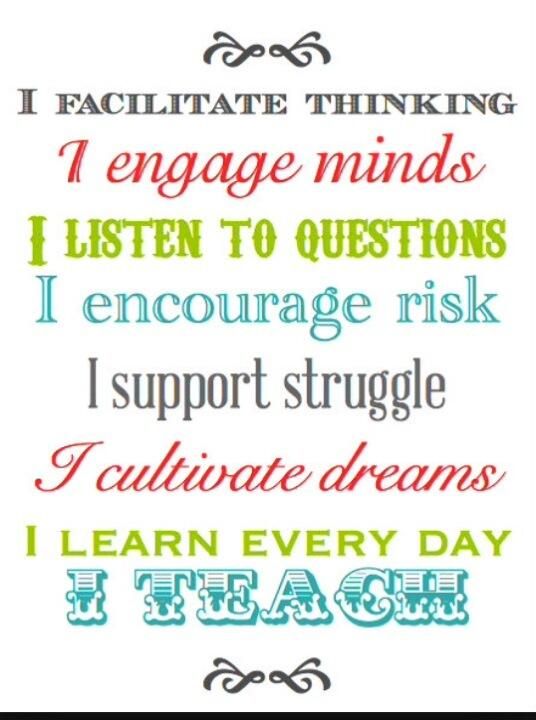
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**Spring 1 (SSP)**

**Primary**

**Trainee Essentials**



Assigned Reading Spring 1

**Assigned Reading – Week 1**

**PGCE Reading – See Trinity Reading List**

**Behaviour -**  The Beginning Teacher’s Behaviour Toolkit, 2016, Tom Bennett

<https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf>

**Assigned Reading – Week 2**

**PGCE Reading – See Trinity Reading List**

**Principles of Instruction A thematic interpretation for Teachers – Tom Sherrington**

https://etoncollege.wpenginepowered.com/wp-content/uploads/sites/4/2020/01/2f0b9-rosenshineprinciplesred.pdf

**Assigned Reading – week 3**

**PGCE Reading – See Trinity Reading List**

**Maths 2 -** [How interleaving can help students retain maths knowledge : My College (chartered.college)](https://my.chartered.college/research-hub/how-interleaving-can-help-students-retain-maths-knowledge/)

**Assigned Reading – week 4**

**PGCE Reading – See Trinity Reading List**

**Computing -** [EEF\_Digital\_Technology\_Guidance\_Report.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf)

Closed book with solid fill**Assigned Reading - Week 5**

**PGCE Reading – See Trinity Reading List**

**PE – A summary of Ofsted PE review –** [Marc Hayes Blog](https://download-files.wixmp.com/ugd/247a82_001dc530f4074d128d77ed9469d2a844.pdf?token=eyJhbGciOiJIUzI1NiIsInR5cCI6IkpXVCJ9.eyJpc3MiOiJ1cm46YXBwOmU2NjYzMGU3MTRmMDQ5MGFhZWExZjE0OWIzYjY5ZTMyIiwic3ViIjoidXJuOmFwcDplNjY2MzBlNzE0ZjA0OTBhYWVhMWYxNDliM2I2OWUzMiIsImF1ZCI6WyJ1cm46c2VydmljZTpmaWxlLmRvd25sb2FkIl0sImlhdCI6MTY2NjcxNzA3MywiZXhwIjoxNjY2NzUzMDgzLCJqdGkiOiI1MGJhMzk5YWE1NWIiLCJvYmoiOltbeyJwYXRoIjoiL3VnZC8yNDdhODJfMDAxZGM1MzBmNDA3NGQxMjhkNzdlZDk0NjlkMmE4NDQucGRmIn1dXSwiYXR0YWNobWVudCI6eyJmaWxlbmFtZSI6IkEgU3VtbWFyeSBvZiBPZnN0ZWQncyBQRSBSZXNlYXJjaCBSZXBvcnQucGRmIn19.QexgfxSw5YroKln0ErsxkFyQPCG3FevtZ0HOnJkoq8Y)

Closed book with solid fill**Assigned Reading - Week 6**

**PGCE Reading – See Trinity Reading List**

**Maths 3 -** [What does research tell us about effective marking in maths? : My College (chartered.college)](https://my.chartered.college/research-hub/what-does-research-tell-us-about-effective-marking-in-maths/)

Appendix 4.1  
Observation Guidelines: Behaviour Management (SSP Comparison)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Class: |  | Topic: |  |
| **Using the observations from your host school, briefly note the similarities and differences of the ways in which the strategies your SSP school compares to your host school.** | | | | | |
| **A.** **Beginning –** Compare how the teacher starts off, either at the beginning of a lesson or of a new activity. | | | | | |
|  | | | | | |
| Icon  Description automatically generated**B.** **Rules, Routines and Expectations –** Compare how routines are established and how high expectations are reinforced. | | | | | |
|  | | | | | |
| **Compare what appear to be the main behavioural expectations (i.e. classroom rules)** | | | | | |
|  | | | | | |
| Icon  Description automatically generated**C.** **Learning Environment & Relationships -** Compare how the teacher develops a positive, predictable and safe environment as well as a culture of respect and trust in the classroom. | | | | | |
|  | | | | | |
| **D.** Ending **- How a teacher ends the lesson / phase.** | | | | | |
|  | | | | | |

Appendix 4.2  
Observation Guidelines: Principles of Instruction (SSP Comparison)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Class: |  | Topic: |  |
| **Using the observations from your host school, briefly note the similarities and differences of the ways in which the strategies your SSP school compares to your host school.** | | | | | |
| Icon  Description automatically generated**A.** **Small Steps -** How the teacher introduces new complex material in small steps so as not to overload the pupils’ working memory. | | | | | |
|  | | | | | |
| Icon  Description automatically generated**B.** **Modelling -** How the teacher models new processes and ideas to help pupils understand and make those ideas more concrete and accessible. | | | | | |
|  | | | | | |
| Icon  Description automatically generated**C.** **Checking Understanding** - How the teacher monitors pupil work during the lesson to check for possible misconceptions. | | | | | |
|  | | | | | |
| **D.** **Questioning** How the teacher uses questioning to check pupils’ understanding and recollection of prior knowledge. Icon  Description automatically generated | | | | | |
|  | | | | | |
| Icon  Description automatically generated**E.** **Practice** How the teacher builds in the lesson several opportunities for independent and purposeful practice after exposition of new knowledge / skills. | | | | | |
|  | | | | | |

Appendix 4.3  
Observation Guidelines: Engaging the Learner (SSP Comparison)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Class: |  | Topic: |  |
| **Using the information from your host school, briefly note the similarities and differences of the ways in which the strategies your SSP school compares to your host school.** | | | | | |
| Icon  Description automatically generated**A.** **Activities and Resources** - Compare the activities and resources used to engage the learner, develop their intellectual curiosity and stimulate their critical thinking. | | | | | |
|  | | | | | |
| Icon  Description automatically generated**B.** **Pace and Timing -**  Compare how the teacher times their activity so as to maintain appropriate pace during the lesson. | | | | | |
|  | | | | | |
| Icon  Description automatically generated**C.** **Grouping -** Compare how pupils are grouped and the impact on their progress, behaviour and motivation. | | | | | |
|  | | | | | |
| Icon  Description automatically generated**D.** **Motivation -** Compare how the teacher appeals to the pupils’ intrinsic motivation (e.g. praising effort, resilience, etc.) and extrinsic motivation (e.g. rewards) | | | | | |
|  | | | | | |

Appendix 4.4  
Observation Guidelines: Adaptive Teaching (SSP Comparison)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Class: |  | Topic: |  |
| **Using the information from your host school, briefly note the similarities and differences of the ways in which the strategies your SSP school compares to your host school.** | | | | | |
| Icon  Description automatically generated**A.** **Class Context -** Compare how the teacher identifies the pupils’ differences, including their different levels of prior knowledge and potential barriers to learning. | | | | | |
|  | | | | | |
| **Icon  Description automatically generatedB. Types of support from teacher -** Compare how the teacher supports different pupils in the class to allow them to succeed in the tasks. | | | | | |
|  | | | | | |
| Icon  Description automatically generated**C.** **Maintaining high expectations -** Compare how the teacher adapts the lesson, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. | | | | | |
|  | | | | | |
| Icon  Description automatically generated**D.** **Grouping -** Compare how the pupils are grouped within the class and how this allows for more tailored support. Does the grouping impact on motivation and engagement of the pupils? | | | | | |
|  | | | | | |
| Icon  Description automatically generated**E.** Teaching **- Compare how the teacher… Connects new content to existing knowledge: Further breaks down new content for identified pupils: Builds in additional practice: Reframes questions to provide greater scaffolding:** | | | | | |
|  | | | | | |
| Icon  Description automatically generated**F.** **Working with Colleagues -** If Teaching Assistants are present in the class, how they are deployed to provide additional or adapted support under the supervision of the class teacher. | | | | | |
|  | | | | | |

Appendix 5.1 – Post training task – Computing

**Computing** - What new ideas did you learn today? This can be specific to computing, or general techniques or resources you can apply to other subjects. Make sure you link your answers to the Areas of Focus. E.g. . . . . *“The trainer used a matching game to review the key vocabulary within a particular topic as part of a review of prior knowledge and repeated practice of the meaning of each word. I could use this to review the key terms in Scratch but also use the vocabulary cards to support LA.’’ AOF 2 and 4*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * **Setting high expectations and managing behaviour ( AOF 1 )** | | | | | | | | | | |
| * **How pupils learn and classroom practice ( AOF 2 )** | | | | | *Building on prior knowledge* | | | | | *Modelling / Scaffolding* |
| *Checking understanding* | *Repeated practice* | | | *Questioning* | | | | | *Small steps* | |
| * **Subject and curriculum - engaging the learner ( AOF 3 )** | | | | | | *Resources to engage* | | | *Curriculum / Activities to engage* | |
| * **Adaptive Teaching ( AOF 2 )** | | | *Identify potential barriers to learning* | | | | | *Differentiate to allow all pupils to achieve* | | |
| * **Assessment (  AOF 5 )** | | *Assessment during the lesson* | | | | | *Assessment after the lesson* | | | |
|  | | | | | | | | | | |
| **Did anything in today’s training make you aware of any knowledge or skill gaps you might still have? Discuss this with your mentor and agree on target(s) which will help bridge these gaps going forward. Make sure you also record this in your Reflective Journal so that you can evaluate your success later on.** | | | | | | | | | | |
|  | | | | | | | | | | |

Appendix 5.2 – Post training task – Physical Education

**Physical Education** - What new ideas did you learn today? This can be specific to PE, or general techniques or resources you can apply to other subjects. Make sure you link your answers to the Areas of Focus. E.g. . . . . *“We played a warm up game which reinforced the rules of basketball and practiced the key skills. I could use this to reinforce desired behaviour, build on and reinforce prior learning and as an assessment of each child’s skill level.’’ AOF 1, 2 and 5*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * **Setting high expectations and managing behaviour ( AOF 1 )** | | | | | | | | | | |
| * **How pupils learn and classroom practice ( AOF 2 )** | | | | | *Building on prior knowledge* | | | | | *Modelling / Scaffolding* |
| *Checking understanding* | *Repeated practice* | | | *Questioning* | | | | | *Small steps* | |
| * **Subject and curriculum - engaging the learner ( AOF 3 )** | | | | | | *Resources to engage* | | | *Curriculum / Activities to engage* | |
| * **Adaptive Teaching ( AOF 2 )** | | | *Identify potential barriers to learning* | | | | | *Differentiate to allow all pupils to achieve* | | |
| * **Assessment (  AOF 5 )** | | *Assessment during the lesson* | | | | | *Assessment after the lesson* | | | |
|  | | | | | | | | | | |
| **Did anything in today’s training make you aware of any knowledge or skill gaps you might still have? Discuss this with your mentor and agree on target(s) which will help bridge these gaps going forward. Make sure you also record this in your Reflective Journal so that you can evaluate your success later on.** | | | | | | | | | | |
|  | | | | | | | | | | |

Appendix 2 - Return to Main School Targets  
Agreed targets for Trainee as they return to their main school

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on pupil progress and learning over time; it is the trainee’s strengths across the Teachers’ Standards in their entirety that are integral to this.*

|  |  |  |
| --- | --- | --- |
| **Targets** | **Actions to access the target (next steps) in main school** | **Success Criteria (identify related Standard)** |
| **Target 1** |  |  |
| **Evidence:** | | |
| **Target** |  |  |
| **Evidence:** | | |
| **Target 3** |  |  |
| **Evidence:** | | |