

A range of activities to support your induction to your placement schools and discussion with your University and School-Based tutors and subject mentors

Name:

Subject:

INTRODUCTION

This guide is designed to cover both teaching placements.

It is important that you read through and familiarise yourself with this guide before you begin your placements. It is in your interest that **all** of the tasks within it are completed, though not necessarily in the order in which they appear, as this will help you develop a greater understanding of school policies and procedures, and can provide evidence for meeting certain aspects of the Teachers' Standards as your training progresses.

When you embark upon your teaching placement/s, there will many things to consider whilst in school. This guide has been designed to try to encourage you to find out the information that you need whilst on your serial visits (the BLUE days on the schedule) initially, and then during your teaching placements (the RED days). The guide is also designed to ensure that each student is having a similar experience. Although you may be placed in very different schools to your peers, which will make your experiences varied, there are still commonalities that we would encourage all trainees to experience.

Some of you will find that your **school-based professional tutor** will have a "professional studies programme" which encompasses many of the things in this guide. You may also find that your **school-based subject mentor** has arranged some observations and meetings with key staff for you. However, they are **your** teaching placements, so if you find that an area has not been, or is not being, covered - it is **your** responsibility to be proactive and make the necessary arrangements to cover the sections in, and content of, this guide.

The guide may be used in university sessions to assist in discussions about your emerging practice. The guide may also be cross referenced and used to support your progress towards meeting the standards required for QTS. As described on the following pages re the Teachers' Standards, you are encouraged to acknowledge links between these items, your experiences and practice, and the standards.

Please note that this document is **not** assessed, but as mentioned above, can and should contribute towards illustrating your progress towards meeting some of the Teachers' Standards during your conversations with your school and University-based mentors and tutors.

SCHOOL & UNIVERSITY TRAINING – TERM 1

The intention is that the University days and content will broadly align with, and compliment, the experiences and training received in your placement schools and vice versa.

Key **school** based provision before and during the first assessed teaching placement is to concentrate upon:

1. **Being able to plan and teach successful lessons**
 - 'Know your class' – meeting the needs of all pupils & different groups of learners (TS1 –6)
 - Teacher – learner dialogue including questioning (TS2 – TS6)
 - Whole school approaches to literacy (inc. reading & synthetic phonics) & numeracy (TS3)
 - Learners for whom English is an Additional Language (TS5)
 - SEND – personalisation/individualisation including use of IEPs (TS5)
2. **Making progress in understanding and managing behaviour and ensuring pupils' well-being**
 - Child protection/safeguarding including bullying and e-safety (TS1 and PPC)
 - Strategies and policies regarding behaviour, safety and engagement (TS7)
3. **Developing skills for monitoring and assessing pupil progress**
 - 'Know your class' – meeting the needs of all pupils & different groups of learners (TS1 – 6)
 - Whole school and departmental assessment procedures including the use of data to enhance pupil progress (TS2 and TS6)
4. **Actively demonstrating appropriate professional attributes and conduct**
 - Health and safety in the workplace(PPC)
 - Professional conduct expectations (TS8 and PPC)
 - Provision of Spiritual, Moral, Social , and Cultural education (TS4)
 - Use of support staff, teaching assistants and other colleagues (TS8)

Key **university** provision before and during the first assessed teaching placement is to concentrate upon:

1. **Being able to plan and teach successful lessons and evaluate teaching**
 - National Curriculum and examination requirements – an evolving picture (TS3)
 - Foundations of lesson planning – individual and more medium term planning (TS4)
 - Introduction to subject pedagogy; forms of knowledge and teacher repertoire (TS3)
 - Challenge and differentiation - addressing diverse learning needs (TS2 and TS5)
 - Introduction to SEN legislation; range of SEN/D that might exist in mainstream school setting and related teaching strategies / interventions (TS1 and TS5)
 - Methods of lesson evaluation & reflection, including the use of video-recording (TS4 & TS8)
2. **Making progress in understanding and managing behaviour and ensuring pupils' well-being**
 - Behaviour, safety and engagement (TS7)
3. **Developing skills for assessing pupil progress**
 - Challenge and differentiation - addressing diverse learning needs (TS2 and TS5)
 - Assessment for learning and the use of pupil data (TS1 and TS6)
4. **Actively demonstrating appropriate professional attributes and conduct**
 - Transition into the classroom - issues and challenges for trainee teachers (TS2 and TS6)

SCHOOL & UNIVERSITY TRAINING – TERMS 2-3

The intention is that the University days and content will broadly align with, and compliment, the experiences and training received in your placement schools and vice versa.

*In addition to continued opportunities to develop and build upon experiences from Term 1, key **school** based provision throughout the second assessed teaching placement is to concentrate upon:*

1. **Plan, teach and evaluate sequences of successful lessons as part of a coherent curriculum across ALL available Key Stages;**
2. **Create positive environments for learning which ensure pupils' wellbeing and positive behaviour;**
 - Experience as a form tutor (TS1 and PPC)
 - Bullying and e-safety (TS1 and PPC)
3. **Accurately assess and report pupil progress to enable effective differentiation;**
 - Planning for progress – differentiation, challenge and target setting (TS2, TS4 and TS6) with a particular emphasis on 'Unseen children' (Ofsted 2013)
 - Assessing, recording and reporting pupils' progress including 'marking' policies and expectations (TS2 and TS6)
 - Provision for individual needs with particular regard to disability, EAL and high attaining pupils (TS5)
4. **Actively demonstrate appropriate professional attributes and make a positive contribution to the life of the school more widely.**
 - Multi agency working especially for those at risk of 'exclusion' (TS8)
 - Equality, diversity and community cohesion, including British Values and PREVENT awareness (TS2 and TS5, TS7, TS8, PPC)
 - Communicating with parents/carers (TS5, TS8 and PPC)

*Key **university** provision throughout the second assessed teaching placement is to concentrate upon:*

1. **To make progress in understanding and managing behaviour and ensuring pupils' well - being;**
 - Behaviour, safety and engagement (T7),
 - SEND and student well-being,
 - Diversity (TS2, TS5, TS7, TS8 & PPC)
 - British Values (T7, T8)
2. **To develop skills & strategies for assessing pupil progress across all available Key Stages;**
 - Challenge and differentiation - addressing diverse learning needs (T2 and T5)
 - Assessment for learning and the use of pupil data (T1 and T6)
 - Diversity, Inclusion
 - PREVENT/An awareness of "British Values" (T1, T2, T5, T7, T8 and PPC),
 - Well-Being
3. **National Curriculum & post 16 changes including forms of assessment (TS3, TS4, TS6);**
4. **Collaborative learning and Thinking Skills (T5);**
5. **Planning sequences of lessons (T4);**
6. **Literacy & Numeracy strategies (T3);**
7. **Applying for jobs.**

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THE TEACHERS' STANDARDS

The Teachers' Standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS). Furthermore, the Teachers' Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period. They are also used to assess the performance of all teachers with QTS and it is these standards that underpin a school's assessment and performance management of its teachers. It is a teacher's responsibility to ensure that they can illustrate that they are meeting these standards throughout their career – a copy of the official Teachers' Standards can be found here: <http://bit.ly/TheTeachersStandards>.

Through the course of this year, you will be collecting evidence towards these statutory requirements for 'Qualified Teacher Status' (QTS). For ease, we have numbered the standards relating to teaching as TS1-8 and abbreviated the area relating to Personal and Professional Conduct as "PPC", these are summarised in the following table.

We recommend you become acquainted with these acronyms and the detail as soon as possible so that you yourself can link them to areas of your practice that align with the standards from the outset. The standards themselves will accompany you into your teaching career. This guide is therefore an excellent means of familiarising yourself with their initial scope, and as it links closely to your own observations and developing practice it should be one of the sources of evidence referred to in your Evidence Log/Diary to help illustrate that you are making progress against these standards.

To help this, we have endeavoured to link the tasks to the Standards, although you can also annotate each activity you complete with links to other relevant standards as you see fit. For example, we think the SENCO task links to TS1 and TS8 — but if you think it also applies to PPC, circle this too at the bottom of the page.

TS1 - Expectations

- Set high expectations which inspire, motivate and challenge pupils

TS2 - Progress

- Promote good progress and outcomes by pupils

TS3 - Subject & Curriculum Knowledge

- Demonstrate good subject and curriculum knowledge

TS4 - Planning & Teaching

- Plan and teach well-structured lessons

TS5 - Differentiation

- Adapt teaching to respond to the strengths and needs of all pupils

TS6 - Assessment

- Make accurate and productive use of assessment

TS7 - Behaviour Management

- Manage behaviour effectively to ensure a good and safe learning environment

TS8 - Professionalism

- Fulfil wider professional responsibilities

PPC - Personal & Professional Conduct

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

RESOURCES, POLICIES AND PROCEDURES

During the early stages of your placement, it will be important to demonstrate that you have familiarized yourself with school and departmental resources, policies and procedures. You don't need to answer the questions here, but paper copies of relevant documentation and associated annotations and notes should be put in this file after this marker-page.

Date the checklist below to confirm that you have seen & familiarized yourself with this information and note any related thoughts or questions you may have on the following page:

		School 1.	School 2.
Name and location of school Safeguarding Officer	TS8 PPC		
Exam board Specifications and published Schemes of Work you will be expected to teach.	TS2 TS3 TS4 TS6		
School / Department homework policy.	TS1 TS2 TS6		
School / Departmental assessment / marking policy.	TS2 TS6		
What reprographic facilities will you have access to & how? Do you need password etc?			
To whom do you turn for disposable materials? (e.g. exercise books)			
Code of conduct / dress code / expectations of pupil behaviour – both at school and departmental level.	PPC		
What procedures are you expected to follow (including Health & Safety)?	TS7 TS8 PPC		
Who are the key people within the school to whom you may need to refer?	TS8 PPC		
Does the Department have recourse to any system of rewards or sanctions? If so, is the system school-wide?	TS7		
Are there aspects of general school organisation that you need to be aware of? (e.g. tutorial, house, year groupings)	TS8 PPC		
Do teachers take collective responsibility for general discipline? (e.g. in corridors and other parts of the school)	TS6 TS8 PPC		
By what means are your subject staff and other staff able to share information about individual pupils?	TS8 PPC		

SAFEGUARDING – PPC/ TS7/ TS8

Your safety and the safety of those around you is paramount to your role as a teacher. You will already know the importance that is placed upon all members of staff being CRB checked prior to entry into schools, but there are a number of other expectations upon the school and you as a teacher in respect of child safeguarding.

Ask for a copy of your school's safeguarding policy (it may be under a different name). Read through it and make a note of any points that you consider to be important.

- Who is the child protection officer within your school?
- What would be the policy in school if you had any concerns about your pupils?
- How quickly should you report this?
- Obviously as a student teacher it would be vital that you raised any concerns with your subject mentor, but what would the procedure be for an employed member of staff?

SCHOOL 1. Name of Child Protection Officer/s:

Notes:

SCHOOL 2. Name of Child Protection Officer/s:

Notes:

THOUGHTS OR QUESTIONS TO BRING TO FRIDAY UNIVERSITY SESSIONS IN RELATION TO POLICIES + PROCEDURES:

SCHOOL 1.

Notes:

SCHOOL 2.

Notes:

LESSON OBSERVATIONS

LESSON OBSERVATIONS – AN INTRODUCTION

Observing lessons is one way of learning about teaching, both in terms of recognising practical aspects of organisation & classroom management, and also in developing an understanding of the rationale and purpose of “the classroom” and the social/psychological facets which affect it. Observations also provide an opportunity to ask why certain things happen and what the impact of these are on teaching & learning within your subject area.

You will find that some teachers are keen for you to be there, some will tolerate you, while others really don't like other adults in the room and being watched at all! You will also witness a range of different approaches to teaching, some of which you will be familiar and comfortable with, and others you may find more challenging.

In **ALL** cases, it is wise throughout your training to remain respectful of those whose lessons you are fortunate enough to observe. Asking questions about why certain approaches were taken would be expected and sensible, but passing judgement and making critical comments about what you have seen is **not**.

LESSON OBSERVATION PROCESS

We have provided a Lesson Observation Proforma on a following page which we suggest you use for this purpose. Please photocopy / print additional copies for yourself as required.

It is useful to have a **focus** for observations – this helps avoid the observation simply becoming a step by step critique of the lesson – a list of what happened, what went well or what went wrong, and encourages you to think more about a particular aspect of teaching & learning and reflect on the various factors influencing it. You may wish to record your **reflections** immediately, or you may wish to talk to the classroom teacher or pupils to enable you to reflect on your observations in a more informed way – it's up to you, but **DO** try to get as much as you can from these opportunities – they **rarely** happen once you become a qualified teacher!

“I'm now regretting not thinking more and asking more about the lessons I observed during my first placement, at the time I just wanted to get stuck in and teach, but now I realise there was still so much to find out” PGCE Student 2014-15.

During early observations, we encourage you to consider key points to focus on such as:

- Lesson planning
- Meeting the needs of all pupils
- Subject specific strategies for the greatest learning
- Pupil behaviour and engagement

Other lesson observation tools are included in this section in addition to a more extensive list of suggested foci for observations.

It is suggested that initial observations focus on:

1. CLASSROOM MANAGEMENT

Different teachers take different approaches to classroom and behaviour management. There are skills and qualities that you will see in teachers that you can develop and adapt in yourself. Try to arrange observations with your subject teachers who have different approaches to classroom management.

Use the sheets provided on the following pages to make notes about Classroom Management in at least 1 of the lessons you have seen whilst observing. In particular you could look out for the following:

- How the teacher settles the class at the start and end of the lesson.
- How behaviour issues are dealt with.
- How resources and materials used in the lesson are distributed.
- Strategies for reminding pupils of rules and for dealing with disruptive behaviour.
- Use of praise and sanctions.

2. BEHAVIOUR FOR LEARNING

As a new teacher, one of the main worries is that you will struggle with pupil behavior and won't know how to manage your classroom. You will experience university sessions to assist you in this area but during your serial visits, during lesson observations you should take note of what experienced teachers do. Use the sheets provided on the following pages to make notes about the behaviour management techniques in at least 2 lessons you have seen whilst observing.

3. GIVING INSTRUCTIONS

Observe a lesson in your subject area, preferably Key Stage 3, where you focus on teacher's instructions to pupils. Complete an observation to reflect on what you have seen in respect of further classroom management and what you have learnt from this for your own practice. You might want to consider these questions:

- What strategies does the teacher use to gain full class attention before giving instructions?
- What strategies does the teacher use to give instructions?
- How does the teacher check that pupils have understood what to do?
- How does the teacher respond if pupils haven't understood?

4. LESSON OBSERVATIONS OTHER SUBJECT AREAS

Whilst your own subject has its own specific pedagogies, there are many shared techniques across subject areas and some specific pedagogies that could be easily incorporated into your own subject teaching.

Ask your mentor about the possibility of observing a range of lessons outside of your subject specialism. As you observe the lessons think about the following questions:

- What are the similarities and differences between the teaching & learning within this lesson and the lesson you have seen in your subject?
- Are there any aspects of the lesson that you could repeat in your subject lessons?
- Have you seen anything that you would be keen to try for yourself?

FUTURE OBSERVATIONS

Future observations could perhaps focus initially on areas with which you have some concern or may be guided by advice from your Subject Lead. Once you start teaching some of your own lessons, it is also worth asking your mentor/observer to have a focus during their observation of your lesson, this can help make the experience more constructive and helpful.

LESSON OBSERVATIONS – SUGGESTED FOCI

PUPIL LEARNING AND RESPONSE

1. Contexts and type of skill and subject terminology used by pupils
2. Amount of productive skill use by pupils
3. Nature of pupil participation in teacher-led activities
4. Nature of pupil involvement in pair and group work
5. Independent pupil learning
6. Pupil time spent on-task/ each learning activity
7. Types of off-task behaviour e.g. chatting, inattentiveness
8. Reasons for off-task behaviour e.g. distraction by other pupils
9. Pupil achievement of lesson objectives/ range of outcomes

TEACHER STRATEGIES AND BEHAVIOUR

1. Engagement of pupils: use of starter
2. Use of subject specific terminology in instructions and interaction
3. Use of body language, gesture
4. Ways of communicating objectives to pupils
5. Ways of presenting new terminology and concepts
6. Modelling of abstract ideas
7. Amount and characteristics of teacher talk and pupil talk
8. Linking activities to lesson objectives
9. Use of questioning techniques: question and answer exchanges
10. Use of open-ended versus closed questions
11. Strategies to motivate pupils
12. Use of teacher-led activity, group work, pair work, individual work
13. Role of the teacher in group work, pair work and individual work
14. Strategies to build pupil confidence in communicating subject matter
15. Strategies used to give instructions
16. Balance of teacher-centred and pupil-centred approaches
17. Strategies to raise the level of challenge
18. Strategies to support good numeracy and literacy
19. Strategies for continuous assessment and feedback to pupils
20. Setting of homework
21. Strategies for error correction
22. Use of “plenaries” (during and/or end of lesson)

LESSON OBSERVATIONS – SUGGESTED FOCI (MFL)

PUPIL LEARNING AND RESPONSE

1. Contexts and type of TL use by pupils
2. Amount of productive language use by pupils
3. Amount of receptive language use by pupils
4. Nature of pupil participation in teacher-led activities
5. Nature of pupil involvement in pair and group work
6. Independent pupil learning
7. Pupil time spent on-task/ each learning activity
8. Types of off-task behaviour e.g. chatting, inattentiveness
9. Reasons for off-task behaviour e.g. distraction by other pupils
10. Pupil achievement of lesson objectives/ range of outcomes

TEACHER STRATEGIES AND BEHAVIOUR

1. Engagement of pupils: use of starter
2. Use of the TL for instructions and interaction
3. Use of body language, gesture, mime
4. Ways of communicating objectives to pupils
5. Ways of presenting new language
6. Amount and characteristics of teacher talk and pupil talk
7. Linking activities to lesson objectives
8. Use of questioning techniques: question and answer exchanges
9. Use of open-ended versus closed questions
10. Strategies to motivate pupils
11. Use of teacher-led activity, group work, pair work, individual work
12. Role of the teacher in group work, pair work and individual work
13. Strategies to build pupil confidence in TL use
14. Strategies used to give instructions
15. Balance of teacher-centred and pupil-centred approaches
16. Strategies to raise the level of challenge
17. Strategies to scaffold the use of language/ linguistic structures
18. Strategies for continuous assessment and feedback to pupils
19. Strategies to support sustained TL use
20. Setting of homework
21. Strategies for error correction
22. Use of “plenaries” (during and/or end of lesson)

Lesson Observation Proforma

Class:	Time:	Date:	Subject:
Observation foci:		Comments:	

Time	Description of what you see/hear	Your Reflection

Time	Description of what you see/hear	Your Reflection

*Please note this booklet is available online and copies of this observation form can be downloaded.

OTHER OBSERVATION / EVALUATION TOOLS:

Teaching and classrooms are highly complex! There is so much happening, some of which is visible and measurable, while other aspects are hidden but significant in terms of impact on outcomes for both pupils and their teacher!

Learning **what**, and **how**, to notice things, and to do so consistently may seem straightforward but, as much research shows, it is not easy!

One way to illustrate this challenge is to estimate the percentage of judgements that would agree if two observers watch the same lesson. Using Ofsted's categories, if a lesson is judged 'Outstanding' by one observer, the probability that a second observer would give a different judgement is between 51% and 78%!

As most observations and judgements are made by colleagues who have not had the level of training received by Ofsted's inspection team, we are probably justified in assuming that the true value will be close to the worst case. In other words, if your lesson is judged 'Outstanding', do whatever you can to avoid getting a second opinion: three times out of four you would be downgraded.



Strong et al. (2011) used pupil value-added scores to identify 'effective' and 'ineffective' teachers, showed videos of them teaching to observers and asked them to say which teachers were in which group. In both the experiments where the observers were not trained in observation, the proportion correctly identified by experienced teachers and head teachers was below the 50% that would be expected by pure chance. At this level of accuracy, fewer than 1% of those judged to be 'Inadequate' are genuinely inadequate; of those rated 'Outstanding', only 4% actually produce outstanding learning gains; overall, 63% of judgements will be wrong. (<https://www.cem.org/blog/414/>)

To help you begin to make sense of the classroom space and learning, we would encourage you to use a range of approaches to develop your skills and awareness of what is happening during a lesson – this can be of lessons of others who you are watching teach, or of your own lesson where the opportunity arises (perhaps through video, or where one of the tools allows you to make use of it while also teaching)? A range of simple tools is provided over the following pages:

EXAMPLE


PQ: III									
						PR: - / _	PQ: II PR: + I		

BOARD

Observed Interactions		PQ	Pupil Topic-Question	PR	Pupil answer to Teacher Q (+ good / correct, - incorrect)
TI	Teacher Instruction	OQ	Teacher Open Topic-Question	CQ	Teacher Closed Topic-Question
	III III III III		III		III III III III

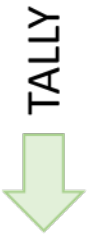
Notes

Little pupil response despite much teacher questioning. Did pupils have long enough to think about their answers? Could they have been encouraged to share their ideas before volunteering an answer? Seemed like those confident to ask Qs were also those answering the Qs. Most of the open Qs were left unanswered until the teacher gave the answer.

 TALLY

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Notes



Key / Tally. Sketch the room layout. Create a key to note the location of the actions being tracked. We suggest focusing on EITHER pupil/s OR teacher, not both.			
Observed Interactions			

During each time segment, place a mark in the appropriate box every time the **teacher** engages in the activity. At the end of the class period tally the marks in each column.

Time	Explains	Questions	Demonstrates	Records	Manages	Works with Groups	Coaches Individuals	Other
0-5 min.								
5-10 min.								
10-15 min.								
15-20 min.								
20-25 min.								
25-30 min.								
30-35 min.								
35-40 min.								
40-45 min.								
45-50 min.								
50-55 min.								
55-60 min.								
Total								

Observe an individual student for a class (or day!) and complete the form at the end of each lesson. KEY: A- Always B- Usually C- Sometimes D- Rarely E- Never	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Listens carefully during class time						
Asks questions about what is not understood						
Volunteers to answer questions posed to class						
Follows directions / instructions						
Respects classroom procedures						
Respects teacher						
Respects classmates						
Is a team leader						
Is a good team member						
Completes classroom assignments/ activities in a timely manner, accurately, and clearly						
Completes homework assignments in timely manner, accurately, and clearly						
Participates in voluntary projects*						
Attends class regularly*						
Arrives in class punctually						
Performs well on formal assessments / tests / examinations*						
Performs well on assigned projects*						
*NB – Some of these points may not be observed in the lesson but could perhaps be established through a quick conversation with the pupil or regular class teacher?						
What do you notice? What helps this pupil learn? What barriers to learning are noticed?						

Timeline		Teacher Activity
A	___:___	
B	___:___	
C	___:___	
D	___:___	
E	___:___	
F	___:___	
G	___:___	
H	___:___	
I	___:___	
J	___:___	
K	___:___	
L	___:___	
M	___:___	
N	___:___	
O	___:___	
P	___:___	
Q	___:___	
R	___:___	
S	___:___	
T	___:___	
U	___:___	
V	___:___	
W	___:___	
X	___:___	

Where is the teacher and what are they doing?

Sketch the room layout on the grid above, noting key features (desk arrangement / front / back / board or screen location etc).
 Roughly every minute, make a note of where the teacher stands and where they have just moved from. Use an arrow ending in a letter (A to X) according to the timeline alongside where you should note their action / what is going on in the lesson.
 What do you notice? How does the teacher interact with pupils? How does the teacher keep an eye on all events in the room? How does the teacher know if pupils are on-task? Was movement related to pupil behaviour in any way? Where there any no-go areas and why might this be? Where are most instructions given from?...

SPECIAL EDUCATIONAL NEEDS & DISABILITIES – SEND – TS5/ TS8/PPC

As a teacher, you need to have an awareness of the needs of the pupils in your charge. It is highly likely that within your teaching timetable on you will have one or more students who have a SEND. You should arrange to meet with the SENCO (Special Educational Needs Coordinator) to help you gain an understanding of the support and expectations that you should fulfil as a teacher to help such pupils access and make progress with the learning undertaken

SCHOOL-BASED TASKS - SEND - TS5/ TS8/PPC

Please try and complete all of these preparation tasks BEFORE you start teaching.

INFORMATION GATHERING TASKS (INFORMATION SHOULD BE AVAILABLE ONLINE ON YOUR PLACEMENT SCHOOL'S WEBSITE!)

- Find out what Local Offer has been published for the LA where your school is located.
- Make a copy of and familiarise yourself with your school's SEND information report.

SCHOOL 1.	SCHOOL 2.

QUESTIONS (FOR SCHOOL SENCO)

- How many pupils are on the SEND register in the school? And what proportion is this of the total school population?
- How are LSA used to support these pupils?
- How does your placement school document which interventions are needed for pupils with SEN? What form do targets take?
- If you will be teaching any pupils with SEN, what approaches / strategies does the SENCO recommend that you take? And why? This will be very important to inform your lesson planning and for the tracking task which follows.
- Try and find out from your SENCO how they view the new Code of Practice and where the school is up to in its adoption of that Code.

SENCO Name:

SCHOOL 1.

SENCO Name:

SCHOOL 2.

OTHER PREPARATION TASKS

- It would be very helpful to observe pupils in lessons before you start to teach them; observe and note particular strategies/ interventions that seem to be effective either for pupils with SEND or who find learning difficult.
- From your observations, make notes also of effective ways in which LSA are used in lessons
- You might also consider working with individual pupils as LSA yourself.

SCHOOL 1.

SCHOOL 2.

SCHOOL-BASED TASKS WITH EAL FOCUS

Please try and complete all of these preparation tasks **BEFORE** you start teaching.

INFORMATION GATHERING TASKS

- Find out how the school supports EAL pupils.
- Who is the lead for EAL pupils in the school?
- What are the common strategies used to support EAL pupils within the school?
- What is the % of EAL pupils in the school?
- Which strategies are commonly used in your subject area?
(Make notes below)

SCHOOL 1.

SCHOOL 2.

SCHEMES OF WORK AND RESOURCES – TS3/ TS4/ TS6/ TS2/ TS8

In order to plan the lessons that you will be teaching effectively, you need to ensure that you have access to the correct schemes of work and any resources that your department use and make available to you. You are expected to be creative in your approach and not rely solely on the resources in school but completing reinventing the wheel for each lesson is not good use of your time.

In the table below, list the topics that you will be teaching to which classes and then complete the table with a summary of relevant information to demonstrate that you have gathered the required information and resources in preparation for your planning. An example has been done for you.

SCHOOL 1.				
Class / Teacher	Topic	Specification (KS4 & KS5 only)	Scheme of Work	Any available resources?
<i>10ScY1 / Geoff Traynor</i>	<i>B1.1.2 How our bodies defend themselves against infectious diseases.</i>	<i>AQA – Core Science</i>	<i>Department's own SOW, based on AQA Spec / AQA outline SOW.</i>	<i>Various worksheets, past exam questions, examiners reports available in prep room. Old text books available which include still relevant material.</i>

SCHOOL 2.

Class / Teacher	Topic	Specification (KS4 & KS5 only)	Scheme of Work	Any available resources?
10ScY1 / Geoff Traynor	B1.1.2 How our bodies defend themselves against infectious diseases.	AQA – Core Science	Department's own SOW, based on AQA Spec / AQA outline SOW.	Various worksheets, past exam questions, examiners reports available in prep room. Old text books available which include still relevant material.

PLAN (AND DELIVER) A **STARTER** ACTIVITY – TS4/ TS3/ TS1 - **SCHOOL 1**

*Please **NOTE**, by the time you reach school 2 you should be comfortable with this.*

As your time spent observing lessons progresses it is important that you begin to take a lead role with the classes that you will be teaching. This will ensure that pupils recognise you as a teacher and begin to respond to you accordingly. It will also help you to build up your confidence before you start to teach the class on your own.

Liaise with your mentor and/or the teacher of a class that you will be taking and arrange to deliver a starter. You should carefully plan your starter and carefully script your anticipated instructions, explanations and questions (including TL use in MFL).

What is the objective of your starter?

What will your starter incorporate?

How will you ensure a smooth transition from your starter back to the class-room teacher?

After delivery—how did your starter go?

What did the pupils learn and how do you know?

Did YOU learn anything?

PLAN (AND DELIVER) A PLENARY TS4/ TS3/ TS6 –

SCHOOL 1

Please NOTE, by the time you reach school 2 you should be comfortable with this.

Liaise with your mentor and/or the teacher of a class that you will be taking and arrange to deliver a plenary. You should carefully plan your plenary and carefully script your anticipated instructions, explanations and questions (including TL use in MFL).

What is the objective of your plenary?

What will your plenary incorporate?

How will you ensure that your plenary is relevant to what the class teacher has taught?

After delivery—how did your plenary go?

What did the pupils learn and how do you know?

Did YOU learn anything?

Did your plenary allow for a smooth exit of the pupils from your classroom?

TRIALLING LEARNING ACTIVITIES – TS4/ TS2/ TS3 –

SCHOOL 1

*Please **NOTE**, by the time you reach school 2 you should be comfortable with this.*

As a trainee teacher it is really important that you are competent and confident in your delivery of learning activities (including appropriate use of the TL in MFL and Practical Work in Science, DT, Art HMT etc). It is a good idea to observe teachers delivering effective lessons and to see the techniques they employ and the skills they use to ensure that learning takes place and pupils make progress.

When you plan a full lesson it is vital that you have trialled/run through the learning activities yourself. This will help you to pre-empt any potential difficulties within the activity itself and also help you to organize it, scaffold if necessary and to script key instructions and questions. Use the space below to make a note of 2 learning activities that you have trialled during the first placement. What lessons have you learned by doing a trial run?

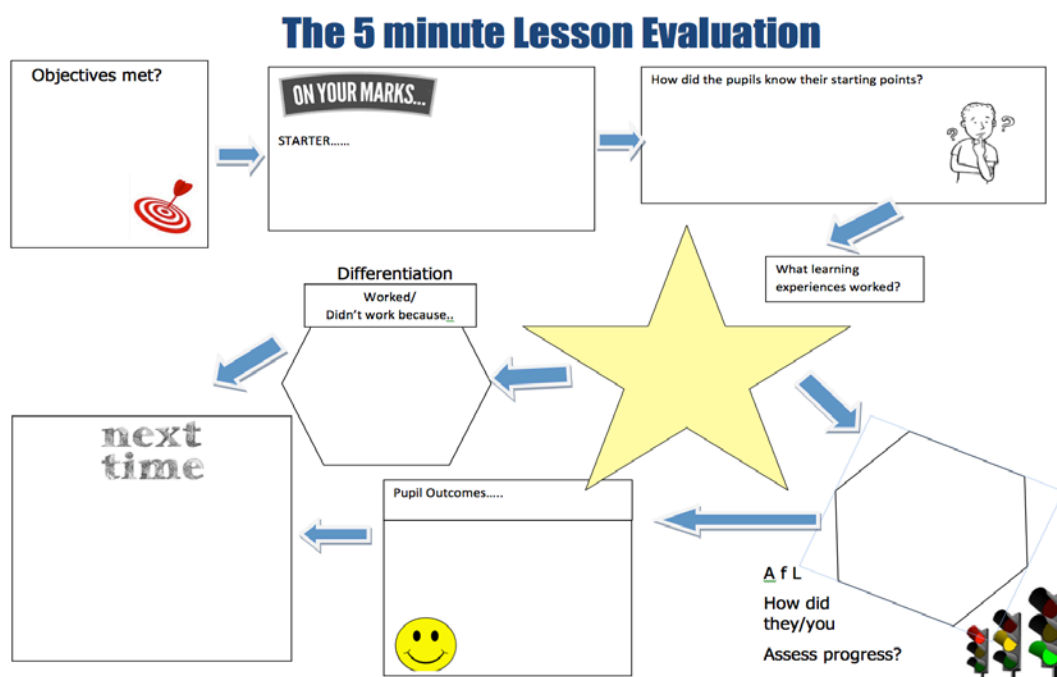
Learning Activity 1 -	Learning Activity 2 -

LESSON EVALUATIONS – TS2/ TS3/ TS4 – SCHOOL 1 & SCHOOL 2

Being reflective, honest, critical and thoughtful in respect of your own lessons is vital. The following questions may help you consider how your lesson went:

- Where did this lesson fit in terms of the curriculum?
- Did your pupils realise how this lesson linked to, or built upon, previous learning?
- What were the aims/objectives or success criteria of the lesson?
- What new knowledge, skills and understanding do the pupils now have?
- What evidence do you have to show this?
- How did you start the lesson and was this effective in engaging the pupils?
- What were the main tasks within the lesson?
- Did the pupils understand the tasks and what was expected of them?
- Did you differentiate the lesson to suit individual learning styles and abilities?
- Did differentiation help, if so, how, if not, why not?
- Do you feel the pupils were engaged throughout the lesson? What evidence do you have to illustrate this?
- How did you make the lesson personally relevant to your pupils?
- Did you link the lesson to “everyday” issues and ideas?
- How did you end the lesson? Was this effective, and helpful to their learning and / or behaviour / attitude?
- Did you come across any disruptive behaviour during the lesson? If so, how did you deal with it?
- Do you think that the resources you used helped to engage the pupils? If not, how could you engage them more effectively next time?
- If you were to teach this lesson again - what would you do differently and why?

When you are pushed for time, you might find this “5-minute” lesson evaluation form useful – although it is true to say that especially during the first few years of teaching, evaluating your own lessons is worth dedicating more time to than this!



At least one lesson per week MUST be an in-depth evaluation.

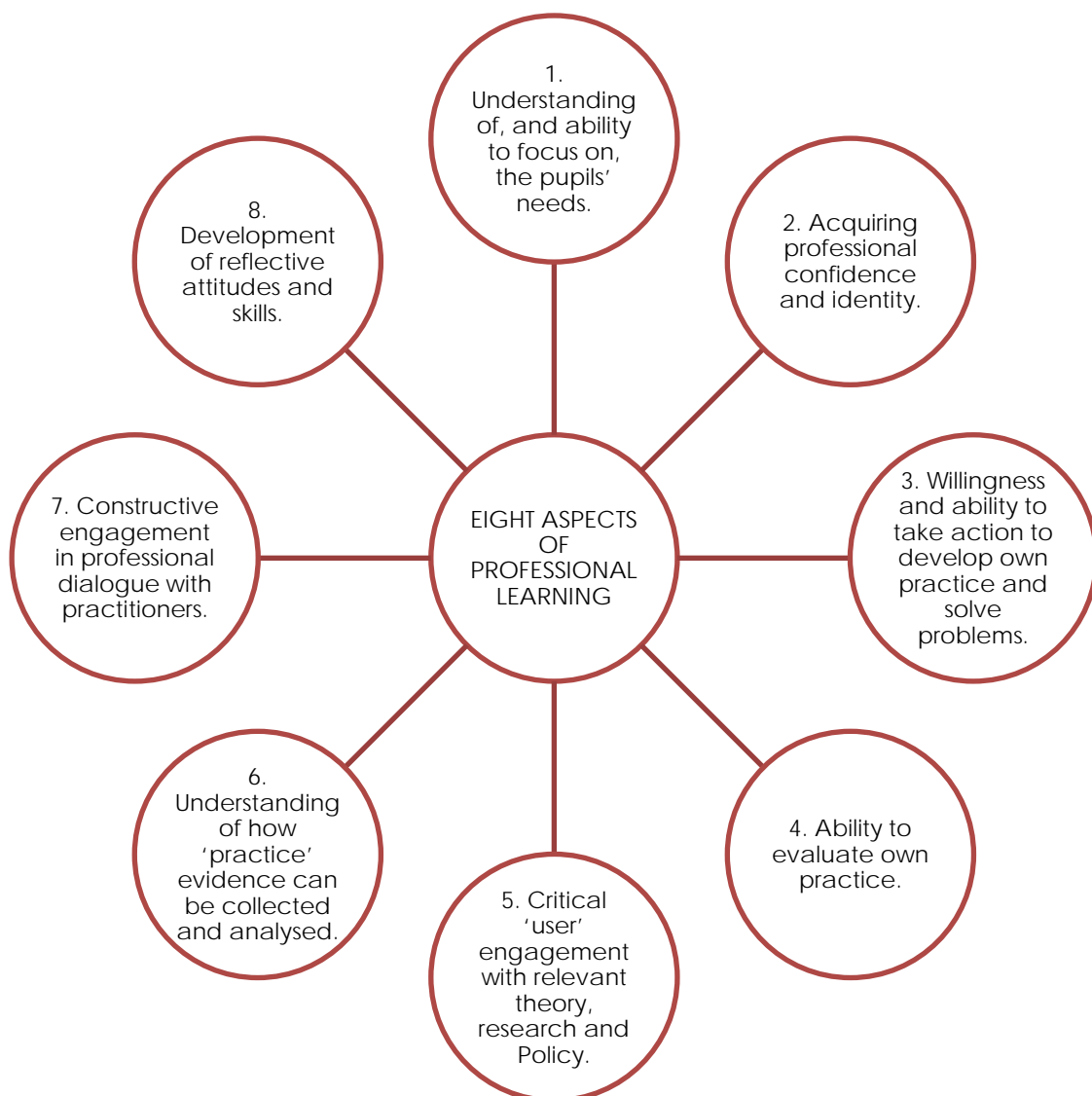
PROFESSIONAL LEARNING

EIGHT ASPECTS OF PROFESSIONAL LEARNING

The PGCE course that you are undertaking may be the first time that you have carried out 'professional learning'. As well as working towards the standards required for QTS, the course will enable you to continue to develop your own teaching practice through continual reflection, evaluation and self-improvement.

Throughout the course you should consider your personal development in respect of the eight aspects of professional learning, originally designed by Rachel Lofthouse. We believe that during the year you will engage with each of the eight aspects and that upon completion of the course you will be ready not only to begin your teaching career but you will have a full awareness of the demands of the profession and the tools to ensure your own continuing development.

The eight aspects are shown below for you to reflect on how you feel these have been incorporated into your experiences so far:



McGrane & Lofthouse, 2010

This is a guide to professional learning that can be used throughout your career.

