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“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”

**Carl Jung**

**Training Handbook**

****

**Autumn 2**

**Primary**

Primary Handbook Guidance  
for Professional Tutors and Mentors

|  |  |
| --- | --- |
| **Trainee Name:** |  |
| **Main School:** |  |
| **Professional Tutor** (Main school)**:** |  |
| **Mentor** (Main School)**:** |  |

** Key Information**

|  |
| --- |
| **Carmel CTTP documentation :** https://carmelteachertraining.com/documentation |
| **Monica Shepherd:** ITT Director and Secondary Lead   01325 523 **460** **** mshepherd@carmel.bhcet.org.uk |
| **Iain Knox:** Primary Lead   01325 523 **460** **** iknox@carmel.bhcet.org.uk |
| **Lily Bonas** Teaching School Administrator   01325 523 **474** **** lbonas@carmel.bhcet.org.uk |

Core Training Requirements

1. Professional Tutor (PT) to monitor and quality assure the trainee’s experiences and development throughout the training year.
2. PT to facilitate opportunities for the Mentors to meet, support and observe their trainees on a weekly basis, as outlined in the School Agreement and PT/Mentor Handbooks.
3. Mentor to meet with their trainee **for a minimum of one hour’s training per week** to review progress and set weekly targets as outlined in the PT/Mentor Handbooks.
4. PT/Mentor Handbooks to be used by all schools.
5. **ITT Core Content Framework** to be embedded in all aspects of training (school-based and central) <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
6. Clear links to be drawn between audits, central and school-based training.
7. Class teacher (CT) or Mentor to be present in the classroom with the trainee for the first term and in second school placement for the first week as a minimum, unless salaried. CT or Mentor to offer support and feedback both formally and informally.
8. Assessment strategies to be included in all curriculum-based training.
9. Ongoing reflections and evaluations of training and classroom practice (recorded in Reflective Journals, in lesson evaluations and post training evaluations).
10. Academic study time to be protected.
11. PT to check that all documents are completed and signed off before the final PLT visit in May and final submission.

**Suggested teaching commitment for this half term- approximately 30%- 40% timetable allocation that is, 5-8 planned and taught lessons (approx. 4-6 hours) inclusive of small groups and whole classes per week, based on 4 days not 5.**

Trainee progress

CTTP consider that the quality of trainees’ teaching is judged by the impact they  
have on pupil progress and learning over time.

When grading trainees assess them with specific reference to pupil progress over  
time.

|  |  |  |  |
| --- | --- | --- | --- |
| **Pupil Progress ** | | **Identifying trainee progress throughout the year** | |
|  |  |  |  |
|  | Pupils **do not make adequate progress** |  | **Risk of Failure**  Elements of **concern** |
|  | Pupil progress **not secure** |  | **Towards**  **Towards** trainee expectation |
|  | Pupil progress mostly as **expected but** **not always consistent** |  | **Within**  **Working within the** trainee expectation |
|  | Pupil progress **as expected** **over time** |  | **Meeting**  **Meeting** trainee expectation |
|  | Pupil progress **good or better over time** |  | **Exceeding**  **Exceeding** trainee expectation |

Training Programme  
Overview

**CTTP Spiral Curriculum**



**School-Based Training**

Follow-Up Mentor Meeting

**School-Based Training**

Focused Observation

**Academic Study**

Pre-Reading

**Academic Study**

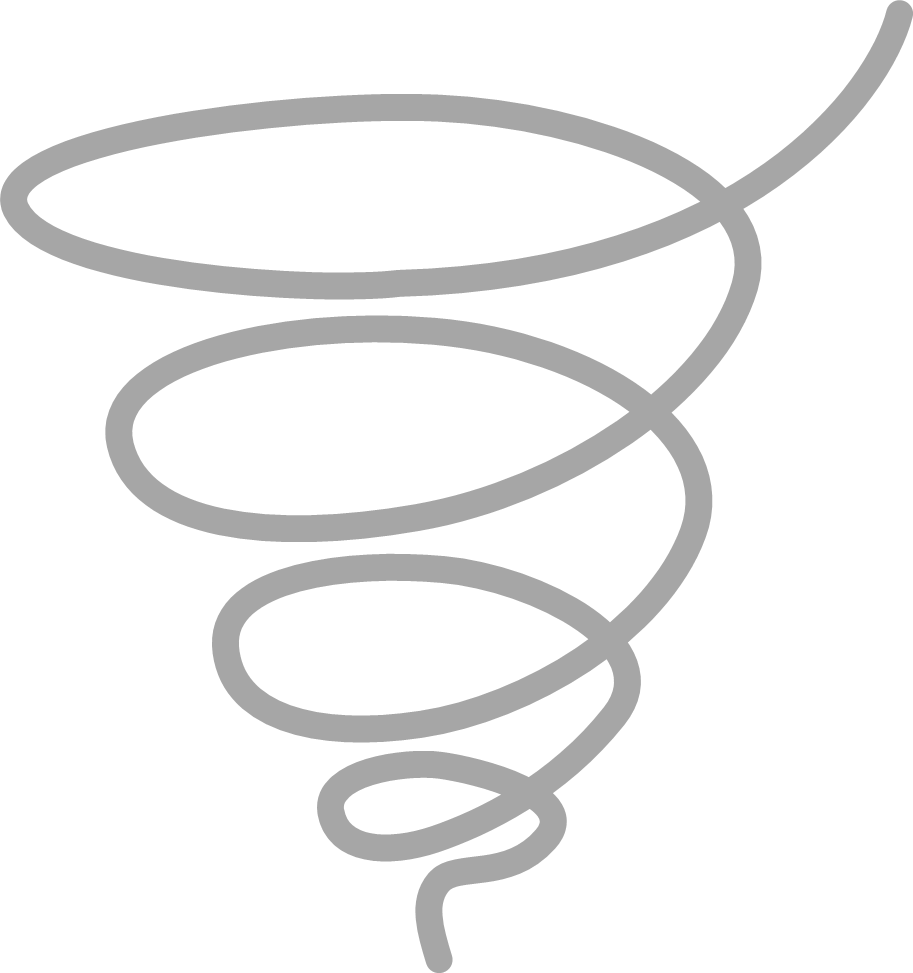
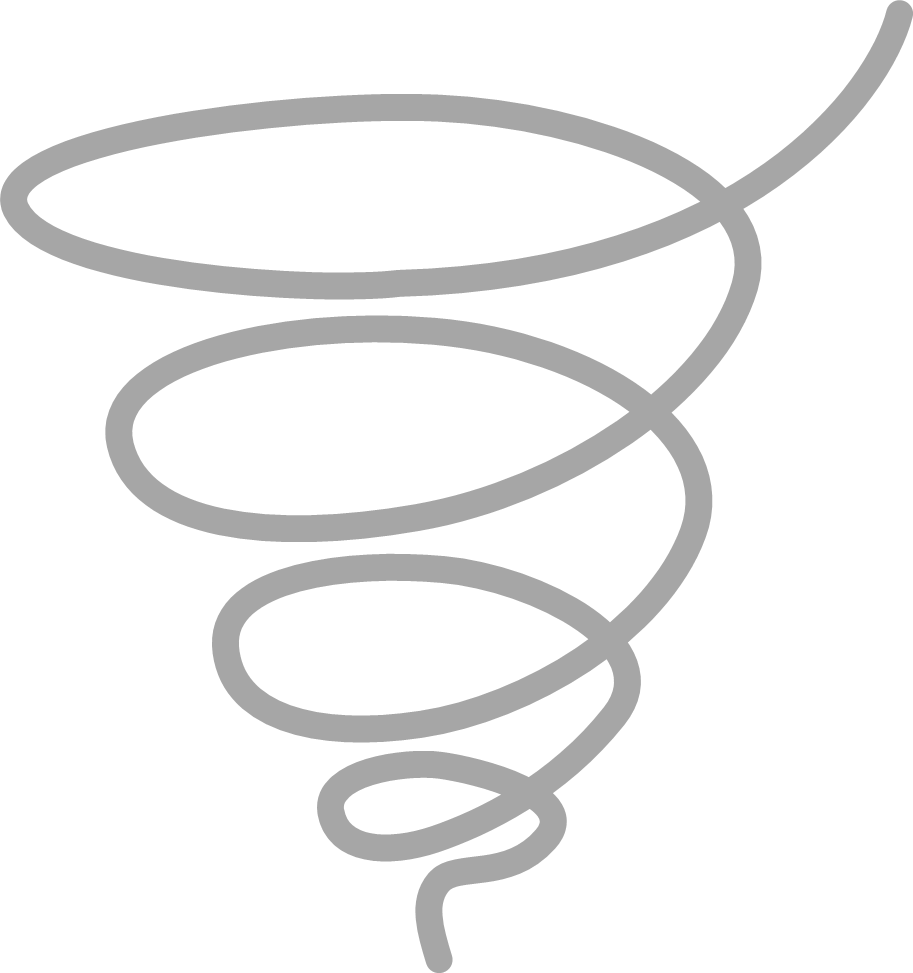
Follow-Up Reading

**Central Training**

Training Session

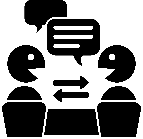
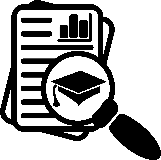
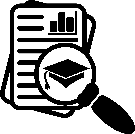
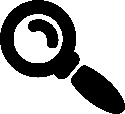
**Central Training**

Consolidation  
Training Session



**PT**

**Mentor**



**The Role of the Mentor/PT**

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| **School-Based Training** | * Organise focused observations (joint when possible) * Review focused observations and deconstruct observed approaches. * Using PT/Mentor handbook, review central training sessions and discuss academic reading. Review impact of central training on trainee’s Teaching and Learning. * Rehearse, practise and give feedback on related skills. |
| **Academic Study** | * Protect directed study time (2 hour / week) * Be aware of and familiar with trainee’s reading list (see handbooks). |
| **Central Training** | * Be aware of weekly training focus. * Check training files half-termly. |

Training Programme  
Autumn 2 Overview

**Autumn 2 Training Focuses**

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| Area of Focus 1  **Behaviour Management & High Expectations** 1, 7)  A picture containing text, brass knucks, weapon, scissors  Description automatically generated   * Adapting learning for all * SEND | Area of Focus 2  **Pedagogy**  (2, 4, 5) | Area of Focus 3  **Curriculum**  (3) | Area of Focus 4  **Professional Behaviours** (8) |
| Icon  Description automatically generated | Icon  Description automatically generated |  |
| * SEND * Assessment for learning | * Science, English, Geography, History, RE * PGCE * Educational Research | * Interviews and Applications |

**Autumn 2 Training Schedule**

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|  | **Focused Observation** to be conducted by the trainee | **Central Training** Sessions | **Assigned**  **Reading**  Pre-Reading Follow-up Reading | **Training Focus** suggestions for mentor training | **Monitoring** |
| **Week 8**  c/ 31/10 | * Religious Education | * Religious Education | \* PGCE Pre Reading  \* [OFSTED Research review RE digest for schools.pdf (natre.org.uk)](https://www.natre.org.uk/uploads/OFSTED%20Research%20review%20RE%20digest%20for%20schools.pdf) | Teaching Religious Education | Review of progress with new CT if changing classes  Review of INA and Audit targets  Weekly Lesson Observation |
| **Week 9**  c/ 7/11 | * Science | * Science | \* PGCE Pre Reading  \* [Science literacy – science education for everyday life (chartered.college)](https://my.chartered.college/impact_article/science-literacy-science-education-for-everyday-life/) | Teaching Science | Weekly Lesson Observation |
| **Week 10**  c/ 14/11 | * SEND | * SEND | \* PGCE Pre Reading  \* SEN in Mainstream Schools  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> | SEND – adaptation / school policy | Weekly Lesson Observation |
| **Week 11**  c/ 21/11 | * English – Writing | * PGCE | \* PGCE Reading  \* Improving Literacy in KS1 and KS2  [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  [KS2\_Literacy\_Guidance\_-\_Poster.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/KS2_Literacy_Guidance_-_Poster.pdf) | Teaching English writing | Joint QA Observation (Mentor-PT/Mentor-CT) |
| * English – Writing |
| **Week 12**  c/ 28/11 | * Geography | * Geography | \* PGCE Reading  \* [Geography at the heart of the primary curriculum (chartered.college)](https://my.chartered.college/impact_article/geography-at-the-heart-of-the-primary-curriculum/) | Teaching Geography | PLT1 Window |
| **Week 13**  c/ 5/12 | * History | * History | \* PGCE Reading  \* [What is a ‘knowledge-rich’ curriculum? (chartered.college)](https://my.chartered.college/impact_article/what-is-a-knowledge-rich-curriculum/) | Teaching History | PLT 1 Window  Complete and share SSP Targets |
| **Week 14**  c/ 12/12 | * Assessment for learning | * Interviews and applications | \* PGCE Reading  \* [Assessment: recent commentary digested (chartered.college)](https://my.chartered.college/research-hub/assessment-getting-the-measure-of-what-recent-commentators-have-said/) | Tracking children (Link to SSP) | Complete Trainee Progress Report  Send SSP Targets |

Training Programme - Teaching and Training Schedule

**Suggested teaching commitment for this half-term:**(to be progressively built into the timetable over the half-term)

 30-40% timetable allocation (approx. **5-8 60-min. planned and taught lessons / week** or equivalent).

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**Timetable requirements:**

 2 hour protected **Academic Study Time**

 1 hour protected **Mentor Training**

**PLT 2 window:**

 **Monday 28th November – Tuesday 6th December 2022 (exc. Fridays)**

**REMINDER- to agree a date for YOUR TRAINEE’S ACADEMIC STUDY DAY after December 12th.**

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| **Plan a focused observation:** RE/PSHE | | | | | |
| **Week 8**  **31st October** | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** | **Central Training:** Religious Education | | | | |

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| **Plan a focused observation:** Science | | | | | |
| **Week 9**  7th Nov | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** | **Central Training:** Science | | | | |

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| **Plan a focused observation:** Differentiation / Adaptation | | | | | |
| **Week 10**  14th Nov | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** | **Central Training:** Special Educational Needs | | | | |

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| **Plan a focused observation:** English | | | | | |
| **Week 11**  21st Nov | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** | **Central Training: PGCE MASTERS 2 TRINITY (at Carmel College) \*** | | | | |
| **Thursday** |  |  |  |  |  |
| **Friday** | **Central Training:** English (Writing) by Adam Bushnell | | | | |

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| **Preparations for PLT 2 Visit 28th Nov- 6th Dec** |
| **Professional Tutor with the Mentor:**  **Internal quality assurance: carry out a joint observation of the trainee with the Mentor prior to the visit (planned for next week).**  Liaise with the Mentor and check the list of documentation required for the PLT visit are completed prior to the visit eg. your trainee’s Progress report (TPR) (listed within the PLT 2 document emailed to you).  Check trainee’s evidence collection is updated ie. files (lesson observations, evidence, training, and teaching) , subject audits.  Meet with the Mentor to complete the Trainee Progress Report - you need to agree judgement against Gateway 1.  Check trainee’s evidence collection is accurate, verified by you and so supports your judgment.  **Is your trainee working at least at the minimum level, ‘within’ to pass through Gateway 1? If not, you need to raise this with Carmel Central Team and your cause for concern will be documented and actioned.**  Consider with the Mentor the progress your trainee has made this term through review of the trainees targets , and agree with the trainee, their targets for second school placement . These targets are to build on the trainee’s progress this term.  **Direct trainee to:**  consider what lesson they are going to teach for their PLT 2 visit, share their ideas and plan their lesson INDEPENDENTLY. Please offer advice and give feedback to support your trainee in this.  update their Subject Audits and ensure all files /evidence collection is organised and available to review. |

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| **Plan a focused observation:** Geography | | | | | | | |
| **PLT Visit 2 Window** | **Week 12**  28th Nov | Lesson **1** | | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  | |  |  |  |  |
| **Tuesday** |  | |  |  |  |  |
| **Wednesday** |  | |  |  |  |  |
| **Thursday** |  | |  |  |  |  |
| **Friday** | **Central Training:** Geography | | | | | |
| **Plan a focused observation:** History | | | | | | | |
| **PLT Visit 2 Window** | **Week 13**  5th Dec | | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** | |  |  |  |  |  |
| **Tuesday** | |  |  |  |  |  |
| **Wednesday** | |  |  |  |  |  |
| **Thursday** | |  |  |  |  |  |
| **Friday** | | **Central Training:** History | | | | |

**REMINDER: To agree a date for YOUR TRAINEE’S ACADEMIC STUDY DAY during WB December 12th**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 14**  12th Dec | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | SSP TARGETS ARE AGREED & SHARED WITH YOUR TRAINEE BY TODAY | | | | |
| **Friday** | **Central Training:** Interviews and Applications | | | | |

Weekly Training Guidance  
Key and Acronyms

**Key**

** Weekly Tasks**

** Training Focus**

** Discussion**

** Review of Focused Observation**

** Suggested Reading**

** To do this week**

**** **Task for the Trainee**

**Acronyms**

|  |  |  |  |
| --- | --- | --- | --- |
| **CCF**  **CTTP**  **DFE**  **ECF**  **GPS**  **INA**  **(SC)ITT**  **KCSIE**  **FTE**  **LO**  **LP**  **NQT** | Core Content Framework  Carmel Teacher Training Partnership  Department for Education  Early Career Framework  General Professional Studies  Initial Need Analysis  (School-Centred) Initial Teacher Training  Keeping Children Safe in Education  Full Time Equivalent  Lesson Observation  Lesson Plan  Newly Qualified Teacher | **MA**  **PGCE**  **PLT**  **PT**  **QA**  **QTS**  **RJ**  **SA**  **SK**  **SMU**  **SSP**  **TPR**  **TS** | Master’s  Post-Graduate Certificate in Education  Partnership Link Tutor  Professional Tutor  Quality Assurance  Qualified Teacher Status  Reflective Journal  Subject Audit  Subject Knowledge  St Mary’s University  Second School Placement  Trainee Progress Report  Teachers’ Standards |

Weekly Training Guidance  
Ongoing Weekly Tasks (for Mentor Training / Meeting )

|  |  |
| --- | --- |
| **Weekly Tasks:** | **** |
| **1. Teaching and Learning (Target Review and Setting)**  ** Discuss and review trainee’s teaching experiences this week and review last session’s targets.**  Check Reflective Journal and sign off last session’s targets. Ensure congruence with Mentor Handbook. Add review comment and evidence in Mentor Handbook. Review of INA and Audit targets – identify how to meet remaining targets within this half term. Discuss and agree new targets for the week ahead based on: □ their teaching and learning for that week (lesson observations), □ a discussion regarding pupil progress as directed in the PT/Mentor Handbook, □ their audit and post training task targets.  Discuss strategies to achieve these and define clear actions and success criteria as well as the support that will be made available to the trainee. **Record the targets in the PT/Mentor Handbook. The trainee needs to record the same targets in their Reflective Journal AND record the minutes of their mentor meeting with you.**  **2. Trainee Progress Summary - Autumn Term Gateway 1**  There is an expectation that all trainees will have met Gateway 1, at least at a minimum level by Christmas (PLT 2 visit). Trainees and mentors are encouraged to use this document to support their development and formative assessment of progress.  ** Review and discuss this week’s recorded evidence. Ensure it is accurate, relevant, specific and dated.**  **If your trainee is struggling to meet the requirements at a minimum level, please notify the Central CTTP team and highlight your cause for concern.**  **3. Impact and Outcomes of Central Training / Audits**  ** Discuss with trainee the impact and outcomes of their central training.**  Review post training task , targets set and agree with the trainee how to consolidate and continue this training in school - to be reflected in targets set by and for trainees.  **4. Pupil Progress Tracking**  Support trainee to track, evaluate and evidence the impact of their teaching on pupil progress and learning over time. The trainee is required to select a minimum of 3 pupils who display a range of ability, educational needs and language differences and track, over the half term, their academic progression through assessment. They will need to evaluate and evidence the impact of their teaching on pupil progress and learning over time. Over the period of tracking the trainee is to identify the barriers to learning and critically evaluate in their Reflective Journal strategies to overcome these.  ** Advise ‘how’ to track the pupils and encourage the trainee to speak to the class teacher, plus additional adults such as learning support assistants/ teaching assistants who may also be supporting the pupil.**  **5. Wellbeing and Workload**  ** Discuss wellbeing, time and workload management with trainee.**  Consider the trainees workload overall – lesson planning and teaching, academic study and strategies to manage a work /life balance. | | | |
|  | | | |

Target Setting  
Support for Mentors

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets . . . Make them SMART – Use Impact questions to focus** | | | | | | |
| **Specific** | **Measurable** | **Accepted** | | **Realistic** | **Time** | |
| Don’t make them too broad. Focus in on the granular elements that will allow trainees to experience success and build on this to achieve their overall goal. | Consider how will the target be met. | Decided on and understood by all participants in the process. | | Consider using support if it can’t be achieved independently but it must be achievable. | Think short term rather than long term. If it can’t be achieved, break it down into its component parts to make it achievable to allow for success to be celebrated. | |
| **Actions and Support to access Target** | | | **Success Criteria** | | | **Related** |
| Direct the trainee what to do specifically to meet the target, where and who to use to help them. Use specialists where appropriate to support. | | | Success criteria identifies the small steps to help a trainee teacher to realise how to achieve their target. | | | Link to specific areas. If it doesn’t match at all, is that a relevant target ? |
| **Review comment** | | | **Evidence** | | | |
| Have the met the target ? How do you know ? | | | What evidence can be found to show the target has been met – *lesson plan, lesson observation, lesson evaluation, lesson resources, photographs.* | | | |

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) - **High expectations (1) / How pupils learn (2) / Assessment (6)** |
| **Look at the Impact questions with exemplification of the Core Content Framework strategies. This will help to focus in on what elements could support the trainee to maxmimise impact of teaching on pupil progress.** |
| **Target 2** (Focus on teaching and learning skills) – **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** |
| **Look at the Impact questions with exemplification of the Core Content Framework strategies. This will help to focus in on what elements could support the trainee to develop their teaching and learning.** |
| **Target 3** |
| **Focus on what the trainee needs to support their development. Targets could come from subject knowledge, teaching and learning, academic reading or procedural elements.** |

**Training Week 8: 31st October** Trainee targets and review

*To progress fully, a trainee teacher needs exposure to all areas of the Core Content Framework and ultimately meet the Teachers’ Standards. SMART Targets should therefore focus on all aspects. Use Appendix 3a and 3b to help you inform your choice of targets.*

|  |  |  |
| --- | --- | --- |
| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 3** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |

Training Week 8: 31st October

**Mentor**

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| **Training focus** |
| **1: Behaviour Management:**   1. Discuss with your trainee, the impact and outcomes of their central training before half term- **behaviour management**-  * What has the trainee learnt from this? What can they take into their teaching? What areas do they need to develop further? **If appropriate, record the next steps as a target for future trainee development.**   **2: Subject knowledge- RE/PSHE - Preparations for this week’s central training eg. carry out a pre training observation: RE/PSHE and academic reading.**  **3: Targeted Progress**   * **Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these. |

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| |  |  | | --- | --- | | **Ongoing Development** | **** | |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary linked to Gateway1 – Review Read / See / Do ( Reflective Journal ) – Health and wellbeing check  **Inbox with solid fill*Direct the trainee****:*   * To carry out a focused observation (jointly with mentor if possible) of a lesson or part of a lesson in which an expert colleague will demonstrate the use of a range of adaptive teaching strategies and scaffolds to personalise learning and allow all pupils, including pupils with SEND, to access the learning, be stretched and challenged and make good progress. * To observe and identify how teachers plan, prepare and deliver a series of lessons which include differentiation to allow all pupils of diverse needs to access the learning appropriately eg. SEND, EAL, More Able and Talented and **to ensure stretch and challenge at all levels for all pupils**.   ***With the trainee****:*   * Share examples of pupil data and any individual learning plans, health care plans, and statements for this group of pupils in your trainee’s class(es). * Model planning and preparation of a series of lessons for the trainee to co-deliver/ deliver, which incorporates differentiation to be inclusive of all pupils and to ensure stretch and challenge at all levels. |

**Professional Tutor**

**Week 8: 31st October**

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| 1. **What academic reading has your trainee carried out this week and what impact will it have on their teaching?** 2. **Discuss your trainee’s progress in preparing for their PGCE/Masters assignment 1** |

**Training Week 9: 7th November** Trainee targets and review

*To progress fully, a trainee teacher needs exposure to all areas of the Core Content Framework and ultimately meet the Teachers’ Standards. SMART Targets should therefore focus on all aspects. Use Appendix 3a and 3b to help you inform your choice of targets.*

|  |  |  |
| --- | --- | --- |
| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 3** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |

Training Week 9: 7th November

**Mentor**

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| --- | --- | --- |
| |  |  | | --- | --- | | **Core Training Focus** | **** | |
| **1: RE:**   * Discuss with your trainee, the impact and outcomes of their central training, **RE** * What has the trainee learnt from this? What can they take into their teaching? What areas do they need to develop further? **If appropriate, record the next steps as a target for future trainee development.**   **2: Teaching and learning and lesson planning-** to identify how teachers differentiate within lessons to allow all pupils of diverse needs to access the learning appropriately eg. SEND, EAL, More Able and Talented and **to ensure stretch and challenge at all levels for all pupils**.  **3: Subject knowledge- Science Prepare for this week’s central training and carry out a pre training observation: SCIENCE and academic reading.**  **4: Targeted Progress**   * **Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these. |
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| |  |  | | --- | --- | | **Ongoing Development** | **** | |
| **Weekly tasks**  Trainee Observation – Review Trainee Progress Summary linked to Gateway1 – Review Read / See / Do ( Reflective Journal ) – Health and wellbeing check.  **Inbox with solid fill*Direct the trainee***   * With the support of your class teacher, identify pupils with specific needs within your class(es). Identify any barriers to learning and strategies to challenge more able pupils. * Advise the trainee to speak to the class teachers, plus additional adults such as learning support assistants/ teaching assistants who may also be supporting the pupils. |

**Professional Tutor**

**Week 9: 7th November**

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| 1. **What experiences of pupil progress can the trainee share from their teaching this week ?**   **PT/Mentor**  Arrange for trainee to plan and teach a lesson that will be jointly observed with their Mentor during the Week 11 commencing **(PLT 2 visit requirement)**.  **Is your trainee working at least at the minimum level, ‘within’ to pass through Gateway 1? If not, you need to raise this with Carmel Central Team and your cause for concern will be documented and actioned.** |

**Training Week 10: 14th November** Trainee targets and review

*To progress fully, a trainee teacher needs exposure to all areas of the Core Content Framework and ultimately meet the Teachers’ Standards. SMART Targets should therefore focus on all aspects. Use Appendix 3a and 3b to help you inform your choice of targets.*

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |
| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 3** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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**Training Week 10: 14th November**

**Mentor**

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| |  |  |  | | --- | --- | --- | | **Core Training Focus** |  | **** | |  |
| **1: SCIENCE:**   * Discuss with your trainee, the impact and outcomes of their central training, **SCIENCE** * What has the trainee learnt from this? What can they take into their teaching? What areas do they need to develop further? **If appropriate, record the next steps as a target for future trainee development.**   **2.Teaching and learning and lesson planning t**o identify:-   * how teachers differentiate within lessons to ensure all pupils of diverse needs can access the learning, in particular, pupils from different socio-economic backgrounds (EAL, Pupil Premium and Free School Meals) and **to ensure stretch and challenge at all levels for all pupils**. * how high-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.   **2: Subject knowledge- SEND Preparations for this week’s central training including pre training observation and academic reading.**  **3: Targeted Progress**   * **Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these. | |

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| |  |  | | --- | --- | | **Ongoing Development** | **** | |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary linked to Gateway1 – Review Read / See / Do ( Reflective Journal ) – Health and wellbeing check  **Chat with solid fillDiscuss**   * Was the trainee able to identify last week, how teachers differentiated within their lessons to allow all pupils of diverse needs to access the learning appropriately eg. SEND, EAL, More Able and Talented and **to ensure stretch and challenge at all levels for all pupils**? * **What lesson they are going to teach for the PLT 2 visit? Trainee should have brought some ideas with them.**   **Inbox with solid fill*Direct the trainee:***   * To consider for next week’s meeting, how teachers differentiate within lessons to ensure all pupils of different socio-economic backgrounds, (those eligible for Pupil Premium and Free School Meals), fully access the learning and make expected progress. * Continue to mark pupils’ work (with guidance) and feedback.   ***With the trainee:***   * Look at lesson planning together and what the trainee intends to teach for the PLT visit. Is it one lesson in a series of lessons? Lesson plan to be created by trainee following discussion and shared with the mentor prior to PLT visit. * **Internal quality assurance: carry out a joint observation of a class lesson with the Professional Tutor this week.** |

**Professional Tutor**

**Week 10: 14th November**

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| 1. **What academic reading has your trainee carried out this week and what impact will it have on their teaching?** 2. **Preparations for PLT 2 Visit**   Look out for an email from your Partnership Link Tutor who will contact you to arrange a school visit. The School Grading Document may be reviewed with you.  **With the Mentor:**   * **Internal quality assurance: carry out a joint observation of the trainee with the Mentor prior to the visit (planned for next week).** * Liaise with the Mentor and check the list of documentation required for the PLT visit are completed prior to the visit (listed within the PLT 2 document emailed to you). * Consider with the Mentor the progress your trainee has made this term through review of the trainees Individual Training Plan and the next steps in their training. * Meet with the Mentor to complete the Trainee Progress Report - you need to agree grades against Gateway   **Is your trainee working at least at the minimum level, ‘within’ to pass through Gateway 1? If not, you need to raise this with Carmel Central Team and your cause for concern will be documented and actioned.**  ***Wellbeing: consider the trainees workload overall – lesson planning and teaching, academic study and strategies to manage a work /life balance.***  *Notes:* |

**Training Week 11: 21st November** Trainee targets and review

*To progress fully, a trainee teacher needs exposure to all areas of the Core Content Framework and ultimately meet the Teachers’ Standards. SMART Targets should therefore focus on all aspects. Use Appendix 3a and 3b to help you inform your choice of targets.*

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 3** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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**Training Week 11: 21st November**

**Mentor**

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| |  |  | | --- | --- | | **Core Training Focus** | **** | |
| 1. **Discuss with your trainee, the impact and outcomes of their central training- Special Educational Needs-**  * What has the trainee learnt from this? What can they take into their teaching? What areas do they need to develop further? **If appropriate, record the next steps as a target for future trainee development.**   **2 .Build on the last couple of week’s work focusing on:-**   * how teachers differentiate within lessons to ensure all pupils of diverse needs can access the learning andto ensure stretch and challenge at all levels for all pupils. * how high-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.   **To include this week, the effective deployment of, and planning for, Learning Support Assistants and Teaching Assistants.**   * How to provide opportunity for all pupils to experience success by: * Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.   **2: Subject knowledge- English (Adam Bushnell) Fri 26th Nov Prepare for this week’s central training: carry out a pre training observation, ENGLISH and academic reading.**  **3: PGCE/MASTERS 2- Weds 24th Nov**  **3: Targeted Progress**  **Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these. |

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| |  |  | | --- | --- | | **Ongoing Development** | **** | |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary linked to Gateway1 – Review Read / See / Do ( Reflective Journal ) – Health and wellbeing check  **Inbox with solid fill*Direct the trainee to*:**  **Preparations for PLT 2 Visit -** Look out for an email from your Partnership Link Tutor who will contact you to arrange a school visit.  **Ensure they are fully prepared for their PLT visit .** Consider with your trainee what lesson they are going to teach for their PLT 2 visit. Get your trainee to share their ideas and plan their lesson **INDEPENDENTLY.** Please offer advice and support as appropriate in preparing their lesson. |

**Professional Tutor**

**Week 11: 21st November**

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| 1. **What experiences of pupil progress can the trainee share from their teaching this week ?** 2. **Preparations for PLT 2 Visit -**Look out for an email from your Partnership Link Tutor who will contact you to arrange a school visit.   **Professional Tutor with the Mentor:**   1. **Internal quality assurance: carry out a joint observation of the trainee with the Mentor prior to the visit (planned for next week).** 2. Liaise with the Mentor and check the list of documentation required for the PLT visit are completed prior to the visit eg. your trainee’s Progress report (TPR) (listed within the PLT 2 document emailed to you). 3. Check trainee’s evidence collection is updated ie. files (lesson observations, evidence, training, and teaching) , subject audits and documents on the VLE (see page 10 weekly tasks). 4. Meet with the Mentor to complete the Trainee Progress Report - you need to agree grades against Gateway 1. 5. Check trainee’s evidence collection is accurate, verified by you and so supports your judgment.   **Is your trainee working at least at the minimum level, ‘within’ to pass through Gateway 1? If not, you need to raise this with Carmel Central Team and your cause for concern will be documented and actioned.**  8. Consider with the Mentor the progress your trainee has made this term through review of the trainees Individual Training Plan , and agree with the trainee, their targets for second school placement. These targets are to build on the trainee’s progress this term.  **Inbox with solid fillDirect trainee to:**   1. consider what lesson they are going to teach for their PLT 2 visit, share their ideas and plan their lesson **INDEPENDENTLY.** Please offer advice and give feedback to support your trainee in this. 2. update their Subject Audits and ensure all files /evidence collection (VLE) are organised and available to review.   *Notes:* |

**Training Week 12: 28th November** Trainee targets and review

*To progress fully, a trainee teacher needs exposure to all areas of the Core Content Framework and ultimately meet the Teachers’ Standards. SMART Targets should therefore focus on all aspects. Use Appendix 3a and 3b to help you inform your choice of targets.*

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 3** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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**Training Week 12: 28th November**

**Mentor**

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| |  |  | | --- | --- | | **Core Training Focus** | **** | |
| **1: Training Focus: Subject knowledge: Geography -** Prepare for this week’s central training: carry out a pre training observation, GEOGRAPHY and wider reading.  **2: Discuss with your trainee, the impact and outcomes of their central training- PGCE Masters 2 session and English with Adam Bushnell**   * What has the trainee learnt from this? What can they take into their teaching? What areas do they need to develop further? **If appropriate, record the next steps as a target for future trainee development.**   **3: Targeted Progress**   * **Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these. |

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| ***Weekly tasks* -** Trainee Observation – Review Trainee Progress Summary linked to Gateway1 – Review Read / See / Do ( Reflective Journal ) – Health and wellbeing check  **Chat with solid fill*Discussion***   * Consider feedback from their PLT visit and next steps. * Planning for second school placement (SSP)   **Inbox with solid fill*Direct the trainee to*:**   * Ensure they are fully prepared for their PLT visit or consider feedback from their PLT visit and next steps.   ***With the trainee:***   * Check all files and paperwork with the trainee prior to the PLT visit . Ensure the evidence has been checked and verified. * Consider with your trainee what lesson they are going to teach for their PLT 2 visit. Get your trainee to share their ideas and plan their lesson INDEPENDENTLY. Please offer advice and support as appropriate in preparing their lesson.   **Reminders:-**   * **Arrange for your trainee to visit their second school placement before Christmas.** |

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| **Professional Tutor**  **Week 12: 28th November** |  |
| 1. **What academic reading has your trainee carried out this week and what impact will it have on their teaching?** 2. **Discuss your trainee’s progress in writing their PGCE/Masters assignment 1. Reminder- to agree a date for their ACADEMIC STUDY DAY after December 12th.** 3. **Wellbeing: consider the trainees workload overall – lesson planning and teaching, academic study and strategies to manage a work /life balance.** | |

**Training Week 13: 5th December** Trainee targets and review

*To progress fully, a trainee teacher needs exposure to all areas of the Core Content Framework and ultimately meet the Teachers’ Standards. SMART Targets should therefore focus on all aspects. Use Appendix 3a and 3b to help you inform your choice of targets.*

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 3** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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Training Week 13: 5th December

**Mentor**

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| **Training Focus ** |
| **1: Assessment and Tracking**: To review with the trainee, the impact of their teaching on the progress of the pupils they have tracked this half term. What evidence have they of this?  **2: Subject knowledge- History -** Prepare for this week’s central training: carry out a pre training observation, **HISTORY** and academic reading.  **3: Consider targets for the trainee for Second School Placement** -discuss and agree with the PT and your trainee (see Appendix 1 for suggestions).  **4:Discuss with your trainee, the impact and outcomes of their central training- Geography**   * What has the trainee learnt from this? What can they take into their teaching? What areas do they need to develop further? **If appropriate, record the next steps as a target for future trainee development**   **5: Targeted Progress**   * **Teaching and Learning** **this week**. ***Review*** trainees teaching experiences, ***consider*** the targets identified from their lesson observations and ***discuss*** strategies to achieve these. |

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| |  |  | | --- | --- | | **Ongoing Development** | **** | |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary linked to Gateway1 – Review Read / See / Do ( Reflective Journal ) – Health and wellbeing check  **Inbox with solid fill*Direct the trainee to*:**   * Assessment and Tracking: To review with the trainee, the impact of their teaching on the progress of the pupils they have tracked this half term. What evidence have they of this in addition to Reflective Journal entries ie. pupils work, mark sheets etc. * **Ensure they are fully prepared for their PLT visit or consider feedback from their PLT visit and next steps.**   ***With the trainee:***   * **Arrange for your trainee to visit their second school placement before Christmas.** * Check all files and paperwork with the trainee prior to the PLT visit as outlined on page 11 (ongoing weekly tasks). Ensure the evidence has been checked and verified. * Consider with your trainee what lesson they are going to teach for their PLT 2 visit. Get your trainee to share their ideas and plan their lesson INDEPENDENTLY. Please offer advice and support as appropriate in preparing their lesson. |

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| **Professional Tutor**  **Training Week 13: 5th December** | **** |
| 1. **What experiences of pupil progress can the trainee share from their teaching this week ?** 2. **Wellbeing: consider the trainees workload overall – lesson planning and teaching, academic study and strategies to manage a work /life balance.**   **Reminders:- Arrange for your trainee to visit their second school placement before Christmas.** | |

**Training Week 14: 12th December** Trainee targets and review

*To progress fully, a trainee teacher needs exposure to all areas of the Core Content Framework and ultimately meet the Teachers’ Standards. SMART Targets should therefore focus on all aspects. Use Appendix 3a and 3b to help you inform your choice of targets.*

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) **High expectations (1) / How pupils learn (2) / Assessment (6)** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
|  |  | |
| **Target 2** (Focus on teaching and learning skills) **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 3** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related AOF** |
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| **Review comment** | **Evidence** | |
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**Training Week 14: 12th December**

**Mentor and Professional Tutor**

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| **Preparations for second school placement** |
| **Discuss with your trainee, the impact and outcomes of their central training- History**   * What has the trainee learnt from this? What can they take into their teaching? What areas do they need to develop further? **If appropriate, record the next steps as a target for future trainee development.**   **Reminder- Arrange for your trainee to visit their second school placement before Christmas.**  **Transition to second school placement school**   * Review with the trainee their progress in the teaching programme this term and consider targets for the second school placement. Discuss and agree with PT and trainee. Discuss strategies to achieve these. * Forward an electronic copy of the trainee’s second school placement targets, their Trainee Progress Report and ITP to the PT/Mentor at the second school for information and completion at the end of the placement. * **Direct trainee to:** take and share with their Second School Mentor::   - A copy of their second school placement targets to give to the Mentor.  - A copy of their Trainee Progress Report.  - On-going Trainee Progress Summary Spring Term Gateway 2 document to start in January whilst on SSP.  - All files and the Reflective Journal - **The expectation is that these are COMPLETED for term one before they leave their main school at Christmas**.  **2. SSP Targets**  Consider targets for the trainee for Second School Placement - discuss and agree with mentor and trainee.  See Appendix 1  *Notes:* |

Appendix 1

Second School Placement Target Setting Guidance

Trainee teachers need breadth and variety of experience in schools to enable them to meet all the standards for QTS. They need to teach pupils and young people from different backgrounds, and in their chosen age ranges, as well as gaining experience of different approaches to teaching and to school organisation and management. *ITT Teacher Training Criteria (March 2016)*

**SSP targets must include the core targets.**

** Core Target 1 - Pupil Progress Tracking:** Trainee to track a minimum of three pupils over the half term, in order to evaluate and evidence the impact of their teaching on pupil progress and learning over time *(pre-filled in SSP Target Setting Document)*.

** Core Target 2 – Adaptive teaching ( AOF 2 ) or Managing Behaviour (AOF1)**

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| **Targets** | **Actions to Access Target** | **Success Criteria** |
| **Core Target 2 – Adaptive Teaching**  Identify how teachers differentiate within lessons to provide stretch and challenge to all learners and to ensure ALL pupils can access the learning e.g. SEND, EAL, Gifted and More Able and to use new learning (apply these strategies) in your own teaching.  **Discuss your findings, make a comparison to the pupil needs observed in your main school and, explain and evidence how this has had an impact on your own practice.** | **Identify** pupils who need new content further broken down in your SSP classes.  **Work** **closely** **with** the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) of your SSP.  **Observe** how SSP colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstruct this approach with SSP mentor.  **Discuss** with SSP mentor how to balance input of new content so that pupils master important concepts. | **To develop an understanding of different pupil needs.**  **To provide opportunity for all pupils to experience success.**  **To be able to provide evidence of the impact of your teaching on pupil progress.** |
| **Core Target 2 –Managing Behaviour**  Identify what positive behaviour management strategies are used within the second school and the impact these have on teaching and learning, specifically pupil progress. **Discuss your findings, make a comparison to behaviour management in your main school and, explain and evidence how this has had an impact on your own practice.** | **Discuss and analyse** with SSP mentor how routines are established at the beginning of the school year, both in classrooms and around the school, and how those are reinforced throughout the year.  **Observe** how SSP colleagues establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.  **Work alongside** SSP colleagues as part of the wider system of behaviour management. | **To establish effective routines and expectations.**  **To develop a positive, predictable and safe environment for pupils.**  **To be able to provide evidence of the impact.** |

** Core Target 3 – Subject knowledge development:** Trainee and mentor to agree a personalised target to support continued and focused subject knowledge development in second school placement.

** Core Target 4- Personalised Teaching and Learning Target:** Trainee and mentor to agree on a personalised target for the trainee in order to ensure progression of teaching skills.

Trainee name:

Second School Placement Targets

**Training Focus: Targets set by the mentor in the main school to be the focus for Second School Placement**

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| **Targets** | **Actions to Access Target** | **Success Criteria** |
| **Core Target 1 Pupil Progress Tracking**  Select 3 pupils who display a range of ability, educational needs and language differences and track, over the half term, their academic progression in their subject specialism through assessment. | Familiarise yourself with the SSP school approach to pupil assessment and tracking. | 1: To be able to provide evidence of the impact of your teaching on pupil progress and learning over time in your second school placement.  2: To be accountable for pupils’ attainment, progress and outcomes. |
| **Core Target 2** *(copy and paste chosen target)* |  |  |
| **Core Target 3**  **Subject knowledge** *(fill in)* |  |  |
| **Core Target 4**  **Teaching and Learning**  *(fill in)* |  |  |

Appendix 3 - Weekly Reflection – Impact Questions

**Impact questions**

**The following questions and exemplification support analytical and constructively critical analysis of everything that a teacher does or doesn’t do.  Have you  . . . .**

**AOF 1 – High Expectations and Managing Behaviour**

1. **Communicated a belief in the academic potential of all pupils ? ( CCF1)**
2. **Demonstrated consistently high behavioural expectations ? ( CCF1)**
3. **Developed a positive, predictable and safe environment for pupils? ( CCF7)**
4. **Established effective routines and expectations? ( CCF7)**
5. **Built trusting relationships** **? ( CCF7)**
6. **Motivated pupils ? ( CCF7)**

**AOF 2 - Pedagogy**

1. **Avoided overloading working memory ? ( CCF2)**
2. **Built on pupil’s prior knowledge ? ( CCF2)**
3. **Increased the likelihood of material being retained ? ( CCF2)**
4. **Planned effective lessons ? ( CCF4)**
5. **Made good use of expositions ? ( CCF4)**
6. **Modelled effectively ? ( CCF4)**
7. **Stimulated pupil thinking and checked  for understanding ? ( CCF4)**
8. **Developed an understanding of different pupil needs ? ( CCF5)**
9. P**rovided opportunity for all pupils to experience success? ( CCF5)**
10. **Met individual needs without creating unnecessary workload? ( CCF5)**
11. **Grouped pupils effectively? ( CCF5)**

**AOF 3 - Curriculum**

1. **Delivered a carefully sequenced and coherent curriculum ? ( CCF3)**
2. **Supported pupils to build increasingly complex mental models ? ( CCF3)**
3. **Developed fluency ? ( CCF3)**
4. **Helped pupils apply knowledge and skills to other contexts ? ( CCF3)**
5. **Developed pupils’ literacy ? ( CCF3)**

**AOF 4 – Professional Behaviours**

1. **Developed as a professional ? ( CCF8)**
2. **Built effective working relationships? ( CCF8)**
3. **Managed workload and wellbeing ? ( CCF8)**

**AOF 5 - Assessment**

1. **Avoided common assessment pitfalls? ( CCF6)**
2. **Checked prior knowledge and understanding during lessons? ( CCF6)**
3. **Provided high-quality feedback? ( CCF6)**
4. **Made marking manageable and effective? ( CCF6)**

Appendix 3b - Impact Questions Exemplification

**Impact questions**

**The following questions and exemplification support analytical and constructively critical analysis of everything that a teacher does or doesn’t do. Have you . . . . .**

|  |  |
| --- | --- |
| **AOF 1 – High Expectations and Managing Behaviour** | |
| **High Expectations ( CCF1)** | |
| **Communicated a belief in the academic potential of all pupils ?** | Tasks that stretch but are achievable within a challenging curriculum - Intentional but consistent language – A positive environment - making mistakes and learning from them – effort and perseverance - Opportunities to engage parents and carers |
| **Managing Behaviour ( CCF7)** | |
| **Developed a positive, predictable and safe environment for pupils?** | Respond quickly to any behaviour that threatens emotional safety – Establish a supportive and inclusive environment with a predictable system of reward and sanction – Work alongside colleagues as part of a wider system of behaviour management – Give manageable, specific and sequential instructions. – Check pupils’ understanding of instructions before a task begins. - Use consistent language and non-verbal signals for common classroom directions. – Use early and least-intrusive interventions as an initial response to low level disruption. |
| **Established effective routines and expectations?** | Establish routines at the beginning of the school year, then reinforce both in classrooms and around the school. - Create and explicitly teach routines that maximise time for learning. |
| **Built trusting relationships** **?** | Liaise with parents, carers and colleagues to better understand pupils’ individual circumstances & how they can be supported. – Respond consistently to pupil behaviour. – Engage parents, carers and colleagues with support. |
| **Motivated pupils ?** | Support pupils to master challenging content, which builds towards long-term goals. - Provide opportunities for pupils to articulate their longterm goals and help them to see how these are related to their success in school. - Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. |
| **Demonstrated consistently high behavioural expectations ?** | Create a culture of respect and trust – Clear behavioural expectations – Applying rules, sanctions and rewards – Acknowledge and praise pupil effort |
| **AOF2 - Pedagogy** | |
| **How pupils learn ( CCF2)** | |
| **Avoided overloading working memory ?** | Pupils prior knowledge – How much new information to introduce – How to reduce distractions – Complex material into smaller steps |
| **Built on pupil’s prior knowledge ?** | Sequence lessons – Build on foundational elements – Identify and plan to prevent possible misconceptions – Share understanding and points of confusion – Link known to what is taught |
| **Increased the likelihood of material being retained ?** | Plan regular review and practice of ideas and concepts – Design practice, generation and retrieval tasks - Balance exposition, repetition and retrieval of knowledge and skills |
| **Classroom practice ( CCF4 )** | |
| **Planned effective lessons ?** | Break down tasks into constituent components - Use modelling, explanations and scaffolding – Teach foundation then problem solving and critical thinking – Remove scaffolding only after success - Consolidate and practice applying new skills/knowledge |
| **Made good use of expositions ?** | Concrete representation of abstract ideas – Start expositions at the point of pupil understanding – Combine verbal and graphical |
| **Modelled effectively ?** | Make process steps memorable and ensure recall – Narrate thought processes when modelling - Expose pitfalls and explain how to avoid them |
| **Stimulated pupil thinking and checked for understanding ?** | Consider factors that support effective collaborative/paired work – Provide scaffold for pupil talk to increase focus and rigour – Plan activities around focussed ‘hard thinking’ – Include a range of question types to extend and challenge – Provide wait time between question/response ) |
| **Adaptive Teaching ( CCF5)** | |
| **Developed an understanding of different pupil needs ?** | ( Support pupils with a range of additional needs, including SEND Code of Practice – Identify pupils who need new content further broken down – Use formative assessment – Work closely with SENCO and DSL under supervision) |
| P**rovided opportunity for all pupils to experience success?** | (Adapt lessons whilst maintaining high expectations and opportunity to meet expectations for all – Balance input of new concepts – Effective use of TA and other adults) |
| **Met individual needs without creating unnecessary workload?** | ( Decide whether intervening within lessons would be more efficient /effective than planning different lessons - Make use of well-designed resources – Plan to connect new content with pupils' existing knowledge or providing additional pre-teaching - Build in additional practice or removing unnecessary expositions ) |
| **Grouped pupils effectively?** | ( Identify how the school changes groups regularly, avoiding the perception that groups are fixed – identify how school ensures that any groups based on attainment are subject specific – Apply high expectations to all groups, ensure all pupils access rich curriculum ) |

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| **AOF 3 - Curriculum** | | | |
| **Subject and Curriculum ( CCF3)** | | | |
| **Delivered a carefully sequenced and coherent curriculum ?** | Identify essential concepts, knowledge skills and principles – Focus on key ideas – How curriculum informs lesson preparation – Learn and master essential concepts, knowledge , skills and principles – Accumulate and refine a range of effective resources - Awareness of misconceptions and how to help pupils how to master concepts | | |
| **Supported pupils to build increasingly complex mental models ?** | Revisit big ideas over time – Teach key concepts through a range of examples – Balance exposition, repetition, practice and critical skills and knowledge - Draw links between content and core concepts and principles | | |
| **Developed fluency ?** | Use retrieval and spaced practice to build recall – Provide tasks that support learning of key ideas | | |
| **Helped pupils apply knowledge and skills to other contexts ?** | Interleave concrete and abstract – Ensure relevant domain specific knowledge | | |
| **Developed pupils’ literacy ?** | Clear understanding of systematic, synthetic phonics – Support fluent readers and legible, fluent writers - Model reading comprehension – Promote reading for pleasure – Teach different forms of writing – Teach vocabulary explicitly and plan for repeated exposure to high utility and high frequency vocabulary - Modell and require high quality oral language | | |
| **AOF 4 – Professional Behviours** | |
| **Professional Behaviours ( CCF8)** | |
| **Developed as a professional ?** | Engage in professional development with clear intentions for impact on pupil outcomes, over time with opportunities for practice. - Identify and carry out duties relating to Part 2 of the Teachers’ Standards. Strengthen pedagogical and subject knowledge by participating in wider networks. - Learn to extend subject and pedagogic knowledge as part of the lesson preparation process. – Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. - Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. - Engage critically with research and use evidence to critique practice. |
| **Built effective working relationships?** | Seek ways to support individual colleagues and work as part of a team. - Communicate with parents and carers proactively and make effective use of parents’ evenings to engage. - Work closely with the SENCO and other professionals to support pupils with additional needs - Make explicit links between interventions delivered outside of lessons with classroom teaching. - Share the intended lesson outcomes with teaching assistants ahead of lessons. - Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher – Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils – Know who to contact with any safeguarding concerns and have a clear understanding of what to report. – Prepare teaching assistants for lessons under supervision. |
| **Managed workload and wellbeing ?** | Use and personalise systems and routines to support efficient time and task management – Understand the importance of the right to support – Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing- Collaborate with colleagues to share the load of planning and preparation and make use of shared resources |
| **AOF 5 - Assessment** | | |
| **Assessment ( CCF6)** | | |
| **Avoided common assessment pitfalls?** | Plan formative assessment tasks linked to lesson objectives – identify ahead what indicates understanding - Choose externally validated materials to make summative assessments in controlled conditions – Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments. | |
| **Checked prior knowledge and understanding during lessons?** | Structure tasks and questions to enable the identification of knowledge gaps and misconceptions – Use assessments to check for prior knowledge and pre-existing misconceptions – Prompt pupils to elaborate when responding to questioning to check secure understanding. – Monitor pupil work during lessons - Check for misconceptions | |
| **Provided high-quality feedback?** | Pupils’ responses to feedback can depend on a range of social factors - Scaffold self-assessment by sharing model work with pupils, highlighting key details. - Ensure feedback is specific and helpful in peer- or self-assessment. - Focus on specific actions for pupils and providing time for pupils to respond to feedback. | |
| **Made marking manageable and effective?** | How to record data to improve pupil outcomes. - Understanding written marking is only one form of feedback. - Identify efficient approaches to marking and alternatives to providing feedback - Use verbal feedback in place of written feedback - Reduce the opportunity cost of marking e.g. use abbreviations and codes. - Highlight errors related to misunderstandings, rather than careless mistakes when marking. | |
| **Professional Behaviours ( CCF8)** | |
| **Developed as a professional ?** | Engage in professional development with clear intentions for impact on pupil outcomes, over time with opportunities for practice. - Identify and carry out duties relating to Part 2 of the Teachers’ Standards. Strengthen pedagogical and subject knowledge by participating in wider networks. - Learn to extend subject and pedagogic knowledge as part of the lesson preparation process. – Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. - Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. - Engage critically with research and use evidence to critique practice. |
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