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**Training Handbook**

**Autumn 2 – 2022-23**

**Secondary**

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| **Trainee Name:** |  |
| **School:** |  |
| **Professional Tutor:** |  |
| **Mentor:** |  |

1. **Key Information.**

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| **Mike Shorten :**  CEO Bishop Hogarth Catholic Education Trust |
| **Monita Atkinson:** Director of Carmel Professional Training Centre   Vice Principal Standards Carmel College  (01325 523474) atkinsonm@carmel.bhcet.org.uk |
| **Monica Shepherd:** Director of ITT (Initial Teacher Training) and Secondary Lead  (01325 523460) mshepherd@carmel.bhcet.org.uk |
| **Iain Knox:** Primary Lead  (01325 523460 )  iknox@carmel.bhcet.org.uk |
| **Lily Bonas:** Administrator CTTP   1. 474)   lbonas@carmel.bhcet.org.uk |

**B.Core Training Requirements.**

1. Professional Tutor (PT) to monitor and quality assure trainee experiences and development throughout the training year.
2. PT to facilitate opportunities for Mentors to meet, support and observe their trainees on a weekly basis, as outlined in the School Agreement and the Training Handbooks.
3. Mentor to meet with their trainee **for a minimum of one hour of training per week** to review progress and set weekly targets as outlined in the Training Handbooks.
4. Training 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 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. CT or Mentor to offer support and feedback both formally and informally.
8. Assessment strategies to be included in all curriculum-based training.
9. On-going reflections and evaluations of training and classroom practice (recorded in Reflective Journal, 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 (Partnership Link Tutor) visit in the summer term and final assessment.

**Suggested teaching commitment for this half term- approximately 30% timetable allocation that is, 5-7 planned and taught lessons inclusive of small groups and whole classes per week, based on 4 days not 5.**

**C.CTTP Spiral Curriculum.**



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| **School-Based Training** | * Organise focused observations (joint when possible) * Review focused observations and deconstruct observed approaches. * Using Training 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 hours / week) * Be aware of and familiar with reading list in Trainee Handbook |
| **Central Training** | * Be aware of weekly training focus. * Check training files half-termly. |

**D.Autumn 2 Training Schedule Overview.**

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|  | **Focused Observation**  to be conducted by the trainee | **CentralTraining**  Sessions | **Assigned**  **Reading**  Pre-Reading  Follow-up Reading | **Training Focus** suggestions for mentor training | **Monitoring** |
| **Week 8**  c. 31/10 | Subject Knowledge.  Stretch and Challenge. | Subject Knowledge Day 1 | * Reading assigned by Subject Knowledge Leader linked to SK Day 1 * KS3 Subject Content | KS3 Subject Knowledge.Stretch and Challenge. | Review of Subject Audits by Subject Lead (Autumn).  Weekly observation. |
| **Week 9**  c. 07/11 | Assessment in the classroom. Supporting well-being. | Assessment.  Mental health and well-being. | * Supporting mental health & well-being in schools * Supporting staff well-being in schools | Assessment.Mental Health. Managing Workload. | Weekly observation. |
| **Week 10**  c/ 14/11 | ICT in the classroom.  Literacy in the classroom.  Numeracy in the classroom. | ICT in the classroom.  Literacy and numeracy across the curriculum.  Stretch & Challenge. | * Literacy and Maths in the classroom.   . | ICT, Literacy and Numeracy in the classroom. | Joint QA observation. |
| **Week 11**  c/ 21/11 | PGCE Assignment 1  Session 2 | PGCE: Supporting Individual Needs (2) | * PGCE reading. | Self-regulated learning. | Weekly observation. |
| **Week 12**  c/ 28/11 | EAL, Inclusion and Diversity | EAL, Inclusion and Diversity | * Guidelines for Inclusion & Diversity in Schools * Supporting EAL | EAL, Diversity & Inclusion. | TPR submission.  Gateway 1 sign-off.  PLT2 Window |
| **Week 13**  c/ 05/12 | Stretch and challenge.  Oracy in the classroom. | Academic Writing | * PGCE Reading and Tutorials. | Academic reading and writing. | PLT2 Window.  SSP Targets. |
| **Week 14**  c/ 12/12 | How children learn to read. Supporting literacy and numeracy. | Career progression in education.  Applications and interviews. | * Academic writing – study day. * Submission of PGCE Assignment 1. | Transition to second school placement. | Weekly observation PLT2 & TPR |

**E.Weekly Training Guidance.**

**On-going Weekly Tasks (for Mentor Training)**

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|  | **Weekly Tasks:** summary. |  |
| **1. Teaching and learning (target review and setting).**  **Discuss and review the trainee’s teaching experience this week and review latest targets.**  Check Reflective Journal and sign off latest targets ensuring congruence with Training Handbook.  Add review comment and evidence in Training Handbook.  Discuss and agree new targets for the week ahead based on:  - trainee teaching and learning for that week (lesson observations);  - a discussion regarding student progress;  Discuss strategies to achieve the above. Define clear actions and success criteria as well any support that will be made available to the trainee.  **Record the targets in the Training Handbook. The trainee needs to record the same targets in their Reflective Journal AND record notes of mentor meeting with you.**  **2. Evidence Record for Gateway 1.**  There is an expectation that all trainees will have met the expectations within Gateway 1 by Christmas (PLT 2 visit). Trainees are encouraged to review and annotate this document on a weekly regular basis leading up to completion with their mentor and/or PT.  **Review and discuss this week’s recorded evidence. Ensure it is accurate, relevant, specific and dated.**  **If your trainee is struggling to meet the Gateway 1 expectations, please notify the Central CTTP team and highlight your cause for concern.**  **3. Impact and outcomes of central training.**  **Discuss with trainee the impact and outcomes of their central training.**  Agree with the trainee how to consolidate and continue central training in school.  Please reflect this in the trainee plans/programme.  **4. Sequence of lessons and pupil/student progress tracking activity.**  Support trainee to track, evaluate and evidence the impact of their teaching upon pupil/student progress and learning over time.  The trainee is required to select a minimum of 3 students who display a range of ability, educational needs and first language.  Trainee to plan a sequence of lessons which takes cognizance of the individual needs identified and also track, over the half term, the selected pupils/students academic progress as well as class progress.  The trainee will evaluate, and evidence, the impact of their teaching upon student progress and learning over time. Over the period, the trainee is to identify any barriers to learning and critically evaluate in their Reflective Journal the strategies used to overcome these barriers.  **Advise ‘how’ to track the pupils/students 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 student.**  **5. Well-being and workload.**  **Discuss well-being, time and workload management with trainee.**  Consider the trainee’s workload. Ensure that lesson planning and teaching, academic study etc. are manageable and discuss strategies to manage a work-life balance. | | | |

**F.Training Programme.**

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

30% timetable allocation (approx. **5-7 60-min. planned and taught lessons / week** or equivalent).

**Timetable requirements:**

2 hours protected **Academic Study Time**

1 hour protected **Mentor Training**

**PLT Visit Window:**

Monday **28th November** **–** Friday **9th December** 2022 (exc. Thursdays)

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| **Include a focused observation:** Subject Knowledge. Revisit your subject audit and prepare materials on your knowledge “gap” topics linked to this term’s scheme of work. Try out “metacognition” strategies (Appendix 6:1). | | | | | |
| **Week 8**  c/ 31/10/22 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | **Central Training:** Subject Knowledge Day (1) | | | | |
| **Friday** |  |  |  |  |  |

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| **Include a focused observation:** Assessment in the classroom (Appendix 5:3).  How do teachers support pupil well-being. | | | | | |
| **Week 9**  c/ 07/11/22 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | **Central Training:** Assessment. Mental health and well-being.  Trainee Final Assessment. | | | | |
| **Friday** |  |  |  |  |  |

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| **Include a focused observation:** ICT in the classroom (Appendices 5.7 and 6:2) and observe and teach lessons employing a number of subject specific literacy and numeracy strategies (Appendices 5:5 and 5:6). | | | | | |
| **Organise a Joint QA Observation (Mentor – PT/CT)** | | | | | |
| **Week 10**  c/ 14/11/22 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | **Central Training:** ICT in the classroom. Literacy and Numeracy across the curriculum. | | | | |
| **Friday** |  |  |  |  |  |

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| **Include a focused observation:** GCSE Programmes and examinations (Appendix 5.4) . | | | | | |
| **Week 11**  c/ 22/11/21 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | **Central Training:** PGCE Assignment 1 Session 2. | | | | |
| **Friday** |  |  |  |  |  |

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| **Include a focused observation:** EAL. Inclusion and diversity (Appendix 5.2). | | | | | | |
| **PLT Visit 2 Window** | **Week 12**  c/ 28/11/22 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | **Central Training:** Inclusion and Diversity. EAL. | | | | |
| **Friday** |  |  |  |  |  |

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| **Include a focused observation:** Stretch and challenge (Appendix 5.2) and teach lessons employing subject specific oracy strategies. | | | | | | |
| **PLT Visit 2 Window** | **Week 13**  c/ 05/12/22 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | Stretch and challenge: literacy, numeracy and oracy. | | | | |
| **Friday** |  |  |  |  |  |

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| **Week 14**  12/12/22 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** | **Study Day:** Academic writing | | | | |
| **Tuesday** | **PGCE:** Submission of PGCE Assignment 1 | | | | |
| **Wednesday** | **Central Training:**  How children learn to read and supporting children’s literacy. Professional skills – literacy.  Mathematics across the curriculum.  Professional skills – numeracy. | | | | |
| **Thursday** | **Visit to second school placement** | | | | |
| **Friday** | Central training: applications. | Central training: applications (practice). | Central training: interviews. | Central training: interviews  (practice). | Central training: career progression in education. |

**G.Key Dates October – December 2022.**

**PT Steering Meeting Week.**

Carmel Cluster: Wednesday 1/11/22 (2.30 - 4.00 pm)

Other Lead Schools to arrange meeting with Cluster week c/ 31/10/22

**Secondary Mentor Meeting Week.**

Carmel Cluster: Tuesday 15/11/2022 (2.30 - 4.00 pm)

Other Lead Schools to arrange training with Cluster week c/ 14/11/2022

**PGCE Online Tutorials**   
Commencing 07/12/2022

**H.Week by week - key training information.**

**Targets Week 8**

Week commencing 31/10/22

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time. Targets should therefore focus on those aspects. Use appendix 5 to help you inform your choice of targets.*

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| **Target 1** Focus on maximising impact of teaching on student progress. | | |
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| **Actions and Support to access Target** | **Success Criteria** | **AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 2** Focus on teaching and learning. | | |
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| **Actions and Support to access Target** | **Success Criteria** | **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** | **AOF** |
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| **Review comment** | **Evidence** | |
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**Training Week 9**

Week commencing 07/11/22

**Professional Tutor**

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| **To Do This Week** | **$** |
| **R Weekly Tasks:**  ☐  Review the on-going evidence record for Gateway 1.  **If your trainee is struggling to meet the expected standard please notify the Central CTTP team and highlight your cause for concern with the trainee.**  ☐  Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Chartered College and Carmel Learning Resource Centre. | |

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**Training Week 8**

Week commencing 31/10/22

**Mentor**

**This Week’s Training Focus**

*Either…*

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| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **¨** |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

|  |  |
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| **Suggested Training Focus** | **¨** |
| **Focus:** Metacognition.     Discuss follow-up reading eg. EEF, “Metacognition” booklet.  What will be the impact on their practice?  **Icon  Description automatically generated** **Discuss with trainee**:  λ  How teachers can improve teaching and learning by using metacognition. | |

**Targets Week 9**

Week commencing 07/11/22

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time. Targets should therefore focus on those aspects. Use appendix 5 to help you inform your choice of targets.*

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| **Target 1** Focus on maximising impact of teaching on student progress. | | |
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| **Actions and Support to access Target** | **Success Criteria** | **AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 2** Focus on teaching and learning. | | |
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| **Actions and Support to access Target** | **Success Criteria** | **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** | **AOF** |
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| **Review comment** | **Evidence** | |
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**Training Week 9**

Week commencing 07/11/22

**Professional Tutor**

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| **To Do This Week** | **$** |
| **R Weekly Tasks:**  ☐  Review the on-going evidence record for Gateway 1.  **If your trainee is struggling to meet the expected standard please notify the Central CTTP team and highlight your cause for concern with the trainee.**  ☐  Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Chartered College and Carmel Learning Resource Centre. | |

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**Training Week 9**

Week commencing 07/11/22

**Mentor**

**This Week’s Training Focus**

*Either…*

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| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **¨** |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

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| **Suggested Training Focus** | **¨** |
| **Focus:** Mental health, wellbeing and managing workload.   Discuss impact of central training and identify future training needs in this area.  Discuss follow-up reading, “Supporting Staff Wellbeing in Schools”. What will be the impact on their practice?  **Icon  Description automatically generated** **Discuss with trainee**:  λ  **How teachers can affect and improve the wellbeing of their pupils.**  λ  **How to manage workload and wellbeing.**  λ  How to use and personalise systems and routines to support efficient time and task management and deconstructing this approach.  λ  The importance of the right to support (e.g., to deal with misbehaviour).  λ  How to protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing.  λ  How to collaborate with colleagues to share the load of planning and preparation and making use of shared resources (e.g., textbooks).   **Direct trainee to:**  λ  Arrange a meeting with the School’s Mental Health First Aider (if applicable).  **Assigned Reading**  λ  **Pre-Reading**: **Supporting Mental Health and Wellbeing in Schools**, Anna Freud National Centre for Children and Families, 2020    **Icon  Description automatically generated**  <https://www.annafreud.org/media/11374/anna-freud-booklet-layout-new-address-april-2020.pdf>  λ  **Follow-Up Reading**: **Supporting Staff Wellbeing in Schools**, Anna Freud National Centre for Children and Families, 2019  **Icon  Description automatically generated**[https://www.annafreud.org/media/11451/3rdanna-freud-booklet-staff-wellbeing-new-address-april-2020.pdf](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework)    **Additional Suggested Reading**  **Icon  Description automatically generatedIcon  Description automatically generated**λ  **Do Teacher-Student Relations Affect Students Wellbeing at School?** OECD  [https://doi.org/10.1787/22260919](https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/ealeyfsguidance.pdf)    **Icon  Description automatically generatedIcon  Description automatically generated**λ  **Workload Challenge**, Gibson et al.  [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/401406/RR445\_-\_Workload\_Challenge\_-\_Analysis\_of\_teacher\_consultation\_responses\_FINAL.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf)    *Notes:* | |

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| **To Do This Week** | **$** |
| **R Weekly Tasks:** *(full guidance on page 13)*  ☐  Teaching and Learning (target review and setting).  ☐  Review the on-going evidence Record for Gateway 1.  ☐  Discuss the impact and outcomes of Central Training.  ☐  Discuss student progress tracking and assessment strategies.  ☐  Discuss well-being and workload.  **1. Quality assurance – Joint Observation Mentor/Class Teacher or Mentor/PT**  ☐ Organise a joint observation with a class teacher or professional tutor to be carried out in Week 10.    **2. Focused Observation: Assessment (Appendix 5.3 ADD)**  ☐  Organise for the trainee to observe in Week 10 (jointly with mentor if possible) a lesson or part of a lesson in which an expert colleague will demonstrate the use of a range of assessment strategies.    *Notes:* | |

**Targets Week 10**

Week commencing 14/11/22

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time. Targets should therefore focus on this. Use appendix 5 to help you inform your choice of targets.*

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| **Target 1** Focus on maximising impact of teaching on student progress using literacy and numeracy. | | |
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| **Actions and Support to access Target** | **Success Criteria** | **AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 2** Focus on improving teaching and learning by the effective use of ICT. | | |
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| **Actions and Support to access Target** | **Success Criteria** | **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** | **AOF** |
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| **Review comment** | **Evidence** | |
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**Training Week 10**

Week commencing 14/11/22

**Professional Tutor**

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| **To Do This Week** |  |
| **Weekly Tasks:**  ☐  Review the on-going evidence for Gateway 1.  **If your trainee is struggling to meet expectations, please notify the Central CTTP team and highlight your cause for concern with the trainee.**  ☐  Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Chartered College and Carmel Learning Resource Centre.   * 1. **Tracking Pupil Progress** * Support the trainees to track, evaluate and evidence the impact of their teaching on pupil progress and learning over time. Trainees must track a minimum of 3 pupils over the half term, to evaluate and evidence the impact of their teaching on pupil progress and learning over time in their subject specialism. * Trainees are required to 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. 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 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. | |

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**Training Week 10**

Week commencing 14/11/22

**Mentor**

**This Week’s Training Focus**

*Either…*

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| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **¨** |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

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| **Suggested Training Focus** | **¨** |
| **Focus:** Professional Skills   Discuss **Impact of Central Training** from the previous week on Professional Skillsand identify future training needs in this area and record.   **Discuss with trainee**: (select based upon trainee needs)  **Literacy & Numeracy**   * The results of their Literacy and Numeracy audits and their identified areas for development. * Recommended resources and developmental tasks to complete to develop those areas.   **ICT**   * IT resources (software, devices, apps and websites) that can be used to support the teaching and learning of your trainee’s subject. * How to make an effective and purposeful use of technology in the classroom.   **Professional Development**  Icon  Description automatically generated   * CPD (Continuing Professional Development) opportunities in your subject (networks, teach meets, workshops, webinars, resources, etc.) * That effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. * That reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. * That engaging in high-quality professional development can help teachers improve. * How to develop as a professional by: * Engaging in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. * Strengthening pedagogical and subject knowledge by participating in wider networks. * Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. * Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. * Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. * Engaging critically with research and using evidence to critique practice.    **Direct trainee to:**  λ  Complete a numeracy or literacy task based on their identified area for development.  **Assigned Reading**  λ  Literacy Glossary & Numeracy Areas  **Suggested Reading**  Icon  Description automatically generatedλ  **Using Digital Technology to Improve Learning: Four recommendations on using digital technology to improve children's learning,** Education Endowment Foundation, 2019  [https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital](https://doi.org/10.1787/22260919)  **Bitesize Summary in Appendix 6.2.**    *Notes:* | |

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| **To Do This Week** |  |
| **R Weekly Tasks:** *(full guidance on page 13)*  ☐  Teaching and learning (target review and setting).  ☐  Review the on-going evidence for Gateway 1.  ☐  Discuss the impact and outcomes of central training.  ☐  Discuss student progress tracking.  ☐  Discuss well-being and workload.  **1. Focused observation and associated lesson planning and delivery: Literacy. (Appendix 5.2 ADD)**   * Organise for the trainee to observe in Week 10 (jointly with mentor/teacher if possible) a lesson /part of a lesson in which an expert colleague will demonstrate how to deliver subject specific literacy that promotes challenge and aspiration. * Deliver a lesson which supports subject specific literacy.   **2.Focused observation and associated lesson planning and delivery: Numeracy.**   * Organise for the trainee to observe in Week 10 (jointly with mentor/teacher if possible) a lesson/part of a lesson in which an expert colleague will demonstrate how to use subject specific ICT strategies that promote challenge and aspiration. * Deliver a lesson that supports subject specific numeracy.   **3.Focused observation and associated lesson planning and delivery: ICT.**   * Organise for the trainee to observe in Week 10 (jointly with mentor/teacher if possible) a lesson/part of a lesson in which an expert colleague will demonstrate how to use subject specific ICT strategies that promote challenge and aspiration. * Deliver a lesson that supports subject specific numeracy.       *Notes:* | |
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**Targets Week 11**

Week commencing 21/11/22

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time. Targets should therefore focus on this. Use appendix 5 to help you inform your choice of targets.*

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| **Target 1** Focus on maximising impact of teaching on student progress. | | |
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| **Actions and Support to access Target** | **Success Criteria** | **AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 2** Focus on teaching and learning. | | |
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| **Actions and Support to access Target** | **Success Criteria** | **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** | **AOF** |
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| **Review comment** | **Evidence** | |
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Page Break

**Training Week 11**

Week commencing 21/11/22

**Professional Tutor**

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| **To Do This Week** |  |
| **R Weekly Tasks:**  ☐  Review the On-going Trainee Standards’ Evidence Record Autumn Term Gateway 1.  **If your trainee is struggling to meet the standards at a minimum level, please notify the Central CTTP team and highlight your cause for concern.**  ☐  Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Carmel Learning Resource Centre and CTTP Teams VLE.  **1. Verify and send Trainee Progress Report (TPR)**  ☐  Check the Trainee Progress Report sent by the trainee’s mentor and moderate their grading. Send a copy of the moderated report to CTTP ([thonnartm@carmel.bhcet.org.uk](mailto:thonnartm@carmel.bhcet.org.uk)), the trainee’s Partnership Link Tutor, their Mentor and the trainee.  **If areas of concern are identified, contact CTTP to discuss additional support required.** | |

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**Training Week 11**

Week commencing 21/11/22

**Mentor**

**This Week’s Training Focus**

*Either…*

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| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **¨** |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

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| **Suggested Training Focus** | **¨** |
| **Focus:** GCSE Examinations   Review **Focused Observation** from Week 11 on **GCSE Examinations (Appendix 5.4)** and deconstruct with trainee the various approaches they observed.   Discuss their **Subject-Knowledge Day** **Pre-Reading** “Subject-Specific GCSE Subject Content”. What will be the impact on their practice?   **Discuss with trainee**:  λ  The GCSE Subject-Content and how the Department's Curriculum is articulated to develop the relevant skills and content over time.  λ  Discuss purpose of and conduct of mock GCSE exams.  λ  How to prepare students for their GCSE.  λ  Revision material available.  λ  How to work alongside Learning Mentors to support students and plan interventions.  λ  How to promote and increase/maintain uptake in the subject (if applicable).   **Direct trainee to:**  λ  Complete a GCSE past paper.  λ  Observe GCSE mock examinations (if applicable).  λ  Plan with support and deliver a lesson which focuses on developing students’ exam-skills, knowledge of GCSE content and understanding of exam-style questions/tasks.  λ  Take part in departmental moderation (if applicable).  **Assigned Reading**  λ  **Pre-Reading**: **Subject-Specific GCSE Subject Content,** DfE, 2014-2016  Icon  Description automatically generated[https://www.gov.uk/government/collections/gcse-subject-content](https://www.britishcouncil.es/sites/default/files/british-council-guidelines-for-inclusion-and-diversity-in-schools.pdf)    λ  **Follow-Up Reading**: **Subject-Specific GCE AS and A-Level Subject Content,** DfE, 2014-2017  Icon  Description automatically generated[https://www.gov.uk/government/collections/gce-as-and-a-level-subject-content](https://www.annafreud.org/media/11451/3rdanna-freud-booklet-staff-wellbeing-new-address-april-2020.pdf)    *Notes:* | |

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| **To Do This Week** |  |
| **R Weekly Tasks:** *(full guidance on page 13)*  ☐  Teaching and Learning (target review and setting).  ☐  Review the On-going Trainee Standards’ Evidence Record Autumn Term Gateway 1.  ☐  Discuss the impact and outcomes of Central Training.  ☐  Discuss Student Progress Tracking.  ☐  Discuss well-being and workload.  **1. Focused Observation: Literacy in the Curriculum (Appendix 5.6)**  ☐  Organise for the trainee to observe in Week 13 (jointly with mentor if possible) a lesson or part of in which an expert colleague will demonstrate how to develop students’ literacy skills (promoting vocabulary growth, especially for Tier 2 and subject-specific Tier 3 words and developing reading-comprehension skills) within their subject area.      *Notes:* | |

Text

Description automatically generated with medium confidence**Targets Week 12**

Week commencing 28/11/22

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time. Targets should therefore focus on this. Use appendix 5 to help you inform your choice of targets.*

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| **Target 1** (Focus on maximising impact of teaching on students’ progress) | | |
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| **Actions and Support to access Target** | **Success Criteria** | **AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 2** (Focus on teaching and learning) | | |
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| **Actions and Support to access Target** | **Success Criteria** | **AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 3** | | |
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Description automatically generated**Training Week 12**

Week commencing 28/11/22

**Professional Tutor**

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| **To Do This Week** |  |
| **R Weekly Tasks:**  ☐  Review the On-going Trainee Standards’ Evidence Record Autumn Term Gateway 1.  **If your trainee is struggling to meet the standards at a minimum level, please notify the Central CTTP team and highlight your cause for concern.**  ☐  Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Carmel Learning Resource Centre and CTTP Teams VLE.  **1. 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 1. **Has your trainee met the standards in their training, at least at the minimum level, ‘Expected’ (satisfactory), 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.**  **With the Trainee:**  ☐  Meet with the trainee to review standards evidence in their Lesson Observation File. Matrix A has been checked, verified and signed off prior to PLT visit.  **NB: The completed documents will be reviewed with your Partnership Link Tutor during their next visit and a copy returned to CTTP.** | |

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Description automatically generated with medium confidence**Training Week 12**

Week commencing 28/11/22

**Mentor**

**This Week’s Training Focus**

*Either…*

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| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. |  |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

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| **Suggested Training Focus** | **¨** |
| **Focus:** EAL, Diversity & Inclusion   Review **Focused Observation** from Week 8 on **EAL, Diversity & Inclusion** and deconstruct with trainee the various approaches they observed.   Discuss **Impact of Central Training** from Week 9 on **EAL, Diversity & Inclusion (Appendix 5.1)** and identify future training needs in this area and record in ITP.  Discuss their **Follow-up Reading** “Supporting Children Learning English as an Additional Language”. What will be the impact on their practice?  Icon  Description automatically generated **Discuss with trainee**:  λ  How students are likely to learn at different rates and to require different levels and types of support from teachers to succeed.  λ  How to understand students’ differences, including their different levels of prior knowledge and potential barriers to learning.  λ  How teachers adapt lessons, whilst maintaining high expectations for all, so that all students can meet expectations and deconstructing this approach.  λ  How to apply high expectations to all groups, and ensuring all students have access to a rich curriculum.   **Direct trainee to:**  λ  Plan with support and deliver a lesson with a Global Learning focus.  **Assigned Reading**  λ  **Pre-Reading**: **Guidelines for Inclusion and Diversity in Schools (pp 9-35)**, British Council, 2010  Icon  Description automatically generated[https://www.britishcouncil.es/sites/default/files/british-council-guidelines-for-inclusion-and-diversity-in-schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/401406/RR445_-_Workload_Challenge_-_Analysis_of_teacher_consultation_responses_FINAL.pdf)  Icon  Description automatically generatedλ  **Follow-Up Reading**: **Supporting children learning English as an additional language**, NALDIC, 2007  [https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/ealeyfsguidance.pdf](https://www.gov.uk/government/collections/gce-as-and-a-level-subject-content)    *Notes:* | |

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| **To Do This Week** |  |
| **R Weekly Tasks:** *(full guidance on page 13)*  ☐  Teaching and Learning (target review and setting).  ☐  Review the On-going Trainee Standards’ Evidence Record Autumn Term Gateway 1.  ☐  Discuss the impact and outcomes of Central Training.  ☐  Discuss Student Progress Tracking.  ☐  Discuss well-being and workload.  **1. Preparations for PLT 2 Visit** (*see PT guidance for this week*)  ☐  Check what class trainees are going to teach for the PLT visit and what resources they will need. Look at lesson planning together and what the trainee intends to teach for the PLT visit.Trainee should have brought some ideas with them. Is it one lesson in a series of lessons? Advise the trainee as appropriate in preparing their lesson. Lesson plan to be created by trainee following discussion and shared with the mentor prior to PLT visit.  ☐ â **Direct trainee to:** Ensure evidence files are organised for PLT 2 visit.    **2. Quality assurance – Joint Observation Mentor/Class Teacher or Mentor/PT**  ☐ Carry out a joint observation with a Class Teacher or Professional Tutor.    **3. Focused Observation: GCSE Examinations (Appendix 5.4)**  ☐  Organise for the trainee to observe in Week 11 (jointly with mentor if possible) a lesson or part of a lesson in which an expert colleague will demonstrate how to prepare KS4 students for their GCSE examinations, including how to introduce and consolidate GCSE content, develop over time GCSE skills and fluency in tackling exam-style questions and plan revision and retrieval tasks that will ensure long-term retention for linear exams.      *Notes:* | |

Text

Description automatically generated with medium confidence **Targets Week 13**

Week commencing 05/12/22

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time. Targets should therefore focus on this. Use appendix 5 to help you inform your choice of targets.*

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| **Target 1** (Focus on maximising impact of teaching on students’ progress) | | |
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| **Actions and Support to access Target** | **Success Criteria** | **AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 2** (Focus on teaching and learning) | | |
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| **Actions and Support to access Target** | **Success Criteria** | **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** | **AOF** |
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| **Review comment** | **Evidence** | |
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Week commencing 05/12/22

**Professional Tutor**

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| **To Do This Week** |  |
| **R Weekly Tasks:**  ☐  Review the On-going Trainee Standards’ Evidence Record Autumn Term Gateway 1.  **If your trainee is struggling to meet the standards at a minimum level, please notify the Central CTTP team and highlight your cause for concern.**  ☐  Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Carmel Learning Resource Centre and CTTP Teams VLE.  **1. Transition to second school placement school and SSP targets**  ☐  Review with the trainee their progress in the teaching programme this term and consider targets for the second school placement (Appendices 4.2 and 4.3). Discuss and agree with the Mentor and your trainee. Discuss strategies to achieve these. | |

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Week commencing 05/12/22

**Mentor**

**This Week’s Training Focus**

*Either…*

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| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits and emerging needs. | **¨** |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

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| **Suggested Training Focus** | **¨** |
| **Focus:** Maths & Literacy in the Curriculum   Review **Focused Observations** from Week 12 on **Maths in the Curriculum (Appendix 5.5)** and Week 13 on **Literacy in the Curriculum (Appendix 5.6)** and deconstruct with trainee the various approaches they observed.   **Discuss with trainee**:  λ  How to develop pupil’s numeracy skills within your own subject area.  Icon  Description automatically generatedλ  That to access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension;  λ  That every teacher can improve students’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines;  λ  **How to develop students’ literacy:**  λ  How to support younger students to become fluent readers and to write fluently and legibly.  λ  How to model reading comprehension by asking questions, making predictions, and summarising when reading.  λ  How to promote reading for pleasure (e.g., by using a range of whole class reading approaches and regularly reading high-quality texts to children).  λ  How to teach different forms of writing by modelling planning, drafting and editing.  λ  How to teach unfamiliar vocabulary explicitly and planning for students to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.  λ  How to model and require high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g., requiring students to respond to questions in full sentences, making use of relevant technical vocabulary).     **Direct trainee to:**  λ  Read the school’s Literacy policy.  λ  Meet with the school’s Literacy Coordinator to discuss the strategies in place at the school level to develop students’ literacy skills.  λ  Prepare a glossary of disciplinary Tier 2 words.  λ  Plan with support and deliver a task which aims to develop students’ numeracy skills.  λ  **Attend their PGCE Online Tutorial.**  **Assigned Reading**  λ  **Pre-Reading**: **Introducing numeracy across the curriculum**, SSAT, 2014  Icon  Description automatically generated[https://webcontent.ssatuk.co.uk/wp-content/uploads/2014/04/Leading-and-managing-numeracy-across-the-curriculum-example-pages.pdf](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital)  Icon  Description automatically generatedλ  **Pre-Reading**: **The Importance of Disciplinary Literacy**, Hamilton E., Stolle E., 2016  <https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1254&context=colleagues>    Icon  Description automatically generatedλ  **Follow-Up Reading**: **Improving Mathematics at KS2 and KS3 Recommendations Summary**, EEF, 2017, <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>  λ  **Follow-Up Reading**: **Improving Literacy in Secondary Schools,** EEF, 2018,[https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF\_KS3\_KS4\_LITERACY\_GUIDANCE.pdf](https://www.researchgate.net/publication/237065878_Becoming_a_Self-Regulated_Learner_An_Overview)      *Notes:* | |

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| **To Do This Week** |  |
| **R Weekly Tasks:** *(full guidance on page 13)*  ☐  Teaching and Learning (target review and setting).  ☐  Review the On-going Trainee Standards’ Evidence Record Autumn Term Gateway 1.  ☐  Discuss the impact and outcomes of Central Training.  ☐  Discuss Student Progress Tracking.  ☐  Discuss well-being and workload.  **1. Transition to second school placement school and SSP targets**  ☐  Review with the trainee their progress in the teaching programme this term and consider targets for the second school placement (Appendices 4.2 and 4.3). Discuss and agree with PT and trainee. Discuss strategies to achieve these.    **2. SSP Visit**  ☐  Organise for the trainee to visit in Week 14 their Second School Placement.  ☐ â **Direct trainee to:**  - Take to their Second School Placement all physical files and documents.  - Upload an electronic copy of their second school placement targets, their Trainee Progress Report and up-to-date ITP onto the VLE to allow the PT/Mentor at their second school to access the information.      *Notes:* | |

**Training Week 14**   
Week commencing 12/12/21

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time. Targets should therefore focus on this. Use appendix 5 to help you inform your choice of targets.*

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| **Target 1** Focus on maximising impact of teaching on students’ progress. | | |
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| **Actions and Support to access Target** | **Success Criteria** | **AOF** |
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| **Review comment** | **Evidence** | |
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| **Target 2** Focus on teaching and learning. | | |
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| **Actions and Support to access Target** | **Success Criteria** | **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** | **AOF** |
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| **Review comment** | **Evidence** | |
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**Training Week 14**

Week commencing 13/12/21

**Professional Tutor**

**No Professional Tutor Training this week: trainees in Central Training Monday to Thursday.**

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**Training Week 14**

Week commencing 12/12/22

**Mentor**

**No Mentor Training this week: trainee Study Day at home (Monday 12th), Subject Knowledge Day (Tuesday 14th), visiting SSP (Thursday 15th) and CTTP (Friday 16th).**

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| **To Do This Week** | **$** |
| **R Weekly Tasks:** *(full guidance on page 13)*  ☐  Teaching and Learning (target review and setting).  ☐  Gateway 1 completion.  ☐  Discuss the impact and outcomes of Central Training.  ☐  Discuss Student Progress Tracking.  ☐  Discuss well-being and workload.    **1. Reports.**  ☐ Ensure TPR and PLT2 Report have been shared with all stakeholders (Trainee/PLT and CTTP – M. Shepherd).      *Notes:* | |

**Appendices.**

**Appendix 4:1 :** Weekly Reflection linked to Final Assessment.

**Consider your teaching this week :**

1. **How** have high expectations been set which inspire, motivate and challenge students? **How** do you know this has been achieved?  (St 1 and 7)
2. **What** goals have been set in lessons that stretch and challenge students of all backgrounds, abilities and dispositions? (St 1, 3 and 7)
3. **What** strategies have been used in lessons to promote good progress and outcomes for students?  (St 2)
4. **How** has teaching been adapted to respond to the strengths and needs of **all** students?  (St 4, 5, 7 and 8)
5. **Describe** **the variety of differentiation strategies** you have observed in lessons (and lesson planning), and strategies you could use in future teaching (St 4, 5 and 8).
6. **What** intervention strategies been implemented for underperforming students and **how**? (St 5 and 8)
7. **What** impact has this had on their learning?  (St 2 and 5)
8. **How** have students been guided to reflect on their progress and emerging needs? **How** has this informed future lesson planning? (St 2, 4 and 6)
9. **Has** the gap for students been closed? **How** do you know? (St 5 and 8) Is there evidence to back this up– data, tracking, students work? (St 6)
10. **How** have students been assessed? (St 6)
11. **How is** feedback shared with students? (St 6)
12. **What** opportunities are provided for students to respond to written feedback? **How** do the students respond? (ST6)
13. **How** did this impact on subsequent lesson planning? (St 6)
14. **How** is student progress tracked and new targets set?(St 6)
15. **Have** you observed or planned and taught lessons that have promoted a love of learning and students’ intellectual curiosity (an engaging curriculum)? **How** do you know?  (Sts 4, 3 and 1)
16. **How** have you fulfilled your wider responsibilities? (St 8 and Part 2)
17. **Appendix 4:2 :** Transition to SSP (Second School Placement) – checklist.
    1. Discuss and agree targets for SSP and Trainee and Mentor to record them.
    2. Facilitate contact between Trainee and SSP school staff (PT and Mentor).
    3. SSP PT e-mail Trainee any important information eg. school day, school arrangements etc. before SSP day visit.
    4. Trainee to makes sure classes are handed back to main school placement in good order prior to end of term eg. books marked, classes at correct point in scheme of work etc.
    5. Trainee to attend SSP on Thursday 15th December 2022.
    6. SSP Mentor e-mail Trainee any important information they will need before they start their placement eg. timetable, department information etc. before Christmas break. The SSP timetable should include one week of observation, then 6-8 lessons (excl. Thursdays) and including KS4 and KS5 experience (in 11-18 schools).
    7. Main Placement Mentor to e-mail the SSP targets and the TPR to SSP Mentor.
    8. Trainee to attend Second School Placement from Wednesday 4th January 2023 until Friday 17th February 2023 ie. one half-term and to bring files and reports with them to second placement.
    9. Main place Mentor to organise a joint observation and meeting during the fourth week with SSP Mentor. Preferably in person.
    10. Classes to be handed back in good order, books marked etc. on Friday 17th February and Main School Mentor to make contact regarding timetable for after half-term by Tuesday 14th February.

**Appendix 4.3 :** SSP 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 students 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)*

**Target Setting.**

Refer to ITP and ITT Core Content Framework.

SSP targets must include three core targets and no more than four targets in total.

**Core Target 1 - Student progress tracking:** Trainee to track a minimum of three students over the half term, to evaluate and evidence the impact of their teaching on student progress and learning during a sequence of lessons over time *(pre-filled in SSP Target Setting Document)*.

**Core Target 2 - ITT Core Content Framework:** Trainee and mentor to agree on one of the two following targets aimed at developing specific skills from the ITT Core Content Framework *(copy and paste chosen target in SSP Target Setting Document)*.

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| Icon  Description automatically generated**Targets** | Icon  Description automatically generated**Actions to**  **Access Target** | Icon  Description automatically generated**Success**  **Criteria** |
| **Core Target 2 – ITT Core Content Framework (Adaptive Teaching, TS5)**    Identify how teachers differentiate within lessons to provide stretch and challenge to all learners and to ensure ALL students can access the learning e.g., SEN, 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 student needs observed in your main school and, explain and evidence how this has had an impact on your own practice.** | **Identify** students 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 students can meet expectations and deconstruct this approach with SSP mentor.  **Discuss** with SSP mentor how to balance input of new content so that students master important concepts. | **To develop an understanding of different student needs.**        **To provide opportunity for all students to experience success.** |
| **Core Target 2 – Core Content Framework (Managing Behaviour, TS7)**    Identify what positive behaviour management strategies are used within the second school and the impact these have on teaching and learning, specifically student 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 students** |

**Core Target 3 - Personalised Teaching and Learning Target:** Trainee and mentor to agree on a personalised target for the trainee to ensure progression of teaching skills.

**Optional Target 4:** To be agreed by trainee and mentor based on trainee’s ITP, ITT Core Content Framework or trainee emerging needs.

**SSP Transition Documents.**

**Please ensure trainee take with them to their second school all physical files and documents:**

☐ A copy of their second school placement targets to give to the Mentor.

☐ Teaching File(s)

☐ Training File(s)

☐ Lesson Observation(s)

☐ Trainee Progress Report.

☐ Individual Training Plan (ITP) for continuation/ progression in training.

☐ Reflective Journal.

**Appendix 4.4:** SSP Target Setting Document.

**Training Focus: Targets set by the mentor in the main school to be the initial focus for second school placement.**

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| **Targets** | **Actions to Access Target** | **Success Criteria** |
| **Core Target 1**  **Student Progress Tracking**  **(TS2 and TS6)**  Select 3 students 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 student assessment and tracking.  **Evaluate and evidence** the impact of your teaching on student progress and learning over time. | **To be accountable for students’ attainment, progress and outcomes** |
| Icon  Description automatically generated**Core Target 2**  **ITT Core Content Framework**  *(copy and paste chosen target from page 41)* |  |  |
| **Core Target 3**  **Personalised Teaching and Learning Target**  *(Fill in)* |  |  |
| **Optional Target**  *(fill in)* |  |  |

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**Appendix 5.1 :** Observation Guidelines: EAL Inclusion (Week 12).

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| Date: |  | Class: |  | Topic: |  |
| **A.** How is the English language made explicit in the classroom? (e.g., learner encouraged to notice the language used) | | | | | |
|  | | | | | |
| **B.** How is the EAL learner supported to participate in the tasks? (e.g., providing oral and written models and scaffolding speaking and writing through speaking and writing frames) | | | | | |
|  | | | | | |
| **C.** How does the class teacher use image and graphic organisers (e.g., diagrams, grids, chats, timelines) to provide additional contextual support to help make sense of the information conveyed in English? | | | | | |
|  | | | | | |
| **D.** How does the teacher support the EAL learner to develop their independence? | | | | | |
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| **E.** How does the teacher support the EAL learner to extend their vocabulary? | | | | | |
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**Appendix 5.2 :** Observation Guidelines: Stretch & Challenge (Week 13).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Class: |  | Topic: |  |
| **A. Language** | | | | | |
| Icon  Description automatically generatedDescribe how the teacher’s language promotes challenge and aspiration. | | | | | |
|  | | | | | |
| **B. Learning Objectives** | | | | | |
| Icon  Description automatically generatedHow are the lesson’s goals and intended outcomes stretching and challenging students? | | | | | |
|  | | | | | |
| **C. Scaffolding** | | | | | |
| Icon  Description automatically generatedHow does the teacher increase challenge with practice and retrieval as knowledge becomes more secure e.g., by removing scaffolding or introducing interacting elements? | | | | | |
|  | | | | | |
| Icon  Description automatically generatedHow does the teacher ensure that the most challenging tasks aimed at stretching students are achievable? | | | | | |
|  | | | | | |
| **D. Questioning** | | | | | |
| Icon  Description automatically generatedHow does the teacher stimulate pupil thinking, for example by deploying a range of types of questions in class discussions to extend and challenge students e.g., modelling new vocabulary or asking students to justify answers? | | | | | |
|  | | | | | |
| Icon  Description automatically generatedHow does the teacher reframe questions to provide greater stretch? | | | | | |
|  | | | | | |
| Icon  Description automatically generatedHow does the teacher ensure that all students are able to be challenged by their questions (for example providing appropriate wait time between questions and response where more developed responses are required)? | | | | | |
|  | | | | | |
| **E.  Metacognition** | | | | | |
| Icon  Description automatically generatedHow does the teacher explicitly teach pupils metacognitive strategies linked to subject knowledge? | | | | | |
|  | | | | | |

**Appendix 5.3 :** Observation Guidelines: Assessment (Week 9).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Class: |  | Topic: |  |
| **A.** Class Context | | | | | |
| **Icon  Description automatically generated**Prior to the lesson, discuss with teacher the students’ differences, including their different levels of prior knowledge and potential barriers to learning. | | | | | |
|  | | | | | |
| **B.** Types of support from teacher | | | | | |
| **Icon  Description automatically generated**Describe how the teacher supports different students in the class to allow them to succeed in assessment tasks. | | | | | |
|  | | | | | |
| **C.** Maintaining high expectations | | | | | |
| **Icon  Description automatically generated**Describe how the teacher ensures all students can meet high expectations linked to assessment and progress. | | | | | |
|  | | | | | |
| **D.** Assessment. | | | | | |
| **Icon  Description automatically generated**Describe how the students are assessed within the class. | | | | | |
|  | | | | | |

|  |  |
| --- | --- |
| **E.** Teaching | |
| **Icon  Description automatically generated**Describe instances when the teacher… | |
| Questions pupils to check for understanding: |  |
| Reframes questions to assess progress: |  |
| Offers written assessment opportunities: |  |
| Visually assesses progress: |  |
| **F.** Working with Colleagues | |
| **Icon  Description automatically generated**If Teaching Assistants are present in the class, describe how they are deployed to provide additional/adapted support linked to assessment under the supervision of the class teacher. | |
|  | |

**Appendix 5.4 :** Observation Guidelines: GCSE Examinations (Week 11).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Class: |  | Topic: |  |
| **A.** Teaching | | | | | |
| How does the teacher allow students to practice exam-style questions in lesson? | | | | | |
|  | | | | | |
| How does the teacher explicitly teach exam techniques, such as time management, proofreading, answer structure, etc.? | | | | | |
|  | | | | | |
| How does the teacher ensure the students are prepared for unfamiliar questions/content (e.g., by developing coping strategies)? | | | | | |
|  | | | | | |
| **B.** Teaching | | | | | |
| How does the teacher use lesson time to plan retrieval opportunities as part of the students’ revision? | | | | | |
|  | | | | | |
| How does the teacher facilitate the students’ independent learning/revision (e.g., knowledge organizers, revision schedule, etc.)? | | | | | |
|  | | | | | |
| How does the teacher monitor that revision is taking place? | | | | | |
|  | | | | | |
| What revision advice is given to the class? | | | | | |
|  | | | | | |
| **C.** Exam Conduct | | | | | |
| What verbal/written instructions are given to students? | | | | | |
|  | | | | | |
| What practical arrangements are in place (seating plan, banned equipment, etc.)? | | | | | |
|  | | | | | |
| How does the class teacher invigilate the exam? | | | | | |
|  | | | | | |

**Appendix 5.5 :** Observation Guidelines: Numeracy (Week 10).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Class: |  | Topic: |  |
| **A.** How does the numeracy task fit within the subject scheme of work? | | | | | | |
|  | | | | | | |
| **B.** What mathematical skills are being developed? | | | | | | |
|  | | | | | | |
| **C.** How does the class teacher ensure that the students have the required prior knowledge (in maths and the subject) to access the activity? | | | | | | |
|  | | | | | | |
| **D.** Describe how any of the following approached are used in the activity to promote a supportive numeracy learning environment: | | | | | | |
| active learning and planned, purposeful play | |  | | | | |
| development of problem-solving capabilities | |
| developing mental agility | |
| frequently asking children to explain their thinking | |
| use of relevant contexts and experiences, familiar to children and young people | |
| using technology in appropriate and effective ways | |
| both collaborative and independent learning | |
| promoting an interest and enthusiasm for numeracy | |

**Appendix 5.6 :** Observation Guidelines: Literacy (Week 10)**.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Class: |  | Topic: |  |
| **A.** Comprehension | | | | | |
| **Icon  Description automatically generated**How does the class teacher model reading comprehension (e.g., by asking questions, making predictions or summarizing)? | | | | | |
|  | | | | | |
| **Icon  Description automatically generated** Describe opportunities for the students to develop fluency in reading. | | | | | |
|  | | | | | |
| **B.** Written & Spoken Expression | | | | | |
| **Icon  Description automatically generated** How does the class teacher support students’ writing by modelling planning, drafting and editing? | | | | | |
|  | | | | | |
| **Icon  Description automatically generated** Describe opportunities for the students to develop fluency in writing. | | | | | |
|  | | | | | |
| **Icon  Description automatically generated** How does the teacher model high standards of oral language (e.g., by using relevant Tier 3 vocabulary)? | | | | | |
|  | | | | | |
| **Icon  Description automatically generated** How does the teacher encourage students to develop high-quality oral language (e.g., by requiring them to respond to questions in full sentences)? | | | | | |
|  | | | | | |
| **C.** Vocabulary | | | | | |
| **Icon  Description automatically generated** What unfamiliar vocabulary is explicitly taught in the lesson? How? | | | | | |
|  | | | | | |
| **Icon  Description automatically generated** Jot down the high-utility and high-frequency Tier 2 vocabulary used repeatedly by the teacher? | | | | | |
|  | | | | | |

Page Break

**Appendix 5.7 :** Observation Guidelines: ICT (Week 10).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Class: |  | Topic: |  |
| **A.** How does ICT fit within the subject scheme of work? | | | | | | |
|  | | | | | | |
| **B.** What ICT skills are being developed? | | | | | | |
|  | | | | | | |
| **C.** How does the class teacher ensure that the students have the required prior knowledge (ICT and subject) to access the activity? | | | | | | |
|  | | | | | | |
| **D.** Describe how any of the following approached are used in the activity to promote a supportive ICT learning environment: | | | | | | |
| active learning and planned, purposeful play | |  | | | | |
| development of problem-solving capabilities | |
| developing mental agility | |
| frequently asking children to explain their thinking | |
| use of relevant contexts and experiences, familiar to children and young people | |
| using different technology in appropriate and effective ways | |
| both collaborative and independent learning | |
| promoting an interest and enthusiasm for ICT | |

**Appendix 6.1 :** EEF Bitesize Summary: Metacognition & Self-Regulated Learning.

**Timeline

Description automatically generated**

**Appendix 6.2:** EEF Bitesize Summary: Using Digital Technology to Improve Learning.

**Graphical user interface, text, application

Description automatically generated**