

SPRING PLACEMENT GUIDE

Primary

Early Years (Derby)

SCHOOL DIRECT PGCE

21-22

**For Trainees, Class
Teachers and Mentors**



SPRING PLACEMENT GUIDE

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1. KEY INFORMATION

Spring Placement Calendar						
Date	Placement Week	Monday	Tuesday	Wednesday	Thursday	Friday
03-Jan-22	1	Bank Holiday	PEn assignment submission			University day
10-Jan-22	2	Inclusion day (School-led reflection/training)		University day - PEn		
17-Jan-22	3					University day
24-Jan-22	4			Suggested date for Alliance Day 3		University day
31-Jan-22	5					University day
07-Feb-22	6					University day
14-Feb-22	7			AP3 due		University day
21-Feb-22		Half term (all areas)				
28-Feb-22	8					University day
07-Mar-22	9					University day
14-Mar-22	10			University day - PEn		
21-Mar-22	11	Inclusion day (School-led reflection/training)				University day - cross phase day
28-Mar-22	12			Suggested date for Alliance Day 4		University day
04-Apr-22	13			AP4 due		University day (self-study)
07-Feb-22		Easter Holiday				
14-Feb-22		Easter Holiday				

Absence from School Placement and University Days

Absence from school placement is not something to be taken lightly. Unless you are ill, you must get permission from your Head teacher or School Professional Mentor and your Course Leader for any absence.

University Days are mandatory and you must register any unavoidable absence on the online form absence reporting form on Moodle and alert your personal and session tutor(s).

If your absence from school is inevitable, you **MUST** take the steps outlined in the accompanying SCHOOL PLACEMENT HANDBOOK.

Priorities for the Spring placement

- Promote pupils' progress across the curriculum including **foundation subjects and PE**
- Manage children's behaviour positively developing the ability to manage more challenging behaviour (with support)
- Develop Assessment for Learning practice including:
 - Setting and making effective use of objectives and success criteria
 - Assessing and recording evidence of pupils' progress and using to inform planning
 - Developing ability to use the school's assessment data to inform planning
 - Developing skills of pupil self and peer assessment
 - Developing the ability to adapt teaching *within the lesson* in response to assessment information
 - Developing understanding and use of school's target-setting systems to promote progress
- Develop Assessment of Learning practice including:
 - Assessment against national standards
 - Understanding how assessment data is used to track progress of individuals and groups
 - Developing familiarity with tracking progress of pupil groups e.g. SEND, EAL.
- Further develop planning and evaluation skills including **weekly** planning with daily evaluations
- Develop understanding of individual needs, adaptive teaching and overcoming barriers to learning, including SEN and PE
- Promote progress in phonics and Early Reading
- Build up to responsibility for 60% of the timetable
- Demonstrate excellent professional practice

2. THE TEACHING FILE

Guidance in this section has been reviewed against the Reports from the *'Independent Teacher Workload Review Group'* and the *'Core Content Framework'*.

Planning, Assessment, Evaluation & Record-Keeping

A. The Teaching File

Trainees must set up and maintain a well-organised teaching placement file in which to store their planning, evaluations, record-keeping and training information.

All documentation must be maintained in printed form AND the file must available in school every day of the placement to enable ease of access for those supporting the trainee's professional development i.e. Professional Mentors, class teachers and Moderation Tutors.

To support organisation, **file checklists** are available at the end of this section.

B. Planning Proformas (TS 4)

(i) Individual 'Learning Plans and Evaluations

It is recognised that 'planning is essential for good teaching...'¹. At the **beginning** of SPRING PLACEMENT, it is recommended that trainees use the University of Warwick planning and evaluation format(s) for all activities and lessons. This is because:

- Whilst trainees will have developed their planning skills on AUTUMN PLACEMENT, ALL trainees will be to some extent starting again on SPRING PLACEMENT, being placed in a different setting, a different age range and for Early Years trainees, a different age phase and curriculum;
- The University proformas ensure that trainees focus on the key elements which underpin trainees' effective planning and pupils' learning and carefully worded prompts to support their thinking;
- The level of detail required on these plans offers a degree of accountability to schools, an awareness of a trainee's thought processes and how they intend to meet the needs of the pupils; it also allows schools to review and support the planning/assessment/evaluation process to develop trainees' skills and better meet the needs of the school's pupils **and ensure pupil progress**.
- **Trainees must provide a copy of planning, detailing their role, for any TAs working with them.**

(ii) Class Teachers Supporting Trainees' Planning

The Independent Teacher Workload Review Group on planning recognises the importance of 'collaborative planning, which offers excellent opportunities for professional development'. It also states that 'Access to effective plans and materials for new entrants to the profession will support their development and allow them to concentrate on teaching.'² The Core Content Framework also identifies trainees' entitlement to, 'Collaborate with colleagues to share the load of planning and preparation... making use of shared resources (e.g. textbooks).' It is for these reasons that we ask that class teachers:

- **share PPA time with trainees;**
- **undertake supported, guided planning**, including 'regular and professional discussion which focuses on the outcomes for pupils; thinking through the teaching of a subject, and the resources to

¹ Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 6

² Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 8

support this³; specifically, we recommend that **class teachers and trainees complete page 1 of the learning plan together, especially early in placements** and encourage trainees to ***gradually develop independence*** in planning as the placement progresses;

- **share weekly or medium-terms plans with trainees;**

- where schools use **published schemes of work**, effective guidance to trainees should include discussion of how to evaluate a resource, and how to make adaptations which ensure that the needs of all pupils are met, and learning intentions are achieved.

(iii) Using published Schemes

Where a school is using a published scheme, trainees should work in line with school expectations, using the scheme as the basis for their planning. They should be encouraged to develop their planning skills through involvement in professional discussion with their class teacher about when it may be appropriate, and how, to **adapt** the scheme to ensure learning and progress for all pupils.

(iv) Weekly Plans with Daily Evaluations

Professional Mentors and Class Teachers should support trainees in moving to weekly planning. Trainees might move to weekly planning:

- when they demonstrate **competent planning** and **assessment practices which promote ‘progress and outcomes for pupils’⁴**;
- to develop their understanding of progression in children’s learning;
- to support manageability of their workload (and certainly by the time trainees are teaching 50% or more of the timetable). A weekly planning proforma is available to download from the ‘Essential Documents’ page.

Moderation Tutors will be happy to advise, where the school needs support.

We would recommend that trainees provide an individual ‘learning plan’ for all observed lessons. This allows observers to credit aspects of a trainee’s practice which may not be instantly evident through observation alone e.g. personalising teaching to overcome barriers to learning for individual pupils.

THE AIM of this developmental approach is to ensure quality provision for pupils enabling pupil progress, whilst at the same time developing the planning skills of new entrants to the profession *in a sustainable and manageable way.*

(v) Planning sequences of lessons in science and the foundation subjects – developing medium-term planning skills

Where schools are able to offer an opportunity and support for trainees to plan a longer-term sequence of lessons in advance/create a medium-term plan, this will aid trainees understanding of progression and development of their planning skills. We suggest that they use the school’s medium-term planning format. To help trainees achieve a manageable workload, Professional Mentors and class teachers should judge whether and when it might be appropriate for trainees to teach science, computing and foundation subject lessons working from detailed medium-term plans.

(vi) Flexible planning and adapting planning proformas

Individual learning plan: trainees should be encouraged to adapt the p.2 of the University ‘learning plan’. The University understands that the standard 3-part lesson, as on p.2 of the proforma, is not the only

³ Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 9

⁴ Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 7

structure for a lesson. However, it does offer a good starting point for trainees, many of whom can find the process of learning to plan both challenging and time-consuming. As trainees gain experience, competence and confidence, then they will be able (with the support of class teachers and Professional Mentors) to adapt the proforma to begin to meet the needs of a range of learning intentions, pupils and contexts in order to promote learning. **Weekly planning proforma:** Trainees should either use the Warwick weekly planning proforma OR use the school's proforma, adapting it to ensure it contains the same information as on the Warwick proforma.

C. Assessment of pupils' learning (TS 2 & 6)

On SPRING PLACEMENT, trainees should build on their assessment for learning experiences from AUTUMN PLACEMENT, including:

- setting clear objectives and success criteria;
- ensuring that objectives and success criteria are shared with and understood by pupils (and co-constructed with pupils, where appropriate);
- assessment of achievement against learning objectives and success criteria by the teacher and by pupils through peer and self-assessment;
- providing oral and written feedback and marking according to school policy which is **meaningful, manageable and motivating**⁵;
- and, crucially, use of assessment information to inform planning *e.g. Key information about prior learning recorded in Prior Learning box on 'learning plan' and evidence of this influencing the plans e.g. groupings of pupils and/or targeting of support, including adult support; planning interventions; the trainee should be able to explain how their assessments from the previous lesson/session (or from prior learning) have informed planning;*
- identifying in planning, clear opportunities for assessment, a range of assessment strategies and questions;
- beginning to consider pupils' progress over time.

On SPRING PLACEMENT trainees should also extend their assessment skills and understanding by:

- developing greater proficiency in the areas as above, adapted to the new age-range;
- developing the ability to *adapt teaching within the lesson* in response to assessment information;
- developing their ability to consider pupil progress over time, using their own record-keeping to help inform decisions which promote pupil progress;
- developing familiarity with pupil groups recognised by the school (e.g. SEN, EAL, high performing children, Looked After, Pupil Premium etc.);
- developing familiarity with how the school tracks the progress of individuals and groups of pupils;
- Observing/supporting/participating in pupil progress meetings (as appropriate).

D. Evaluation (TS 4 & 8)

Evaluation is a key skill which enables professionals to be able to develop their own practice. At this stage, trainees reflection and evaluation of their own practice will be supported by coaching and discussion with class teachers, Professional Mentors and Moderation Tutors. They should use the evaluation proforma at the end of the Warwick Learning Plan/daily section of the Weekly Plan.

Trainees should:

- assess and record pupils' learning against their lesson objectives;
- use assessment of pupils' learning to evaluate their teaching;
- evaluate the impact of their teaching on the progress and learning of their pupils.

To enable customised use or adaptation, the proformas are available electronically:
Moodle > Professional Practice > Essential Documents Or Partners' Intranet

⁵ Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group (2016) p.5

E. Record-Keeping (TS 2 & 6)

All data collection should have a 'clear purpose' and 'efficient' process, with the aim of enhancing 'outcomes for pupils'.⁶ Record-keeping provides the trainee with information to inform planning and can offer evidence to all (trainee, class teacher, Professional Mentor and Moderation Tutor) of pupil progress and the trainee's assessment skills.

The trainee is expected to keep records of:

(a) Pupils' achievements against learning objectives

- keep records of pupil progress over time for ALL pupils taught
- these records should be **used** to inform planning in order to promote pupil progress

Tips to support manageability:

There are a range of ways to 'record' learning and progress e.g.:

- University record-keeping sheets
- Marking against objectives
- Post-it notes of observations
- Annotated photos (check school policy on photos)
- School record-keeping sheets
- Records of personal development, behaviour and wellbeing.

Trainees should **not** 'type up records neatly'. As long as they are legible, they are fine.

The **Core Content Framework**⁷ suggests trainees should learn how to make marking manageable and effective, by:

- Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.
- Discussing and analysing with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach
- Using verbal feedback during lessons in place of written feedback after lessons where possible
- Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).
- Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

Trainees should try different approaches to record-keeping and be prepared to evaluate their use in terms of their manageability and their usefulness. Trainees might ask themselves: How long do they take to complete? When and how do I use the data that I record i.e. are these strategies manageable and meaningful.

NB. The trainee must ensure the confidentiality of record-keeping and follow school guidance and policy.

⁶ Eliminating unnecessary workload associated with data management Report of the Independent Teacher Workload Review Group (2016) p.5

⁷ ITT Core Content Framework (DfE, 2019) pp. 24-25

Divider Heading	Checklist for Teaching Placement File	✓
TODAY	A section in which to keep resources you are currently using e.g.: <ul style="list-style-type: none"> • Today's learning plans and any associated resources • Copy of learning plan and a record-keeping sheet for TAs and any observer 	
ASSESSMENT FOR/OF LEARNING & PUPIL INFORMATION	<ul style="list-style-type: none"> • Day-to-day records of pupils' attainment against lesson/activity objectives <i>e.g. record-keeping sheets, 'post-it' notes, samples of marked work/annotated work against objectives</i> • Records of pupils' personal development and wellbeing. • Pupils' targets and information about prior learning and achievement (provided by school) • Information about individual needs • Class Lists including groupings/sets for different areas of learning/ subjects 	
TIMETABLES	<ul style="list-style-type: none"> • 1 timetable for <u>each week</u> of placement, identifying: <ul style="list-style-type: none"> - what and when you are teaching; - when you have opportunities to complete your SPRING PLACEMENT Training Tasks; - when you have PPA time with your class teacher - when you have opportunities to observe teaching 	
CURRICULUM PLANS	<ul style="list-style-type: none"> • 'Learning Plans' with Evaluations and any associated resources • Organised by Subjects or weeks • Medium-term/weekly plans 	
INFORMATION ABOUT THE SCHOOL	<ul style="list-style-type: none"> • Any key policies <i>e.g. safeguarding/behaviour/assessment/marketing policies etc.</i> 	
TRAINING TASKS	<ul style="list-style-type: none"> • Evidence of tasks (handwritten notes are acceptable) 	

Checklist for Training Plan File		
In the ring binder in which you keep your Training Plan, you should maintain: <ul style="list-style-type: none"> • Up-to-date copy of your TRAINING PLAN (including Lesson Observation Forms and Profiles); • Behaviour to Learn Checklist 		

3. WEEK-BY-WEEK GUIDANCE FOR SPRING PLACEMENT

SUGGESTED BUILD-UP OF TEACHING TIMETABLE

CONTENT of TEACHING including PE

The **foundation subjects** are a particular focus for this SPRING placement. With a national focus on the ‘broad and balanced curriculum’ **trainees are encouraged to teach a range of foundation subjects on this placement, including PE**, and gain experience of teaching all foundation subjects by the end of the PGCE.

***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 60-70% teaching responsibility as appropriate to the individual trainee.

Planning: Whilst trainees will have developed their planning skills on AUTUMN PLACEMENT, ALL trainees will be to some extent starting again on SPRING PLACEMENT, being placed in a different setting, a different age range and for Early Years trainees, a different age phase and curriculum, therefore ALL trainees will initially 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 (see guidance in section 2).

Whilst not timetabled to teach, trainees might:

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

Weeks	% of timetable	Any DERBY trainees in Reception on Nursery	PRIMARY TRAINEES and Derby trainees in KS1
		Suggested Development of Responsibilities Plan/teach/assess/evaluate:	Suggested Development of Responsibilities Plan/teach/assess/evaluate:
1		- orientation, observing, working with small groups and individuals. Work up to some team teaching or leading parts of lessons	- orientation, observing, working with small groups and individuals. Work up to some team teaching or leading parts of lessons
2	30%	- teach whole class and group sessions; - begin to take some responsibility for planning the environment inside and out..	- a sequence of whole class lessons in English or maths and foundation subjects.
3-4	30-40%	- teach whole class and group sessions; take responsibility for planning 40% of the environment inside and out for activities you/other staff will be leading/supporting	- a sequence of whole class lessons in English or maths (alternating with what was taught the previous week) - science and/or foundation subjects.
5-6	40%	- teach whole class and group sessions across an increasing proportion of the EYFS curriculum; - take responsibility for monitoring the whole class whilst involved in group sessions; plan for continuous provision, inside and out.	- a week of whole class lessons in English or maths (alternating) (and some lessons in the remaining core subject); - science and some foundation subjects (including PE)
7	40-50%	Teach whole sessions across the curriculum, managing the planning/provision for the whole class	- a week of whole class lessons in English or maths (and <i>some</i> lessons in the remaining core subject); - science and a range of foundation subjects (including PE)
HALF TERM			
8-10	50%	Manage the whole class. Continue to provide a stimulating environment for children both indoors and outdoors, ensuring all staff are aware of their roles.	- All English and maths plus some - science - foundation subjects
11-13	60%		

Weekly Checklist tick when completed

Weekly Tasks	WEEK 1 w/b 3.1.22	WEEK 12 w/b 10.1.22	WEEK 3 w/b 17.1.22	WEEK 4 w/b 24.1.22	WEEK 5 w/b 31.1.22	WEEK 6 w/b 7.2.22	WEEK 7 w/b 14.2.22	WEEK 8 w/b 28.2.22	WEEK 9 w/b 7.3.22	WEEK 10 w/b 14.3.22	WEEK 11 w/b 21.3.22	WEEK 12 w/b 28.3.22	WEEK 13 w/b 4.4.22
Plan, teach, evaluate required % of lessons													
Record-keeping and marking													
PPA time with class teacher with guided supported planning													
Mentor Meeting Update Training Plan and include lesson observation form													
Engage with the CRD (independently and with mentor): review relevant CCF statements to help support actions and progress													
Engage with the CRD (independently and with mentor): review Term 1 Collaborative Review statements													
Email to Moderation Tutor <i>if needed</i>													
Complete Training Tasks													
<i>Own tasks</i>													

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>

EARLY PLACEMENT - WEEKS 1 - 4

*Review potential actions below -optionally **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"> - Develop children’s reasoning skills in mathematics through their use of questioning. - Use and manage talk time and discussion to support reading comprehension: questioning, predicting and summarising, and to generate ideas for writing - Ensure pupils’ thinking is focused on key science concepts within the topic <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Planning and using questioning to develop children’s reasoning skills that go beyond knowledge recall. - Planning and using effective questioning within English to promote talk and discussion relating to the chosen texts and to support pupils’ comprehension and ideas for writing - Identifying and addressing common misconceptions in the science topic /s being taught this term <p>Discuss with expert colleagues</p> <ul style="list-style-type: none"> - how to revisit the big ideas of mathematics over the placement (e.g. key objectives for the year group). - how to teach unfamiliar vocabulary explicitly and how to expose pupils to tier 2 and 3 vocabulary - how planning for the foundation subjects is undertaken - The year group medium term plan for science and how this part of the curriculum was developed 	<p>With a new class, you will need to ESTABLISH your ability to manage behaviour for learning</p> <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Explicitly teaching classroom/school routines that maximise time for learning, e.g. set clear expectations and actively reward/reinforce these routines/rules; - Teaching clear routines for transitions (e.g. moving to/from the carpet, in and out of the classroom) and for stopping the class; - Ensuring all lessons and resources are prepared in advance; - Remembering to use positive language and to praise/reward the behaviour you want; - intervening promptly and using least-intrusive interventions as an initial response to low level disruption (e.g. NVC, offering support, proximity praise); - Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom i.e. calmly and firmly implementing the behaviour policy <p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - any pupils with ‘challenging’ behaviour and any individual behaviour plans or approaches used to manage behaviour effectively; - develop <i>understanding of why</i> the child/ren might present these behaviours. 	<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 avoid overloading working memory by taking account of pupils’ prior knowledge when planning how much new information to introduce <p>Observe and deconstruct</p> <ul style="list-style-type: none"> - how expert colleagues adapt lessons, whilst maintaining high expectations for all, so all pupils can meet expectations. <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; use modelling to make abstract ideas concrete and accessible - 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). - identify possible misconceptions and plan how to prevent these - adapting teaching to support and challenge learners, implementing specified approaches to support pupils with SEND or barriers to learning 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - The school’s marking policy; does the policy consider ‘<i>Using verbal feedback during lessons instead of written feedback after lessons</i>’, ‘<i>Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes.</i>’ and streamlining marking ‘e.g. by using <i>abbreviations and codes in written feedback.</i>’ (CCF) - How to identify assessment opportunities and strategies linked to learning objectives/success criteria when planning, thinking ahead about what will indicate understanding. <p>Observe and deconstruct how expert colleagues:</p> <ul style="list-style-type: none"> - use peer and self-assessment and encourage pupils to take responsibility for their own learning - 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"> - Sharing learning objectives and success criteria with pupils - monitoring pupil work during lessons, and checking for misconceptions. - Providing effective feedback, in line with school policy and as discussed with expert colleagues above. - Using your assessment information to help evaluate your teaching and inform planning. 	<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 2 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 to ensure that support from teaching assistants is ‘additional to’, rather than a ‘replacement for’, support from the teacher. - how to share the intended lesson outcomes with teaching assistants ahead of lessons <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Making effective use of teaching assistants and ensuring they are well-prepared for lessons

MID-PLACEMENT - WEEKS 5 - 9

Review **potential actions** below – optionally, **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"> - draw links between prior knowledge, new content and core concepts in mathematics - model high-quality oral language and the expectations shared around pupils' responding in full sentences and in using tier 3 vocabulary. - effectively sequence learning of science concepts building on prior knowledge/learning. - 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"> - Using resources and materials aligned with the maths curriculum that carefully sequence content. - using well-chosen texts (and text types) to exemplify and model essential concepts, skills and knowledge – including tier 2 and 3 vocab, within English; using the text as a link between modelled and independent learning - ensuring you have sound subject knowledge when teaching foundation subjects <p>Practise, reflect, receive coaching, improve at:</p> <ul style="list-style-type: none"> - Providing tasks that support pupils to learn key ideas in mathematics securely (e.g. developing fluency with number bonds, times tables) - Provide tasks which scaffold the development of key skills and understanding in English: oracy/reading/writing based on model texts - collaborating and using shared resources to support working scientifically (disciplinary knowledge) - ensure sound subject knowledge in teaching foundation subjects, research as appropriate <p>Discuss, analyse and receive clear and consistent feedback in how to:</p> <ul style="list-style-type: none"> - select and use a range of texts (and text types) to support curriculum choices within English; discuss how these are used to promote comprehension and vocabulary development. - use the school's practical science resources to inform lesson preparation for working scientifically. 	<p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - creating a positive environment where learning from mistakes and effort and perseverance are part of the daily routine. - maintaining positive interactions with pupils, acknowledging and praising effort and emphasising progress to create a culture of trust and respect - Giving manageable, specific and sequential instructions and checking understanding before tasks begin. - Promoting positive learning behaviours; implement schools learning behaviours approach, or identify specific behaviours you wish to promote, teach and reward e.g. 'trying hard/not giving up' - setting clear behavioural expectations, <i>especially for practical and active lessons.</i> - Responding consistently to pupil behaviour (intervening promptly, using a hierarchy of sanctions, applying rules, sanctions and rewards in line with school policy, escalating incidents as appropriate - Working with colleagues as part of wider systems to support pupils with more challenging behaviours. <p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - School policy and proactive and reactive approaches to bullying including how to respond quickly to any behaviour or bullying that threatens emotional safety 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - 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"> - reduce distractions that take attention from what is being taught (e.g. focus attention on core learning/keep task complexity to a minimum) - use retrieval and spaced practice to build automatic recall of key knowledge <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 - Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge - setting tasks that stretch pupils, but which are achievable, within a challenging curriculum - Adapting teaching e.g. by reframing questions to provide greater scaffolding or stretch; building in additional practice or removing unnecessary expositions - 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 clarity of the desired outcome and clear success criteria can help focus teaching, keeping complexity of explanations/modelling to a minimum, so attention is focused on key content. - how to check <i>prior knowledge</i> during lessons, e.g. structuring questions/tasks to identify gaps/misconceptions - the need for pupils to act on feedback for it to have an impact and how feedback can support pupils to monitor and regulate their own learning - gathering accurate assessment information e.g. avoid being over-influenced by potentially misleading factors e.g. how busy pupils appear - making effective use of peer and self-assessment e.g. ensuring feedback is specific and helpful through use of clear success criteria and scaffolding, sharing model work with pupils, highlighting key details <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Pre-planning clear questions - Prompting pupils to elaborate when responding to questions to check that correct answers stem from secure understanding e.g. <i>how do you know that? How did you work it out?</i> - Providing effective and efficient feedback (see weeks 1-2) - using self and peer assessment to promote progress <u>within the lesson</u> e.g. in the lesson introduction or mini-plenary 	<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 brief lesson evaluations <i>e.g. 1 bullet point of what went well/1 developmental bullet point</i> - Reflecting upon your progress in relation to the CCF - Reflecting upon your progress in relation to 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 - IN week 3 – with your Mentor, review your progress in the CRD – 'Term 2 Collaborative Review' – Assessment Point 3; add your own comments and ensure that you understand your targets - Review the Longer-term targets in your Training Plan – ask your mentor to sign off any completed.

LATE PLACEMENT - WEEKS 10 - 13

*Review **potential actions** below – optionally. **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 balance exposition, repetition and practice of critical skills and knowledge in mathematics teaching. - Focus teaching on the key ideas and skills within English – using chosen texts as a model and scaffold - how to promote reading for pleasure - how to use concrete representation of any abstract ideas in the science topic <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to tier 2 and 3 vocabulary - carefully sequencing the teaching of mathematical concepts that identify and address misconceptions within the lesson. - Using planned assessment opportunities to check for prior knowledge and pre-existing misconceptions in the science topic. <p>Help pupils to apply their knowledge and skills to other contexts and across subjects by:</p> <ul style="list-style-type: none"> - focussing on comprehension strategies, key vocabulary (tier 2 and 3 vocab) spoken language and oral rehearsal in all areas of the curriculum before writing - identifying opportunities to transfer mathematical skills and concepts to the wider curriculum. 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how to promote pupils' ability to self-regulate emotions and behaviour and how to support pupils to journey from needing extrinsic motivation to intrinsic motivation - how to support and promote pupils' resilience - effective strategies for liaising with parents, carers and colleagues to understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - implementing strategies to encourage pupils to regulate their own emotions and behaviour and responsibility for their own learning - consistently promoting learning behaviours, - developing a rapport with learners, motivating all learners to engage and sustain interest in learning - where possible, liaising with parents, carers and colleagues to understand pupils' individual circumstances <p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - those pupils you have found it more challenging to engage and motivate to engage in learning. Why might this be? 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 flexibly grouping pupils within a class to provide more tailored support can be effective, but how care should be taken to monitor its impact on engagement and motivation, particularly for LA pupils (CCF) - how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - reducing distractions that take attention away from what is being taught (e.g. keeping task complexity to a minimum, so attention is focused on core learning) -see also assessment - encouraging pupils to share emerging understanding and points of confusion so misconceptions can be addressed. - using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples - Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. - Adapting teaching to respond to pupils who grasp learning quickly and require challenge and any pupils who are struggling (including targeted strategies) to enable all pupils to be successful - 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>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - How to identify efficient approaches to assessment and marking e.g. whole class feedback and <i>well-supported</i> self/peer assessment - assessment against national standards (e.g. NC expectations/ TAFs/EYFSP; how pupils working below the standard of national curriculum are assessed (e.g. see pre-key stage standards/ The Engagement Model) - how this data is used by the school to track progress and how this process is efficient/manageable - 'pupil progress meetings'; if possible, observe/participate in tracking and pupil progress meeting <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Planning/implementing a range of effective assessment strategies and using assessment information to adapt teaching within and between lessons - Focusing feedback on specific actions for pupils and providing time for pupils to respond to feedback. - making effective use of self and peer assessment (see previous weeks) at different stages of the lesson, e.g.. lesson introduction, mini-plenaries etc. - Drawing conclusions about what pupils have learned by looking at patterns over a number of assessments with from expert colleagues 	<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 (brief) lesson evaluations - Reflecting upon your progress in relation to the CCF - Reflecting upon your progress in relation to CRD progress statements - 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>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 the School Placement Handbook) <p>IN week 6 – with your Mentor, review your progress in the CRD – 'Term 2 Collaborative Review' – Assessment Point 4; ensure that you understand your targets</p> <ul style="list-style-type: none"> - Review the Longer-term targets in your Training Plan – ask your mentor to sign off any completed - You have now reached Reflection Point 3 and can begin to reflect upon your progress in your e-PDP.

4. TRAINING TASKS

All trainees are asked to complete a number of training tasks whilst on placement. The purpose of these tasks is to help trainees to bridge the gap between theory and practice, and tasks also target important areas of training that are often overlooked. As such, they are an integral part of their professional development.

It is the trainee's responsibility to complete these tasks, however, we ask schools to facilitate the collection of the necessary data for the tasks that follow. If trainees are not able to complete tasks, they may be disadvantaged in terms of the assessment for the course. All trainees will have discussed the tasks at the University as part of the teaching sessions so they should be clear about the expectations.

Some tasks may be directly assessed and, if this is the case, guidelines on submission are provided. Other tasks, whilst not directly assessed, will contribute to a trainee's professional development in a number of ways, for example:

- informing school-based reflection and discussions with colleagues, Professional Mentors, Moderation Tutors and peer partners;
- promoting reflection and evaluation within university-based seminars where trainees share and evaluate their experiences thus informing their future practice;
- informing written assignments for the award of PGCE;
- informing the trainee's e-PDP (electronic Professional Development Profile) another assessed element of the course which in turn feeds into target-setting and action-planning for practice.

Training Tasks Checklist for EARLY YEARS	Date Due	✓
Subject Studies: Talk task	25 th March	
English Training Task	29 th April	
Professional Enquiry: Cognitive Science in the Classroom	18 th Feb	
Maths Training Task	8 th April	
Professional Enquiry: Bullying (optional)	8 th April	

Training Tasks Checklist for PRIMARY	Date Due	✓
Subject Studies: Talk task	25 th March	
English Training Task	29 th April	
Professional Enquiry: Cognitive Science in the Classroom	18 th Feb	
Maths Training Task	8 th April	
Professional Enquiry: Bullying (optional)	8 th April	

Professional Enquiry – Bullying: Early Years and Primary (optional)		
<p>Aim: to further develop your awareness of the issue of Bullying and appropriate proactive and reactive responses as implemented in schools</p> <p>ITT Core Content Framework: Learn how to: <i>‘Develop a positive, predictable and safe environment for pupils, by receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety’.</i></p> <p>Guidance: The outcomes of this task:</p> <ul style="list-style-type: none"> - build upon your understanding of proactive and reactive approaches to bullying from the Safeguarding update and Study group Tasks on Bullying - develop your understanding of proactive and reactive approaches to bullying as implemented in school - might inform reflection in your e-PDP (RP4 page under Focus: Behaviour Management) 		
1	Ensure you have read the current DfE advice on ‘Preventing and tackling bullying’ (DfE, 2017) and ‘Cyberbullying’ (DfE, 2014), available to download from the Behaviour and Anti-bullying Portal via : Moodle > Behaviour & Anti-Bullying tile > Anti-Bullying DfE & Ofsted Resources	CCF: Behaviour Management
2	<p>In school, explore through:</p> <p>(i) Reading written school documentation/policy relevant to bullying.</p> <p>(ii) Talk to staff about bullying and school policy and practice. Identify:</p> <ul style="list-style-type: none"> - specific approaches and strategies used by the school, these may be proactive (aimed at preventing bullying occurring in the first place) or reactive strategies (which respond to any bullying identified). - bullying on the grounds of race, religion or belief, gender, sexual orientation, or because a child is adopted, has caring responsibilities or belongs to a particular community; - and different forms including face-to-face and cyber-bullying via text messages or the internet 	

Subject Studies (Talk) Task to support your assignment		
<p>PRIMARY – to be completed before February half term</p> <p>EARLY YEARS – if you were unable to complete this task during your Autumn Placement then you will need to complete this before February half term</p>		
<p>Objectives:</p> <ul style="list-style-type: none"> - to enhance understanding of how effective use of ‘talk’ can promote learning in the core subjects; - to support the writing of your core subject assignment – submitted in week 25 - to enhance your personal teaching skills 		
	<ul style="list-style-type: none"> • Primary: Analyse and make notes on the different ways in which ‘talk’ is used to support and enhance the learning of skills, knowledge or understanding specific to your chosen core subject. • Early Years: Identify how the adult how the role of the adult supports communication and language development in the Early Years. • Make notes on the way the groups of children are organised for the session and consider the rationale behind this, e.g. mixed attainment or similar attainment, mixed gender or same gender etc. • Make notes of who asks the most questions, children or adults? Does the balance shift over the course of the session? A tally chart approach might help you gather the evidence and reflect on the teaching and learning. • Try to make notes of the type of questions asked by adults and children (see science lecture notes on questioning). Listen to groups of children talking together as well as them talking to adults. • Try to make links between your reading for your assignment and the practices you are observing. • You will find it helpful to record episodes of talk eg. of children talking together, and of teacher/child interactions for later analysis/inclusion as transcripts in your assignment (seek permission from your school first). If you’re not able to make a digital recording, try to note down the questions and comments children make (as well as the teacher) in order for you include as a transcript in your assignment. 	CCF: Curriculum and Pedagogy

Mathematics Training Task: EARLY YEARS and PRIMARY

Aim: To develop your understanding of pupils' errors and misconceptions

Guidance: *the outcomes of your work will be presented (PowerPoint presentation) to your school mentor or class teacher . Your presentation should also be uploaded to your 'Subject Knowledge' page of your e-PDP.*

ITT Core Content Framework: *Learn that ...* Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. *Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.*

Pupils' Errors and Misconceptions

Part One: Discussion

Have a discussion with your class teacher about the common errors and misconceptions in the year group that you are teaching. Discuss how these misconceptions can be identified through assessments and how they can be addressed in the lessons you deliver.

Part Two: Preparation

You will need to work with a range of pupils (approximately six) on appropriate arithmetic tasks. From your own observations and the discussion with the teacher for task one, plan a small number of questions (10 at most) in an area of calculations, which will be appropriate for the pupils concerned. There is no point in choosing something too easy, or too difficult, so you will need to discuss this with the class teacher the range of questions you would like the children to complete. You will need to decide whether to present the questions orally or in written form, and whether you will make any supporting resources available.

Part Three: Conduct the Observation

Arrange to give the questions to the pupils in a situation where you have the chance to observe the methods they use. You will certainly want to ask pupils to describe what they have done and make some notes. Try to record as clearly as you can what the pupils do and say, rather than commenting on why they are doing it. This is an important assessment skill, which you need to be able to use in the classroom. After the session, look at the pupils' work and annotate it with any notes from your observations. Try to remember as much detail as you can.

When the task is completed you should have:

- a record of the arithmetic tasks you used;
- brief notes on how you presented the tasks, apparatus available, the pupils involved etc;
- a record of both mental and written strategies used in the calculations;
- examples of the pupils' work, annotated with your own comments if appropriate;
- your own notes on what the pupils said and did;
- your notes from your reading which supports your analysis or offers alternative perspectives.

Part Four: Presenting the Analysis

Towards the end of your placement, **arrange** to meet with your school mentor (or class teacher) to share the main outcomes of the task. You will need to create a short presentation (15 mins) to present to your mentor (or class teacher), discussing your findings from the task and how these misconceptions may affect pupils' outcomes in the concepts you are teaching. An example of a completed presentation can be found here:

<https://moodle.warwick.ac.uk/mod/book/view.php?id=1326375&chapterid=165721>

Once you have delivered your presentation, upload the slides to Mahara (Subject Knowledge page two) when completing your reflection point 3.

English Training Tasks

Aim: to develop your understanding of key aspects of English and literacy, including the teaching of phonics and early reading and vocabulary development.

Guidance: There is detailed guidance within the task booklet itself as well as a video explaining all expectations and additional supportive notes all of which can be found on Moodle under the *English General* tile. The booklet also outlines what needs to be completed and what needs to be uploaded via the *SBT SPRING PLACEMENT* submission link also found on the *English General* tile. Access the task and all additional resources here:

<https://moodle.warwick.ac.uk/mod/book/view.php?id=873669&chapterid=97330>

Nb. There is also additional guidance re Phonics in KS2 if class bubbles limit movement to other classes.

All Trainees: Early Years and Primary

1. Your English task has two parts, however, if you are in **KS2 for the second time**, the vocabulary development task is quite substantial; you will need to familiarise yourself with all elements of the task **before** beginning your placement. Everyone is expected, as part of the task, to teach Phonics:

Teaching Phonics

If you are in KS1: Plan, teach and assess pupils in Phonics for a **minimum of 3 weeks**.

- This should be with the whole class
- You should have at least one formal observation

If you are in KS2: Plan, teach and assess pupils in Phonics for a **minimum of 1 week** (or equivalent)

- You can teach a small intervention group or a group/class in KS1 – please organise this for early on in your placement)

***Please note: **Full details and all of the associated pro-forma and instructions are found with the School-based tasks for English document** and the self-study video all of which you can find on Moodle > English General > Section 4.1 ‘School-based Task and resources for placement.’ Please download the document and put into your teaching file. You need to **submit** the completed task via the **SBT Spring Placement submission** link on the *English General* tile by the end of week 30: Friday 29th April

CCF Curriculum, Pedagogy and Assessment

The two tasks above make clear links to the **Core Content Framework** and to the Early Career Framework:

Subject and Curriculum

Learn that:

9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.

10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines

Learn how to develop pupils’ literacy, by:

- Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.
- Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly.

And - following expert input - by taking opportunities to practise, receive feedback and improve at: • Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.

- Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).

Professional Enquiry: Cognitive Science in the Classroom Early Years and Primary

Aim: to further develop your understanding of the application of cognitive science in the classroom

Guidance: The Education Endowment Foundation identifies 7 aspects of applied cognitive science of particular relevance to classroom teachers, including:

1. Spaced learning
2. Interleaving
3. Retrieval practice
4. Managing cognitive load
5. Working with schemas
6. Multimedia learning (including dual coding)
7. Embodied learning

From your Professional Enquiry module, you will be aware of the growth of interest in this area, with over 30 references to aspects of cognitive science throughout the ITT **Core Content Framework and Early Career Framework**. This task encourages you to consider application of these principles in your placement class/school.

Outcomes: the outcomes of your work will be discussed and combined with that of your Study Group and presented to your Professional Enquiry Group on the final PEn Spine Day (16.3.22) for further guidance on the task see the PEn lecture: 'Memory and Cognitive Science in the classroom.' and task information on the PEn Moodle page: Moodle > PEn > Memory and Cognitive Science in the Classroom

<p>1 (a) For your PEn study group task, you should further develop your understanding of a one specified aspect of cognitive science (e.g. through further reading).</p> <p>1(b) Discuss this aspect of cognitive science with expert colleagues (e.g. class teacher and school mentor). How is this aspect applied in your placement class/school? What training have staff received in this area?</p> <p>1(c) If possible, observe this specified aspect of cognitive science in the classroom on school placement. Consider its:</p> <ul style="list-style-type: none"> - interaction with other aspects of cognitive science - interaction with the classroom context - impact on pupil outcomes. <p>1(d) Where possible, and with expert guidance, aim to build this aspect of cognitive science into your own practice, receiving feedback which develops your practice in this area.</p>	<p>CCF Curriculum and Pedagogy</p>
<p>2. It will benefit your professional practice to develop your understanding of the application of <i>all</i> aspects of cognitive science, so observe the application of any/all of the above 7 aspects of cognitive science, reflecting upon appropriateness to context e.g. age group and subject and impact on pupil outcomes.</p>	