

Primary/Early Years  
**New-to-being a Warwick  
Mentor/Class Teacher**  
Development  
Autumn 2023-24

# Session Aims:

- To understand the impact you can have as a Professional Mentor
- To introduce/further develop understanding of the instructional coaching model and how this applies to trainees at the 'early' stage of their PGCE
- To introduce mentors to the Core Content Framework and the relevant Warwick documentation that will support mentors to develop an instructional coaching relationship with their trainee(s)
- To provide an opportunity for Q&A and support

Acronym	Phrase/title	Info
CTE	Centre for Teacher Education	This department! Part of the Social Sciences Faculty at Warwick
CCF	Core Content Framework	The DfE document which sets out the minimum training entitlement in Initial Teacher Training
CRD	Collaborative Review Document	The online document which sets out the statements you are assessed against each term. You and your mentor will record all of your formal assessments across the year on this document.
AP	Assessment Points	6 points in the year (at the end of each half term) when you are formally assessed using the CRD. The final AP: AP6 captures your practice against the Teachers' Standards and you must meet all of these in order to be recommend for Qualified Teacher Status (QTS)
IPPU	Intensive Professional Practice Units	Designed to integrate trainees' University-based training with their school-based training and development – ensuring a coherent and effectively sequenced curriculum
PPU	Professional Practice Units	Compulsory, directed, placement experiences designed to integrate provider-led and in-school training. There are 12 of these, spread out across the year.
ISP	Individual support plan	A document shared with schools which outlines where individual trainees are recognised as needing specific reasonable adjustments due to health reasons or a disability in order to engage successfully with school placements
CT	Class Teacher	Usually referring to the teacher whose class you will be working with during each placement. Think of them as a critical, supportive friend and role model.
MT	Moderation Tutor	University tutor who will be your link and point of contact regarding placements

# Core Content Framework (CCF)

- ▶ The CCF details the minimum entitlement of all trainee teachers
- ▶ Not a curriculum but supports trainee development in 5 Core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours
- ▶ Embedded in the **University Curriculum** which is shared with schools

- ▶ Curriculum Maps x 3 in Placement Handbook\*
- ▶ Week-by-week section in Autumn Guide\*
- ▶ **PPUs and IPPUs**
- ▶ Subject Bookmarks\*

PPU 6. Adaptive Teaching in Subject Spring Term	
<p>PPUs (Professional Practice Unit) are on-placement experiences designed to integrate provider-led and in-school-experiences.</p> <p><b>PPU Objectives:</b></p> <ul style="list-style-type: none"> <li>• To deepen your understanding of adaptive teaching in the classroom</li> <li>• To develop your skills of adaptive teaching</li> <li>• To develop your understanding and application of setting high expectations, grouping pupils, challenging and supporting pupils</li> <li>• To develop skills in the effective deployment of teaching assistants</li> </ul> <p>You will be familiar with the term 'adaptive teaching' from your <a href="#">University</a>-based sessions and how this differs from 'differentiation'. You will be aware that 'differentiation by task' is not endorsed in the Core Content Framework as a typical strategy, and why this is not endorsed. You will understand that the CCF advocates the use of support, resources and feedback as key approaches to adapting teaching in the context of high expectations.</p>	
Introduction and Objectives (Learn Why)	
Trainee brief	Mentor notes
<p><b>Part One (Trainee and Mentor):</b></p> <p>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.</p> <p>The RLO/mini video can be found here: <a href="https://eu.bbcollab.com/recording/d1fd15d93c844f7b4553571f9883fe9">https://eu.bbcollab.com/recording/d1fd15d93c844f7b4553571f9883fe9</a></p>	
<p><b>Part Two (structured around the 4-stages of the ELF Form):</b></p> <p>(i) <b>Observing an expert colleague:</b></p> <p>Arrange to observe a member of staff, with a focus on <b>adaptive teaching</b>. You might choose to do this in a <b>subject</b> where you feel <b>more confident</b>.</p> <p>In particular, look out for how the teacher:</p> <ul style="list-style-type: none"> <li>- Sets a task that stretches pupils, but which is achievable, within a challenging curriculum.</li> <li>- keeps an <b>open mind</b> about which pupils might struggle or grasp the learning rapidly.</li> <li>- uses <b>different</b> strategies to check pupils' understanding during the lesson and adapts teaching in response.</li> <li>- adapts the lesson, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</li> </ul>	<p><b>Part Two (structured around the 4-stages of the ELF Form):</b></p> <p>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.</p> <p><b>Suggested coaching questions:</b></p> <ul style="list-style-type: none"> <li>- What is your understanding of 'adaptive teaching'?</li> <li>- How does adaptive teaching link with assessment for learning?</li> <li>- What do you understand about the term 'high expectations'? What does this mean to you?</li> <li>- How has what you have read influenced your views on high expectations?</li> <li>- What does the term 'challenge' mean to you, within the context of 'high expectations for all'?</li> </ul>

\* These will be introduced before you start your Autumn Block Placement

# Core Content Framework (CCF)

- ▶ Outlines 'learn that' and 'learn how to' statements
- ▶ Learn 'how to' entitlement to specific types of support:

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

# 📄 Mentor's Guide to the ITT Core Content Framework

## MENTOR'S GUIDE TO THE ITT CORE CONTENT FRAMEWORK

### Assessment

TS 6

Through the Instructional Coaching model:-

Learn that...	Learn how to...	Practise...
Good assessment is essential because it provides information about pupils understanding and needs	Choose externally validated materials for summative assessments when appropriate Structure tasks and questions to identify knowledge gaps and misconceptions	Drawing conclusions about what pupils have learned from performance over a number of assessments Using formative assessments to check prior knowledge Using formative assessments to check for misconceptions <i>*Using pre task assessments to find out what pupils know. Ask open ended questions like 'What do you already know about the Romans...?'</i> <i>*Building in mini-plenaries to question pupils to identify misconceptions within lessons and address them.</i>
To be of value teachers must use the information from assessment to inform decisions they make about pupil next steps in learning	Plan formative assessment tasks linked to lesson objectives Record useful data for assessing improving pupil outcomes	Prompting pupils to elaborate when responding to questions to check that a correct answer stems from secure knowledge e.g. 'How do you know?', 'How can you prove it to me?' 'Now can you apply it in a different example?' <i>*Keeping simple records of achievement checklists to show progress over a series of lessons</i>
Written or verbal high quality accurate and clear feedback should encourage further effort through specific guidance on how to improve.	Guide feedback to be helpful and specific when peer and self-assessing	Using verbal feedback Marking efficiently and appropriately to guide learning. Monitoring pupil work during lessons Planning for and providing time for pupils to respond to focused and specific feedback
Over time feedback should support pupils to monitor and regulate their own learning	Scaffold self-assessment by sharing model work	<i>*Sharing teacher/pupil modelled work in mini plenary/plenary so that pupils can assess themselves against this benchmark</i> <i>*Using success criteria grids (peer/self assessment) in mini plenaries/plenary</i>

- Additional support document for mentors in navigating the Core Content Framework and providing practical strategies and advice for each of the 5 core areas.
- Should be used to feed into trainee targets and discussion points in weekly meetings

# Early Career Framework

## Classroom Practice (Standard 4 – 'Plan and teach well structured lessons')

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.</li> <li>2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li> <li>3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</li> <li>4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</li> <li>5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</li> <li>6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</li> </ol>	<p><b>Plan effective lessons, by:</b></p> <ul style="list-style-type: none"> <li>• Observing 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) and deconstructing this approach.</li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</li> <li>• Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</li> <li>• Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</li> <li>• Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</li> </ul> <p><b>Make good use of expositions, by:</b></p> <ul style="list-style-type: none"> <li>• Discussing and analysing a representation of abstract ideas using metaphors, examples and non-examples.</li> </ul> <p><b>And - following expert input - by receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• Starting expositions at the point of current pupil understanding.</li> </ul>

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# Core Content Framework

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7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
11. 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.

- *Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.*

**Model effectively, by:**

- *Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).*

**And - following expert input - by taking opportunities to practise, receive feedback and improve at:**

- *Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).*
- *Exposing potential pitfalls and explaining how to avoid them.*

**Stimulate pupil thinking and check for understanding, by:**

- *Discussing and analysing with expert colleagues how to 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).*
- *Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.*

**And - following expert input - by taking opportunities to practise, receive feedback and improve at:**

- *Planning activities around what you want pupils to think hard about.*
- *Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).*

- *Providing appropriate wait time between question and response where more developed responses are required.*

# Roles and Responsibilities

HANDBOOK p. 13-17

<p><b>CLASS TEACHER</b> <i>critical, supportive friend</i></p>	<ul style="list-style-type: none"><li>• <i>share specific class info</i></li><li>• <i>Shared PPA, guided planning</i></li><li>• <i>on-going, informal support and feedback</i></li><li>• <i>may participate in assessment</i></li></ul>
<p><b>PROFESSIONAL MENTOR</b> <i>manages training/assessment</i></p>	<ul style="list-style-type: none"><li>• <i>Oversees/facilitates training</i></li><li>• <i>Weekly mentor meeting</i></li><li>• <i>Manages weekly observation of teaching</i></li><li>• <i>Collaborative Review of progress</i></li><li>• <i>Liaises with Moderation Tutor</i></li></ul>
<p><b>MODERATION TUTOR</b> <i>QA role</i></p>	<ul style="list-style-type: none"><li>• <i>Support role for school and trainee</i></li><li>• <i>Joint observation of teaching</i></li><li>• <i>Review your CRD (progress)</i></li><li>• <i>Review your Training Plan</i></li></ul>

# Priorities for this placement (p.5)

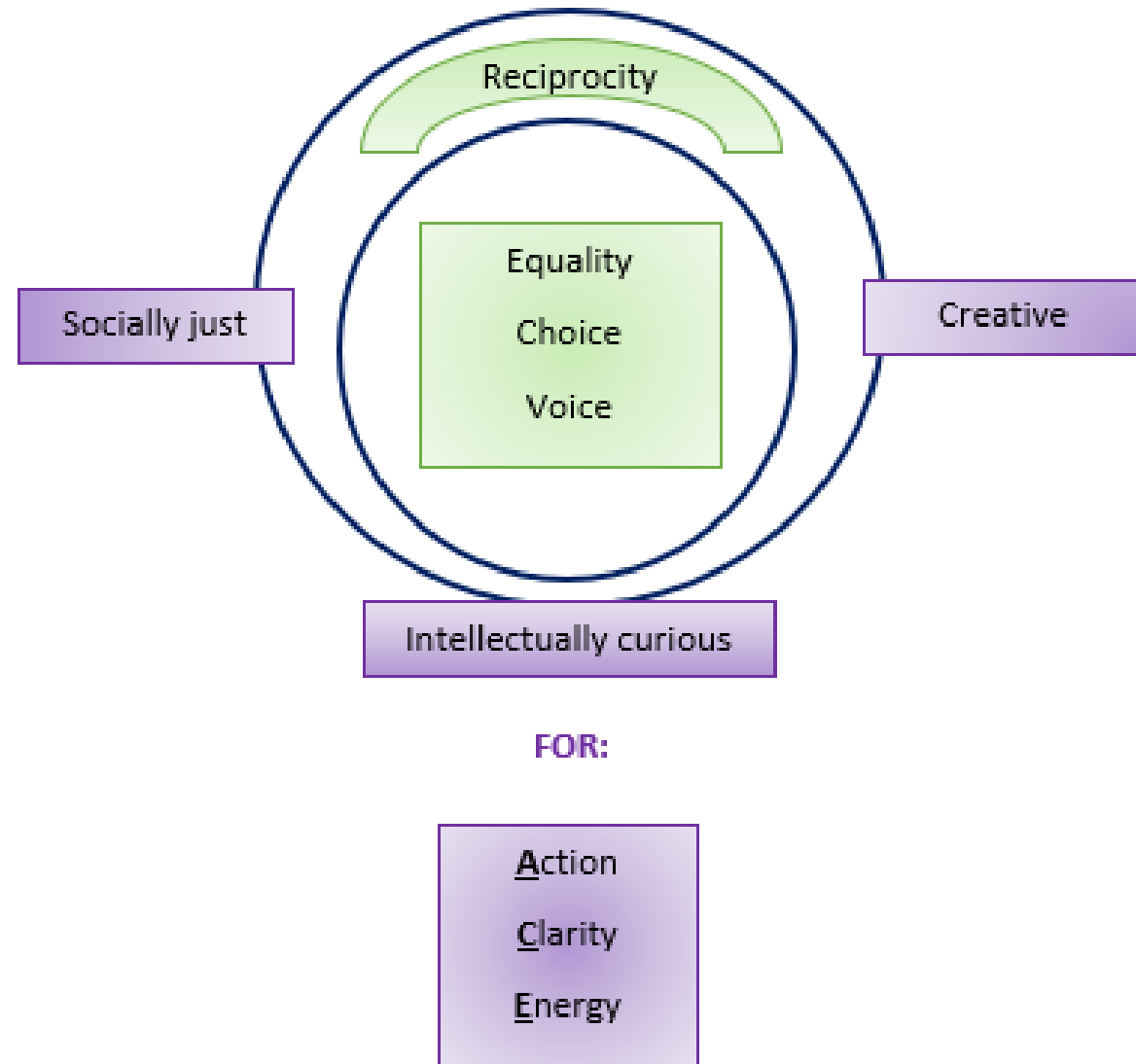
- Promote pupils' progress across the three **core subjects**
- Manage children's behaviour positively, promote positive learning behaviours and attitudes and a climate for learning
- Develop skills of **planning, teaching** and **evaluating** through planning and teaching a series of lessons and evaluating impact of teaching on pupil progress
- Promote progress in **Systematic Synthetic Phonics (SSP) and Early Reading**
- Develop **Assessment for Learning** practice, including assessing and recording evidence of pupils' progress and using to adapt planning and teaching
- **Build up to** responsibility for around **50-60% of the timetable**
- Demonstrate **excellent professional behaviours**

# Instructional Coaching Model

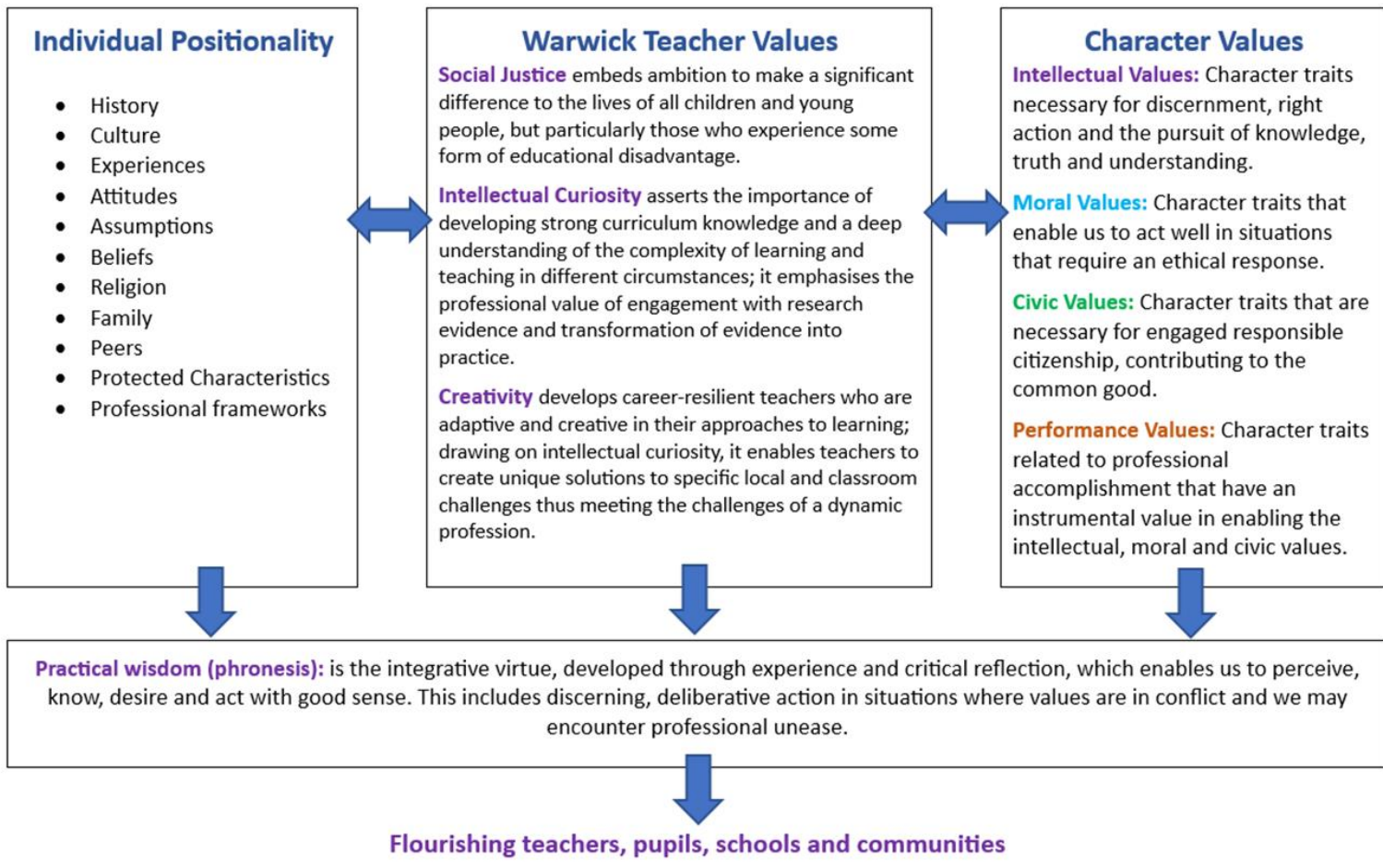


# CTE Principles of good coaching/ mentoring

## Principles of Instructional Coaching



## Warwick Educational Philosophy Framework



The whole first chapter of the training plan

# Educational Philosophy Framework

## Warwick Teacher Values Exemplification

The Warwick Teacher Values below are supplemented with examples of areas against which you might reflect.

**Social Justice:** embeds ambition to make a significant difference to the lives of all children and young people, but particularly those who experience some form of educational disadvantage.

- Race and/or culture (e.g. race, ethnicity, nationality, military families, religious communities, Gypsy, Roma and Traveller communities, EAL)
- Socio-economic and/or class (pupil premium, cultural capital, privilege, spoken language signifiers)
- Gender (boys' achievement, girls' achievement, gender (mis)representation in subjects, gender identity inc. non-binary, 'invisible' children)
- Sexuality (Heteronormativity, LGBTUIA+ inclusive practice)
- Neurodiversity and disability (SEN, attainment, reasonable adjustments, adaptive teaching)
- Health and wellbeing (physical health, mental health, emotional health, hygiene, hobbies and interests, mindfulness, creativity and spirituality)
- Welfare (e.g. LAC, safeguarding concerns, social care, bereavement, persistent absentees, vulnerable families).

**Intellectual curiosity:** asserts the importance of developing strong curriculum knowledge and a deep understanding of the complexity of learning and teaching in different circumstances; it emphasises the professional value of engagement with research evidence and transformation of evidence into practice.

- Learning Theories and implications for practice (e.g. social constructivism, mindset theory, Pygmalion Effect, behaviourism, constructivism, motivation theory, cognitive science,
- Models of Reflection
- Reflexivity – the impact of self in any scenario
- 'Learn why' and Criticality - willingness to question (theory and practice)
- Developing subject knowledge
- Approaches to pedagogy (e.g. adaptive teaching)
- Applying academic thinking to practice (subject specific coaching prompts, assignments).

**Creativity:** develops career-resilient teachers who are adaptive and creative in their approaches to learning; drawing on intellectual curiosity, it enables teachers to create unique solutions to specific local and classroom challenges thus meeting the challenges of a dynamic profession.

- Problem solving in the classroom/educational environment to find solutions which enable ALL children to make progress and learn
- Approaches to planning (using school long, medium and short-term plans, adapting existing planning, openness and criticality when adapting schemes, working with class teachers/mentors to develop lessons that meet the needs of all learners)
- Engaging ALL children in learning (hooks, resources, subject knowledge, environment)
- Open mindedness (trying new things, making mistakes, growth mindset, coaching conversations)
- Leading own development in school, university and beyond (CPD, subject associations, MA)
- Recognising things you find difficult/uncomfortable and actively seeking opportunities in these areas to find resolutions to complex professional challenges.
- Demonstrating professional resilience, especially in the face of set-backs.
- Reflection and reflexivity.
- Developing knowledge and critique of seminal and current thinkers in the field.
- Developing and current subject specific pedagogy.
- Being your authentic self.

## My Educational Philosophy

We place great emphasis on helping you chart the milestones that contribute to your increased confidence as a teacher as well as aiding your reflection on the experiences which help shape your education philosophy. Capturing your thoughts at key points in the year will be a powerful means by which you can not only convey your understanding of the role of the teacher beyond that of simply delivering the curriculum but, in addition, help you to articulate the values which underpin your personal philosophy of education. You will find this especially useful when you are writing your personal statement for job applications.

We aspire to foster values in all teachers who engage with learning at The University of Warwick. As part of your development as a teacher, we ask you to reflect on how you have built upon, embedded and connected with the values in our Education Philosophy Framework in your own practice.

Refer to the 'Warwick Educational Philosophy Framework' to support your reflective entries

Milestones	Your Evolving Educational Philosophy
End of Induction	<p>Prompts to support reflection (<i>word count guide - up to 150 words</i>)</p> <ul style="list-style-type: none"> <li>• What has contributed to your current position in the field of education?</li> <li>• How might this influence your behaviour, your attitudes, your responses, your language etc?</li> <li>• How might this inform the kind of teacher you aspire to be?</li> <li>• Which values do you hope to embody as a teacher? Why?</li> <li>• Why are these values especially important to you?</li> </ul>


The whole first chapter of the training plan



Reflection at the end of Autumn Term	<p>Prompts to support reflection (<i>word count guide - up to 150 words</i>)</p> <ul style="list-style-type: none"> <li>• Which values do you feel you embody as a teacher and how do you demonstrate these in your practice?</li> <li>• Has your position in the education field changed in any way? (Think about your behaviour, attitude, responses and language?)</li> <li>• How has your university learning changed this?</li> <li>• How has your school experience changed this?</li> <li>• Has your educational philosophy developed? In what way/why?</li> </ul>
Reflection at the end of Spring Term	<p>Prompts to support reflection (<i>word count guide - up to 150 words</i>)</p> <ul style="list-style-type: none"> <li>• Which values do you feel you embody as a teacher and how do you demonstrate these in your practice?</li> <li>• Has your position in the education field changed in any way? (Think about your behaviour, attitude, responses and language?)</li> <li>• What do you think the children would say about you as a teacher?</li> <li>• Has your education philosophy developed? In what way/why?</li> </ul>
Reflection at the end of Summer Term	<p>Prompts to support reflection (<i>word count guide - up to 150 words</i>)</p> <ul style="list-style-type: none"> <li>• Which values do you feel you embody as a teacher and how do you demonstrate these in your practice?</li> <li>• Has your position in the education field changed in any way? (Think about your behaviour, attitude, responses and language?)</li> <li>• How has your education philosophy changed since the start of the academic year?</li> <li>• How might it change further in your ECT year(s)?</li> <li>• How would you like to be remembered at the end of your teaching career by the children you have taught and the colleagues you have worked with?</li> </ul>

# Phronesis

**“Good sense” or professional/practical wisdom**



Phronesis is the virtue that Aristotle called *practical wisdom* – this is the moral will to do the ‘right thing’ and the moral skill to figure out what the ‘right thing’ is

**Practical Wisdom** is the integrative virtue, developed through experience and critical reflection, which enables us to perceive, know, desire and act with “good sense”. This includes discerning, deliberative action in situations where virtues collide.



THE  
JUBILEE CENTRE  
FOR CHARACTER & VIRTUES



Traditional Hierarchical Mentor/Mentee Relationship	Instructional Coaching Relationship
1. Compliance-orientated	Commitment to the trainee's <b>personal</b> and professional development
The mentor dictates what the student needs for their development	The <b>trainee's views</b> about their own developmental needs are encouraged and acknowledged
One-size fits all	Training is <b>personalised</b> for the individual
Directive feedback	Professional <b>dialogue</b>
Mentor does most of the thinking	Trainee is allowed the <b>autonomy</b> to do most of the thinking
Judgemental – ‘gatekeepers of the profession’	<b>Non-judgemental</b> – trainees encouraged to try things out in a safe environment – <b>mistakes seen as a part of the learning process</b>
Trainee has a lower status to the mentor	Mentor/trainee relationship – more <b>reciprocal</b>

Why an instructional coaching model?

Reflect: For those of you who have already welcomed trainees to school, how have you attempted to establish a positive mentor-mentee relationship?

# Instructional Coaching Model

How will you help the trainee establish the NEW reality?

Analyse current reality

How will you go about establishing the **current** reality?

Analyse new reality

Set goals

What type of strategies can you utilise to support trainees to set targets?



In what ways can you provide support until goals are met?

Provide support until goals are met

Identify and explain teaching strategies

How will you ensure the trainee understands how to achieve the goal and have ownership?

Jim Knight  
(2018)

## 'Early' Stages:

- Still a need for mentoring approaches – providing clear direction for trainees e.g. sharing suggestions and advice or explaining a strategy to help develop a trainee's practice.
- However, to help shift from mentoring to coaching, the use of **coaching questions** can help increase ownership and commitment to follow-through even at this early stage.

E.g. “**How will that look for you?**” could help the trainee adapt what you have shared and begin to make it their own.

- Precision-seeking (tactics) questions like “**what will be your first small steps?**”, “**how will you do that?**”, “**when will you take each of those steps?**” and “**who else needs to be involved?**”, help to facilitate good intentions, build autonomy and increase the likelihood of action.



# Instructional Coaching Principle Continuum

Start of course

**Might** be more directive

End of Course

Should be a 50/50 collaboration



**Mentoring**

**Coaching**

Advocating  
Informing  
Telling  
Advising  
Guiding  
Sharing opinion

Facilitating  
Discovering  
Asking  
Listening  
Clarifying  
Empathising

Equality

Choice

Voice

Dialogue

Reflection

Praxis

Reciprocity

Social Justice

Intellectual Curiosity

Creativity

## Live Coaching

- 'Live coaching' is where a mentor or class teacher in the role of 'coach', works alongside a less experienced teacher while they are delivering a lesson.
- The coach provides the teacher with live feedback about their teaching so that the feedback is immediate and acted upon rather than being given after the lesson when it is essentially too late.

## Guided Observations

- Guided observations are where the mentor observes an expert colleague with the trainee. This is particularly useful if the trainee is trying to develop a particular aspect of their practice (as part of the ELF process) and the mentor can support the trainee in knowing what to look for and unpicking the strategies the colleague is using in their classroom



## Coaching Contract

This Coaching Contract between the Professional Mentor (Coach) and the trainee will define your working interactions and expectations for the "Instructional Coaching" process in order to contribute to a positive, collaborative relationship. Professional Mentors possess the ability to inspire trainees, affect change, support trainee growth and move thinking forward. As an instructional coach, the Professional Mentor will listen, question, support, guide and work with the trainee to set goals, put actions into place and reflect on practice to develop and enrich professional growth.

**The Professional Mentor (Coach) will:**  
Provide a space and time for the coaching conversations to take place. (comfortable, no distractions, regular, weekly)  
Be an active listener-listen to the trainee process their own thinking and learning. (Listen, paraphrase, check)  
Stay focused on the trainee -Focus on the strengths, emerging skills and individual target.  
Ask open questions- Probe the trainee to think deeply, critically and reflectively without being judgmental of responses. (Use question stems to support-Instructional Coaching Support for Professional Mentors)  
Collaborate with the trainee to help deepen that thinking. Use expertise and experience.  
Offer guidance and support to address the identified target. Use the professional network in the setting.  
Observe the trainee over a range of lessons and daily routines.  
Collect data to share and inform future coaching conversations. Use the ELF/ICON.



**The trainee will:**  
Be prepared for the weekly coaching conversation. Attend on time.  
Provide the Professional Mentor (Coach) with documents pertinent to the coaching conversation. ( Core Content Framework, Discussion documents, Collaborative Review Document, ELF,ICON, Teaching File, Training Plan)  
Lead the discussion-Identify emerging skills, prioritise targets.  
Be open to suggestions to positively and successfully implement changes in practice.  
Ask questions- Request support.  
Be observed over a range of lessons and daily routines.  
Continuously reflect on practice.  
Share thoughts, perspective and reflections to inform future coaching conversations.

**Both the Professional Mentor and trainee will:**  
Be open and respectful.  
Communicate fluidly.  
Maintain confidentiality.

# Coaching Contract

Share and discuss the coaching contract early in the placement - this can help establish clear expectations for both mentor and trainee and will help to promote a positive and professional relationship.



# Supporting Documentation

# The Warwick Toolkit

The coaching contract

ITT Core Content Framework document

Mentor's Guide to the ITT Core Content Framework

Placement Guides

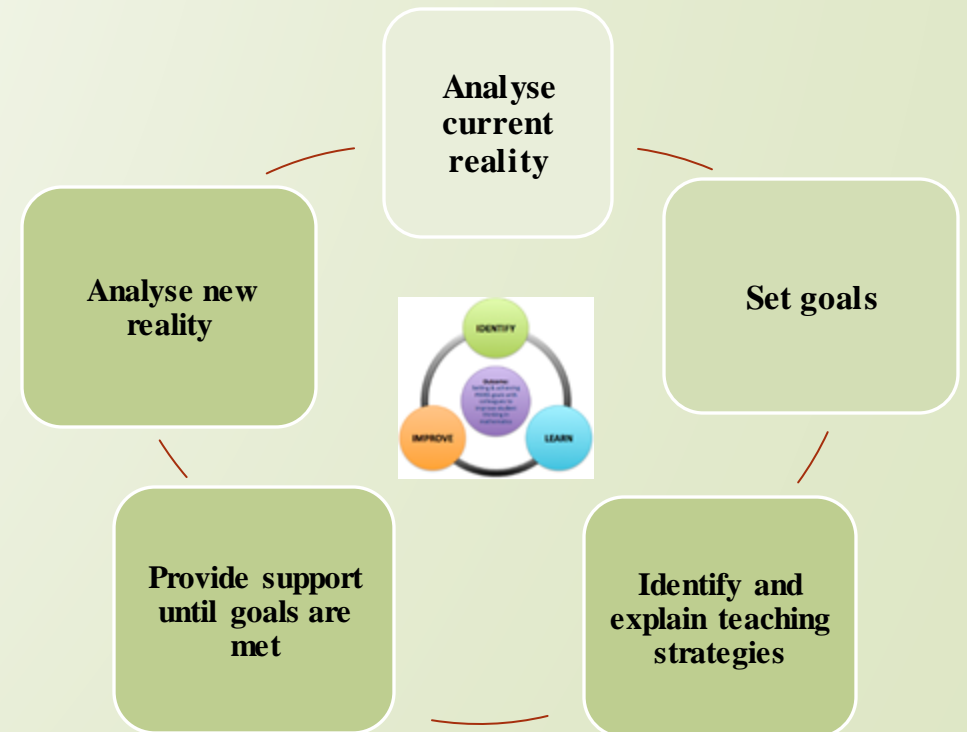
The initial meeting/subsequent meetings guidance documents

The Collaborative Review Document (trainee will have an online copy of this shortly)

The Weekly Instructional Coaching Notes (ICON)

Experiential Learning Form (ELF)

To support the implementation of the Instructional coaching model





# Placement Handbook

Where do I find it? SharePoint > folder #2 'Placement Docs'

When will I use it? For answers to any queries or questions on any placement

## SCHOOL PLACEMENT HANDBOOK

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As a trainee you should familiarise yourself with this – skim and scan before placement begins.

# Autumn Placement Guide

[Where do I find it?](#)

SharePoint > folder #2 'Placement Docs'

[When can my trainee and I use it?](#)

**Every week, throughout the Autumn Placement**

- ✓ Calendar for the term
- ✓ Weekly expectations and checklists
- ✓ Explicit guidance

**Early Years & Primary PGCE  
23-24  
AUTUMN PLACEMENT GUIDE  
For Trainees, Class Teachers  
and Professional Mentors**



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*in every classroom  
at teacher every day.'*





# Planning Expectations

# Guided and Supporting Planning

- ❓ At this early stage, irrespective of prior experience, trainees are expected to use the Warwick individual lesson learning plan to support them in developing their understanding of the planning process
- ❓ Year group colleagues need to support and model the planning process for the trainee and provide relevant resources/schemes that may help them.
- ❓ Trainees must be involved in weekly PPA with year group colleagues and should not be used for cover.

# Individual Learning Plan Proforma - Primary

# Stage 1

Primary and Early Years Linear Learning Plan: with prompts (for planning guidance)

WARWICK

Date:	Subject:	Year Group:	Trainee:
-------	----------	-------------	----------

*Earlier in placements, this page should be completed jointly with the class teacher (guided supported planning).*

<b>Prior Learning</b> What have children already learnt about this topic? How will you help pupils make links with prior learning at the beginning of the lesson?	<b>Outcome of Series of Lessons:</b> (If this lesson is part of a series of lessons, e.g. in a weekly or medium term plan, be clear about what the learning in this lesson builds towards. How can you help children be aware of this?
--	---

<b>Learning Objective:</b> In this box, state what the pupils will know/understand/be able to do by the end of the lesson. Use child friendly, positive language.	<b>Success Criteria</b> Success criteria break down the objective into clear steps or criteria so the children understand how to be successful. In this box, identify what the pupils will be able to do, say, show in their work to indicate to themselves/parents/others that they have met the learning objective(s). Use child friendly, positive language.
--	--

<b>Key Concepts and Vocabulary (TS3):</b> In this box, note the key vocabulary you will explain/read and will expect pupils to be able to know/use. Plan overleaf how and where in the lesson this will be introduced.	<b>Anticipated Misconceptions</b> In this box, note the common misconceptions for this concept/area/range. Plan overleaf how and where you will address these misconceptions.
---	--

*Earlier in placements, the cells below should be discussed with the class teacher and completed in note-form, for more detailed expansion overleaf.*

*Later in placements, trainees may feel confident enough to skip this stage and go straight to p.2 of the plan.*

<b>Teaching: Modelling Learning</b> In this box, summarise how you will teach/model the lesson ability/knowledge/concepts. Use the success criteria to plan your teaching/modelling. Consider strategies/techniques such as interactive, practical, reactive, strategies such as partner talk, modelling, explanation, demonstration, questioning; and modelling the use of resources such as ICT, puppets, games, visual resources, artefacts? Consider subject-specific pedagogies such as the use of models and images in maths, enquiry-led learning in science and guided reading/reading in English.	<b>Adaptive Teaching to Enable Learning:</b> How is teaching adapted to meet the needs of all pupils and ensure that all pupils can access the curriculum? e.g. additional resources, adult support. How are pupils grouped? (e.g. mixed attainment, similar-attainment grouping etc.)	<b>Plenary:</b> In this box, note what you plan to focus upon in the plenary, e.g. Recall – what has been learnt in relation to success criteria; Summary – the key points the learning highlights; Metacognition – what the children have learnt about themselves as learners (link with learning behaviours); Connectivity – identifying how learning in this lesson links with other learning in this subject/other subjects, previous/future learning; Application – how the children could use this knowledge e.g. Now might it help them in future learning, real-life applications etc.
<b>Guided and/or Independent Learning</b> In this box, summarise opportunities for the pupils to practise what you have modelled, either independently, in pairs or groups. Consider strategies/techniques such as interactive, practical, reactive, strategies such as partner talk, modelling, explanation, demonstration, questioning; and modelling the use of resources such as ICT, puppets, games, visual resources, artefacts? <b>Early Years: this will include consideration of extending child-initiated learning in the environment.</b>	Consider the new/challenging vocabulary that will be used – how will pupils be supported to access/understand this?	

**Checking Children's Learning: AfL**  
 How will you check that each success criterion has been achieved? What AfL strategy will you use? e.g. questioning, observation, live marking etc. At what stage(s) of the lesson will you check on-going understanding and that each has been achieved? Will mini-plenaries be used to check understanding? Are children involved in assessment e.g. via self and peer assessment?  
*Early Years: what Characteristics of Effective Learning are you likely to be looking for?*

**Behaviour to Learn:** In this box, if not part of the success criteria, note the learning behaviours children will need in order to be successful e.g. trying hard, working cooperatively, etc. Use the school's learning behaviours (if relevant). **Early Years: note Characteristics of Effective Learning.** Are there other behavioural expectations you will set e.g. for transitions? Think through the lesson, are there any behavioural 'hotspots' – plan for your behaviour management here.

- ❓ There are 2 versions of the plan – one with prompts and one blank
- ❓ The first page of the plan is space for the trainee to write notes about the lesson they are going to teach.
- ❓ It is fine for trainees to work from existing resources, previous plans, schemes of work etc. as a starting point but they will need to personalise it for their class
- ❓ Please ensure trainees are supported in identifying the learning objective/intention and success criteria for the lesson so they are clear about the learning.

# Stage 2

- ? Stage 2 is for the trainee to turn their notes into a lesson plan
- ? They will need to consider:
  - ? How they will introduce the lesson and build on prior learning
  - ? What they will need to demonstrate and model and which resources they will use to prepare children for their independent learning
  - ? What the children are going to do independently or in guided groups to show what they have learnt
  - ? What they will include in your plenary to end the lesson effectively
  - ? How they will use any additional adults
  - ? How they will assess during the lesson to monitor whether children have understood the concepts you have taught
- ? **Trainees have been asked to share plans in advance with their class teacher so they can have feedback and make any amendments before they deliver the lesson**

*Trainee to complete this page in greater detail and independently, based on agreed notes on p.1*

INTRODUCTION:			
ANTICIPATED TIMING:	INTRODUCTION	ROLE OF TA	ASSESSMENT FOR LEARNING STRATEGIES
	<p>Expand in greater detail the content of relevant lessons above. You will need to plan a careful sequence of which might include content from:</p> <ul style="list-style-type: none"> <li>- 'Prior Learning'</li> <li>- 'Outcome of Series of Lessons'</li> <li>- 'Learning Objective'</li> <li>- 'Success Criteria'</li> </ul> <p><i>How will you ensure that pupils use/apply the key vocabulary/concepts identified on the first page?</i></p>	Identify how the TA(s) will be deployed to support teaching and learning in each phase of the lesson.	Identify strategies (from the list below) that you will use, to help you look for evidence of children's understanding of the success criteria and their progress against the LO.
TEACHING: MODELLING LEARNING			
ANTICIPATED TIMING:	TEACHING & MODELLING (me) including key questions	ROLE OF TA	ASSESSMENT FOR LEARNING STRATEGIES
	<p>Expand in greater detail the content of relevant lessons on p.1. You will need to plan a careful sequence of which might include content from:</p> <ul style="list-style-type: none"> <li>- 'Teaching: Modelling Learning'</li> <li>- 'Learning Objective and Success criteria'</li> <li>- 'Key Concepts &amp; Vocabulary'</li> <li>- 'Anticipated Misconceptions'</li> </ul> <p><b>Questioning:</b> plan the questions you will ask, <b>exactly as you will ask them of the children.</b></p> <ul style="list-style-type: none"> <li>- Plan questions to check understanding.</li> <li>- Where children grasp learning quickly, plan questions to embed challenge in the learning.</li> </ul> <p><i>Early Years: how will you introduce any enhanced cognitive provision or challenges and how you would like children to engage with them.</i></p>	Identify how the TA(s) will be deployed to support teaching and learning in each phase of the lesson.	<p>Highlight the strategies that you plan to use during this part of the lesson to help you look for evidence of children's understanding of the success criteria and their progress against the LO.</p> <p>Questioning (record questions to the left, exactly as you will ask them of the children), Use Marking</p> <p>Listening carefully to Partner Talk/Group discussion/pupil responses</p> <p>Mini-Plenaries/Exit slips</p> <p>Mini-whiteboards</p> <p>Self-assessment</p> <p>Peer-assessment</p> <p>Purposful teaching mistakes</p> <p>Observing approaches to practical work</p> <p>Observing skills and behaviours</p> <p>Other – please state</p> <p><i>Early Years: identify how and where you will look for evidence of Characteristics of Effective Learning</i></p>
	<b>GUIDED (we) and/or INDEPENDENT PRACTICE (you)</b>		
	<p>Identify and outline opportunities for pupils to practice, demonstrate and apply the skills/strategies/behaviour/understanding that you have modelled.</p> <p><i>How will you enable pupils to use/apply the key vocabulary/concepts identified on the first page?</i></p>		
PLENARY			
ANTICIPATED TIMING:	PLENARY	ROLE OF TA	ASSESSMENT FOR LEARNING STRATEGIES
	<p>Expand in greater detail the content of the 'Plenary' box on p.1.</p> <p><i>Early Years: Also you discuss from the session and transition to the free flow.</i></p>	Identify how the TA(s) will be deployed to support teaching and learning in each phase of the lesson.	

# Stage 3

Primary and Early Years Linear Learning Plan: with prompts (for planning guidance)



SELF-EVALUATION of the LESSON	
Assessment of pupils' progress	
<b>GUIDANCE ON LESSON EVALUATION</b> In order to evaluate your teaching, you must first assess pupils' learning and progress.	
<ol style="list-style-type: none"><li><b>Cross reference</b> with your <b>record-keeping sheet</b>, identifying:<ul style="list-style-type: none"><li>Pupils <b>exceeding</b> the learning objective</li><li>Pupils <b>not attaining</b> the learning objective</li></ul></li><li><b>Analyse</b> why these pupils exceeded or did not attain the learning objective e.g. you might refer to aspects such as: appropriateness of objectives, reinforcement of objectives, appropriateness of success criteria, use of success criteria, timing, pace, appropriateness of resources and teaching strategies, quality of teaching strategies, quality of adaptive teaching, behaviour management, lesson organisation and classroom management etc.</li><li><b>Use this analysis</b> to inform the section below: <b>Evaluation of impact of teaching on pupils' learning and progress</b></li></ol>	
<p><i>! Where relevant, make sure your record-keeping sheet identifies the 'interventions' necessary to support the learning of the pupils identified.</i></p> <p><i>! Make sure these interventions are carried forward to the next learning plan in the sequence of lessons/activities e.g. Annotate your plan to note any changes.</i></p> <p><i>! Were any pupils absent? If so, plan how you will make up for this absence in the next lesson?</i></p>	
Evaluation of <b>impact of teaching</b> on pupils' learning and progress	
Successful aspects of my teaching which promoted learning:	Aspects of my teaching which require improvement in order to promote learning:
<b>Priority Personal Target</b> identified to improve teaching and promote learning, as a result of this lesson evaluation: <i>Identify 1 or 2 key steps from your evaluation of this lesson that you think you should take to improve your teaching and pupils' learning.</i>	

- ? After each lesson trainees must reflect and evaluate their teaching to demonstrate their ability to analyse lessons and draw conclusions about their impact
- ? They are also asked to identify a potential target which can feed into your weekly discussion
- ? Early Years trainees should use this plan for their KS1 placement but would be advised to use the Early Years learning opportunities plan/weekly continuous provision plan available in Essential Documents on the partners' intranet to help them to plan for their learning environment– they will have support with planning as part of their EY input





# Weekly Planning Proforma

- ❓ If the trainee's planning is consistently having a positive impact on pupil learning, the mentor and moderation tutor can decide to move the trainee onto weekly planning.
- ❓ Trainees can use school proformas at this stage, however, please ensure the proforma has similar information to the Warwick version.

Subject:		Year Group:	Trainee:	Key Concepts & Vocabulary:	Week Beginning:
Outcome of lesson sequence		Prior Learning:		Anticipated Misconceptions:	
Day/ Date	Learning Objective and Success Criteria <small>Process or checklist success criteria</small>	Teaching: Modelling Learning (me) <small>Identify strategies to model learning activities &amp; explain key concepts/vocabulary; engagement and/orive learning strategies; strategies to adapt teaching and meet needs of all.</small>		Guided (we) and/or Independent practice (you) <small>strategies to adapt teaching and meet needs of all.</small>	Plenary <small>Identify key focus of your plenary.</small>
1.		Role of TA:		Role of TA:	Role of TA:
		Opportunities for <b>QI</b> <small>Highlight the strategies that you plan to use: Questioning (record questions exactly as you will ask them of the children), Live Marking, <b>Stimulus</b> carefully to Peer-review/Group discussion/pupil responses, <b>Mini-Plenaries</b> (eg, <b>Mini-whiteboards</b>, <b>Self-assessment</b>, <b>Peer-assessment</b>, <b>Flagging</b> teaching mistakes, <b>Observing approaches to practical work</b>, <b>Observing skills and behaviour</b>, <b>Chat</b> – please use)</small>			
Evaluation: Children's Learning and Progress: <small>Review children's outcomes/your record-keeping. Identify pupils that require additional support/interventions and annotate your planning accordingly.</small>		Evaluation: Impact of your teaching on pupils' learning and progress: <small>Successful aspects of my teaching which promoted learning/Aspects of my teaching which require improvement in order to promote learning.</small>			
2.					

'Planning in the Moment' Record				
To be used to capture examples of how you have intervened/supported children in the environment to help move their learning on.				
Date	Which children?	What were they doing?	How did I help move the learning on?	Next steps (link to EYFS)

Early Years Weekly Planning (copy to A3 size)				
MAXIMUM OF 6 AREAS/ACTIVITIES OVER 2 SHEETS				
Theme (if applicable)			Adults:	
What area are we enhancing? What resources? What common play behaviours will we expect?	What do we want the children to learn? learning intentions, links to DM/Birthto5, <b>CoPE</b>	Who will be leading the learning? How will the adult guide the learning?	How will we know when progress has been made? Success criteria, note with children's initials when successful/ need more opportunities	What next? Evaluation to inform future plans
Area:	Focus children:	M T W TH F		
Area:	Focus children:	M T W TH F		
Area:	Focus children:	M T W TH F		

Child(ren)'s name(s) & Ages:	TRAINEE PROFORMA FOR OBSERVING CHILDREN DURING CHILD INITIATED ACTIVITIES	Date:
Where is this observation taking place?		
<b>Playing and exploring - engagement</b> - Finding out and exploring - Playing with what they have - Being willing to 'have a go' <b>Active learning - exploration</b> - Being involved and concentrating - Enjoying achieving and trying out to do - Remembering <b>Creating and thinking critically - thinking</b> - Making their own ideas - Making links - Working with others (Birthto5 Water2021)	<b>Communication and Language</b> - Listening, Attention and Understanding - Speaking <b>PSDU</b> - Self-regulation - Managing Self - Making Relationships <b>Typical Development</b> - Fine Motor Skills - First Motor Skills <b>Literacy</b> - Comprehension - Oral Fluency - Writing <b>Mathematics</b> - Number - Numerical Patterns <b>Understanding the World</b> - Past and Present - People, Culture, Communities - The Natural World <b>Expressive Arts &amp; Design</b> - Creating with Materials - Being imaginative and expressive	
<b>Leaven Scale</b> 1 2 3 4 5		
Further evidence collected (photo, child's mark making)		
What are the next steps for learning?		

# Early Years

Trainees based in EY will have a different set of plans to use to support trainees to respond 'in the moment' and plan for their learning environment, their additional adults and their continuous provision – some trainees based in KS1 and SEND settings may also be adopting a continuous provision approach in their settings and would benefit from using these proformas as opposed to the standard primary ones.

# The Autumn Term Calendar (p.6)

Autumn 1: 'Serial Days'

Autumn 1: 'Serial Days'

Autumn 2: 'Block Placement'

3. AUTUMN PLACEMENT CALENDAR						
w/b	Mon	Tue	Wed	Thurs	Fri	Notes
Key: = University day = School-based day Conference/Alliance/Uni day						
11.9.23 Week 1	University day	University day	University day	Observation & settling in	Observation & settling in	
18.9.23 Week 2	University day	University day	University day	Observation & settling in	Observation & settling in	
25.9.23 Week 3	University day: B2L focus	University day: B2L focus	Behaviour to Learn IPPU focus	Behaviour to Learn IPPU focus	University day: B2L focus	
2.10.23 Week 4	University day	University day	University day	Behaviour to Learn IPPU focus	Behaviour to Learn IPPU focus	
9.10.23 Week 5	Alliance/Uni Day: Prep for Learning focus	University day: Prep for Learning focus	'Prep for Learning & Teaching' IPPU focus	'Prep for Learning & Teaching' IPPU focus	'Prep for Learning & Teaching' IPPU focus	
16.10.23 Week 6	University day	University day: SSP and Early Reading	SSP and Early Reading IPPU focus	SSP and Early Reading IPPU focus	SSP and Early Reading IPPU focus	Leicester schools half-term - trainees to attend university days x2 as identified in this week
23.10.23 Week 7	University day	University day	Prep for teaching day	Prep for teaching day	Inclusion day	
30.10.23	HALF TERM (all authorities except Leicester)					Leicester schools to include SSP and Early Reading IPPU focus Wed-Fri (Mon and Tuesday non-school days for self-study)
6.11.23 Week 1	University day					
13.11.23 Week 2	University day					
20.11.23 Week 3	University day			Assessment Point 1		Trainee and Professional Mentor to update the Collaborative Review Document with progress at Assessment Point 1.
27.11.23 Week 4						
4.12.23 Week 5						
11.12.23 Week 6	Inter-disciplinary workshop				Research in Action Conference	
18.12.23 Week 7				Assessment Point 2		Trainee and Professional Mentor to update the Collaborative Review Document with progress at Assessment Point 2 AND complete the Quality form.

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w/b	Mon	Tue	Wed	Thurs	Fri	Notes
Key: = University day = School-based day Conference/Alliance/Uni day						
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# Weekly Guidance (p.8)

- Guidance for **the first half term** where trainees are becoming accustomed to and familiar with their new school, the policies and practices, and in getting to know the pupils they will be working with. This section is structured as a **detailed checklist** to support trainees in **finding out about important information** and in identifying supportive activity for the initial days in school. You will also find **reference to the IPPUs** and activities to engage with during the **'Prep Days'** at the end of the first half term to prepare trainees as they move to the second half term.

# Weekly Guidance (p.8)

- Guidance for **the second half term** where **trainees will be planning, teaching, evaluating and assessing whole lessons for the whole class**, is structured with **a grid** outlining the expected teaching percentage build up along with suggested foci. A **separate ‘weekly’ checklist** to help trainees stay on track and to support them in meeting expectations in the role as class teacher can also be found this section. ‘

# Observation and Settling in Activities (p.9)

- Autumn Term: 1<sup>st</sup> Half Term Guidance (**Weeks 1&2**)
- Trainees have 15 activities including e.g. meeting with mentor, reading key policies and getting to know pupil's names
- Designed to help trainees know what they need to know
- Requires trainees to be professional and proactive
- Have a good understanding of what they need to be doing and be brave – they may be just outside their comfort zone

## Autumn Term: 1st Half Term Guidance (Weeks 1 &2)

Trainee tasks:	Complete
<b>Weeks 1 and 2 aim to:</b>	
1. Meet with your Mentor. Share the link to your <b>SharePoint</b> space with your Mentor and ensure that your mentor has 'write/edit' access; you should look through the structure together in order to: - Discuss your Training Plan - Discuss and understand the IPPUs and PPU's (Professional Practice Units) and associated expectations	
2. Share expectations for shared PPA, guided supported planning and the focused time to complete IPPUs (and later PPU's) <b>with your class teacher</b>	
3. Ensure you have accessed and taken account of relevant school policies – especially Behaviour, SRE, English, <del>Maths</del> , Science and Marking.	
4. Ask your school to brief you on their safe operating procedures and any health and safety guidance.	
5. Clarify safeguarding/child protection procedures and personnel; and ask the school to share their 'Emergency Plan' with you	
6. 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.	
7. For your class, ensure you are aware of: - details for pupils with specific needs e.g., SEND, EAL, physical and mental health, and practices to overcome barriers to learning. - pupils who are eligible for pupil premium funding and associated targeted interventions. - assessment data on pupils (e.g., age-related achievements)	
8. Gather relevant classroom information e.g.: class/school timetables; class lists and how children are grouped, any commercial schemes used by the school and any access information you need in order to use the materials in readiness for the 2 <sup>nd</sup> half term	
9. Learn pupils' names quickly.	
10. Work with groups of pupils, getting to know the class as this will help to inform your planning	
11. Undertake activities which help to establish you as an authority figure e.g., reading a story to the class, taking the register etc.	
12. Observe the range of lesson structures, teaching approaches and resources that the class teacher uses to engage pupils and promote learning (and <del>minimise behaviour</del> problems). Look carefully at how the teacher models learning and asks questions to establish pupils' understanding and confidence.	
13. Identify how the teacher creates a good and safe environment and promotes a climate for learning.	
14. If appropriate, ensure that appropriate steps/risk assessment have been undertaken to your medical needs and/or you have shared your ISP and agreed 'reasonable adjustments'.	
15. Look for evidence of learning theories in practice. When observing can you identify examples of each learning theory in practice? Why do you think this particular approach to learning was chosen. Make some notes. These will support your trainee-led presentation on learning theories.	



## Autumn Term: 1st Half Term Guidance (Weeks 3-7)

Trainee Tasks:	Complete
<b>Weeks 3-6: complete IPPUs as per the calendar:</b>	
16. Complete activities as set out in each of the three <b>IPPUs: Wk. 3 and 4:</b> Behaviour to Learn; <b>Wk. 5:</b> Preparation for Learning and Teaching; <b>Wk. 6:</b> Systematic Synthetic Phonics (SSP) & Early Reading - see individual IPPUs on SharePoint	
17. Upload 'Outputs' for the three IPPUs to the relevant SharePoint file as you go	
18. Continue to get to know the school; the colleagues you will be working with; the pupils in your class including their needs as learners and them as individuals (their interests, behaviours etc.); the classroom expectations and how the class teacher manages these; complete any outstanding points from wk. 1&2.	
19. Access the School's Curriculum Map and any medium-term Plans for the Core subjects. If the school timetable allows, attend PPA meetings with your class teacher to see how this time supports learning, planning and teaching.	
<b>Week 7 'Prep Day' guidance. In preparation for Autumn term - 2<sup>nd</sup> half:</b>	
19. Agree timetables for your teaching, PPA and non-contact time <b>for at least the first two weeks</b> after half term (weeks 8 and 9). Add these to your Teaching file.	
20. Undertake GUIDED SUPPORTED PLANNING WITH YOUR CLASS TEACHER (e.g., during PPA time) to support you in producing your own lesson plans and associated resources for week 8. Share the plans and resources with your class teacher preferably <b>at least one day before</b> you are due to teach the individual lessons.	
21. Be mindful of the trainee-led presentations on learning theories (after half term). Ensure you have looked for evidence of learning theories in practice. When observing can you identify examples of each learning theory in practice? Why do you think this particular approach to learning was chosen. Make some notes.	

# Professional Practice Units (PPUs)

[Where do I find them?](#)

SharePoint > folder #5 'Professional Practice Units' > Autumn Term

**IPPUs** for  
this half  
term

**PPUs** for  
after half  
term

Icon	Name
Folder	PPU Outputs
Folder	SSP and Early Reading PPU RESOURCES
Word Document	IPPU 1 Behaviour to Learn.docx
Word Document	IPPU 2 - Preparation for Learning and Teach...
Word Document	IPPU 3 SSP and Early Reading.docx
Word Document	PPU 4 Talk for Learning 2324.docx
Image Document	PPU 4i resource - Dialogic Talk article NATE....
Word Document	PPU 5 Maths Misconception.docx

For uploading  
all notes etc.

Resourc  
es

# Professional Practice Units (PPUs)

[When will I complete them?](#) (see the calendar - p.6)

Trainees must complete all 5 IPPU/PPUs. They will write and submit reflections for B2L and one other of their choice. All others will be assessed in the Summer Term via professional discussion

AUTUMN TERM PPUs			PPU completed	PPU selected for Reflective Writing Assessment (select 1 in addition to B2L)
	PPU focus	Suggested time allocation	✓	✓
1.	Behaviour to Learn (IPPU)	Timetabled for w/b: 25/9		✓
2.	Preparation for Learning and Teaching (IPPU)	Timetabled for w/b: 9/10		
3.	Systematic Synthetic Phonics and Early Reading (IPPU)	Timetabled for w/b: 16/10 or 30/10 for trainees on placement in Leicester schools		
4.	Talk for Learning	<i>Suggested time: w/b: 13/11</i>		No reflective writing option due to the Subject Studies assignment focus.
5.	Maths misconceptions	<i>Suggested time: w/b: 27/11</i>		

**Intensive Professional Practice Units - PPUs** for the **serial days/first half term**

**PPUs** for the **block placement/second half term**

# Intensive Professional Practice Units (IPPU)

- Designed to integrate trainees' University-based training with their school-based training and development – ensuring a coherent and effectively sequenced curriculum
- Enables trainees to receive minimum entitlement to learning as set out in the Core Content Framework (CCF) Particularly the '**Learn How To**' statements
- Supports parity of experience across the Partnership
- Scaffolds trainee practice and progress towards successfully meeting the Teachers' Standards by the end of the course

# Intensive Professional Practice Units (IPPUs)

IPPU 1	Intensive Professional Practice Unit: Behaviour to Learn
Curriculum Focus – Primary Trainees	
<p>This IPPU links to the following ITE curriculum training:</p> <p>The Behaviour to Learn Build Day and Develop Days 1&amp;2 (Autumn Term)</p> <p>Professional Enquiry 'Behaviour to Learn #2' lecture and workshop (Spring Term)</p> <p>Science: 'Behaviour Management and organisation for science' (Autumn Term)</p> <p>Maths: 'Mathematical Mindsets' (Autumn Term)</p> <p>English: throughout the programme (ongoing)</p> <p>Whole Curriculum Studies: throughout the second subject sessions (Spring/Summer Terms)</p> <p>Safeguarding in schools is covered in Terms 1,2 and 3 at <a href="#">University</a></p>	
Introduction	
<p>Learning can be hard and there can be many distractions. Establishing routines and expectations can support learners to resist distractions, key into learning and be more successful for the teacher and the pupils. During the Build Day we explore pupils' ability to self-regulate and how teachers are key role models.</p>	
Key Learning	
<p>Teachers are key role models, who can influence the attitudes, values and behaviours of their <a href="#">pupils</a></p> <p>Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their <a href="#">pupils</a></p> <p>The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future <a href="#">lives</a></p> <p>A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational <a href="#">needs</a></p> <p>A culture of mutual trust and respect supports effective <a href="#">relationships</a></p> <p>Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning <a href="#">environment</a></p> <p>With your mentor you will have the opportunity to set high expectations for behaviour by:</p> <ul style="list-style-type: none"> <li>• Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate</li> <li>• Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.</li> <li>• Using consistent language and non-verbal signals for common classroom directions</li> <li>• Rigorously maintaining clear behavioural expectations</li> </ul> <p>In this unit you will make connections between the induction sessions and the practices in your school. You will have the opportunity to:</p> <p>Discuss and analyse:</p> <ul style="list-style-type: none"> <li>• who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.</li> <li>• how routines are established at the beginning of the school year, both in classrooms and around the school.</li> </ul> <p>Receive guidance, practise, and receive feedback in coaching meetings to improve at:</p> <ul style="list-style-type: none"> <li>• Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).</li> <li>• Giving manageable, specific and sequential instructions.</li> <li>• Acknowledging and praising pupil effort and emphasising progress being made.</li> </ul>	

Mentor Notes
<p>Feedback on the effectiveness of approaches employed by the trainee in interactions with pupils prior to taking responsibility for teaching groups can provide a focus for early mentor meetings. The activities are designed to be completed before taking on the teaching of sequences of full lessons.</p> <p>Suggested prompts for coaching conversations on deeper learning:</p> <p><i>What are you noticing in your observation of teachers' establishment of class routines? What is the impact of these routines on establishing a safe classroom environment and promoting a focus on learning?</i></p> <p><i>What behaviour are you noticing from pupils that teachers have to deal with?</i></p> <p><i>How does the teacher minimise the chances of misbehaviour occurring?</i></p> <p><i>What do you notice about how pupils respond to the teacher's instructions?</i></p> <p><i>What do you notice about the ratio of positive to negative interactions between teacher and pupils in the classroom?</i></p> <p><i>How did you respond to the children's positive behaviours? What did you say or do?</i></p> <p><i>How will you plan your lessons to take account of these factors?</i></p> <p>Suggestions for modelling, practising and embedding strategies to promote behaviour for learning are integral to the training in this <a href="#">IPPU</a>—they include;</p> <p><b>Focus 1: Effective routines;</b> entry, exit, <a href="#">transitions</a></p> <p><b>Focus 2: Effective responses;</b> including positive reframing, clarity of language and consistency with expectations.</p> <p><b>Focus 3: Effective relationships;</b> building a sense of belonging by knowing names, awareness of pupil characteristics and promoting positive <a href="#">interactions</a></p>
<p><b>Assessment of Learning: Reflective Writing Assessment: (500 words)</b></p> <p>With reference to your IPPU experiences AND key reading in this IPPU, reflect on:</p> <ul style="list-style-type: none"> <li>• The principles of classroom management and behaviour to learn in your subject/phase, with a specific focus on rules and routines, including how to start a lesson.</li> <li>• The potential challenges for trainee teachers in implementing routines and expectations.</li> <li>• The impact of planning for transitions and for giving manageable, specific and sequential instructions which maintain a learning environment.</li> <li>• Select a particular aspect of behaviour on which to focus.</li> <li>• Refer to your 'checklist for reflective writing' to ensure you are reflecting rather than describing.</li> <li>• Reflect upon how the Warwick Teacher Values relate to your behaviour to learn practice.</li> </ul> <p>Use Harvard referencing to cite sources</p>

ALL IPPUs  
start with this same structure

Key reading
<p>Bandura, A. (1986) <i>Social foundations of thought and action: a social cognitive theory</i> Englewood Cliffs New Jersey: Prentice Hall</p> <p>Bandura, A. (1997) <i>Self-efficacy: the exercise of control</i> New York: Freeman</p> <p>DFE (2021a) <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i> available online at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_Illustrations_web_2_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_Illustrations_web_2_2.pdf</a> accessed 11.8.21</p> <p>DFE The trainee teacher behaviour toolkit summary. <a href="https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behaviour-toolkit-a-summary">https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behaviour-toolkit-a-summary</a></p> <p>DFE (2021b) <i>Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five</i> available online at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97490/7/EYF5_framework_-_March_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97490/7/EYF5_framework_-_March_2021.pdf</a> accessed 11.8.21</p> <p>DFE. (2022) <i>Behaviour in Schools</i>. Available here: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf</a></p> <p>Didau, D. and Rose, N. (2016) <i>What every teacher needs to know about psychology</i> Woodbridge: John Catt Educational Ltd.</p> <p>Education Endowment Foundation (EEF) (2019) <i>Improving Behaviour in Schools Guidance Report</i> available at: <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/</a> accessed 4-8-20</p> <p>Education Endowment Foundation (2018) <i>Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit</i>: Accessible from: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</a></p> <p>Ellis, S. and Tod, J. (2018) <i>Behaviour for learning: promoting positive relationships in the classroom</i> Abingdon: Routledge</p> <p>DES (1989) <i>The Elton Report Discipline in Schools Report of the Committee of Enquiry chaired by Lord Elton</i> London: HMSO</p> <p>Kyriacou (1998) <i>Essential teaching skills</i> (2<sup>nd</sup> ed.) Cheltenham: Stanley Thornes</p> <p>LeFrancis, G (1997) <i>Psychology for Teaching</i> (9<sup>th</sup> edition) London: Wadsworth</p> <p>Porter, L. (2014) <i>Behaviour in Schools: Theory and Practice for Teachers</i> Maidenhead: McGraw-Hill Education</p> <p>Powell, S. and Todd, J. (2004) <i>A systematic review of how theories explain learning behaviour in school contexts</i>. In: <i>Research Evidence in Education Library</i>. London: EPPI-Centre, Social Science Research Unit, Institute of Education available online at <a href="http://eppl.ioe.ac.uk/cms/LinkClick.aspx?fileticket=xxjNFKFrG8%3D">http://eppl.ioe.ac.uk/cms/LinkClick.aspx?fileticket=xxjNFKFrG8%3D</a> accessed 27.7.2008</p> <p>Early Education. (2012) <i>Development Matters in the Early Years Foundation Stage</i>. Available online at: <a href="https://www.early-education.org.uk/development-matters-early-years-foundation-stage-eyfs-download">https://www.early-education.org.uk/development-matters-early-years-foundation-stage-eyfs-download</a></p> <p>Rogers, C. (1959) <i>A Theory of Therapy, Personality and Interpersonal Relationships as Developed in the Client-Centred Framework</i>. <i>Psychology: A Study of a Science</i>. Study 1, Volume 3: pages 184-256</p> <p>Ryan, R. and Deci, J. (2017) <i>Self-determination theory: basic psychological needs in motivation, development, and wellness</i> London: The Guilford Press</p>

# Intensive Professional Practice Units (IPPU)

## Overview of Activities

Activity	Suggested Days for Completion	
	Embed Day 1 or 2	Embed Day 3 or 4
Discussion with expert colleague about the school's behaviour policy		
<b>Focus 1 - Routines:</b>		
1A: Trainee observation of within lesson transition routine - <b>focus on expert colleague</b>		
1B: Trainee observation of within lesson transition routine - <b>focus on pupils</b>		
1C: Observation of trainee's transition routine by expert colleague followed by discussion		
<b>Focus 2 - Responses:</b>		
2A: Trainee <b>observation of pupils</b> - focus on encouraging engagement		
2B: Trainee's <b>observation of expert colleague</b> - focus on encouraging engagement		
2C: Observation of trainee's responses to pupils by expert colleague followed by discussion		
<b>Focus 3 - Relationships</b>		
3A: Trainee's observation of expert colleague - focus on demonstrating belonging		

Focus 1 Routines		
Embedding your practice		
1A: Trainee's observation of teacher		
<b>Area:</b>	Within Classroom Transitions Examples may include: moving from the carpet area to the tables/moving from an experiment to desks/change in activity e.g. individual work to group work <i>In Focus 1A you will focus on the class teacher (in 1B you will focus on the pupils)</i>	
<b>Step</b>	<b>Guidance</b>	<b>Notes</b>
<b>Observing an expert colleague</b> e.g. class teacher/ subject lead/ mentor/ external specialist/ subject specialist/ phase lead.	<b>How does the expert colleague:</b>	Trainee to record notes during observation:
	Gain pupils' attention	
	Signal behavioural expectations (including non-verbal methods)	
	Give instructions/use questions and prompts	
	Use body language and gesture to communicate and reinforce expectations	
	Break the transition down (e.g. step by step)	
	Manage pupil movement	
Use and encourage good listening		
Use praise		
Apply school policy in relation to rewards and sanctions		
The above list is not exhaustive, make notes on other aspects linked to the focus and area that interest/support you. For further prompts see the B2L checklist.		
<b>Analyse</b>	Map out the steps of this routine from beginning to end; consider the steps recognised in 'standardising the routine': - Secure students' attention - Verbally walk through the routine - Check and prepare for the signal - Signal, switch and re-focus (feedback)	
<b>Reflect and discuss</b>	Identify some questions to discuss with your mentor regarding your observation	

Write or type your own notes during the observation

Reflect after the observation

Record questions after the observation

# Intensive Professional Practice Units (IPPU)

## Overview of Activities

Activity	Suggested Days for Completion	
	Embed Day 1 or 2	Embed Day 3 or 4
Discussion with expert colleague about the school's behaviour policy		
<b>Focus 1 - Routines:</b>		
1A: Trainee observation of within lesson transition routine - <b>focus on expert colleague</b>		
1B: Trainee observation of within lesson transition routine - <b>focus on pupils</b>		
1C: Observation of trainee's transition routine by expert colleague followed by discussion		
<b>Focus 2 - Responses:</b>		
2A: Trainee <b>observation of pupils</b> - focus on encouraging engagement		
2B: Trainee's <b>observation of expert colleague</b> - focus on encouraging engagement		
2C: Observation of trainee's responses to pupils by expert colleague followed by discussion		
<b>Focus 3 - Relationships</b>		
3A: Trainee's observation of expert colleague - focus on demonstrating belonging		

Focus 1 Routines		
Embedding your practice		
1C: Observation of trainee's practice by expert colleague		
<i>Part C focuses upon observation of the trainee's practice, with reference to classroom transitions and routines, with subsequent reflection, feedback/coaching and target-setting.</i>		
During this transition/routine I intend to....		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Taking opportunities to practise, receive feedback/coaching and improve	<p>The expert colleague observes trainee's <u>practice</u></p> <p>Observer collects evidence in relation to the trainee's intentions.</p> <p>Observer's questions. During the teaching episode the observer identifies question prompts to stimulate discussion. Use the CCF points on Page 1 to help identify specific areas.</p>	Observer's notes and questions.
Mentor/trainee discussion	Discuss how successfully routines and expectations for routines were shared and reinforced; examine the decisions made and set targets for further improvement.	Observer to note these reflections and questions.
Future target for managing in class routines		

UPLOAD completed notes to the relevant 'Outputs' file on SharePoint – clear photos is fine!

Mentor makes notes during the observation

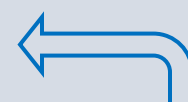
Reflect after the observation **with the mentor** – they record

Mentor records **co-constructed** target during the reflection

# Intensive Professional Practice Units (IPPUs)

## Overview of Activities

FOCI	Activity	Suggested Days for Completion		
		Embed Day 1	Embed Day 2	Embed Day 3
1. SCHOOL'S CURRICULUM	1A: Discussion with expert colleague the school's curriculum and approaches to planning			
2. MODELLING	2A: Trainee observation of expert colleague's modelling (English or maths)			
	2B: Trainee's planning for own modelling session			
	2C: Observation of trainee's modelling by expert colleague and discussion			
3. TRACKING THE LEARNING JOURNEY	3A: Trainee's observation of teacher and pupils (learning journey)			
4. QUESTIONING	4A: Trainee's observation of expert colleague's questioning			
	4B: Analysis of expert colleague's questioning			
5. USE OF PRIOR LEARNING	5A: Trainee's observation of the use of prior learning			



IPPU 2:  
Preparation for  
Learning and  
Teaching



IPPU 3: SSP and  
Early Reading

IPPUs will be introduced individually and more fully during University days in the same week.

Embed activities	Tick when completed
All resources/proforma needed can be found in your SharePoint file	
Familiarise yourself with the school's SSP scheme and the range of phonically decodable texts that are used to teach and supplement SSP.	
Interview the expert colleague who is responsible for leading early reading – use the 'Whole School Approach to SSP and Early Reading' form to record their responses.	
Observe expert colleague teaching SSP (Use SSP Observation Form)	
Complete the reading perceptions survey for a group of pupils in your class. You may choose a small group (5 or 6 pupils) who you wish to learn more about as readers or you may wish to conduct this with the whole class (especially if the pupils are able to complete these independently)	
Talk to a person in school with overall responsibility for RfP. How do these match with the RfP principles in the research and what you have seen in your own classroom and across the school. Make notes if you wish.	
Observe an expert colleague teaching SSP (use Part A of the ELF) in preparation for the observation, choose and share a focus for the observation to support application of this within your own practice, e.g: appropriate pace, specific use of language, pupil engagement, AfL, impactful use of resources to promote rapid progress etc.	
Plan an SSP session for the following day using the school scheme and incorporating what you have noticed from your observations (make reference to Part A of the ELF)	
Look at the phonetically decodable texts in school (physical and online, if school has this resource).	
Find out about book banded books: how are they chosen, how are they banded - does this link with the SSP decodable books? How do children access these books? Make notes if you wish.	
Which whole texts (not just books; consider short films, online texts, websites etc) are used in school as part of the English, maths, science and wider curriculum planning? Find out why they have been selected. Find out why they are sequenced that way. A discussion with the English lead may support you with this. Make notes if you wish.	
Look in school spaces where books are freely available (classrooms, school library, book boxes etc.) Consider the balance of texts and form some opinions about the quality and balance of fiction / non-fiction and poetry texts. Make notes if you wish	
Plan and teach an SSP session for the following day using the school scheme and incorporating what you have noticed from your observations; get feedback from your expert colleague (they should use Part B of the ELF)	
Engage in an instructional coaching conversation using (Part B of ELF) linked to the SSP session delivered	
Look at the home school reading diaries. What do you notice about parental / carer engagement? What genres are children choosing? How might you move this forward? Make notes if you wish.	
Talk to your mentor about what you will do this term to actively promote RfP and get feedforward on your plans. You may wish to share your impact at the end of year during the ECT conference.	
Identify and timetable with your mentor and class teacher when you will teach a series of SSP lessons <b>during the second half of the Autumn term:</b>	
- If you are in KS1 you will need to teach 15 sessions of SSP;	
- If you are in KS2, you will need to teach 5 sessions (this may be a small group or intervention, or you may wish to go into KS1 or Rec)	
NB: You should be supported to plan these SSP lessons. You should receive feedback on your planning and teaching of SSP. You should be observed at least once if you are in KS2 and twice if you are in KS1	



# Observation and the ELF

Ideal for **your CT** to use with trainee

Experiential Learning Form		
A: Trainee's Observation of expert colleague		
<small>Part A. Focuses upon the trainee's identification of a target and observation of an expert colleague modelling practice in relation to the trainee's target, with follow-up discussion.</small>		
Step	Guidance	Notes
<b>Trainee's Target</b>	<p>Trainee identifies a target e.g. from Trainee's longer-term targets in the Training Plan or a previous observation, this can be decided in consultation between the trainee and expert colleague.</p> <p>What would you like your expert colleague to help you develop?</p> <p>Identify your target.</p> <p>Select or modify a 'Learn how' statement(s) from the CCF.</p>	<p>Trainee's target &amp; links with CCF</p> <p style="text-align: center; font-size: 2em;">Own target</p>
<b>Observing an expert colleague</b> e.g. class teacher/ subject lead/ mentor/ external specialist/ subject specialist/ phase lead.	<p>Discuss your target and focus for observation with your expert colleague in advance of the lesson.</p> <p>Agree some key points to look out for.</p> <p>Use the CCF to help identify specific points to look out for in relation to your target.</p>	<p>Trainee records key focal points for observation of expert colleague</p> <p>Discussion of target with expert colleague and agree key points to look out for</p>
		<p>Trainee's notes and trainee's questions identified during observation</p> <p style="text-align: center; font-size: 2em;">Observation of expert colleague</p>
<b>Discuss your observations</b>	<p>Talk to your expert colleague about what you observed.</p> <p>Make notes of your discussion e.g. How does this relate to your target?</p> <p>What questions do you have about your observations?</p> <p>What might you want your expert colleague to look out for/observe in your own practice?</p> <p>Identify specific actions in relation to your target.</p>	<p>Trainee's notes of discussion with expert colleague</p> <p style="text-align: center; font-size: 2em;">Deconstruction, discussion and analysis with expert colleagues - Identify specific actions</p>

B: Observation of trainee's practice by expert colleague		
<small>Part B. Focuses upon observation of the trainee's practice, with reference to their identified target, with subsequent reflection, feedback/coaching and target-setting.</small>		
<b>Taking opportunities to practise, receive feedback/coaching and improve</b>	<p>Your expert colleague observes your practice</p> <p>Observer collects evidence in relation to the trainee's target</p> <p>Observer's questions.</p> <p>During the teaching episode the observer identifies question prompts to stimulate discussion.</p> <p>Use the CCF to help identify specific points</p>	<p>Observer's notes and questions.</p> <p style="text-align: center; font-size: 2em;">Take opportunities to practise... expert colleague observes/notes</p>
<b>Discussion: trainee and expert colleague</b>	<p>The trainee shares their reflection:</p> <ul style="list-style-type: none"> <li>- on the ways in which they have been able to meet their target</li> <li>- any challenges.</li> <li>- further questions arising.</li> </ul>	<p>Observer to note these reflections and questions.</p> <p style="text-align: center; font-size: 2em;">Trainee reflects on practice and shares</p>
	<p>Observer's feedback/coaching using question prompts above</p> <p>Questions arising.</p> <p>What does this conversation prompt the expert colleague and trainee to consider further?</p> <p>(Look at the CCF to help here)</p>	<p>Trainee's note down key points of discussion</p> <p style="text-align: center; font-size: 2em;">Coaching – receive feedback and improve</p>
<b>Future target</b>	<p>Trainee and expert colleague create a new target</p>	<p>Trainee's notes</p> <p style="text-align: center; font-size: 2em;">Improve...revised target</p>

# Observation and the ELF

Ideal for **your CT** to use with trainee

Experiential Learning Form		
A: Trainee's Observation of expert colleague		
Part A. Focus upon the trainee's identification of a target and observation of an expert colleague modelling practice in relation to the trainee's target, with follow-up discussion.		
Step	Guidance	Notes
<b>Trainee's Target</b>	Trainee identifies a target <b>CCF</b> from Trainee's longer-term targets in the Training Plan or a previous observation, this can be decided in consultation between the trainee and expert colleague. What would you like your expert colleague to help you develop? Identify your target. Select or modify a 'learn how' statement(s) from the CCF.	Trainee's target & links with CCF
<b>Observing an expert colleague</b>	Discuss your target and focus for observation with your expert colleague in advance of the lesson. <b>CCF</b> : class teacher/ subject lead/ mentor/ external specialist/ subject specialist/ phase lead. Agree some key points to look out for. Use the CCF to help identify specific points to look out for in relation to your target.	Trainee records key focal points for observation of expert colleague  Trainee's notes and trainee's questions identified during observation
<b>Discuss your observations</b>	Talk to your expert colleague about what you observed. Make notes of your discussion e.g. How does this relate to your target? What questions do you have about your observations? What might you want your expert colleague to look out for/observe in your own practice? Identify specific actions in relation to your target.	Trainee's notes of discussion with expert colleague
Identify how you will gain feedback on what you have learned from the observation above, in order to gain feedback and further improve:		✓
There will be a focused observation; an expert colleague ( <b>CCF</b> : class teacher) will observe my practice using Side B of the ELF Form		
My learning will be observed by expert colleague/Mentor as part of a weekly observation using the ICON Form		
My learning will be discussed with expert colleague/Mentor <b>CCF</b> in the weekly Mentor Meeting		

Own target/focus

Discussion of target with expert colleague and agree key points to look out for

Observation of expert colleague – add notes

Deconstruction, discussion and analysis with expert colleagues - Identify specific actions

Identify how you will take this learning forward.

B: Observation of trainee's practice by expert colleague		
Part B. Focus upon observation of the trainee's practice, with reference to their identified target, with subsequent reflection, feedback/coaching and target-setting.		
<b>Taking opportunities to practise, receive feedback/coaching and improve</b>	Your expert colleague observes your practice Observer collects evidence in relation to the trainee's target  Observer's questions. During the teaching episode the observer identifies question prompts to stimulate discussion. Use the CCF to help identify specific points	Observer's notes and questions  Take opportunities to practise... expert colleague observes and notes
<b>Discussion: trainee and expert colleague</b>	The trainee shares their reflection: - on the ways in which they have been able to meet their target - any challenges. - further questions arising.  Observer's feedback/coaching using question prompts above  Questions arising. What does this conversation prompt the expert colleague and trainee to consider further? (Look at the CCF to help here)	Observer to note these reflections and questions.  Trainee reflects on practice and shares reflections – mentor adds notes  Coaching – discuss, receive feedback and improve
<b>Future target</b>	Trainee and expert colleague create a new target	Trainee's notes  Improve – a revised target

# Managing Workload

HANDBOOK p.10

- The government has committed to tackle unnecessary workload for teachers
- CTE tackles unnecessary workload for trainee teachers
- **Avoid duplication**
- **Shared PPA/supported/guided planning**
- **What is a reasonable workload?**
- **Pupil progress...**
- **Talk to CTs about their workload tips.**

# Autumn Block Placement – second half term

Autumn Term: 2nd Half Term Guidance (Weeks 1-7)	
<b>Suggested build-up of teaching timetable</b>	
<p><b>*INDIVIDUAL NEEDS:</b> All trainees will vary in terms of their previous experiences and their confidence and competence in a particular age phase. Therefore, it is important that <b>Professional Mentors and Class teachers, in consultation with trainees, use their judgement and interpret the guidance given</b> to ensure that their trainees build up to their 50-60% teaching responsibility as appropriate to the individual trainee.</p> <p><b>PLANNING:</b> Given the early stage of the course and the significant variability between schools, <b>ALL trainees will require significant support with planning</b>, and it is anticipated that schools will involve trainees in their joint planning processes and will provide the medium term/weekly plans for trainees. <b>See the appendices for further guidance related to expectations for trainee clarity and ownership.</b></p> <p><b>Non-contact time:</b> 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, <b>WE RECOMMEND THAT</b> throughout the placement, trainees should have a <b>minimum of 20% time (1 day equivalent) out of class</b> to support their planning, preparation, assessment and professional development. <b>Non-contact time and teaching percentage time is based on the number of school-based days per week.</b></p> <p><b>Whilst out of class, trainees should:</b></p> <ul style="list-style-type: none"> <li>prepare for their mentor meeting e.g., reviewing the Guidance for Developing Wider Practice (p.15) or CRD to identify areas for development</li> <li>observe learning &amp; teaching linked to targets (in other classes)</li> <li>carry out planning, preparation and assessment</li> <li>undertake PPA with the class teacher/year group colleagues</li> </ul> <p><b>During Non-Contact time and whilst in the class (e.g. not timetabled to teach trainees could):</b></p> <ul style="list-style-type: none"> <li>observe the class teacher</li> <li>work with/support groups of pupils</li> </ul>	
<b>Wk</b>	<b>Teaching/Non-teaching</b>
1	<p><b>30% Teaching</b> Build up to teaching whole lessons across the core subjects – initially you may team-teach, so you are working alongside your class teacher or perhaps leading the introduction or other distinct aspects of the lesson.</p> <p><b>20% non-contact</b> <b>ESSENTIAL:</b> 10% approx. ½ day PPA time with class teacher for supported/guided planning. In remainder of the non-contact time select from appropriate activities listed above.</p>
2	<p><b>30% Teaching</b> Plan and teach a series of whole class lessons for English OR mathematics alternating with subject taught last week.</p> <p><b>20% non-contact</b> <b>ESSENTIAL:</b> 10% approx. ½ day PPA time with class teacher for supported/guided planning. In additional 10% non-contact time: Aim to work on and complete the Talk for Learning PPU. In remainder of the non-contact time select from appropriate activities listed above.</p>
3	<p><b>40% Teaching</b> Plan and teach a series of whole class lessons for English OR mathematics alternating with subject taught last week. <b>Plan and teach science (or a foundation subject if Science is not timetabled)</b></p> <p><b>20% non-contact</b> <b>ESSENTIAL:</b> 10% approx. ½ day PPA time with class teacher for supported/guided planning. In additional 10% non-contact time: Aim to complete self-evaluation in CRD in preparation for engaging collaboratively with Mentor to complete <b>REX</b>. In remainder of the non-contact time select from appropriate activities listed above.</p>
4	<p><b>40% Teaching</b> Plan and teach a week's lessons for maths OR English, alternating with subject taught last week. Plan and teach science. For the remaining time, teach foundation subjects in areas of greater confidence.</p> <p><b>20% non-contact</b> <b>ESSENTIAL:</b> 10% approx. ½ day PPA time with class teacher for supported/guided planning. In additional 10% non-contact time: Aim to work on and complete the Maths Misconceptions PPU. In remainder of the non-contact time select from appropriate activities listed above.</p>

Autumn Term: 2nd Half Term Weekly Checklist tick when achieved	Autumn Term: 2nd Half Term Weekly Checklist						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Weekly Tasks							
PPA time with class teacher (CT) for supported, guided planning							
With CT and/or mentor agree and create a weekly timetable including teaching, PPA and non-contact time activities - add to your teaching file							
Lesson plans written, annotated and added to teaching file							
Daily marking and record-keeping completed and added to teaching file							
Prepare for and attend Trainee-Mentor Meeting							
Update weekly log in the Training Plan (e.g., during Trainee-Mentor meeting)							
Upload completed ICON and ELF observation forms to SharePoint							
Complete PPU's and upload relevant 'outputs' to SharePoint							
Review 'Guidance for Wider Practice' to identify personal development priorities							
Engage with the CRD (Independently and with mentor): review Term 1 Tab to identify where meeting expectations and areas to target for development: AP1 (wk. 3) and AP2 (wk. 7)							
Own tasks...							
Own tasks...							

7. Guidance for supporting Wider Practice: WEEKS: 1, 2 & 3				
Review potential actions below - highlight those which would be a useful focus for your professional development.				
The following prompts can be discussed and analysed with expert colleagues, form the basis of observations/deconstructions of expert colleagues, and be aspects which you practise, reflect upon, receive coaching and improve at.				
Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>Can you:</p> <ul style="list-style-type: none"> <li>Identify how colleagues teach mathematical skills and knowledge using the CPA approach.</li> <li>Recognise how colleagues explicitly model reading and writing, skills and behaviours, within English lessons.</li> <li>Monitor pupils' independent reading and writing skills across the curriculum; referencing Systematic Synthetic Phonics where appropriate.</li> <li>Differentiate between the substantive knowledge (concepts) and the disciplinary knowledge (working scientifically) when discussing and observing/supporting Science lessons.</li> <li>Engage in how learning in each lesson is part of a wider sequence within that subject; understanding the link between each subject-specific lesson and how essential concepts, skills, knowledge and understanding are developed over time.</li> <li>Observe how expert colleagues explicitly link new ideas to existing knowledge to support pupils' understanding.</li> <li>Take note of when and where literacy skills are promoted and used across the curriculum.</li> <li>Confidently access a range of school-based and school-endorsed subject-specific resources and materials to support the planning process.</li> </ul>	<p>Can you:</p> <ul style="list-style-type: none"> <li>See how the school behaviour policy is implemented.</li> <li>Establish and reinforce routines e.g., through setting and reinforcing clear expectations.</li> <li>Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are routine.</li> <li>Create a culture of respect and trust in the classroom that supports all pupils to succeed.</li> <li>Set clear <del>high</del> expectations (e.g., for contributions, volume level and concentration)</li> <li>Use positive language and reward the behaviour you want to see.</li> <li>Intervene promptly and use a hierarchy of sanctions (for low-level disruption) - least intrusive first (e.g., non-verbal communication, proximity, offering support).</li> <li>Apply rules, sanctions and rewards in line with school policy, escalating <del>low</del> incidents as appropriate.</li> <li>Find out about approaches taken to prevent/respond to bullying: anti-bullying week is w/b 13-14 Nov, with a theme of 'Make a noise' see: <a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a>; what is your school doing?</li> </ul>	<p>Can you:</p> <ul style="list-style-type: none"> <li>Identify the needs of individual pupils; barriers to learning and any support that is in place.</li> <li>Take into account pupils' prior knowledge when planning how much new information to introduce.</li> <li>Adapt your teaching to support and challenge learners.</li> <li>Plan activities around what you want pupils to think hard about.</li> <li>Give manageable, specific and sequential instructions.</li> <li>Use modelling, narrating your thought processes aloud to make explicit how experts think.</li> <li>Check pupils' understanding of instructions before a task begins.</li> <li>Link what pupils already know to what is being taught (e.g., explaining how new content builds on what is already known).</li> <li>Offer different levels and types of support to help pupils succeed.</li> <li>Implement specified approaches to support pupils with SEND and/or barriers to learning.</li> </ul>	<p>Can you:</p> <ul style="list-style-type: none"> <li>Follow the school's marking policy.</li> <li>In your planning, identify assessment opportunities and strategies linked to learning objectives/success criteria, thinking ahead about what will indicate understanding (what exactly will pupils be able to say or do to show that they have learned?).</li> <li>Use assessment information from one lesson, to inform planning of next lesson.</li> <li>Share learning objectives and success criteria with pupils.</li> <li>Monitor pupils' work during lessons, including checking for misconceptions.</li> <li>Assess the extent to which pupils have achieved the LO.</li> <li>Provide effective feedback, in line with school policy, e.g., by identifying specific actions for pupils, providing time for pupils to respond to feedback, <del>noting</del> the highlighting of errors related to misunderstandings, rather than careless mistakes when marking and using verbal feedback during lessons.</li> <li>Use your assessment information to help evaluate your teaching and complete lesson evaluations.</li> </ul>	<p>Can you:</p> <ul style="list-style-type: none"> <li>Work effectively with colleagues as part of a team.</li> <li>Prepare teaching assistants for lessons with <del>support</del> of expert colleagues.</li> <li>Find out how colleagues manage their workload efficiently.</li> </ul>

- ✓ Guidance for Teaching percentages and subjects
- ✓ Weekly Checklists to keep trainees up to date with expectations and workload
- ✓ Guidance for supporting trainee wider practice
- ✓ Trainee progress is reviewed collaboratively at two formal points (mid point and end of 7 weeks)
- ✓ All explained to trainees in a Uni session on Tues 24<sup>th</sup> Oct

# Linking University Learning with School Learning



## Primary Updates and Support for Professional Mentors and Trainees

From Warwick. Anywhere.

Check your inbox – we know only 50% of schools take time to look at this. We have designed it to be brief and helpful.

It contains:

- Instructional Coaching support
- Bite-sized, relevant research snippets /videos
- Wider Curriculum support to enrich subject-specific pedagogy and practise.

Welcome to our Spring Term (University Week 27) update - a way for us to link university and school learning in bite-sized chunks.

# Expectations of University Moderation Tutor

## All Trainees

Autumn 1	Autumn 2	Spring	Summer
Settling in visit - online	Visit with observation	Visit with observation	One visit which will be an observation and online viva (Assessment dialogue)

# PGCE Personalised Training Plan

- You will find and use:
  - Trainee's educational philosophy
  - Subject knowledge scores and action plan
  - Autumn Term targets
  - Weekly record of meeting between mentor and trainee
- Let's have a look at one!

## Early Years and Primary Initial Teacher Education Training Plan 2023/2024



*'Every child in every classroom deserves a great teacher every day.'*

Trainee	
Route	
Personal Tutor	

# Lesson Observation Form 1 – Instructional Coaching Observation Notes Form (ICON)

Warwick Primary Partnership for Teacher Education INSTRUCTIONAL COACHING OBSERVATION NOTES		
Trainee:		Area of Learning/Subject:
Observer:	Year Group:	No. Present
Date:	School:	
Steps of the Instructional Coaching Model (Jim Knight, 2018)	Sequence of action steps with guidance notes	Notes
IDENTIFY Identifying the reality of trainee's practice - data	<p><b>Trainee's Target for Observation</b> Trainee identifies a target which they would like the observer to help them consider (CCF/Warwick Collaborative Review Doc can help identify targets/specific actions to achieve target/areas of focus for observation) Target may also be established from trainee's previous observations/feedback/diologue with expert colleague etc.</p>	
	<p><b>Observer collects evidence</b> What does the observer witness during the lesson in relation to the trainee's target?  What does the observer witness in relation to the curriculum area being taught? e.g. Subject specific teaching strategies, focus of the learning objective, skills taught, resources, the learning environment, vocabulary, language and questioning, subject/topic specific pedagogies, pitch etc.  Additionally, what does the observer witness during the lesson in relation to the trainee's wider practice?  Aim to include evidence to support observations; evidence may include: pupils' time on task; levels of engagement; type/kind of questions asked; teacher v pupil talk; no. of different pupils responding; no. of disruptions etc.</p>	

Instructional Coaching Observation Notes (ICON) Form PRIMARY 21-22 v 20.8.21

## PAGE 1:

- ❓ **Trainee's target for observation** – trainees should identify what they want specific feedback on (this should be informed by CCF, CRD, previous lesson feedback, mentor-trainee dialogue, training plan notes)
- ❓ **Evidence collected by observer:** this includes data to demonstrate your impact in relation to your identified target e.g. time on task, number of children participating, time of teacher v pupil talk; subject specific feedback and any other key points that the observer wants to share

**This form will be used for the majority of lesson observations**



# Page 2

LEARN	Analysis of reality of trainee's practice - coaching questions	<p><b>Observer's questions - related to the identified target</b> Pose specific questions to frame the post-observation discussion. Based on the evidence above, what would you like the trainee to consider about their practice, in relation to the target?</p>	
		<p><b>Observer's questions - related to wider aspects of practice</b> Pose specific questions to frame the post-observation discussion. Are there other aspects of the trainee's practice which the trainee could consider? Questions which prompt consideration of subject-specific pedagogies and strategies should feature here too.</p>	
		<p><b>Summary of coaching discussion</b> What does this conversation prompt the mentor and trainee to consider further? How well does the trainee's understanding of reality match with that of the observer? (Reference to the CCF may help to deepen discussion/offer sources of research to follow up)</p>	
IMPROVE	Set goals and identify and explain teaching strategies	<p><b>Co-constructed targets</b> Agree together, what is the trainee going to target/focus on and build into their practice? Consider what the indicators of positive change/achievement of targets look like? (CCF/Warwick Collaborative Review Doc can support in identifying areas of focus for targets)</p>	
		<p><b>Actions (related to targets)</b> What actions will the trainee take to address and focus on the new targets? Identify these together e.g. specific teaching strategies (CCF/Warwick Collaborative Review Doc can support in identifying specific actions to achieve targets)</p>	
	Provide support until goals are met	<p><b>Mentorship</b> What support will be put in place to help the trainee meet these targets? Identify the actions of the mentor, class teacher or other expert colleague to support outcomes for the trainee e.g. further discussion/dialogue, arranging focused observations of expert colleagues (using the ELF), visiting the trainee. (CCF/Warwick Collaborative Review Doc can support in identifying specific actions to support targets)</p>	
<p><b>Reflect</b> - Analyse the 'new reality' During the weekly trainee-mentor discussions consider: is the sequence of action steps (above) having a positive impact on practice? What are the indicators of positive change? What further support may be helpful?</p>			

? **Observer's key questions/prompts** related to the specific target that will feed into the post-lesson dialogue

? Observer's questions related to **wider aspects of practice**

? **Summary of coaching discussion** (to be completed after the mentor-trainee dialogue to summarise key points to take away -CCF can support with this)

? **Co-constructed targets** – based on the feedback and progress against the chosen focus, **agree together** a target that the trainee will work on the following week (see PEERS goals)

? **Specific actions** – What actions will the trainee need to take to be successful with your target? Break the target down into achievable steps

? **Mentorship** – What support will the trainee need to enable you to be successful with your target? Observation of a colleague who demonstrates good practice in this area (use the ELF to support with this); colleague to model strategies with the trainee's class; discussion with an expert colleague; research/reading related to identified next steps

? **Reflect** – trainees are asked to consider before your next meeting with their mentor, what impact they have seen in their classroom after putting these new strategies in place? What's gone well? What has been challenging? What would they like to do next to further your progress?

# Linking theory and practice

Centre for Teacher Education University of Warwick Prompts to support subject specific feedback in English	
The questions have been organised in relation to the different strands of the Core Content Framework to support the coaching conversation post-lesson. Signposting to relevant university sessions and/or suggested academic reading have also been provided.	
Behaviour Management (TS1 and 7)	<p>How do you create an effective learning environment which motivates and involves all pupils in their English learning? (For example: nurturing an open mind set by using the language of possibility in exploration of grammar and editing changes when composing visual or written texts; by asking genuine questions to establish deep understanding of a pupil's personal response or reflection regarding a character, text or event)</p> <p>How does your use of high-quality oral language promote challenge and aspiration? (Awareness and exploration of Tier 2 and 3 language; accurate and frequent use of Terminology for Pupils in Primary English)</p>
Pedagogy (TS2, 4 and 5)	<p>How did you deconstruct, model, explain, scaffold, discuss and analyse the English learning today? (For example: metacognition in planning, drafting and editing in writing, reading thought processes, synthetic phonics strategies, spelling strategies; use of writing frames or memory joggers)</p> <p>Explain the impact of providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. (For example: enough time to write / read after being taught the skill or aspect of the English curriculum.)</p> <p>Explain the impact of your flexible grouping and talk for learning decisions: group work, collaborative work, paired talk – how did you scaffold it? How effective was it? How did it help you adapt your practice by harnessing a better understanding of their learning? (For example: Did you give enough time for thinking when facilitating a mix, pair, share collaborative learning structure for children to respond to a reading question?)</p> <p>Explain the impact of your planning for SEND in this English session. (For example: did you select a text that all children could access? Did your adaptive teaching approach have the desired impact? If you provided a word map for example, was this accessed and used? Why? Why not? Might another approach have been more suitable?)</p>
Curriculum (TS3)	<p>Which core knowledge in English is connected to the concept you taught today? (For example: Terminology for pupils linked to the grammar curriculum.)</p> <p>Have you used analogies, illustrations, examples, explanations and demonstrations to support learning for all pupils? (For example: texts accessible to all, do they inspire writing, are you a teacher writer, do you plan enough time for a systematic editing process)</p> <p>How did you use the school's English curriculum plans and resources to prepare today's lesson so that links between content and skills are made? (For example: Is this the first time that they have attempted to write about this text type or not? How are you extending the nuance of their conceptual framework about the qualities of this text type?)</p> <p>How did you take into account the pupils' prior knowledge? (For example: how do these skills in phonics, grammar, writing, reading fluency, listening, speaking, drama and moving image, fit into a sequence?)</p>
Assessment (TS 6)	<p>How did you identify and address misconceptions that occurred in the lesson? (For example: in phonics, are mispronunciations dealt with effectively, are grammar misconceptions unpicked and explored?)</p> <p>Analyse the <b>AO1</b> strategies used in the lesson. (For example: questioning understanding of the impact of using one word instead of another for a particular effect, or effectively 'wrestling the question' in reading to understand what an answer might need to include)</p>
Assessment (TS 6) cont.	<p>How did your <b>AO1</b> link to the school's marking policy? (For example: how has oral or written marking contributed to the editing process over time in this piece of writing? If peer assessment is used to improve writing, how impactful has this been? Was sufficient time planned for pupils to engage in High Quality discussion? Did the grouping/partner arrangements facilitate this? Do you provide scaffolding and gambits for this type of talk and model it sufficiently using success criteria)</p>
Professional Behaviours (TS8)	<p>How did you strengthen your English pedagogical and subject knowledge prior to this lesson? (Think about phonics, grammar, writing, reading, listening, speaking, drama and moving image and teacher knowledge of texts)</p> <p>Discuss and analyse how you prepared additional adults prior to the lesson? (For example: have you checked their grammar understanding? Do they know the text features? Are they clear about how this learning fits into a wider sequence of learning? Do they know the text?)</p> <p>How do you communicate pupil learning to parents? (Book bags/changing books/notes home linked to successful writing/promoting English learning by sending copies home/using newsletter or school-specific social media/phone calls home)</p>

Centre for Teacher Education University of Warwick Prompts to support subject specific feedback in English	
Overview of Topics Covered in University Sessions	
<p>University Lectures explore:</p> <ul style="list-style-type: none"> <li>Phonics Subject Knowledge – Pre-recorded. Revisit over year</li> <li>Grammar Subject Knowledge – Self Study. Revisit over year</li> </ul> <ol style="list-style-type: none"> <li>Introduction to English (SD and Core)</li> <li>Multimodality and Affordance (Core only, but materials made available)</li> <li>Spelling and Handwriting (Core only, but materials made available)</li> <li>Assessment and Miscue Analysis (Core only, but materials made available)</li> <li>Spoken Language (SD and Core)</li> </ol>	<p>University Seminars explore:</p> <ol style="list-style-type: none"> <li>Appreciating Children's Literature (SD and Core)</li> <li>Teaching Reading Pedagogies (SD and Core)</li> <li>Teaching Phonics (SD and Core)</li> <li>Teaching Writing Pedagogies (SD and Core)</li> <li>Planning for English (Core only, but materials made available)</li> <li>Teaching Grammar (SD and Core)</li> <li>Developing Comprehension (Core only, but materials made available)</li> <li>Creative Pedagogies – Non-Fiction (SD and Core)</li> <li>Creative Pedagogies – Poetry (SD and Core)</li> <li>Creative Pedagogies – Fiction (Core only, but materials made available)</li> </ol> <p>*EY and Primary Tailored Versions</p> <p>All Primary Trainees have all of the above sessions, tailored to Primary</p>
Key Books and Articles	



# Linking theory and practice

- ❓ When you are having these conversations, are you initiating discussions that link key university curriculum reading and theory?
- ❓ Use the 'Subject Guidance' and the Professional Practice Units to help you link in with key reading and theory – this is very useful for your own professional development too!

# Lesson Observation Form 2 – Experiential Learning Form (ELF)

**Trainee's target for observation** – what do trainees want specific feedback on? (this should be informed by CCF, CRD, previous lesson feedback, mentor-trainee dialogue, training plan notes)

**Observation of expert colleague** – trainees should discuss their target/focus with the relevant colleague before the lesson and observe them modelling this in their practice to help develop the trainee's understanding – the trainee should make notes on the form – what were they hoping to gain from the observation? What did they learn?

**Discuss your observations** – After the lesson, trainees should discuss their observations with an expert colleague after the lesson. Draw out some key learning points. How is the trainee going to try to apply what they have learnt to their own practice? What specifically want the observer to look for when they observe you teaching this particular strategy?

Experiential Learning Form		
A: Trainee's Observation of expert colleague		
Part A: focuses upon the trainee's identification of a target and observation of an expert colleague modelling practice in relation to the trainee's target, with follow-up discussion.		
Step	Guidance	Notes
<b>Trainee's Target</b>	<b>Trainee identifies a target</b> e.g. from Trainee's longer-term targets in the Training Plan or a previous observation, this can be decided in consultation between the trainee and expert colleague. <i>What would you like your expert colleague to help you develop? Identify your target. Select or modify a 'Learn how' statement(s) from the CCF.</i>	Trainee's target & links with CCF
<b>Observing an expert colleague</b> e.g. class teacher/ subject lead/ mentor/ external specialist/ subject specialist/ phase lead.	<b>Discuss your target and focus for observation</b> with your expert colleague in advance of the lesson.  <i>Agree some key points to look out for. Use the CCF to help identify specific points to look out for in relation to your target.</i>	Trainee records key focal points for observation of expert colleague  Trainee's notes and observations of expert colleague
<b>Discuss your observations</b>	<b>Talk to your expert colleague about what you observed.</b>  <i>Make notes of your discussion e.g. How does this relate to your target? What questions do you have about your observations? What might you want your expert colleague to look out for/observe in your own practice?  Identify specific actions in relation to your target.</i>	Trainee's notes of discussion with expert colleague

Page 1

To be used when trainees would benefit from additional support from expert colleagues on a particular area of their practice.

**? Taking opportunities to practise, receive feedback/coaching and improve –**

observer makes notes in relation to the focus and jots down evidence to show impact on pupil learning

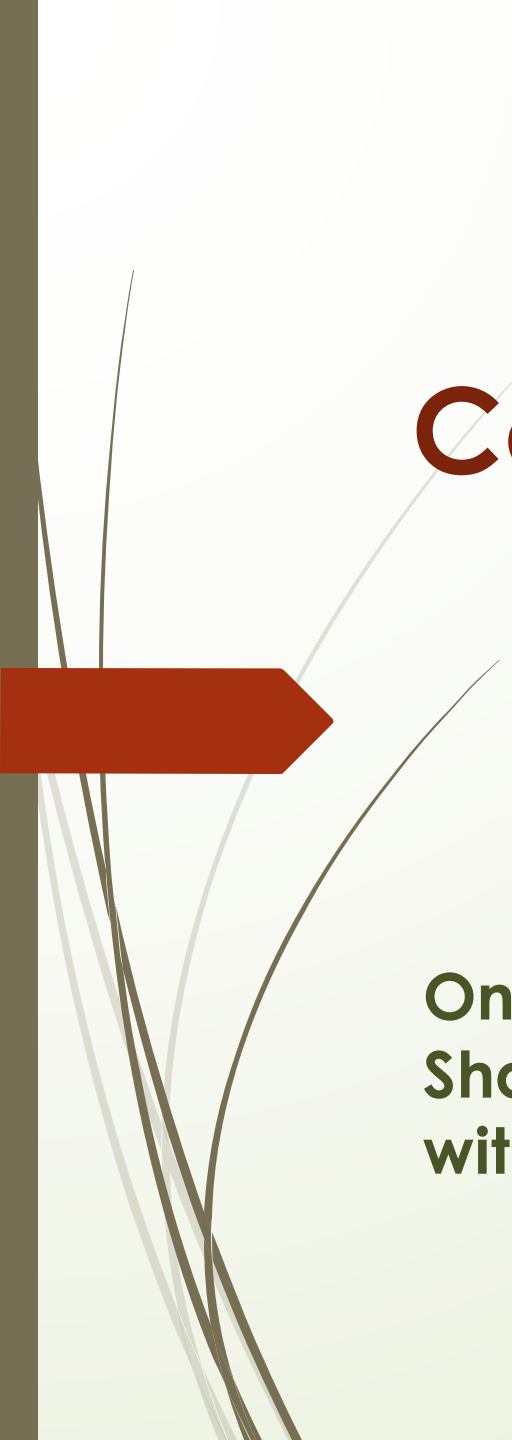
**Discussion: trainee and expert colleague:**

**? Trainee reflections:** Trainee to share their reflections on how successfully they have addressed the focus

**? Observer reflections:** Observer records their feedback

**? Future target:** based on the feedback and progress against the chosen focus, trainee and mentor should **agree together** a target that the trainee will work on the following week (see PEERS goals)

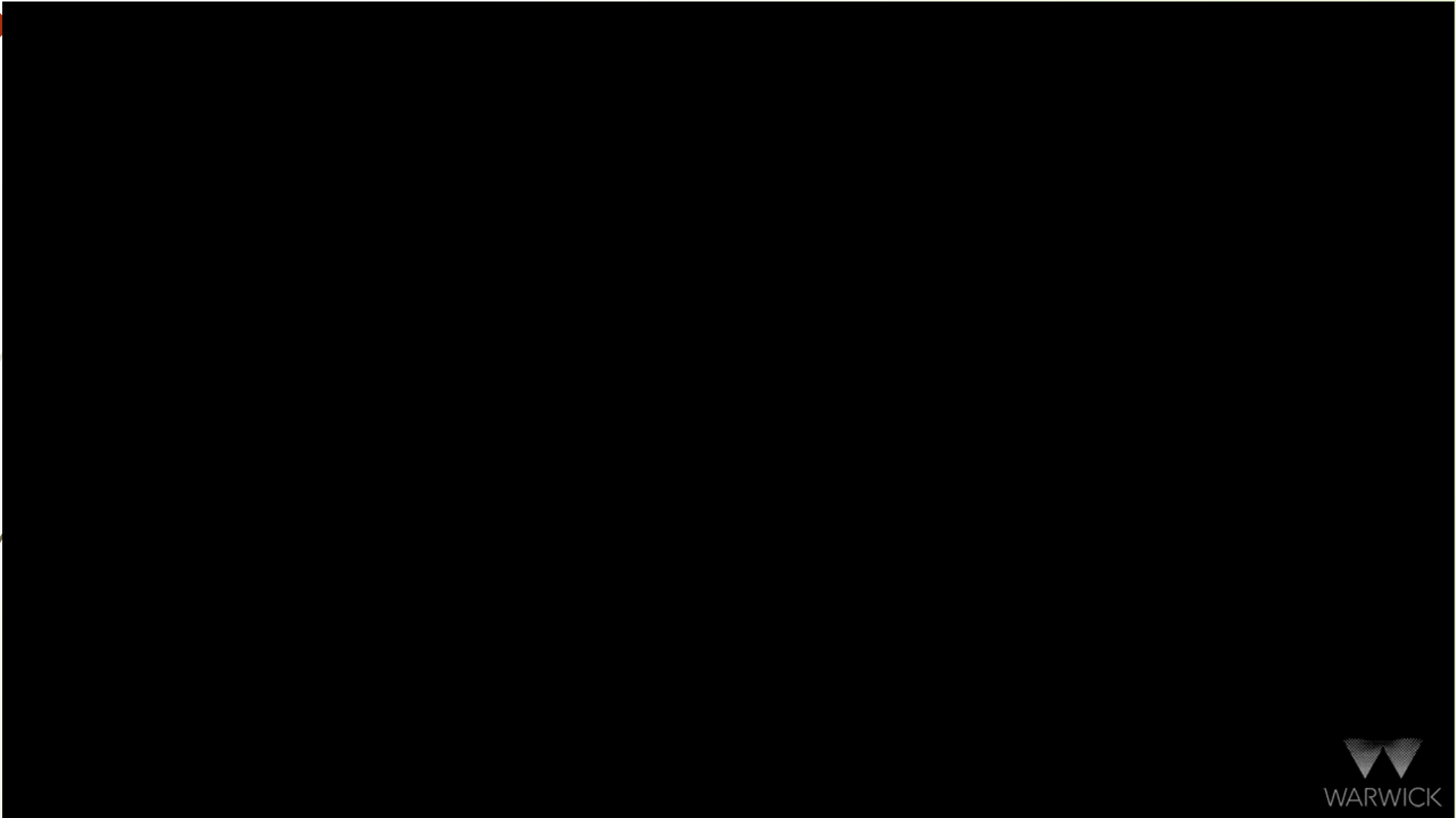
B: Observation of trainee's practice by expert colleague		
Part B: Focus upon observation of the trainee's practice, with reference to their identified target, with subsequent reflection, feedback/coaching and target-setting.		
<b>Taking opportunities to practise, receive feedback/coaching and improve</b>	<p>Your expert colleague observes your practice Observer collects evidence in relation to the trainee's target</p> <p>Observer's questions. During the teaching episode the observer identifies question prompts to stimulate discussion. <i>Use the CCF to help identify specific points</i></p>	Observer's notes and questions.
<b>Discussion: trainee and expert colleague</b>	<p>The trainee shares their reflection: - on the ways in which they have been able to meet their target - any challenges. - further questions arising.</p>	Observer to note these reflections and questions.
	<p>Observer's feedback/coaching using question prompts above</p> <p>Questions arising. What does this conversation prompt the expert colleague and trainee to consider further? <i>(Look at the CCF to help here)</i></p>	Trainee's note down key points of discussion
<b>Future target</b>	Trainee and expert colleague create a new target	Trainee's notes



# **Collaborative Review document (CRD)**

**Online Excel document – trainee will have access to a SharePoint folder shortly and will share access rights with mentor and moderation tutor**

# Collaborative Review Document



**Online Excel document – trainee will share permission to a Sharepoint folder shortly – THEY ARE RESPONSIBLE FOR THIS, BUT YOU NEED TO CHASE IF NOT DONE!**

# Terms 1 & 2 expectations for Progress on placement

Excel Collaborative Review Document - Primary 22-23 - Saved

File Home Insert Draw Page Layout Formulas Data Review View Automate Help

Editing Share Comments Catch up

12 B General

G59

Go to previous tab - Personal Info    Go to next tab - Term 2 coll. review

Term 1 attendance (no. days absent by end of term/placement)			
Term 1 collaborative review completed at the middle and end of the autumn term by the mentor and trainee.	Trainees making appropriate progress will be working effectively in collaboration with experienced colleagues to sustain effective learning and establish professional relationships with both staff and pupils. Support with planning, behaviour management and assessment would be expected at this stage.	Trainees making stronger progress will typically be starting to work more confidently and need less support from experienced colleagues. Learning will be sustained with guidance from colleagues. Trainees will be taking some responsibility for their own professional development and will be setting targets and responding actively to coaching.	Mentor - Please select best characteristics that best trainee's engagement
All statements need to be interpreted within the context in which the trainee is working	Trainees making <i>appropriate progress</i> demonstrate the following characteristics:	Trainees making <i>stronger progress</i> demonstrate the following characteristics:	
Professional behaviours strands			AP1
Overview			
Professional standards of behaviour are demonstrated, both in contributing to the culture and ethos of the school and taking responsibility for their personal professional development.	Responds positively to coaching and with support is able to identify appropriate development steps. With guidance, identifies resources to enable improvement. With some guidance, takes ownership of their personal professional development with reference to the CCF.	Responds positively and pro-actively to coaching and identifies appropriate development steps. Identifies resources to enable improvement. Takes ownership of their personal professional development and is using the CCF to guide target setting.	Appropriate progress

Help Personal info Term 1 coll. review Term 2 coll. review SummAssmt Preamble-Part2 SummAssmt TS1



# The CRD: Formally tracking your progress and next steps at AP1 - 6

Go to previous tab - Personal Info

Go to next tab - Term 2 coll. review

Term 1 attendance (no. days absent by end of term/placement)

Term 1 collaborative review completed at the middle and end of the autumn term by the mentor and trainee.

Trainees making appropriate progress will be working effectively in collaboration with experienced colleagues to sustain effective learning and establish professional relationships with both staff and pupils. Support with planning, behaviour management and assessment would be expected at this stage.

Trainees making stronger progress will typically be starting to work more confidently and need less support from experienced colleagues. Learning will be sustained with guidance from colleagues. Trainees will be taking some responsibility for their own professional development and will be setting targets and responding actively to coaching.

All statements need to be interpreted within the context in which the trainee is working

*Trainees making **appropriate progress** demonstrate the following characteristics:*

*Trainees making **stronger progress** demonstrate the following characteristics:*

- ✓ Working Towards
- ✓ Appropriate Progress
- ✓ Stronger Progress

Mentor - Please select below according to the column characteristics that best describe the impact of the trainee's engagement with the curriculum.

## Professional behaviours strands

### Overview

Professional standards of behaviour are demonstrated, both in contributing to the culture and ethos of the school and taking responsibility for their personal professional development.

Responds positively to coaching and with support is able to identify appropriate development steps. With guidance, identifies resources to enable improvement. With some guidance, takes ownership of their personal professional development with reference to the CCF.

Responds positively and pro-actively to coaching and identifies appropriate development steps. Identifies resources to enable improvement. Takes ownership of their personal professional development and is using the CCF to guide target setting.

AP1

AP2

Is accountable for demonstrating high standards of professional behaviour, attendance and punctuality. Recognises that the education of pupils is a teacher's first concern and demonstrates respect for the policies and practices of the school. With guidance, contributes to the wider life of the school and safeguards the well-being of pupils. Is developing effective professional relationships with colleagues and communicates in a professional manner.

Is accountable for demonstrating high standards of professional behaviour, attendance and punctuality. Recognises that the education of pupils is a teacher's first concern and demonstrates respect for the policies and practices of the school. Actively contributes to the wider life of the school and safeguards the well-being of pupils. Maintains effective professional relationships with colleagues and consistently communicates in a professional manner.

With guidance, is able to manage time effectively and prioritise tasks. With guidance, uses appropriate support from colleagues without making unreasonable demands. Makes personal time for well-being and rest.

Is able to manage time effectively and prioritise tasks. Uses appropriate support from colleagues without making unreasonable demands. Makes personal time for well-being and rest.

**Your will find your trainee's CRD in the Trainee SharePoint folder.**

Go to previous tab - Personal Info

Go to next tab - Term 2 coll. review

Term 1 attendance (no. days absent by end of term/ placement)

[Empty box for attendance]

Term 1 collaborative review completed at the middle and end of the autumn term by the mentor and trainee.

Trainees making appropriate progress will be working effectively in collaboration with experienced colleagues to sustain effective learning and establish professional relationships with both staff and pupils. Support with planning, behaviour management and assessment would be expected at this stage.

Trainees making stronger progress will typically be starting to work more confidently and need less support from experienced colleagues. Learning will be sustained with guidance from colleagues. Trainees will be taking some responsibility for their own professional development and will be setting targets and responding actively to coaching.

Mentor - Please select below according to the column characteristics that best describe the impact of the trainee's engagement with the curriculum.

All statements need to be interpreted within the context in which the trainee is working

Trainees making appropriate progress demonstrate the following characteristics:	Trainees making stronger progress demonstrate the following characteristics:		
support addresses some of these.	teaching.		
Working with the class teacher, maintains a positive learning environment in which pupils feel safe and secure, promotes learners' success	is beginning to take responsibility for maintaining a positive learning environment in which pupils feel safe and secure, promotes learners' success		

**Pedagogy strand**

Overview

Plans effective learning experiences that balance a range of strategies to motivate children and reduce barriers to learning. Draws on evidence to inform strategies to support learning in lessons. Adapts teaching in planning and in lessons to enable all children to learn.

Models the value of intellectual curiosity, demonstrating a genuine interest in their own learning and reflecting on how pupils learn to inform their own teaching. In collaboration with the class teacher, creates plans that are informed by evidence of how children learn.

Models the value of intellectual curiosity, demonstrating a genuine interest in their own learning and reflecting on how pupils learn to inform their own teaching. With guidance, plans teaching that is informed by evidence of how children learn.

Engages with opportunities to develop literacy, oracy and early maths skills of learners (including SSP) appropriate to the age and development of learners.

Takes some responsibility, with expert guidance, for literacy, oracy and early maths skills of learners (including SSP) appropriate to age and development

**Working alongside and supported by experienced colleagues:**  
- planning builds in opportunities for: exposition, pupil dialogue, repetition, purposeful practice, retrieval of key knowledge/skills and for pupils to 'think hard';  
- is developing the ability to plan/teach appropriately structured and paced lessons which build on prior learning.

**With some support in planning:**  
- can build in opportunities for exposition, pupil dialogue, repetition, purposeful practice, retrieval of key knowledge/skills and for pupils to 'think hard';  
- can plan/teach appropriately structured lessons, which build on prior learning and make increasingly effective use of lesson time.

**Working alongside and supported by experienced colleagues:**  
- can break complex material into smaller steps. Understands that learning involves a lasting change in pupils' knowledge and can plan some ways to make learning memorable (e.g. through memory strategies or linking to real life applications);  
- shows a developing ability to use a range of strategies in their teaching to promote learning including modelling, scaffolding, clear explanations, exposing potential pitfalls and how to avoid them.

**With some support in planning:**  
- can make complex material accessible. Understands that learning involves a lasting change in pupils' knowledge and can plan ways to make learning memorable.  
- uses a range of strategies in their teaching to promote learning including modelling, scaffolding, clear explanations, exposing potential pitfalls and how to avoid them

**Working alongside and supported by experienced colleagues:**  
- adapts teaching using approaches which are appropriate for the age and developmental stage of their learners.  
- is beginning to recognise where there are barriers to learning and use approaches which aim to overcome these barriers.  
- can use recognised strategies to support the needs of specific groups of learners (e.g. EAL learners, SEND) and evaluate the success of these strategies.  
- In accordance with school policy is developing the ability to group, and vary pupil groups to provide targeted support.

**With some support in planning:**  
- adapts teaching using approaches which are appropriate for the age and developmental stage of their learners.  
- recognises where there are barriers to learning and uses approaches which aim to overcome these barriers.  
- Uses recognised strategies to support the needs of specific groups of learners (e.g. EAL learners, SEND) and evaluates the success of these strategies.  
- In accordance with school policy, can group, and vary pupil groups to provide targeted support.

**Curriculum strand**

Overview

Planning and teaching are clearly connected to the school curriculum plans and national frameworks. Medium term planning is developing to sequence lessons and develop learning over time.

**In supported, guided planning,** understands how planning relates to the school's medium-term planning and curriculum, and to national frameworks. Planning draws on existing planning and school resources. Is beginning to be aware of the need to


With some support in planning, is able to connect planning with the school's medium-term planning and curriculum, and to the national frameworks. Planning makes effective use of existing planning and school resources, adapted to the needs of their pupils.  
In discussion with an expert colleague, reflects upon the balance between relevant detail

Summative comments, targets and actions are added each half term...

context in which the trainee is working	Trainees making appropriate progress demonstrate the following characteristics:	Trainees making stronger progress demonstrate the following characteristics:
Will the trainee require significant extra support to make progress?		
Trainee's self review of progress IN FIVE AREAS.	AP1 MENTOR COMMENTS: Please comment on strengths in each area below. All: These comments will inform the trainee's reference	AP1 MENTOR COMMENTS: Please agree/record ONE key target in each area below.

Based on the CFF, the coloured bands signify different strands against which you are assessed:

- Professional Behaviours
- Behaviour Management
- Pedagogy
- Curriculum
- Assessment



Qualtrics: At the **end** of **every Term**.

This needs to be done in a timely fashion, please!

- ? Sign off form for data integrity
- ? Webform
- ? Trainee details +
- ? Summary of attainment
- ? Against 5 areas of the CCF

### Collaborative Review Document summary

Please select from the available options for each Professional Behaviour in line with the trainee's Collaborative Review Document

#### Professional Behaviours

Working towards

Appropriate progress

Stronger progress

#### Behaviour Management

Working towards

Appropriate progress

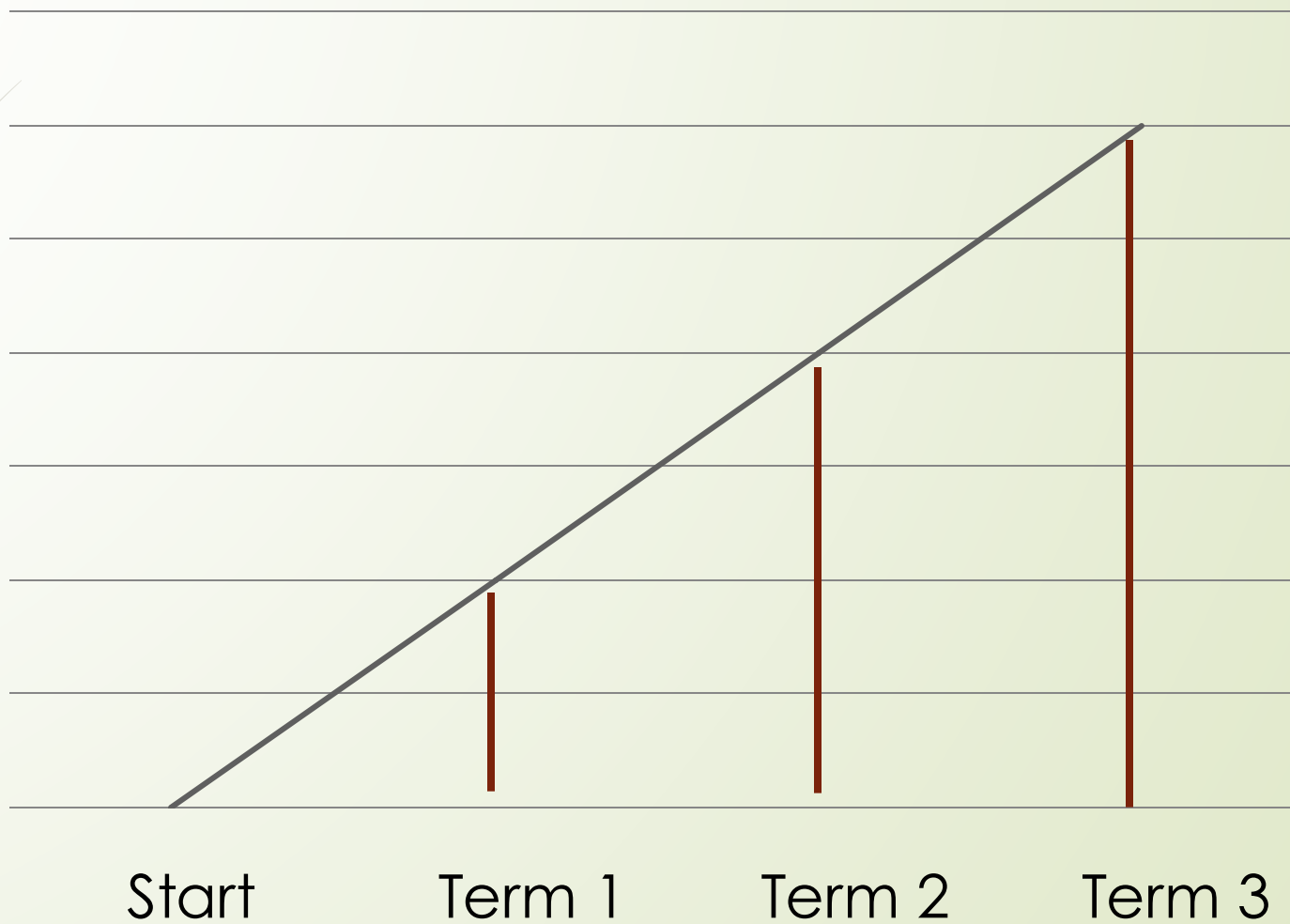
Stronger progress

#### Pedagogy

Working towards

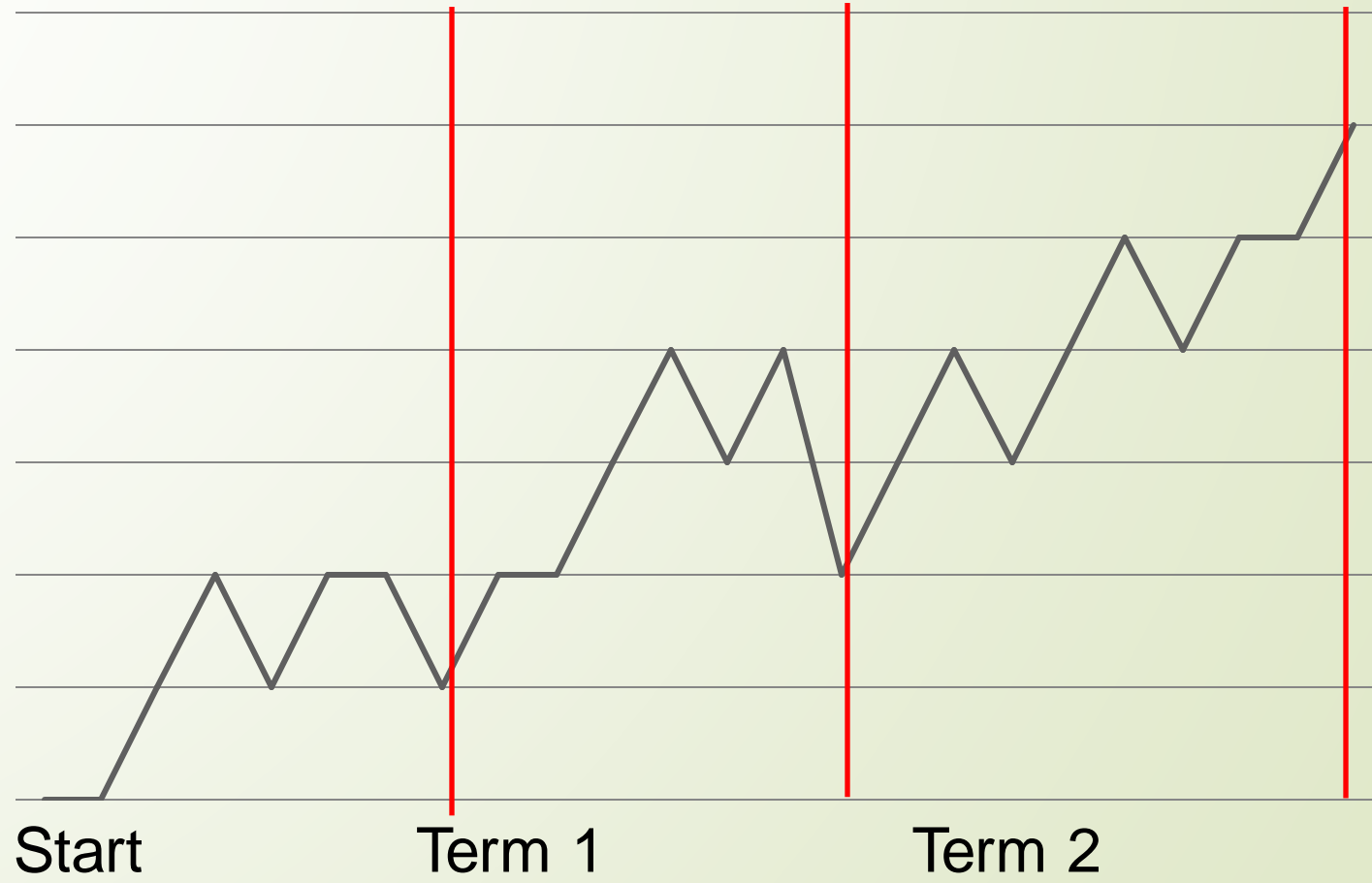
# Progress on Placement – doesn't look like this

Trainee  
progress



# More likely to be...

Trainee progress





# Teaching Expectations

- ❑ Outlined in placement guides
- ❑ 30% approximately by Assessment Point 1
- ❑ 50%-60% by Assessment Point 2
- ❑ 60% by Assessment Point 3
- ❑ 70% by Assessment Point 4
- ❑ 70% by Assessment Point 5 (If Trainees are able to, they can aim for 80% in this term.)
- ❑ 80% by Assessment Point 6
  
- ❑ Profiles will be completed on the Collaborative Review Document ready for submission at each assessment point and the grades verified at the end of each Term on a very brief Qualtrics form.

# Whilst not timetabled to teach, trainees might:

- ❑ Observe learning and teaching – class teacher and other expert colleagues using the ELF form
- ❑ Meet with expert colleagues to learn from their area of expertise; discuss lessons they have observed; receive feedback
- ❑ Have their weekly mentor-trainee meeting (although this may need to take place after school or at lunchtime depending on mentor's responsibilities)
- ❑ Support the class teacher – before, after and during the school day
- ❑ Develop relationships with the children by working with them
- ❑ Review and monitor progress and prepare for mentor-mentee meetings including updating training plan and collaborative review
- ❑ Time for planning, preparation and assessment
- ❑ Complete university tasks/conduct research for assignment on children's dialogue for Spring term 'talk' assignment

20 % minimum of  
PPA/Non-contact time



# Further Development Opportunities



# WARWICK MENTOR CONFERENCE

Thursday 28th September - 12:00-5:00

## Conference Aims:

- Have a shared understanding of what it means to be a Warwick Mentor.
- Be able to explain your mentoring role within the Warwick ITT curriculum.
- Have evaluated your own mentoring skills and attributes and identified professional development needs within the mentoring role.
- Have explored how the Professional Practice Units are used to support trainee development.
- Be able to explain how the mentoring documentation supports the trainee in their teaching practice.

## Conference Agenda:

- 12:00pm - 1:00pm - Lunch, networking, and completion of self-evaluation (if not already undertaken)
- 1:00pm - 2.30pm - Exploring mentoring skills, attributes and Warwick's Model of Mentoring
- 2.30pm - 2.45pm - Master's in Professional Education
- 2.45pm - 3.00pm - Refreshments
- 3.00pm - 5:00pm - Move into phase / subject groups to explore Warwick's Mentoring model in practice.

Click here to book your place:

<https://forms.office.com/e/X3kWi65F8U>

# To book your place:

<https://forms.office.com/e/X3kWi65F8U>

# Adobe Creative Educator Level 1 - Intro to Adobe Express

## Text Design & Affordance in the Primary English Curriculum

Wednesday 27th September from 4:00 - 5:30

In order to access the session, please click on the  
link below:

[https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_ODQzM2I3OGYtYTlkYi00MjliLTgxNTgtMzU0ODYyYTQ3ODIk%40thread.v2/0?context=%7b%22Tid%22%3a%22fa7b1b5a-7b34-4387-94ae-d2c178decee1%22%2c%22Oid%22%3a%22d453f208-41bb-4b65-b1f2-b502ffa97b76%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_ODQzM2I3OGYtYTlkYi00MjliLTgxNTgtMzU0ODYyYTQ3ODIk%40thread.v2/0?context=%7b%22Tid%22%3a%22fa7b1b5a-7b34-4387-94ae-d2c178decee1%22%2c%22Oid%22%3a%22d453f208-41bb-4b65-b1f2-b502ffa97b76%22%7d)

Meeting ID: 298 051 186 672  
Passcode: VKeTom.

For a flavour of what the session might be like, take a look at the  
videos on this website:

<https://express.adobe.com/page/uCWZEvRu1z4D8/>

The session will be delivered by Dominic Traynor: Adobe Expert and all  
round inspirational creative!

You will get an official certificate of recognition for your employment  
portfolio upon completion.

Whilst this session is optional, it is a fantastic opportunity to learn about how primary children  
might go about planning, drafting and editing writing using computer software. Jo and I will be  
there as some friendly faces and to celebrate your attendance and commitment, going above and  
beyond to learn all that you can about how Primary English might be taught and how children might  
build their learning.

Your English Tutors are looking forward  
to seeing you online!

In order to access the session, please click on the link  
below:

[https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_ODQzM2I3OGYtYTlkYi00MjliLTgxNTgtMzU0ODYyYTQ3ODIk%40thread.v2/0?context=%7b%22Tid%22%3a%22fa7b1b5a-7b34-4387-94ae-d2c178decee1%22%2c%22Oid%22%3a%22d453f208-41bb-4b65-b1f2-b502ffa97b76%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_ODQzM2I3OGYtYTlkYi00MjliLTgxNTgtMzU0ODYyYTQ3ODIk%40thread.v2/0?context=%7b%22Tid%22%3a%22fa7b1b5a-7b34-4387-94ae-d2c178decee1%22%2c%22Oid%22%3a%22d453f208-41bb-4b65-b1f2-b502ffa97b76%22%7d)

Meeting ID: 298 051 186 672 Passcode: VKeTom.

For a flavour of what the session might be like, take a  
look at the videos on this website:

<https://express.adobe.com/page/uCWZEvRu1z4D8/>



What are your next steps to develop your mentoring practice?

Opportunity for Q&A