****

A black background with white text

Description automatically generated with medium confidence

**Training Handbook**

****

**Spring 2**

**Primary**

**Trainee: Mentor: Main School:**

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. 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 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 50 - 60% timetable allocation that is, 8-12 planned and taught lessons 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  
Spring Overview

**CTTP Spiral Curriculum**



**School-Based Training**

Follow-Up Mentor Meeting

**School-Based Training**

Focused Observation

**Academic Study**

Pre-Reading

**Academic Study**

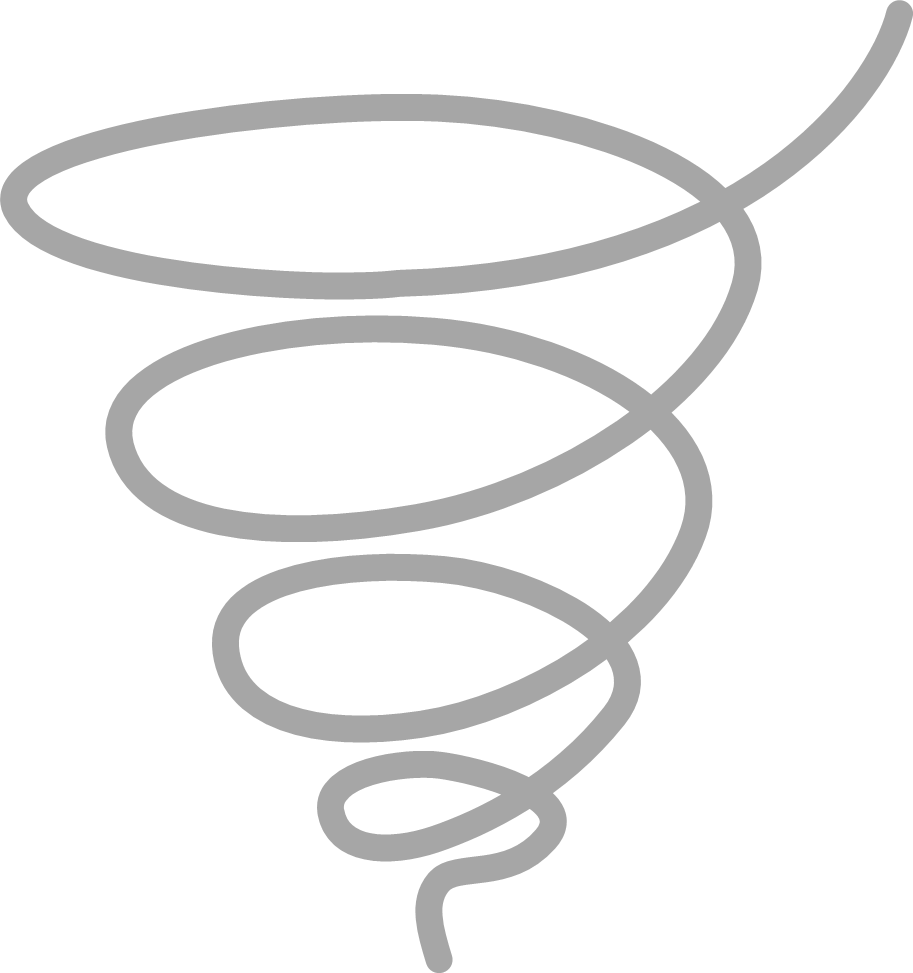
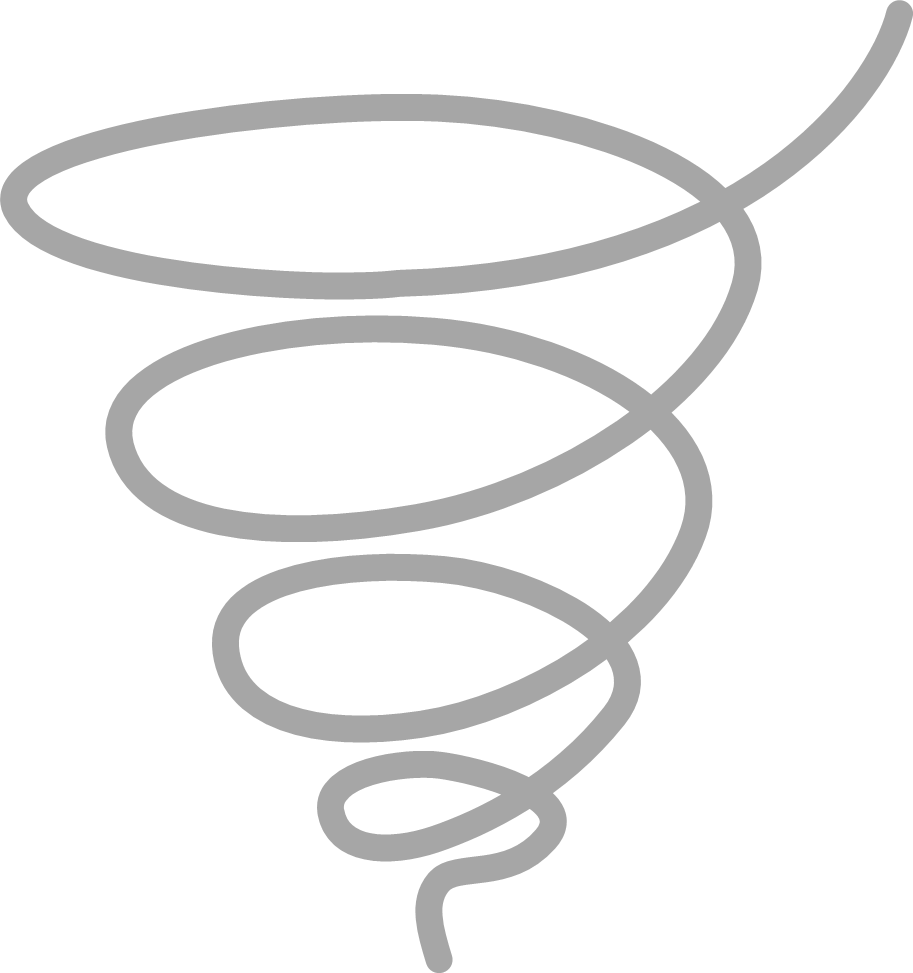
Follow-Up Reading

**Central Training**

Training Session

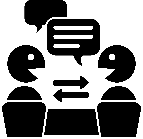
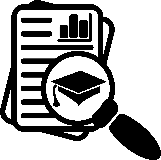
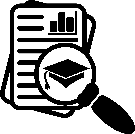
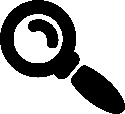
**Central Training**

Consolidation  
Training Session



**PT**

**Mentor**



**The Role of the Mentor/PT**

|  |  |
| --- | --- |
| **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 hour / week) * Be aware of and familiar with trainee’s reading list |
| **Central Training** | * Be aware of weekly training focus. * Check training files half-termly. |

Training Programme  
Spring 2 Overview

**Spring 2 Training Focuses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AOF 3**  **Curriculum** | | **AOF4**  **Professional Behaviours**   * PGCE Delivery * Return to host school | **C:\Users\User\Downloads\Adaptive Teaching.pngAOF2**  **Pedagogy**     * Classroom Practice * Adaptive teaching through PGCE assignment | C:\Users\User\Downloads\Assessment.png**AOF 5**  **Assessment**   * Ongoing pupil tracking * PGCE Assignment |
| * EYFS * Science * EAL / Diversity * Music | * MFL * Art and Design Technology |

AOF

**Spring 2 Training Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Central Training** Sessions | **Suggested Reading** | **Focused Observation** to be conducted by the trainee | **Monitoring** |
| **Week 22**  c/ 27/02 | EYFS 2 and 3  Science 2  PGCE 4  EAL/Diversity  (**AOF 2,3 and 5)** | **EYFS**  [Best start in life part 1: setting the scene - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene)  **Science**  [Children's existing ideas: building blocks or barriers to learning in science? (chartered.college)](https://my.chartered.college/impact_article/childrens-existing-ideas-building-blocks-or-barriers-to-learning-in-science/)  **EAL / Diversity**  [English and other languages: Is it really a world of difference? : My College (chartered.college)](https://my.chartered.college/impact_article/english-and-other-languages-is-it-really-a-world-of-difference/) |  | Review of training - follow up targets  QA Observations (Mentor /CT and Mentor/ PT) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Week 23**  c/ 06/03 | Music  (**AOF 2,3 and 5)** | [Making time for music: Advocating a place for music in the curriculum (chartered.college)](https://my.chartered.college/impact_article/making-time-for-music-advocating-a-place-for-music-in-the-curriculum/)  \*PGCE Reading | Music | Review of training - follow up targets  QA Observations (Mentor /CT and Mentor/ PT) |
| **Week 24**  c/ 13/03 | MFL  (**AOF 2,3 and 5)** | [Effective strategies to support novice and expert learners in MFL: The power of modelling : My College (chartered.college)](https://my.chartered.college/impact_article/effective-strategies-to-support-novice-and-expert-learners-in-mfl-the-power-of-modelling/)  \*PGCE Reading | MFL | Review of training - follow up targets  QA Observations (Mentor /CT and Mentor/ PT) |
| **Week 25**  c/ 20/03 | Art/Design and Technology  (**AOF 2,3 and 5)** | [Cognitive Load Theory explored through modelling in the practical classroom (chartered.college)](https://my.chartered.college/impact_article/cognitive-load-theory-explored-through-modelling-in-the-practical-classroom/)  \*PGCE Reading | Art and Design Technology | PLT 4 Visit – Review of Standards 4,8 and Part 2  Updated TPR |
| **Week 26**  c/ 27/03 |  | Teacher Feedback [EEF\_Feedback\_Recommendations\_Poster.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1672825170)  \*PGCE Reading |  | PLT 4 Visit – Review of Standards 4,8 and Part 2  Updated TPR |

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

**Copy targets agreed by Trainee and Main Placement Mentor at the end of Spring 1.**

|  |  |  |
| --- | --- | --- |
| **Targets** | **Actions to access the target (next steps) in main school** | **Success Criteria (identify related Standard)** |
| **Target 1** |  |  |
| **Review and Evidence:** | | |
| **Target 2** |  |  |
| **Review and Evidence:** | | |
| **Target 3** |  |  |
| **Review and Evidence:** | | |

Training Programme  
Teaching and Training Schedule

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

⚫ 50% - 60% timetable allocation (approx. **8-12 60-min. planned and taught lessons / week** or equivalent).

🛈

**Timetable requirements:**

⚫ 1 hours protected **Academic Study Time**

⚫ 1 hour protected **Mentor Training**

**PLT Visit Window:**

⚫ Monday **20th March** **–** Friday **31st March** 2023 (exc. Friday 24th March)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 22**  c/ 27/02/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** | EYFS | | | | |
| **Tuesday** | EYFS | | | | |
| **Wednesday** | PGCE 4 | | | | |
| **Thursday** | Science 2 | | | | |
| **Friday** | EAL / Diversity | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Plan a focused observation:** Music | | | | | |
| **Week 23**  c/ 06/03/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** | **Central Training:** Music | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Plan a focused observation - MFL** | | | | | |
| **Organise QA Lesson Observation:** Mentor-CT or Mentor-PT | | | | | |
| **Week 24**  c/ 13/03/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** | **Central Training:** MFL | | | | |

|  |
| --- |
| **Plan a focused observation:** Art and Design Technology |
| **Organise QA Lesson Observation:** Mentor-CT or Mentor-PT |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PLT Visit 4 Window** | **Week 25**  c/ 20/03/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
| **Friday** | **Central Training:** Art and DT | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PLT Visit 4 Window** | **Week 26**  c/ 27/03/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |
|  | **Friday** |  | | | | |

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**  **ECT** | 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  Early Career Teacher | **MA**  **PGCE**  **PLT**  **PT**  **QA**  **QTS**  **RJ**  **SA**  **SK**  **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  Second School Placement  Trainee Progress Report  Teachers’ Standards |

Weekly Training Guidance  
Ongoing Weekly Tasks (for Mentor Training)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **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 Training 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 Training 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 Training 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 - Spring Term Gateway 2**  There is an expectation that all trainees will have met Gateway 2, at least at a minimum level by Easter (PLT 4 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.* | | | |

|  |
| --- |
| **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 maximise 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 23  
Week commencing 06/03/23

**Professional Tutor**

|  |
| --- |
| 1. **What academic reading has your trainee carried out this week and what impact will it have on their teaching?** 2. **Discuss the trainees SSP Return Targets .** 3. **Organise a Joint Observation with the trainees’ Mentor in Week 24 or 25.** |

**Mentor**

|  |  |
| --- | --- |
| **Training Focus** - Return to Main Placement | **📚** |
| **1: Review of Second school placement**  Discuss your trainees SSP targets and the progress they made towards them. Discuss the updated ITP with training received during their SSP and further areas for development to be considered in the ITP.  **🗩 Discuss with trainee:** The curriculum and timetable including classes to be taught.  **🛠 Direct trainee to:** Speak to their class teacher re: pupil groupings in their class, current provision and tracking and assessment of these children. Agree which children to track in English, Maths or Science for PGCE assignment (submission May 2nd ).  **2: Review focused observation -** deconstruct with trainee the comparison of the various approaches they observed (Music )  **3: Subject knowledge- EAL/Diversity - F**ollow up – post training task.  **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.  **5: Subject Knowledge - EYFS/Science/EAL Diversity**- Discuss with your trainee, the impact and outcomes of last week’s central training**.** 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. | |

|  |  |
| --- | --- |
| **Ongoing Development** | **🖍** |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary linked to Gateway2 – Review Read / See / Do ( Reflective Journal ) – Review SSP Return targets Health and wellbeing check  **1. Second School Placement Return Targets**  **-** Consider the trainee’s targets from Second School Placement and plan subsequent training to ensure the trainee has agreed actions to access the targets and meet the success criteria.  **2. Subject Audits**  **-** Discuss the trainee’s subject audits to be aware of trainee’s continued subject knowledge developmental needs within your own setting. | |

**Training Week 23: 6th March** 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 1a and 1b 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 24  
Week commencing 13/03/23

|  |  |
| --- | --- |
| **Professional Tutor** |  |
| 1. **Organise a joint observation with mentor in week 24 - 25** 2. **Discuss Trainee Wellbeing and workload** 3. **Review trainee understanding of in school assessment** | |

**Mentor**

|  |  |
| --- | --- |
| **Training Focus** - Assessment (AOF5) MFL (AOF3) | **📚** |
| **1: Subject Knowledge Music** - Discuss with your trainee, the impact and outcomes of last week’s central training **Music.** 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: Review focused observation** - deconstruct with trainee the comparison of the various approaches they observed (MFL)  **3: Subject knowledge- Music**- Follow up – post training task.  **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.  **5: Assessment 🗩 Discuss with trainee: ( Over the course of Week 24, 25 and 26 )**   * how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). Consider how teachers use different assessment strategies and data to inform future lessons to ensure continued pupil progress at all levels? (PGCE) * how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. * how to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance). * **how to check prior knowledge and understanding during lessons:** * how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). * how to use assessments to check for prior knowledge and pre-existing misconceptions. * how to prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. * how to monitor pupil work during lessons, including checking for misconceptions.   *Notes:*  **🛠 Direct trainee to:**   * Consolidate their knowledge of the schools’ Assessment policy and familiarise themselves with this. * Jointly mark, with the support of their mentor, pupils’ work, providing constructive feedback and analysing common misconceptions to plan future lessons accordingly. * To gather samples of pupils work to evidence tracking of pupil progress in line with the expectations of the PGCE Joint assignment   *Notes:* | |

|  |  |
| --- | --- |
| **Ongoing Development** | **** |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary linked to Gateway2 – Review Read / See / Do ( Reflective Journal ) – Review SSP targets Health and wellbeing check  **1. Quality assurance – Joint Observation PT/Mentor** - Joint Observation with the trainee’s Professional Tutor to take place in Week 23-24.  **2. SSP Preparation for PLT 4 Meeting**  Ensure all files and documents are completed and ready for PLT 4 meeting.  Check evidence in **progress summary document**. Are they on track towards expectation for Gateway 2?  Review Trainee Progress Summary - **evidence towards Classroom Practice (TS4), Professional Behaviours(TS8) and Part 2** – This is a key focus of PLT 4. Evidence from both school contexts is required to meet all elements of Gateway 2.  Review Trainees **audits**.  Complete and share the **Trainee’s Progress Report** with trainees prior to the PLT 4 meeting. | |

**Training Week 24: 13th March** 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 1a and 1b 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 25  
Week commencing 20/03/23

PLT 4 Visit Window

|  |  |
| --- | --- |
| **Professional Tutor** |  |
| 1. **Organise a joint observation with mentor in week 24 - 25** 2. **Discuss Trainee Wellbeing and workload** 3. **Review trainee assessment tracking to date** | |

**Mentor**

|  |  |
| --- | --- |
| **Training Focus** - Assessment (AOF5) Art / Design (AOF3) | **📚** |
| **1: Subject Knowledge MFL** - Discuss with your trainee, the impact and outcomes of last week’s central training **Music.** 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: Review focused observation** - deconstruct with trainee the comparison of the various approaches they observed (Art and Design)  **3: Subject knowledge- MFL**- Follow up – post training task.  **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.  **5: Assessment 🗩 Discuss with trainee: ( Over the course of Week 24, 25 and 26 )**   * how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). Consider how teachers use different assessment strategies and data to inform future lessons to ensure continued pupil progress at all levels? (PGCE) * how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. * how to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance). * **how to check prior knowledge and understanding during lessons:** * how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). * how to use assessments to check for prior knowledge and pre-existing misconceptions. * how to prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. * how to monitor pupil work during lessons, including checking for misconceptions.   *Notes:*  **🛠 Direct trainee to:**   * Consolidate their knowledge of the schools’ Assessment policy and familiarise themselves with this. * Jointly mark, with the support of their mentor, pupils’ work, providing constructive feedback and analysing common misconceptions to plan future lessons accordingly. * To gather samples of pupils work to evidence tracking of pupil progress in line with the expectations of the PGCE Joint assignment   *Notes:* | |

|  |  |
| --- | --- |
| **Ongoing Development** | **** |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary linked to Gateway2 – Review Read / See / Do ( Reflective Journal ) – Review SSP targets Health and wellbeing check  **1. SSP Preparation for PLT 4 Meeting**  Ensure all files and documents are completed and ready for PLT 4 meeting.  Check evidence in **progress summary document**. Are they on track towards expectation for Gateway 2?  Review Trainee Progress Summary - **evidence towards Classroom Practice (TS4), Professional Behaviours(TS8) and Part 2** – This is a key focus of PLT 4. Evidence from both school contexts is required to meet all elements of Gateway 2.  Review Trainees **audits**.  Complete and share the **Trainee’s Progress Report** with trainees prior to the PLT 4 meeting. | |

**Training Week 25: 20th March** 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 1a and 1b 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 26  
Week commencing 27/03/23

PLT 4 Visit Window

|  |  |
| --- | --- |
| **Professional Tutor** |  |
| 1. **What Academic reading has the trainee completed and what is the impact on their practice ?** 2. **Discuss Trainee Wellbeing and workload** 3. **Review trainee assessment tracking to date** | |

**Mentor**

|  |  |
| --- | --- |
| **Training Focus** - Assessment (AOF5) | **📚** |
| **1: Subject Knowledge Art and Design** - Discuss with your trainee, the impact and outcomes of last week’s central training **Music.** 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 next steps as a target for future trainee development.  **3: Subject knowledge- Art and Design**- Follow up – post training task.  **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.  **5: Assessment 🗩 Discuss with trainee: ( Over the course of Week 24, 25 and 26 )**   * how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). Consider how teachers use different assessment strategies and data to inform future lessons to ensure continued pupil progress at all levels? (PGCE) * how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. * how to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance). * **how to check prior knowledge and understanding during lessons:** * how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). * how to use assessments to check for prior knowledge and pre-existing misconceptions. * how to prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. * how to monitor pupil work during lessons, including checking for misconceptions.   *Notes:*  **🛠 Direct trainee to:**   * Consolidate their knowledge of the schools’ Assessment policy and familiarise themselves with this. * Jointly mark, with the support of their mentor, pupils’ work, providing constructive feedback and analysing common misconceptions to plan future lessons accordingly. * To gather samples of pupils work to evidence tracking of pupil progress in line with the expectations of the PGCE Joint assignment   *Notes:* | |

|  |  |
| --- | --- |
| **Ongoing Development** | **** |
| **Weekly tasks -** Trainee Observation – Review Trainee Progress Summary linked to Gateway2 – Review Read / See / Do ( Reflective Journal ) – Review SSP targets Health and wellbeing check   1. Review SSP return targets 2. Provide opportunity for trainee to spend time in next placement class. | |

**Training Week 26: 27th March** 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 1a and 1b 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** | |
|  |  | |

Appendix 1a - 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 1b - 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 ) |

|  |  |  |
| --- | --- | --- |
| **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. | |
| **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 | |

Appendix 2a – Post training task – EAL / Diversity

**EAL / Diveristy** - 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.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * **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 2b – Post training task – Music

**Music** - 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.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * **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 2c – Post training task – MFL

**MFL** - 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.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * **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 2d – Post training task – Art and Design

**Art and Design** - 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.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * **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 4 – Bitesize summaries

<https://carmelteachertraining.com/wp-content/uploads/2022/12/CTTP-Bitesize-Summaries.pdf>

Use the following summaries to further develop discussion and reading following Mentor and PT meetings.

****

Appendix 6a - Evidence Summary – Standard 4

|  |
| --- |
| Evidence to meet Standard 4  **4 - Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
| Briefly describe your evidence ( Maximum 500 words in total ) |
| **Context** |
| **Intent** |
| **Impact** |

PT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 6b - Evidence Summary – Standard 8

|  |
| --- |
| Evidence to meet Standard 8  **8 - Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. |
| Briefly describe your evidence ( Maximum 500 words in total ) |
| **Context** |
| **Intent** |
| **Impact** |

PT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 6c - Evidence Summary – Part 2

|  |
| --- |
| Evidence to meet Part 2  PART TWO: PERSONAL AND PROFESSIONAL CONDUCT  Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.     Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.  Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |
| Briefly describe your evidence ( Maximum 500 words in total ) |
| **Context** |
| **Intent** |
| **Impact** |

PT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_