SPRING PLACEMENT GUIDE

Early Years and Primary SCHOOL DIRECT PGCE 22-23 For Trainees, Class Teachers and Mentors

WARWICK

CENTRE FOR
TEACHER EDUCATION

The PGCE Primary and Early Years Partners' Intranet

Explore the **Partners' Intranet** for placement resources, training information, dates, conference resources, examples of completed forms, 'how to' mini-videos and much more! This site is regularly updated to reflect the most current resources.

https://warwick.ac.uk/fac/soc/cte/pintra/

This page is password protected.
The password is shared at Professional Mentor and Class Teacher Development; alternatively contact the Partnership staff at Partnership@warwick.ac.uk or your Moderation Tutor.

SPRING PLACEMENT GUIDE

Contents

1. KEY INFORMATION

University Contacts:	
Partnership	
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Spring Placement Calendar						
w/b	**Mon**	**Tue**	**Wed**	**Thurs**	**Fri**	**Notes**
2.1.23	**BANK HOLIDAY**				**University day**	
9.1.23			**University PEn Day**		**University Inclusion Enhancement**	
16.1.23					**University day**	
23.1.23	**Suggested Alliance Day**				**University day**	
30.1.23					**University day**	
6.2.23				**Assessment Point 3**	**University day**	Trainee and Professional Mentors to update the **Collaborative Review Document** with progress at Assessment Point 3.
13.2.23					**University day**	
20.2.23	**HALF TERM**					
27.2.23					**University day**	
6.3.23					**University day**	
13.3.23			**University PEn Day**		**University Inclusion Enhancement**	
20.3.23				**Assessment Point 4**	**University day**	
27.3.23	**Suggested Alliance Day**				**Self-Study Day**	Trainee and Professional Mentor to update the **Collaborative Review Document** with progress at Assessment Point 4. Mentor to confirm judgements in Qualtrics webform

Absence from School Placement

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.

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

PRIORITIES FOR THE SPRING PLACEMENT

- The **foundation subjects** are a particular focus for this 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.

- Continue to promote positive behaviour to learn including promoting positive learning behaviours AND 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
  - Use assessment information to adapt teaching *within the lesson*

- Develop skills in **adaptive teaching** by:
  - Demonstrating high expectations of all pupils
  - Using support, resources and feedback to promote the progress of pupils who are struggling within a lesson (consider alternatives to differentiation by task - not endorsed in national policy)
  - Be able to challenge pupils who are grasping learning rapidly within a lesson

- Develop awareness of **Assessment of Learning** practice including:
  - Assessment against national standards
  - How assessment data is used to track progress of individuals and groups

- Develop understanding that learning involves a lasting change in pupils' knowledge and plan how to embed learning in pupils' long-term memory by applying principles of cognitive science e.g. retrieval practice, dual coding and cognitive load theory

- Further develop planning and evaluation skills including *weekly* planning with daily evaluations

- Develop understanding of individual needs, inclusive teaching and overcoming barriers to learning

- Promote progress in Systematic Synthetic Phonics and Early Reading

- Build up to responsibility for 70% of the timetable

- Demonstrate excellent professional behaviours

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 (electronic OR printed/hard copy)

Trainees must set up and maintain a well-organised teaching placement file in which to store their planning, evaluations, record-keeping and training information. Trainees may **choose** whether to maintain an **electronic teaching file** (in the relevant folder on SharePoint) **OR** maintain a **printed/hard copy teaching file.** Trainees should choose electronic OR hard copy/printed form rather than a combination of both. The file must be readily available to those supporting the trainee's professional development i.e. Professional Mentors, class teachers and Moderation Tutors. To support organisation, **a file checklist** is 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 Learning Plan 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 PLACMENT, being placed in a different setting, a different age range and for Early Years trainees, a different age phase and curriculum;
- The University proforma ensures 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.**
- Where trainees are developing confidence and competence in planning, and as a bridge to weekly planning, they can complete the individual plan, omitting/deleting the 2nd half of page 1
- We discourage unnecessary duplication so for example, where trainees plan carefully formulated questions as part of their assessment for learning, and these are recorded on a teaching resource such an interactive whiteboard file or PowerPoint, then rather than recording these on the learning plan, they might cross reference on the learning plan to the PowerPoint resource. It would be good practice to include a copy of the PowerPoint slides in the teaching file alongside their planning.

(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

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[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

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 support this'[3]; 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 use the scheme *as the basis* for their planning, ensuring that they have clearly thought through the lesson. They should be encouraged to develop their planning skills through 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. It is helpful if schools can allow trainees to access a copy of the scheme **teacher's guide/handbook** to support their understanding and planning for pupil progress.

Planned adaptation should either be recorded:

- As part of the trainee's usual planning process on the Warwick Learning or Weekly Planning forms, or
- As annotations/additions to a printed version of the published scheme, so that it clearly (a) indicates adaptations to meet learning needs and

   (b) includes all the required information as on the weekly planning form (*i.e. Prior Learning; Key Concepts & Vocabulary; Anticipated Misconception; Learning Objective and Success Criteria; Modelling, teaching and learning strategies; guided and/or independent practice; role of the TA; AfL opportunities.*

   (c) *separate evaluation notes should be annotated after the lesson.*

(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.

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[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

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.

(v)   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 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.

> **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.*

(vi)   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.

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

On SPRING PLACMENT, 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 <u>and</u> understood by pupils (and co-constructed with pupils, where appropriate);
- assessment of achievement against learning objectives and success criteria by the teacher <u>and</u> 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 PLACMENT 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;

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

- 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

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.

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[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

(b) Pupil Profiles

It is **good practice to develop pupil profiles** which provide a broader evidence base and help you understand each pupil as an individual, e.g. including information about pupils' interests, talents and strengths, likes and dislikes, views about what helps them to learn etc. Your SEND Inclusion Enhancement has introduced you to an '**All About Me/1 Page Profile'** to give you an idea of how you might create a pupil profile and what you might include, and your Professional Enquiry Module has introduced you to the importance of understanding pupils as individuals in order to support high quality **adaptive teaching.**

Tips to support manageability, trainees might:

-   Consult class teachers for initial information about pupils;
-   Early in the placement, conduct 'getting to know you' activities e.g. circle-time, pupil 'passports' or 'shields' (completed by pupils) etc.;
-   Continue to add to/develop records over the course of the placement as trainees learn about their pupils.

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

Divider Heading	Checklist for Teaching Placement File	✓
TODAY	A section in which to keep resources you are currently using e.g.: • 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	• Day-to-day records of pupils' attainment against lesson/activity objectives *e.g. record-keeping sheets, 'post-it' notes, samples of marked work/annotated work against objectives* • 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	• 1 timetable for each week of placement, identifying: - what and when you are teaching; - when you have opportunities to complete your SPRING PLACMENT FLOs; - when you have PPA time with your class teacher - when you have opportunities to observe teaching	
CURRICULUM PLANS	• 'Learning Plans' with Evaluations and any associated resources • Organised by Subjects or weeks • Medium-term/weekly plans	
INFORMATION ABOUT THE SCHOOL	• Any key policies *e.g. safeguarding/SRE/behaviour/ assessment/marking policies etc. NB. You do not have to store hard copies in your file, but you must have read, understand and be implementing school policies*	

3. WEEK-BY-WEEK GUIDANCE FOR SPRING PLACEMENT

SUGGESTED BUILD-UP OF TEACHING TIMETABLE

*Individual needs: all trainees vary in terms of previous experiences, confidence and competence in a particular age phase. Therefore it is important that 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 (see guidance in section 2).

Non-contact time: ECTs are entitled to 20% of the weekly timetable as non-contact time. Consistent with this and based on best practice in our Partnership schools, WE RECOMMEND THAT throughout the placement, trainees should have a **minimum of 20% time (1 day equivalent) out of class** to support their planning, preparation, assessment and professional development.

Whilst out of class, trainees should:
– prepare for their mentor meeting *e.g. reviewing the week-by-week grids or CRD to identify areas for development*

– observe learning & teaching linked to targets (in other classes)	– complete FLOs
– carry out planning, preparation and assessment	– maintain/update their teaching files
– undertake PPA with the class teacher/year group colleagues	– undertake focused reading linked to targets

When in the class but not timetabled to teach trainees could:

– observe the class teacher	– work with/support groups of pupils

Week	% of timetable		% of timetable	PRIMARY TRAINEES in KEY STAGE 1 or 2
1	-	- Observation and settling in. Take responsibility for establishing yourself as an authority figure e.g. taking the register, reading a story to the class, bringing pupils in from break etc. See also guidance on page 16.		
2 & 3	25-30%	- a sequence of whole class lessons in English **or** maths and foundation subjects.		
4 &5	30-40%	- . a sequence of whole class lessons in English **or** maths (alternating with what was taught the previous week) - science and/or foundation subjects		
6 & 7	40-50%	- 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)		
HALF TERM				
8-10	50-60%	- a week of whole class lessons in English **or** maths (and *some* lessons in the remaining core subject);. - science and a range of foundation subjects (including PE)		
11 & 12	60- 70%	- a week of whole class lessons in English **and** maths. - science and a range of foundation subjects		

Weekly Tasks	Weekly Checklist - tick when achieved											
	Week number											
	1	2	3	4	5	6	7	8	9	10	11	12
PPA time with class teacher with supported, guided planning												
Daily marking and record-keeping												
Review week-by week grid to identify personal development priorities												
Engage with the CCF (Core Content Framework) **(independently and with mentor)**: review relevant CCF statements to help support targets, actions and progress												
Engage with the CRD (independently and with mentor): review Term 1 Tab to identify where meeting expectations and areas to target for development												
Review the **Subject-specific Coaching Prompts** in the subject which is the focus of our next observation to help you prepare**.**												
Update Training Plan												
Prepare for and attend Mentor Meeting												
Complete FLOs (Focused Learning Opportunities)												
Observe expert colleagues using the ELF Form												
Own tasks…												

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 will be relevant for you to consider on placement.

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; 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*

The Core Content Framework also expects you to:

Engage critically with research and use evidence to critique practice; to support you with this, the additional reading listed in the CCF can be found by following the links below:

Trainees: Additional reading on any of the CCF areas can be accessed through a Talis Aspire List via the link below:
https://rl.talis.com/3/warwick/lists/737E8B33-7F43-F8A6-619E-69485145B01E.html

Mentors: can access an externally available list via the Mentors' Portal
https://warwick.ac.uk/fac/soc/cte/pintra/essentialdocuments/primaryandeyessentialdocs/#KeyDocs

Guidance: Week 1

Trainee tasks: Before the Placement

1. Meet with Personal Tutor to set targets for the placement and record these in your Training Plan (December tutorial);
2. Review the school/setting's latest Ofsted report and the DfE 'Find and compare schools in England' to identify: key features of the school and information about pupil progress and attainment; record this information in your Training Plan (Log of Training Schools section);
3. Review the school's website and access/read key information *including the Behaviour Policy*.
4. Make sure you know how to get to the school/setting and how long the journey will take;
5. Read the Placement Guide;
6. Organise your placement file(this may be electronic on SharePoint OR a hard copy ring binder with file dividers) see checklist in previous section;

Trainee Tasks and Observations – Week one

1. Share your SharePoint folder and the CRD with your Mentor (ensure your mentor has 'write' access)
2. Share your Training Plan including SPRING PLACEMENT targets with Professional Mentor and class teacher.
3. Share FLOs (Focused Learning Opportunities) with Professional Mentor and class teacher.
4. Ensure you have accessed and taken account of relevant school policies – especially Safeguarding, Behaviour, Staff Behaviour Policy, SRE and Assessment & feedback;
5. Ensure you know who the Designated Safeguarding Lead is and how to report any concerns or disclosures.
6. Ask the school to share their 'Emergency Plan' with you;
7. Find out about your school's approach to promoting SMSC development in pupils in order to address "British values" and prepare pupils for life in modern Britain;
8. For your class, ensure you are aware of:
   - pupils with specific needs e.g. SEND, EAL, physical and mental health, and practices to overcome barriers to learning;
   - pupils eligible for pupil premium funding and associated targeted interventions;
   - Pupils who exhibit more challenging behaviours and plans in place to support these pupils/preempt challenging behaviours
   - assessment data on pupils (e.g. age-related achievements) and pupils' individual targets;
9. Gather relevant classroom information e.g.: class/school timetables; class lists and how children are grouped, any commercial schemes used by the school/setting;
10. **Ensure that you have copies of the school's weekly/medium-term plans to guide your planning;**
11. Work with groups, getting to know the class as this will help to inform your planning;
12. Undertake activities which help to establish you as an authority figure e.g. reading a story to the class, taking the register etc.;
13. In preparation for week 2, agree timetable for planning/teaching and undertake **SUPPORTED GUIDED PLANNING WITH YOUR CLASS TEACHER**;

14. Observe the class teacher teaching;
15. Observe classroom and school routines;
16. Ensure you are aware of school and classroom rules;
17. Observe how the behaviour policy is implemented (including the use of rewards and sanctions);
18. Identify which 'learning behaviours' e.g. 'try new things', 'don't give up', are promoted and how this is achieved;
19. Identify 'stop'/attention gaining signal(s) in use;
20. Ensure you learn pupils' names quickly;
21. Identify the range of phases/age-specific activities, approaches and resources that the class teacher uses to engage pupils and promote learning (and minimise behaviour problems);
22. Identify how the teacher creates a good and safe environment and promotes a climate for learning;
23. Observe how the needs of individual pupils with specific needs are met.
24. If appropriate, ensure that appropriate steps/risk assessment have been undertaken to meet medical needs and/or you have shared your ISP and agreed 'reasonable adjustments'.
25. Observe how your class teacher gathers assessment information **DURING** the lesson. How do they assess during the introduction, the main part of the lesson, the mini-plenary, the plenary? Most importantly, how do they use this information to adapt their teaching *e.g. to re-teach a key point, re-group pupils, address a misconception or challenge pupils.*
26. Observe systems for **self and peer assessment;**

Week-by-week guidance Grids

Review potential actions below - <mark>highlight</mark> 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
Observe how expert colleagues: - Develop children's reasoning skills in mathematics through their use of questioning and opportunities for discussion. - Use and manage 'talk time' and discussion to support reading comprehension: questioning, predicting and summarising, and to generate ideas for writing - Plan, teach and assess SSP (see SSP FLO) - Ensure pupils' thinking is focused on key science concepts within the topic **Practise, reflect, receive coaching and improve at:** - Planning/using questioning in mathematics to develop children's reasoning skills that go beyond knowledge recall. - Planning/using effective questioning in English to promote talk/discussion around the chosen text/s and to support pupils' comprehension and ideas for writing - Identifying and addressing common misconceptions in the science topic /s being taught this term **Discuss with expert colleagues** - 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	With a new class, you will need to **ESTABLISH** your ability to manage behaviour for learning **Practise, reflect, receive coaching and improve at:** - 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 **Discuss and analyse with expert colleagues:** –any pupils with 'challenging' behaviour and any individual behaviour plans or approaches used to manage behaviour effectively; –develop *understanding of* why the child/ren might present these behaviours. Use your **Behaviour to Learn Checklist** (in SharePoint) to support.	**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 school applies **cognitive science** principles (e.g. avoiding overloading working memory by taking account of pupils' prior knowledge when planning how much new information to introduce) **Observe and deconstruct** –how expert colleagues adapt lessons, and maintain high expectations for all, helping all to meet expectations. **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; 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). –identifying possible misconceptions and planning how to prevent these – implementing **adaptive teaching** by communicating **high expectations of ALL** learners (e.g. giving the same low threshold/high ceiling task to all); adapting teaching to **support** pupils who are struggling and **challenging** those grasping learning quickly; using specific approaches to support learners with SEND	**Discuss and analyse with expert colleagues** –The school's marking policy; how does the policy align with recommendations in the EEF Report 'Making Effective use of Feedback? (See AfL FLO and accompanying RLO) –How to identify assessment opportunities and strategies linked to learning objectives/success criteria when planning, thinking ahead about what will indicate understanding. **Observe and deconstruct how expert colleagues:** –use peer and self-assessment and encourage pupils to take responsibility for their own learning –gather assessment information DURING the lesson to adapt teaching promote learning **Practise, reflect, receive coaching and improve at:** –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.	**Take responsibility for your own professional development** e.g. by: –Planning in **FLOs** to be completed (whilst teaching commitment is lowest) –**Reflecting upon your practice** by: completing lesson evaluations –Reflecting upon your progress in relation to progress statements in the CRD (Term 2 Collab 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 (these might arise from reviewing these week-by-week grids, reviewing the CRD and CCF, the Subject-specific coaching prompts etc.) **Observe** and learn from expert colleagues (own CT and others) depending on your targets (use the **ELF** form to support focused observation and discussion; ask your CT to observe you, using Part B of this form. **Discuss and analyse with expert colleagues** –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 **Practise, reflect, receive coaching and improve at:** –Making effective use of teaching assistants and ensuring they are well-prepared for lessons

MID-PLACEMENT: WEEKS 5 - 8				
Review potential actions below - <mark>highlight</mark> those which would be a useful focus for your professional development. You could also <mark>revisit</mark> 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**
Observe and deconstruct how expert colleagues: - 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 **Deliver a carefully sequenced and coherent curriculum by:** - 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 - using the schools SSP scheme to plan, teach and assess SSP and early reading (SSP FLO) - ensuring you have sound subject knowledge when teaching foundation subjects **Practise, reflect, receive coaching, improve at:** - 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 inc SSP/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 **Discuss, analyse and receive clear and consistent feedback in how to:** - select and use a range of texts (and text types) to support curriculum choices within English in relation to comprehension & vocab development. - use the school's practical science resources to inform lesson preparation for working scientifically.	**Practise, reflect, receive coaching and improve at:** - 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, *especially for practical and active lessons*. - 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. **Discuss and analyse with expert colleagues:** - School policy and proactive and reactive approaches to bullying including how to respond quickly to any behaviour or bullying that threatens emotional safety	**Discuss and analyse with expert colleagues** - How to set tasks that stretch pupils, but which are achievable within a challenging curriculum **Observe/deconstruct how expert colleagues:** - apply cognitive science e.g. 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 **Practise, reflect, receive coaching and improve at:** - 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	**Discuss and analyse with expert colleagues:** - 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 *prior knowledge* 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 - how to scaffold effective peer and self-assessment e.g. with clear success criteria, highlighting key details on WAGOLLS, modelling peer/self assessment, scaffolds=ding with marking ladders etc. **Practise, reflect, receive coaching and improve at:** - Pre-planning clear questions - Prompting pupils to elaborate when responding to questions to check that correct answers stem from secure understanding e.g. *how do you know that? How did you work it out?* - 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	**Take responsibility for your own professional development** e.g. by: - **Preparing** for your weekly Mentor meeting (see week 1) - **Reflecting upon your practice** by: completing brief lesson evaluations *e.g. 1 bullet point of what went well/1 developmental bullet point* - **Reflecting upon your progress in relation to the CRD, the CCF** the Subject-specific coaching prompts **etc.** - Ensuring completion of **FLOs** **Observe** and learn from expert colleagues (own CT and others) use the ELF form to support focused observation and discussion. **Discuss and analyse with expert colleagues** - how colleagues communicate with parents/carers proactively and make effective use of parents' evenings to engage them in their children's schooling **Practise, reflect, receive coaching and improve at:** - 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 self-evaluation 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 9 – 12

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
Discuss and analyse with expert colleagues - 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 **Practise, reflect, receive coaching and improve at:** - 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. **Help pupils to apply their knowledge and skills to other contexts and across subjects by:** - focussing on comprehension strategies, key vocabulary (tier 2 and 3 vocab) spoken language and oral rehearsal in all areas of the curriculum before writing - making explicit links to SSP to support pupils with their independent reading and writing across the curriculum – consider which resources could be used to support. - identifying opportunities to transfer mathematical skills and concepts to the wider curriculum.	**Discuss and analyse with expert colleagues** - 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. **Practise, reflect, receive coaching and improve at:** - implementing strategies to encourage pupils to regulate their own emotions and behaviour and 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 - where possible, liaising with parents, carers and colleagues to understand pupils' individual circumstances **Discuss and analyse with expert colleagues** - 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?	**Discuss and analyse with expert colleagues:** - 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 (CCF) - how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. - How to avoid unintentionally conveying lower expectations to some pupils. **Practise, reflect, receive coaching and improve at:** - encouraging pupils to share emerging understanding and points of confusion so misconceptions can be addressed. Applying aspects of **cognitive science,** and evaluating impact on learning, including: - reducing distractions that take attention away from what is being taught (e.g. keeping task complexity to a minimum, focusing attention on core learning) - using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples) Implementing **adaptive teaching** by - responding to pupils who grasp learning quickly and require **challenge** and supporting any pupils who are struggling (including targeted strategies) to enable success of all - Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. - 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.	**Discuss and analyse with expert colleagues** - How to identify efficient approaches to assessment and marking e.g. whole class feedback and *well-supported* 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 **Practise, reflect, receive coaching and improve at:** - 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 - Drawing conclusions about what pupils have learned by looking at patterns over a number of assessments with support from expert colleagues	**Take responsibility for your own professional development** e.g. by: - **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 CRD progress statements, the CCF, the Subject-specific coaching prompts etc. - Ensuring completion of **FLOs** **Observe** and learn from expert colleagues (own CT and others) use the ELF form to support focused observation and discussion. **Practise, reflect, receive coaching and improve at:** - Managing your workload effectively and developing a positive work-life balance (see also 'Managing workload on School Placement' in the School Placement Handbook) **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 - Review the Longer-term targets in your **Training Plan** – ask your mentor to sign off any completed

4.   FOCUSED LEARNING OPPORTUNITIES (FLOs)

Focused Learning Opportunities or FLOs are undertaken in school, with the support of Professional Mentors and Class Teachers. They integrate the trainee's University-based curriculum with school-based training and development. They **map the trainee's Core Content Framework (CCF) training entitlement** across the year and thus it **is essential that trainees complete all FLOs**.

The FLOs include both guidance for the trainee and coaching questions to support Mentors.

Whilst all FLOs must be completed, trainees select 5 FLOs (2 in the Autumn Term, 2 in the Spring Term and 1 in the Summer Term) to undertake further reading. The school-based learning opportunities in the FLO and further reading form the basis of a 500-word Reflective Writing Assessment which is recorded in the trainee's e-PDP (online reflective portfolio). Any FLOs not selected as a Reflective Writing Assessment will be assessed dialogically via the Summer Placement viva. The reflective writing and viva contribute to the assessment of the Professional Practice Module.

SPRING TERM FLOs			FLO completed	FLO selected for Reflective Writing Assessment (select 2)
	FLO focus	**Additional Notes**	ü	ü
2.	Maths Misconceptions	*Early Years Trainees only (Primary Trainees completed in the Autumn Term)*		
5.	SSP and Early Reading	• *This FLO should be undertaken on EVERY placement. Please read the detail in the FLO carefully as there are different expectations depending on the age phase in which you are placed.* • *If you chose this FLO for your formal Reflective Writing Assessment at the end of the last placement, then please choose an alternative FLO for your next e-PDP entry.*		
6.	Adaptive Teaching			
7.	Assessment for Learning			
8.	Cognitive Science	*NB. This FLO feeds directly into a Study Group presentation in Professional Enquiry in which all group members will participate.*		
9a	Talk for Learning	*Primary trainees only*		
9b	The role of the adult	*Early Years Trainees only*		

Extracts from the FLOs can be found on the following pages.

The full FLOs, including the reflective writing assessment, CCF links, and reference list, can be found in full on Moodle > Professional Practice
https://moodle.warwick.ac.uk/mod/book/view.php?id=1823562

FLO 2 Mathematics Misconceptions
(Spring Term - *Early Years Trainees only*)

Introduction and Objectives (Learn Why)	One of the key aspects of teaching for understanding is planning and teaching for misconceptions. This means identifying possible misconceptions and putting children in situations where these misconceptions are likely to arise, so that lessons and teaching sequences focus on the children developing conceptual understanding rather than just 'doing' some mathematics. Barton (2018, p.130) defines a misconception as a "result of erroneous beliefs or incomplete knowledge. The same misconception is likely to occur time and time again. Informing the student who has made an error due to a misconception is likely to be a waste of time as, by definition, they do not know they are wrong." **FLO Objectives**: • To deepen your awareness of errors and misconceptions in mathematics • To develop your understanding of how to address errors and misconceptions when planning lessons

Trainee Brief	Mentor Notes
Part One: Observe the class teacher delivering a mathematics lesson with a focus on how the teacher identifies and addresses pupils' misconceptions: • How does the teacher use questioning and formative assessments to identify potential misconceptions? • How does the teacher correct the misconceptions (e.g. modelling, intervention, resources, adult support)? You may find it useful to complete the first page of the ELF when carrying out this observation.	*Support the trainee in developing an understanding of the expectations for the next unit of work in mathematics and possible misconceptions. This could include referring to:* - *School's planning documents including scheme of work guidance.* - *NCETM planning resources (helps identify expected outcomes): https://www.ncetm.org.uk/in-the-classroom/national-curriculum-resource-tool/* - *NCETM CPD resources: https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/*
Part Two: **This aim of this activity is focussed on identifying potential misconceptions that children have for the topic you will be teaching in the following week(s)** *(not this week).* **You will be using your notes from part two to inform your mathematics planning for next week.** **(a) Discuss with your teacher:** - the common errors and misconceptions in the next topic/week's mathematics that you'll be teaching. - how these misconceptions can be identified through assessments and how they can be addressed in the lessons you deliver. **(b) Preparation** From the above discussion with the teacher, plan a small number of questions (10 at most) focussing on the next topic/week you will teach, which will help you to identify pupils' prior knowledge and potential misconceptions. The questions should be appropriate for the pupils concerned. There is no point in choosing something too easy, or too difficult, so you will need to discuss 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 to the children orally or in written form, and whether you will make any supporting resources available. Share your questions with the class teacher. **(c) Carry out a Small Group Assessment Activity to identify potential misconceptions** Work with a range of pupils, approximately six (ideally a range of mixed attainment in mathematics). Arrange to give the questions to the pupils in a situation where you have the chance to observe the methods they use and any misconceptions they have. N.B. There is not an expectation for you to address the misconceptions whilst delivering this activity. Try to record what the pupils do and say, rather than commenting on why they are doing it – you may find a record keeping sheet useful. You will want to ask pupils to elaborate on what they have done, using probing questions, and make notes.	**Suggested coaching questions:** - *What could cause misconceptions in mathematics?* - *What is the difference between a 'mistake' and a 'misconception'?* - *How did the class teacher identify potential misconceptions?* - *Did the teacher anticipate any misconceptions when modelling new learning?* - *How can 'hinge' questions be used effectively in teaching?* - *What are the common mathematical misconceptions for the next topic/week you will teach?* *Part Three:* - *Which misconceptions occurred in your teaching?* - *How did you address the misconceptions to support the children in making sense of the mathematics?* - *Which questions were really effective at exposing misconceptions? Why was this?* *Did any other misconceptions arise during the teaching sequence for which you had not planned?*

From the notes and your observations, discuss with the class teacher any misconceptions that you have identified and how you will address these misconceptions in your teaching next week.	
Part Three: Apply knowledge When planning a sequence of maths lessons, consider how you are going to identify potential misconceptions through including hinge and probing questions in your planning. Use your notes and observations from part two to inform your planning. You may find it useful to complete the second page of the ELF to gather feedback from the class teacher on your use of questioning and how you have identified and responded to pupils' misconceptions in your lesson.	

FLO 5 SSP and Early Reading

Introduction and Objectives (Learn Why)

Some of the activities in this FLO require, as referenced below, specific documentation/resources. All of these can be found on
Moodle:https://moodle.warwick.ac.uk/mod/book/view.php?id=1823562&chapterid=228185

Trainees are asked to plan, teach and assess phonics **on every placement, regardless of the year group in which they are placed**. This is due to:
- the introductory nature of the University-based input: 1 x 2 hour seminar and 1 x self-study lecture on SK
- the need to support, develop and maintain trainee confidence and competence in phonics specific pedagogy
the prominence of SSP in both the Teachers' Standards and the Core Content Framework

Objectives:
- **To establish a strong knowledge base of SSP**
- To develop confidence and competence when planning, teaching and assessing SSP
- To develop a pedagogical understanding of reading for pleasure and how to support and encourage this
- To understand formal and informal methods of assessment in reading including Phonics
- To develop an overarching philosophy of teaching reading based on research and practice

Trainee Brief	Mentor Notes
Part one: 1) Observe at least 2 SSP lessons using the 'Phonics observation form' to support you; these should be undertaken with your mentor/phase lead/expert colleague as a guided observation to support your understanding. 2) Familiarise yourself with the school's SSP scheme and the range of phonically decodable texts that are used to teach and supplement phonics 3) Throughout your placement, aim to read aloud to the class for at least 10 minutes every day.	Mentors - please facilitate and organise introductions to expert colleagues within school who have responsibility for leading key areas linked to this FLO. Where trainees are placed in KS2, or other classes where SSP is not taking place, please consider how to address the expectations of this FLO e.g. through planning and teaching a small group intervention (1 or more pupils) or through teaching phonics in a Rec/KS1 class.
Part two: 4) Interview the expert colleague who is responsible for leading early reading – use the 'Whole School Approach to Phonics and Early Reading' form to record their responses.	**Early Years placement**: What early oral and aural skills have you observed in your setting? How have the adults taught and encouraged these? How does continuous provision within the environment support early phonemic awareness/fine motor control/early book behaviours/story telling patterns/cadence/prosody?
Part three: 5) Plan, teach and assess a series of SSP lessons as per your current placement guide. The number of sessions you need to plan and teach will depend upon the age phase in which you are currently placed: **EYs trainees:** Nursery - 5 sessions; KS1 - 3 weeks; Rec - 2 weeks **Primary trainees:** KS1 - 3 weeks; KS2 - 1 week 6) You should be observed at least twice when you are placed in KS1 and *at least once when in any other phase*; post-lesson discussions should take place following each of these observations.	**KS1 placement:** Tell me about any ways in which you have seen pupils encouraged to apply their phonics knowledge *beyond* the phonics lesson. How might you start to do the same? How is the pupils' learning in Phonics, supporting their learning across the curriculum? Can you identify any ways in which reference to phonics can act as a scaffold for some pupils?
Part 4: Additional Spring Term element: Complete the 'reading perceptions survey' (see link at top of page) for a group of pupils in your class. You may choose a small group (2 or 3 pupils) who you wish to learn more about as readers, or you may wish to conduct this with the whole class (recommended) especially if the pupils are able to complete these independently; for younger pupils you may wish to scribe for them.	**KS2 placement:** How/why is reference to/application of phonics still relevant in KS2? How and when might you support this? Which pupils in your class may need additional support and encouragement to help them engage more with RfP – how might you be able to develop with this? **Spring term specific:** What did you learn from the outcomes of the Reading Perceptions Survey? Tell me about the value of this activity. What are you planning to do with the information you have gained?

FLO 6 Adaptive Teaching	

Introduction and Objectives (Learn Why)	The rationale for this FLO is to help you and your mentor/class teacher develop a shared understanding of adaptive teaching to support you in applying approaches in your practice.
	FLO Objectives:
	• To deepen your understanding of adaptive teaching in the classroom
	• To develop your skills of adaptive teaching
	• To develop your understanding and application of setting high expectations, grouping pupils, challenging and supporting pupils
	• To develop skills in the effective deployment of teaching assistants

Trainee Brief	Mentor Notes

Part One:

With your expert colleague (class teacher or mentor as appropriate) watch the RLO/mini-video on adaptive teaching. This will ensure a shared understanding of the concept of adaptive teaching and enable deconstruction and discussion with your expert colleagues. It will re-familiarise you with the term 'adaptive teaching' and how this differs from 'differentiation' (reminding you why 'differentiation by task' is not endorsed in the CCF/ECF as a typical strategy); the importance of high expectations and challenge; and approaches to adaptive teaching.

The RLO/mini-video can be found here:
https://moodle.warwick.ac.uk/mod/book/view.php?id=1823562&chapterid=239730

Trainee Brief	Mentor Notes
Part Two: (i) **Observing an expert colleague:** Arrange to observe a member of staff, with a focus on **adaptive teaching**. You might choose to do this **in a subject** where you feel **more confident**. In particular, look out for how the teacher: - Sets a task that stretches pupils, but which is achievable, within a challenging curriculum - keeps an *open mind* about which pupils might struggle or grasp the learning rapidly - uses AfL strategies to check pupils' understanding during the lesson and adapts teaching in response - adapts the lesson, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations - uses language that promotes challenge and aspiration - uses techniques such as support, resources and feedback to adapt teaching - groups pupils for learning AND changes groups (if appropriate) during the lesson in response to formative assessment - challenges pupils who achieve the learning quickly - supports struggling pupils - deploys teaching assistant(s) in a way that provides additional support, rather than replacing support from the teacher - briefs the TA on their role within the lesson	Identify an 'expert colleague' with whom the trainee can discuss and observe good practice in adaptive teaching. Use the ELF proforma to deconstruct observed practice, co-construct targets and observe the trainee's developing practice. ***Suggested coaching questions:*** - *What is your understanding of 'adaptive teaching'* - *What do you understand about the term 'high expectations'? What does this mean to you?* - *How has what you have read influenced your views on high expectations?* - *What does the term 'challenge' mean to you, within the context of 'high expectations for all'?* - *What did you notice about the 'adaptive teaching' in the observed lesson?* - *Which students did the teacher seem to focus on? Why do you think this was?* - *How were students challenged/supported?* - *What sort of language did the teacher use to promote high expectations?* - *How did you see teaching assistants deployed? Why do you think they were deployed in this way?* - *What seems to be difficult within adaptive teaching? How might you overcome these difficulties?* - *What have you learned from this observation/discussion? What strategies would you like to use in your own teaching?* - *Did all pupils have the opportunity to meet expectations?*
(ii) Deconstruct and discuss with your mentor: - Your observations of the observed lesson in relation to the points above - Your reflections on the extent to which adaptive teaching approaches contributed to the learning objectives being achieved - How to avoid placing an artificial ceiling on students' achievements e.g. by avoiding differentiated/easier tasks and alternatively using 'Low Threshold High Ceiling' tasks (NRICH, 2019) - How the teacher demonstrates high expectations of ALL pupils - How the teachers challenges pupils who grasp learning rapidly - Application of ideas such as 'growth mindsets' (Dweck, 2013) recognising that there Is critique of such approaches	- *How did you choose to group your pupils for learning? Why?* - *Did you change your groups during the lesson? If so, why?*

- What aspects of adaptive teaching you will take forward into your own teaching?	- *How did you identify any pupils who were struggling or learning rapidly?*
(iii) Take opportunities to put into practice actions in relation to developing adaptive teaching as agreed with your mentor.	- *How did you ensure that pupils who learned rapidly were challenged?* - *How did you ensure that pupils who struggled were supported to succeed?*
(iv) Arrange to be observed and ask for specific feedback on your developments in relation to your adaptive teaching skills - receive feedback/coaching and co-construct targets for further improvement.	- *Did any pupils surprise you? Who? Why?* - *How did you choose to deploy your TA(s)? Why? Was this successful in promoting learning?* - *How did you support your TA(s)?* - *Did all your pupils have the opportunity to meet expectations?*

FLO 7: Assessment for Learning

Introduction and Objectives (Learn Why)	This FLO aims to focus the development of your AfL skills in 3 areas which are slightly more challenging and which can have a big impact on children's learning. You have been introduced to these in your University taught sessions and you should now observe good practice in schools, refresh your knowledge of the research base (and discuss this with your mentor) and then practice and develop your skills in these 3 areas below. **FLO Objective**: To further develop your awareness, understanding and skills of assessment for learning, with a focus on • Peer and self-assessment • Effective within-lesson assessment • Effective feedback

Trainee brief	Mentor notes
Part One: self and/or peer assessment (a) Using the ELF (side A), observe and then deconstruct/analyse/discuss good practice in self and peer assessment. This might be in your own class or other classes. (b) Using the ELF (side B), apply what you have learnt to use age-appropriate self and/or peer assessment approaches in your own teaching; receive coaching/feedback and identify next steps to develop your practice in this area (see PEn Assessment for Learning #2 slides for strategies and ways to scaffold self and peer assessment). (c) Make notes on the strategies you/teachers have used and evaluate their effectiveness in promoting pupils' progress and learning. What are the benefits or difficulties with the approach? Talk to pupils about their experiences of self-assessment. How do they feel about their involvement in the process? How do they feel it affects their learning and progress?	**Mentors are asked to support their trainee's development by :** - facilitating introductions to expert colleagues within school who have responsibility for leading key areas linked to this FLO. - helping trainees locate the AfL Policy (where appropriate) and support them in critiquing any differences between Policy and Practice. - helping trainees locate the Marking and Feedback Policy and support them in critiquing any differences between Policy and Practice. - Watching, with the trainee, the RLO/mini-video 'Effective Feedback' which summarises key points from the EEF (2021) Report 'Effective Feedback to improve Pupil Progress'.
Assessment for Learning Part Two: within-lesson assessment (a) Using the ELF (side A), observe how expert colleagues assess children's learning *during* the lesson. What strategies do they use? Whose learning is checked: targeted individuals, groups or whole class e.g. using *'all-student response systems' such as mini-whiteboards*? How do expert colleagues **use** this assessment information e.g. to adapt teaching? *(see PEn Assessment for Learning #2 slides for further ideas/strategies).* (b) Discuss with expert colleagues, how expert colleagues avoid being over-influenced by potentially misleading factors *e.g. assuming pupils are learning because they look busy or positive, or give a thumbs-up sign.*	**Coaching Questions may include:** - *How do you feel your confidence and competence in peer assessment is developing? What is supporting this? What else would benefit you?* - *How do you feel your confidence and competence in self-assessment is developing? What is supporting this? What else would benefit you?* - *How do you feel your confidence and competence in within lesson assessment is developing? What is supporting this? What*

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(c) Deconstruct/analyse/discuss the extent to which the observed assessment strategies are 'meaningful, manageable and motivating'.

(d) Using the ELF (side B), apply what you have learnt in order to plan and use *within-lesson assessment* in your own teaching to check learning in relation to *learning objectives and success criteria*. What strategy/ies will you implement, when in the lesson will you use them; ensure you are clear about *how you will use* the assessment information to adapt/inform your teaching. Receive coaching/feedback and identify next steps to develop your practice in this area.

(e) Discuss/analyse with your mentor, how using within-lesson assessment supports adaptive teaching (See also the Adaptive Teaching FLO and Adaptive teaching RLO).

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else would benefit you?
- *How do you feel your confidence and competence in providing effective feedback is developing? What is supporting this? What else would benefit you?*
- *How do you use your University Learning about AfL to help you plan and prepare for your teaching?*
- *What have you learned from the Experiential Learning Opportunity (ELF)? How did expert colleague(s) provide opportunities for consolidation as well as practising and applying new AfL learning?*

How well are you developing your knowledge and experience of AfL strategies? Why do you think it is important to broaden this?

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Assessment for Learning Part Three: effective feedback

(a) Ensure you have read the school's marking and feedback policy and you are using this to guide you own marking/feedback.

(b) With your Mentor/Expert Colleague watch the '**RLO/mini-video: Effective Feedback'**, which summarises key points from the EEF (2021) Guidance Report Teacher Feedback to Improve Pupil Learning. This RLO can be found on Moodle : https://moodle.warwick.ac.uk/mod/book/view.php?id=1823562&chapterid=239731 Discuss the key recommendations in this report with your mentor.

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- *Talk to me about how children with specific needs are being included in your AfL strategies? What challenges might this present? How might you overcome them?*
- *Donald Schon talks about teachers' 'reflection on action' and 'reflection in action' - why might this be so important when considering all of the information that we receive as part of the AfL cycle?*

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FLO 8: Cognitive Science in the Classroom

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Introduction and Objectives (Learn Why)

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FLO Objectives:

- To further develop your understanding of cognitive science in the classroom
- To develop your skills of applying the principles of cognitive science to your teaching and children's learning

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: (a) promotion of your ability to apply cognitive science principles to your practice and thus promote pupil learning; develop your capacity to become a 'concept and skill builder' (Twiselton, 2004)
(b) a Study Group presentation to your Professional Enquiry Group on the final PEn Spine Day focused upon *one aspect of cognitive science* (as specified by your PEn tutor) (for further guidance see the PEn lecture: 'Memory and Cognitive Science in the classroom' and information on the PEn Moodle page: Moodle > PEn > Memory and Cognitive Science in the Classroom

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Trainee brief

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Mentor notes

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Part One: read, observe and discuss to deepen your understanding of one aspect of cognitive science (as specified by your PEn tutor) as signposted in the introduction above.
- This further reading will help to ensure a sound understanding of the specified principle, and thus avoid 'lethal mutations' (Wiliam, 2016) i.e. ensuring that the principle does not undergo adaptations that neglect important aspects of the theory, reducing its effectiveness.
- References to support you are available at the end of the FLO.

Part Two: develop your understanding of all aspects of applied

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Identify an 'expert colleague' with whom the trainee can discuss and observe good practice in any of the 7 aspects of cognitive science in the classroom as listed above.

Use the ELF proforma to deconstruct observed practice, co-construct targets and observe the trainee's developing practice.

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cognitive science by observation of/discussion with expert colleagues, e.g. as below.	Suggested coaching questions:
It will benefit your professional practice to develop your understanding of the application of *all* aspects of cognitive science, so observe and discuss 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. **(i) Observing an expert colleague:** Arrange to observe an expert colleague member of staff, with a focus on the application of **any aspect of cognitive science**. In particular, talk to expert colleagues and observe how they: - take into account pupils' prior knowledge when planning how much new information to introduce - 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). - break tasks down into constituent components when first setting up independent practice (e.g., using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach. - help pupils apply knowledge and skills to other contexts, by interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems **(ii) Deconstruct and discuss with your mentor:** - Your observations of the observed lesson in relation aspects of cognitive science and to the points above - Your reflections on the extent to which cognitive science approaches contributed to pupils' learning - how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. - How to ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject. - How to make good use of expositions, by using concrete representation of abstract ideas (e.g., making use of analogies, metaphors, examples, and non-examples). - how to identify possible misconceptions and plan how to prevent these forming. - How to plan regular review and practice of key ideas and concepts over time (e.g., through carefully planned use of structured talk activities) - how to stimulate pupil thinking and check for understanding, by consider the factors that will support effective collaborative or paired work (e.g., familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). - how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue. - how to revisit the big ideas of the subject over time and teach key concepts through a range of examples. - how they balance exposition, repetition, practice of critical skills and knowledge. - how to plan effective lessons by breaking tasks down into constituent components when first setting up independent practice (e.g., using tasks that scaffold pupils through meta-cognitive and procedural processes) - how they help pupils apply knowledge and skills to other contexts, by interleaving concrete and abstract examples, slowly withdrawing	*- What is your understanding of 'principles of cognitive science?* *- Which principle are you focussing upon?/Which other principles are you particularly interested in?* *- How has what you have read influenced your views on (an aspect of) cognitive science?* *- What did you notice about how the teacher applied principles of cognitive science (e.g. see list in the left-hand column) in the observed lesson?* *- Did the application of (an aspect of) cognitive science help pupils make progress? How?* *- What seems to be difficult with applying (an aspect of) cognitive science? How might you overcome these difficulties?* *- What have you learned from this observation/discussion? What strategies would you like to use in your own teaching?* *- Which principle of cognitive science have you applied in this lesson? How?* *- How did you ensure that you implemented the principle accurately?* *- What impact do you think this had on pupils' learning and progress?* *- How might you adapt your teaching to apply this principle more effectively?* *- What have you learned?*

concrete examples and drawing attention to the underlying structure of problems - What aspects of cognitive science you will take forward into your own teaching **(iii) Take opportunities put into practice actions in relation to applying cognitive science that you have agreed with your mentor, e.g.** - Breaking complex material into smaller steps (e.g., using partially completed examples to focus pupils on the specific steps). - Linking what pupils already know to what is being taught (e.g., explaining how new content builds on what is already known). - Drawing explicit links between new content and the core concepts and principles in the subject. - Starting expositions at the point of current pupil understanding - Providing tasks that support pupils to learn key ideas securely (e.g., quizzing pupils so they develop fluency with times tables). - Using concrete representation of abstract ideas (e.g., making use of analogies, metaphors, examples, and non-examples - Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. - Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g., by removing scaffolding, lengthening spacing or introducing interacting elements). **(iv) Arrange to be observed and ask for specific feedback on your developments in relation to application of cognitive science - receive feedback/coaching and co-construct targets for further improvement.**	
Part Three: **Develop your understanding of _a specific_ cognitive science principle (to support your PEn presentation)** Aim to repeat steps (i) – (iv) in Part Two, as above.	

FLO 9a: Talk for Learning (Primary Trainees only)

Introduction and Objectives (Learn Why)	**FLO Objectives**: • **To understand that both adult-pupil and pupil-pupil talk can facilitate learning** • **To know and recognise that there are different types of talk** • **To understand that different types of talk can impact differently on learning outcomes** • **To be able to plan for effective talk opportunities that develop thinking and learning** • **To develop the skill of analysing talk through engaging with relevant research.**

Trainee Brief	Mentor Notes

Research has established that 'talk' is essential to learning. This Talk FLO directly supports trainees' knowledge and understanding of the pedagogy of talk; this is formally assessed at University through the Masters level assignment entitled: Explain and critically evaluate how talk can be used to enhance the quality of teaching and pupil progress in a core curriculum subject (4000 words) Trainees should observe talk within an English, a Maths or Science context during their school placement to then transcribe and analyse within their assignment. This focused examination of talk is designed to support trainees' in using talk effectively within their practice to enhance the quality of teaching and pupil progress.

Trainee Brief	Mentor Notes
Part one: 1. Open an electronic copy of the Primary English National Curriculum and search for references to 'talk' 'listening' speaking' within the English, maths and science sections. 2. Read the article 'Bring Back Talk' by Valerie Coultas (NATE 2022) Find here: Focused Learning Opportunities in School (FLOS): FLO 9a: Talk for Learning (warwick.ac.uk) 3. Share this article with your mentor and engage in a professional dialogue regarding some of the issues raised – you could one mentor meeting session for this; preparing for this meeting by thinking of three questions/aspects that you wish to discuss regarding how this relates to your classroom.	**Part 1 - Coaching Questions may include:** Summarise the 'Bring Back Talk' article form me – were there any question that you wanted to discuss? How does this link to what you have learned at university regarding talk and spoken language? I know that you have been introduced to: - Robin Alexander's dialogic talk research - Neil Mercer's exploratory, cumulative and disputational talk - Sinclair and Coultard's initiation, response, feedback pattern of talk How does this article link to the expectations for talk found in the Primary National curriculum for English, maths and science?
Part two: 1. Arrange to observe another practitioner facilitating small-group guided activity in at least one **English, maths or science lesson** (we would advise that you observe more that this to give you a substantial knowledge base) 2. Transcribe a small section of this talk – identify pupils as 'pupil A' 'pupil B' etc and identify the adult as 'facilitator'. You may wish to use this transcription as part of your assignment. 3. Examine how questions and statements are used to facilitate talk through: - highlighting the adult questions and statements within the talk - highlighting pupil questions and statements within the talk - look for patterns – colour coding statements and questions might help you do this. 4. Discuss with your mentor how far the talk enhanced the quality of teaching and pupil progress within the subject that you have focused on.	**Part 2 - Coaching Questions may include:** What did you notice about the balance of talk between pupils and the adult? What did you notice about the talk between pupil and pupil? What type of talk do you think you observed? Which aspects of the talk helped to you to categorise it? What impact do you feel the talk that you observed had on the pupils' learning in this subject (Eng, maths or science)? Did it offer opportunity or limit it? What formal or informal structures are used to facilitate talk e.g. talk to your partner, time- pair-share etc. How could you adapt or change the role of facilitator in this talk to further maximise pupil's learning and progress in English, maths or science through talk? What did you notice about the children's talk skills? *E.g. were some children allowed to remain silent? Did some children dominate? Did children get opportunity to build on one another's ideas?* Have the children been taught how to talk effectively in pairs and small groups or it is assumed (sometimes incorrectly) that they know how? What have you seen and how often are these talk skills taught and reinforced? How could you develop and support children in learning how to talk more effectively by developing their talking skills i.e. defined roles, building in thinking time, accountability for talk, active listening skills
Part three: 1. Arrange to observe an expert colleague teaching a whole class lesson of English, maths or Science where the teacher is aware that your focus will be on the effective use of talk. 2. Use part A of ELF to capture your observations of talk and any questions you have related to this and then	**Part 3 - Coaching Questions may include:** Tell me about how you planned for talk during this lesson. How did you intend for it to support the children's learning in the subject (eng, maths, science)? Did all pupils engage in talk? How do you know?

discuss this with the expert colleague that you observed - ensure you record this on part A of the form and then set a target for developing talk in your own teaching. 3. Plan and deliver a lesson in which you address the talk target. Ensure that an expert colleague observes this lesson and records notes on part B of the ELF 4. Have an instructional coaching conversation about how you have applied your talk learning target and what your next steps related to talk might be.	Did you notice purposeful/active listening? Were children accountable for their listening? How do you know? What impact did that have? Tell me how you used thinking time to support the talk today. What did you do/provide that meant that all learners had the opportunity and the resources to engage in effective talk? What proportion of your questioning was pre-planned i.e. written onto your lesson plan)? What impact do you think this had? What information did you gather to help you formulate questions that responded to emergent needs in the class? How did you feel in the silence of thinking time? How did you time the talk episodes? How effective was this? Let's revisit the research – how does your lesson and the lesson observed for the ELF activity, link to current thinking? Talk to me about how you will take this learning about talk forward.

FLO 9b: Role of the adult in 'talk' (EY trainees only)

Introduction and Objectives (Learn Why)	**FLO Objectives**: • **To understand that both adult-pupil and pupil-pupil talk can facilitate learning** • **To know and recognise that there are different types of talk** • **To understand that different types of talk can impact differently on learning outcomes** • **To be able to plan provision – including that of the learning environment, for effective talk opportunities that develop thinking and learning** • **To understand how to maximise opportunities for learning through facilitating unplanned talk** • **To know and understand the value of sustained-shared thinking in an early years and KS1 context** • **To develop the skill of analysing talk through engaging with relevant research.**

Trainee Brief	Mentor Notes
Research has established that 'talk' is essential to learning. This FLO directly supports trainees' knowledge and understanding of the pedagogy of talk; this is formally assessed at University through the Masters level assignment entitled *'Explain and critically evaluate how the role of the adult supports communication and language development in the Early Years (4000 words)* Trainees should observe talk within the setting during their school placement. Trainees will need to then transcribe and analyse the context of the talk and the role of the adult in its facilitation and progression, within their assignment. This focused examination of talk is designed to support trainees' in using talk effectively within their practice to enhance the quality of teaching and pupil progress.	
Part one: 5. Open an electronic copy of Development Matters and search for references to 'talk' 'listening' and 'speaking' 6. Listen to the podcast: 'Sustained Shared Thinking for Meaningful Conversations': https://www.youtube.com/watch?v=1LO8nm2MYYA&t=129s You may wish to listen to the whole podcast (25mins) but you MUST listen to the section: 1:40-5:40 7. Share this section of the podcast with your mentor and engage in a professional dialogue regarding some of the issues raised – you could one mentor meeting session for this; preparing for this meeting by thinking of three questions/aspects that you wish to discuss regarding talk and its relevance to learning and progression.	**Part 1 - Coaching Questions may include:** Summarise the podcast 'Sustained Shared Thinking for Meaningful Conversations' for me – were there any questions that you wanted to discuss? How does this link to what you have learned at university regarding talk and spoken language? I know that you have been introduced to: - Sustained Shared Thinking (SST) and talk in the Early Years as well as lectures on talk from English, maths and science subject leads: Robin Alexander's dialogic talk research/Neil Mercer's exploratory, cumulative and disputational talk/Sinclair and Coultard's initiation, response, feedback pattern of talk How does this podcast link to the expectations for talk found in the Development Matters document? What are your current confidence levels in planning for SST? Why do you think is? What are your current confidence levels in facilitating SST? Why do you think this is? What might help you to move your practice forward?
Part two: 1. Arrange to **observe other expert colleagues and support staff in an Early Years environment** (this will be outside your	

current classroom) where their focus is the facilitation of effective talk. This might be on a 1:1 basis or with small groups of children. We anticipate that you will shadow expert colleagues as they operate in the environment – this could be sitting with a small group or moving within the environment to engage with individual children and their talk.

2. Transcribe small sections of the talk you observe including the context i.e. it may be part of a planned activity with question prompts identified or may be part of the free-flow and child-led learning; it may be with the class teacher or teaching assistant. Identify pupils as 'pupil A' 'pupil B' etc and identify the adults as 'facilitator A/B'. **You may wish to use this transcription as part of your assignment.**

3. Examine how questions and statements are used to facilitate talk through:

4. highlighting the adult questions and statements within the talk

5. highlighting pupil questions and statements within the talk

6. look for patterns – colour coding statements and questions might help you do this.

7. Discuss with your mentor how far the talk enhanced the quality of teaching and pupil progress..

Part three:

1. Arrange to **observe an expert colleague in your current KS1 classroom** teaching a whole class lesson of English, maths or Science where the teacher is aware that your focus will be on the effective use of talk.

2. Use part A of ELF to capture your observations of talk and any questions you have related to this and then discuss this with the expert colleague that you observed - ensure you record this on part A of the form and then set a target for developing talk in your own teaching.

3. Plan and deliver a lesson in which you address the talk target. Ensure that an expert colleague observes this lesson and records notes on part B of the ELF

4. Have an instructional coaching conversation about how you have applied your talk learning target and what your next steps related to talk might be.

Part 2 - Coaching Questions may include:
What did you notice about the balance of talk between pupils and the adult?
Tell me about what you noticed when you were observing the talk between pupil and pupil?
What type of talk do you think you observed? Which aspects of the talk helped to you to categorise it?
What impact do you feel the talk that you observed had on the pupils' learning? Did it offer opportunity or limit it?
How did other adults in the setting support the talk?
How could you adapt or change the role of facilitator in this talk to further maximise pupil's learning and progress through talk?
What did you notice about the children's talk skills?
E.g. were some children allowed to remain silent? Did some children dominate? Did children get opportunity to build on one another's ideas? Did children have space to respond?
To what extent were the children's responses genuinely listened to and built upon to extend/change thinking?
What evidence did you see that suggested emergent talk behaviours were being reinforced i.e. looking at the person talking, speaking clearly, asking questions.

Part 3 - Coaching Questions may include:
Tell me about how you planned for talk during this lesson. How did you intend for it to support the children's learning in the subject (Eng, maths, science)?
Did all pupils engage in talk? How do you know?
Did you notice purposeful/active listening? Were children accountable for their listening? How do you know? What impact did that have?
What proportion of your questioning was pre-planned i.e. written onto your lesson plan)? What impact do you think this had? Why? What information did you gather to help you formulate questions that responded to emergent needs in the class?
Tell me how you used thinking time to support the talk today.
What did you do/provide that meant that all learners had the opportunity and the resources to engage in effective talk?
How did you feel in the silence of thinking time?
How did you time the talk episodes? How effective was this?
Let's revisit the research – how does your lesson and the lesson observed for the ELF activity, link to current thinking?
Talk to me about how you will take this learning about talk forward.