PLACEMENT BRIEFINGS AND SUPPORT SESSIONS

http://www.cumbria.ac.uk/about/partnerships/education/information-primary/

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PLACEMENT BRIEFINGS AND SUPPORT SESSIONS

Guidance for University staff

1. Briefing should be co-delivered by Programme and UPT staff.
2. Any University based UPTs should attend if possible to assist with delivery.
3. Annually the latest presentation should be given to all UPT’s.
4. Since the aim is to ensure all students receive the necessary information all slides should be delivered, feel free to be yourselves (i.e. don’t just read the slide) but a ensure all the points are made.
5. Do not amend the document or create personal versions
6. Maintenance and upgrades are to be agreed by the Placement Liaison Manager
7. Affirm that this document is the students first call to get questions answered and ensure they can locate it.
8. Familiarise yourself with the navigation via the links on the contents page.
Student Guidance

IT IS NOT AN ACCEPTABLE EXCUSE TO CLAIM THAT YOU DID NOT KNOW WHAT TO DO

1. This document contains all the information you need to see you have successful placements throughout your time at the University of Cumbria.

2. The beginning (generic) placement notes remain applicable for all subsequent placements.

3. To avoid duplication or repetition the developing and extending placement presentations focus on the important uplift in expectations as training proceeds.

4. You are entering a profession – having attended the formal briefing the onus is on you to ensure that you fully understand and can meet all the expectations of the University and partner school. These presentations are arranged so that it is an easily navigable reference, it is good practice to keep familiarising yourself with the beginning(generic) presentation as well as the placement you may be on or about to start.

5. If in doubt find out! – Listen carefully to briefing, familiarise yourself with the document and if still unsure seek advice from your PT or UPT.
### CONTENTS

**Key Dates**
- Slides 7 –9  
  Placement Dates 2017-18

**Placement Briefings**
- Slides 1-4  
  Guidance
- Slides 5-6  
  Non-assessed placements
- Slides 10–52  
  Beginning (Generic) Placement briefings
- Slides 53- 71  
  Developing Placement Briefing
- Slides 72-86  
  Extending placement briefing

**Placement Seminars**
- Slides 87-108  
  Seminar 1. Behaviour management (i)
- Slides 109-112  
  Seminar 2. Observing your Mentor and your Peers
- Slides 113-138  
  Seminar 3. Lesson Planning
- Slides 139-155  
  Seminar 4. Behaviour management (ii)
- Slides 156-161  
  Seminar 5. Reflection on lessons and assessment
- Slides 162-166  
  Seminar 6. Target setting
- Slides 167-186  
  Seminar 7. Behaviour management (iii)
- Slides 187-192  
  Seminar 8. Pupil profiling
- Slides 193-199  
  Seminar 9. Tracking Pupil Progress
- Slides 200-202  
  Seminar 10. Working with Teaching assistants (TA’s)
Non Assessed Placement  If your course has a non-assessed placement prior to the Assessed Beginning placement here are a few important points to consider acting on:
1. The this is your chance to begin to develop your teaching persona and pedagogy. Think of it as a trial run without the added ‘stress’ of observations.
2. Your teaching skills may not be getting judged, but your personality, appearance, engagement with children and attitude towards becoming a professional teacher will be getting judged by the school staff.
3. View this as a chance to impress the staff in the school with your willingness to help out and engage with the children-go the extra mile and demonstrate maturity and common sense.
4. You can begin to engage with the assessed placement paperwork required.
5. Remember you are the trainee so:
   NEVER comment negatively on staff
   This is not your class -always get permission to do anything
   Listen to instructions / advice and follow it
6. Assessed or not- your beginning placement really starts here! If you make the wrong impression then it will impact the assessed placement.

You will receive a placement briefing prior to assessed placement but the aims for today are:
• To understand the aims of the Beginning Phase slide 9
• To understand the placement briefing from the placement office slides 10-11
• To know who is who regarding placements slide 12-13
• To find out what you want to know
SEVEN AIMS FOR THE BEGINNING PLACEMENT

1. To appreciate how to set up and maintain a training folder and its importance during placements. To understand that the paperwork is mandatory not optional. THIS IS APPLICABLE FOR THE NEXT 3 YEARS

2. For some of you to provide their first school based experience as a trainee teacher. It gives you the opportunity to begin developing your teaching skills (pedagogy) with particular emphasis on behaviour management and planning.

3. You will practice the fundamentals of planning a detailed and effective lessons and use these to teach up to 50% of the time working with individuals, small groups and occasionally the whole class gathering pupil data as you proceed.

4. Gain experience of working across the school with different foci, for example it is important to show that you can develop good professional relationships with the children and staff.

5. Begin your phonics teaching by engaging with the Cumbria Teacher of reading

6. Observe your class teacher and note how they structure and conduct the lesson and how time used effectively.

7. Reflect on how all these experiences have influenced your own learning /pedagogy and develop targets for further development through your weekly review and reflection log.
BEGINNING PLACEMENT DATES 2018-19
(Not placed alone, you will be in a group of 2-4 – ideally same school if over two blocks)

3 Year PRIMARY (3-11yrs) BA (Hons) + QTS
2 week Phase 1 (not assessed) 19th November – 30th November, 2018
7 week Phase 2 (assessed) 7th May - 27th June, 2019

4 Year PRIMARY (3-11yrs) BA (Hons) Inclusion with SEND + QTS (Lancaster only)
3 week Phase 1 (not-assessed) 12th November – 30th November, 2018
6 week Phase 2 (assessed) 13th May – 27th June, 2019

PGCE
5 week Phase 1 Preparation 17th October – 20th October, 2018
Phase 1 (assessed) 17th October – 23rd November, 2018
DEVELOPING PLACEMENT DATES 2018-19
(Not placed alone, you will be one of a pair – ideally same school if over two blocks)

3 Year PRIMARY (3-11yrs) BA (Hons) + QTS
Preparation days 4th– 9th February, 2019
6 week Block (assessed) 4th– 22th March, 2019
Alternative Experiential Placement You organise a 2 week block sometime July –
September- liaise with your PAT tutor.

4 Year PRIMARY (5-11yrs) BA (Hons) Inclusion with SEND + QTS (Lancaster +SEN)
Year 2 - 23rd April – 13th June, 2019 (assessed A placement)
Year 3 - 7th January – 15th February, 2019 (assessed B placement)

Check -Alternative Experiential Placement You organise a 2 week block sometime July –
September- liaise with your PAT tutor.

PGCE Lower PRIMARY (3-7 yrs) and PGCE General Primary with QTS (5-11yrs)
6 week Phase 1 (assessed) 16th January – 1stMarch, 2019
Preparation days TBC?
EXTENDING PLACEMENT DATES 2018-19

(Individual placement)

3 Year PRIMARY (3-11yrs) BA (Hons) + QTS
Preparation days TBC
10 week block (assessed) 16th March – 21st June, 2018 (28th June if school has 2 week half term)

4 Year PRIMARY (5-11yrs) BA (Hons) Inclusion with SEND + QTS (Lancaster +SEN)
Year 4 7th January – 22nd March

PGCE Lower PRIMARY (3-7 yrs) and PGCE General Primary with QTS (5-11yrs)
Preparation days TBC
10 week block (assessed) 23rd April – 5th July, 2019

PGCE General PRIMARY with OTS (5-11yrs) – (JANUARY COHORT)
10 week block 1st October -14th December

*In the event of school half term being 2 weeks then the placement will finish by 13th July latest.
Beginning(Generic) Placement Briefing
(assessed and non-assessed)
Beginning Assessed Placement - Today's objectives

1. Knowing who is who
2. Understand how you will be assessed-(KAP) Key Assessment Points
3. Understanding Action plans and their importance
4. Know the essential documents for an effective placement.
5. Professional expectations, responsibilities and conduct during placement
6. Mandatory record keeping (Before, During and at End of placement)
   Introduction to the Student Placement Assessment Record (SPAR)
7. FAQ
8. In the break-out session we will use the breakout sessions to answer questions and remove any concerns you may have.
Activity 1- What do we want to know, need to know and have to know?

Talk with the person next to you and discuss your feelings about the coming placement.

On the post-it note write a question about placement that you want the answer to.

Come and put on the board we will revisit these later.
WHO’S WHO

MENTOR
previously ASSOCIATE TUTOR (AT)

Your school based trained mentor, this can be your class teacher or other designated member of staff including the Head. Your day to day contact who will be assessing you.

UNIVERSITY PARTNERSHIP TUTOR (UPT) previously PPT

The university member or staff who will visit you during placement. They will support you and the school quality controlling your experience and assessment in school.

PERSONAL TUTOR (PT)
Previously Personal and Academic Tutor (PAT)

The university member of staff assigned to offer you assistance and support in getting the most out of your training over the next three years. They will liaise closely with the UPT.

UNIVERSITY PROGRAM LEADER (UPL)

Applicable only to graduate students undertaking school direct courses
WHO’S WHO – THE TEAM SUPPORTING YOU

**PLACEMENT UNIT**

The Placement Unit works with your UPT to match you to the placements sourced by your UPT. The unit notifies you and the school of your placement details. They are also responsible for paying the schools for hosting you on placement and processing your travel expenses.

**KAPS OFFICE**

You send your end of placement KAP grades to this office where they are recorded and processed through the University’s board which confirms your result.

kapcarlisle@cumbria.ac.uk
kaplancaster@cumbria.ac.uk
kaplondon@cumbria.ac.uk

**COHORT LEADER**

Overall responsibility for pastoral and academic well being for a year group.
Distance to placement
University policy allows up to 90 minutes travel time, to and from school.

Notice
Twenty working days before start of placement the PLACEMENT UNIT will E-mail you with the following:

Details of your placement school
1. Name of School
2. Address including post code
3. Email and Telephone number
4. Mentor’s name
5. Head teacher's name
6. Class/year group

Documentation
1. Template introduction mail for you to use in contacting the school
2. University procedure for reimbursable travel costs and link to follow.

Other important details supplied
Names of other students in same school
Designated Driver and transport details (if appropriate)

Declare any conflict of interest
If you are related to a member of the school staff or know them in any way inform the placement office.

Before starting placement
Use the link provided to supply your bank details (these DO NOT go to placement office)

After placement
Your travel expense forms to your local placement office.

Identification
Certainly until the school knows you, carry photo ID with you.

Security
You must have obtained DBS clearance !
**Transport**

1. Public transport costs will be reimbursed if you provide receipts with your claim. This includes buses and trains, Oyster cards etc. but NOT taxis.

2. Volunteer drivers can claim mileage as follows:
   
   Mileage = Distance to school – less distance to university
   
   this mileage is multiplied by the rate which is:
   
   \[
   x (35p \text{ for driver} + 20p \text{ for first passenger} + 5p \text{ for second passenger})
   \]

3. Groups to arrange pick up points and times (NOTE plan not to leave school before 16.15)

4. If you miss a pick up you are responsible to make the journey to school or home via public transport.

**Part Time work**

Not sustainable during the week whilst on placement. There needs to be a reminder that the students will need to arrange alternative child/elderly relative/sick relative care as they will not be able to provide this themselves.

**Resit Fee**

For *Extending* students the ramifications of failing /deferring their placement is £2000 fee for a resit.

**Health & Safety**

Look after yourselves whilst on placement, early nights, no drinking sessions on school nights, take care travelling in adverse weather conditions and listen to ‘school closed’ information channels on radio know the school closed procedure and contact numbers
HOW YOU WILL BE ASSESSED ON PLACEMENT

Your Mentor and other colleagues will be expecting you to be professional at all times and to begin demonstrating the standards defined in the Common Framework. This is now the world of work, the school children's’ well-being are the priority —appearance, punctuality, being prepared, enthusiasm, willingness, flexibility, consideration and being respectful will go a long way. Remember you are not yet the expert... you are there to learn. You must exhibit exemplary social skills and be a role model to the children.

Your Mentor will observe you teach and give you feedback. Your UPT will also visit and may observe you, this may be informally or jointly with the Mentor. Together they will discuss your overall progress based on your

- Demonstration of the Teaching standards
- Professionalism and quality of file.
- Teaching and impact on learning (pupil progress)

At the end of the placement the **Mentor will decide on your grade** and agree it with your UPT.

You will have 3 Key assessment points **KAP B, KAP D, KAP E** (Beginning, Developing and Extending)

For Undergraduate courses these take place over three years.
For one year courses these are termly Autumn, Spring, Summer
<table>
<thead>
<tr>
<th>Inadequate (4)</th>
<th>Trainee Requires Improvement (3)</th>
<th>Trainees meeting the expectations for QTS at a Good level (2)</th>
<th>Trainees meeting the expectations for QTS at a High level (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The trainee cannot carry out or exemplify the standard.</td>
<td>• The trainee shows an ability to carry out or exemplify the standard; but not always consistently.</td>
<td>• The trainee can carry out or exemplify the standard most of the time.</td>
<td>• The trainee can carry out or exemplify the standard consistently.</td>
</tr>
<tr>
<td>• They are to be deemed as a CFC in these standards.</td>
<td>• Trainees would be targeted to ‘move to good or better’ outcomes in these standards.</td>
<td>• Sometimes teaching is judged as better/ higher than ‘good’.</td>
<td>• Pupils make good (or better) progress over time.</td>
</tr>
<tr>
<td>• Pupils make no (or little) progress over time.</td>
<td>• Pupils do make progress over time; but not always as expected.</td>
<td>• Pupils make expected progress over time.</td>
<td></td>
</tr>
</tbody>
</table>

It is vital that a student is considered as a training teacher when using this framework. They are not yet fully qualified teachers.

The standards need to be applied as appropriate to the role and context within which the trainee is practising and they should be assessed against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS and for the stage of their training.
# KAP Grading Requirements

<table>
<thead>
<tr>
<th>WHEN</th>
<th>KAP Beginning</th>
<th>KAP Developing</th>
<th>KAP Extending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At end of beginning placement(s)</td>
<td>At end of developing placement</td>
<td>At end of extending placement</td>
</tr>
</tbody>
</table>

## Grades Required to Pass the Placement

- **Generally formative**
- **SUMMATIVE**

- **A combination of grades is acceptable but a majority of grade 4’s indicates inadequate progress** – the university will review the appropriate course of action ranging from progressing as a Cause for Concern or a possible RESIT of placement.
- **A combination of grades is acceptable.**
- **Any grade 3 will require a Moving to Good plan.**
- **Overall grade 4** – the university will review the appropriate course of action ranging from progressing as a cause for concern or a possible RESIT of placement.
- **You cannot have any grade 4’s and overall we expect grade 2 or better.**
- **Any grade 4 against a standard is a fail.**

## To Obtain the Required Grade You Need To;

- Maintain a professional dialog with your Mentor, do what they ask, meet deadlines and build a good relationship with them.
- Be prepared for PPT visits
- Diligently follow the requirements of the SPAR
UNDERSTANDING TARGETS AND ACTION PLANS

At the end of all placements you will have a supportive action plan in the form of your targets, agreed between you and the Mentor. The UPT may wish to add to these targets which should be reviewed in your post placement tutorial with your PAT tutor.

During any placement, if the Mentor or UPT recognise significant weaknesses they may, at any time point draw up a Cause for Concern action plan. This is live until resolved. If these targets are not sufficiently addressed this placement will be failed.

If at the end of the DEVELOPING placement, or early in the extending placement, it is apparent that an overall grade 3 outcome is possible in the extending placement then a MOVING to GOOD action plan will be given and monitored. If progress against targets is not made then this could become a Cause for Concern.

MOVING TO GOOD - a set of SMART targets designed to improve grades to achieve an overall grade 2 of better.
CAUSE FOR CONCERN a set of SMART targets and additional support that aims to get you back on track for a good grade.
**Termination of placement**

**Extenuating Circumstances**

1. Extenuating circumstances process ratified by the University Academic board.

**Student will be offered a deferred placement in the following academic year.**

**During Placement**

- **OR**
- **Professional issues**

**Personal reasons, clash of personality, unwillingness to accept professional feedback, not meeting professional standards and ethos as expected by School or University.**

**Attend an adjudication meeting with a Programme Leader and the Placement Liaison Manager. Failure to attend precludes any challenge to the termination decision at a later date.**

**Before Placement**

For exceptional circumstances submit a Request for Placement Deferral after discussion with PT.

**Attended placement or fail**

**Appeals/complaints to the university are adjudicated by Head of Department and the Placement Liaison Manager. No complaint may be made direct to the placement school.**
Termination During Placement due to professional issues

Professional issues/ failure to make adequate progress against targets/teaching standards

Move to Good plan

Cause for Concern

Continued failure to meet targets

Additional support from mentor and UPT

Back on track

Failed Placement

Adjudication meeting

Beginning and Developing placement students will be offered a resit at the next opportunity in the cycle –up to a year at no cost. This will mean you graduate after your peers

Extending placement students will be offered a resit at the next opportunity in the cycle –up to a year at cost of £2000. This will mean you graduate after your peers
ESSENTIAL DOCUMENTS FOR AN EFFECTIVE PLACEMENT.

1. **Student Progress Assessment Record (SPAR)** This is your main reference and working document; it contains all the details and should answer most questions you may have.

2. **Trainee Teachers’ Standards Assessment Descriptors** (also known as the Common Framework). Contained in the SPAR you must become familiar with these standards. With your AT mark areas of strength and areas to develop every two weeks - this document will track your progress over the next three years.

3. **Placement supplement** which lists responsibilities for all parties— you the trainee, the AT/class teacher and the PPT. There is one of these for each placement.

4. **Placement Handbook** Contains details of placement requirements and an extensive list of FAQ
5. Know where to find the up to date documents and preformats - IT IS YOUR RESPONSIBILITY TO ENSURE MENTORS USE THE MOST UP TO DATE DOCUMENTATION: http://www.cumbria.ac.uk/about/partnerships/education/information-primary/

Forms for Placements/Schools

- Mentor / Partnership Link Completion
- Student Completion
- Quality Assurance Recording

Effective Target Setting for ITE Trainees

- Placement and Travel Policy
- Placement Briefings and Support Sessions
- DBS and Safeguarding
- Partnership Agreement
- Placement Handbook
- SPAR - Student Progress Assessment Record
- Supplements
- The Common Assessment Framework
- Guidance for Planning for Learning and Tracking Pupil Progress
- Cause for Concern and Moving to Good or Better

This briefing guidance document
Professional responsibilities and conduct

‘A teacher is expected to demonstrate consistently high standards of personal and professional conduct.’

Teachers’ Standards 2012 Part Two

Activity 2  What does this mean to you?

Succinctly, in pairs and in less than 25 words, define how you may approach achieving this.
PROFESSIONAL EXPECTATIONS
(Before starting Placement)

First impressions do matter.

When the placement office advises you of your school, always contact the school and your UPT by E-mail to introduce yourself, confirm the attendance dates and enquire about any requirements the school may have. You need to behave professionally at all times!

More on this later, but think about:
• How you intend to look the part
• How your behaviours in school will differ from outside school
• How you are going to manage your time during placement
• How to get better organised in advance

A complete placement file is one important indicator of your professional attention to detail ... In addition to planning you have: 4 documents before placement starts, 11 documents during placement and 3 documents after placement... here they are.
1. Typical introductory E-mail

Dear xxxxxxx

I am due to start my Beginning/developing/extending placement with you as my school mentor on xxxxxxxxxx for xxx weeks

My name is: xxxxxxxxxx
My programme of study is: xxxxxxxxxxxxxxxxxxxxxx

I will ensure that when I start my placement:
1. I will have a printed copy of a SPAR (Student Progress Assessment Record) and the Common Framework (Teacher Standards) in the front of my file.
2. I will have read the schools most recent Ofsted report.
3. I will have started to gather information about the school from the school’s website.
4. I will have obtained a copy of the schools Safeguarding and E-safety policy and procedures; and will have read it.
5. I will have a copy of my Cumbria Teacher of Reading booklet with me ready to share with staff as necessary.

If you have any further specific requirements please let me know. I am looking forward to my time in your school.

Have a good weekend
Best Regards
2 SPAR- PROFESSIONAL EXPECTATIONS
(Before starting Placement)

It is **your** responsibility to ensure that the **STUDENT PROGRESS ASSESSMENT RECORD (SPAR)**, front page, is fully completed by **YOU** and signed by your **AT**, your **PAT**.

It should be kept **neatly** in your file during all placement phases.

This will be checked by your **UPT** on their visits.

Complete this cover page **before** starting placement.
### 3. PRE –Placement Check List

Prepare your file(s) into the five sections. Note- It is not a bad idea to have two files, with file one containing sections 1&2 and file two containing sections 3,4 and 5.

The tasks described on the Pre-placement check list must be completed before placement, reviewed by your PT tutor and signed off by your Mentor to confirm you are ready to start the placement.

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>File Section 1:</td>
<td>All observation and report documentation from previous placements as appropriate. Previous Common Framework Action plans</td>
</tr>
<tr>
<td>File Section 2:</td>
<td>Identified Professional Development targets for the placement, (taken from Common Framework) - To be agreed with Personal Tutor (PT) Current SPAR</td>
</tr>
<tr>
<td>File Section 3:</td>
<td>General information about the placement setting/school, class information and timetable</td>
</tr>
</tbody>
</table>
| File Section 4: | Planning ready for each area of learning - See Phase supplements.  
- Initial Planning Sheet  
- Detailed Medium Term Plans. (As appropriate to phase of placement journey)  
For EYFS Trainees: Areas of learning  
For KS1/2 Trainees: English; Mathematics; Science; Computing; RE; Range of Non-Core Subjects.  
- Weekly Planning Sheets  
- Daily/Organisational Plans  
- Lesson Plans (for first 3 days) |
| File Section 5: | Assessment and Record Keeping  
Class Data Summary Sheet  
Tracking sheets.  
Pupil Profiles  
NBA separate file is required for extending placements. |

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Class Data Summary and also behaviour and marking policies

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Areas for attention:

1.  
2.  
3.  

The areas for attention, indicated above, must be addressed during the first few days of the Block Placement. If the planning is still not adequate, the trainee may not be allowed to start the placement.
What are the pre-placement visit days for?

- To meet your Mentor, share your targets and make a good first impression
- Observe some lessons and get a ‘feel’ for the class.
- Get to know the children and gather some background data about their behaviour, attainment and achievements
- Identifying and negotiate what, when and to whom you will be teaching
- Starting to do some planning and discuss expectations and resources with your class teacher
- Establish when your weekly meetings will be
- Undertake some support learning in a TA role

Complete the 4. Class Data Summary during any visit days or latest during first week of placement.
PROFESSIONAL EXPECTATIONS (During Placement)

Your placement file should contain the following completed documents for each week of placement:

1. **Weekly Reviews** which capture your and your Mentor’s reflections on progress made.

2. **Development Targets Running Record:** with your Mentor set weekly targets.

3. **Attendance** to be recorded

4. **Curriculum** coverage to be recorded
PROFESSIONAL EXPECTATIONS
(During Placement)

5. Trainee Teachers’ Standards Assessment Descriptors
After the first week and at the end of the placement indicate where you think you are against the standards.

4=Inadequate
3=Trainee requires improvement
2=Trainee meeting the expectations for QTS at a good level
1=Trainee meeting the expectations for QTS at a high level
**PROFESSIONAL EXPECTATIONS**
(During Placement) continued…

6. Once a week (at least) you complete a **LESSON OBSERVATION OBSERVERS** Form.

**OBSERVATIONS** of experienced teachers and fellow students are an effective way of developing your teaching skills each week you should observe your class teacher/mentor and make notes on classroom management and teaching approaches.

During your first week it might be possible to arrange a visit into another classroom and learn from a second or third teacher. If you are in a KS2 class then ask to go into a KS1 Class to observe phonics.

**NOTE**- look for positive ideas that you might try, keep negative thoughts to yourself – an experienced teacher will not want to receive criticism from a beginner.

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**LESSON OBSERVATION OBSERVERS FORM**

<table>
<thead>
<tr>
<th>Trainee’s Name</th>
<th>Teacher Observed</th>
<th>Date and Time</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Lesson /Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Starting the lesson/ transitions within lesson</th>
<th>Links made to Previous Learning</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Strategies</th>
<th>Pupil’s Activities/ Opportunities for Learning</th>
</tr>
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<tbody>
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<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Organisation of the Learning</th>
<th>Use of Resources (including use of IT) Role of Other Adults</th>
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</thead>
<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>Management of Pupils</th>
<th>Strategies for Assessing Pupil’s Learning</th>
</tr>
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<tr>
<th>Consideration of Inclusion</th>
<th>Teacher Presence in the Classroom</th>
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<table>
<thead>
<tr>
<th>Summarising and Extending the Learning</th>
<th>Concluding the Lesson</th>
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</table>
7. MENTOR and UPT OBSERVATIONS
With exception of the first week and if all is well the last week, you should be observed by your Mentor, and receive both verbal and written feedback using the Observation document. These are an essential way of determining your progress and setting appropriate targets. After the first week of placement you should be settled in and prepared to do some teaching at the appropriate group size.

NOTES
I. When your UPT visits they may conduct a joint observation. You will be given advance notice of a UPT visit.

II. ALWAYS be prepared before any observation and give the observer(s) a printed copy of the observation document with your details and agreed observation focus completed.
PROFESSIONAL EXPECTATIONS
(During Placement) continued... Pupil Assessment

8. Group /Class PROGRESS TRACKING
After teach a class or group record each child's progress, note any misconceptions/ difficulties and how learning might be extended.

9. INDIVIDUAL PUPIL PROFILE LOG you should pick a range of 3 children and conduct a profile, tracking their progress under your teaching. Keep before and after evidence of their work.
This document records the impact of your teaching on the class - reflect on how well the class is doing under your tutorship. At set periods into placement; 3 weeks, 5 weeks and for extending placements at 8 weeks, you complete the Focused Pupil Progress review. This is a tool to help you evidence teaching standards two and six in particular. Who in your class is exceeding expectation who is not meeting them? Why are you having an impact and what else can you do? These impact reports to be completed by the student, agreed with your mentor and shared with the UPT.

10. FOCUSED PUPIL PROGRESS REVIEW
(Recording your impact on learning)

General Confidentiality
Personal information about children should not be copied without the formal agreement of the school. Where you need to cite or refer to schools or individuals in academic work, they must ensure that such references are anonymous or seek written permission from the placement setting.
11. Complete the appropriate Phase of your Cumbria Teacher of Reading documentation.

- Observe the teaching of Systematic Synthetic Phonics (SSP) and Guided Reading. This may involve arranging time in another Key Stage.

- Be observed (with feedback in the CTOR booklet on pg18/19 and pg40) teaching one in a minimum sequence of three Phonics and three Guided Reading sessions.
PROFESSIONAL EXPECTATIONS
(End of placement)

The END OF PLACEMENT REPORT must be competed during the second last week of placement.
It is YOUR responsibility to get your Mentor to complete this and give you a grade against the teaching standard descriptors S1 to S8. There will also be comments on your professionalism and impact of your teaching on the children’s progress.

ENSURE THIS IS FULLY COMPLETED WITH YOU FULLY UNDERSTANDING YOUR TARGETS AND GRADES.

You should keep a copy of the completed report in your file and Email a copy to the KAP office at: kapcarlisle@cumbria.ac.uk and send a copy to your UPT.
PROFESSIONAL EXPECTATIONS
(After placement)

1. Complete the Post Placement Reflections: this focuses on placement experiences, progress made, and satisfaction with placement.

2. End of Phase/Year reflections

Discuss both of these documents and review your whole file with your PT tutor, ensuring that you have clear targets and a strategy to achieve them during the next phase.

3. The university would like you to Evaluate the placement via the BOS online Survey:
   Beginning: https://cumbria.onlinesurveys.ac.uk/begplacement201718
   Developing: https://cumbria.onlinesurveys.ac.uk/devplacement201718
   Extending: https://cumbria.onlinesurveys.ac.uk/extplacement201719
ACTIVITY Quiz - Around the world

Each person to number a sheet of paper 1-12.
Start with one person in a hot seat at the front of the class.
Ask questions – as long as they give a good answer they stay in the seat. If an answer is incomplete or wrong – the class member that gives a good answer takes their place. Who can stay in the seat for the longest period or is in the seat after 5 minutes wins. Individually how many did you get correct?

1. Q. What does SPAR stand for?
2. Q. Who am I? - I am the university member or staff who will visit you during placement. I am responsible for the quality control of your school experience.
3. Q. What does KAP stand for? How many are there?
4. Q. Why is ‘the common framework’ important?
5. Q. In the Beginning placement is it ok to get a grade 4 for a standard?
6. Q. Grade 4 means ....
7. Q. What 2 documents must be completed and shown to your PAT tutor before starting placement?
8. Q. What time should you arrive in the morning and when should you leave?
9. Q. How many of the 11 documents to be maintained once placement has started can you name?
10. Q. What document records your training in the teaching of systematic phonics?
11. Who decides on your placement KAP grade?
12. Q. When MUST you send in the completed end of placement KAP report?
ACTIVITY Quiz- Around the world

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5. Q. In the Beginning placement is it ok to get a grade 4 for a standard?
6. Q. Grade 4 means ….
7. Q. What 2 documents must be completed and shown to your PAT tutor before starting placement?
8. Q. What time should you arrive in the morning and when should you leave?
9. Q. how many of the 10 documents to be maintained once placement has started can you name?
10. Q. What document records your training in the teaching of systematic phonics.
11. Q. Who decides on your placement KAP grade?
12. Q. When MUST you send in the completed end of placement KAP report?

ANSWERS

1. Student Progress Assessment record
2. UPT University Partnership Tutor
3 Key Assessment point , 3- B,D,E
4 to manage your achievement of the teaching standards
5 yes-but you need an action plan to move to 3 then 2
6 Inadequate progress / cannot demonstrate standard
7 SPAR front cover , Pre-placement check list (+ class data summary if appropriate)
8 Half an hour before lessons (typically 8.30am for 9.00am start) Leave by agreement with mentor but no earlier than 4.15pm
9 Weekly review , development targets, attendance , curriculum taught, standards descriptors, observations of peers, Mentor/UPT observations of you, Class progress tracking, Pupil profiles, Cumbria teacher of reading.
10 Cumbria Teacher of Reading
11 Mentor
12 Friday of penultimate week of placement (unless agreed with UPT)
PROFESSIONAL EXPECTATIONS - Keeping up appearances

DRESS CODE

Comfort
You can look professional and be comfortable at the same time. Make sure that you can sit down, stand up and move your arms with ease at all times, and that you’re not constantly tucking in your top or pulling up your trousers.

Cover up
It is not a good idea to reveal too much of yourself. Keep an eye on your hemlines and lengths of your tops at all times.

Dress as an Authority Figure
Forgo flip flops, sharp or too many visible piercings, faded or ripped clothing, or anything else that would make the students – or other staff – doubt that you’re a teacher.

Be Yourself
But make sure you adopt a professional version of your wardrobe when dressing for your teaching job.

Change for PE
Be a good role model, treat it seriously and change into appropriate wear for PE.

NO CANNED FIZZY DRINKS- IF YOU MUST, KEEP THEM IN THE STAFF ROOM
PROFESSIONAL EXPECTATIONS MOBILE PHONES- some simple guidelines to avoiding problems

• During school hours, mobile phones should be switched off and kept out of sight in the classroom and never used in the presence of the children.

• Where a phone call is expected upon the mobile phone, leave it with staff in the main office. You will be informed if the call is received. Even better give the school telephone number to be contacted upon during the school day.

• Never contact pupils or parents from your personal mobile phone, or give them your personal number.

• If you must make a call ask to use the school office phone.

• Strictly no photos should be taken of the children or activities. A school camera should be used for any photos.

• Never send to, or accept from, colleagues or pupils, text or images that could be viewed as inappropriate in any way.

• School Excursions/residentials – may required you take a mobile phone to ensure they have full contact with school in case of an emergency.

IF IN DOUBT SEEK ADVICE FROM YOUR AT -THE SCHOOL WILL HAVE A POLICY TO FOLLOW
PROFESSIONAL EXPECTATIONS - 100% attendance

As a trainee teacher we encourage the school to treat you with the same respect as a fully qualified teacher.

**HOWEVER, you are not yet a teacher.** It is a NCTL (National College for Teaching and Leadership) requirement that to achieve QTS status you have to complete a fixed number of days on placement in school.

Whilst the areas which might be covered in teachers absence agreements might include the following:

- compassionate leave for bereavement;
- leave for other family and domestic reasons;
- time off for medical visits (hospital, dentist, specialist, optician, GP);
- time off for fertility treatment;
- examination/study leave;
- time off for religious observance;
- time off for weddings;
- time off for moving house;
- time off for the performance of public duties (for example magistrate or school governor duties);
- time off for jury service;
- time off to attend interviews; and
- paternity leave.

Remember, you are a trainee teacher trying to show how dependable and reliable you are: all the above are manageable and should if at all possible be organised around placement dates.
PROFESSIONAL EXPECTATIONS - 100% attendance continued...

Missing planned placement days if not avoidable through genuine illness, is strongly frowned upon and it can detrimentally impact the final assessment you receive and a failure to complete the statutory minimum number of days, will result in a failed placement and more time in school.

If you are ill then inform the following on the day of absence:

**Student Absence Lines**: depending upon which campus they are based:
- Carlisle - 01228 616351
- Lancaster - 01524 384510
- London - 0207 364 6334 by 9.00am

**School/Mentor**: no later than 8.15am, on 1st day and on return

**Partnership office** on 1st day and on return

- PartnershipLancaster@Cumbria.ac.uk
- PartnershipCarlisle@Cumbria.ac.uk

**Personal Tutor (PT)** on 1st day and on return

**Partnership Tutor (UPT)** on 1st day and on return
FAQ1  How much teaching should I do?

Work with small groups of approximately 6, building up to being directly involved in teaching and learning for up to 50% of the timetable. There should be a balance of student’s own planning that follows the class teacher’s planning. By week 3 you should be confident enough to take the whole class each week for a couple of lessons. You need to communicate and negotiate with your class teacher but the more successful whole class teaching you can do the better.
FAQ3  What time do I start and finish?
Typically you should arrive at least thirty minutes before the children and leave no earlier than quarter past four. Again the key here is to adopt a professional approach. Get all the jobs done, be prepared for tomorrow, ensure marking is up to date and leave with the class teacher. This should make the right impression. If you have to get away earlier for some reason such as an appointment, or to catch a bus or train then you need to negotiate with your class teacher/AT and ensure that the UPT is in agreement.

FAQ4  What if I am not getting on with my Mentor?
This happens, we don’t choose our work colleagues. Be mature, remember you are the trainee and it is only for a short period of time. You need to grin and bear it. Professional curtesy dictates that you try to clear the air with your mentor first, be diplomatic and focus on those teaching standards. NEVER: talk about your mentor disparagingly to anyone in the school - not the cleaner, not an AT, not another teacher, not the head and certainly not a parent... Word will get back to them. If it gets to much for you talk to your UPT and your PT if necessary.
FAQ5  What happens if I am not making enough progress?
By the halfway point in the placement you should be informed by your AT that the necessary progress is not being made. At meeting will be held with your UPT to decide on the best way to support you.

FAQ6 What is a cause for concern?
(CfC) Cause for Concern – triggers a supportive, specific target setting process designed to facilitate success. However if targets are not met the placement will be failed. See the Beginning supplement page 6

FAQ 9 What about if I experience harassment or bullying?
• Report this immediately to your UPT or PAT and it will be followed up.
FAQ 10 have a problem and I am not sure how to deal with it

- If it is with a member of the school staff talk to your UPT
- If it is with your UPT – tell them what is bothering you if this fails talk to your PAT tutor.

FAQ 11 My school says students can’t go in the staff room at break time. Can they do this?

On occasions when there are a large number of student teachers in school it can be difficult to accommodate all members of staff in the staffroom. However it is hoped that all student teachers would be welcomed into the school and receive the same opportunities and resources available to other members of staff. In the first instance discuss this with your Mentor and see if it can be professionally resolved, if not highlight the issue with your UPT.

Note In the placement supplement there is a long very complete list of FAQs
FAQ 13 What about PPA Time?
Provided you achieve the specified ‘face to face ‘ teaching time for each placement, this is is by negotiation with your class teacher, but it should be not less than 5 hours spread out over the week. PPA time is spent in school. When not teaching you should be spending time observing the class teacher and your fellow students or providing support in the class as an addition assistant.
Personal and professional conduct

Wider professional responsibilities

Manage behaviour

Use of assessment

Respond to needs

Plan and teach effectively

High expectations

Subject knowledge

Promote progress

TEACHING TO IMPACT ON PUPIL PROGRESS-the juggling octopus

Need any help?
Introduction to available Advice /follow up sessions

Breakout and support sessions can now use the ADVICE ON SKILLS FOR PLACEMENT NOTES. These can be used at any time, in any order based on student need. The recommended order need not be adhered to.

**Beginning**
1. Behaviour management i)
2. Observing your mentor and your peers
3. Planning

**Developing**
4. Behaviour management ii)
5. Reflection on lessons and assessment
6. Target setting

**Extending**
7. Behaviour management (iii)
8. Pupil Profiling
9. Tracking Class progress
Developing Placement

expectations and steps to succeeding
How did you use the Beginning placement to improve your capability?

**ACTIVITY - BINGO**

Draw 4 boxes and in each box record one way in which your professionalism has developed.
How did you use the Beginning placement to improve your capability? Bingo- shade in the four boxes when your professional development area appears

Confident speaker
Improving time management
Dealing with workload pressure
Diplomatic in work situations
Good listening skills
Growing subject understanding

Planning skills
Responsive to needs of others
Dealing with the stress of expectations
Willing to admit when wrong
Growing confidence in behaviour management

Assessing progress in children
Proactive self-regulating learner
Growing in personal gravitas
Growing in confidence

Can you suggest more areas?
Should now have growing confidence and self belief which should match your aspiration to demonstrate that you can meet the professional teaching standards.

Remember your mentor and school colleagues are very busy your initiative and a proactive approach towards being prepared and completing documentation and planning on time will be appreciated and reap rewards regarding grading!
KEY EXPECTATIONS - DEVELOPING PLACEMENT

1. Build on the experience gained on *Beginning* Placements.
2. Seek to further develop professional practice which supports *group and whole class teaching*.
3. Increase awareness and engagement beyond the classroom. Contribute to wider life of the school.
4. Teach **up to 60% of the time** spent in schools - building on students’ knowledge of the ‘plan, teach, assess, reflect cycle’.
5. Develop ability to track impact of teaching on pupil progress over time

But how do you *the trainee* achieve these aims?
**ACTIVITY** _Reflect on your first placement - how did it impact on your personal SWOT - Discuss with a partner and add comments to each box._

<table>
<thead>
<tr>
<th>MY STRENGTHS - PERSONAL AND PEDAGOGICAL STRENGTHS</th>
<th>MY WEAKNESSES - AREAS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPPORTUNITIES OFFERED BY NEXT PLACEMENT</td>
<td>THREATS – CONCERNS ABOUT NEXT PLACEMENT</td>
</tr>
</tbody>
</table>
The Beginning placement familiarised you with the process of producing a **placement file** and the protocols that are expected to be followed on placement...

**THE DOCUMENTATION AND MOST PROTOCOLS HAVE NOT CHANGED FOR THE DEVELOPING PLACEMENT**

However there is an expectation that you show clear improvement in all areas:
1. Detailed and complete documentation
2. Increased emphasis on professional engagement in the school
3. Progression against teaching standards
DOCUMENT EXPECTATIONS DEVELOPING PLACEMENT

PROFESSIONAL EXPECTATIONS (Before Placement- documents to be completed):
1. STUDENT PROGRESS ASSESSMENT RECORD (SPAR), front page
2. PRE-PLACEMENT CHECKLIST TASKS
3. CLASS DATA SUMMARY

PROFESSIONAL EXPECTATIONS (During Placement- documents to be completed):
1. WEEKLY REVIEWS which capture your and your Mentor’s reflections on progress.
2. DEVELOPMENT TARGETS RUNNING RECORD: with your Mentor set weekly targets.
3. ATTENDANCE to be recorded
4. CURRICULUM coverage to be recorded
5. TRAINEE TEACHERS’ STANDARDS ASSESSMENT DESCRIPTORS-Regular reflections
6. LESSON OBSERVATION OBSERVERS FORM – 2 per week
7. MENTOR and UPT OBSERVATIONS- weekly after first week
8. Group /Class PROGRESS TRACKING
9. INDIVIDUAL PUPIL PROFILE LOG
10. FOCUSED PUPIL PROGRESS REVIEW-IMPACT
11. CUMBRIA TEACHER OF READING DOCUMENTATION.

PROFESSIONAL EXPECTATIONS (End of Placement- documents to be completed):
1. POST PLACEMENT REFLECTIONS
2. PHASE/YEAR REFLECTIONS discuss your targets and reflections for the next phase/year with your PT tutor.
Ongoing Developing Professionalism

- Always arrive before 8.30am;
- Never leave before 4.30pm unless agreed;
- Get stuck in and show initiative;
- Work hard, be an active member of the school staff team.
- Maintain a professional demeanor and appearance.
- Seek and take into account advice and guidance from experienced colleagues.
- **Ensure planning is completed and given to Mentor at time agreed.**
- Take on board mentor comments
- Offer to support or run an extra curricular activity such as an after school club;
- Be organised, have a clear, well organised file being used as a working document;
- Know what you are supposed to be doing and do it timely.

**PLACEMENT OFFICE REMINDER OF EXPECTATIONS**
DEVELOPING Placement Grading Expectations and the consequences of inadequate progress.

• A combination of all grades is acceptable.

• Any grade 3 or 4 will require a Moving to Good plan.

• If your modal (most common) grade given is overall a grade 3 or a grade 4—the university will review the appropriate course of action consisting of either:
  • A moving to Good plan
  • A Cause for concern
  • Resit of placement.
If you want to know more about the developing placement, read and ‘digest’ the Generic Primary & Early Years Placement Handbook and its Developing Supplement.
YOU should now be familiar with and using the TEACHERS’ STANDARDS ASSESSMENT DESCRIPTORS (also known as the Common Framework) to set your targets.

For example, **standard S2** focuses on how well you **DEMONSTRATE AND EVIDENCE:**

- a secure understanding of how learners learn.

  - take account of prior learning in planning and teaching?
  - based on analysis of learner’s progress, make accurate assessments to effectively construct and scaffold learning
  - assess progress and give appropriate feedback verbal and written
  - plan for progression building on pupils’ prior knowledge and attainment
  - **encourage pupils to take pride in their work and achievements?**
  - engage learners in setting objectives for the development of their own learning and development
  - demonstrate that all pupils make good progress in their learning?
  - set targets for individuals, groups and whole classes that allows the children to recall, review and draw conclusions about what they have achieved and guide and support them in what they need to do next to improve.

Highlight when met
ADVICE ON HOW TO ACHIEVE THE BEST KAP GRADE

All grades descriptors still apply – the step change required by you is the expectation that a more experienced trainee you will **have a greater impact on the learning in your class and the life of the school.** Remember, the best way to progress towards achieving a good or better grade is to be proactive, reflective on progress and be a self-regulating learner.

- Before placement ensure pre-placement contact with the Mentor, University Partnership Tutor (UPT) / Partner Programme Lead (PPL).
- Maintain a good quality complete file, containing all the mandatory documentation.
- Ensure that at least 3 formal observations take place, plus one which focuses on the student’s ability to teach reading.-that is 4 observations.
- Have a realistic view of where you are currently are against each grade by setting weekly targets using the descriptors and then meet them.
- Remember the descriptor / teaching standards are working documents, review them regularly as use as a discussion tool at the weekly mentor meeting. Highlight your progress towards a grade 1, together with your mentor.
ADVICE ON HOW TO ACHIEVE THE BEST KAP GRADE continued...

• Teach at least 3 guided reading lessons, maintain the Cumbria Teacher of Reading doc.
• Hold an effective weekly meeting with your mentor.
• At first meeting, review previous KAP report and plan how to meet your initial targets.
  ✓ Always: Be prepared
  ✓ Be proactive
  ✓ Be professional
  ✓ Be polite
  ✓ Be discrete
  ✓ Remind your mentor of what needs to be done
  ✓ Discuss targets met and those still to meet.
  ✓ Take advice and act on it

Assertiveness is a skill regularly referred to in social and communication skills training. Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.
Frequently Asked Questions for Developing placement

FAQ 1  I’m not getting on very well with my fellow student on a paired placement. What can I do?
This sometimes, regrettably, happens, but is also part of the world of work. We will not always see eye to eye with everyone we work with. However you have a professional job to do and need to come to an agreement about any differences you might have to ensure that the children do not in any way suffer.
FAQ 2  Is it OK to spend my non-contact time working away from school?
NO. Although some school colleagues may work elsewhere during their PPA time you should work in school so that you can plan, assess and evaluate with your fellow student. This is best achieved in school.

FAQ 3  How much should I involve myself in other activities and duties in school?
Throughout your placement you should show initiative and offer to assist with a wide range of duties and other activities, e.g. break-time duties (alongside a qualified member of staff, but not by yourselves); meetings and parents evenings (at the discretion of the school) and after school extra-curricular activities. Overall seek opportunities to involve yourself in this important aspect of school life.
FAQ 4 My Mentor hasn’t given me a copy of my report. What should I do? Student teachers should be made aware of the content of their report and KAP grades before finishing their placement and should be fully aware of progress through weekly tutorials and an examination of progress against the Teachers Standards. On some occasions the writing of the final report is delayed to enable student teachers to make additional progress in the latter stages of placement. **IT IS THE TRAINEES RESPONSIBILITY TO GET THE REPORT (AT THE LATEST) BEFORE FINISHING PLACEMENT** If you have not received a copy of your report before leaving the placement you should talk to your school based Mentor and request a copy urgently.

FAQ 5 I have a part-time job. Can I continue this during placement? We realise that trainees experience financial difficulties but if you continue to work in employment during the evenings when you are on placement you run the risk of getting behind with your work and not being alert in the classroom. We would advise against it.

FAQ 6 How many pupil profiles do I need to do? Beginning – 3, Developing – 3, Extending – 3. These should be reviewed in your post placement tutorial.
FAQ 7 My class teacher says I have to teach XXXX. I’ve never done that before but she still expects me to have some ideas for what to do and how to do it. Is that fair?
As a teacher you will be required to be flexible and adaptable to a changing educational curriculum. If you have concerns about your ability to deliver a subject you should discuss this with your Mentor who will be able to suggest available resources and point you in the right direction. For further assistance you can also contact your UPT.

FAQ 8 What should I do when my class go to assembly?
You should usually accompany the class and be responsible for their behaviour and conduct. However, statutory safeguards are in place to ensure that teachers are not disadvantaged as a result of their religious or non-religious beliefs for attending or omitting to attend religious worship. If you do not wish to attend an assembly because of your religious beliefs or lack of such beliefs, you should contact/inform your Partnership Tutor (or equivalent University based academic contact) or class teacher at the earliest possible opportunity.
In some situations staff are not required to stay in for assemblies, in these cases you should use the time to set up for the next lesson, plan or assess work or if possible meet with your Mentor or class teacher to support progress.
Introduction to available advice / follow up sessions

Breakout and support sessions can now use the ADVICE ON SKILLS FOR PLACEMENT NOTES. These can be used at any time, in any order, based on student need.
The recommended order need not be adhered to.

**Beginning**
1. Behaviour management i)
2. Observing your mentor and your peers
3. Planning

**Developing**
4. Behaviour management ii)
5. Reflection on lessons and assessment
6. Target setting

**Extending**
7. Behaviour management (iii)
8. Pupil Profiling
9. Tracking Class progress
EXTENDING PLACEMENT

The last block before getting QTS...one more big step
**KEY EXPECTATIONS - EXTENDING PLACEMENT**

1. Build on the experience gained on **Beginning and developing** Placements.

2. Seek to further develop professional practice through teaching the whole class 70% of the time.

3. Make a significant impact on the children's learning.

4. Planning should show progression in new learning which is assessed through the ‘plan, teach, assess, reflect cycle. You should be preparing and using weekly plans for core subjects and half term plans for non core subjects.

5. Demonstrate assessment skills and capability to track impact of teaching on pupil progress over time whole class.

6. Increase awareness and engagement beyond the classroom.

7. Contribute to wider life of the school.

8. Demonstrate and evidence that you meet all elements of the Professional Teacher Standards whilst successfully completing the associated academic study.
The **Beginning** placement familiarised you with the process of producing a **placement file**. During the **Developing** placement you should have consolidated this and now you need to do it all one last time for the **Extending** placement but even even better.

**THE DOCUMENTATION AND MOST PROTOCOLS HAVE NOT CHANGED FOR THE EXTENDING PLACEMENT**

There is an even greater expectation that you show clear improvement in all areas, you have to prove that you are ready and capable of having your own class after the summer. Teachers take this ‘state of readiness ‘ that you meet the requirements for QTS and ready to have your own class VERY seriously.

You have to:

1. Provide detailed and complete documentation
2. Increased emphasis on professional engagement in the school
3. Progression against teaching standards and operate at a good or better level.
DOCUMENT EXPECTATIONS FOR EXTENDING PLACEMENT

PROFESSIONAL EXPECTATIONS (Before Placement- documents to be completed):
1. STUDENT PROGRESS ASSESSMENT RECORD (SPAR), front page
2. PRE-PLACEMENT CHECKLIST TASKS
3. CLASS DATA SUMMARY

PROFESSIONAL EXPECTATIONS (During Placement- documents to be completed):
1. WEEKLY REVIEWS which capture your and your Mentor’s reflections on progress.
2. DEVELOPMENT TARGETS RUNNING RECORD: with your Mentor set weekly targets.
3. ATTENDANCE to be recorded
4. CURRICULUM coverage to be recorded
5. TRAINEE TEACHERS’ STANDARDS ASSESSMENT DESCRIPTORS-Regular reflections
6. LESSON OBSERVATION OBSERVERS FORM – 2 per week
7. MENTOR and UPT OBSERVATIONS- weekly after first week
8. Group /Class PROGRESS TRACKING
9. INDIVIDUAL PUPIL PROFILE LOG
10. FOCUSED PUPIL PROGRESS REVIEW
11. CUMBRIA TEACHER OF READING DOCUMENTATION.

PROFESSIONAL EXPECTATIONS (End of Placement- documents to be completed):
END OF PLACEMENT REPORT
1. POST PLACEMENT REFLECTIONS
2. PHASE/YEAR REFLECTIONS discuss your targets and reflections for the next phase/year
Ongoing Extending Professionalism

- Before placement - contacting your mentor, UPT and PT by email introducing yourself formally.
- Always arrive before 8.30am and not leave before 4.30pm.
- Ensure planning is completed to standard and given to Mentor at time agreed.
- Ensure marking is up to date and in line with school policy.
- Operate according to school behaviour Management policy.
- Be prepared for weekly mentor meeting and review targets and set new targets to ensure teaching standards are met at least level 2.
- Maintain a professional demeanor and appearance.
- Show initiative and be proactive, run an extra curricular activity i.e. an after school club.
- Work hard, Be an active member of the school staff team, talk to all the staff be friendly and approachable.
- If in doubt seek advice and guidance from your mentor- keep your UPT informed.
Extending Placement Grading Expectations

• Be organised, have a clear, well organised file, with all documents completed and available to view.
• Remember you are a guest in someone else’s class We aspire for you to achieve grade 1 in all the teaching standards.
• We expect you to achieve at least a grade 2 in all the standards.
• If you look like getting a grade 3 in a teaching standard your Mentor should be setting targets that will enable you to achieve level 2 your UPT will also look at a moving to good plan.
• Before starting the extending placement, any standards graded 3 or 4 will require a Moving to Good plan to be in place and shared/discussed with your PT, UPT and Mentor.
• A mix of grades 3,2,1 will pass the placement.

ANY TEACHING STANDARD GRADED 4 WILL MEAN THE PLACEMENT IS FAILED
If you want to know more about the Extending placement, read and ‘digest’ the Generic Primary & Early Years Placement Handbook and its Extending Supplement.
CHOOSING TO GO NON QTS

Occasionally during the Extending placement students decide that they no longer want to be a teacher. Instead they just want to graduate with their degree without QTS (Qualified Teacher Status).

It is NOT an option to graduate and resit a placement a year later If you want to graduate with both Degree and QTS you must wait until placement is passed.

If you think non–QTS is the route for you contact your PT and UPT ideally before placement starts or as soon as possible after placement starts. Once placement has started the opportunity to go non QTS will be decided on a case by case basis there is no right to this option.

If the case to go non QTS is not agreed you will have to resit the placement and pass to get the credits attached to it that count for your degree. If you then choose not to resit these credits are lost and it will probably result in you receiving a Degree without Honours.
Frequently Asked Questions for Extending placement
FAQ 1. How many days off can I have for interviews?

Depending on your programme there is a requirement that you are on placement for a minimum period over the duration of your training, see below:
A four year undergraduate QTS 160 days (32 weeks)
A two or three year undergraduate QTS 120 days (24 weeks)
A secondary graduate QTS 120 days (24 weeks)
A primary graduate QTS 90 days (18 weeks)

There is no set number. Many students achieve 100% attendance over the whole of their training. Absence for any reason is tracked by the university and absence for interviews is at the discretion of the university partnership tutor and the school. If your record of absence is not causing a concern, then permission to attend interviews will be granted.
Frequently Asked Questions continued...
FAQ 2. How times should I be observed?

Your school mentor should typically observe you every week. If all is well and the final report is being written it is permissible not to be observed in the last week.

You should also be observed at least once by your UPT.

Remember the process of being observed and observing others is an essential part of your training and very useful in developing your pedagogy ...it is not something to avoid.

If you have any worries or concerns contact your UPT.
FAQ 3. Should we run a trip? Should we run an after school club?

Neither of these are mandatory but both are expected of a qualified teacher as a result these are both excellent ways of demonstrating your commitment and help you to meet the professional aspects of the teaching standards.

So whilst it not essential these are certainly desirable on your extending placement.
Frequently Asked Questions continued…
FAQ 4. What are the expectations for preparation week?

First you should attend—absence even if not officially part of the placement is viewed dimly by both the school and UPT and can be detrimental to your professional grading at the end of the placement.

You are not expected to teach, you are there to prepare to teach. Agree what you will be doing once placement starts.

Get to know the class teacher and the children.

Make the right impression with your class teacher, remember they will grade you.
Frequently Asked Questions continued...

FAQ 5. What if the year group I am teaching makes it difficult to meet all the standards?

All the different year groups have different challenges. If you have any issues talk to the UPT.

FAQ 6. Worries about staffroom?
During your preparation week the school will confirm their views on staffroom access. If the staffroom is small they may ask you not to sit in there and instead provide another room for you to sit in. If you are allowed to use the staffroom (usually the case on final placements) then just behave respectfully and in a friendly way. It is nothing to worry about.
Frequently Asked Questions continued…
FAQ 7. Do we use daily plans or MTP’s?

When being observed always prepare a detailed daily plan. The planning supplied has to meet the expectations of the school mentor. Agree requirements in terms of detail and mentor oversight during the preparation week. Normally you should aim to give the planning to your mentor on Friday before teaching on Monday.

If you make the right impression during the first week and deliver good lessons then a MTP format is normally what is required.

HOWEVER is the mentor is concerned about the lesson quality then they are within their rights to ask for detailed plans until the teaching is at the required standard.

NO PLANNING – NO TEACHING!
END OF EXTENDING LECTURE

Introduction to available Advice /follow up sessions

Breakout and support sessions can now use the ADVICE ON SKILLS FOR PLACEMENT NOTES. These can be used at any time, in any order, based on student need.

The recommended order need not be adhered to.

**Beginning**
1. Behaviour management i)
2. Observing your mentor and your peers
3. Planning

**Developing**
4. Behaviour management ii)
5. Reflection on lessons and assessment
6. Target setting

**Extending**
7. Behaviour management (iii)
8. Pupil Profiling
9. Tracking Class progress
Advice for placement:
Seminar 1. Behaviour Management (i)
I have come to a conclusion:

*I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my mood that makes the weather. As a teacher I possess the tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.*
Human behaviour flows from three main sources: desire, emotion, and knowledge. 
**Plato**

Behaviour management is about the promotion of an environment/ atmosphere that is ... 

**ALL ABOUT THE LEARNING** in all its forms.

But...Hannah  

List the possible reasons for this on post-its. 

Can you group these reasons in any way – or find links between any of them?

Which of these reasons are things a teacher can do something to prevent?  

Teacher is teaching but Hannah hasn’t learned anything today...
Key Points Arising: Factors contributing to good behaviour in schools include:

- a whole-school approach
- high expectations
- warm teacher-pupil relationships
- a high-profile head-teacher
- class teachers taking key responsibility
- good communication with the local community
The Carter review of initial teacher training (ITT), says that learning how to manage behaviour effectively is vital for trainees.

Practical guidance on how to deal with unruly pupils in the classroom should be an integral part of teacher training, according to a new report.
It is important to note that **good teaching** is the **most effective way to get good behaviour**. Teachers who plan and teach **dynamic, stimulating lessons based on sound assessment and excellent subject knowledge** are likely to experience fewer difficulties with behaviour.

(Teaching Agency, 2012)
AVOID BASIC MISTAKES

So faced with children who are all individuals and trying to develop this learning atmosphere there are many mistakes that the teacher can make let’s look at some of the most common.
In groups, draw a grid and discuss what types of behaviours might be graded green, amber, red or just plain out of order.

<table>
<thead>
<tr>
<th>Green Traffic Light Good</th>
<th>Amber Traffic Light Low level disruption</th>
<th>Red Traffic Light Disruptive</th>
<th>Out Of Order Light Seriously disruptive</th>
</tr>
</thead>
</table>

- refusing to follow instructions
- running out of school
- ruining game or group activity
- correcting work when asked
- fighting
- physical abuse to adults or peers
- sustaining attention
- leaving the classroom without permission
- avoiding work and wasting time
- racial abuse
- settling and starting tasks promptly
- damaging equipment
- uncooperative
- totally distracting or hindering others
- showing consideration to adults and peers
- vandalism
- interrupting staff/adults
- polite and co-operative
- disrupting game or group activity
- taking turns and sharing
- refusal to correct work
- using equipment appropriately
- dangerous refusal to follow instructions
- resisting distractions

- stealing
- verbal abuse
- refusing to work
- listening to staff/adults
- swearing at staff
- being easily distracted
- serious bullying
- threatening behaviour
- not following instructions appropriately
- sulking
- swearing at peers
- following instructions on request
- distracting or hindering others
- name calling
- rude and argumentative towards staff/adults
- refusing to follow instructions
- running out of school
- showing consideration to adults and peers
- refusing to work
- listening to staff/adults
- swearing at staff
- being easily distracted
- serious bullying
- offensive language
- not following instructions appropriately
- sulking
- swearing at peers
- following instructions on request
- distracting or hindering others
- name calling
- rude and argumentative towards staff/adults
<table>
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<tr>
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<td>not following instructions appropriately</td>
<td>refusing to follow instructions</td>
<td>dangerous refusal to follow instructions</td>
</tr>
<tr>
<td>request</td>
<td></td>
<td></td>
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<tr>
<td>listening to staff/adults</td>
<td>interrupting staff/adults</td>
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</tr>
<tr>
<td>settling and starting</td>
<td>avoiding work and wasting time</td>
<td>refusing to work</td>
<td>running out of school</td>
</tr>
<tr>
<td>tasks promptly</td>
<td></td>
<td>leaving the classroom without permission</td>
<td></td>
</tr>
<tr>
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<td>distracting or hindering others</td>
<td>totally distracting or hindering others</td>
<td>serious bullying</td>
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<tr>
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<td>damaging equipment</td>
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<td>ruining game or group activity</td>
<td></td>
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<tr>
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<tr>
<td>correcting work when asked</td>
<td>refusal to correct work</td>
<td></td>
<td></td>
</tr>
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</table>
Six common behaviour management mistakes

1. Extreme teachers
Avoid a heavy reliance on punishment- it has diminishing effect.
The other end of the attitude spectrum is the teacher who needs to be a ‘best friend’ to children, which can lead to blurred boundaries and some children will feel socially excluded.

2. Taking poor behaviour personally
All behaviour is purposeful in the sense that it attempts to either gain something, usually peer kudos or attention, or not lose something, usually saving face in front of their friends. So it is not personal.
Modelling the behaviour you want and be consistent in your expectations.
Looking to find solutions to behavioural issues in a professional and measured way as part of the challenge of the job. Be direct and straightforward and deal with it immediately or “I will talk to you later”

3. Criticising the person rather than the behaviour
Really effective relationships are built on distinguishing what someone does - their behaviour - from the actual person. For example, if a teacher says: ‘Don’t be so rude!’ the child will feel personally attacked. Criticising the specific behaviour is a more effective strategy as it gives pupils an opportunity to learn and modify their behaviour. The same teacher could say instead, ‘Not responding to a teacher is rude.’
4. Not giving children a second chance
If a child behaves poorly give them a chance to start afresh. If you don’t allow children to make amends it can limit their relationship with you and damage their self-esteem. It’s also unlikely that there will be any positive change. The ‘I’ll say it once” type approach, followed by an appropriate punishment, such as missed playtime. Is too harsh, as many children will modified their behaviour if given a second chance.

5. Making threats
If you make threats of any kind or personal, derogatory remarks, this can only lead to a hostile relationship, damaged self-esteem, and worsening behaviour. Threats tend to have an intimidating and bullying tone and are often said in an emotional way. For example, if a teacher says: ‘Nathan if you talk ONE more time that’s your playtime gone!’ it sets up both a threat and a challenge whereas ‘Nathan if you continue to interrupt you’ll be choosing to lose three minutes of playtime’, makes the request and consequent action fair and clear.

6. Inconsistent approach
Often this presents as giving warnings or sanctions but not carrying them through or applying sanctions and then letting children off. Children of all ages need to know where they stand and that the adult is consistent and cares enough to say no, mean no, and follow through when necessary. Avoid constantly giving warnings without following through with consequences for not responsive.
Behaviour Management: some useful classroom tips

Enthusiasm
Ingenuity
Confidence
Flexible
Patience
As a teacher, if learning is to effectively take place - you must:

**Establish your authority with the class by:**

1. **Conveying that you have status (gravitas)**
   Appear relaxed, self-assured, confident and in control - you are the adult NOT THEIR BEST FRIEND.
   Tone of voice, posture, eye contact and facial expression should indicate that you expect the required response.

2. **Teach competently**
   Show that you are knowledgeable, interested, and that you have prepared well for the lesson because the class's learning is important. Being taught well gives the class a feeling of worth which increases self-worth, confidence, and belief.

3. **Control the class**
   You are in charge! Be consistent and fair. Ensure that class rules are understood and respected with appropriate consequences when broken.

4. **Pre-empt bad behaviour**
   Employ strategies to stop bad behaviour before it develops: peripheral vision, eye contact, move, closer, non-verbal hints, target questioning. Don’t ignore it – but don’t over react ... employ discretion but be effective.

5. **Be consistent** with school behaviour policy.
MAKE THE RIGHT IMPRESSION

• Always meet, greet and correct at the door as pupils enter/ leave: brings positivity early, as well as the first chance to stamp out untidy uniform, chewing etc.: “Excellent uniform…”; Great to see you today…”; “Good start…”

• Ignore bad behaviour and focus on good behaviour: “Thank you- for being ready to listen”; “Thank you - for looking this way”; “Thankyou,-for your being so grown - up” etc.

• Exude confidence! How can we impart confidence and self esteem in our pupils if we are severely lacking it ourselves? Plus pupils can smell fear a mile off & will capitalise on it!

SET THE SCENE AND YOUR EXPECTATIONS

WALT: What are we learning today?
Big picture e.g. “Today we will learn … ready for an assessment next lesson”

WILF: What am I looking for? Success criteria (afl) e.g. “Today I’m looking for you to …”

WAGOLL: What a good one looks like – model the template – what a good one looks like, plus this builds healthy competition – can the pupils do it as good or better?
• Always be **ALERT** and be careful of **positioning** – you should always know what each pupil is doing e.g. never turn your back to focus on one pupil etc.

• Quietly **monitor** and offer **encouraging words/ gentle discipline**

• Give no more than **3 instructions** at any one time – brain struggles to process

**Best skills of an excellent teacher:**

• **Confidence** – impart this to pupils in order to boost their self esteem

• **Inter-personal skills** – they know their names, personal stories, use a sense of humour, engage with pupils using references that pupils relate to e.g. Frozen, X-factor etc.

• **Firm, fair and clear boundaries**: meet, greet and correct issues at door

• **Interesting and engaging lessons**

• **Good, consistent performance**

• **Assertive and confident manner** – body language etc.
STARTER: Always use a starter to reinforce prior learning to prepare for this lesson
• Try to use non-confrontational techniques:

“Is everything alright there?” for unfocussed pupils.

“How can I help you?” for pupils off task.

• Stand next to a disruptive pupil

• Make extra-ordinary out of the ordinary – use a lot of praise for small events

• Use ‘thumbs up’, ‘thumbs in middle’, and ‘thumbs down’ e.g. to check understanding supported by appropriate questioning - Blooms Taxonomy

• If pupils don’t respond to a question, repeat it again slowly or in a different way. Get quieter pupils to answer in order for them to be included – try using ‘randomisation’ of questioning.

• Look beyond the behaviour – they’re not evil! Many may have ‘PDD’ – Parent Deficit Disorder, and all pupils need encouragement and acceptance
• **Pupils need praise** like plants need water – unruly classes can be tamed by praise.

• When the get it right tell them when they get it wrong they also need to know – keep a sense of proportion.

• Utilise and develop **non-verbal skills** e.g. to sort tie out, tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. This keeps a calm environment and doesn’t disrupt the pace of lesson; boosts pupils’ self esteem and pupils can’t answer back to a non-verbal cue!

• **Routine** is crucial – **HAND IN THE AIR** to get attention, with a thumbs up from other hand to pupils that respond.

• **Acknowledge** behaviours but **don’t let it stop the flow** of the lesson: “thankyou for going back to your seat quietly and I’ll speak to you in a minute”

• **Knowing their motives** allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?
• Smile! It’s infectious! No one likes a ‘lemon lip’! Generates warmth and a positive learning environment

• Use seating plans – break up cliques and friendship groups. Take ownership of room

• Use rewards/ not bribery! Must be desirable and specific. Always make the carrot bigger than the stick – pupils just want to please and be accepted. Reward evidence of intrinsic motivation.

• As a teacher, get around radiators, not drainers: if you surround yourself with top staff, you’ll become a top teacher! Stay away from BMWs (bitchers, moaners and wingers!).

• Don’t do more than 2-3 hours planning on a Sunday – you need to be refreshed in order to teach effectively! Have hobbies and activities outside school life (students do what is required by associate tutor).
• Have **effective time management** – be packed ready to leave on the bell, ready to be early and set ready for your next class. Pupils pick up a lot from our behaviour patterns!

• A **phone call home** to a parent for **praise** is far more worth more than a 1,000 negative calls – this is **gold-dust**! A 1 minute call distributing a pupils’ praise to their parent can have far more impact than many hours of detentions (postcards home are a good idea as well)

• Keep **low level disruption low level** e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don’t make a mountain out of a mould hill! Will increase self esteem

• **4 good strategies to combat a disruptive pupil:**
  a) 1) Say their name; 2) Eye contact; 3) Pause; 4) Body language; 5) Action e.g. “look this way”; 6) “Thank you”; 7) Move on

  b) Ask **“What should you be doing now?”** – refocuses their brain

  c) **Power of choice** e.g. “If you choose to disrupt the lesson for a 3rd time... it’s your choice”
d) **Diversion** – agree and refocus  
e.g. Pupil: “Sir I’m rubbish at…”,  
Teacher: “*Maybe you do struggle at ..... but this task will help you to do it well*”

- Make tasks **competitive** – children thrive on competition!

**Tasks must have:**

**QUDOS:** Quick; **U**nderstandable; **D**oable; **O**pen ended and **S**tretching  
Also **PVC:** **P**ace **V**ariety, and **C**hallenge

- Emphasise **TEAM** – Together Everyone Achieves More!

- Again have an **air of confidence**, this is crucial! Eye contact, clear voice, walk around the whole class, use personal stories, smile, and wear proper clothes!

- A good teacher **brings the curriculum to life**! Thematic / topic approach can do this effectively

- Always be on the look out to **plagiarise** and **steal** good ideas, techniques and strategies from good practice! Observe others often. Video yourself.
- **Plenaries**: don’t just use at the very end of the lesson, as learning needs to be **consistently reinforced**. Use Mini plenaries as a means of managing both the rate at which work is done and its quality.

- Frequent accurate assessment to know the children's readiness to move on AfL

- **Connect with pupils** make everything relevant by using football/ films/ music /relevant anecdotal stories etc. to apply understanding in new contexts and so the pupils can easily relate.

- Have **high expectations** of all pupils e.g. “I expect all pupils in this room to get a level …”.
Behavioural approaches

Watch the videos below as an observer and make notes on the strategies employed and the effectiveness of each.

Teacher in Class on behaviour

NQTs in primary classroom
Advice for placements:
Seminar 2. Observing your mentor and your peers
IT IS A PROFESSIONAL EXPECTATION DURING PLACEMENT THAT YOU WILL OBSERVE YOUR MENTOR AND (if possible another student on placement)

Activity- Remind yourself of the good practice you are looking for by sticking the correct list of good practice into the correct box in the document.
<table>
<thead>
<tr>
<th>Starting the lesson/session/transitions within the lesson/session</th>
<th>Links made to previous learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Movement of children</td>
<td>• Does the teacher check prior knowledge?</td>
</tr>
<tr>
<td>• Strategies to gain children’s attention</td>
<td>• Recall/ use of warm ups</td>
</tr>
<tr>
<td>• Introduction of lesson objective and possible of success criteria (WALT and WILF)</td>
<td>• Questioning to determine understanding</td>
</tr>
<tr>
<td>• Organisation of room to facilitate start</td>
<td>• Demonstrating previous learning in a different context</td>
</tr>
<tr>
<td>• What are other adults in the class doing?</td>
<td></td>
</tr>
<tr>
<td>• Changing subject mid-session</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching strategies</th>
<th>Children’s activities/Opportunities for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explaining</td>
<td>• Type of task, e.g. investigation</td>
</tr>
<tr>
<td>• Questioning</td>
<td></td>
</tr>
<tr>
<td>• Modelling</td>
<td></td>
</tr>
<tr>
<td>• Discussion</td>
<td></td>
</tr>
<tr>
<td>• Demonstration</td>
<td></td>
</tr>
<tr>
<td>• Scaffolding</td>
<td></td>
</tr>
<tr>
<td>• Interactive/ didactic</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation of the learning</th>
<th>Use of resources (including use of ICT)/ Role of other adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Groupings: mixed, ability, friendship, higher ability/ low ability</td>
<td>• ICT</td>
</tr>
<tr>
<td>• Individual, pairs, collaborative group, whole class</td>
<td>• Access to resources</td>
</tr>
<tr>
<td>• Differentiation</td>
<td>• Library</td>
</tr>
<tr>
<td>• Does the teacher work with one group of many?</td>
<td>• Use of resources after school</td>
</tr>
<tr>
<td>• What are other adults doing?</td>
<td></td>
</tr>
<tr>
<td>• Structure of lesson – timings, introduction, development and plenary</td>
<td></td>
</tr>
</tbody>
</table>
### PROFESSIONAL EXPECTATIONS
(During Placement) continued...

<table>
<thead>
<tr>
<th>Management of pupils</th>
<th>Strategies for assessing pupil learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the teacher welcome and direct the pupils?</td>
<td>How do pupils know how well they have done?</td>
</tr>
<tr>
<td>How does the teacher keep the children on task?</td>
<td>Use of questioning</td>
</tr>
<tr>
<td>What sanctions does the teacher use?</td>
<td>Use of peer and self-assessment</td>
</tr>
<tr>
<td>What reward systems are used?</td>
<td>Feedback from teacher</td>
</tr>
<tr>
<td>How do the pupils get their resources?</td>
<td>Marking to the objective</td>
</tr>
<tr>
<td>What does the teacher do if a child is not paying attention?</td>
<td>Lunchtimes/ midday supervisors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consideration of Inclusion</th>
<th>Teacher presence in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation</td>
<td>Voice</td>
</tr>
<tr>
<td>Use of other adults</td>
<td>Body language</td>
</tr>
<tr>
<td>Support</td>
<td>Movement and circulation</td>
</tr>
<tr>
<td>Resources</td>
<td>Appropriate use of space</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summarising and extending the learning</th>
<th>Concluding the lesson/session</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the signal for this phase of the lesson?</td>
<td>What strategies are used for tidying the classroom?</td>
</tr>
<tr>
<td>What learning is revisited?</td>
<td>How does the teacher dismiss the class?</td>
</tr>
<tr>
<td>Is there homework?</td>
<td></td>
</tr>
<tr>
<td>Does assessment take place?</td>
<td></td>
</tr>
<tr>
<td>Is the next lesson referred to?</td>
<td></td>
</tr>
<tr>
<td>How long does this phase of the lesson last?</td>
<td></td>
</tr>
<tr>
<td>What do other adults in the class do?</td>
<td></td>
</tr>
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</table>

Adapted from Medwell, J. (2005) Successful Teaching Placement - Primary and Early Years: Exeter, Learning Matters © 2005 Jan Medwell, Mary Briggs, Julie Neale, Nigel Palmer and George Raper
Advice for placements:
Seminar 3  LESSON PLANNING

It is important that you learn to record your thinking and discussions about your plans for children’s learning in a way that is systematic and easily interpreted by other adults in the classroom.

Initially, we expect you will use our exemplar Learning Plan preformats, but as you grow in confidence and work with a range of school systems, it is anticipated that you may use the planning forms that your placement school uses or you may even choose to create your own.

Whatever way you record your planning, you must ensure that the core aspects identified above are included.

In **Beginning** phase you are most likely to be planning for groups and for individual sessions.

In **Developing** phase, you will taking more responsibility for children’s learning and progress across a number of sessions or lessons and the way that you record your planning thoughts and discussions will change to reflect this. Confident using the UoC planning you will work towards delivering lessons using a weekly plan format.

In **Extending** phase your weekly plans will see you deliver good lessons each with a progression in learning, You will work with your mentor and your Partnership Tutor to do this in the way and at the pace that is right for you.
Principles of good planning—Three questions to reflect upon

1. Who is the planning for?
   It Guides me, the teacher

2. Why is planning needed?
   It gives me clarity about...
   – what the pupils will learn
   – how the pupils will learn
   – how I will know what the pupils have learned?

3. How is planning done? It is important to realise that:
   The length of a plan is not an indication of their quality. The detail and level of planning required may vary from teacher to teacher.
   Trainee teachers will draft more detailed schemes than their experienced colleagues.
   The learning objective as a way of breaking down a broadly stated content objective into more specific and age appropriate learning objectives. Focus on exactly what the pupils need to learn in the short period of time that is your lesson.

TIP! begin every learning objective with a verb. This brings clarity to what it is the pupils will learn and, in turn, makes assessment of the learning easier.
Non-negotiables for UoC Learning Plans
Core aspects that must be included in any planning activity;
• Prior learning – what I already know about the children’s learning in this area;
• Learning Objective(s)
• How I will teach the learning objective(s) – including structure
• Key questions (including differentiated questioning)
• How I will know the children have achieved their learning objective(s)
• Children’s activities that will enable them to learn
• Differentiation – including by support, by activity, by resource
• How I am addressing my targets, linked to teacher standards
• Evaluation of children’s learning / my learning

Supporting aspects – included as appropriate
• Extension activities (cognitive challenge not more of the same)
• Resources
• Key vocabulary to be modelled
• Success criteria
• Links to relevant statutory curriculum
• Mini-plenaries
• Timings
• Home learning
• Teacher focus group
• Information for and deployment of other adults
PLANNING FOR FORMATIVE ASSESSMENT
This is an essential activity if you are to evidence pupil progress and then use this intelligence to maximise learning-this is done during the session by:
• Setting clear learning objectives and success criteria, and identify how well these were met by each student at the end of the session.
• Asking opened ended questions and evaluate the pupil`s answers in terms of apparent understanding?
• Identify and address misconceptions?
• Observing how pupils responded to the activity, resources and on task interaction with others.
• Encouraging pupils to evaluate and reflect on their own learning and needs.
• Use post it notes / address labels / small note pad / annotate your planning to jot these observations down during the lesson

Formative assessment after the session
When marking their work, use the school marking policy to:
• Assessing whether they have met the learning objectives and success criteria
• Identifying and highlighting strengths within the work
• Identifying any misconceptions or misunderstandings demonstrated.
• Providing comments in pupil friendly language which identify the strengths of the piece of work and next steps for the individual pupil.
Use all the intelligence gathered through formative assessment to building in opportunities for AfL (Assessment for Learning) by annotating your lesson plans
Do any pupils surprise you? – either by exceeding your expectations or finding it harder than you expected? What does this tell you about their learning and what are the implications for the next lesson?
Complete the class assessment sheet and the Focussed Pupil Progress Review sheet.
# ANNOTATING LESSON PLANS

<table>
<thead>
<tr>
<th>Year</th>
<th>National Curriculum Objectives</th>
<th>Reading Objectives</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Lesson 1:</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td></td>
<td>Lesson 2:</td>
</tr>
</tbody>
</table>

## Year 1

### English

<table>
<thead>
<tr>
<th>Teacher: Miss Hudson &amp; Mr</th>
</tr>
</thead>
</table>

### Charlotte: Needed

- To recognise where she should put a 's' said her picture needed a label.

### Alex: To stay on task.

| Faith, Independent/ different ideas for writing |

<table>
<thead>
<tr>
<th>Learning Intention: Success Criteria: Share:</th>
</tr>
</thead>
</table>

| Middle Ability Groups 3 | Lower Ability SEN & group 4 1J |

<table>
<thead>
<tr>
<th>Plenary:</th>
</tr>
</thead>
</table>

| Children to write a sequence of sentences focusing on sounding out each sentence very carefully. T- support children to sound out longer words accurately. |

<p>| AG to support Edward using the visualiser. Support with next steps. |</p>
<table>
<thead>
<tr>
<th>Lesson 2: Times: We are learning to write a chronological report.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use capital letters and full stops.</td>
</tr>
<tr>
<td>I can use next writing.</td>
</tr>
<tr>
<td>I can ask a peer to read my work.</td>
</tr>
<tr>
<td>I can think about the layout of my page.</td>
</tr>
</tbody>
</table>

**Recap what we did last week. Introduce that we will be continuing our chronological reports on the history of the bicycle.**

**Does anyone know what a report is? Can we remember what chronological order means? What is a fact box?**

**Clarify this with the children. Recap the features of a chronological report with the children using 'Wheels, Wings & other Things'. (Title page, heading, fact box, pictures).**

**Look again at ppt - next slide on the Penny Farthing. Talk Partners - What can the children remember about the Penny Farthing? Model reading through the ppt slide. What are we going to write about this bicycle? - Share as whole class.**

**Remind children to try and include the date it was invented, the inventor's name and what it was made from.**

**Model writing - large paper and fact boxes.**

<table>
<thead>
<tr>
<th>IND - IH EL - support children ensuring all sentences grammatically correct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>descriptive language.</td>
</tr>
</tbody>
</table>

**Children will choose a piece of coloured card. They must include a heading, photo, illustration and at least 2 fact boxes outlining who invented the bike, when and what it was made from. Word mats on table.**

**Children will choose a piece of coloured card. They can stick on their heading and picture - they can label their picture correctly. They can orally say what they remember about the bike before sharing with TA. Fact cards & word mat on table to support children.**

**A6 support children. Word mats on table. TA - Support children in layout and writing.**

**Children will choose a piece of coloured card. They can stick on their heading and picture - they can label their picture correctly. They can orally say what they remember about the bike before sharing with TA. Fact cards & word mat on table to support children.**

**TS - Support children in their writing.**

**JH - Talk about this.**

**Harry - talk about his comment.**

<table>
<thead>
<tr>
<th>Harry - remind him to read his public.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modelled working well - continue in next lesson.</td>
</tr>
</tbody>
</table>

**Introduce today's lesson on writing a recount of our trip to the Transport Museum yesterday.**

**Talk Partners - What can we remember from yesterday's trip? Where did we go first? What vehicles did you see? Can you remember any interesting facts? Share these ideas as whole class.**

**Look through photos from the trip on IWB.**

**Talk Partners for each photo - What can we remember about this vehicle?**

**Board with transparency paper.**

**On IWB - Model writing sentences about each part of our trip with a photo. Encourage children to think about capital letters and full stops.**

**EL - Support children in their writing.**

<table>
<thead>
<tr>
<th>Trip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trip</td>
</tr>
<tr>
<td>Trip</td>
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<tr>
<td>Trip</td>
</tr>
<tr>
<td>Trip</td>
</tr>
</tbody>
</table>

**Children will write a recount about their trip to the Transport Museum, including time connectives, descriptive language, capital letters and full stops.**

**TA - Support children in their writing.**

**Children will write a recount about their trip to the Transport Museum, including time connectives, descriptive language, capital letters and full stops.**

**A6 - Support children in their writing.**

**Children will talk about what they did at the transport museum, saying what they remember from the trip.**

**We went on a big boat. Then we get on a long train. Children can write as much as possible.**

**Complete our rubric. Share our ideas - what did we write about today?**

**Harry - lots of adjectives in his writing.**

| SC - To take James, Isabelle & Aiden | Question 2: Sentences End in the middle. |
### ANNOTATING LESSON PLANS...Linking Assessment of and for learning

<table>
<thead>
<tr>
<th>I can use time connectives.</th>
<th>Letters, full stops, using time connectives and using descriptive language.</th>
<th>Most did well with these. Explain to children they will be writing a recount in their English books and to remember to use capital letters, full stops, time connectives and descriptive language.</th>
<th>As- Nen &amp; Scarlett to orally rehearse what they remember about their trip.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 5: Fri</strong>&lt;br&gt;We are learning to write a chronological report.</td>
<td><strong>In their writing.</strong></td>
<td><strong>Encourage them to write using descriptive language.</strong></td>
<td>As they can about what they have spoken about (capital letters &amp; full stops).&lt;br&gt;As- Support Edward in class.</td>
</tr>
<tr>
<td>I can use next writing.</td>
<td>Recap what we did on Tuesday- What bike are we going to write about today? What can we remember about the bikes we have learnt about? Talk partners then share ideas as whole class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can include facts about the date and inventor of the bicycle.</td>
<td>Clarify with children what a chronological report is and features of a chronological report using Wheels, Wings and other Things. (Title page, heading, fact box, pictures).</td>
<td>Didn't do need.</td>
<td></td>
</tr>
<tr>
<td>I can include a fact about what the bike was made from.</td>
<td>Look again at ppt- next slide on the safety bike. Talk partners. What can the children remember about the safety bike? Share ideas as whole class.</td>
<td>Look at the details of the bike. Talk about the bicycle.</td>
<td></td>
</tr>
<tr>
<td><strong>Model reading through the ppt slide- What are we going to write about this bicycle? Share ideas as whole class.</strong></td>
<td>Remind children to try and include the date it was invented, the inventor's name and what it was made from.</td>
<td><strong>Model writing: large paper and fact boxes.</strong>&lt;br&gt;As- Begins activity with Scarlett &amp; Nen, rehearse captions and labels. Talk about what they know about the bicycle.</td>
<td></td>
</tr>
</tbody>
</table>

---

**FRIDAY**

- Focus on 3 sentences: When, Who, Material/Features.
- Ind. Scribe/copy sentences.
- James, Isabelle & Aiden.

**Next steps:**
- Complete rubric. Sharing our reports encourage children to share what they have written about for each bike.
- Any included the same information?
These verbs based on Bloom's Taxonomy will help identify lower-order to higher-order learning objectives.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall</td>
<td>Explain</td>
<td>Use</td>
<td>Take apart</td>
<td>Make it new</td>
<td>Judge it</td>
</tr>
<tr>
<td>find show spell list match name tell recall select label identify describe name demonstrate record recount relate locate report perform</td>
<td>compare contrast order sequence demonstrate interpret explain infer outline summarise show classify match label outline select give examples predict arrange organise group collect find associate classify arrange question rewrite listen share</td>
<td>apply build choose construct interview make use of organise experiment with plan select utilise model identify solve examine discuss estimate explain report calculate map use revise reorganise</td>
<td>analyse categorise classify compare contrast discover divide examine inspect simplify survey take part in test for distinguish theme relationships function motive inference assumption</td>
<td>build choose combine compile compose construct create design develop imagine invent make up originate plan predict propose solve solution suppose discuss modify change original improve adapt elaborate test improve happen change estimate collaborate co-operate</td>
<td>award choose conclude decide defend evaluate justify measure compare mark/rate recommend select agree appraise prioritise opinion interpret explain support importance criteria prove disprove assess influence perceive value estimate influence deduct</td>
</tr>
</tbody>
</table>

The pupil will be enabled to...
Differentiating Process

What does differentiating mean to you?

The process is the way new material is presented, the activities in which students engage, the questions that are asked, teaching methods and the thinking processes developed in the students.

The process of learning for any student is how they will interact with the curriculum content to arrive at personal understanding.

Process may be thought of as the thinking processes the student employs in that interaction and differentiating process involves encouraging the use of higher-level thinking processes.

Learning to be reflective and actively learn is an important part of all children's development, it is not just the transmission of knowledge. Discuss –do you agree?
Beginning Planning advice…

• Provide a lesson plan using the University format for every lesson you teach. (Don’t forget to annotate afterwards with your reflections).

• You mentor may supply you with their own medium term plans adapt these into the University format

• Plan for a series of lessons in English and maths showing **progression** in learning

• Adapt a MTP for a topic area and teach a series of lessons.

• Agree when you mentor should receive your planning. This should be a few days before – not on the day or midnight the night before! Get guidance on assessment, differentiation etc.
BEGINNING PLACEMENT

You have to show that you can produce detailed lesson plans that demonstrate all the key elements of a good lesson.

The mentor as an experienced teacher may provide you with a less detailed weekly lesson plan; you should use this as a starting point for your own plan.

Only when you can plan in detail will you be allowed to move towards producing weekly plans on the developing placement.
## Learning Plan for a single lesson or activity – with prompts

### Learning Plan

<table>
<thead>
<tr>
<th>Subject/focus</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
</table>

**Date/time**

- Children (no. / SEND/EAL)
- Additional staff

<table>
<thead>
<tr>
<th>My target areas (linked to standards)</th>
<th>How will you work on this in this lesson?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Context Prior learning</th>
<th>This Information may come from your class teacher. Has already been undertaken in this area? How has this informed this learning plan?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Objective(s)</th>
<th>How will you differentiate the objectives matched to need?</th>
</tr>
</thead>
</table>
### Structure of Learning and Teaching

<table>
<thead>
<tr>
<th>Teacher activity</th>
<th>Learner activity to meet the objectives – may include groupings and differentiation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. engaging learners, questions</td>
<td>How will children know what they are supposed to be doing? How will you organise the activity? What is your role? How will you extend and challenge thinking? How will you support all children to meet the objective(s)? Have you planned for the support of TAs / other adults?</td>
<td>How can you make progress explicit during the lesson and how will you monitor it? How will you intervene where good progress isn’t being made? Have you planned for the support of TAs / other adults?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of the children’s learning and my teaching</th>
<th>Include Implications for subsequent learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>What progress have you made against your target(s)? How do you know? What evidence do you have?</td>
<td></td>
</tr>
<tr>
<td>Have all children made progress? How do you know? Evidence?</td>
<td></td>
</tr>
<tr>
<td>Are there any groups of children and individuals who have not made progress? What reasons are there?</td>
<td></td>
</tr>
<tr>
<td>What action will you take to support these children? What are your next steps?</td>
<td></td>
</tr>
</tbody>
</table>
Planning for Developing placement

- For all observations you should provide a fully detailed lesson plan using the UoC format.
- Demonstrate that you understand the principles of good differentiation.
- For two weeks minimum, provide detailed UoC lesson plans for all lessons taught.
- Having shown you can plan effectively, by agreement with Mentor, produce weekly lesson plans for Mathematics and Literacy that show progression in new learning.
- For non-core subjects provide detailed plans using UoC format.
- Have an understanding of collaborative learning and pupil grouping for a teaching sequence.
- **IMPORTANT-** Agree when you mentor should receive your planning. This should be a few days before – not on the day or midnight the night before! Get guidance on assessment, differentiation etc.
- Make a medium term overview of your teaching content that you can share with your Mentor and class. You may want to also share this with the parents.
- **LOOK at the following medium term overview and reflect on how it has been used to develop a series of nine history lessons on the Greeks (term plan)**
**Literacy**
- To read a range of stories based on Myths and Legends
- To develop a neat, legible, consistent handwriting style based on the Nelson style.
- To know that there are syntactic links between word classes, for example Verb Adverb, Noun + adjective, Nouns + pronouns.
- To know the requirements in terms of word class and punctuation to make a simple sentence.
- To know how to make a compound sentence from two simple sentences and a connective.
- To understand the importance of noun, adjective and adverbial phrases.
- To know the requirements of persuasive writing.
- To know how to write a simple narrative in the 1st, 2nd and 3rd person.
- To read a range of texts and know how to scan for literal, deductive information and answer questions involving inferential reasoning.
- To read a range of stories based on Myths and Legends.
- To know how to develop and produce clear instructional texts.

**Numeracy**
- To know a procedure for solving multi-step word problems.
- To recognise numbers and their respective positions on a number line both -ve and +ve.
- To develop strategies for carrying out addition and subtraction including borrowing and carrying with column methods.
- To know strategies for determining the answers to times tables questions up to x12.
- To know how to undertake both short multiplication (t,u x u) and long multiplication (h,t,u x t,u) using grid, partition and column methods.
- To recognise numbers and know how they can be partitioned into place values.
- To know how to undertake short division.
- To be able to order fractions.
- To be able to find a fraction of an amount.
- To know fraction vocabulary.
- To be able to simplify fractions.
- To be able to convert proper fractions into decimal fractions.
- To know the units of length, mass, temperature and time.
- To know how to convert mm to cm and M and vice versa. Ditto mass and time.
- To know how to interpret scales.
- To have the range of spatial/ geometric vocabulary.
- To be able to collect data and classify it into bar charts and line graphs.
- To interpret Pictograms.
- To develop mental oral thinking skills.

**Medium Term Summer 08/09**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History - Ancient Greeks</strong></td>
<td>To know where Greece is? To know the period in which it is set. To recognise famous relics i.e. Parthenon and why it was built. To know that the Greeks worshipped twelve gods. The relationship between Greece and Sparta. Democracy and great Greek People and ideas. Famous Greek battles.</td>
</tr>
<tr>
<td><strong>Science - Water (QCA 5a)</strong></td>
<td>To know that there is a set amount of water and that it re-circulates. Water cycle. Habitats around rivers and seas. The effects of Pollution. Combating drought.</td>
</tr>
<tr>
<td><strong>Science - Teeth and Eating (QCA 3a)</strong></td>
<td>To know humans have two sets of teeth and that the adult teeth must last. To know the types and make up of teeth. To know what rots teeth and damages gums. To know the different food groups and the nutrients they supply. To understand a balanced diet.</td>
</tr>
<tr>
<td><strong>ICT - Introduction to Excel (QCA 5D)</strong></td>
<td>To know how to navigate around a spreadsheet. To know how to store and analyse data on a spreadsheet. To be able to solve simple problems and model a situation using a spreadsheet. To be able to draw graphs with a spreadsheet.</td>
</tr>
<tr>
<td><strong>RE - Stories Jesus Told</strong></td>
<td>To know who was Jesus. To understand that Jesus spread his message orally - often through stories or parables. To read and examine some of the stories told by Jesus.</td>
</tr>
<tr>
<td><strong>French - School and Schooldays</strong></td>
<td>Greetings. Subjects. Games.</td>
</tr>
<tr>
<td><strong>Music - The class orchestra</strong></td>
<td>People in Motion. (athletic poses). People at rest. Working with clay. Uses of clay as a material. Designing and making a useful object like an egg cup.</td>
</tr>
<tr>
<td><strong>Technology - Storybooks unit QCA 4B</strong></td>
<td>Making Moving story books and cards.</td>
</tr>
<tr>
<td><strong>PSHE Disabled (Collins unit 9)</strong></td>
<td>What makes a good neighbourhood? Services in our neighbourhood. Differences in neighbourhoods.</td>
</tr>
<tr>
<td><strong>Games - Year 4/5 Cricket and Rounder's</strong></td>
<td>Circle time. Changes.</td>
</tr>
<tr>
<td><strong>PE - Dance</strong></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Learning Objective</td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1</td>
<td>To know where Greece is located in Europe. To know which period in History we are learning about.</td>
</tr>
<tr>
<td>2</td>
<td>To know about the origins of the Parthenon and its importance.</td>
</tr>
<tr>
<td>3</td>
<td>To know that the Greeks worshipped 12 gods (The Olympians).</td>
</tr>
<tr>
<td>4</td>
<td>To know about the relationship Greece had with Sparta.</td>
</tr>
<tr>
<td>5</td>
<td>To understand what is meant by democracy. To understand some of the ideas of people living in Athens and Sparta.</td>
</tr>
<tr>
<td></td>
<td>To know why the battle of Marathon is important in Greek history.</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>To know why the Olympic games were so important in ancient Greece.</td>
</tr>
<tr>
<td>7</td>
<td>To know why being an Olympic Champion is the greatest sporting achievement.</td>
</tr>
<tr>
<td>8</td>
<td>To know about some famous Greeks Pythagoras, Aristotle, Plato, Socrates, Hippocrates</td>
</tr>
<tr>
<td>9</td>
<td>To know the story of the Trojan Horse from the Iliad by Vigil</td>
</tr>
<tr>
<td>9</td>
<td>To know about the importance of Theatre to the Greeks</td>
</tr>
</tbody>
</table>
Differentiation

Learners need and enjoy variety and challenge. This requires that lessons be variously differentiated by:

- outcome (learning objective)
- task
- process (the method of teaching)
- pupil grouping
- tailoring the content of the lesson for the individual (personalised learning agenda)
- provision (access to specialists)
- choice and self-direction
- learning style.
What can teachers do to effectively teach the curriculum by differentiating the process of teaching?

*Higher Levels of Thinking*: The methods used should stress use rather than acquisition of information; students should apply information to new situations, use it to develop new ideas, evaluate its appropriateness, and use it to develop new products.

*Open-Endedness*: Activities should include a greater percentage of open activities - those for which there is no predetermined right answer and which stimulate further thinking and investigation.

*Discovery*: Activities should include a greater percentage of situations in which students use their inductive reasoning processes to discover patterns, ideas and underlying principles.

*Evidence of Reasoning*: Students should be asked to express not only their conclusions but also the reasoning that led to them.

*Freedom of choice*: Students should be given freedom to choose, when possible, what to investigate and how to study in order to increase their interest in learning.

*Pacing and Variety*: Rapid pacing, when appropriate, in presenting new material and use of a variety of methods maintains student's interest and accommodates different learning styles.
## Planning for differentiation across the curriculum

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Explanation</th>
<th>How I use this strategy to support differentiation – examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL</strong></td>
<td>The teacher varies the level and complexity of the content to reflect the diversity of the children’s previous achievement.</td>
<td>FB, SR, BT and BC will be provided with reading material they can read independently as they continue to develop their comprehension and fluency skills.</td>
</tr>
<tr>
<td><strong>Sequence</strong></td>
<td>A child is introduced to different elements of the learning content in accordance with his/her identified stage of readiness.</td>
<td>SR, BC, TP and GO’D will be asked to tap the beat of a variety of musical pieces initially before asking them to tap the rhythm.</td>
</tr>
<tr>
<td><strong>Teaching style</strong></td>
<td>A variety of methodologies is used to reflect the different ways in which children learn.</td>
<td>Higher order questioning will be used more frequently to challenge DF, GH and SF in their learning. Concrete materials will be made available on all desks as an optional support for children.</td>
</tr>
<tr>
<td><strong>Task</strong></td>
<td>A variety of tasks are set relating to the same learning activity. The tasks vary in their level of complexity.</td>
<td>Consolidation and extension of learning for all children using a variety of tasks and games. The level of the tasks given to the yellow and blue groups will be kept under frequent review to ensure that these children are being sufficiently challenged.</td>
</tr>
<tr>
<td><strong>Pace</strong></td>
<td>Teachers may vary the rate at which teaching takes place and/or the rate at which children are required to work and produce outcomes.</td>
<td>DF and GH will be encouraged to move rapidly through the early stages of a task while then working more slowly to achieve more highly finished or inventive work. FB will be given adequate time to work through the different steps with support from the teacher.</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>The task is devised with the specific interests of the children in mind.</td>
<td>Oral language activities for FB will focus on areas of interest such as soccer.</td>
</tr>
<tr>
<td><strong>Choice</strong></td>
<td>Children can choose activities that they find more interesting and that match their ability.</td>
<td>DF will be offered the opportunity to extend the enquiry task beyond the areas identified for the class.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>The teacher varies the nature of the support in accordance with the children’s individual needs.</td>
<td>Templates will be provided to support SR and BT in presenting their written work. Webquests will be used to extend some children’s learning on various topics.</td>
</tr>
<tr>
<td><strong>Resource</strong></td>
<td>The children are provided with learning materials/resources specific to their own level of learning need.</td>
<td>Reference books using more challenging text and greater complexity of thought and language will be provided to DG and VH.</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>The children have opportunities to provide different outcomes while working on the same task.</td>
<td>BC’s understanding of some topics will be assessed by listening to a verbal presentation supported by his drawings/diagrams rather than a written report.</td>
</tr>
</tbody>
</table>
**Weekly planning** - Only when you have demonstrated the capacity to plan detailed daily plans and delivered effective lessons you should look to begin operating using a weekly plan for maths and Literacy and a half term plan for non-core subjects. These should be cohesive and demonstrate progression in new learning.

Mathematics and Literacy is the bulk of your planning. Each day should show some progression with clear differentiation and appropriate but challenging targets.

These plans will greatly influence your effectiveness with the learners.

With respect to mathematics, try to mix your week up; learn a skill, practice the skill, reasoning and problem solving that involves putting skill into a context and then applying it. Don’t forget mental maths practice.

A sample of a Maths weekly plan follows.

**Activity 1** : Look at the maths weekly plan. Imagine you are maths co-ordinator coaching a NQT. Critique and improve it. **Activity 2** : Research weekly plans can you make your own template to follow during future placements?
<table>
<thead>
<tr>
<th>Autumn 2.1</th>
<th>Learning Objective</th>
<th>Activity</th>
<th>Differentiation Resources Year 5</th>
<th>Differentiation Resources Year 4</th>
<th>Plenary Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 3rd November Block B unit 2</td>
<td>I can tell the difference between 2D and 3D. I can get 3D facts from a 2D image.</td>
<td>Starter: Stick shapes in book and then have a short quiz (initial assessment) &lt;br&gt; Main: Explain the difference between 2D and 3D. Focus on vocabulary and shape recognition. Ensure spellings are correct.</td>
<td>Starter - Page 96 and 98 stick in book &lt;br&gt; Main: Orange: Target 5 page 96 and 98 &lt;br&gt; Draw each shape and learn the vocabulary. Then do page 99 section C.</td>
<td>Starter- Target 4 Page 92 and 94 stick in book. Discuss and quiz. &lt;br&gt; Blue - Target 4 page 93 section, C &lt;br&gt; Green: Target 3 (old) Page 62 &lt;br&gt; Yellow: Target 3 (old) page 62 Extension /alternative yellow target 3 (old) page 32 Shape Tangram</td>
<td>Plenary- Shape game Quadrilateral quest</td>
</tr>
<tr>
<td>Tuesday Block B unit 2</td>
<td>I can make 3D shapes using a 2D net</td>
<td>Starter: Number bonds bingo &lt;br&gt; Main: Explain what is meant by the term Net. Show how a flat 2D shape can be folded to make a 3D shape.</td>
<td>Orange: Target 5 page 101 sections A,B,C &lt;br&gt; Or hand out Nets sheet.</td>
<td>Blue - Target 4 page 96 section C and B &lt;br&gt; Green: Target 4 page 96 section A and B &lt;br&gt; Yellow: Target 4 page 96 section A</td>
<td>Plenary- show shapes made and discuss what is meant by open and closed.</td>
</tr>
<tr>
<td>Wednesday Block B unit 2</td>
<td>I can name common 2D and 3D shapes</td>
<td>Starter: 10 minute test visualization of 3D shapes. &lt;br&gt; Main: Using a selection of nets make as many different 3D shapes as possible then stick them together to make a robot. Label shapes clearly what 2D shapes can you find in a 3D shape.</td>
<td>Target 4 page 97 and Target 5 page 102 &lt;br&gt; Orange: Complex net shapes i.e. Hexagonal prism</td>
<td>Blue : Green: Yellow: Varying complexity of nets differentiation by outcome</td>
<td>Plenary- What am I holding ? describe shape sides, vertices, edges etc. Game. Mount shapes on a board.</td>
</tr>
<tr>
<td>Thursday Heinemann Half term test</td>
<td>I can spot lines and edges that are perpendicular or parallel, horizontal, vertical or diagonal</td>
<td>Starter: Quick numeracy beat the teacher. Set out and solve quickly 2 questions Subtraction. &lt;br&gt; Main: Explain Terms Horizontal, vertical, diagonal, parallel and perpendicular</td>
<td>Orange: Target 5 page 95 sections C</td>
<td>Blue - Target 4 page 105 section B then C &lt;br&gt; Green : Target 4 page 105 section A &lt;br&gt; Yellow: Target 3(old) page 54</td>
<td>Plenary: Physical Jerks Simon says using arms and terms learnt.</td>
</tr>
<tr>
<td>Friday Tables and oral testing</td>
<td>I can use Venn diagrams to classify numbers. To speed up basic multiplication tables</td>
<td>Starter- Venn diagram puzzle X6 and x8 &lt;br&gt; Main-Go through strategies for learning tables. Class to answer tables questions in less than eight minutes, 100% correct is target.</td>
<td>Starter: Venn diagram puzzle X2 and x3 &lt;br&gt; Main: Tables testing sheet using partitioning x12 up to x19 tables. Class Assistant (when available) to work with Bradley Jamie Nathan and Paul. Extension: additional tables sheet</td>
<td>Blue and green - Starter: Venn diagram puzzle X3 and x4 &lt;br&gt; Yellow- Starter: Venn diagram puzzle X2 and x3 &lt;br&gt; Main: Tables testing sheet up to x10 table.</td>
<td>Plenary: Mark in class Play around the world. Simon says to review vocabulary</td>
</tr>
</tbody>
</table>
THIS IS IT! Planning for Extending placement

• IMPORTANT- During the pre-placement visit, agree the planning format and level of detail required then very importantly agree when your mentor should receive your planning. This should be a few days before the lesson – not on the day or midnight the night before! Get guidance on assessment, differentiation requirements etc.

STICK TO THE AGREEMENT

• For the first week, provide detailed, UoC lesson plans for all lessons taught. After this and having shown you can plan effectively with the agreement of your Mentor progress towards producing weekly lesson plans for Mathematics and Literacy and half term plans for non-core subjects.

• For all observations you should provide a fully detailed lesson plan using the UoC format.

• Demonstrate that you understand the principles of grouping, good differentiation, progression and effective assessment.

• Make a medium term plan overview of your teaching content that you can share with your Mentor and class. You may want to also share this with the parents.
• Have an understanding of collaborative learning and pupil grouping for a teaching sequence.
• Make a medium term plan overview of your teaching content that you can share with your Mentor and class. You may want to also share this with the parents
• Having shown you can plan effectively, by agreement with Mentor, produce weekly lesson plans for Mathematics and Literacy that show progression in new learning and for non-core subjects a plan covering your period at the school.

THIS IS IT ! Planning for Extending placement... continued
<table>
<thead>
<tr>
<th>Time/Subject</th>
<th>Monday</th>
<th>Tuesday - TIS</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50 - 9.00</td>
<td>Roll, Daysheet, News</td>
<td>Roll, Daysheet</td>
<td>Roll, Daysheet</td>
<td>Roll, Daysheet</td>
<td>Singing Assembly 9 – 9.30 in Hall</td>
</tr>
<tr>
<td>9.00 - 10.00</td>
<td>Reading</td>
<td>1P: attend to initial letters and common inflections (e.g. -s, -ed, -ing as they read) 1B: know that words are made up of sounds and that letters represent sounds</td>
<td>ABC worksheet</td>
<td>Mimia, ABC</td>
<td>Walk class over for the first time. Line up practice</td>
</tr>
<tr>
<td>Poem / Big Book</td>
<td>Big Book: Snail keynote</td>
<td>Poem: ABC worksheet</td>
<td>Mimia, ABC</td>
<td>T: A crocodile Buddy Reading</td>
<td></td>
</tr>
<tr>
<td>Tigers (Level 5) Red - 1P</td>
<td>Pick n Mix New title page</td>
<td>T: The Race Spelling Playdough</td>
<td>iPad stories</td>
<td>T: No jumping</td>
<td></td>
</tr>
<tr>
<td>Elephant (Level 3) Red - 1P</td>
<td>iPad stories T: Animal need water Buddy Reading</td>
<td>Pick n Mix New title page</td>
<td>T: Ocean Animals Spelling Puzzles</td>
<td>ABC worksheet iPad stories</td>
<td>T: Off I Go</td>
</tr>
<tr>
<td>Zebras (Level 1) Magenta - 1B</td>
<td>ABC worksheet Buddy reading T: Who is flying</td>
<td>iPad stories T: Look Bee! Spelling</td>
<td>Pick n Mix New title page</td>
<td>Mimia, ABC</td>
<td>T: What feels cold Puzzles iPad stories</td>
</tr>
<tr>
<td>Monkeys (Level 1) Magenta - 1B</td>
<td>T: Come on Mimia ABC</td>
<td>ABC worksheet iPad stories</td>
<td>T: Supermarket Spelling</td>
<td>iPad stories</td>
<td>T: Food ABC iPad stories</td>
</tr>
<tr>
<td>10.00 - 10.15</td>
<td>Handwriting Learning Intentions: Starting in the correct place Letter: S s Word: she, said, so, saw, see Number: 8</td>
<td>Handwriting every day</td>
<td>Poem</td>
<td>Read through poem Look at sight words, colour, glue in and take home for reading today. Upload to the blog</td>
<td></td>
</tr>
<tr>
<td>10.15 - 10.30</td>
<td>Writing - all 1B All: using their developing visual memory to accurately write some key personal words and some high-frequency words</td>
<td></td>
<td>Writing - recount Each day Sa draw own picture and try to write simple sentences about it. Teacher to model each day, her own picture and sentences, using different sentence starters. Experiences: Weekend, snails - looks like, diet and habitat, music suite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30 - 11.10</td>
<td>Break One</td>
<td>Break One</td>
<td>Break One</td>
<td>Break One Eating Duty 10mins</td>
<td>Break One Eating Duty 10mins</td>
</tr>
</tbody>
</table>
The BIG picture?

Objectives

Engagement?

Differentiation

A f L

Level 6

Level 5

Level 3

Level 2

Teachers Led or Student Led?

Learning

Episodes

...print and scribble your way to Outstanding!

WORDS along the way....
Advice for placement:
Seminar 4. Behaviour Management (ii)
Earlier in 2014, OFSTED estimated that low-level disruptive behaviour in the classroom was causing students to miss out on 38 days of teaching a year.

A survey by the NAHT head teachers’ union found that a third of school leaders thought that newly qualified teachers were not well prepared for working in a school, (73 per cent) said this was because of a lack of classroom management skills.

Mary Bousted, general secretary of the ATL teaching union, said the recommendation revealed “the government’s need to micromanage and failure to trust the profession”.

Cause of tension in the profession
What do you see?
The black dot represents the occasional negative, disruptive behaviour of certain individuals whilst the white square represents the positive behaviour of the majority or the normally good behaviour of an individual.

- This illustrates the need to keep things in perspective and avoid using sweeping statements that can harm positive working relationships, such as
  - The class is awful
  - The group never works sensibly
  - The student is unable to behave
  - Everyone is being too noisy

Don’t constantly nag at the low level behaviour at the expense of reinforcing the good behaviour of the majority.

Is so much healthier for all concerned to swap that around.
Many schools have forgotten to celebrate the excellent behaviour of the majority of pupils, focusing on the bad behaviour of the 5% instead.

Our consistent appreciation of those who meet our expectations must be at the core of our behaviour and relationship strategy. The constant focus on the few children who really struggle to maintain their personal discipline diverts us from this course. The key to transformational change in schools starts not by attempting to squash the behaviour of the few, but by celebrating the excellent conduct of the many. Those children who do the right thing deserve your first attention and recognition every time.

Paul Dix
Meet Maurice

Maurice is 5 years old, the middle child in a family of three. He is very bright with an excellent reading ability but continually seeks attention, positive or negative. He enjoys working one-to-one with an adult when the attention is focused on him; appears to think he is the only one in the class and that rules apply to everyone else but not him. When tidying up, he always has to be the last one to come to the carpet; at the end of playtime he is always last to join the line to go into class. He constantly tries to bend the rules and test the boundaries; calls out at inappropriate times for example, if a visitor comes into class or during assembly he has to call out ‘I’m Maurice and I’m 7 years old’.

How could Maurice’s behaviours impact your environment?

Impact on the teacher?

Maurice’s learning?

Other children’s learning?

What successful strategies have you used or seen in school that may help you to discourage Maurice’s attention seeking behaviour?
Addressing the behaviours and supporting Maurice

What are the long term goals for Maurice?

Can you generate some short term objectives for him in preparation for an action plan?

What intervention strategies may help Maurice’s behaviour?
1. **Voice matching:** Your voice should be at the volume and intonation you expect from the pupil. A loud and aggressive voice will usually result in a loud and aggressive response.

2. **Self-calm:** Remember that the first person who needs to calm down in a confrontation is you!

3. **Move in:** If you are speaking to an individual pupil, don’t shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach!

4. **Move out:** Once you have spoken to the pupil, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the pupil to make a good choice without the stress of your presence.

5. **Personal space:** Personal space is approximately the radius of an outstretched arm; Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.

6. **Hurdle help:** Use positive posters as rule reminders (written and illustrated) to help pupils overcome the hurdles that prevent them from complying with your rules and expectations.

7. **Positive ethos:** Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the pupils who are on-task and complying with the classroom guidelines.

8. **Proximity:** This is similar to personal space — remember that simply standing near the off-task pupil will be sufficient to make them consider their behaviour.

9. **Proximity praise:** Rather than giving random praise, spot the off-task pupil and make sure you praise the pupil nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour.

10. **Non-verbal language:** Be aware that more than 60% of all communication is non-verbal. What is your body language saying?

StottD, Teaching expertise-accessed March 2013

http://www.teachingexpertise.com
16. Time out/Change seat: A change of environment will often help to focus a pupil. Don’t forget, the emphasis should be on time. Make sure you have a plan of how to reintegrate the pupil back into your teaching group.

17. Think sheet/Self-review: A simple process to enable the pupil to reconsider their actions and to decide on a more appropriate course of action next time.


19. Hierarchy of response: Have at least five levels of response and remember that your role is to use the responses to keep the pupil at the lowest level possible; not to escalate the problem!

20. Communicate: Make sure that you have systems in place to enable the sharing of information with parents, other staff and the named pupil. It is easy to determine ‘hot spots’, problem lessons, personality clashes and how different adults perceive the pupil if information is shared.
Here are some more tactics for the classroom.

Using Positive Language – positive reinforcement.
Instead of “will you stop talking’ you say “I’d like everyone listening, please”.

Instead of “John, stop turning around and distracting Mike” you say “John, I’d like you facing this way and getting on with your work... thanks.”

good manners cost nothing... it is good role modelling... and it makes a difference
Choice direction and ‘when...then’

Classic parenting techniques that work brilliantly.

“Jack, you can either work quietly by yourself or you can come up and sit with me”.

“James, you can go next door to work with Mr Anderson or you can work sensibly with Andy as I’ve asked”.

“Richard, you can do exactly what I’ve asked or do the work in your break time as you were warned earlier”.

“When you have finished tidying up your area... then you can sit wherever you want....”

This works so much better than the crude belligerent ‘do what I say’ command language.
Pause Direction
Children are in the bubble of their own a lot of the time. Just because you start talking, doesn’t mean they hear you. Make a deliberate pause between gaining a student’s attention and a direction to ensure they have had sufficient ‘take up’ time. E.g. “Michael pause...David...pause...could you face this way and listen, thanks”.
You gain their attention, with eye contact, before you say what you want to say. Never talk to the class unless this is the case. Try it....

Take-up Time
This avoids the horrific teacher domineering – “come here Boy!” nonsense. Simply, “Michael...(pause to gain attention)... come up here a sec please.” Then deliberately look away... talk to someone else. Michael will come. He just will. In his own time. It works – try it. It also works in the corridor. “John, come over here for sec please... then walk away to a private area, away from peers. John will follow – and not lose face.” You can then have a quiet word about the behaviour without the show-down.
‘You establish what you establish’
This refers to the ‘training’ phase with a new class. Right from the start, anything you allow becomes established as allowed; and anything you challenge is established as unacceptable. The classic is noise level and off-task talking. If you do not challenge students who talk while others talk, you establish that this OK; it is no good getting bothered about it later... Similarly with noise level. If you ask for ‘silence’ and then accept a general hubbub – then your message is ‘silence means general hubbub’. If you want silence – you have to insist on it. At any point, if you are not happy with the behaviour in your lessons, you have to address it explicitly. Otherwise, the message is that you accept it.

Make them come to you
Particularly in the playground use a visual cue to make them come to you ... it just makes you authoritative.
DEVELOP your voices (Controlled severity) –
Great teachers establish very clear boundaries. A sharper, harder corrective tone that conveys: “No! You will not do that –EVER!” Followed quickly by a return to the normal friendly, warm tone. Ideally, the simple sharp reprimand is all that is needed – that cross tone that says: “I still love you dearly, but you know that is beyond the boundary and you know I will not tolerate it again”. Most teachers regarded as ‘good with discipline’ only need to use the severe tone occasionally – because it works and the class remembers.
As with parenting, the art is getting the balance: not overused or generated from real anger – thus de-sensitising children OR under-used and ineffectual. In both of these cases the boundaries are hit constantly because there is uncertainty about where the boundaries are.

With good ‘controlled severity’ the boundary is not hit so often –because the kids know exactly what will happen. Like a low voltage electric fence! You know where it is, without nagging or constant negotiation, and you know exactly what happens if you touch it – so you don’t go there.

The key is that the consequence is certain to happen – not the level of severity. Teachers who can never sound cross often struggle. Similarly, teachers who allow genuine anger to build up – also struggle; these are the shouters (note to younger self.) Worst of all are teachers who shout but then don’t follow up with the consequences. All these groups need to seek help and get help.
Partial agreement (aka being the Grown-up)

Model the behaviour you expect. This includes not wanting the last word. Partial Agreement is an essential strategy for avoiding or resolving conflict. It means teachers not trying to have the last word, or asserting their power in a situation when a student disputes their judgement.

Student: “I wasn’t talking, I was doing my work”
Teacher: “OK, Maybe you were but now I want you to press on to finish the task.
Student: “It wasn’t me… it’s not mine… I didn’t do anything”
Teacher: “Maybe not – but we’re all clear on the rules about that aren’t we… and I’d like you to help me out next time, Thanks.”

Focus is on the primary behaviour, giving children time and a choice about consequences.

Expecting compliance is key but do not regard ‘giving in’ as a sign of weakness.

Communicating to students that you may be wrong is an important part of building relationships whilst maintaining your authority. This demonstrates confidence and an Emotional Intelligence on your part.
Teacher Styles

Don’t be an **Indecisive teacher**: hoping for compliance but not insisting; being timid in the face of a challenge; pleading not directing.

Don’t be the opposite: **an Autocratic teacher**: using a power relationships to demand compliance without any room for choice. (No-one likes or wants a bullying teacher.)

**Be an assertive teacher**: This teacher expects compliance but refuses to rely on power or role status to gain respect. The teacher plans for discipline, uses clear, firm direction and correction, but acts respectfully, keeping the aims of discipline clearly in mind.

Arguably the most common problem ‘weak teachers’ have, in my experience, is that they are not assertive enough; it is their Achilles heel.

This comes with experience, learn to be assertive without being autocratic... you have no choice – it is a key teacher skill that needs to be worked on.
Advice for placement:
Seminar 5.  Reflection on lessons and assessment
Reflection should impact planning

Reflective teaching is a cyclical process, because once you start to implement changes, then the reflective and evaluative cycle begins again.

What are you doing?
Why are you doing it?
How effective is it?
How are the students responding?
How can you do it better?
Annotation of plans is evidence of assessment

A lesson plan should be a:

Working document

Evaluated and annotated following every lesson

Focus on children’s learning and what the next steps should be.
Annotation of plans is evidence of assessment

A lesson plan should be a:

Working document

Evaluated and annotated following every lesson

Focus on children’s learning and what the next steps should be.
**Lesson Plan**

**SUBJECT:** English

**CLASS:** Y5

**TEACHER:** AC

**DATE:** 8/9/09

**CHILDREN:** (No./SEN?)
- 28 children, 3 with SEN dyslexia, 2 EBD

**STAFF:**
- TH supported by NL, CG supported by CS

**PREVIOUS EXPERIENCE? LIKELY MISCONCEPTIONS?**
Children have experienced the activity before in a different setting and for a different purpose. As a result, they may struggle with the concept of no wrong answer.

**NC LINKS:**
- EN 1 2b, 3a
- EN 3 2a

**Reap on chronology sequenced**

**X-CURRICULUM LINKS**
Link to history topic on WWII. Some of the items discussed will be from that period and will be used to support diary writing later on in the half term. The importance of discussion to help support ideas is fundamental here.

**STUDENT'S LEARNING:**
In this lesson, I aim to: discover the children's ability to share ideas and explore objects as well as challenge each other.

**Start tomorrow's lesson with evaluating the quality of questions**

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**YOUR OWN LEARNING**

Evaluation against your own learning target should be completed on the back of the plan.

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**Acknowledge alterations required for future lessons**

**Make notes of changes made as you evaluated the children’s understanding through the lesson**
Note any additional guidance required

Consider a system to acknowledge children’s achievement in response to the learning objective e.g. Working Above – Inline - Towards

<table>
<thead>
<tr>
<th>In this lesson children will learn to:</th>
<th>Differentiation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>use group discussion effectively to clarify and extend ideas relating to developing a character</td>
<td>Targeting red group with TA support during intro TA continue to work with Red group – Green group - bag with everyday objects relating to a particular character</td>
<td>Target groups Intro - RED - Questions to individual children about how to use clues</td>
</tr>
<tr>
<td>note initial ideas in preparation for including the character in a story</td>
<td>Blue - objects relating to WWII character</td>
<td>Main - BLUE - Observe/Record individual ability to clarify &amp; extend ideas within group discussion (Use 1/2/3 star scale to identify children who may need further support in tomorrow’s lesson)</td>
</tr>
<tr>
<td>ask questions that clarify and extend ideas relating to developing a character</td>
<td>Pink/Purple - a wider range of objects where character is more ambiguous</td>
<td>Plenary - YELLOW - Quality of questions to “hot-seated” character (Star scale as above)</td>
</tr>
</tbody>
</table>

More modelling required

- MT, CP, MM - provide extended statements tomorrow to improve sentence construction
- BLUE group
- Red group - greater modelling of questions required (PG, MC + PE)
Advice for placement:
Seminar 6. Target Setting
Weekly Reviews

Weekly Reviews should occur each week. You may need to be proactive in making this happen in a busy week. Contact your UPT if these are being missed regularly.

The review form must be completed each week in advance of your tutorial and brought along for discussion. It is best done electronically.

They are:

- Informed by children’s progress and your evidence of this
- Self-evaluation,
- Formal and informal feedback and
- Tutorials.

The process incorporates a systematic engagement in reviewing and setting targets for your children and yourself.
**SMARTER targets enable you to achieve good grades.**

**S** SPECIFIC Is the target precise and clear? i.e. to improve behaviour management is NOT specific, but to use behaviour management strategies to improve the beginning of lessons is.

**M** MEASUREABLE Clear criteria for success. What is the end product, impact? i.e. How will the performance be judged against the target? Consider what evidence there could be that would indicate success, and how it could be used in the QTS portfolio.

**A** ATTAINABLE Can the target really be achieved in the time/resources available? i.e. What opportunities are available?

**R** REALISTIC In number, complexity, stage of development and purpose. i.e. Does the target link to the phase of training and the standards that are currently being working towards? Have the targets been discussed with school tutors? Good targets should challenge and stretch.

**T** TIME How long will it take, short, medium and long term/date specific. i.e. in the next lesson with group ...or by the end of the unit ....

**E** EVALUATED What impact has the target had on performance, pupils, practice, policy? i.e. will the evidence be found in lesson plans, evaluations, lesson analysis forms? Discuss targets at weekly meetings and record on the preformats

**R** REVIEWED Is there a need to have a follow up or new targets set? i.e. ensure that targets are reflected upon and feedback into practice. If a target is not met ask why that might be. Review at weekly meetings, interim or end of phase, target setting tutorials.
SMARTER Targets should be linked to the Teachers’ Standards and you should keep a record of performance against targets, step by step moving towards a grade 1.

SMARTER Targets need to be evaluated against the agreed success criteria, how do you know you met the target?

SMARTER targets should have a demonstrable impact on improving trainee progress and impact on pupils’ learning.

• State the teaching standard you are focusing on to improve and make progress.
• subject specific where appropriate;
• Have clear actions that you can record progress with
• Be clear about Mentor /UPT support required or other resources needed to achieve the target
• Be clear about the success criteria that if met/demonstrated means you have achieved the target.
• Agree a time-frame in which the target can be reviewed/achieved.
S3: Demonstrate good subject and curriculum knowledge
   e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

ACTIONS
1. Observe two calculation lessons in math's - using the observation of a teacher pro forma.
   • How are the children developing fluency and reasoning in mathematics?
   • What questions does the teacher ask the children?
   • How does the teacher involve children to reinforce messages?
   • What differentiated tasks were available?
2. Identify and analyse a mathematical misconception –
   • Draw from your module information on Blackboard and find two ways in which you could eliminate this misconception to a group?
   • Show these two methods in your weekly plans.
   • Focus on careful use of key vocabulary & assessment questions.
   • Post lesson reflect on which was the most effective approach, promoting the quickest progress for children’s understanding.

You may also consider:
   • Talking to the mathematics coordinator about their role as a specialist in school.
   • Ask them how they select resources kinesthetic or ICT. To enhance a session?
Advice for placements:

Seminar 7  BEHAVIOUR MANAGEMENT (iii) SCENARIOS

The following slides have scenarios for you to discuss. These are taken from Behaviour 4 Learning materials (IPRN, 2009)

In your teams decide which actions you would take and why (there are several choices). Appoint a spokesperson and change this person for each scenario so everyone gets a turn.

Always read the school BEHAVIOUR MANAGEMENT policy and follow-it.

Do not introduce new strategies unless approved by your MENTOR
Scenario 1 Disruptive children

You have a group of pupils who rarely “shine” at anything and they can be disruptive. What is the best way of motivating these pupils?

**Option 1**: Plan each lesson so that you say something positive to each of these pupils and keep a check list for yourself to make sure you stick to it.

**Option 2**: Meet the pupils individually and give them a behaviour sticker chart. Advise them you will speak to parents/carers if behaviour doesn’t improve.

**Option 3**: Use a variety of quick verbal and non-verbal “cues” to all children and try to catch these particular children doing something right.

**Option 4**: Contact parents/carers to express your concern. Meet with them and the child to discuss the situation and draw up a behaviour contract for home and school.
The “Best CHOICE”?

All these options may be helpful depending on the severity and nature of the “disruption” but perhaps **start with OPTION 3**. Praise is a powerful motivator and quick recognition and “reward” helps. Pupils often respond far better to quick “cues” such as thumbs up, smile, nod, “well done” than to long term rewards. The reward is instantaneous. This may be enough to prevent situations escalating, saving you time and minimising disruption for the rest of the class.

Seemingly to threaten or punish children without giving them opportunity and choices to correct their behaviour is detrimental. That does not mean we can’t involve parents or have “behaviour contracts” but children should be given plenty of opportunities to improve before we use something more formal. They should be involved in the process and not see it as being “done to them”.
So what if it happens again?

Keep being consistent with praise – it is easy to slip into a negative spiral.

Planning is vital to prevent children from becoming disruptive in the first place- plan interesting and stimulating lessons.

Differentiate work correctly so children can access it.

Keep lessons active and timings “punchy” to keep children motivated.

Use mini-plenaries during a lesson for additional praise and reward and to address misconceptions that are arising in the lesson.

If your BM strategies aren’t working or are wearing off – try something new. Be flexible.

If it gets to the stage for something more formal – set short term targets and make sure everyone is involved or informed – child, parent, Head.
Scenario 2  I need to start!

It has been a “wet play” and you arrive back in the classroom. The children are noisy and excitable. They have not cleared away the wet play games. You need to start the lesson.

What is the best way of getting these pupils’ attention?

**Option 1**: Raise your voice so you can be heard over the noise and ask the children to stop what they are doing and stand still.

**Option 2**: Stand at the front of the class and raise your hand in the air.

**Option 3**: Stand at the front of the class and look displeased with your arms folded. Wait for them to notice that you are cross.

**Option 4**: Get your resources ready while you wait for them to settle down.
The “Best CHOICE”? 

Option 2. Have a set of recognised “Stop Look Listen” signals that the children have been trained to use. Make practice of these fun.

NEVER talk or shout over children. Use the Stop Look Listen signals and wait until EVERYONE is ready. If it is taking a while, praise and reward those children who are ready, it usually doesn’t take long for the others to catch on.

You need to look after your voice and “model” using your voice at a normal level with the children. If you can shout why isn’t it acceptable for them to?
So what if it happens again?

Establish routines for wet play and clearing up.

Ensure children are aware that you need to start lessons promptly and reinforce this expectation regularly.

Change your stop look listen signals if they get bored with the one you are using.

Be prepared. Changes in the environment can precipitate changes in behaviour so be aware of this and plan ahead.

Consider building in “cooling down” activities into regular parts of the day e.g. Brain Gym
Scenario 3       Sanctions

The class can be quite talkative and it has been taking you longer everyday this week for them to respond to your stop look listen signals.

You need to apply some sanctions. Do you...?

**Option 1:** Once they have settled tell the class that if this happens again they will miss playtime.

**Option 2:** Develop a set of sanctions that escalate depending on how long you are kept waiting and share these with the children.

**Option 3:** Make an example of the worst offenders in the classroom.

**Option 4:** Give children who aren’t doing what you want a choice direction, and praise those who are doing what you asked. Give the children a little time to choose.
The “Best CHOICE”?  

**Option 4.** You may need to have a range of sanctions to apply but these are much more effective if children have a “choice”, albeit a limited one, to do as you have asked E.g. “You need to choose whether you will miss 5 minutes of playtime or stop talking to Billy.” Given time we hope the child will stop talking to Billy. If not “Ok you haven’t stopped talking to Billy so you have chosen to miss some playtime.”

Sanctions applied to the whole class when some are behaving does nothing to help promote class harmony. Why punish everyone?

Giving choice allows children to do the right thing and puts them in control of their own behaviour. Giving out sanctions without a choice lets the children off the hook. Long term if we want behaviour change we need to make them responsible for their actions and learn from the consequences.
So what if it happens again?

Remember that applying sanctions should be relatively late in any behaviour management system a teacher develops.

It may be useful to reflect as to whether you are forgetting to use your praise and reward systems regularly. Praising those who are behaving rather than punishing those who aren’t is much more effective. (Try keeping a tally of how much praise you have given on any given day it can be quite illuminating.)

Revisit your planning and differentiation. Are pupils stimulated by the work?

If you apply a sanction ensure these are carried out. Sanctions do not have to be big – e.g. a letter home, trip to the Head. Find what works for your class and individuals within the class.

Always explain sanctions assertively and calmly to the children. Get them to apologise and you both need to MOVE ON!
You have warned a child who is constantly disturbing another on several occasions. The time has come to ask the child to move, but they refuse. This is a direct and public confrontation to your authority.

What do you do?

Option 1: Send another child to get a senior member of staff.

Option 2: Go over to the child and quietly say “I have asked you to move. If you don’t you are choosing to (sanction)” and then walk away and wait.

Option 3: Shout at the pupil.

Option 4: Remove all the other children from the table.
The “Best CHOICE”?

Option 2 with Option 4 (if needed). Give the choice direction to the child and hope they respond. If they don’t, apply the sanction and remove the other children from the table.

Remember all children have a right to learn so if they are being disturbed you have to do something about it.

Getting in an authority figure could undermine your authority in the classroom. Ultimately you have to be seen as the one in control.

Remember that as a student teacher you may be disadvantaged because the children may still see their teacher as the authority figure. Work hard at being consistent with the class teacher’s praise, reward and sanctions systems so the children see that you have the same standards and expectations. Don’t be timid, think about your body language and tone of voice. You can be friendly and assertive at the same time!

Think about your positioning in the classroom when working in group situations. Ensure you can scan the classroom from time to time and intervene where necessary.
So what if it happens again?

If this is a regular occurrence you could try changing the seating plan, but you need to be really careful not to isolate pupils – this could escalate the issue and they are not being helped to manage their learning. Consider whether you are passing the “problem” onto another child/group in the class.

Revisit Rights and Responsibilities with your class so they understand that we all have a part to play in this.

In extreme cases you may have to physically move a child. This should be done with great care and never in anger. You should know what it says about this in the school’s behaviour policy so you know what the processes and procedures are in this type of situation. Some schools provide training for staff if there are particularly challenging pupils that need to be physically moved regularly.
Scenario 5  ANGER

You have a child in your class with SEBD and she often exhibits aggressive and angry behaviour. One day she comes in from playtime in a rage and starts kicking another child’s bag around the classroom.

You need to calm her down. Do you...?

**Option 1**: Grab the bag so she can’t kick it any more. Gently restrain her and tell her to calm down.

**Option 2**: Follow what it says (or should say) in the child’s IEP to diffuse the situation

**Option 3**: Quietly say “I can see that you are angry and I will help you sort out what’s upsetting you when you are calm”. Allow the child time to calm down and direct them to a quieter space in the classroom when appropriate.

**Option 4**: Go and see the TA who is coming off playground duty to see what happened and then go back to the classroom to sort the issue out.
The “Best CHOICE”? 

Option 2 and 3 are the best choices here. Trainees should not be expected to deal with children with behavioural problems like this alone. Any child with additional need should have an IEP and this should explicitly state how to best support that child.

If a school, has children with SEBD then they will have known procedures for supporting these children and trainee teachers should be informed.

It is difficult to generalise because each case is different, but if somebody is angry or upset the best approach is one of calmness. Avoid touching a pupil, perhaps sit down, keep a calm tone of voice. Consider “time out” if necessary – in which case another colleague may be helpful.

The first principle here is to calm the child. We can find out what happened later.
So what if it happens again?

If the child is known to react in this manner a repeat may be likely so it is important to follow advice in the child’s IEP. If a plan is not available then ask for support, you should not be expected to handle this on your own.

Try to stay calm. This can be an upsetting experience, but be consistent and follow the advice of the school regarding this particular child’s needs. Following up incidents that trigger responses can be done later and the child should be being helped to learn to identify these and how to manage their anger.

Some children have specialist support for example from the Educational Psychology Service or access to nurture groups in school.
Every teacher will at some point come across a child who won't respond to even the best approaches to Behaviour management.

These are the children who test your patience to the absolute limit. It’s easy just to label these children as ‘hopeless’ cases I have even heard them described in the staffroom as ‘head-bangers’.

These children whose behaviour lies outside the ‘normal’ cause disproportionately large amounts of disruption.
They do not act this way because they are evil or do not know the difference between right and wrong, but are stuck in a cycle of behaviour (a kind of habit) where it feels better/safer to be disruptive than to comply.

It seems that Social behaviour for some children is as difficult for them as learning to read is for a dyslexic child.

When faced with a child like this I needed to change my approach, I had to resist using my authority to put things right and make him conform to the fair rules of the school. As a staff we had to help him with patience, consistency and understanding, treating him as a child with genuine agency.

We stopped punishing children who struggle with academic learning many years ago, isn't it time we stopped punishing children who struggle with behaviour?

We should think about learning social behaviour in the same way we think about all learning in school
REMEMBER:

All children get it wrong sometimes, that is part of growing up, but in school most children behave really well ...they are SERIOUS about their learning.
Goleman’s categories of emotional intelligence describes key character traits to be developed if schools, colleges and universities are to produce ‘well rounded’ individuals.

**SERIOUS**

- Self-motivation
- Empathy
- Reflection
- Impulse control
- Optimism
- Understanding relationships
- Self-awareness
Advice for placement:
Seminar 8. Pupil Profiling
Pupil Profiling and tracking progress

Beginning Placement

Start collecting profile information and evidence early in your placement. Have the basic information for three children in your file by the end of the first week in school.
Purpose of profiling

- Gain a better overall/holistic understanding of the child
- Develop your ability to monitor behaviours, set targets, progress and record progress.
- Reflection on any social and emotional learning for the pupil as well as the academic
- Reflect on how your changing pedagogy impacts learning and attitudes to learning.
When profiling pick an interesting cross section of children based on:

**BACKGROUND**
- Family
- Culture
- EAL
- Age
- Gender
- Medical

**PREFERENCES**
- Hobbies & Interests
- Likes and Dislikes

**PHYSICAL**
- Locomotor
- Fine motor
- Co-ordination

**CURRICULAR ACHIEVEMENTS/NEEDS**
- Math's and Numeracy
- Language and Literacy
- Science
- Computing...
- Gifted and Talented

**PERSONAL AND SOCIAL**
- Self Image
- Relationships
- Ethical
- Emotional
- Attention
- Motivation

Be aware of ETHICAL ISSUES- get permission from mentor to profile selected children, anonymise children in your file –no photos without permission of mentor and legal guardian-respect the schools wishes.
<table>
<thead>
<tr>
<th></th>
<th>EXAMPLES OF TYPES OF ASSESSMENT EVIDENCE</th>
</tr>
</thead>
</table>
| **PRODUCT**| • Examples/photocopies of completed activities  
              • Copies of work from exercise books  
              • Photographs of art or design technology work  
              • Photos of the child at work  
              • Class teacher’s/school’s records  
              • Pupil self assessment proformas  
              • Audio/video recordings |
| **OBSERVATION** | • Observation schedules  
                     ➢ Structured  
                         ▪ Time sampling – note down what the child is doing at predetermined time intervals  
                         ▪ Event sampling – note when the event you are looking for happens  
                     ➢ Unstructured e.g. diary type notes  
                     • Critical incidents |
| **DISCUSSION** | • With child  
                     ➢ Structured interview  
                     ➢ Unstructured interview  
                     ➢ Working alongside  
                     • With class teacher/other adult |
Complete the UoC template and keep the collected annotated evidence in your file for the three chosen children.

### Pupil Profile

<table>
<thead>
<tr>
<th>Pupil Profile Log name (Pseudonym)</th>
<th>Year Grp</th>
<th>Age</th>
<th>Gender</th>
<th>Reading Age</th>
<th>Notes</th>
</tr>
</thead>
</table>

**Summary of personal and social information relevant to the pupil’s learning** (e.g. family situation, culture, language, additional learning needs, Pupil Premium, relevant medical information, social and emotional needs)

**What the pupil says about their learning** (e.g. what they enjoy about learning, their learning strengths and areas for development, how and what they like to learn, learning preferences, hobbies and interests)

**Information from class teacher about the pupil’s progress in Literacy/Phonics and Numeracy at the start of your placement** (link to National Curriculum and EYFS expectations)

**Information from class teacher about the pupil’s progress in other NC subjects or EYFS at the start of your placement**

**Your initial teaching for this pupil** (including any methods of differentiation and initial specific goals/targets that have been set for the pupil)

Review of pupil’s weekly learning (knowledge, skills and attitudes) during the placement. For each week of placement record the following information. Refer and cross reference to evidence you have collected to support your assessment of this pupil’s progress:

- Brief summary statements about progress in Literacy/Phonics, Numeracy and other NC subjects or EYFS as appropriate to the curriculum areas you have observed/sought
- Any learning targets set for/with the pupil
- How teaching is adapted to meet this pupil’s needs and support their progress in the following week
- Progress in relation to NC or EYFS (using the school setting’s own tracking system)
- What the pupil has said about their learning this week
- Reflection on any social and emotional learning for the pupil

<table>
<thead>
<tr>
<th>Start</th>
<th>Development</th>
<th>End</th>
</tr>
</thead>
</table>

**Summary report of pupil’s progress between the start and end of the placement** (Draw together your evidence and summarise this pupil’s progress in a succinct report. Imagine you are writing the summary for the pupil’s parents/carers. You may wish to model this using the school’s own reporting format if permitted)
Advice for placement: Seminar 9. Tracking Class progress

1. You should use a class tracking sheet similar to what follows for at least for Mathematics and Literacy, although it is easily adapted for use with other subjects.

2. Record progress in reading

3. You should summarise progress in your class by placing in child on the Focussed Pupil Progress Review sheet. The give feedback on progress to the school mentor/class teacher every week.
1. The Class progress tracking sheet – use to track individuals progress towards LO’s in any subject - Daily

### CLASS PROGRESS TRACKING SHEET

<table>
<thead>
<tr>
<th>Name</th>
<th>Times tables 2,5,10</th>
<th>Times tables 3,4,6</th>
<th>Square numbers</th>
<th>Times tables 7,8</th>
<th>Times tables 9,11,12</th>
<th>Application Money</th>
<th>Perimeter and area</th>
<th>Comment/Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lady Gaga</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Able but easily distracted by Elton John</td>
</tr>
<tr>
<td>Jimi Hendrix</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Enjoys lessons, focused, quick to grasp</td>
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<tr>
<td>John Lennon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not engaged – daydreaming?</td>
</tr>
<tr>
<td>Keith Richards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Able when here, see mum re AB</td>
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<tr>
<td>Taylor Swift</td>
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<td>Beginning to settle down capable</td>
</tr>
</tbody>
</table>

Mr Fosters – yr. 5

Date/s: 20/09/17

Subject: Mathematics
Accurate understanding your class abilities and progress will improve your planning and endear you to your mentor.
As a teacher this is essential at parents evenings.

<table>
<thead>
<tr>
<th>Misconceptions / errors observed</th>
<th>Children (initials)</th>
<th>How addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought there was 244 pence in a £</td>
<td>Vera Lynn</td>
<td>Explain move to decimal system in 1971</td>
</tr>
<tr>
<td>Further challenge to extend children</td>
<td>Children (initials)</td>
<td>How addressed</td>
</tr>
<tr>
<td>Ready to try Long division TH,H,t,U</td>
<td>Roger Waters</td>
<td>Introduce context so he can see value of the LO</td>
</tr>
</tbody>
</table>
TRACKING LEARNING IN YOUR CLASSROOM

2. Tracking progress in reading – through Week

You should ensure that you hear every child read and record their progress.
The link below explains the process and the excel sheets shown define what could be recorded year on year.
Adapt as you see fit.

Typically a code might be:
5 Strongly exceeding expectation (Green)
4 Exceeding expectations (Green)
3 Meeting expectation (Green)
2 developing towards expectation (Amber)
1 Emerging (not meeting expectation (Red)
0 Not progressing towards expectation (Red)

http://primarypractice.co.uk/2017/09/27/tracking-assessing-reading-progress-class/
### Year 1

<table>
<thead>
<tr>
<th><strong>Phase 5 Word reading</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1</td>
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<td>Y1</td>
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<td>Y1</td>
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<td>Y1</td>
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### Year 2

<table>
<thead>
<tr>
<th><strong>Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y2</td>
</tr>
<tr>
<td>Y2</td>
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<td>Y2</td>
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<td>Y2</td>
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<td>Y2</td>
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</tbody>
</table>

### Comprehension understand both the books they can already read accurately and fluently and those they listen to by:

| Y1  | being encouraged to link what they read or hear read to their own experiences | 0 0 0 0 |
| Y1  | becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | 0 0 0 0 |
| Y1  | recognising and joining in with predictable phrases | 0 0 0 0 |
| Y1  | learning to appreciate rhymes and poems, and to recite some by heart | 0 0 0 0 |
| Y1  | discussing word meanings, linking new meanings to those already known | 0 0 0 0 |

### Comprehension understand both the books they can already read accurately and fluently and those they listen to by:

| Y1  | drawing on what they already know or on background information and vocabulary provided by the teacher | 0 0 0 0 |
| Y1  | checking that the text makes sense to them as they read and correcting inaccurate reading | 0 0 0 0 |
| Y1  | making inferences on the basis of what is being said and done | 0 0 0 0 |

### Year 2

<table>
<thead>
<tr>
<th><strong>Comprehension and analysis</strong></th>
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<tbody>
<tr>
<td>Y2</td>
</tr>
<tr>
<td>Year 3/4</td>
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<tr>
<td><strong>Y3 Y4</strong></td>
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<td><strong>Y3 Y4</strong></td>
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<td><strong>Y3 Y4</strong></td>
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<td><strong>Y3 Y4</strong></td>
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<td><strong>Y3 Y4</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 5/6</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>maintain positive attitudes to reading and understanding of what they read by:</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>reading books that are structured in different ways and reading for a range of purposes</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>recommending books that they have read to their peers, giving reasons for their choices</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>identifying and discussing themes and conventions in and across a wide range of writing</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>making comparisons within and across books</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>learning a wider range of poetry by heart</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>understand what they read by:</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>asking questions to improve their understanding</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>predicting what might happen from details stated and implied</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>identifying how language, structure and presentation contribute to meaning</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>and:</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>discussing and evaluating how authors use language, including figurative language, considering the impact on the reader</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>distinguishing between statements of fact and opinion</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>retrieving, recording and presenting information from non-fiction</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic</td>
</tr>
<tr>
<td><strong>Y5 Y6</strong></td>
<td>and using notes where necessary provide reasoned justifications for their views.</td>
</tr>
</tbody>
</table>
TRACKING LEARNING IN YOUR CLASSROOM

3. Focused Pupils progress review - periodically

FOCUSED PUPIL PROGRESS REVIEW FORM: Trainee's impact on pupil progress and learning over time.

Curriculum focus: ... Maths: geometry properties of shapes......Week: 3

Quality of Trainee's Teaching over time: what it is in your teaching that enables you to impact on pupils' progress. Evidence from tracking pupil progress includes formative and summative assessments of pupils, photographs, marking, book scrutiny, plans, differentiation, observations, evaluations, weekly review forms... NB in considering pupils' progress overtime it is in terms of expected progress for that pupil.

<table>
<thead>
<tr>
<th>Summary pupil progress / trainee impact group 1</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Amber</td>
</tr>
<tr>
<td>HP</td>
<td>SJ</td>
</tr>
<tr>
<td>BA</td>
<td>LW</td>
</tr>
<tr>
<td>SK</td>
<td>ES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary pupil progress / trainee impact group 2</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Amber</td>
</tr>
<tr>
<td>JI; ER</td>
<td>HI;</td>
</tr>
<tr>
<td>AJ; AS; SC</td>
<td>CB; JE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary pupil progress / trainee impact group 3</th>
<th>Emerging</th>
</tr>
</thead>
</table>

Analysis of evidence which demonstrates progress against the Teacher's Standards and your next steps targets.

<table>
<thead>
<tr>
<th>Consider:</th>
<th>Standards</th>
<th>Commentary and cross references</th>
</tr>
</thead>
<tbody>
<tr>
<td>What evidence do you have, in your folders, to demonstrate how your teaching has impacted on pupils' progress? (2 sources of evidence)</td>
<td>S6c</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S4d &amp; S8d</td>
<td>Class data sheet and assessment trackers for the class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluations – in depth, 2 a week one Numeracy or Literacy the other a foundation subject.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book scrutiny – feedback to pupils has been effective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluations – annotations on plans in two colours demonstrates the impact made on pupil progress and ways to improve teaching.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What strengths does the evidence demonstrate? (No more than 2 points)</th>
<th>S6c</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S4d &amp; S8d</td>
</tr>
<tr>
<td></td>
<td>I have tracked the impact on pupils' progress in Literacy over 3 weeks. I have identified 6 children that are struggling with the features of instructional writing. Targeted support has occurred during assembly time.</td>
</tr>
<tr>
<td></td>
<td>My evaluations have helped me to plan my next steps for all children. Sequences of lessons are more rigorous and the class teacher has commented on the progress the pupils are making. Children are motivated and challenged in my lessons so much so they are seeking out and bringing in extra information from home. (out of school learning S5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What areas for development should you target next? (No more than 2 points)</th>
<th>S8c</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S2</td>
</tr>
<tr>
<td></td>
<td>The deployment of teaching assistants needs to be more effective. TA to be directed more to assessment and recording on group assessment sheets the impact on pupils' progress.</td>
</tr>
<tr>
<td></td>
<td>Gathering of suitable pieces of evidence with appropriate annotations on to demonstrate the impact I have had on pupil progress. To ensure that examples chosen show next steps marking and time given to pupils to react to advice given.</td>
</tr>
</tbody>
</table>

Please link this to the weekly review and set appropriate targets linked to pupil progress. Your CAF should also reflect this.

Associate Tutor comments on pupil progress to this point.

Date: AT signature: PPT/PPL signature:
Advice for placement:
Seminar 10. Working with your Teaching Assistant (TA)

Behind every good teacher is a great teaching assistant!
The role of the teaching assistant (TA) is to assist in the access of the curriculum by facilitating independent learning and to promote inclusion. It involves working effectively with the class teacher becoming a great partnership.

Strong working relationships between education support staff and teachers are vitally important for successful schools. These need to be worked at and developed to ensure that everyone, teachers, support staff and pupils all benefit fully.

‘Led’ by the teacher the TA supports many functions as required. A good Teacher / TA partnership will result in pupils achieving higher academic standards, greater social awareness and feeling part of the whole school community. Your TA will have much more experience in the school and of the children. As a trainee be sure to acknowledge and respect this. Asking their advice regarding individual pupils or effective strategies for learning is a good way to build a positive working relationship.

There are four grades of teaching assistant:
- Level one teaching assistants (TA1)
- Level two teaching assistants (TA2)
- Level three teaching assistants (TA3)
- Higher level teaching assistants (TA4)
DO’s

• Use TAs to add value to what you teach – they do not replace you.
• Always be clear and specific: don’t assume that your TA knows what you want them to do throughout your lesson. This should be clear in your plans.
• Ensure TAs are fully prepared for their role in the classroom - discuss the LO’s and SC’s and then get formative assessment feedback from them every day.
• Adopt evidence-based explicit and structured interventions using TA’s to develop independent learning skills and encourage children to manage their own learning.
• Encourage the TA to play an active part in lessons this enables them to raise their profile in the classroom, and allows you to develop an engaging environment by building a rapport where you can bounce off each other during sessions.
• Empower the TA to make decisions that are in line with your classroom rules and behavioural strategies, this will help keep the class running smoothly and promotes a team approach to teaching.
• Use their title and surname, never refer to them as your assistant.

DON’Ts

TA’s below level 3, should ideally not be left in sole charge of a class at any time.

Never criticise the school or anyone in the school because you think you have developed a close relationship with the TA.

Two interesting articles offering more useful information

Education Support Partnership: stresses & strains of being a teaching assistant – Blog describing some of the pressures on TAs and providing an alternative viewpoint.

www.educationsupportpartnership.org.uk/blogs/claire-renn/stresses-strains-being-teaching-assistant

• TES - article entitled ‘Seven Steps to Using Teaching Assistants Effectively’.