extent does it relate to the needs and interests of gifted & talented pupils, pupils from ethnic minority backgrounds, boys or girls, and pupils with SENs?

## Standard 6 - Assessment for Learning

### Make accurate and productive use of assessment

- 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
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### Resources and websites:

- Set challenging learning objectives that relate to and build upon previous learning
- Assist in the administration, marking & moderation of summative assessment procedures
- Assist in school target setting procedures
- Read a research paper on the use of Assessment for Learning and compare the findings with current school practice. Discuss your findings with your Professional Mentor.
- Discuss with Assessment Manager whole school approaches to assessment
- Find out what data is held on pupils and how it is used, evaluate the effectiveness of use
- Attend and reflect on relevant professional enrichment session,
- Discuss formative assessment strategies with your Mentor. Try these and evaluate their usefulness in informing your assessment of pupil learning
- Include assessment strategy and success criteria in lesson plans
- Provide oral and written feedback on progress
- Use a range of questioning techniques with pupils. Experiment with question development based on Bloom's Taxonomy
- Deploy LSAs to assess learners during whole class teaching and/or individual work
- Undertake a research task on monitoring, tracking and assessment strategies
- Analyse outcomes of public examinations to identify generic strengths and weaknesses in learning & formulate action plans to target weak areas
- Analyse effectiveness of own teaching and adapt planning and teaching to raise levels of attainment in specific identified areas
- Use formative assessment to inform planning and detail previous learning on lesson plans
- Monitor learners while teaching, and provide constructive feedback and support during lessons
- Mark learners' work in relation to learning objectives and track this. Use it to inform future planning
- Enable learners to review their own and peers' work
- Enable learners to set and review their own targets
- Plan time for learners to read and respond to comments in marking

## Standard 7 - Managing Behaviour

### Manage behaviour effectively to ensure a good and safe learning environment

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### Resources and websites:

DfES (2005) Steer Report. *Learning Behaviour*

[www.behavioradvisor.com](http://www.behavioradvisor.com)

[behaviourguru.blogspot.co.uk](http://behaviourguru.blogspot.co.uk)

- Read a selection of recommended texts relating to teaching, learning and behaviour management, making notes and implementing ideas as relevant
- Observe teachers using a range of strategies in various year groups and subjects, discuss these with colleagues and evaluate their effectiveness
- Analyse the ways in which teachers use their voices to manage behaviour, motivate learners and to promote a positive learning environment
- Compare and contrast the behaviour management policies (including rewards and sanctions) of your training and contrasting schools
- Include and evaluate behaviour management strategies in lesson plans
- Attend professional enrichment sessions, reflect on learning and follow up ideas/issues in school
- Observe teachers with strong classroom presence and practice strategies in your own classes
- Develop whole class awareness, even when working with a group/individual
- Follow school Behaviour Policy when dealing with incidents
- Experiment with different modes of planning and preparation, various teaching styles, lesson structures and classroom management strategies
- 'Observe' yourself teaching using a video recording and analyse the pupil behaviours. Identify the chain of events that lead to a behaviour incidents and reflect on alternative approaches
- Talk to pupils about what influences their behaviour as part of a pastoral programme.

## Standard 8 - The Wider Professional Role of the Teacher

### Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

DfEE (2000)

*Working with Teaching Assistants: a good practice guide*

DfES/TDA (2003)

*Professional Standards for Higher Level Teaching Assistants*

Raising Standards and Tackling Workload: A National Agreement:

<http://www.education.gov.uk/>

- Collaborate in the development and running of an out-of-school club, managing an off-site visit or mounting a production/ concert or sports team
- Shadow an experienced teacher at a parents' evening & contribute as appropriate
- Manage a parents' evening independently and advise parents about how they can support their children's learning
- Provide informal feedback to parents on any specific issues or incidents
- Use homework diaries to encourage communication from parents and carers about their children's progress
- Write end of year reports for learners of varying ability
- Be aware of home factors impacting on learners' well-being and/or learning and seek information from parents/carers as appropriate
- Reflect on the role of the form tutor/class teacher in supporting pupils' learning and well-being
- Use feedback from LSAs to inform future planning
- Attend In School Review meetings and share information about learners with colleagues and outside agencies
- Actively contribute to department & KS/ year group team meetings
- Reflect upon your learning experiences and consider further professional development needs for the NQT year
- Maintain the Learning Journal, self-evaluating and setting personal targets and completing self reviews
- Evaluate all detailed lesson plans in line with CCCU guidance, recognising cause and effect relationships, and modify/ improve practise as a result of reflection
- Engage in professional dialogue on key issues with Subject Mentor or Professional Mentor and act upon advice given
- Implement and evaluate some of the outcomes from CPD and CCCU training sessions
- Identify areas for improvement in specific aspects of professional practice and plan appropriate learning opportunities to address these
- Observe Learning Mentors, EMAG teachers and outside agencies working with learners, discuss the impact of this support and extend support through own practice
- Share expertise of specialist subject knowledge with staff, through team teaching or leading a department (CPD) meeting
- Brief LSAs to provide them with instructions about their role and involvement in the lesson
- Attend a meeting of the school council



**PLEASE SEE  
SEPARATE  
SECTIONS  
FOR PRIMARY AND  
SECONDARY  
INDUCTION TASKS**





# **PRIMARY INDUCTION TASKS**

Please refer to the  
School Direct Primary Guidance on  
Blackboard

**There is no fixed way to respond to a  
task.**

You may use bullet points/prose/visual  
representation/mind maps

Completed reflections and notes  
from tasks should be placed in the  
relevant sections of the Record of  
Development

**“We don’t travel far in reflective practice: just make a great deal more sense of where we are” (Bolton 2001)**

The following Induction Tasks have been planned to support and shape your learning in your training school. The first tasks are designed to support your learning early in the induction phase of your programme; the later tasks may be completed and will be revisited later in the year during your Professional Studies Days. Student teachers completing the Masters Level and PGCE paths may develop their responses to the tasks to form the basis of their investigations/assignments. Discuss with your Professional Mentor and class teacher how you will complete these tasks to take account of both your personal needs and prior experiences.

Each task begins with some open ended questions, which are designed to enable you to think about your initial ideas and views. Clearly, in the course of training, many of your ideas will be subject to challenge and critique. However, an invaluable starting point for any learning journey is to recognise our starting point. We will all have different starting points. You are then required to carry out some set activities. Finally, core and extended readings are listed.

These tasks form an integral part of the Professional Studies Days. Please do work collaboratively on the tasks with other students teachers in your school and area. Your own personal training programme will be agreed which facilitates the completion of these tasks and builds on the responses you have compiled.

How many words are required for each Induction task? The quality of your learning cannot be evidenced by the quantity of papers you gather or number of words you write. You should use your Learning Journal to record both what you do and what you learn. You should ensure that you make the most of this opportunity to study the topics raised by the tasks as this will provide valuable evidence for your Record of Development.

Please use every opportunity to discuss these tasks with your class teacher, Professional Mentor and other colleagues in your school. Remember that schools are very busy places and be sensitive to other people’s busy lives. When carrying out an observation, always discuss your planned focus with the teacher BEFORE the lesson – just to ensure that it is appropriate!

## PRIMARY INDUCTION TASK 1: Your School and the Wider View

**Set high expectations which inspire, motivate and challenge pupils. Promote good progress and outcomes by pupils. Adapt teaching to respond to the strengths and needs of all pupils. Fulfil wider professional responsibilities.**

(Teachers' Standards 1, 2, 5, 8)

### **Individual Reflection**

What does a good school look like? What is a good school? Who determines this?  
How important is academic achievement? What other kind of achievement do you value?  
What are the particular strengths of your school?  
What does 'diversity' mean in the context of your school?  
How can you promote children's development and wellbeing?  
Consider the possible impact of deprivation and how to best support children's achievement.

### **Activities**

Read your school's brochure/prospectus.  
What is the school's mission statement or the values it sets out to achieve?  
From your observations and discussions with other colleagues in school, how do you see these acted out in the day to day life of the school?

How effective is your school? What does Ofsted say?  
What does the SATs performance data say about the effectiveness of the school? What other data is available to develop an overview of your school?

What is the management structure of the school? Which members of staff have a supportive/pastoral role? What support mechanisms are in place for SEND and EAL learners? Do all learners, and staff, feel part of the school community?  
How are parents and carers involved in the education of their children?

How does the school foster its links with the community e.g., contact with parents, local industry and outside agencies, such as health, police, social services?

Compare/consider data available related to schools in areas of deprivation – what is significant? How might this have implications for schools in these areas? How can children's progress and achievement be best supported?  
What do you consider to be significant influencing factors for good progress and outcomes for all learners (Early Years to secondary education)

### **Following your experience in School 2**

Compare the ethos and structure of the schools in which you have been working. Look at the mission statements, targets and policies of the schools. How do they compare/contrast?

How do all these factors impact on you as a teacher? On the curriculum? On the schools? On your pupils?

### **Reading**

Jonathan Barnes (2007) *Cross-Curricular Learning 3-14*. London: Sage. Ch.1 'What should schooling in the 21<sup>st</sup> century look like?'

Colette Gray and Sean Macblain (2012) *Learning Theories in Childhood*. Sage

Andrew Pollard (2008) *Reflective Teaching*. London :Continuum. Chapter 7

Norah Fredercikson and Tony Cline (2009) *Special Educational Needs, Inclusion and Diversity*. Maidenhead: Open University Press. Chapter 1

Guy Claxton (2008) *What's the Point of School?* Oxford: Oneworld Publications. Chapter 2

## PRIMARY INDUCTION TASK 2: Safeguarding Children

**Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions**

(Teachers' Standards Part 2)

### **Individual Reflection**

What do you consider to be the role of the school and the teacher in safeguarding and promoting the development and wellbeing of children?

What are your wider professional responsibilities?

### **Activities/Reflections**

Read school's Child Protection, Safeguarding, Bullying, Medicine and Health and Safety Policies. Note key points.

Find out about the fire drill routine, how and where to exit and assemble your class.

Read the policies for P.E., Science and D&T. What health and safety precautions must you take when teaching these subjects, for example, when using large apparatus in PE?

Discuss the Safeguarding Policy and procedures with the designated Child Protection person. Ensure that you are confident with CP procedures.

What e-safety precautions are in place to protect learners when using the internet and other information and communication technology?

What are the key recommendations of the Byron Review on e-safety?

To what extent are these apparent in school policy and practice? What is your responsibility in relation to e-safety?

How do you address your own personal, professional responsibilities and safety?

How does your school promote children's well-being?

Interview the Family Liaison Officer or member of staff with pastoral responsibilities.

### **Reading**

*The Bristol Guide to Teachers' Legal Liabilities and Responsibilities* (available from The Graduate School of Education, University of Bristol, 35 Berkeley Square, Bristol, BS8 1JA, Tel. 0117 928 7059 or email [teresa.nurser@bristol.ac.uk](mailto:teresa.nurser@bristol.ac.uk) or [Sue.Batin@bristol.ac.uk](mailto:Sue.Batin@bristol.ac.uk) )

Jon Berry (2007) *Teachers' Legal Rights and Responsibilities*. Hatfield: University of Hertfordshire Press

Childnet International [www.childnet-int.org/kia/](http://www.childnet-int.org/kia/)

Leslie Morrison Gutman and Leon Feinstein (2008) *Children's Well-Being in Primary School: Pupil and School Effects*. Wider benefits of Learning Research report No. 25.

<http://eprints.ioe.ac.uk/2050/1/Gutman2008Children.pdf>

## PRIMARY INDUCTION TASK 3: Behaviour for Learning, Effective Communication and Developing Relationships with Children

**Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.**

**Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary**

(Teachers' Standard 7)

### **Individual Reflection**

Why is the relationship between teacher and pupil critical to successful teaching and learning?

What are your expectations of behaviour? How will you communicate these with your class?

What do you consider to be the key elements for effective behaviour for learning? What is the impact of positive comment upon the learner?

How will you achieve a purposeful learning environment with behaviour for learning? How effective is your voice? Do you present a good language model?

How do you communicate effectively in order to meet the needs of groups of pupils and individuals?

### **Activities**

Read the school's Behaviour and Bullying Policies. Consider the range of Classroom Rules. Before reading the school policy were you aware about what the school considers to be unacceptable behaviour?

Which parts of the school policy are concerned with learning and which are about managing poor behaviour?

What do you consider to be unacceptable behaviour?

Observe teachers in two age ranges for a 20 minute period during the time when pupils are at work. Note, by tallying, the number and type of interactions (such as praising, encouraging, organising, explaining, discussing, giving feedback, giving individual help, managing behaviour), the teacher has with the pupils.

What sort of interaction predominated? Reflect on this. What are the implications for children's speaking and listening skills and behaviour for learning?

Describe how you observe the Behaviour Policy in action. How do teachers promote safe, stimulating and positive learning environments? What effective behaviour strategies have you observed in use? What differences in strategies are there between FS, KS1 and KS2? Try using some of the strategies you have observed and evaluate their effectiveness.

Focus on teachers' use of voice and language: When do they vary volume, tone, pitch and pace? Note how the teacher gets the class's attention and non-verbal strategies used.

How is the teacher's voice and language different when interacting with individuals, groups, whole

class? When and how does the teacher adapt his/her language or rephrase sentences?  
Is inclusive and positive language consistently in evidence?  
What differences are there in how voice and language are used in the various age ranges?

How do teachers communicate their expectations for behaviour? How effective are Class Rules?

Observe a child for a period of at least 20 minutes whilst working. Devise an incident sampling list and tally types of behaviour, e.g. working alone, discussing with another pupil, chatting, hand up, waiting, off-task). Which behaviour predominated, and what are the implications of this for teaching and learning?

Read Chapter 3 from Tod and Ellis' book *Behaviour for Learning* called Reframing Behaviour Management. Behaviour is an element of learning which needs to be planned for as you would for learning rather than just managed with rewards and sanctions. The authors talk about teachers appreciating 3 necessary relationships that pupils need for behaviour to learn. One with self: here the teacher needs emotional planning; another relationship with the curriculum: where the teacher needs cognitive planning; and a third relationship with others: social planning.

Apply the thinking in the chapter to an individual case study.

Consider a pupil you are monitoring in the classroom who is showing an aspect of behaviour disaffection. Make notes in relation to:

- What behaviour is the pupil showing?
- What does this mean? I.e. what are the factors influencing his/her behaviour?
- What strategy should you choose?

Look at the Efficacy Tracker with your Professional Mentor and discuss the implications of the various questions.

### **Reading**

Tod, J. and Ellis, S. (2009) *Behaviour for Learning*. Abingdon: Routledge. Chap.3 'Reframing behaviour management', pp.46-65.

Jonathan Doherty and Malcolm Hughes (2009) *Child Development. Theory and Practice 0-11*. Harlow: Pearson Education. Chap.12 'The social and moral world of the child', pp.378-423.

Alan Steer (2009) *Learning Behaviour: Lessons Learned* (The Steer Report) (DfES)

[https://www.education.gov.uk/publications/standard/ arc SOP/Page8/DCSF-00453-2009](https://www.education.gov.uk/publications/standard/arc_SOP/Page8/DCSF-00453-2009)

Bill Rogers (2007) *Behaviour Management: A Whole School Approach*. (2<sup>nd</sup> ed.), London: Bill

Rogers (2011) *Classroom behaviour :a practical guide to effective teaching*, Sage

James Park and Marilyn Tew (2007) *Emotional Literacy Pocketbook*, Teachers' Pocketbook

<http://www.behaviour2learn.co.uk>

**View** *How to Maintain Classroom Discipline – Good and Bad Methods* training educational video

<http://www.youtube.com/watch?v=gHzTUYAOkPM&feature=related>

## PRIMARY INDUCTION TASK 4: Pedagogical Subject Knowledge: Teaching and Management Skills

Be prepared to discuss the outcomes of this task at your Induction Review (around week 6)

**Demonstrate good subject and curriculum knowledge. Plan and teach well-structured lessons. Adapt teaching to respond to the strengths and needs of all pupils.**

(Teachers' Standards 3, 4 and 5)

### Individual Reflection

What does a good lesson look like? What does good learning look like? What makes a good teacher?

How are the needs of children with English as an additional language (EAL) and/or Special Educational Needs and Disabilities (SEND) supported?

### Activities

Observe a variety of lessons across the age ranges and consider the following points: (You could use the relevant focused observation form from Blackboard)

Is the learning objective made clear to all pupils? How? In what way is the lesson linked to previous work?

What opportunities for interactive learning and speaking and listening are there? What different teaching/learning styles are employed?

How clear are instructions and teaching points? How are points reinforced? What range of resources is in use? Are they prepared and ready for use? How are pupils set to work effectively? Is it an effective start? Why?

How smooth are transitions? How are they managed? Is there any time slippage during the lesson? Why is this?

How is the LSA deployed during the lesson? Could s/he have been used in any other ways? To what extent do pupils complete the task set? How does the teacher prepare them for finishing?

What routines does the teacher employ?

Is the plenary effective? How does it reinforce the learning objective?

Audit the resources available in your classroom and in the school to support teaching and learning in the subject areas that you will be teaching in the next few weeks.

### Reading

Shirley Clarke (2003) *Enriching Feedback in the Primary Classroom*. London: Hodder Education. Chap.2 'Learning intentions', p.17-32

Denis Hayes (2006) *Inspiring Primary Teaching*. Exeter: Learning Matters. Ch. 2, 'Characteristics of effective teachers'.

Linda Hargreaves (2002) 'Seeing clearly: Observation in the primary classroom', in Janet Moyles and Gillian Robinson, eds. *Beginning Teaching: Beginning Learning*. Maidenhead: Open University Press.

Andrew Pollard, ed. (2008) *Readings for Reflective Teaching*. Section 13: 'Teaching. How are we developing our strategies?' London: Continuum.

## PRIMARY INDUCTION TASK 5: Recognising and Responding to the Needs of Individuals

**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.**

(Teachers' Standard 5)

### **Activities**

#### **Planning**

In consultation with your Professional Mentor and/or SENCO, identify a child with an SEN or difficulty in a class you will be working with.

Find out from the school and by observing the child as much as you can about the child's needs.

Agree one specific area of learning or behaviour on which you will work with the child across a period of about four weeks. Agree how and when you will work with the child, for example this might be for a short time regularly each day or several times each week. You will also need to discuss how you are going to support the child in the agreed area. The school may want you to implement a particular programme. This is acceptable but you will need to adapt it as appropriate, including starting at an appropriate point and ensuring progress is made through maintaining an appropriate pace.

#### **Assessing**

Keep evidence of the child's progress, bearing in mind that it might be very small steps. This means that during the first session you should plan to assess the child in the target area carefully and keep records of this as a baseline, so that progress can be measured later. Records may be annotated copies of the child's recorded work or it might be your notes of what the child does and says. You should then plan accordingly for future sessions. Keep careful records of assessment all the way through and particularly in your last session, where you will need to be able to show that progress has been made.

#### **Reflecting**

At the end you should write a summary assessment report and discuss this with your Professional Mentor or SENCO. Write a short reflection for your Record of Development. This should include a summary of the progress the child made and your thoughts on what you have learnt about working with children with SEND. Think about how you will aim to work with children with SEND in future.

#### **Monitoring your child in the whole class situation**

When subsequently teaching this group, make sure you differentiate your lessons for the child and monitor their progress throughout the year.

### **Reading**

Corbett, J. (2001) Supporting Inclusive Education: A connective Pedagogy. London: Routledge Falmer.

Frederickson, N. & Cline, T. (2002). Special Educational Needs, Inclusion and Diversity. Maidenhead: Open University Press.

Papatheodorou, T. (2005). Behaviour Problems in the Early Years. Abingdon: Routledge Falmer.

Richards, G. & Armstrong, F. (eds.) (2011). Teaching and Learning in Diverse and Inclusive Classrooms. London: Routledge.

Westwood, P. (2011). Common SENse Methods for Children with Special Educational Needs. London: Routledge.



## PRIMARY INDUCTION TASK 6: Subject Knowledge: Systematic Synthetic Phonics and Early Reading

Demonstrate a clear understanding of systematic synthetic phonics

Teachers' Standard 3)

### **Individual Reflection**

How do you ensure that all children learn to love books and reading? What range of literature should they have access to?

Are you a 'reader'? What impact might that have on the children you teach?

What is the role of phonics in learning to read? What are the limitations of phonics?

What support do children need to develop their ability to understand texts 'beyond the literal' and to be able to use inference and deduction in reading?

What factors impact on pupils' ability to learn to read fluently?

### **Activities**

Complete the **Phonics Tracker** and the on line **Phonics Audit (Blackboard)**

Compile a SSP/Early Reading section in Standard 3 of your Record of Development, including your Phonics and English Subject Knowledge Trackers.

Begin a simple children's literature review, keeping a record of high quality children's books, and how they may be used to support learning within Literacy and across the curriculum.

Read the *Independent Review of the Teaching of Early Reading* (Rose, March 2006). Available on Blackboard or online at:

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/0201-2006PDF-EN-01.pdf>

What is Systematic Synthetic Phonics?

What is *The Simple View of Reading*? How is this approach implemented in your school?

Become familiar with the phonics programme that your school uses and use the template 'SSP programmes and the core criteria' provided on Primary English Blackboard to consider how the programme meets the Core Criteria as set out by the DfE.

Observe systematic synthetic phonics lessons in each of the phases of the teaching programme. Note and evaluate the teaching strategies employed, using the focused phonics observation template (available on Blackboard). Note how the children are grouped for phonics teaching. What are the features of high quality systematic synthetic phonics teaching?

Ensure you are able to pronounce the phonemes correctly. Practise segmenting simple four letter words into their constituent phonemes and record as 'sound buttons' under words. (See *Letters and Sounds* (available on Primary English Blackboard) for more information about sound buttons) and begin to develop your understanding of grapheme-phoneme correspondences. The following document might be helpful:

<http://www.syntheticphonics.com/DH%20Alph%20Code%20overview%20with%20teaching>

[%20points%20-%20A4x7.pdf](#)

Select three average ability pupils of widely differing ages for whom you will monitor progress with reading throughout your training period. Each pupil must be heard to read a minimum of six times during the training year and an assessment record of their progress must be maintained. You could use APP for this, or an in-school system.

Plan, prepare and teach a series of systematic synthetic phonics lessons, evaluating the lessons to inform professional development and to plan for progression. Be observed teaching phonics a minimum of 3 times during the year.

Identify any problems pupils in your base class are experiencing with learning to read and discuss possible strategies to address these with the class teacher or English subject leader.

How are parents and carers involved in supporting their children's reading development?

What additional support is there for learners who find reading difficult?

Explore online resources for the teaching and learning of phonics and reflect critically on their usefulness.

### **Reading**

Cliff Hodges, G. (2010), Reasons for reading: why literature matters. *Literacy* 44 60–68 available online at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1741-4369.2010.00552.x/abstract> (e-library sign in required)

DfES (2007) *Letters and Sounds. Principles and Practice of High Quality Phonics*. Primary National Strategy. (Available online and on Blackboard)

Gooch, K. and Lambirth, A. (2007) *Understanding Phonics and the Teaching of Reading* Maidenhead Open University Press (available via the elibrary)

Goswami, U. (2008) Reading, complexity and the brain *Literacy* 42(2) 67-74 available from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1741-4369.2008.00484.x/full> (e-library sign in required)

Lewis, M. & Ellis, S. (eds) (2006) *Phonics: Practice Research and Policy* London: Paul Chapman Publishing (available via the elibrary)

Stuart, M., Stainthorp, R. and Snowling, M. (2008) Literacy as a complex activity: deconstructing the simple view of reading *Literacy* 42(2) 59-66 available from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1741-4369.2008.00490.x/full> (e-library sign in required)

## PRIMARY INDUCTION TASK 7: Subject Knowledge: Understanding arithmetic

You must undertake the online **Maths Audit 1** on the Primary Maths Blackboard and use the **Maths Subject Knowledge Tracker** to monitor your subject knowledge development.

Pre-session task

### Understanding the role of arithmetic in relation to mathematics as a whole

Consider the definition of arithmetic:

Arithmetic refers to a specific area of mathematics which includes relationships, facts and strategies / methods of addition, subtraction, multiplication and division of whole numbers, fractions decimals and percentages which can be applied to a range of contexts.

Using the above definition examine the school's medium term planning for your current class, highlight what you feel is arithmetic and which is more generally mathematics. Trace progression in the key ideas of arithmetic and mathematics.

Now access the National Curriculum Programmes of Study and EYFS framework requirements from: [www.education.gov.uk](http://www.education.gov.uk) Highlight which areas of content you feel are included in the definition of arithmetic in each of these.

Try to identify:

- where the teaching and learning of arithmetic draws on children's learning of other areas of mathematics.
- where the teaching and learning of other areas of mathematics draws on children's learning of arithmetic.

**Please take along the results of your analysis to your first mathematics curriculum studies day and discuss with professional mentor in school.**

**It is important that you carry out these tasks and take along your reflections to maths curriculum studies days as indicated.**

### Post Session Task 1

#### Understanding the role of counting in relation to early calculation

Following on from the session on early counting and progression to calculation, undertake the following reading from the e books, accessing them via the link from the library catalogue.

- Gifford, S. (2005) Teaching Mathematics 3 – 5 Maidenhead: OUP Chapter 5
- Thompson, I. (ed) (2008) Teaching and Learning Early Number Maidenhead: OUP Chapters 6 and 8

Identify a child or group of children in your school who are at the earliest stages of their counting and calculating. Observe them, and plan and implement a counting and simple calculation activity.

Try to identify:

- Whether the principles of counting identified by Gelman and Gallistel (1978) and which are discussed in Thompson Chapter 6 are secure
- Whether children use counting to calculate (for example using strategies discussed in Thompson chapter 8 such as count all, count on or count on from the largest number in addition.)

Progression in counting: Now access the National Curriculum Programmes of Study from: [www.education.gov.uk](http://www.education.gov.uk) and think about

- When do children include zero in their counting?
- When do children begin to count in steps other than one i.e. steps of 2, 5 and 10?
- When do they count from numbers other than one, i.e. when do they count in tens from any number and how does this help them to calculate?
- When do children count in steps of 3, 4, 6, 7, 8 and 9?
- When do children begin to count with negative numbers?
- When do children begin to count in fractional steps e.g. counting in steps of  $\frac{3}{4}$  or 0.1?

**Be prepared to take your reflections to your 2<sup>nd</sup> Maths curriculum studies day (Path A) or 3<sup>rd</sup> Maths curriculum studies day (Path B)**

## **Post Session Task 2**

### **Supporting the mathematical learning of children with SEND and EAL, and Able children.**

Access the materials from the Primary Mathematics Blackboard under SEN/D. In particular look at the materials labelled:

- Autism
- Dyslexia and Dyscalculia
- Hearing impairment
- Speech difficulties
- Visual impairment

Choose one of these to consider in more detail. Use the guidance to identify:

- How children with this particular SEND are likely to learn mathematics
- Which resources and teaching strategies are likely to support them

Access the materials from the Primary Mathematics Blackboard under EAL

Consider the power point of distinctive approaches to teaching children with EAL.

How are the needs of able children met in your school? Discuss with your Professional Mentor or class teacher how these children are identified and supported. Consider the materials on the Primary Mathematics Blackboard under Mathematically Able children.

**Be prepared to take your reflections to your 2<sup>nd</sup> Maths curriculum studies day.**

**Essential Tasks – These tasks must be planned in your Learning Journal, completed, reflected upon and discussed with your Professional Mentor**

### **Essential Task 1**

#### **Understanding how to identify and address pupils' errors, misunderstandings and misconceptions in arithmetic**

Collect four errors made by children in your present class which relate to arithmetic. Analyse what these errors tell you about the children's understanding.

You may wish to refer to the reading Cockburn, A. and Littler, G. (2008) Mathematical Misconceptions available as an e-book to help you analyse the errors and misconceptions <http://www.dawsonera.com/depp/athens?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780857029478>

Plan, deliver and evaluate one activity to address each error.

**Discuss your evaluations with your Professional Mentor or class teacher.**

### **Essential Task 2**

- **Understanding the concept of number**
- **Understanding place value**
- **Understanding the importance of practical apparatus, models and images to support the development of arithmetical skills**
- **Understand the appropriate use of models and images to support the development of children's knowledge**

Access and read the following e-books available via the link from the library catalogue:

- Suggate, J., Davis, A. and Goulding, M. (2010) Mathematical Knowledge for Primary Teachers London: David Fulton Pages 73 - 82
- Cotton, T. (2010) Understanding and Teaching Primary Mathematics Essex: Pearson chapter 4
- Drews, D. and Hansen, A. (ed.) (2007) Using Resources to support Mathematical Thinking Exeter: Learning Matters, Chapter 3

Plan a starter activity which uses the PNS Interactive Teaching Programmes (ITPs) called 'Number Grid' and 'Place Value' <http://www.taw.org.uk/lic/itp/index.html>

**Discuss with your Professional Mentor or your class teacher**

Identify resources in your school which can be used to teach place value and explore which of the resources you have explored provide good representations for children of each of these aspects of place value:

- The size of numbers
- Ordering numbers
- The value of digits in different positions within a number
- Partitioning numbers into hundreds, tens and ones
- The role of zero as a place-holder (e.g. the 0 in 206 marks the empty tens place within the number and distinguishes 206 from 26)?

Consider these errors and how you might use resources to support the children's learning:

- Twenty eight, twenty nine, twenty ten
- Writing 10016 for 116
- Writing £1.6 for £1.06
- Placing 1.35 as larger on a number line than 1.5
- Lining numbers up incorrectly in column addition
- Writing the sequence 1.7, 1.8, 1.9, 1.10, 1.11...

You could also compare your thinking with the models suggested on the PNS Models and Images charts. You can find these on the Primary Mathematics Blackboard under support for planning, PNS materials.

### **Essential Task 2**

- **Understanding the development of mental methods of arithmetic**
- **Understanding the importance of learning number bonds and multiplication tables**
- **Understanding the importance of memorising number bonds and multiplication tables**
- **Planning the teaching of arithmetic to ensure pupil progression**

Read the document Teaching Children to Calculate Mentally available on the Primary Mathematics Blackboard under Support for Planning, Calculation guidance.

Consider the guidance for your present class.

Firstly list the facts which you aim for the children to have as rapid recall. This could be addition, subtraction, multiplication and division facts.

Plan, deliver and evaluate two activities for the children you work with:

1. One to teach children these facts. Consider resources and images which will support the children in this.
2. One activity to assess their rapid recall of the facts. Consider a variety of ways to do this such as games and challenges as well as a formal test.

Secondly identify the strategies for mental calculation suitable for your class.

Read Thompson, I. (ed) (2008) Teaching and Learning Early number Maidenhead: OUP Chapter 12 available from the library catalogue as an e book.

Plan, deliver and evaluate a lesson which teaches children one of the strategies for mental calculation for facts they cannot recall. Consider resources and images which will support the children's learning.

**Discuss both areas with your Professional Mentor**

**Optional Tasks – If you feel that your mathematics subject knowledge for teaching needs further development you may want to undertake these tasks**

### **Optional Task A**

- **Understanding the development of written methods of arithmetic**
- **Understanding the relationship between mental, written and ICT-based arithmetic**
- **Understanding the appropriate selection of mental, written and ICT-based**

## **arithmetic Understanding the role of ICT in supporting arithmetic**

Read the PNS Guidance for written calculation for each of the four operations available on the Primary Mathematics Blackboard under Support for Planning, Calculation guidance. If the school has a separate calculation policy, read this.

Use this guidance to assess the current learning of your present class. Work with three children across the ability range of the class. Ask them to show you how they calculate using numbers appropriate to their ability. Then identify their progress using the PNS guidance or school calculation policy. Plan, deliver and evaluate an activity to consolidate or move these children forward in their calculations for one operation.

Ask your **Professional Mentor** for the school's policy on using calculators.

Using the guidance you have read for this task and the document Teaching Children to Calculate Mentally for task 4, and for each of the three children list:

- Which facts the children should have as rapid recall
- Which facts they should calculate using mental strategies, which strategies you expect them to use and which images and resources might support them
- Which facts they should calculate using written methods
- Which facts they might calculate using a calculator

Explore the school's resources for using ICT to develop children's understanding of arithmetic. These might include:

Calculators

Roamers, bee bots or pro bots

Interactive white Board software

Computer software

Websites

Evaluate the ICT resources used in your present class in terms of the learning they support.

### **Optional Task B**

#### **Understanding the appropriate use of mathematical language and reasoning**

Access the following via the Primary Mathematics Blackboard:

- NNS booklet on Mathematical Vocabulary under Resources
- PNS Blocks for your present class which include lists of key vocabulary, found under support for planning, PNS materials
- QCDA Glossary of terms under Resources

Identify key vocabulary for your next lesson plans. Discuss with your class teacher how you can encourage the children in your class to use and negotiate the meaning of mathematical terms.

#### **Read Ryan, J. & Williams, J. (2007) Children's Mathematics 4 – 15 Maidenhead: OUP Chapter 3 available from the library catalogue as an e book.**

Plan and deliver a mathematics activity in which you provide opportunities for children to engage in small group dialogue (using the principles outlined by Ryan and Williams). Then, assess the mathematical learning which takes place and focus your evaluation of the activity on the impact of the discussion on children's learning.

**Discuss this with your Professional Mentor**

### **Optional Task C**

- **Understanding the importance of fluently using and applying arithmetical skills within mathematics and across the wider curriculum**
- **Understanding the need for and application of arithmetic in mathematical problem solving**
- **Understanding the appropriate application of arithmetic in the wider context**

Choose two using and applying activities suitable for your present class. To help you to do this you can access a variety of resources for these activities from the Primary Mathematics Blackboard under Resources, Using and Applying Mathematics. There are also a range of activities and possible solutions in the Using and Applying Mathematics audit on the same Primary Mathematics Blackboard under Subject Knowledge, Audits.

Explore these activities yourself first. Which aspects of arithmetic do they draw on?

Plan, deliver and evaluate lessons using these two activities. Focus on the application of arithmetic in your assessment of the children's learning and your evaluation of the lessons.

Identify one aspect of arithmetic which will be taught to your class in the next few weeks. Consider one real life context where this aspect could be applied and plan a lesson using this context. Try to use a context which is meaningful for your class. Consider the impact of using this context to support children's learning.

**Discuss your findings with your Professional Mentor.**



# **SECONDARY INDUCTION TASKS**

Please refer to the  
School Direct Secondary Guidance on Blackboard

**There is no fixed way to respond to a task.**  
You may use bullet points/prose/visual  
representation/mind maps

Completed reflections and notes from  
tasks should be placed in the relevant  
sections of the Record of Development

**“We don’t travel far in reflective practice: just make a great deal more sense of where we are” (Bolton 2001)**

The following Induction Tasks have been planned to support and shape your learning in your training school. The first tasks are designed to support your learning early in the induction phase of your programme; the later tasks may be completed and will be revisited later in the year during your Professional Studies Days. Student teachers completing the Masters Level and PGCE paths may develop their responses to the tasks to form the basis of their investigations/assignments. Discuss with your Professional Mentor and Subject Mentor how you will complete these tasks to take account of both your personal needs and prior experiences.

Each task begins with some open ended questions, which are designed to enable you to think about your initial ideas and views. Clearly, in the course of training, many of your ideas will be subject to challenge and critique. However, an invaluable starting point for any learning journey is to recognise our starting point. We will all have different starting points. You are then required to carry out some set activities. Finally, core and extended readings are listed.

These tasks form an integral part of the Professional Studies Days. Please do work collaboratively on the tasks with other student teachers in your school and area. Your own personal training programme will be agreed which facilitates the completion of these tasks and builds on the responses you have compiled.

How many words are required for each Induction task? The quality of your learning cannot be evidenced by the quantity of papers you gather or number of words you write. You should use your Learning Journal to record both what you do and what you learn. You should ensure that you make the most of this opportunity to study the topics raised by the tasks as this will provide valuable evidence for your Record of Development.

Please use every opportunity to discuss these tasks with your Subject Mentor, Professional Mentor and other colleagues in your school. Remember that schools are very busy places and be sensitive to other people’s busy lives. When carrying out an observation, always discuss your planned focus with the teacher BEFORE the lesson – just to ensure that it is appropriate!

## SECONDARY INDUCTION TASK 1: Your School and the Wider View

**Set high expectations which inspire, motivate and challenge pupils. Promote good progress and outcomes by pupils. Adapt teaching to respond to the strengths and needs of all pupils. Fulfil wider professional responsibilities.**

(Teachers' Standards 1, 2, 5, 8)

### **Individual Reflection**

What does a good school look like? What is a good school? Who determines this?  
How important is academic achievement? What other kind of achievement do you value? What are the particular strengths of your school?  
What does 'diversity' mean in the context of your school?  
How can you promote children's development and wellbeing?  
Consider the possible impact of deprivation and how to best support children's achievement.

### **Activities**

Read your school's brochure/prospectus.

What is the school's mission statement or the values it sets out to achieve?

From your observations and discussions with other colleagues in school, how do you see these acted out in the day to day life of the school?

How effective is your school? What does Ofsted say?

What does the performance data say about the effectiveness of the school? Where is it placed in the league tables? What other data is available to develop an overview of your school?

What is the management structure of the school? Which members of staff have a supportive/pastoral role?

What support mechanisms are in place for SEND and EAL learners?

Do all learners, and staff, feel part of the school community?

How are parents and carers involved in the education of their children?

Compare/consider data available related to schools in areas of deprivation – what is significant?

How might this have implications for schools in these areas? How can children's progress and achievement be best supported?

What do you consider to be significant factors for good progress and outcomes for all learners? How do all these factors impact on you as a teacher? On the curriculum? On the schools? On your pupils?

### **Following your primary and School 2 experiences**

Compare the ethos and structure of the schools in which you have been working. Look at the mission statements, targets and policies of the schools. How do they compare/contrast?

### **Reading**

Day, Christopher (2004) *A Passion for Teaching*. London: Routledge Falmer. 'Passion, hope and ideals', pages 18-21

Capel S, Leask M and Turner T (2001) *Learning to Teach in Secondary Schools*. London: RoutledgeFalmer. Chapter 1.1 'What do teachers do?'

MacGilchrist, Barbara, Myers, Kate and Reed, Jane (2004) *The Intelligent School*, Sage Publications Chapter 6 Teachers' Learning and Chapter 7 The Nine Intelligences

Schon Donald (1983) 'Reflection-in-action', in Pollard A (Ed) (2001) *Readings for Reflective Teaching*. London: Continuum.

Guy Claxton (2008) *What's the Point of School?* Oxford: Oneworld Publications. Chapter 2

## SECONDARY INDUCTION TASK 2: Safeguarding Children

Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions (Teachers' Standards Part 2)

### **Individual Reflection**

What do you consider to be the role of the school and the teacher in safeguarding and promoting the development and wellbeing of children? What are your wider professional responsibilities?

### **Activities/Reflections**

Read school's Child Protection, Safeguarding, Bullying, Medicine and Health and Safety Policies. Note key points.

Find out about the fire drill routine, how and where to exit and assemble your group. What are your responsibilities?

Read the policies for your subject. What health and safety precautions must you take when teaching this subject? How does this compare with teaching other, particularly practical, subjects?

Discuss the Safeguarding Policy and procedures with the designated Child Protection person. Ensure that you are confident with Child Protection and Safeguarding procedures.

What e-safety precautions are in place to protect learners when using the internet and other information and communication technologies?

What are the key recommendations of the Byron Review on e-safety?

To what extent are these apparent in school policy and practice? What is your responsibility in relation to e-safety?

How do you address your own personal, professional responsibilities and safety?

How does your school promote children's well-being?

Interview a member of staff with pastoral responsibilities for some of the children you teach.

### **Reading**

*The Bristol Guide to Teachers' Legal Liabilities and Responsibilities* (available from The Graduate School of Education, University of Bristol, 35 Berkeley Square, Bristol, BS8 1JA, Tel. 0117 928 7059 or email [teresa.nurser@bristol.ac.uk](mailto:teresa.nurser@bristol.ac.uk) or [Sue.Batin@bristol.ac.uk](mailto:Sue.Batin@bristol.ac.uk) ). Capel S, Leask M and Turner T (2001) *Learning to Teach in Secondary Schools*.

Jon Berry (2007) *Teachers' Legal Rights and Responsibilities*. Hatfield: University of Hertfordshire Press.

Childnet International [www.childnet-int.org/kia/](http://www.childnet-int.org/kia/)

The Byron review & Action Plan, which can be found in the Professional Learning folder on Blackboard.

## SECONDARY INDUCTION TASK 3: Behaviour for Learning, Effective Communication and Developing Relationships with Children

**Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.**

**Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary**

(Teachers' Standard 7)

### **Individual Reflection**

Why is the relationship between teacher and pupil critical to successful teaching and learning?

What are your expectations of behaviour? How will you communicate these with your class?

What do you consider to be the key elements for effective behaviour for learning?

What is the impact of positive comment upon the learner?

How will you achieve a purposeful learning environment with behaviour for learning?

How effective is your voice? Do you present a good language model?

How do you communicate effectively in order to meet the needs of groups of pupils and individuals?

### **Activities**

Read the school's Behaviour and Bullying Policies. Consider the range of Classroom Rules. Before reading the school policy were you aware about what the school considers to be unacceptable behaviour?

Which parts of the school policy are concerned with learning and which are about managing poor behaviour?

What do you consider to be unacceptable behaviour?

Observe teachers in two age ranges for a 20 minute period during the time when pupils are at work. Note, by tallying, the number and type of interactions (such as praising, encouraging, organising, explaining, discussing, giving feedback, giving individual help, managing behaviour), the teacher has with the pupils.

What sort of interaction predominated? Reflect on this. What are the implications for children's speaking and listening skills and behaviour for learning?

Describe how you observe the Behaviour Policy in action. How do teachers promote safe, stimulating and positive learning environments? What effective behaviour strategies have you observed in use? What differences in strategies are there between KS3, KS4 and KS5? Try using some of the strategies you have observed and evaluate their effectiveness.

Focus on teachers' use of voice and language: When do they vary volume, tone, pitch and pace?

Note how the teacher gets the class's attention and non-verbal strategies used.

How is the teacher's voice and language different when interacting with individuals, groups, whole class? When and how does the teacher adapt his/her language or rephrase sentences?

Is inclusive and positive language consistently in evidence?

What differences are there in how voice and language are used in the various age ranges?

How do teachers communicate their expectations for behaviour? How effective are Class Rules?

Observe a child for a period of at least 20 minutes whilst working. Devise an incident sampling list and tally types of behaviour, e.g. working alone, discussing with another pupil, chatting, hand up, waiting, off-task). Which behaviour predominated, and what are the implications of this for teaching and learning?

Read Chapter 3 from Tod and Ellis' book *Behaviour for Learning* called Reframing Behaviour Management. Behaviour is an element of learning which needs to be planned for as you would for learning rather than just managed with rewards and sanctions. The authors talk about teachers appreciating 3 necessary relationships that pupils need for behaviour to learn. One with self: here the teacher needs emotional planning; another relationship with the curriculum: where the teacher needs cognitive planning; and a third relationship with others: social planning.

Apply the thinking in the chapter to an individual case study.

Consider a pupil you are monitoring in the classroom who is showing an aspect of behaviour disaffection. Make notes in relation to:

- What behaviour is the pupil showing?
- What does this mean? i.e. what are the factors influencing his/her behaviour?
- What strategy should you choose?

Look at the Efficacy Tracker with your Professional Mentor and discuss the implications of the various questions.

### **Reading**

Tod, J. and Ellis, S. (2009) *Behaviour for Learning*. Abingdon: Routledge. Chap.3 'Reframing behaviour management', pp.46-65.

Jonathan Doherty and Malcolm Hughes (2009) *Child Development. Theory and Practice 0-11*. Harlow: Pearson Education. Chap.12 'The social and moral world of the child', pp.378-423.

Alan Steer (2009) *Learning Behaviour: Lessons Learned* (The Steer Report) (DfES)

[https://www.education.gov.uk/publications/standard/arc\\_SOP/Page8/DCSF-00453-2009](https://www.education.gov.uk/publications/standard/arc_SOP/Page8/DCSF-00453-2009)

Bill Rogers (2007) *Behaviour Management: A Whole School Approach*. (2<sup>nd</sup> ed.), London: Bill

Rogers (2011) *Classroom behaviour :a practical guide to effective teaching*, Sage

James Park and Marilyn Tew (2007) *Emotional Literacy Pocketbook*, Teachers' Pocketbook

<http://www.behaviour2learn.co.uk>

**View** *How to Maintain Classroom Discipline – Good and Bad Methods* training educational video

<http://www.youtube.com/watch?v=gHzTUYAOkPM&feature=related>

## SECONDARY INDUCTION TASK 4: Pedagogical Subject Knowledge: Teaching and Management Skills

Be prepared to discuss the outcomes of this task at your Induction Review (around week 6)

**Demonstrate good subject and curriculum knowledge. Plan and teach well-structured lessons. Adapt teaching to respond to the strengths and needs of all pupils.**

(Teachers' Standards 3, 4 and 5)

### **Individual Reflection**

What does a good lesson look like? What does good learning look like? What makes a good teacher?

How are the needs of children with English as an additional language (EAL) and/or Special Educational Needs and Disabilities (SEND) supported?

### **Activities**

Observe a variety of lessons across the age ranges and consider the following points: (Use the relevant focused observation forms from the Professional Learning section of Blackboard) Is the learning objective made clear to all pupils? How? In what way is the lesson linked to previous work?

What opportunities for interactive learning and speaking and listening are there? What different teaching/ learning styles are employed?

How clear are instructions and teaching points? How are points reinforced?

What range of resources is in use? Are they prepared and ready for use? How are pupils set to work effectively? Is it an effective start? Why?

How smooth are transitions? How are they managed? Is there any time slippage during the lesson? Why is this?

How is the learning Support Assistant deployed during the lesson? Could s/he have been used in any other ways?

To what extent do pupils complete the task set? How does the teacher prepare them for finishing?

What routines does the teacher employ?

Is the plenary effective? How does it reinforce the learning objective?

Audit the resources available in your department to support teaching and learning in your subject in preparation for Term 2.

### **Reading**

Perrot E (1982) 'Using questions in classroom discussion', in Pollard A (ed.) (2001) *Readings for Reflective Teaching*. London: Continuum

Shulman L (1986) 'A perspective on teacher knowledge', in Pollard A (ed.) (2001) *Readings for Reflective Teaching*. London: Continuum

Vygotsky L (1978) 'Mind in society and the ZPD', in Pollard A (ed.) (2001) *Readings for Reflective Teaching*. London: Continuum

Capel S, Leask M and Turner T (2001) *Learning to Teach in Secondary Schools*. London: Routledge Falmer. Chapters 3.1, 4.2, 4.3, 5.1

## SECONDARY INDUCTION TASK 5: Pedagogical Subject Knowledge: Subject Knowledge for Teaching

Be prepared to discuss the outcomes of this task at your Curriculum Studies Days.

**Demonstrate good subject and curriculum knowledge. Plan and teach well-structured lessons. Adapt teaching to respond to the strengths and needs of all pupils.**

(Teachers' Standards 3, 4 and 5)

### **Individual Reflection**

Why do you feel that your subject should form part of the curriculum taught in schools? (Look back at your earlier thoughts as recorded as part of your initial subject knowledge audit.)

How does your subject equip young people for the demands of the twenty-first century?

How do you think you can deliver your subject in a creative way that will engage young people?

### **Activities**

How is the curriculum organised at your school?

Where does your subject fit into this curriculum map, is it core or optional? (Is it compulsory in both Key Stage 3 and 4? Is it an option in Key Stage 4 (and post 16)?)

What are the key messages from the National Curriculum regarding the delivery of your subject?

How are these addressed at your school level?

How has organisation of the curriculum changed in the last five years?

What impact has vocational education had on your subject area?

What other initiatives have impacted on how the curriculum and your subject is organised? (e.g. Project Based Learning)

What examples are there in your school of "creativity" in delivering the curriculum? (Project Days/Integrated Curriculum Days).

What do pupils think about learning your subject? Do they see the relevance?

### **Reading**

Wilson J (2000); Teaching a subject, in Pollard A (Ed) (2001) *Readings for Reflective Teaching*. London: Continuum

Dadds M (2001), The hurry along curriculum, in Pollard (Ed) (2001) *Readings for Reflective Teaching*. London: Continuum.

Claxton G (2006), Expanding the capacity to learn

<http://guyclaxton.com/documents/New/BERA%20Keynote%20Final.pdf>



## SECONDARY INDUCTION TASK 6: Recognising and Responding to the Needs of Individuals

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.

(Teachers' Standard 5)

### **Activities**

#### **Planning**

In consultation with your Professional Mentor, Subject Mentor and/or SENCO, identify a child with an SEN or difficulty in your subject area. (This is most effective when the child is in one of the classes where you will be teaching collaboratively).

Find out from the school and by observing the child as much as you can about the child's needs. Agree one specific area of learning or behaviour on which you will work with the child across a period of about four weeks. Agree how and when you will work with the child, for example this might be for a short time during each lesson or could be completed at another time before, during or after the school day. You will also need to discuss how you are going to support the child in the agreed area. The school may want you to implement a particular programme. This is acceptable but you will need to adapt it as appropriate, including starting at an appropriate point and ensuring progress is made through maintaining an appropriate pace.

#### **Assessing**

Keep evidence of the child's progress, bearing in mind that it might be very small steps. This means that during the first session you should plan to assess the child in the target area carefully and keep records of this as a baseline, so that progress can be measured later. Records may be annotated copies of the child's recorded work or it might be your notes of what the child does and says. You should then plan accordingly for future sessions. Keep careful records of assessment all the way through and particularly in your last session, where you will need to be able to show that progress has been made.

#### **Reflecting**

At the end you should write a summary assessment report and discuss this with your Curriculum Mentor, Professional Mentor or SENCO. Write a short reflection for your Record of Development. This should include a summary of the progress the child made and your thoughts on what you have learnt about working with children with SEND. Think about how you will aim to work with children with SEND in future.

#### **Monitoring your child in the whole class situation**

When subsequently teaching this group, make sure you differentiate your lessons for the child and monitor his/her progress throughout the year.

### **Reading**

Corbett, J. (2001) Supporting Inclusive Education: A connective Pedagogy. London: Routledge Falmer.

Frederickson, N. & Cline, T. (2002). Special Educational Needs, Inclusion and Diversity. Maidenhead: Open University Press.

Richards, G. & Armstrong, F. (eds.) (2011). Teaching and Learning in Diverse and Inclusive Classrooms. London: Routledge.

Westwood, P. (2011). Common SENse Methods for Children with Special Educational Needs. London: Routledge.