

**SCHOOL DIRECT
SUMMER PLACEMENT GUIDE
Early Years and Primary
PGCE 21-22
For Trainees, Class Teachers and
Mentors**



SUMMER PLACEMENT GUIDE

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1. KEY INFORMATION

w/b	wk	Mon	Tue	Wed	Thurs	Fri	Notes
25.4.22						University Day	
2.5.22	1	MAY DAY					
9.5.22	2					University Day	
16.5.22	3	SEND school-based planning day this week		Suggested Alliance Day 5			This week, trainees should identify a day (or two ½ days) on which to plan their SEND/EAL Inclusion Enhancement Task.
23.5.22	4			ASSESSMENT POINT 5		University Day	Trainee and Professional Mentors to update the Collaborative Review Document with progress at Assessment Point 5. Mentor to confirm judgements in Qualtrics webform.
30.5.22		HALF TERM					
6.6.22	5						
13.6.22	6		External Examiner Visits to sample of schools				
20.6.22	7				Partnership Conference for Mentors & Class Teachers		
27.6.22	8			ASSESSMENT POINT 6		SEND ½ day this week	Trainee and Professional Mentors to update the Collaborative Review Document with progress at Assessment Point 6. Mentor to confirm judgements in Qualtrics webform Towards the end of this week, trainees should identify half a day on which to evaluate/write up their SEND/EAL Inclusion Enhancement Task
4.7.22		ECT SCHOOL	ECT Conference	ECT SCHOOL	ECT Conference	Exam Board	

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 this Placement

- Develop readiness to be an ECT: take on the role of the class teacher, teach up to 80% of the timetable, promote pupils' progress across a broad and balanced curriculum and contribute to the classroom environment.
- Lead your own professional development, *e.g. preparing for Trainee-Mentor meetings, reviewing own progress in relation to the CRD and week-by-week guidance to identify areas for development, using the ELF process in conjunction with expert colleagues to develop own practice etc.*
- Promote progress in the national priority area of phonics and Early Reading
- Develop autonomy in promoting positive learning behaviours in all pupils; with support and where relevant and appropriate, develop the capacity to recognise and respond to more challenging behaviour and any incidence of bullying.
- Hone expertise in Assessment for Learning practice *to promote progress*, including effective use of:
 - success criteria
 - peer and self-assessment
 - AfL both *within* and *between* lessons
 - Record-keeping
- Develop Assessment of Learning practice including:
 - Assessment against national standards
 - Understanding of statutory assessment in school
 - Understanding how assessment data is used to track progress of individuals and groups, and their role as the class teacher in this,
 - Leading a real or mock 'pupil progress meeting'
 - Implementing appropriate interventions to promote progress
 - Report writing
- Promote the progress of all through inclusive teaching *e.g. meeting individual needs, adapting teaching and overcoming barriers to learning*
- Develop skills of engaging and communicating with parents, including managing homework
- Provide an engaging curriculum and develop understanding of how to deepen pupils' understanding and promote long-term learning *e.g. by applying principles of 'memory and cognitive science' and 'self-regulated learning and metacognition'*.
- Contribute to the wider life of the school *e.g. through supporting playground duties, attending staff meetings, CPD and assemblies, supporting/running a club etc.*

External Examiner Visits

External Examiners are drawn from other higher education institutions and are a part of every University's quality assurance processes. Their purpose is to provide an independent evaluation of the PGCE course which includes scrutinising assessed written work (a sample of assignments), meeting a sample of trainees and reviewing partnership processes including visits to schools. The purpose of the External Examiner visits to schools is to support the moderation of grading across the Partnership and across the Sector. Examiners will meet with a selection of trainees and their school mentors to discuss the current Placement and the individual's wider training experience.

This year, External Examiners will visit a sample of schools on Tuesday 14th and Wednesday 15th June. Trainees and schools will be informed in advance if they have been selected for a visit. Trainees should be reassured that External Examiners are examining the PGCE programme, rather than the individual trainee.

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 and Record-Keeping

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

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

To support organisation, a **file checklist** is available at the end of this section.

A. Planning (Teachers' Standard 4)

(i) Individual and weekly plans

On Summer placement, trainees should *initially* use the University of Warwick planning format(s). This is because:

- University proformas ensure that trainees focus on the key elements which underpin trainees' effective planning and pupils' learning;
- the detail on these plans offers a degree of accountability to schools and allows schools to see a trainee's thought processes which therefore allows schools to better support the planning/assessment process to develop trainees' skills and assure *pupil progress*;

However, on SUMMER PLACEMENT, we would anticipate:

- **trainees moving to weekly planning quite quickly**, and
- **having an option to use the school's planning forms** (if the trainee prefers), informed by
 - the **competency of the trainee's planning and assessment practices which promote 'progress and outcomes for pupils'**^[1]; and
 - balancing the trainee's **workload**.
 - where some of the planning detail is included on teaching 'slides', then both the plan and teaching slides should be included in the trainee's file
- Moderation Tutors will be happy to advise, where the school needs support. Trainees should either use the Warwick weekly planning proforma OR use the school's proforma,
- **we 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.
- Trainees must provide a **copy of planning, for any TAs** working with them, detailing their role.

(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

^[1] Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 7

development and allow them to concentrate on teaching.’¹ The Core Content Framework also identifies trainees’ entitlement to, ‘Collaborate with colleagues to share the load of planning and preparation... making use of shared resources (e.g. textbooks).’ It is for these reasons that we ask that class teachers:

- **share PPA time with trainees;**
- **undertake supported, guided planning**, including ‘regular and professional discussion which focuses on the outcomes for pupils; thinking through the teaching of a subject, and the resources to support this’²; 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.

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.*

(iii) Using published Schemes

Where a school is using a published scheme, trainees should work in line with school expectations, using the scheme as the basis for their planning. They should be encouraged to develop their planning skills through involvement in professional discussion with their guiding class teacher about when it may be appropriate, and how, to **adapt** the scheme to ensure learning and progress for all pupils. There is no expectation that these plans are transferred on to a Warwick plan, but we would expect to see annotations to meet the needs of the class.

(iv) 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. A medium-term planning proforma is available (online – see Partners’ Intranet) to support trainees’ planning or alternatively they may use the schools 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.

(v) Flexible planning and adapting planning proformas

Individual learning plan: The University understands that the standard 3-part lesson, as on the planning proforma, is not the only structure for a lesson. However, it does offer a good starting point for trainees, many of who can find the process of learning to plan challenging. As trainees gain experience, competence and confidence, then they will be able (with the support of class teachers and Professional Mentors) to adapt planning proformas to begin to meet the needs of a range of learning intentions, pupils and contexts in order to promote learning.

¹ Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 8

² Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 9

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

In their University-based programme and on previous placements, trainees have been developing their understanding and practising their assessment for learning skills including:

- setting clear objectives and success criteria;
- ensuring that objectives and success criteria are shared with and understood by pupils (and co-constructed with pupils, where appropriate);
- assessing achievement against learning objectives and success criteria by the teacher and by pupils through peer and self-assessment;
- providing oral and written feedback and marking according to school policy which is **meaningful, manageable and motivating**³;
- plan in time and opportunity for pupils to use feedback
- consider how to use purposeful and *time-efficient* written and verbal feedback
- encouraging pupils to take responsibility for their own learning;
- using assessment information to promote progress **within and between** lessons;
- using their records to review pupil progress over time and to help inform decisions which promote pupil progress
- developing awareness of the progress of groups of pupils e.g. SEND, EAL, Pupil Premium etc.

On SUMMER PLACEMENT, trainees should continue to develop these skills, and in preparation for taking on the role of class teacher as an ECT should also develop:

- understanding of statutory assessment requirements, including SATS, Teacher Assessments, Phonics Screening Check and moderation e.g. discussing and analysing with expert colleagues.
- their record-keeping to recognise the progress of groups of pupils e.g. SEN, EAL, Summer born, Pupil Premium;
- the ability to assess pupils' attainments against national benchmarks e.g. national curriculum expectation/EYFS Profile statements;
- understanding of school and classroom level processes to track the progress of individuals and groups of pupils, and the analysis of this data;
- understanding of the class teacher's role in tracking the progress of individuals and groups and accountability for pupil progress, including **pupil progress meetings**;
- understanding of interventions arising from tracking processes and evaluation of these approaches;
- skills and understanding in report-writing

C. Evaluation (TS 4 & 8)

Evaluation is a key skill which enables professionals to be able to develop their own practice and this is reflected in two of the Teachers' Standards (TS 4 and 8). **On SUMMER PLACEMENT, trainees are not required to provide a written evaluation for every lesson.** However, **trainees should:**

- ensure that they briefly annotate plans (retrospectively) indicating any changes made as they taught;
- explicitly assess and record pupils' learning against their lesson objectives;
- evaluate the impact of their teaching on the progress and learning of their pupils (*without* the requirement to formally record this on a lesson evaluation);
- annotate plans to indicate formative adaptations, based on assessment from the previous lesson;
- engage in evaluative discussion with their Professional Mentor and class teacher.

Trainees should be encouraged to adopt a '**growth mindset**', recognising opportunities to improve and taking positive steps to make these improvements to improve their own teaching and pupils' learning.

³ Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group (2016) p.5

D. Record-Keeping (TS 2 & 6)

All data collection should have a 'clear purpose' and 'efficient process', with the aim of enhancing 'outcomes for pupils'⁴. 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.

As a minimum, the trainee is expected to keep records of:

(a) **Pupils' achievements against learning objectives, over time** and *use* these records to:

- monitor the progress of *individuals*
- monitor progress of *groups* e.g. SEN, EAL, PP.
- *inform planning/adaptations/interventions* to promote positive outcomes for all pupils

Tips to support manageability:

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

- Marking against objectives (samples of marked work/annotated work)
- Post-it notes of observations
- Annotated photos (check school policy on photos)
- University record-keeping sheets
- School record-keeping sheets
- Whole class feedback 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 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?

(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.

⁴ Eliminating unnecessary workload associated with data management Report of the Independent Teacher Workload Review Group (2016) p.5

Divider Heading	<h3 style="text-align: center;">Checklist for Teaching Placement File</h3> <p style="text-align: center;">These sections can be included in any order</p>	✓
<p>ASSESSMENT FOR/OF LEARNING & PUPIL INFORMATION</p> <p><i>This section may be kept in a separate file</i></p>	<ul style="list-style-type: none"> • Day-to-day records of pupils' attainment against learning objectives <i>e.g. record-keeping sheets, 'post-it' notes,</i> • Pupil Profiles • Records of pupils' attainments against national standards e.g. NC/EYFS Early Learning Goals/The Engagement Model • Pupils' targets and information about prior learning and achievement (Provided by school) • Information about individual needs including IEPs/EHCs etc. • Class Lists including groupings/sets for different areas of learning/ subjects • Details of interventions to promote accelerated progress* • Detailed information about 2 pupils to enable you to discuss their progress in a pupil progress meeting* (see tasks section of Guide) • Written Reports for 2 pupils* (see tasks section of Guide) 	
<p>TIMETABLES</p>	<ul style="list-style-type: none"> • 1 timetable for <u>each week</u> of placement, identifying: <ul style="list-style-type: none"> - what and when you are teaching; - when you have non-contact time and how this will be used. - when you have PPA time with your class teacher - when you have opportunities for observation of expert colleagues. 	
<p>CURRICULUM PLANS</p>	<ul style="list-style-type: none"> • 'Learning Plans and any associated resources • Medium-term/weekly plans 	
<p>SCHOOL INFORMATION/ POLICIES</p>	<ul style="list-style-type: none"> • Any key policies you wish to have ready access to <i>e.g. safeguarding/behaviour/assessment/marking policies etc.</i> • <i>NB. there is no requirement to print any policies</i> 	
<p>TRAINING TASKS</p>	<ul style="list-style-type: none"> • Evidence of tasks (handwritten notes are acceptable) 	
<p><i>*Text in bold indicates additions for SUMMER PLACEMENT in preparation for ECT role. More than one file may be used, if necessary.</i></p>		

<h3 style="margin: 0;">Checklist for Training Plan File</h3>
<p>In the ring binder in which you keep your Training Plan, you should maintain:</p> <ul style="list-style-type: none"> • Up-to-date copy of your TRAINING PLAN (including Lesson Observation Forms and Profiles); • Behaviour to Learn Checklist

3. WEEKLY GUIDANCE FOR SUMMER PLACEMENT

Suggested build-up of teaching timetable

***Suggested build-up:** all trainees will vary in terms of their previous experiences and their confidence in a particular age phase. Therefore it is important that **Professional Mentors and Class teachers, in consultation with trainees, use their judgement and interpret the guidance given below to ensure that their trainees build up to their 80% teaching responsibility as appropriate to the individual.**

***SATS preparation.** It is important that trainees placed in **Y6** classes are enabled to take sufficient whole class responsibility so that they are able to make good progress. For example, trainees may be expected, initially, to take responsibility for more foundation subject teaching and less core teaching; or the school may ask the trainee to work with specific sets of pupils to support SATs preparation within the core subjects.

Date	Wk	% of timetable*	Reception or Nursery	KEY STAGE 1 & 2
25.4.22	1	30%	- teach whole class <u>and/or</u> group sessions, writing individual plans.	- a short sequence of whole class lessons in English <u>or</u> maths. - Science or foundation subject(s).
2.5.22	2	40%	- teach whole class and group sessions; - begin to take some responsibility for planning the environment inside and out.	- a short sequence of whole class lessons in English <u>or</u> maths. - Science or foundation subject(s).
9.5.22	3	40%		
16.5.22	4	50%	- teach whole class and group sessions; - take responsibility for planning 40% of the environment inside and out for activities you/other staff will be leading/supporting	- a week of lessons in English <u>or</u> maths (alternating with what was taught in previous week(s)). - Science and/or foundation subject(s)
23.5.22	5	50%	- teach whole class and group sessions across an increasing proportion of the EYFS curriculum; - take responsibility for monitoring the whole class whilst involved in group sessions; - continue to plan for continuous provision, inside and out.	- a week of lessons in English <u>or</u> maths (and for continuity, some lessons in the remaining core subject). - science <u>and</u> foundation subject(s)
30.5.22	Half Term			
6.6.22	6	60%	- Teach whole sessions across the curriculum, managing the planning/provision for the whole class	- a week of lessons in English <u>or</u> maths (and for continuity, some lessons in the remaining core subject). - science <u>and</u> foundation subjects
13.6.22	7	70%	- Manage the whole class. Continue to provide a stimulating environment for children both indoors and outdoors, ensuring all staff are aware of their roles.	- All English <u>and</u> maths - science - foundation subjects
20.6.22	8	80%	Becoming ECT-ready: taking full responsibility for the timetable (excluding 20% PPA time)	
27.6.22	9			

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 time, 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)
- work on training tasks
- undertake PPA with the class teacher/year group colleagues
- undertake focused reading linked to targets
- maintain/update their teaching files

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

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

	Weekly Checklist - tick when achieved								
Weekly Tasks	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
Record-keeping and marking									
PPA time with class teacher with guided supported planning									
Review week-by week grid to identify personal development priorities									
Engage with the CRD (independently and with mentor): review relevant CCF statements to help support actions and progress									
Engage with the CRD (independently and with mentor): review Term 3 CRD Summative Assessment Tabs x5									
Update Training Plan include Lesson Observation Forms (ICON & ELF)									
Prepare for and attend Mentor Meeting									
Email to Moderation Tutor if needed									
Complete Training Tasks									
<i>Own tasks...</i>									
<i>Own tasks...</i>									

Week-by-week Guidance for Early Years and Primary Trainees

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

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

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

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

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

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

The Core Content Framework also expects you to:

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

Additional reading on any of the areas of the Core Content Framework areas, can be accessed through a Talis Aspire List via the link below:

[ITT Core Content Framework reading List](#)

Or via <https://moodle.warwick.ac.uk/mod/aspirelists/view.php?id=1239830>

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

WEEKS 1 - 3 (w/b 25.4.22, 2.5.22 and 9.5.22)

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

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>By the end of Summer Placement, you should aim to have taught all subjects.</p> <p>Observe how expert colleagues:</p> <ul style="list-style-type: none"> – Ensure pupil’s thinking is focused on the key ideas within subjects <p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> – The rationale for curriculum choices (e.g. whole-school approaches to the subject teaching and the use of any selected schemes) how the school’s curriculum materials inform lesson preparation; make connections with subject-specific pedagogies – How to identify the essential concepts, knowledge, skills and principles in sequences of subject teaching – How to select and refine appropriate resources to support pupils’ learning e.g. from school-selected schemes or from existing school-based resources considering why/how these are adapted to meet needs of the class <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – Explicitly teaching pupils the knowledge and skills they need to succeed within the lesson e.g. consider the use of modelling such as shared and modelled reading and writing and worked examples such as a calculation strategy – Using resources aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content). <p>Discuss with expert colleagues how to support pupils to become fluent readers and fluent, legible writers</p>	<p>Observe, discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> – School and class behaviour policy and expectations – any pupils with ‘challenging’ behaviour and the individual behaviour plans or approaches used to manage behaviour effectively; develop understanding of why the child/ren might present these behaviours. – the importance of the right to support (e.g. to deal with misbehaviour). <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – setting high expectations through reinforcing (in line with policy) and rigorously maintaining clear behavioural expectations (e.g. for specific behaviours, contributions, volume level etc) – using positive reinforcement to encourage the behaviours that you wish to promote – using <i>a range</i> of early and least-intrusive interventions as an initial response to low level disruption e.g. proximity, offering support etc.) – 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 – Maintaining positive interactions with pupils to support a culture of respect and climate for learning – See the CTE Behaviour to Learn Checklist for further guidance 	<p>Observe, discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> – potential pupil(s) for your SEND/EAL Inclusion task; – Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. – how to adapt lessons so that all pupils can meet expectations, whilst maintaining high expectations for all <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – developing longer-term learning <i>e.g. helping children to access long-term memory by making explicit links with prior learning or providing scaffolding resources (e.g. number lines/grids, vocabulary mats where prior knowledge is weak); plan questions to probe children’s responses and challenge thinking; plan in opportunities for children to retrieve information from memory and apply it</i> – Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. – modelling to help pupils understand new processes and ideas 	<p>Observe, discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> – school systems of self and peer assessment (where no systems exist, plan age-appropriate self-assessment to introduce) – how to scaffold self-assessment by sharing model work with pupils, highlighting key details. – Statutory assessments: including KS2 SATS taking place in school this week and KS1 SATS taking place during May – how to gather assessment information DURING the lesson and use this to adapt teaching within the lesson <p>how to use diagnostic assessment to check prior learning and plan teaching to build on this</p> <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – Setting clear objectives and success criteria which break down the LO and help pupils understand how to be successful – Identifying in your planning formative assessment questions/tasks linked to learning objectives, <i>thinking ahead about what will indicate understanding;</i> – Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. – Setting up and maintain a manageable RECORD-KEEPING system to record pupils’ achievements against learning objectives over time; – Using this assessment to inform planning; – Ensuring that feedback to pupils is in-line with school policy. 	<p>You should receive clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. To maximise this, you should:</p> <p>Lead your own professional development e.g. by:</p> <ul style="list-style-type: none"> – Preparing for your weekly Mentor meeting by identifying questions, targets upon which you would like to focus or aspects of the Teachers’ Standards/CRD about which you would like coaching – Engaging critically with research and using evidence to critique practice (link to CCF reading on previous page) – Planning in training tasks to be completed (whilst teaching commitment is lowest) – Observing and learning from expert colleagues; use the ‘ELF’ to structure early observations to address longer-term targets in your Training Plan – Reflecting upon your practice; whilst written lesson observations are not required on this placement, you will regularly reflect with expert colleagues to develop your practice <p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> – 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 – the duties relating to the Preamble and Pt 2 of the Teachers’ Standards and the extent to which you are meeting these

WEEKS 4-5 (w/b 16.5.22 and 23.5.22)

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

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>– Arrange to teach any subjects you have not yet had experience of</p> <p>Deliver a carefully sequenced and coherent curriculum by:</p> <ul style="list-style-type: none"> – Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject. – how to sequence learning to secure foundational content before more complex ideas – Planning sequences of learning to build in additional practice to consolidate learning and offer regular purposeful practice of prior learning – Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – how to balance input of new content so that pupils master important concepts – Keeping pupils’ thinking focused on the <i>identified</i> key ideas within subjects e.g consider the use of focused learning intentions and success criteria - identifying potential misconceptions and discussing how to help pupils master important concepts in subjects taught - support this by continuing to develop your SK in relation to the topics you are teaching and your SK action plans - Modelling and requiring high-quality oral language and expecting pupils to use full sentences and technical vocab – Exposing potential pitfalls and explaining how to avoid them 	<p>Observe, discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> – Positive learning behaviour approaches used in the school; – How success and failure affect pupils’ approaches to learning – How the ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives and school strategies to encourage pupils to take responsibility for their own behaviour and learning e.g. self-regulation <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – actively supporting pupils to work with positive attitudes and positive learning behaviours – Proactively promoting positive behaviour by identifying specific learning behaviours (e.g. resilience) and ensuring task clarity e.g. giving manageable, specific and sequential instructions and checking pupils’ understanding before a task, setting engaging tasks. – Managing more challenging behaviour, e.g. working alongside colleagues to use: behaviour plans to understand individuals (e.g. awareness of triggers and appropriate de-escalation strategies); basic assertion techniques/scripts; appropriate body/verbal language and positioning – Responding consistently to pupil behaviour e.g. using consistent language 	<p>Observe, discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> – The CCF statement that ‘adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils’ – how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum – the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge, how pupils are grouped). – How explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independent and academic success <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – using appropriate questioning strategies to enable pupils to tackle challenging questions e.g. partner talk, wait time, scaffolding/probing pupils’ responses etc. – Using classroom talk (e.g. dialogic/ exploratory) to allow pupils to articulate thinking and consolidate learning and develop vocabulary – recognising equal opportunities and diversity e.g. in your teaching and resources, and challenging any stereotypes or use of derogatory language; 	<p>Observe, discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> – How teachers use information from assessments to inform decisions; and how pupils must be able to act on feedback for it to have an effect. – assessment against national standards (e.g. NC expectations/ Development matters); assessment for pupils working below the standard of the NC (pre-key stage standards/the Engagement Model) – how data is used by the school to track progress and how this process is efficient/manageable – if possible, observe/ – participate in tracking and pupil progress meetings. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – Giving clear and specific feedback, and time for pupils to engage with feedback, in line with school policy – using self/peer assessment to promote progress <u>within the lesson</u> e.g. in lesson introduction or mini-plenary 	<p>Lead your own professional development e.g. by:</p> <ul style="list-style-type: none"> – Preparing for your weekly Mentor meeting (see week 1) – Ensuring completion of training tasks – Observing and learning from expert colleagues to address new targets, using the ‘ELF’ form to structure this process – Reflecting upon your practice in dialogue with expert colleagues – IN week 4 – discuss Assessment Point 5 (AP5) with your Mentor, complete your self-review and co-construct targets <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – your effectiveness in working as part of a team and contributing to shared planning in PPA time, including opportunities to contribute to sequences of planning and medium-term planning for after half-term – deploying (any) teaching assistants effectively e.g. deploying in all stages of lesson, ensuring they are appropriately briefed, planning for them to work with groups as appropriate (avoiding routine deployment with lower attaining pupils) sharing the intended lesson outcomes with TAs ahead of lessons – Seeking opportunities to engage parents/carers in their children’s education (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil – your effectiveness as working as part of a team, collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks) and liaising with staff running out-of-class-interventions to promote in-class pupil progress – contributing to the wider life of the school e.g. by supporting and developing effective professional relationships with colleagues

WEEKS 6-7 (w/b 6.6.22 and 13.6.22)

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

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>Deliver a carefully sequenced and coherent curriculum by:</p> <ul style="list-style-type: none"> - continuing to observe and receive support in identifying the essential knowledge and skills within the subjects you are teaching including Science and WCS - discussing and analysing the rationale for and process of arriving at current curriculum choices <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - working with expert colleagues to accumulate and refine powerful analogies, illustrations, examples, explanations and demonstrations including the use of quality texts - Making explicit links between new concepts and the core concepts and principles in individual subjects <p>Develop fluency by observing how to use retrieval and spaced practice to build automatic recall of key knowledge</p> <p>Discuss, analyse and receive clear and consistent feedback in how to:</p> <ul style="list-style-type: none"> - promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). - model reading comprehension by asking questions, making predictions and summarising -teach different forms of writing by modelling, planning, drafting & editing. 	<p>Observe, discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> – The extent to which you are motivating pupils through a combination of extrinsic factors (e.g. praise/rewards) and intrinsic factors (e.g. pupils’ satisfaction in learning, positive self-efficacy, interesting lessons and engaging learning strategies) – how experienced colleagues provide opportunities for pupils to articulate their long term goals and help them to see how these are related to their success in school – How pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure – Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – Using consistent language and non-verbal signals for common classroom directions. – Promoting pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success 	<p>Observe, discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> – how the placement school changes groups regularly, avoiding the perception that groups are fixed and that any attainment-based groups are subject specific – how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. – metacognitive strategies used by the school and how expert colleagues 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) – how homework supports and consolidates in-class work <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – Reframing questions to provide greater scaffolding or challenge – Adapting teaching in a range of lessons (beyond maths and English) – setting tasks that stretch pupils, but which are achievable, within a challenging curriculum – Limiting demands on working <i>memory e.g. by reducing unnecessary distractions, or aspects of teaching input so attention is focused on key content; by breaking complex material into smaller steps, by using partially completed/worked examples.</i> – Modelling and promoting pupils’ self-regulation and metacognitive strategies 	<p>Observe, discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> – how to structure tasks/questions to identify knowledge gaps and misconceptions – How over time, feedback should support pupils to monitor and regulate their own learning – 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) – Statutory Assessments taking place in school, including the times table check (Y4 between 6th – 24th June) and the Phonics Screening week (w/b 6th June) <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – Planning assessment questions/tasks, with clarity about what will indicate understanding and be clear how this information can be used to adapt teaching in the lesson – Prompting pupils to elaborate when responding to questioning to check that understanding is secure – embedding self/peer assessment to support pupils to progress <u>within the lesson</u> e.g. in lesson intro or mini-plenary 	<p>Lead your own professional development e.g. by:</p> <ul style="list-style-type: none"> – Preparing for your weekly Mentor meeting (see week 1) – Using the CCF e.g. to help you co-construct targets – Ensuring completion of training tasks – Observing and learning from expert colleagues to address new targets, using the ‘ELF’ form to structure this process – Reflecting upon your practice with expert colleagues <p>Observe and deconstruct:</p> <ul style="list-style-type: none"> – how expert colleagues communicate with parents/carers proactively and make effective use of parents’ evenings to engage parents/carers in their children’s schooling <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> – Engaging parents/carers and colleagues with support (e.g. discussing a script) in formal and informal settings – using a range of strategies to engage parents with their children’s schooling, proactively and reactively, to promote pupils’ wellbeing and learning; – Managing your workload effectively and protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing (see also ‘Managing workload on School Placement’ in the Placement Handbook)

WEEKS 8-9 (w/b 20.6.22 and 27.6.22)

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

<p>Curriculum TS 3</p>	<p>Behaviour management TS 1 & 7</p>	<p>Pedagogy TS 2, 4 & 5</p>	<p>Assessment TS 2 & 6</p>	<p>Professional Behaviours TS 8</p>
<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - 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 support pupils to master challenging content, which builds towards long-term goals <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subjects you teach <p>Help pupils to apply their knowledge and skills to other contexts and across subjects by:</p> <ul style="list-style-type: none"> - considering how expert colleagues interleave concrete and abstract examples, drawing attention to the underlying structure of problems slowly withdrawing concrete examples over time - ensuring pupils have the relevant domain-specific knowledge when being asked to think critically within a subject <p>Develop fluency by:</p> <ul style="list-style-type: none"> - providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables). <p>In conjunction with the Vocabulary development task, Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary including Tier 2 and 3 words in what is taught. 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - In preparation for your own ECT class, discuss how routines are established at the beginning of the school year, both in classrooms and around the school. - how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Setting high expectations and promoting positive behaviour to learn from all pupils. - Promoting a positive, predictable and secure environment for all pupils - Developing positive and professional relationships with all pupils. 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - How flexibly grouping pupils within a class to provide more tailored support can be effective, but how care should be taken to monitor its impact on engagement and motivation, particularly for lower attaining pupils (CCF) - in week 8, identify time to reflect upon and discuss outcomes from your SEND/EAL Inclusion task; record this task in your e-PDP <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - embedding opportunities for pupils to practice skills of self regulation and metacognition - Sequencing planning to balance exposition, repetition, practice and retrieval of key knowledge/skills - Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements) - consistently adapting teaching across the curriculum - planning learning activities which develop, consolidate and deepen learning and promote longer-term learning e.g. <i>by actively planning how you will help children to remember what they are learning; plan activities to develop pupils' fluency in basic skills/concepts to facilitate application;</i> - Using 'quality first teaching', targeted interventions, deployment of support staff, and knowledge of pupils as individuals to challenge/motivate ALL pupils, especially those from underperforming groups. 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how to ensure feedback is specific and helpful when using peer or self-assessment e.g. through use of clear success criteria. - How to identify efficient approaches to assessment so that it does not have a disproportionate impact on teacher workload - How to draw conclusions about pupils' learning by looking at attainment over a number of assessments. - Principles of effective report writing; ask if you can view some examples to support completion of your school-based task. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - embedding a range of assessment strategies to promote learning within and between lessons - planning assessment questions and tasks, <i>with clarity about what will indicate understanding</i> - Prompting pupils to elaborate to check that understanding is secure - Using self/peer assessment to engage learners in taking responsibility for their own learning and deepening learning - If you have not yet had the opportunity, arrange to present progress/attainment information about your two chosen pupils in a real or mock pupil progress meeting (TS 6c); - Prepare and present reports on 2 pupils (TS 6a) 	<p>Lead your own professional development e.g. by:</p> <ul style="list-style-type: none"> - Preparing for your weekly Mentor meeting (see week 1) - Using the CCF e.g. to help you co-construct targets - Ensuring completion of training tasks - Observing and learning from expert colleagues to address new targets, using the 'ELF' form to structure this process - Reflecting upon your practice with expert colleagues - IN week 8 – discuss Assessment Point 6 (AP6) with your Mentor; Practise, reflect, receive coaching and improve at: - Managing your workload effectively and developing a positive work-life balance (see also 'Managing workload on School Handbook') - contribute to school culture, developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. supporting expert colleagues with their pastoral responsibilities). - using a range of strategies to engage parents with their children's schooling, proactively and reactively, to promote pupils' wellbeing and learning; where possible observe/engage in parents' evenings - You have now reached Reflection Point 4 and can begin to reflect upon your progress in your e-PDP.

Monday 4th and Wednesday 6th July (2 days only)
School-based Transition Days: from trainee to ECT

These two SCHOOL-BASED days are designed to promote the transition from 'Trainee' to 'ECT'. Ideally, they will be undertaken in the trainee's employing school.
 Where this is not possible, personal transition activities may be undertaken in the trainee's SUMMER PLACEMENT school.

A. Tasks for trainees who have met all of the Teachers' Standards and who have been recommended for the Award of QTS:

Transition activities in <i>Employing School</i>	<p>Examples of transition activities might include:</p> <ul style="list-style-type: none"> - Meeting your Induction Mentor, sharing your CEDP and agreeing targets and actions; - Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration (CCF 8.1); ask how you will be supported and coached in your new school - Finding out about your school's development priorities and how this might relate to your targets in your CEDP - Your school's rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation (CCF 3.13) - Spending time with your new class and learning about school expectations, norms and routines; - Talking to your new class's current teacher and learning about children's specific needs, any barriers to learning or behavioural issues; - Access key school policies, including Safeguarding, Behaviour, SRE and Assessment and Feedback; - Finding out about characteristics of the school's intake e.g. % of pupils EAL, SEND, high performing, PP, successful strategies to remove barriers to learning and the implications for your developing practice; - Meeting colleagues to begin to develop positive working relationships.
OR Transition activities in <i>SUMMER PLACEMENT School</i>	<p>Trainees and Professional Mentors should feel free to arrange activities which are appropriate to the trainee's needs/professional interests at this stage of their career. Development needs or professional interests might be identified in the trainee's:</p> <ul style="list-style-type: none"> - Final Assessment Point 6 in the CRD - online e-PDP; - Teacher's Sense of Self Efficacy Scale. <p>Examples of potential activities might include to:</p> <ul style="list-style-type: none"> - Observe or work alongside teachers in a different phase to develop your understanding of pupil transition and progression; - Observe or work alongside teachers who exemplify excellent practice in an area of need/professional interest identified in any of the above documents; - Find out more about areas of interest e.g. school or curriculum leadership, SEN, EAL, high performing; - Observe or work alongside teachers in your SUMMER PLACEMENT school in the age range where you anticipate you will be teaching in September (if known).

B. Tasks for trainees who are continuing to work towards the Teachers' Standards and the Award of QTS:

Experience has shown us that some trainees need a little longer than the length of the planned programme to securely meet the standards for QTS. These trainees should continue to work with their current class, class teacher, Professional Mentor and Moderation Tutor to address the areas of practice identified on their Intervention Plan in order to make progress towards the Teachers' Standards.

4. TRAINING TASKS

Training tasks are designed to help bridge the gap between theory and practice in specific areas of the Teachers' Standards and ITT Core Content Framework and contribute to trainees' professional development.

Training Tasks Checklist	Date to be completed by:	✓
Professional Enquiry: Assessment Tasks:	End of Placement	
1. Assessment against national standards		
2. Tracking pupil progress		
3. Case Study & Report Writing		
Professional Enquiry: Communicating with parents		
Professional Enquiry: Homework Task		
English Task: Vocab Development and Phonics (if in KS2)		
Assessing a child in Phonics (if in (KS1)		
SEND/EAL Inclusion Enhancement Task		
Mathematics: Errors & Misconceptions (<i>if not completed on Spring placement</i>)		

PROFESSIONAL ENQUIRY TASK: ASSESSMENT, TRACKING PROGRESS AND REPORTING TS 2 & TS 6

Objectives: to develop ARR skills appropriate to an ECT role including:

- skills of assessment against national standards
- developing understanding of and contributing to processes to track and assure pupils' progress
- developing understanding of assessment of pupils with SEND;
- understanding and applying key principles of reporting to parents.

Rationale: This set of tasks will enable you to...

- **be well prepared for ECT responsibilities regarding assessment of learning, tracking pupil progress and reporting to parents;**
- **meet some challenging elements of the Teachers' Standards, including 6a:** 'know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements', **6c:** 'use relevant data to monitor progress, set targets...' and **8e:** 'communicate effectively with parents with regard to pupils' achievements and well-being.'

Core Content Framework:

- *discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments;*
- *following expert input - taking opportunities to practise, receive feedback and improve at drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments*
- *Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes*
- *Strengthening pedagogical and subject knowledge by participating in wider networks.*

Guidance: Outcomes from this set of assessment tasks will inform your e-PDP (RP4) reflections: the 'Pupil Progress' Focus.

1.	<p>ASSESSMENT AGAINST NATIONAL STANDARDS</p> <p>(a) With appropriate staff, discuss and participate in assessment against national standards e.g. Early years foundation stage profile, NC programmes of study etc.. See also ‘Teacher Assessment Frameworks’, ‘Pre-key stage standards’ and The Engagement Model.</p> <p>(b) Where possible, engage in wider networks e.g. within the school, or group of schools e.g. moderation meetings.</p> <p>PRIMARY TRAINEES</p> <p>Assess <u>two pupils</u> in one aspect of English, mathematics and science against national standards; Find out your school’s approach to assessing attainment in the foundation subjects; where possible, following your school’s approach to assess your two pupils’ attainment in foundation subjects.</p> <p>EARLY YEARS TRAINEES</p> <p>In line with school practice, complete assessment against national standards e.g. a detailed Foundation Stage Profile for two children using existing and newly acquired evidence.</p>
2.	<p>UNDERSTANDING TRACKING OF PUPIL PROGRESS</p> <p>(a) School Level: meet with the school’s data manager (if possible) to find out about school systems to track pupil progress and the progress of groups. Relevant questions might include:</p> <ul style="list-style-type: none"> - What system is used? - What data does this produce and how is it analysed? - How is this school-level data used? - What school priorities are identified from this data analysis? - What is planned to meet these priorities? - How are the resulting actions/interventions evaluated? <p>(b) Class Level: ask your class teacher how they contribute to and uses school-level data; be as involved in this as you can be, including contributing to tracking systems and participating in pupil progress meetings;</p> <p>(c) Class Level: with your class teacher, review the assessment data on your class. How is this data generated? How is it recorded? How is it used? What interventions are in place for pupils in your class/elsewhere in the school?</p>
3.	<p>CASE STUDY OF PUPIL PROGRESS & REPORTING</p> <p>Identify <u>two pupils</u> for whom you will construct a ‘case study’, lead pupil progress meetings and write reports. Where possible, one of these pupils should have special educational needs.</p> <p>(a) Case Study</p> <p>Collate detailed information about 2 pupils which might include: your records of attainment against lesson/activity objectives; school’s records of progress over time; records of pupils’ attainments against national standards (yours and schools); your records of pupils’ Personal Development and Well-being (see section 3); pupils’ targets; IEPs/EHCs; details of any interventions to promote accelerated progress including those run by the school or implemented by you;</p> <p>(b) Pupil Progress Review:</p> <p>With the support of your class teacher, take particular responsibility for tracking the progress of your two pupils, justifying whether or not each is making expected progress/meeting age-related expectations with reference to your data; where pupils are not making expected progress can you explain why and what is/could be done to support accelerated progress?</p> <p>With the support of your class teacher be prepared to present this information in a real or mock pupil progress meeting.</p> <p>(c) Reporting and communicating with parents</p> <p>Review examples of reports shared with you by the school;</p> <ul style="list-style-type: none"> - With appropriate staff, discuss principles of effective report-writing and how to appropriately communicate pupils’ progress and achievements to parents/carers; - Use your case study data as a basis for writing reports on your <u>two children</u> using the school’s report proforma and discuss these reports with your Class Teacher/Professional Mentor

PROFESSIONAL ENQUIRY TASK: Communication with Parents (TS 8)	
INTRODUCTION	<p>Objectives:</p> <ul style="list-style-type: none"> - Allow you to develop and demonstrate skills in effective communication with parents and thus meet TS 8e. <p>Rationale: Teachers' Standard TS 8e 'communicate effectively with parents with regard to pupils' achievements and well-being' is one Standard that is sometime given less attention, yet it is fundamentally important for pupil progress and a skill that headteachers tell us they want to see in ECTs and a skill you will need from day one in your ECT role.</p> <p>Core Content Framework:</p> <ul style="list-style-type: none"> - <i>Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success;</i> - <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.</i> - <i>Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.</i> - <i>Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.</i> - <i>Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.</i> <p>Guidance: Outcomes: from this task can inform your e-PDP (RP4) reflections: the 'Communication with Parents' focus.</p>
TASK	<p>Training Task You should:</p> <p>(a) At an early stage on SUMMER PLACEMENT, discuss, with your Professional Mentor/class teacher, the range of opportunities to communicate with parents and plan/agree how you can be involved (whilst following all health and safety guidance);</p> <p>(b) Discuss with your Class Teacher and/or Professional Mentor the school's policy/practice/guidance in relation to communicating with parents.</p> <p>(c) Share evidence with your Professional Mentor (to inform your CRD)</p> <p>TS 8 The table below shows the CRD descriptors to help you plan how to achieve this sub-statement. It also lists possible opportunities for communication (both written and verbal, virtual and face-to-face) - you are not expected to undertake each activity, these are simply provided as ideas; feel free to add your own. What might you try on SUMMER PLACEMENT to help prepare for your ECT phase?</p>

EXAMPLES		Meeting expectations	Exceeding expectations
	Possible Opportunities	can communicate effectively, verbally and in writing with parents/carers with regard to learners' achievements and well-being.	proactive in taking responsibility for communicating with parents in an appropriate manner to supports pupils' learning/well-being.
Informal communications with parents at the start/end of the school day			
Home-school diary			
working with parents as classroom helpers			
Phone update			
School learning platform e.g. online newsletter, blog etc.			
Newsletter/letter			
End of Year Report			
School's e-communication systems e.g. Twitter, blog, texts. etc			
Certificates of achievement			
Parents' Evening/Consultation			
workshops for parents			
Other ideas			

SEND/EAL INCLUSION ENHANCEMENT Adaptive Teaching (TS 5)

This task gives you the opportunity to apply the understanding you have developed throughout your PGCE to promote the progress of pupils who may benefit from additional support.

Aims:

- To be able to identify where there is a lack of progress, gap in learning, or underperformance
- To be able to implement 'reasonable adjustments' in response to identified needs
- To promote the progress of All pupils,
- To exercise the WTV of creativity, being willing to identify alternative strategies/reasonable adjustments, to promote pupil progress

Core Content Framework:

- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning is an essential part of teaching; and
- adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- Receive clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.
- Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.

Guidance:

- one day of your Summer placement is allocated to and identify pupil needs and plan this task. A second ½ day is identified at the end of the placement to evaluate and record this task in your e-PDP.
- **the outcomes of this task will be recorded on the 'Inclusion Enhancement' page your e-PDP**
Respond to each of the sections below within an overall limit of 500 words. You may use graphics/images if appropriate e.g. mind-map of a pupil's needs.

DAY ONE	STEP 1. ASSESS	<p>With the class teacher, identify an individual child or group of children who will benefit from reasonable adjustments or interventions to support their progress. These pupils might be making less than expected progress.</p> <p>Build an assessment portfolio of the needs/barriers to learning/gaps in learning of the pupil(s) e.g. using any of the following strategies:</p> <ul style="list-style-type: none"> - prior/current observations and experiences of working with the pupil - pupil records <ul style="list-style-type: none"> o the school's system of recording/tracking <u>progress over longer periods of time</u> o progress in books/learning journals over time o your own individual records which gather a broad range of information about each pupil e.g. pupil profiles - Ask the child, e.g. what helps them to learn, what gets in the way of learning or makes it hard to learn, when do they learn best, how do you know when you've done well? - Consider that the barrier(s) <i>may</i> be attributable to a diagnosed SEN or social emotional or behavioural issue, equally the child may have no recognised SEN and the barrier to learning may be less specific e.g. poor/short concentration span, low self-esteem/self-efficacy, poor social skills. - Does EAL contribute to the pupils' needs? - Identify any gaps in learning e.g. using diagnostic assessment - Could there be gaps in learning AND barriers to learning?
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DAY ONE	STEP 2. PLAN	<p>Plan what, when and how you will implement strategies/approaches to meet the identified barriers/needs/gaps in learning</p> <p>Consider what you can do to address these identified barriers/needs/gaps in learning. What reasonable adjustments or interventions could you put in place? In many cases these may be relatively simple! Strategies might include:</p> <ul style="list-style-type: none"> - Resources to adapt teaching - Identifying how content can be further broken down - A specific intervention programme (series of sessions) - Adjustments to the classroom environment - Social/emotional interventions/support <p>For specific ideas:</p> <ul style="list-style-type: none"> - remember to revisit University resources (e.g. SEND/EAL inclusion enhancement/Subject specific resources/Professional Enquiry) - Ensure you consult relevant colleagues e.g. SENCOs, pastoral leaders, DSL and other specialist colleagues who have valuable expertise and can ensure that appropriate support is in place for pupils (CCF) <p>Identify how you are you going to monitor the impact of this strategy</p>
	STEP 3. DO	<p>Implement the agreed strategies/approaches</p> <ul style="list-style-type: none"> - Remember to monitor impact on a regular basis. - If one strategy doesn't seem to work, be willing to try another (be creative!). - You may need to revisit the 'assess-plan-do-review' steps of this process.
DAY TWO	STEP 4. REVIEW	<p>Evaluate the success of these strategies and impact on the learning and progress of the pupil(s).</p> <ul style="list-style-type: none"> - Seek different views of this impact e.g. ask the pupil, the class teacher, the SENCO for their views, as well as your own. - As in the introduction to this task, above, record this task on the Inclusion Enhancement' page your e-PDP

PROFESSIONAL ENQUIRY TASKS: Homework (TS4)

INTRODUCTION	<p>Objectives:</p> <ul style="list-style-type: none"> - Raise your awareness, at an early stage on SUMMER PLACEMENT, of the breadth of opportunities for homework in your current class/school; - Allow you to develop and demonstrate skills in setting/managing homework and thus meet TS 4c. <p>Rationale: Teachers’ Standard TS 4c ‘set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired’ is often one that is forgotten about, yet it contributes to your attainment in TS 4, and is an element you will be expected to manage as an ECT.</p> <p>Core Content Framework:</p> <ul style="list-style-type: none"> - Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set
TASK	<p>You should:</p> <p>(a) Find out about the normal ‘homework’ practices in your age-phase/class. What form does homework take and how often is it undertaken? (Homework’ is interpreted very broadly to mean any school-related activities undertaken with parents/at home e.g. sharing a book, reading, discussion, spellings etc).</p> <p>(b) Find out about how homework relates to main class teaching e.g. does it consolidate classwork, build on classwork or prepare for new classwork?</p> <p>(c) How are parents supported to engage with the homework/support their children’s learning?</p> <p>(d) Ensure that you take responsibility for managing/planning appropriate age-related homework on SUMMER PLACEMENT. See table below for ideas.</p> <p>(e) Share evidence with your Professional Mentor;</p> <p>The table below shows the descriptors to help you plan to achieve TS4c. You are not expected to undertake each activity, these are simply provided as ideas; feel free to add your own. What might you try on SUMMER PLACEMENT to enhance your readiness for your ECT phase?</p>

		Meeting Expectations	Exceeding Expectations
EXAMPLES	Managing school’s system of home-school reading/reading books	plans and managers learning beyond the classroom/learning at home/homework to extend and consolidate in-class learning.	plans creative and engaging learning beyond the classroom/learning at home/homework to extend and consolidate in-class learning.
	Managing home-school systems for learning spellings or times-tables		
	Managing established ‘homework ’activities such as book bags or activity sacks.		
	Phonics practice activities		
	Setting/managing online subject-related activities		
	Setting tasks to be completed at home which encourage pupils to prepare for new learning e.g. research, discussion with family members etc.		
	Setting tasks to be completed at home which are designed to consolidate school-based learning		
	<i>Other- please specify</i>		

ENGLISH – PRIMARY and EY TRAINEES	
	<p>For FULL details please go to the school-based tasks for English which can be downloaded from the English tile on Moodle: Moodle > English > English General>chapter 4.1 ‘SBTs and Resources for School Placements’</p> <p>Direct link: https://moodle.warwick.ac.uk/mod/book/view.php?id=1326346&chapterid=165696</p>
Teaching Phonics Task	
Introduction	<p>Objectives:</p> <ul style="list-style-type: none"> - observe and recognise good practice in the teaching of Phonics - gain experience in planning, teaching and assessing Phonics to a whole class - develop confidence and competence in promoting progress in this National Priority area - become familiar with school’s SSP programme and any related resources - discuss and receive formative feedback on your progress and developing practice - assess an individual pupil as a reader (unless completed previously) <p>Rationale:</p> <p>You need to be well-prepared, confident and competent in planning, teaching and assessing Phonics by the end of your PGCE training year.</p> <p>This task directs you to organise opportunities to learn through observation, practice, feedback and reflection, regardless of the age phase in which you have been placed.</p> <p>This task enables you to begin your NQT training with improved understanding, confidence and competence in supporting all readers regardless of the age phase in which you secure your post. Phonics is a National Priority area and is the only teaching strategy which is explicitly referenced within the Teachers’ Standards as an expected pedagogy against which you are assessed: <i>‘if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics’</i></p> <p>The phrase <i>early reading</i> applies to the whole of the Primary age phase. This task supports all trainees in gaining appropriate evidence towards TS3.d.</p> <p>Core Content Framework</p> <p>Learn that:</p> <p>To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.</p> <p>Develop pupils’ literacy, by:</p> <p>Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.</p>
Task	<p>Plan, Teach and Assess Phonics</p> <p><u>If you are in KS2</u></p> <p>If at all possible you should arrange with your Professional Mentor to visit a Reception or KS1 class to plan and teach at least a week/5 sessions of phonics (more if you have had minimal experience to date). You may teach a group of children or, ideally, a whole class. You should be observed teaching phonics and given appropriate feedback on the phonics observation pro-forma. It is entirely possible that you are unable to move classes due to ‘bubbles’; if this is the case then please identify (in consultation with your CT) an individual, or group of pupils, from within <i>your class</i> who would benefit from Phonics and early reading intervention which you can plan, deliver and assess over a number of sessions.</p> <p><u>If you are in KS1 or Reception</u></p> <p>Make the most of this opportunity - ensure that you plan, teach and evaluate a significant amount of phonics (at least 3 weeks/15 sessions) You should be observed teaching phonics at least once, and given appropriate feedback on the phonics observation pro-forma.</p> <p>Assessing an individual child in Phonics: if you have not previously completed this task then please engage with it this term. Even proficient readers in Y6 can complete a Phonics assessment and be observed as a reader with strengths and next steps identified.</p> <p>**Full details of all aspects of the English task and all relevant pro-forma can be found on Moodle > English > English General > Chapter 4.1**</p>

For Trainees in KS2 for the Second time – OPTIONAL Vocab Development Task

Introduction	<p>Objectives: You are learning to:</p> <ul style="list-style-type: none"> - develop awareness of your role in pupils’ vocabulary development - understand the value of targeting vocabulary development within planning and teaching - improve pupils’ understanding and use of tier 2 words through targeted planning - reflect on and assess the impact of chosen teaching approaches on pupil progress <p>Rationale: This set of tasks (A, B and C) will enable you to...</p> <ul style="list-style-type: none"> - raise the profile of vocabulary development within your own planning, teaching and assessment within the classroom you work in - engage more fully with tier 2 words and recognise the impact of this on spoken and written outcomes for pupils - recognise the opportunities available for supporting vocabulary development - offer supportive evidence towards TS: 1, 2, 3, 4 & 6 <p>Core Content Framework: <i>following expert input - taking opportunities to practise, receive feedback and improve at:</i></p> <ul style="list-style-type: none"> - Using intentional and consistent language that promotes challenge and aspiration - Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. <p>Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).</p> <p>Guidance: **All three parts of the task (A, B and C) are clearly outlined along with relevant pro-forma within the SBT doc and should be submitted at the end of placement to the Moodle submission link on the English tile.**</p>
Task	<p>You should:</p> <p>You will need to complete parts A and B before the half term break</p> <ol style="list-style-type: none"> i) Using the proforma from within the SBT document, select a text that is currently being used as a stimulus within the taught curriculum and then identify and ‘collect’ the range of tier 2 and 3 vocabulary found within that text ii) Using the proforma from within the SBT document, audit the range of tier 2 and 3 vocabulary found within the learning environment e.g. on displays, working walls, signs and instructions etc. <p>After Half term you will need to complete part C which is divided into two parts:</p> <ol style="list-style-type: none"> i) Using the proforma from within the SBT document, you will need to consider how you have supported vocabulary development up to the interim point (AP5) of your placement and then use this reflection to set personal targets and actions to work on for the remainder of the placement. ii) Using the pro-forma from within the SBT document, you will then reflect upon and evaluate the degree to which your planned actions have impacted on pupils’ vocabulary development towards the end of your placement (the AP6 point)

Mathematics Training Task: EARLY YEARS and PRIMARY – **IF NOT COMPLETED ON SPRING PLACEMENT**

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

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

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

Pupils' Errors and Misconceptions

Part One: Discussion

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

Part Two: Preparation

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

Part Three: Conduct the Observation

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

When the task is completed you should have:

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

Part Four: Presenting the Analysis

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

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

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

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