

**Primary/EY School Direct
Additional Placement Guidance
Autumn 2**

2021-2022

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Key Expectations for this Placement

- Promote pupils' progress across all areas of learning (EY) or core subjects (primary)
- Manage children's behaviour positively, promote positive learning behaviours and attitudes and a climate for learning
- Develop skills of planning, teaching and evaluating through planning and teaching a series of lessons/adult directed activities and evaluating impact of teaching on pupil progress
- Promote progress in phonics and Early Reading
- Develop Assessment for Learning practice, including assessing and recording evidence of pupils' progress and using to adapt planning and teaching
- Build up to responsibility for around 50-60% of the timetable
- Demonstrate excellent professional practice

Suggested build-up of teaching timetable

On AUTUMN PLACEMENT trainees should build up to teaching a timetable of 50 - 60%*

***Individual needs:** all trainees will vary in terms of their previous experiences and their confidence and competence in a particular age phase. Therefore it is important that **Professional Mentors and Class teachers, in consultation with trainees, use their judgement and interpret the guidance given** to ensure that their trainees build up to their **50-60%** teaching responsibility as appropriate to the individual trainee.

Planning: Given the early stage of the course and the significant variability between schools, **ALL trainees will require significant support with planning** and it is anticipated that schools will involve trainees in their joint planning processes, and will provide the medium term/weekly plans for trainees.

Whilst not timetabled to teach, trainees might:

- observe learning & teaching (class teacher/other colleagues)
- carry out planning, preparation and assessment
- complete training tasks
- support the class teacher/peer partner/pupils.

Week	% of timetable	Suggested Responsibilities: Plan/teach/assess/evaluate:	
		Early Years Derby Trainees or Primary Trainees in SEND settings (if more appropriate)	PRIMARY in KS1 or 2 or Early Years Derby Trainees in KS1
1	30-40%	Plan and teach a range of adult-directed sessions and begin to plan related activities to support child-initiated learning in the learning environment	Build from planning and teaching a series of whole class lessons for English OR mathematics, to teaching a week's lessons for English OR Maths. You should alternate between these two core subjects from one week to the next. In addition, plan and teach science or foundation subjects in areas of greater confidence.
2	40%		
3	40%		
4	40-50%	Plan and teach 40-50% of the total number of adult-directed sessions across the week and also 40- 50% of the activities available in the environment. This should include planning for other practitioners.	Plan and teach a week's lessons for maths OR English, alternating with subject taught last week. Plan and teach science. For the remaining time, teach a mix of the remaining core subject and foundation subjects in areas of greater confidence.
5	50%		
6	50%	Plan and teach 50% of the total number of adult-directed sessions across the week and also 50% of the activities available in the environment. This should include planning for other practitioners.	Plan and teach a week's lessons for maths AND English foundation subjects in areas of greater confidence. Plan and teach science In any remaining time, teach foundation subjects you have not yet taught.
7	50-60%	Plan and teach 50%-60% of the total number of adult-directed sessions across the week and also 50-60% of the activities available in the environment. This should include planning for other practitioners.	Plan and teach a week's lessons of English AND mathematics. Plan and teach science. For the remaining time, teach foundation subjects.

	Weekly Checklists - tick when achieved						
Weekly Tasks	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Plan, teach, evaluate required % of lessons							
Record-keeping and marking							
PPA time with class teacher with guided supported planning							
Update Training Plan and include lesson observation form							
Mentor Meeting							
Engage with the CRD (independently and with mentor): review relevant CCF statements to help support actions and progress							
Time to work on Training Tasks							
Email to Moderation Tutor (if required)							
<i>Own tasks</i>							
<i>Own tasks</i>							

The above grid may support trainees to keep on top of the supportive expectations for each week of placement and their school-based training opportunities. It is entirely optional but may work effectively if printed out and stuck onto the inside front cover of the teaching file.

Week-by-week Guidance: Overview

The section which follows aims to link your **University-based training with your school-based practice**. It is organised into the five strands of the Core Content Framework: Curriculum, Behaviour Management, Pedagogy, Assessment and Professional Behaviours.

It suggests foci from your University training which *may* be relevant for you to consider on placement – you can decide which aspects are particularly relevant for you to work on.

Remember you can refer back to your ***University-based taught seminars*** for a reminder of key ideas e.g. how to promote behaviour to learn or use assessment of learning strategies (Professional Enquiry lectures/workshops) or how to implement subject-specific approaches by referring to your Maths, English, Science and whole Curriculum Studies lectures/workshops.

Whilst this next section is organised into groups of weeks, you can of course select from different weeks as appropriate to your own progress and development.

Trainees have always been advised to observe good practice and discuss practice with colleagues, and more specifically, the Core Content Framework advocates the following:

- ***Observing expert colleagues ... and deconstructing this approach***
- **Following expert input - by taking opportunities to practise, receive feedback and improve at...**
- ***Discussing and analysing with expert colleagues***
- ***Receiving clear consistent and effective mentoring***

Evidence Base:

If **trainees** would like to access additional reading on any of the areas of the Core Content Framework areas, then a Talis Aspire List can be accessed via the link below:

<https://rl.talis.com/3/warwick/lists/B7F69089-F715-BE78-A61E-AF6A0B240453.html>

OR via Moodle > Core Content Framework

Mentors can access an externally available list via the Mentors Portal > Essential Documents

<https://warwick.ac.uk/fac/soc/cte/pintra/essentialdocuments/primaryandeyessentialdocs/#KeyDocs>

**WEEK-BY WEEK GUIDANCE FOR EARLY YEARS TRAINEES
(or, optionally, for Primary Trainees in SEND settings)**

EARLY YEARS Trainees or (optionally) PRIMARY trainees in SEND settings: EARLY PLACEMENT - WEEKS 1 - 3

Review potential actions below - **highlight** those which would be a useful focus for your professional development

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>Observe how expert colleagues: -focus children’s thinking on key ideas both in adult led sessions and through sustained shared thinking in the environment -provide learning opportunities based on children’s prior learning.</p> <p>Practise, reflect, receive coaching and improve at: -identifying essential concepts to be taught rather than starting by thinking of the activity - modelling reading comprehension by asking questions, making predictions and summarising when reading -modelling high quality oral language recognising that spoken language underpins the development of reading and writing -use number rhymes effectively as part of sessions to consolidate early number concepts.</p> <p>Discuss with expert colleagues -how to support pupils to become fluent readers and fluent, legible writers -the rationale for curriculum choices, how do they balance themes with children’s interest? How much of the curriculum is written down in a long-term plan to be followed year on year and how much of it is unwritten or changed?</p>	<p>Discuss and analyse with expert colleagues: – How the school behaviour policy is implemented and a positive learning climate established – Also see your ‘Behaviour to Learn Checklist’ in your Training Plan</p> <p>Practise, reflect, receive coaching and improve at: – establishing and reinforcing routines, including through positive reinforcement – creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. – creating a culture of respect and trust in the classroom that supports all pupils to succeed – setting clear behavioural expectations (e.g. for contributions, volume level and concentration) – using positive language and rewarding the behaviour you want to see; – intervening promptly and using a hierarchy of sanctions (for low-level disruption) - least intrusive first (e.g. NVC, proximity offering support); – applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate</p>	<p>Discuss and analyse with expert colleagues – the needs of individual pupils, and barriers to learning and any support that is in place for them – how to take into account pupils’ prior knowledge when planning how much new information to introduce – How teaching is adapted to support and challenge learners</p> <p>Practise, reflect, receive coaching and improve at: – Planning activities around what you want pupils to think hard about – Giving manageable, specific and sequential instructions – Using modelling, narrating your thought processes aloud to make explicit how experts think – Checking pupils’ understanding of instructions before a task begins – Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). – Offering different levels and types of support to help pupils succeed – Implementing specified approaches to support pupils with SEND and/or barriers to learning</p>	<p>Discuss and analyse with expert colleagues – The school’s marking policy – How to plan assessment opportunities and strategies linked to learning objectives/ success criteria when planning, – how to you interpret your observations of children’s learning</p> <p>Practise, reflect, receive coaching and improve at: – Sharing learning objectives and success criteria with pupils – monitoring pupil work during lessons, including checking for misconceptions. – Use your assessment information to help evaluate your teaching and complete lesson evaluations – For an identified focus group of 10 children within your key group, recording observations of and using this information to inform planning for child-initiated activities; – Making careful observations of child-initiated learning supported by other practitioners throughout the learning environment, indoors and outdoors, to identify the children’s skills, interests and the learning taking place. – For your adult-led activities, assessing the extent to which pupils have achieved the learning objective and using this assessment information to plan subsequent activities.</p>	<p>Take responsibility for your own professional development e.g. by: – Planning in training tasks to be completed (whilst teaching commitment is lowest) – Reflecting upon your practice by: completing lesson evaluations – Reflecting upon your progress in relation the CCF statements (in the CRD) – Reflecting upon your progress in relation to progress statements in the CRD (Term 1 Collaborative Review) – Preparing for your weekly Mentor meeting by identifying questions, targets upon which you would like to focus or aspects of your progress about which you would like coaching</p> <p>Observe and learn from expert colleagues (own CT and others) depending on your needs (e.g. behaviour management, phonics) use the ELF form to support focused observation and discussion.</p> <p>Discuss and analyse with expert colleagues – How colleagues work together as a team</p> <p>Practise, reflect, receive coaching and improve at: – Preparing teaching assistants for lessons with support of expert colleagues.</p>

EARLY YEARS Trainees or (optionally) PRIMARY trainees in SEND: MID-PLACEMENT - WEEKS 3 - 5

Review potential actions below - **highlight** those which would be a useful focus for your professional development

You could also **revisit** statements from previous weeks.

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>Deliver a carefully sequenced and coherent curriculum by:</p> <ul style="list-style-type: none"> -providing opportunities in the environment for children to revisit key concepts and consolidate their learning -being confident about the key vocabulary you wish children to know and use within and across different aspects of their learning -teach a series of phase 1 phonological awareness sessions which help children build on a range of speaking and listening skills. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> -providing opportunities for all children to learn and master concepts - making learning opportunities visually stimulating enough for children to want to join in -Supporting children at play using sustained shared thinking techniques - leading family group sessions which focus on PSED. <p>Discuss, analyse and receive clear and consistent feedback in how to:</p> <ul style="list-style-type: none"> -promote reading for pleasure. -plan for colleagues to support you in revising key concepts with children -keep a record of observational evidence against planned next step activities so that nothing gets lost as you plan to deliver the curriculum. 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - Approaches taken to prevent/respond to bullying; week 4 is anti-bullying week with a theme of 'one kind word' see: https://anti-bullyingalliance.org.uk/anti-bullying-week; what is your school doing? <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - acknowledging and praising pupil effort and emphasising progress being made - Responding consistently to pupil behaviour (intervening promptly, using a hierarchy of sanctions, applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate) - reinforcing routines, creating a positive environment with trust and respect - setting clear behavioural expectations, especially for practical and active lessons. - Promoting positive learning behaviours; if the school has a learning behaviours approach, then implement this; if not, identify specific behaviours you wish to promote, teach and reward e.g. 'trying hard/not giving up'. 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how to identify possible misconceptions and plan how to prevent these forming - how to use concrete representation of abstract ideas (e.g. using analogies, metaphors, examples and non-examples). - How to set tasks that stretch pupils, but which are achievable within a challenging curriculum <p>Observe/deconstruct how expert colleagues:</p> <ul style="list-style-type: none"> - adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Using intentional and consistent language that promotes challenge and aspiration - setting tasks that stretch pupils, but which are achievable, within a challenging curriculum. - Providing targeted support for pupils who are struggling - reframing questions to provide greater scaffolding - using/developing strategies to enable pupils with SEND/barriers to access the curriculum and be successful 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - how to check prior knowledge during lessons, e.g. structuring tasks/questions to identify knowledge gaps/misconceptions - how to use assessment information to begin teaching in the lesson <p>Observe and deconstruct how expert colleagues:</p> <ul style="list-style-type: none"> - use age-appropriate self and peer assessment - gather assessment information DURING the lesson to adapt teaching 'minute-by-minute' to promote learning <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - identifying assessment opportunities and strategies linked to learning objectives/ success criteria when planning, thinking ahead about what will indicate understanding. - Pre-planning clear questions - Providing effective and efficient feedback (see weeks 1-2) - assessing the extent to which pupils have achieved the success criteria and objective, using this information to adapt planning - maintaining on-going records for your focus group of 10 children and ensuring your record-keeping and planning link, e.g. where pupils didn't achieve the LO, how is this followed up? 	<p>Take responsibility for your own professional development e.g. by:</p> <ul style="list-style-type: none"> - Preparing for your weekly Mentor meeting (see week 1) - Reflecting upon your practice by: completing lesson evaluations - Reflecting upon your progress in relation to the CCF - Reflecting upon your progress in relation to progress statements in the CRD <p>- Ensuring completion of training tasks</p> <p>Observe and learn from expert colleagues (own CT and others) use the ELF form to support focused observation and discussion.</p> <p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how colleagues communicate with parents/carers proactively and make effective use of parents' evenings to engage them in their children's schooling <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - extending subject and pedagogic knowledge as part of the lesson preparation process

EARLY YEARS Trainees or (optionally) PRIMARY in SEND: LATE PLACEMENT - WEEKS 5 - 7

Review potential actions below - **highlight** those which would be a useful focus for your professional development

You could also **revisit** statements from previous weeks.

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> -how to encourage children to transfer what has been learnt in one discipline to a less familiar context -how to support individual children who demonstrate a preference for a particular schema -misconceptions that you have noticed children have and identify ways to rectify these. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - relating planning to national frameworks as well as the resources and opportunities open to the setting -using time effectively to plan and prepare a growing number of learning opportunities both adult led and in the environment -annotate planning to show where adaptations have been made to cater for the needs of different pupils. <p>Help pupils to apply their knowledge and skills to other contexts and across subjects by:</p> <ul style="list-style-type: none"> -having an overview of all the adult led planning and planning for the environment over the week, note links and cross over and use time effectively to support learning. -ensuring that taught activities are, where possible, taught in the area of the learning environment where the child will go back to access the resources. 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> – how teachers manage more ‘challenging behaviour’ (to prepare you for subsequent placements). <p>Observe expert colleagues ... and deconstruct</p> <ul style="list-style-type: none"> – Where possible observe in an alternative key stage – how is the school behaviour policy adapted to different age ranges/phases? (to prepare you for subsequent placements& – how your class teacher (and others) promote a climate for learning which encourages pupils to take responsibility for their own learning <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – promoting a climate for learning which encourages pupils to take responsibility for their own learning – consistently promoting learning behaviours, developing a rapport with learners, motivating all learners to engage and sustain interest in learning – for which pupils has this been more challenging? What else could you do to improve these pupils’ engagement in learning? 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> – how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content) -see also assessment <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – identifying potential misconceptions and planning how to prevent these forming/encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. – using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples – Adapting teaching to respond to any pupils who are struggling (including targeted strategies) to enable all pupils to be successful <p>Developing your questioning by Including a range of types of questions in class discussions to extend and challenge and providing appropriate wait time between question and response.</p>	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> – How clarity of the desired outcome and clear success criteria can help focus teaching, keeping the complexity of explanations/ modelling to a minimum, so that attention is focused on the key content. – the records of children’s learning kept in the setting and how evidence you have collected could contribute to these records e.g. learning journals <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – Planning/implementing effective assessment strategies, thinking ahead about what will indicate understanding in relation to LO/SC – using assessment information to adapt teaching between lessons and to begin to adapt teaching in the lesson – making effective use of self and peer assessment at different stages of the lesson, e.g. lesson introduction, mini-plenaries etc. – prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. 	<p>Take responsibility for your own professional development e.g. by:</p> <ul style="list-style-type: none"> - Preparing for your weekly Mentor meeting (see week 1) – Reflecting upon your practice by: completing lesson evaluations – Reflecting upon your progress in relation to the CCF – Reflecting upon your progress in relation to CRD progress statements <p>- Ensuring completion of training tasks</p> <p>Observe and learn from expert colleagues (own CT and others) use the ELF form to support focused observation and discussion.</p> <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – Managing your workload effectively and developing a positive work-life balance <p>IN week 6/7– with your Mentor, review your progress in the CRD – ‘Term 1 Collaborative Review’ – Assessment Point 2; ensure that you understand your targets</p> <ul style="list-style-type: none"> – You have now reached Reflection Point 2 and can begin to reflect upon your progress in your e-PDP.

WEEK-BY WEEK GUIDANCE FOR PRIMARY TRAINEES

PRIMARY Trainees: EARLY PLACEMENT - WEEKS 1 - 3

Review potential actions below - **highlight** those which would be a useful focus for your professional development

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>Observe how expert colleagues:</p> <ul style="list-style-type: none"> - Explicitly teach mathematical skills and knowledge through using the CPA approach - Explicitly model reading and writing skills and behaviours within the English lesson e.g. Shared and Guided work - Teach early reading skills through Systematic Synthetic Phonics and how this is applied across the curriculum (this links directly to your school-based task for English and is applicable to the whole placement rather than these specific weeks) - explicitly teach science, both substantive knowledge (concepts) and disciplinary knowledge (working scientifically). <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Identifying essential concepts, knowledge, skills and principles of mathematics. - Identifying how the learning is sequenced in English considering the Teaching Sequence (from Reading to Writing) <p>Discuss with expert colleagues</p> <ul style="list-style-type: none"> - The school's calculation policy for mathematics - how the medium-term planning for English is developed and implemented; also discuss the handwriting and Reading for Pleasure policies - how planning for the foundation subjects is undertaken 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - How the school behaviour policy is implemented and a positive learning climate established - Also see your 'Behaviour to Learn Checklist' in your Training Plan <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - establishing and reinforcing routines, including through positive reinforcement - creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. - creating a culture of respect and trust in the classroom that supports all pupils to succeed - setting clear behavioural expectations (e.g. for contributions, volume level and concentration) - using positive language and rewarding the behaviour you want to see; - intervening promptly and using a hierarchy of sanctions (for low-level disruption) - least intrusive first (e.g. NVC, proximity offering support); - applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - the needs of individual pupils, and barriers to learning and any support that is in place for them - how to take into account pupils' prior knowledge when planning how much new information to introduce - How teaching is adapted to support and challenge learners <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Planning activities around what you want pupils to think hard about - Giving manageable, specific and sequential instructions - Using modelling, narrating your thought processes aloud to make explicit how experts think - Checking pupils' understanding of instructions before a task begins - Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). - Offering different levels and types of support to help pupils succeed - Implementing specified approaches to support pupils with SEND and/or barriers to learning 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - The school's marking policy - How to identify assessment opportunities and strategies linked to learning objectives/success criteria when planning, thinking ahead about what will indicate understanding. - Using assessment information from one lesson, to inform planning of next lesson. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Sharing learning objectives and success criteria with pupils - monitoring pupil work during lessons, including checking for misconceptions. - Assessing the extent to which pupils have achieved the LO; - Providing effective feedback, in line with school policy, e.g. by identifying specific actions for pupils, providing time for pupils to respond to feedback, prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking and using verbal feedback during lessons - Use your assessment information to help evaluate your teaching and complete lesson evaluations 	<p>Take responsibility for your own professional development e.g. by:</p> <ul style="list-style-type: none"> - Planning in training tasks to be completed (whilst teaching commitment is lowest) - Reflecting upon your practice by: completing lesson evaluations - Reflecting upon your progress in relation the CCF statements (in the CRD) - Reflecting upon your progress in relation to progress statements in the CRD (Term 1 Collaborative Review) - Preparing for your weekly Mentor meeting by identifying questions, targets upon which you would like to focus or aspects of your progress about which you would like coaching <p>Observe and learn from expert colleagues (own CT and others) depending on your needs (e.g. behaviour management, phonics) use the ELF form to support focused observation and discussion.</p> <p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - How colleagues work together as a team <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Preparing teaching assistants for lessons with support of expert colleagues.

PRIMARY: MID-PLACEMENT - WEEKS 3, 4 & 5

Review potential actions below - **highlight** those which would be a useful focus for your professional development

You could also **revisit** statements from previous weeks.

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>Observe and deconstruct how expert colleagues:</p> <ul style="list-style-type: none"> - anticipate common misconceptions in maths and science and address these in teaching - Model and use strategies to engage pupils in shared reading and writing; consider how pupils' ideas and contributions are recognised and used within the lesson. - identify, model and promote the use of subject specific vocabulary in foundation subjects <p>Deliver a carefully sequenced and coherent curriculum by:</p> <ul style="list-style-type: none"> -discussing with the class teacher how the school's resources and materials for the maths curriculum are structured. -focussing on establishing clear and measurable, skills-based learning objectives for English across the week in the current unit of work. -discussing resourcing for working scientifically with the CT or science lead. -ensuring you have sound subject knowledge when teaching foundation subjects - researching as appropriate <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - modelling mathematical concepts, knowledge, skills and principles - modelling reading (comprehension or decoding) and/or writing e.g. through shared reading and writing - ensure sound subject knowledge in teaching foundation subjects, researching appropriately <p>Discuss, analyse and receive clear and consistent feedback in how to:</p> <ul style="list-style-type: none"> - Support pupils' independent reading; understand the school's rationale for chosen approaches to the <i>teaching</i> of reading e.g. whole class, small group 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - Approaches taken to prevent/respond to bullying; week 4 is anti-bullying week with a theme of 'one kind word' see: https://anti-bullyingalliance.org.uk/anti-bullying-week; what is your school doing? <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - acknowledging and praising pupil effort and emphasising progress being made - Responding consistently to pupil behaviour (intervening promptly, using a hierarchy of sanctions, applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate) - reinforcing routines, creating a positive environment with trust and respect - setting clear behavioural expectations, especially for practical and active lessons. - Promoting positive learning behaviours; if the school has a learning behaviours approach, then implement this; if not, identify specific behaviours you wish to promote, teach and reward e.g. trying hard/not giving up 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how to identify possible misconceptions and plan how to prevent these forming - how to use concrete representation of abstract ideas (e.g. using analogies, metaphors, examples and non-examples). - How to set tasks that stretch pupils, but which are achievable within a challenging curriculum <p>Observe/deconstruct how expert colleagues:</p> <ul style="list-style-type: none"> - adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Using intentional and consistent language that promotes challenge and aspiration - setting tasks that stretch pupils, but which are achievable, within a challenging curriculum. - Providing targeted support for pupils who are struggling - reframing questions to provide greater scaffolding - using/developing strategies to enable pupils with SEND/barriers to access the curriculum and be successful 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> -how to check prior knowledge during lessons, e.g. structuring tasks/questions to identify knowledge gaps and misconceptions -how to use assessment information to begin to adapt teaching in the lesson <p>Observe and deconstruct how expert colleagues:</p> <ul style="list-style-type: none"> -use self and peer assessment -gather assessment information DURING the lesson to adapt teaching 'minute-by-minute' to promote learning <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> -identifying assessment opportunities and strategies linked to learning objectives/success criteria when planning, thinking ahead about what will indicate understanding. -Pre-planning clear questions -Providing effective and efficient feedback (see weeks 1-2) -assessing the extent to which pupils have achieved the success criteria and objective, using this information to adapt planning <p>Ensuring your record-keeping and planning link, e.g. where a pupil/group of pupils didn't achieve the LO, how is this followed up in the next lesson?</p>	<p>Take responsibility for your own professional development e.g. by:</p> <ul style="list-style-type: none"> - Preparing for your weekly Mentor meeting (see week 1) - Reflecting upon your practice by: completing lesson evaluations - Reflecting upon your progress in relation to the CCF - Reflecting upon your progress in relation to progress statements in the CRD - Ensuring completion of training tasks <p>Observe and learn from expert colleagues (own CT and others) use the ELF form to support focused observation and discussion.</p> <p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> how colleagues communicate with parents/carers proactively and make effective use of parents' evenings to engage them in their children's schooling <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - extending subject and pedagogic knowledge as part of the lesson preparation process

PRIMARY LATE PLACEMENT - WEEKS 6 & 7

Review potential actions below - **highlight** those which would be a useful focus for your professional development

You could also **revisit** statements from previous weeks.

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how to revisit foundational skills in mathematics over time - how the school approaches topic based and cross curricular teaching and learning - How to revisit the key concepts in English over time and through a range of examples - how to effectively sequence the learning of science concepts and build on prior knowledge / learning. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - carefully sequencing mathematical concepts that build upon pupils' prior knowledge - carefully sequencing learning in English so pupils' are prepared and feel confident to tackle independent reading and/or writing activities - teaching science specific vocabulary - identify, model and promote the use of key subject specific vocabulary in foundation subjects <p>Help pupils to apply their knowledge and skills to other contexts and across subjects by:</p> <ul style="list-style-type: none"> - identifying opportunities to transfer mathematical skills and concepts to the wider curriculum. - Draw links between new content and prior learning e.g. application of taught skills in Phonics or grammar being applied in a writing or reading lesson 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how teachers manage more 'challenging behaviour' (to prepare you for subsequent placements). <p>Observe expert colleagues ... and deconstruct</p> <ul style="list-style-type: none"> - Where possible observe in an alternative key stage – how is the school behaviour policy adapted to different age ranges/phases? (to prepare you for subsequent placements& - how your class teacher (and others) promote a climate for learning which encourages pupils to take responsibility for their own learning <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - promoting a climate for learning which encourages pupils to take responsibility for their own learning - consistently promoting learning behaviours, developing a rapport with learners, motivating all learners to engage and sustain interest in learning - for which pupils has this been more challenging? What else could you do to improve these pupils' engagement in learning? 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content) -see also assessment <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - identifying potential misconceptions and planning how to prevent these forming/encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. - using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples - Adapting teaching to respond to any pupils who are struggling (including targeted strategies) to enable all pupils to be successful <p>Developing your questioning by Including a range of types of questions in class discussions to extend and challenge and providing appropriate wait time between question and response.</p>	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - How clarity of the desired outcome and clear success criteria can help focus teaching, keeping the complexity of explanations/ modelling to a minimum, so that attention is focused on the key content. - How to identify efficient approaches to assessment and marking <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Planning/implementing effective assessment strategies, thinking ahead about what will indicate understanding in relation to LO/SC - using assessment information to adapt teaching between lessons and to begin to adapt teaching in the lesson - making effective use of self and peer assessment at different stages of the lesson, e.g. lesson introduction, mini-plenaries etc. - prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. 	<p>Take responsibility for your own professional development e.g. by:</p> <ul style="list-style-type: none"> - Preparing for your weekly Mentor meeting (see week 1) - Reflecting upon your practice by: completing lesson evaluations - Reflecting upon your progress in relation to the CCF - Reflecting upon your progress in relation to CRD progress statements <p>- Ensuring completion of training tasks</p> <p>Observe and learn from expert colleagues (own CT and others) use the ELF form to support focused observation and discussion.</p> <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Managing your workload effectively and developing a positive work-life balance (see also 'Managing workload on School Placement' in Section 2 of this Guide) <p>IN week 6/7 – with your Mentor, review your progress in the CRD – 'Term 1 Collaborative Review' – Assessment Point 2; ensure that you understand your targets</p> <ul style="list-style-type: none"> - You have now reached Reflection Point 2 and can begin to reflect upon your progress in your e-PDP.

Curriculum Map A

The University Taught Programme for the Professional Enquiry and Professional Practice Modules

Primary ITT Curriculum Model with links to CCF: Professional Enquiry, Professional Practice and Subject Studies mapping 2021-22

Strands	Recursive Threads (&CCF)	Autumn: Developing		Spring: Contrasting	Summer: Autonomy
Trainee journey	Agency and identity	Emerging understanding of teacher identity, teaching and learning Reflective practice, evaluation, professionalism and ethics		Developing teacher identity in different contexts Managing wellbeing	Meeting the Teacher Standards (TS1-8 & Pt2) Consolidating teacher identity:
	Understanding context	Understanding the school context		Understanding different school contexts and education policy Applications and interviews	Adapting to change, autonomy and responsibility Developing accountability Preparing to be an Early Career Teacher
Social justice	Behaviour for learning (CCF 7)	Relationships, routines and responses Learning behaviours and self-regulation Setting expectations and climate for learning		Understanding, planning for and responding to more challenging behaviour Effective deployment of TAs	Reinforcing relationships and expectations with all pupils Bullying Responding to poverty and disadvantage
	Inclusive teaching (CCF 5)	Adaptive teaching, Equality, SEND, EAL		Creating an inclusive classroom	Taking responsibility for Quality First Teaching, implementing Inclusion and Equality Act
	SEND/ Inclusion Enhancement (CCF 5)	Autism, Speech, language and communication, attachment, dyslexia EEF: SEND in mainstream settings		EAL (focus on higher order English) Racism/ bullying: Gypsy and Traveler community	Implementing adaptive teaching for all
Intellectual Curiosity	How children learn (CCF 1,2,3)	Child development, How children learn, motivation Introduction to Quality First Teaching (QFT)		Memory and pedagogy for memorable learning Implications of learning theory in different KS Applying QFT in different contexts	Metacognition Applying knowledge of modelling, scaffolding and zone of proximal development in sequences of learning
	Subject pedagogies (CCF 4, 6)	Core subject teaching pedagogies and cross-curricular approaches Wider curriculum: SRE, PHSE, Religion, humanities		Wider curriculum: PMFL, PE, Art, Music, D&T, Further professional / subject training	Resolving issues in subject teaching
	Academic writing and L7 development (CCF 1-8)	Introduction to education research, writing at L7 and target setting for assignments Lesson evaluation and reflective practice		Professional Enquiry assignment titles: adaptive teaching, AfL, B4L Subject studies assignment: talk for learning	Critical reflection and self-evaluation, applying research and theory Overall evaluation, pupil outcomes and progress
Creativity	Planning, Assessing learning (CCF 4, 6)	Lesson planning, assessment for learning LTA cycle and planning individual learning episodes		Planning learning sequences Planning memorable learning/ cross-curricular AfL (within lessons), Self and peer assessment	Taking responsibility for curriculum planning Taking responsibility for Assessment for Learning Assessment of Learning
	Curriculum (CCF 2,3, 4)	Broad and balanced curriculum Focus on early reading and early maths		Contrastive curriculum (KS) Enhanced Placements (SEN school, EAL focus)	Learning outside the classroom and school trips
	Wider Context (CCF 8)	SEMH for pupils and teachers Workload management		Working with Teaching assistants	Family and community NQT conference and transition to ECF
Teaching placements	Trainee (% class teaching)	Observing practice Early teaching (30%)	Developing teaching (50-60%)	Teaching in a different KS and school (building up to 70%)	Autonomy and responsibility (building up to 80%)
	Placement activity	Co-planning groups and whole class	Learning plans – whole classes	Learning sequences and medium-term planning	Taking responsibility for the curriculum and class outcomes
	Mentor	Modelling	Instructional coaching (inc. live feedback) and collaborative review	Instructional coaching (inc. live feedback) and collaborative review	Instructional coaching and collaborative review Synoptic Assessment for QTS
	Assessment Profiles	Training Plan AP1	Training Plan AP2	Training Plan AP3, AP4	Training Plan/ CEDP AP 5, 6

Curriculum Map B

The University Taught Programme for the Subject Studies Module

<p>The Early Years Programme</p> <p>EY1: Play, EYFS Framework and Development Matters EY2: Observation & wellbeing EY3: Spoken language and sustained shared thinking EY4: Birth-3, Being 2 EY5: Phonics: phases 1,2 EY6: Number EY7: Writing processes/ mark making EY8: Key approaches to EY philosophies EY9: Shape and Space EY10: Planning EY11: Storytelling EY12: Working with parents EY13: Assessment/ Moderation (ELGs) EY14: Maths and the environment EY15: Engaging boys EY16: Leadership/Revisiting quality pedagogy</p>	<p>The English Programme</p> <p>En1: Introduction to English En2: Reading – The Big Picture En3: Teaching Reading En4: Phonics En5: Grammar SK En6: Teaching Writing En7: Non-Fiction En8: Learning to Plan En9: Grammar for Writing En10: Handwriting and Spelling En11: Poetry En12: Spoken Language En13: Assessment En14: Developing Comprehension En15: Creative Pedagogies</p>	<p>The Maths Programme</p> <p>Ma1: Mathematical Mindset Ma2: Introduction to Mastery Ma3: Counting and Place Value Ma4: Counting and Dyscalculia Ma5: Developing Fluency Ma6: Representation and Structure (CPA approaches for written maths) Ma7: Variation Ma8: Planning for Primary Maths Ma9: Reasoning and Problem Solving Ma10: Fractions Ma11: Talk in Maths Ma12: Fractions, Decimals, Percentages, Ratio and Proportion Ma13: Assessment Ma14: Measures (Length, Weight, Capacity) Ma15: Measures (Time and Money)</p>	<p>The Science Programme</p> <p>Sc1: Introduction to science Sc2: Working Scientifically 1 Sc3: Working Scientifically 2 Sc4: Earth and Space Sc5: Materials Sc6: Management and Organisation Sc7: Life Processes Sc8: Planning for Progression in science Sc9: Forces Sc10: Questions & Talk in Science Sc11: Electricity Sc12: Working Scientifically 3 Sc13: Evolution and Inheritance Sc14: Assessing Science- Light & Sound context Sc15: Plants & The Environment</p>	<p>Whole Curriculum Studies</p> <p>WCs1: PSHE WCs2: RE WCs3: Geography WCs4: History WCs5: Art WCs6: Music WCs7: Computing WCs8: Primary Foreign Languages WCs9: D&T WCs10: PE (up to 3 sessions) WCs11: Cross-Curricular</p> <p>i) Subject Knowledge session ii) Planning and assessment</p>	
	Autumn Term	Spring Term	Summer Term		
	Creativity Intellectual Curiosity	Creativity Intellectual Curiosity	Creativity Intellectual Curiosity	Social Justice	
	CCF 1-8	CCF 1-8	CCF 1-8		
Early Years Core	EY1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Ma 1, 3, 4 Sc1, 2, 3, 4, 5, 6, 7, 8, 9, 10 WCs1,3,5,6,7,	En3,4,5,6,7, 11 Ma 2, 5, 6, 7, 8, 10, 11, 13 Sc 11, 12, 13, 14, 15 WCs2,4,9,10	EY13, 14, 15,16 Ma 9 WCs11		
Primary Core	En1, 2, 3, 4, 5, 6,7, 8 Ma 1, 2, 3, 4, 5, 6, 7, 8 Sc 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 WCs1i,3i,3ii,5i,5ii,6,7i,8i	En9, 10, 11, 12, 13 Ma: 9, 10, 11, 12, 13 Sc 12, 13, 14, 15 WCs1ii,2i,4i,4ii,6ii,7ii,8ii,9i,9ii,10	En14, 15 Ma14, 15 WCs		
Early Years School Direct (* = external)	En1, 3, 6, 12 En* Ma: 3, 5 Sc 1, 2, 7, 9, 10 WCs1i,2i,3i,4i,6i	EY6, 9 EY* 2, 5	En7, 11 Ma 2 Sc 3, 5, 15 WCs5i,7,11	EY* 3, 4 En5 Ma 6, 15 WCs1ii,2ii,3ii,4ii,9	EY* 12, 16
Primary School Direct	En1, 3, 4, 5, 6, 7 Ma: 1, 2, 3, 5, 6 Sc 1, 2, 3, 5, 7 WCs1i,2i,3i,5i,6i,7i,8i,9i	En9, 11, 15 Ma: 9, 10, 11, 12 Sc 9, 10, 14, 15 (& Sc 8 recorded) WCs1ii,2ii,3ii,4ii,4iii,5ii,6ii,7i,7ii,11	WCs8ii,9ii		