Planning & Tracking Pupil Progress

<table>
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<th>Programme(s)</th>
<th>QTS Primary and QTS Early Years (3 Year, 4 Year and PGCE)</th>
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<td>Mode of delivery:</td>
<td>Online</td>
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<td>Owner(s):</td>
<td>Placement Unit – Student Academic and Administration Service</td>
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<td>Review Date:</td>
<td>August 2020</td>
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Activity

Independent Study – 8 Minutes in length

Aims of the Video

This video forms part four of the ITE document series that aims to support trainees journey to becoming a Qualified Teacher Status (QTS).

**The purpose of planning:** To ensure you have carefully prepared and scheduled a balanced variety of events & teaching sequences. Planning for children’s learning is an active process. It involves discussion and collaboration with other adults responsible for the progress of the children.

**Why do I need a plan:** A well structured plan ensures that your targets and objectives are being met, and that you are developing the skills and expertise required in identifying relevant improvements, methodologies and changes to continuously enhance and fulfil your expectations and the pupils needs.

**What are my objectives during University based learning:**

- Annotation.
- Deconstruction, reviewing and exploring.
- Modelling a lesson and exploring how it would look as a plan.
- Exploring strategies and differentiating to meet needs of the learners.
- Evaluating schemes of work and publish planning.
- Effective activity promoting quality learning.
- Reflection; Have I included and understood what is required.

The Universities approach to planning is flexible but the University does insist on a series of Non-negotiable elements- which include a number of core aspects: Prior Learning, Learning objective(s), How will I teach the learning objective(s), Key questions, Children Learning outcomes, Activities, Differentiation, Targets linked to Teacher Standards and Evaluation of Children’s and my learning. To support and frame discussions you will use the ‘non – negotiables’ and ensure that these core elements are considered in the planning process.

School based learning forms a large proportion of your programme. Your mentors are equipped and at hand to coach you through their approach to planning and assist you to contextualise the work you have completed with planning on University based settings.
Shared expectations: Trainees should focus on evaluating, using and adapting where necessary high quality resources, schemes of work and text books.

You can use plans and resources used and provided by the School, fellow trainees, the internet or from other sources.

Trainee expectation: Working with your mentor or class teacher, you are required to jointly plan your lesson focusing on the intention of the lesson, the expectation of what you want the children to do and the outcome of what the children have learnt.

Early on in your Placement, you need to observe a lesson to understand the impact this has with key learning in the classroom and understand the outcomes required during evaluation and assessment.

Your mentor and classroom teacher are there to guide and give you advice, so don’t be afraid to ask.

Intended Learning Outcomes

On successful completion of this video, you will be able to:

1. Setting your own objectives and expectation.
2. Confident in creating and evaluating your own planning; use of sequential planning.
3. Flexible approach with change and adaptation.
4. Collaborating with colleagues.
5. Understand the Teaching Standards.

Additional Notes

In addition to this video students are expected to familiarise themselves with all placement documentation and are requested to watch the following support material videos

- Common Assessment Framework (CAF)
- Planning for Trainee Teachers
- Tracking Pupil Progress (TPP)

Should students have any questions, they can contact either their University Partnership Tutor and/ or Programme Leader.